

# Application: GREEN TECH HIGH CHARTER SCHOOL

Annual Reports

## Summary

**ID:** 0000000024

**Status:** Annual Report Submission

**Last submitted:** Nov 3 2020 10:34 AM (EST)

## Entry 1 School Info and Cover Page

**Completed** - Dec 2 2020

### [Instructions](#)

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

---

**a. SCHOOL NAME**

(Select name from the drop down menu)

GREEN TECH HIGH CHARTER SCHOOL 010100860907

**a1. Popular School Name**

Green Tech High

**b. CHARTER AUTHORIZER (As of June 30th, 2020)**

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

ALBANY CITY SD

**d. DATE OF INITIAL CHARTER**

7/2006

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2007

**h. SCHOOL WEB ADDRESS (URL)**

<http://www.greentechhigh.org/>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)**

390

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)**

336

**k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)**

Check all that apply

Grades Served

6, 9, 10, 11, 12

**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

**FACILITIES INFORMATION**

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

**School Site 1 (Primary)**

**m1. SCHOOL SITES**

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

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

**m1a. Please provide the contact information for Site 1.**

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

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

Private Space

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

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

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.**

**Site 1 Certificate of Occupancy (COO)**

[GTH CO Slingerland Bldg.pdf](#)

**Filename:** GTH CO Slingerland Bldg.pdf **Size:** 260.0 kB

---

**Site 1 Fire Inspection Report**

[2020 Fire Inspection GTH.pdf](#)

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

**CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR**

---

**n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).**

No

---

**PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.**

---

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

Yes

**ATTESTATION**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Jen Pasek
Position	Consultant
Phone/Extension	
Email	

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

**Responses Selected:**

Yes

**Signature, Head of Charter School**



**Signature, President of the Board of Trustees**



**Date**

Sep 15 2020

**Thank you.**



## **Entry 2 NYS School Report Card**

**Completed** - Dec 2 2020

### **Instructions**

#### **SUNY-authorized charter schools only**

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New

York State statute (8 NYCRR 119.3).

## Entry 2 NYS School Report Card Link

GREEN TECH HIGH CHARTER SCHOOL 010100860907

### NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/essa.php?year=2019&instid=800000059776>

## Entry 3 Accountability Plan Progress Reports

Completed - Dec 2 2020

### Instructions

### SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

### [GTH 2019-20-APPR K-12 final](#)

Filename: GTH\_2019-20-APPR\_K-12\_final.docx Size: 152.2 kB

## Entry 7 Disclosure of Financial Interest Form

Completed - Dec 2 2020

### Instructions - Multiple Uploads Permitted

### Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

## [GTH Disclosure Forms](#)

**Filename:** GTH\_Disclosure\_Forms.pdf **Size:** 690.8 kB

## Entry 8 BOT Membership Table

Completed - Dec 2 2020

## Instructions

### Required of All charter schools

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

## Entry 8 BOT Table

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

### GREEN TECH HIGH CHARTER SCHOOL 010100860907

#### 1. 2019-2020 Board Member Information (Enter info for each BOT member)

Trustee	Position	Committ	Voting	Number	Start	End Date	Board
---------	----------	---------	--------	--------	-------	----------	-------

	Name and Email Address	on the Board	ee Affiliations	Member Per By-Laws (Y/N)	of Terms Served	Date of Current Term (MM/DD/YYYY)	of Current Term (MM/DD/YYYY)	Meetings Attended During 2019-2020
1	Pamela Williams, [REDACTED]	Chair	All	Yes	3	10/01/2018	09/30/2021	8
2	Jahmel Robinson, [REDACTED]	Vice Chair	All	Yes	2	08/18/2019	1/29/2021	5 or less
3	Dona Bulluck, [REDACTED]	Secretary	All	Yes	2	08/18/2019	1/29/2021	6
4	Laura Chmielinski, [REDACTED]	Trustee/Member	All	Yes	2	08/18/2019	1/29/2021	6
5	Madalyn Royal [REDACTED]	Trustee/Member	All	Yes	1	01/29/2018	01/29/2021	8
6	Matt Toporows [REDACTED]	Trustee/Member	All	Yes	1	02/25/2018	02/25/2021	5 or less

7								
8								
9								

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

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

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

a. Total Number of BOT Members on June 30, 2020	6
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	6

**3. Number of Board meetings held during 2019-2020**

8

#### 4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

## Entry 10 Enrollment & Retention

Completed - Dec 2 2020

### [Instructions for submitting Enrollment and Retention Efforts](#)

**ALL charter schools must complete this section.** Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

## Entry 10 Enrollment and Retention of Special Populations

### [Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

**GREEN TECH HIGH CHARTER SCHOOL 010100860907**

#### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
		Green Tech has always served more ED students than the Albany City School District. We

