

**THE RENAISSANCE CHARTER SCHOOL
2006-2007 REPORT ON
PROGRESS TOWARD GOALS**

“Developing Leaders for the Renaissance of New York”

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GOAL 1 – By year four of the charter, 70% of K-8 students will meet or exceed standards in English Language Arts and Mathematics state examinations.

- A. **Measure:** 70% of students in grades 3-8 will meet or exceed standards on the English Language Arts and Mathematics state examinations.
- B. **Method:** New York State administers annual ELA and Mathematics examinations to grades 3-8. This exam is a cumulative assessment measuring student mastery of skills at each grade level as determined by NYS standards. The goal is for students to demonstrate proficiency by achieving levels 3 or 4 on the exam.

C. **Results:**

MATHEMATICS

2007 Test Results – All Students

Grade	# Tested	# Levels 3&4	% Levels 3& 4
3	25	24	96.0%
4	25	24	96.0%
5	50	37	74.0%
6	50	44	88.0%
7	48	32	66.7%
8	48	32	66.7%
3-8	246	193	78.5%

ENGLISH LANGUAGE ARTS

2007 Test Results – All Students

Grade	# Tested	# Levels 3&4	% Levels 3&4
3	25	22	88%
4	25	22	88%
5	50	32	64%
6	50	46	92%
7	50	33	68.75%
8	48	33	68.6%
3-8	246	188	76.4%

D. **Analysis and Evaluation:**

English Language Arts: The Renaissance Charter School (TRCS) exceeded its goal with 76.4% of all students in grades 3 through 8 scoring at levels 3 & 4 on the 2007 state examination in ELA.

Mathematics: TRCS exceeded its goal with 78.5% of all students in grades 3 through 8 scoring at levels 3 & 4 on the 2007 state examination.

Areas in Need of Further Development:

- Our fifth grade ELA cumulative score dropped 22% points from 2006. This, we believe, is attributed to two

factors – 1) a newly hired fifth grade teacher left after teaching for one month because she wanted to relocate immediately back to her home state in Georgia. This staffing issue left the students with a substitute teacher for one month from October to November until we were able to hire a qualified full-time teacher. 2) In fifth grade we accept twenty-five new students from other schools. These students require at least one year to smoothly transition into our program and become integrated into the school culture.

- Seventh and eighth grade ELA scores showed a small and statistically insignificant decrease from 2006-2007. We will continue to implement and refine our Middle School Restructuring Program for students in grades 7 & 8. (See 2005-2006 Annual Report for a complete program description).

E. **Summary:** The Renaissance Charter School exceeded its goals for English Language Arts and Mathematics for students in grades 3 through 8. Additionally, of the students not meeting standards, only one student in eight grade scored at a level one in Mathematics. No students scored at level one in ELA. This is an improvement from 2005-2006 where five students scored level 1 (2 – grade 4, 2 – grade 7 and 1 – grade 8) and six students scores level one in mathematics (1 – grade 5, 3 – grade 6, 1- grade 7 and 1- grade 8). We will continue to address individual grade levels where this 70% threshold has not been met, as well as to promote improvements across all grades.

F. **Action Plan:** We will continue to support our new fifth grade teacher by providing regular mentoring with an experienced teacher leader, Bank Street consultant and supporting his participation in the cluster’s critical friends’ group. As noted above, our Middle School Restructuring Plan has been further enhanced to support the goals of increased middle school improvement. We are confident that further enhancements to the program which include a partnership with Queens College’s Middle Grades Initiative, the development of Individual Academic Plans and Peer Review (as part of Renaissance’s participation in the CEI-PEA Consortium PICCS grant), curriculum development in Mathematics and Literacy Skills’ classes, changes to our middle school science sequence, program schedule modifications, the addition of 6th grade math skills classes and the hiring of a dually certified 7-12 English and Special Education teacher to work with middle school students will promote increased academic success for students in grades 7 and 8 demonstrated by their mastery of the ELA and Mathematics examinations.

GOAL 2 – The average passing rate of TRCS students on New York State required Regents examinations will be above the average passing rate of students in similar schools.

- A. **Measure:** The average passing rate of TRCS students on the NYS required Regents examinations (ELA, Global History and Geography, U.S. History, Math A and Living Environment or Earth Science – one science examination is required) will be above the average passing rate of similar schools. Since this goal includes a comparison with similar schools, we must use data from last year for the 2002 total cohort subgroup results for ELA, Math A, Global History and Geography, Science and U.S. History. This data analysis can be found on the NY Start website. According to New York State, our similar schools cohort is School Group 65. Therefore, the first measure is a chart showing cohort comparison between TRCS and its similar schools group 65 as defined by New York State. We have also included a comparison to schools located in Community School District 30. Additionally, a second chart is provided with TRCS' 2006-2007 Regents' examinations results for the aforementioned subjects and a third chart shows TRCS score comparisons from 2005-2006 and 2006-2007 by subject.
- B. **Method:** New York State administers Regents' examinations three times per year in various high school subjects. This exam is a cumulative assessment measuring student mastery of skills at within each subject as determined by NYS standards. For the 2002 cohort, the minimum goal was for students to demonstrate proficiency by achieving a grade of 55 or higher (levels 2 through 4). Note: Additionally, some students with IEPs are exempted from regents' examinations and permitted to graduate by demonstrating proficiency on the RCT examinations.)
- C. **Results:**

CHART 1 – 2002 Cohort Percentage Comparison to Similar School Group 65 and CSD 30 Performance Levels 2 through 4 (grade 55 to 100).