<p>Economically Disadvantaged</p>	<p>GTH targets the entire capital region with radio and TV marketing. We distribute brochures in neighborhoods with high concentrations of economically disadvantaged families. We also conduct a direct mail campaign that targets households with income less than \$60,000. GTH has vendored at several community events. We attend summer community fairs, and have multiple community service events with local Barbershops, and Devine 9, Green Tech Feeds the Community, Green Tech Toys for Tots, Green Tech Random Acts of Kindness, and the Freshman Neighborhood cleanup.</p>	<p>have a 12-year history of attracting students from economically-disadvantaged neighborhood pockets of Albany, Schenectady and Troy, consistent with our single-gender marketing in these places and our reputation for college placement for our young men. We have found that many families who enroll their young men in GTH do so for the prospect of being the first in their family to be able to attend college, and they feel the single gender nature of our school promotes that as a realistic possibility. When this happens, word spreads that it happened for one young man and other families friends and contacts from oftentimes similar ED backgrounds will apply.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>GTH uses social media as well as radio and T.V. marketing to attract students of all backgrounds. GTH does a yearly demographic study and does mailers to the top 3 languages spoken in the Capital Region. This year English, Spanish, Hindi are the three top languages spoken in the Capital region. We have translated the material and are sending the materials to over 500 homes in the capital region. Our Parent Intervention Specialist also visits and drops off materials at the refugee center.</p>	<p>GTH has not been successful to this point in recruiting significant numbers of ELL students. Despite our efforts, we have found that males reach a certain comfort level with their second language "second families" in their existing school setting. It proves difficult for schools like GTH who recruit only older students to attract a handful of ELL families to leave their comfort zone and attend a brand new school. We have begun to remedy this by starting our 6-12 model, whereby we can meet these families before they become so entrenched in their years of schooling. As our middle school model is new, this is a recruitment effort under development. We will also be</p>

		targeting recruitment and marketing efforts with single-gender Brighter Choice boys in an approach that K-12 all-male schooling can be a full unbroken continuum.
Students with Disabilities	GTH shares information in brochures as well as the school website to promote the special education support services that GTH provides.	GTH shares information in brochures as well as the school website to promote the special education support services that GTH provides. We support a number of different special education settings including consultant/teacher and resource rooms, as well as other intervention efforts. While we have a low overall percentage of SWD compared to the district, we are just a single building LEA. In the future, we will be working more closely with Brighter Choice Boys to convey to area families that there can be continuity in Special Education programming even through their students switch schools in grade 6. We understand our obligation with SWD recruitment and face the serious limits of not being in control of the placement process - as the local district is.

**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	"GTH employs a Family Intervention Specialist who attends annual conferences as well as webinars to stay up to date with all services that	GTH employs a Family Intervention Specialist who attends annual conferences as well as webinars to stay up to date with all services that

<p>Economically Disadvantaged</p>	<p>economically disadvantaged students are eligible for as well as Mc Kinney Vento. Additionally, GTH offers uniform incentives, financial vouchers for uniforms, transportation for students whose district won't provide it, school supplies, uniform closet, book bag drives. We offer free breakfast, lunch, and dinner; free afterschool support, tutoring and clubs; and free Medical Mobile Unit through Whitney Young."</p>	<p>economically disadvantaged students are eligible for as well as Mc Kinney Vento. Additionally, GTH offers uniform incentives, financial vouchers for uniforms, transportation for students whose district won't provide it, school supplies, uniform closet, book bag drives. We offer free breakfast, lunch, and dinner; free afterschool support, tutoring and clubs; and free Medical Mobile Unit through Whitney Young.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>GTH uses social media as well as radio and T.V. marketing to attract students of all backgrounds. GTH does a yearly demographic study and does mailers to the top 3 languages spoken in the Capital Region. This year English, Spanish, Hindi are the three top languages spoken in the Capital region. We have translated the material and are sending the materials to over 500 homes in the capital region. Our Parent Intervention Specialist also visits and drops off materials at the refugee center.</p>	<p>GTH does not have a critical mass of ELL students. This retention topic is not applicable until a point in time when we can speak to retention.</p>
	<p>We offer Direct Teacher Consultant Services, where teacher push in to classrooms based on students' IEPs. We also provide resource room based on need. Additionally, we have a robust RTI system for our students of concern. Our middle</p>	<p>We offer Direct Teacher Consultant Services, where teacher push in to classrooms based on students' IEPs. We also provide resource room based on need. Additionally, we have a robust RTI system for our students of concern. Our middle school students will have RTI built into their daily schedules. We have 3 School Counselors on staff who provide social emotional support and academic</p>

<p>Students with Disabilities</p>	<p>school students will have RTI built into their daily schedules. We have 3 School Counselors on staff who provide social emotional support and academic guidance as well. We build in Lab courses for our students who have gaps in their academic abilities, as well as weekly ZAP (Zeros Aren't Permitted), to help all students improve their grades weekly. We conduct PAR (Personal Academic Review) with students quarterly to track their academic performance. Additionally we provide Advisory for students daily to receive additional support from their advisory for the course of their 4 year academic career.</p>	<p>guidance as well. We build in Lab courses for our students who have gaps in their academic abilities, as well as weekly ZAP (Zeros Aren't Permitted), to help all students improve their grades weekly. We conduct PAR (Personal Academic Review) with students quarterly to track their academic performance. Additionally we provide Advisory for students daily to receive additional support from their advisory for the course of their 4 year academic career. Moving forward, we will be discussing the programming that we can add for special education students to attend our campus - including the possibility of 12:1:1 settings, if they are compliant with Least Restrictive Environment regulations. Brighter Choice boys will potentially partner in this endeavor.</p>
-----------------------------------	--	---

## Entry 14 School Calendar

Completed - Dec 2 2020

[Instructions for submitting School Calendar](#)

### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3<sup>rd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

**Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.**

[Finalized 2020-2021 Public GTH Calendar](#)

## Entry 16 COVID 19 Related Information

Completed - Dec 2 2020

### Instructions

#### Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

## Entry 16 COVID 19 Related Information

School Name: GREEN TECH HIGH CHARTER SCHOOL

### TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	336	336	336

#### Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade

level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participating Students
PLATO Edmentum	X	X	X	X	X	X	X	X	X	✓	✓	✓	✓	296
MobyMax	X	X	X	X	X	X	✓	X	X	X	X	X	X	40
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	





**FOR INSTITUTE USE ONLY**  
**FILING FOR SCHOOL YEAR:** \_\_\_\_\_  
**DATE RECEIVED:** \_\_\_\_\_

**DISCLOSURE OF FINANCIAL INTEREST  
 BY A NOT-FOR-PROFIT CHARTER SCHOOL  
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Green Tech Charter School
2. Trustee's name (print): Dona Smith Bulluck
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
Board Member, Secretary
4. Home address: \_\_\_\_\_
5. Business Address: N/A
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the education corporation? \_\_\_Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
 \_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

DocuSigned by:  
  
 E781D8C05D03466...  


---

**Signature**

7/13/2020  


---

**Date**



**FOR INSTITUTE USE ONLY**  
**FILING FOR SCHOOL**  
**YEAR:** \_\_\_\_\_  
**DATE RECEIVED:** \_\_\_\_\_

**DISCLOSURE OF FINANCIAL INTEREST  
 BY A NOT-FOR-PROFIT CHARTER SCHOOL  
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Green Tech High School
2. Trustee's name (print): Madalyn Royal
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
Board Member
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the education corporation? \_\_\_Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
 \_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
N/A			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
N/A				

DocuSigned by:  
  
 28A33A6EA1D4413...  


---

**Signature**

7/12/2020  


---

**Date**



**FOR INSTITUTE USE ONLY**  
**FILING FOR SCHOOL YEAR:** \_\_\_\_\_  
**DATE RECEIVED:** \_\_\_\_\_

**DISCLOSURE OF FINANCIAL INTEREST  
 BY A NOT-FOR-PROFIT CHARTER SCHOOL  
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Green Tech Charter School
2. Trustee's name (print): Pamela M Williams
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
President
4. Home address: \_\_\_\_\_
5. Business Address: N/A
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the education corporation? \_\_\_Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
 \_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

DocuSigned by:  
  
 68C980EE19894E2...  


---

**Signature**

6/30/2020  


---

**Date**



**FOR INSTITUTE USE ONLY**  
**FILING FOR SCHOOL YEAR:** \_\_\_\_\_  
**DATE RECEIVED:** \_\_\_\_\_

**DISCLOSURE OF FINANCIAL INTEREST  
 BY A NOT-FOR-PROFIT CHARTER SCHOOL  
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Green Tech Charter School For Boys
2. Trustee's name (print): Jahmel K. Robinson
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
Vice President
4. Home address: \_\_\_\_\_
5. Business Address: N/A
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the education corporation? \_\_\_Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
 \_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

DocuSigned by:  
  
 6073575962784D5...

**Signature**

7/20/2020

**Date**



# Green Tech High 2020-2021 School Calendar

0 School/0 Instructional

JULY 2020				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

- Jul 6= Summer School Starts
- Jul 27= New High School Staff & New Middle School Staff Report
- Jul 28= Middle School Parent & Student Mandatory Orientation (5pm-6pm)
- Jul 30= High School Parent & Student Mandatory Orientation (5pm-6pm)
- Jul 31= End of Summer School

15 School/15 Instructional

AUGUST 2020				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- Aug 6= 10th Gr Parent & Student Mandatory Orientation (5pm-6pm)
- Aug 10= All Staff Report
- Aug 10-12= Regents Prep
- Aug 13= 9th Grade Parent & Student Mandatory Orientation (5pm-6pm)
- Aug 13-14= Regents Testing
- Aug 18= 9th Grade Orientation (8am-2pm)
- Aug 19= 9th Grade Orientation (8am-12pm)
- Aug 20= 9th Gr Orientation (Student Schedules Vary)
- Aug 21= 9th Grade Orientation (8am-12pm)
- Aug 24-27= 6th Grade Orientation (8am-4pm)
- Aug 25= 11th Gr Parent & Student Mandatory Orientation (5pm-6pm)
- Aug 26= 7th Grade Orientation (5pm-6pm)
- Aug 27= 12th Gr Parent & Student Mandatory Orientation (5pm-6pm)

17 School/17 Instructional

SEPTEMBER 2020				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- Sept 7= Labor Day
- Sept 8= 1st Day of School
- Sept 15= Picture Day
- Sept 25= Open House (Half Day for Students)

21 School/20 Instructional

OCTOBER 2020				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- Oct 12= Columbus Day
- Oct 14= PSAT Testing
- Oct 15= Senior Service Day & Freshmen Field Trip
- Oct 23= Staff PD (No Classes)

18 School/17 Instructional

NOVEMBER 2020				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- Nov 6= End of Quarter 1
- Nov 11= Veterans Day
- Nov 12= Q1 Parent & Teacher Conferences from 1p-7p (No Classes)
- Nov 19= Picture Retake Day
- Nov 25= 1/2 Day for Thanksgiving Break
- Nov 26-27= Thanksgiving Break