Subject	TRCS	Similar School Group 65	CSD 30
ELA	83.67%	43.97%	69.6%
US History	77.55%	33.19%	65.1%
Global History	79.59%	40.95%	70.83%
Math A	77.55%	43.97%	69.6%
Science	75.51%	38.36%	70.59%

CHART 2 – TRCS 2006-2007* Regents' Examinations Scores by Subject (August 2006, January 2007 and June 2007 examination administrations) Level 1: 0-54, Level 2: 55-64, Level 3: 65-84, Level 4: 85-100 by count and percentage.

Subject	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
ELA	5/8.6%	7/12.1%	35/60.3%	11/19%	46/79.3%
Global	21/31.3%	10/14.9%	30/44.8%	6/9%	36/53.7%
US Hist.	4/7.7%	10/19.2%	27/51.9%	11/21.2%	38/73.1%
Math A	9/13.6%	10/15.2%	31/47%	16/24.2%	47/71.2%
Lvng. Env.	2/4.4%	6/13.3%	36/80%	1/2.2%	37/82.2%
Earth Sci.	34/35.8%	18/18.9%	41/43.2%	2/2.1%	43/45.3%

CHART 3 – TRCS 2005-2006 Regents Examinations' Percentages at Levels 3 & 4 by Subject as compared to 2006-2007 Percentages at Levels 3 & 4 by Subject.

Subject	2005-2006 Level 3 & 4	2006-2007 Level 3 & 4	Change
ELA	78%	79.3%	1.3%
Global History	52%	53.7%	1.5%
US History	64%	73.1%	9.1%
Math A	71%	71.2%	.2%
Living Env.	69%	82.2%	13.2%
Earth Sci.	78%	45.3%	-32.7%

- D. **Analysis and Evaluation:** TRCS met its goal with its 2002 cohort outperforming similar schools and schools in CSD 30 in all required subject areas (ELA, Math A, Global History and Geography, US History) and each science area analyzed (Earth Science and Life Science). We are particularly pleased with our significant increases in US History and Living Environment.

Areas in Need of Further Development:

- Earth Science – Charts 3 shows a large decrease in overall proficiency on the Earth Science examination. This was the first year that we taught earth science to eighth and ninth grade students. Interestingly, both grades performed similarly. Our science teachers articulated that the examination questions were very different from what was on past examinations and are analyzing how our curriculum aligns with the examination.
- Global History and Geography – Although a slight increase can be seen in the scores from 2005-2006 to 2006-2007 (1.5%), we continue to be concerned with our students' performance on this examination.

- E. **Summary:** The Renaissance Charter School met its goal that the average passing rate of TRCS students on the New York State required Regents examinations will be above the average passing rate of students in similar

schools as demonstrated in Chart 1 comparing cohort data between TRCS and New York State identified similar schools. We also looked at data from schools in our geographic community school district to further confirm this conclusion. This goal, while important in demonstrating performance as related to other schools, is limited in measuring our school's individual growth and success. Therefore, we utilize data from the three time yearly test administrations to gauge our population's progress by subject.

- F. **Action Plan:** We are analyzing the results of the earth science examination to ascertain the questions that posed the most difficulty for our students. Our science committee will be meeting to discuss these findings and formulate a plan for improvement in this area. We are very interested in finding out how other schools performed on this examination as well. Global History and Geography continue to be a priority area for us. It has been one of the foci of our Matrix Geography grant. We have hired an additional teacher to support our efforts. Additionally, plans are being finalized to create a global extension class and to more fully integrate 9th and 10th grade English with Global thereby developing a humanities block where each subject supports the other. We are in the early stages of writing an Action Research Project as part of the PICCS grant to continue to evaluate this area and make substantive changes to improve performance.

GOAL 3 – By year four of the charter, 80% of TRCS high school seniors will graduate.

- A. **Measure:** 80% of high school seniors will graduate.
- B. **Method:** Analysis of high school graduation results.
- C. **Results:** There were 45 seniors in the class of 2007. Of the 45, 37 graduated in June having completed all requirements for graduation. This is an 82.2% graduation rate. Of the 8 who did not graduate, 6 are expected to complete the remainder of their requirements by the end of August. These requirements include 1) passing of one regents' examination (2 students) and 2) additional minimal credit completion – between .5 and 1.5 in-progress credits (4 students). Should all of these students complete the requirements the graduation rate for Summer 2007 would increase to 95.6%.
- D. **Analysis/Evaluation:** This goal has been met.
- E. **Summary:** 82.2% of Renaissance Charter School seniors completed all graduation requirements for June com-

mencement. It is highly likely several if not all of the six students will complete necessary coursework / examinations which will enable them to graduate in August 2007.

- F. **Action Plan:** We will continue to regularly track individual student progress toward the completion of graduation requirements beginning in 9th grade. Students who fall behind will be encouraged to make-up credits and examinations within a semester whenever possible.

GOAL 4 – By year four of the charter, there will be a 70% cohort graduation rate for students who started ninth grade together (excluding students who transferred out).

- A. **Measure:** 70% of the cohorts beginning in 2005 and 2006 will graduate.
- B. **Method:** Examination of the 2005 and 2006 cohort promotion rate leading to a four-year graduation.
- C. **Results:** Ninth Grade Cohort beginning in 2005 – There were 52 ninth grade students in this cohort in September 2005. Of the 52, 1 (one) transferred out during the academic school year being analyzed, thereby adjusting the cohort base to 51. Of the 51, 46 are advancing to eleventh grade. This gives a cohort promotion rate toward graduation of 90.2%. Of the 5 students who did not complete sufficient credits toward promotion, 1 (one) is in summer school and is likely to make adequate progress to move on to eleventh grade by the end of August.

Ninth Grade Cohort beginning in 2006 – There were 49 ninth grade students in this cohort in September 2006. Of the 49, none transferred out during the academic school year being analyzed. Of the 49, 44 are advancing to tenth grade. This gives a cohort promotion rate toward graduation of 89.8