17 School/17 Instructional

DECEMBER 2020				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

- Dec 14-18= Midterm Testing
- Dec 23= 1/2 Day for Holiday Break
- Dec 24-31= Holiday Break

19 School/19 Instructional

JANUARY 2021				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- Jan 1= Holiday Break
- Jan 18= MLK Jr Day
- Jan 25= End of Quarter 2
- Jan 26-29= Regents Testing

15 School/14 Instructional

FEBRUARY 2021				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

- Feb 1= Start of Quarter 3
- Feb 5= Q2 Parent & Teacher Conferences from 1p-7p (No Classes)
- Feb 15-19= Winter Recess

22 School/22 Instructional

MARCH 2021				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

- Mar 12= Staff PD (Half Day for Students)
- Mar 15= Recess Day

16 School/15 Instructional

APRIL 2021				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- Apr 2= Good Friday
- Apr 5-9= Spring Break
- Apr 12= End of Quarter 3
- Apr 13= Start of Quarter 4
- Apr 23= Q3 Parent & Teacher Conferences from 1p-7p (No Classes)

19 School/19 Instructional

MAY 2021				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- May 17= Spring Uniforms (Shorts and Polos Allowed)
- May 28= Recess Day
- May 31= Memorial Day

19 School/19 Instructional

JUNE 2021				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- Jun 1-4= Final Exams
- Jun 11= Field Day & Award Ceremony
- Jun 14= Last Day of Classes
- Jun 14= End of Quarter 4
- Jun 15= Make Up Day
- Jun 16-24= Regents Testing
- Jun 25= Rating Day
- Jun 26= Graduation Ceremony

GREEN TECH CHARTER SCHOOL	
2020-2021 SCHOOL CALENDAR KEY	
	Staff Report (No Classes)
	Regents Testing (No Classes)
	1/2 Day for Students
	Recess Day (School Closed)
	Parent Teacher Conferences (No Classes)
	Orientation

INSTRUCTIONAL DAYS: 194  
SCHOOL DAYS: 198





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

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

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

2. Is there a fire sprinkler system in this facility? Yes  No

If yes, is the sprinkler alarm connected with the building alarm? Yes  No

3. Is there a fire hydrant system for facility protection? Yes  No

If yes, indicate ownership of the system.  
Public Owned  School Owned  Other \_\_\_\_\_ (specify)

4. Indicate the ownership of this facility.

Leased  Owned  Other \_\_\_\_\_ (specify)

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

			8	7	0	0	0
--	--	--	---	---	---	---	---

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

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

Yes  No

b) Average time to evacuate this facility:

2	10
---	----

Minutes                  Seconds

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes \_\_\_\_\_

No X

If yes, indicate:

a) Number of fires

--	--

b) Total number of injuries

--	--

c) Total cost of property damage

\$

--	--	--	--	--	--	--	--	--

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

School Name: Greentech Charter High School

Building Name: Greentech Charter HS

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

**If any additional non-conformances are observed, check item 25A-3 and list the Code section below.**

---



---



---

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

Yes  No

**Part III: Nonpublic School Certifications**

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

**Section III-A Fire Inspection Method**

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

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

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

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

The individual noted below inspected this building on 11/24/2020 (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: Kelly P. Goertz Title: FF / INVESTIGATOR  
Signature: [Handwritten Signature] Date: 11/24/2020  
Inspector's Organization: CITY OF ALBANY, DEPT OF FIRE & EMERGENCY SERVICES  
Inspector's Telephone #: 518-229-5447 Inspector's Email: Kgoertz@ALBANY.NY.GOV  
Inspector's Registry # (assigned by the NYS Department of State) 0318-0050

**Section III-C Fire Inspection by Another Individual**

School authorities must give reasonable notice of the date and time the annual fire inspection is to be made to the local fire official who has the regular duty of fighting fire in the building to be inspected. Such official, or any subordinate designated by him, may be present during the inspection and may also file a report of inspection.

The individual noted below inspected this building on \_\_\_\_\_ (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed.

Inspector's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Inspector's Organization: \_\_\_\_\_

Inspector's Telephone #: \_\_\_\_\_ Inspector's Email: \_\_\_\_\_

Inspector's Registry # (assigned by the NYS Department of State) \_\_\_\_\_

Name of Local Fire Authority: \_\_\_\_\_

Address of Local Fire Authority: \_\_\_\_\_

Notification Date: \_\_\_\_\_ Fire Authority Contact Name: \_\_\_\_\_

Was a Local Fire Official Representative present at inspection?

- Yes
- No

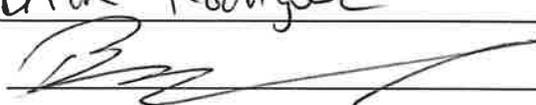
**Section III-D. School or Building Administrator, Director, or Headmaster**

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. For any uncorrected nonconformances that appear on this report, the Board of Trustees, has at the meeting held pursuant to Section 807-a of New York State Education Law, conferred with the fire chief concerning the alleged deficiencies appearing on the inspection report and the measures proposed to be taken to correct such deficiencies.

Name: Brian Rodriguez

Title: Director of Operations

Signature: 

Telephone #: 518 694 3400

Email: \_\_\_\_\_



# City of Albany

## Department of Buildings and Regulatory Compliance

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

### Certificate of Occupancy

Address: 99 Slingerland St

Permit 18-8384

Parcel 04457

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

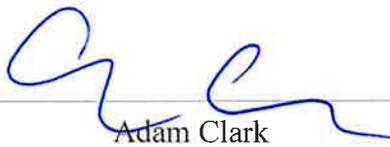
The following occupancy is permitted at this location:

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

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

Zoning District at time of Issuance R2A

Issuance Recommended By:

  
 Adam Clark  
 Building Inspector

  
 Richard Lajoy - Deputy Director

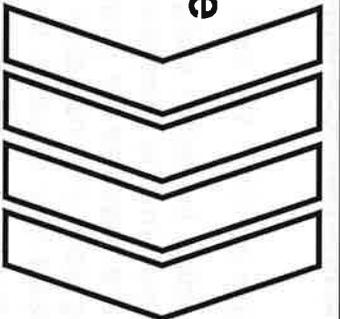
Issue Date: Friday, September 28, 2018



# City of Albany

## Department of Buildings & Regulatory Compliance

# Building Permit



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

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

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

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

Permit Fee: \$125

Permit Type: Change of Tenant

Issue Date: 10/9/2018

Permit Class: Change of Tenant

Permit No: **COT18-8384**

Expiration  
Date:

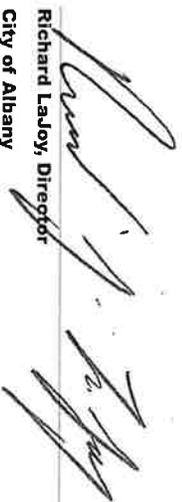
# 10/10/2019

Inspector: A Clark

Site: **99 SLINGERLAND ST**

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

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

  
Richard Lajoie, Director  
City of Albany

Department of Buildings & Regulatory Compliance

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

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

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

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

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

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

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



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



**GREEN TECH HIGH  
CHARTER SCHOOL**

**2019-20 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 30, 2020

By Dr. Paul Miller

99 Slingerland Street  
Albany, NY 12202

Phone: 518-694-3400

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Paul Miller, Principal, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

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

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

## SCHOOL OVERVIEW

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

The GTHCS board anticipates that introducing students to Green Tech's expectations and approach in middle school would positively impact high school college readiness outcomes, which require students to receive higher scores on high stakes Regents Exams; not just passing scores of 65. In addition, the revenue generated by the additional grades would considerably strengthen the school's finances by the close of FY 2020, our first full year with grade 6. The school gains additional financial strength in the next charter term fully grown to 6-12.

### **Vision**

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

### **Mission**

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

### **School Philosophy**

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

### **Modifications to Program During Remote Learning**

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

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

End of semester tests (finals) were given in the PLATO courses for all students enrolled and reached the end of the course. Appropriate accommodations were made for students with IEPs. We included those end of year assessment grades in the Q4 Final grades.

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

A virtual graduation was held for the Class of 2020 and streamed live on YouTube.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	9	10	11	12	Total
2015-16				132	81	61	75	349
2016-17				123	92	59	57	331
2017-18				126	96	75	56	353
2018-19				106	97	73	62	338
2019-20	44			91	80	70	73	358

### HIGH SCHOOL COHORTS

#### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2017-18	2014-15	2014	50	2	48
2018-19	2015-16	2015	64	4	60
2019-20	2016-17	2016	64	0	64

## TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

## Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	49	3	52
2018-19	2015-16	2015	60	0	60
2019-20	2016-17	2016	64	3	67

## Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	52	1	53
2018-19	2014-15	2014	54	2	52
2019-20	2015-16	2015	58	1	59

## PROMOTION POLICY

### GTH Promotion Policy for Traditional In-Person Learning

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

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

#### Final Grades are assigned as follows:

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

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

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

2020-21 High School Grading:

Grading Calculation is based on two categories for Standard Courses:

Attendance Participation Grade - 60%

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

Monday through Thursday:

4 days of attendance and participation = 100%

3 days of attendance and participation = 75%

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2 days of attendance and participation = 50 %

1 day of attendance and participation = 25 %

Plato Current Grade - 40%

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

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

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

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

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

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

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

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

Middle School Grading:

Grade Calculations for standard courses are based on four categories:

60% - Attendance Participation

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

Monday through Thursday:

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

4 days of attendance and participation = 100%

3 days of attendance and participation = 75%

2 days of attendance and participation = 50 %

1 day of attendance and participation = 25 %

### 20% - Performance Grade

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

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

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

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

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

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

### **Attendance:**

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

Students are assigned to 3 Tracks for the School Year:

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

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

- All tracks will stay in session because remote learners are expected to participate online during the associate time period.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- Powerschool is set up so that teachers can view attendance of all students remote or in person scheduled for that course. misspelled: teachers
- When the child attends the in-person learning day, attendance is taken daily each period by the classroom Teachers.

### Track C - Remote (Remote Learner only)

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

## GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools can report on all the remaining required measures.

### GOAL 1: HIGH SCHOOL GRADUATION

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

### Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

## METHOD

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

## RESULTS AND EVALUATION

Green Tech High achieved this measure having greater than 75% of both the first and second year high school cohorts earning enough credits to be promoted to the next grade.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	72	99%
2019	83	88%

## ADDITIONAL EVIDENCE

These are the highest numbers to date for this measure.

# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Leading Indicator

Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

### METHOD

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

**As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.**

### RESULTS AND EVALUATION

GTH met this measure with 75 percent of the 2018 Total Graduation Cohort students having received credit for at least three Regents exams by the end of their second year in high school.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-19	87	59%
2017	2018-19	89	26%
2018	2019-20	67	75%

## Goal 1: Absolute Measures

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

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

### RESULTS AND EVALUATION

This measure was met for the four year graduation rate with 96% of the 2016 cohort earning diplomas. 93 percent of the 2015 cohort graduated after five years, falling just shy of the 95% target.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	52	90%
2015	2018-19	60	90%
2016	2019-20	67	93%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	53	94%
2014	2018-19	52	96%
2015	2019-20	59	93%

#### Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

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

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

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

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

### RESULTS AND EVALUATION

None of the GTH graduates utilized the 4+1 pathway option in 2020.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

With the exception of the fifth year cohort falling short of the 95% target, all other graduation measures were achieved in 2019-20. Green Tech moved swiftly to remote learning when the pandemic hit and ensured students were able to continue with instruction and completing the necessary steps to graduate.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Meet
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

## ACTION PLAN

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

## GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

### GOAL 2: COLLEGE PREPARATION

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

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

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

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

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

## Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

## METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

**Currently, Green Tech partners with SUNY Schenectady and offers the following courses:**

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

## RESULTS AND EVALUATION

Although this measure was not achieved, 69 percent is an increase of 10 points over last year’s results.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Regents Diploma	62	31	50%
SAT 480 Reading/Writing and 530 Math	62	3	5%
Passed College Course	62	37	60%
AP Course (3+)	62	2	3%
Overall	62	43	69%

#### **Goal 2: Absolute Measure**

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

#### **Goal 2: Comparative Measure**

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### **Goal 2: Absolute Measure**

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

### **METHOD**

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

This measure was not met, but we did receive confirmation that 74 percent did matriculate in a 2 or 4 year college. We keep in touch with the graduates and keep records when they need supporting documentation for admission.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	48	28	58%
2015	2018-19	54	39	74%
2016	2019-20	62		TBD

## ADDITIONAL EVIDENCE

Of the 65 students who graduated in 2020 in the 2015 and 2016 Cohorts, 98% were accepted into a 2 or 4 year college.

## SUMMARY OF THE COLLEGE PREPARATION GOAL

Green Tech High is still working to ensure our students are prepared for college success. Although the two applicable measures were not achieved this year, there are other supports in place to help scholars graduate, gain acceptance into college and experience success once there. Our counseling office is proud to report 98 percent of 2020 graduates were accepted into a 2 or 4 year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met (69%)
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	74% of 2015 Cohort Pending 2016 Info

## ACTION PLAN

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

offerings and providing our students with what they need to succeed during and beyond high school.

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

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

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

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### GOAL 3: ENGLISH LANGUAGE ARTS

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

#### Middle School Background

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

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

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

##### **Selection of High Quality Central Texts integrated ELA**

It is critical that our students are engaged in rigorous and appropriately challenging readings that thematically connect fiction and non-fiction texts. Text must be carefully selected to ensure proper grade-level complexity for our students. Unit topics should be designed with a central text or text set in mind, and additional texts may be layered on to add scaffolds for learning, increase rigor, or deepen student background knowledge for unit study. When approaching text selection, teachers must consider what texts are most “worthy” of student attention. Coming back to the thoughts of

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Ron Berger, he defines text worth "...in terms of the knowledge it will help students build about the world and the opportunities it presents for students to master specific literacy standards<sup>44</sup>". These text sets should be carefully planned by teachers to ensure engaging content that is at the correct level of text complexity for the students in the classroom. Berger focuses on the words "complex" (meaning where on the text complexity scale does the text fall) and "compelling" (meaning to what degree will the text spark student curiosity to learn). We find these terms to be strong criteria for text selection. In accordance with the National Assessment of Educational Progress (NAEP) reading framework, each year students will read both fiction and non-fiction with ratios gradually shifting towards a heavier focus on non-fiction in grades 7 and 8. Across grades, we will focus on specific genres as recommended by CCSS guidance and spiral in new genres each year. For example, in 6th grade we will layer on historical novels and short stories. In 7th grade, students will study drama as well as experience a dramatic increase in their non-fiction reading. By 8th grade students will be studying traditional works, religious texts, and reading a heavy dose of non-fiction texts.

In March when school became remote, Green Tech distributed Chromebooks to those students who needed them. Classes moved forward using a combination of MobyMax online coursework and Google Classrooms with daily check ins with teachers. All students were assessed at the end of the class units in each subject using MobyMax. Because we anticipated that a cumulative final assessment would be unreliable given the circumstances, students completed an end of year ELA project instead.

### High School ELA

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8<sup>th</sup> grade in a modified format based on instructions under each respective measure below.

### **Goal 3: Absolute Measure**

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

### **METHOD**

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

This ELA measure was not achieved. 42 percent of the 2016 Accountability Cohort scored an annual performance level of 4 or higher.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	48	0	26	54%
2015	2018-19	60	0	22	37%
2016	2019-20	64	5	25	42%

## ADDITIONAL EVIDENCE

The percent of students scoring at performance level 4 and 5 is up 5 points since last year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	87	22%	69	33%	<b>64</b>	<b>42%</b>
2017	107	N/A	89	17%	71	22%
2018			95	N/A	72	17%
2019					83	N/A

### Goal 3: Absolute Measure

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

## METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

GTH achieved this measure with 88 percent of the 2016 accountability cohort passing the ELA Regents exam with an annual performance level of 3 or greater by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	48	0	46	96%
2015	2016-19	60	0	51	85%
2016	2019-20	64	5	56	88%

### ADDITIONAL EVIDENCE

The percent of students scoring at performance levels 3-5 is up 3 points since last year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	87	40%	69	71%	<b>64</b>	<b>88%</b>
2017	107	N/A	89	33%	71	45%
2018			95	N/A	72	21%
2019					83	N/A

#### Goal 3: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

#### Goal 3: Comparative Measure

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### **Goal 3: Comparative Measure**

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### **Goal 3: Comparative Measure**

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### **Goal 3: Growth Measure**

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### **Goal 3: Growth Measure**

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

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

88 percent of the 2016 accountability cohort passed the ELA Regents with at least a 65. With the expansion to middle school grades, we are confident that the basic reading and writing skills will improve allowing students to develop better ELA strategies to dive further in depth when interacting with literature. Our goal is to push our scholars to not just pass the Regents, but pass with higher scores through higher rigor in the instruction.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### ACTION PLAN

Beginning this fall with a hybrid learning model, Green Tech is focused on improving and mastering instruction in this format across all subjects. We are teaching seventh grade for the first time and

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

adjusting to the changes that roll out weekly. Teachers are teaching using a combination of Plato (9-12) or MobyMax (6-7) and Google Classrooms for teacher/student interaction.

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

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

#### GOAL 3: MATHEMATICS

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

#### MS Background

##### **Integrated Math: A Framework for Deeper Mathematical Problem Solving**

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

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

Our Math Course prepares students within our school to develop proficiency and expertise in several mathematical practices that have longstanding importance in mathematics education and in the world. Our math framework is aligned with the Common Core State Standards for Mathematical Practice, which will be integral to the design of our courses and units of study. The instructional team will develop units of study before the beginning of the school year for the entire year derived from the Math Modules found on EngageNY. Our curriculum requires a balance of solid conceptual understanding (procedural skill and fluency, speed and accuracy in calculation, etc.) and application of skills in problem solving situations. Through deeper instruction and exploration, students develop conceptual understanding of math topics and strategies to persevere by making connections to

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

previously learned content, applying mathematical practices, thinking flexibly, and solving real-world problems. Our goal is to build a culture of mathematics where both students and teachers are comfortable with exploration and analysis of mathematical real world situations. The math resources are:

6th: Singapore Math and Math in Focus,

7th: Math in Focus and Dimensions Math,

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

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

### **Mathematical Intervention Outline**

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

### **Math Enrichment**

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

All students were assessed at the end of the class units in each subject using MobyMax. Because we anticipated that a cumulative final assessment would be unreliable given the circumstances, students completed an end of year STEM project.

### **HS Math**

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8<sup>th</sup> grade in a modified format based on instructions under each respective measure below.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Absolute Measure

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

### METHOD

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

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**

### RESULTS AND EVALUATION

GTH did not meet this measure. 17 percent of 2016 accountability cohort achieved an annual performance level of at least 4 on a math Regents exam by the fourth year in the cohort.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	48	0	2	3.85%
2015	2018-19	60	0	11	18%
2016	2019-20	64	6	10	17%

### ADDITIONAL EVIDENCE

The table below includes just the students who tested on a math Regents exam for the 2017, 2018 and 2019 Accountability Cohorts. It does not include those who were exempted in 2020.

Percent Achieving at Least Level 4 on a Mathematics Regents by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	63	17%	69	17%	<b>64</b>	17%
2017	87	17%	89	12%	71	14%
2018			95	11%	72	13%
2019					83	7%

# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 4: Absolute Measure

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

## METHOD

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

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.**

## RESULTS AND EVALUATION

GTH did meet this measure. 97 percent of 2016 accountability cohort achieved an annual performance level of at least 3 on a math Regents exam by the fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	48	0	47	98%
2015	2016-19	60	0	52	86%
2016	2019-20	64	6	56	97%

## ADDITIONAL EVIDENCE

Most Green Tech High students pass a math Regents, but we are still working to increase student scores to level 4. With the hybrid learning model, we are tracking student outcomes. Because the software can teach to the individual student's level of mastery of math concepts, it may increase mastery in some cases.

# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>3</sup>

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	87	76%	69	82%	<b>64</b>	97%
2017	107	28%	89	60%	71	45%
2018			95	37%	72	51%
2019					83	16%

### Goal 4: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

### Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 4: Comparative Measure

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

<sup>3</sup> Based on the highest score for each student on a mathematics Regents exam

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### Goal 4: Growth Measure

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

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

## SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

97 percent of students in the 2016 accountability cohort passed a math Regents after four years in high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### ACTION PLAN

Please refer to the previously outlined plans for 2020-21.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### GOAL 5: SCIENCE

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

#### Middle School Science

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

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

S.T.E.M. –Our experimental learning program will organize Science, Technology, Engineering, and Math (STEM) in an infused academic program that will integrate pre-selected Common Core aligned curricula in Math and Science with a home-grown humanities program that ties big concepts and enduring understanding together. We offer students at the middle school an opportunity to integrate the learning from their core curriculum into experiences outside of the traditional classroom setting using Paxton/Patterson college and career ready curriculum for middle school students. The learning systems engage students with problem-based, real-world technology allowing our middle school to explore interests and aptitudes for a career in the construction industry - from Blueprint Reading to Weatherization. Students will be empowered to discover their interests and aptitudes, along the pathway to postsecondary success. GTMS will provide engaging STEM-based education programs for the middle schools focusing on building 21st century skills including: problem solving, teamwork, initiative, self-direction, and career development. Our

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

experiential learning curriculums will ensure middle school students achieve and excel not only on New York State mandated assessments but in life. Continuous improvement on the curriculum will happen yearly as a result of extensive reflection, analysis of student progress towards goals, classroom trials, and evaluations by teachers and school leaders. Our school will always search for new and better curricula and teaching devices.

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

Students transitioned to online learning in the spring. All middle school students sat for the year end assessments in each course.

### High School Science

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

### **Goal 5: Absolute Measure**

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

## METHOD

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

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

## RESULTS AND EVALUATION

This measure was achieved with 95% of the 2016 accountability cohort passing a Regents exam in science by their fourth year in high school

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	48	0	46	96%
2015	2016-19	60	0	53	88%
2016	2019-20	64	8	53	95%

### ADDITIONAL EVIDENCE

The percent of 2016 cohort students to pass a science Regents is up 7 points over last year's four year accountability cohort.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	87	75%	69	81%	<b>64</b>	<b>95%</b>
2017	97	38%	89	62%	71	63%
2018			95	60%	72	69%
2019					83	5%

### Goal 5: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## GOAL 6: SOCIAL STUDIES

### Middle School Background

The Social Studies curriculum is grounded in the NYS 5-8 Social Studies scope and sequence with a heavy focus on hands-on historical investigation and the development of historical thinking and process skills. With experiential learning as a trademark of our all-boys educational model, Green Tech MS students will spend time both within and outside the classroom investigating how history is shaped both by the people who lived it and by those who documented it. Our students will embark on learning the “historian’s craft--those skills and understandings that shape the ways history is written and read”, and through this process they will come to understand how bias has plagued historical accounts as a result of “privilege, racism, and the fallibility of the historian. History teachers anchor their instructional planning in big ideas tied to the grade-level Scope and Sequence. This process allows students to build knowledge through the cumulative gathering of evidence. These big ideas will guide students to practice inquiry through gathering, evaluating, and interpreting data and then constructing explanations and arguments. For example, the 6 grade history class might explore the big idea of patterns of geographic reasoning, civic participation, and economic and economic systems issues in the Eastern Hemisphere. Teachers will guide students in investigating case studies that illuminate a particular person, place, institution or event that is connected to the “big idea” and aligned with the Scope and Sequence. This instructional process allows students to build expertise in a specific area before generalizing this knowledge to the topic as a whole. Curriculum program includes NY Holt McDougal Eastern Hemisphere Part B.

Supplemental: 6th-8th IXL - Common Core social studies standards, NY State 6th-8th Social Studies Framework, NYS Social Studies Field Guide, and NYS K-12 Social Studies Resource Toolkit: Grades 5-8, NY Holt McDougal Eastern Hemisphere Part B. Students will toggle back and forth between learning broad historical background from teachers through summary lectures to primary source document investigation where students take a “deep dive” into the thinking and process skills that underpin historical investigation. Through this process we aim to provide early exposure to non-traditional historical narratives and primary source texts, with a heavy focus on deconstructing colonialism, imperialism and its reverberating effects in both United States and global history. We aim to do this while also covering the knowledge base needed for mastery of standards-based content and academic growth. Students will also explore history outside the classroom through museum fieldwork, expert visitors, and community investigation.

### High School Social Studies

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

### **Goal 6: Social Studies**

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Absolute Measure

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

### METHOD

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

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

Green Tech met this measure, having 96 percent of the 2016 accountability cohort pass the US History Regents with a score of at least 65.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	48	0	43	90%
2015	2016-19	60	0	46	77%
2016	2019-20	64	12	50	96%

### ADDITIONAL EVIDENCE

This cohort’s performance increased 19 points over the 2018-19 scores.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	63	59%	69	51%	<b>64</b>	96%
2017	87	--	89	--	71	Exempted
2018			95	--	72	--
2019					83	--

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 6: Absolute Measure

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

## METHOD

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

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

## RESULTS

Green Tech met this measure, having 98 percent of the 2016 accountability cohort pass the Global History Regents with a score of at least 65.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	48	0	43	90%
2015	2016-19	60	0	49	82%
2016	2019-20	64	12	51	98%

## ADDITIONAL EVIDENCE

This cohort's performance increased 16 points over the 2018-19 scores.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	63	70%	69	61%	<b>64</b>	<b>98%</b>
2017	87	52%	89	12%	71	59%
2018			95	--	72	Exempted
2019					83	--

#### Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

### Goal 7: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing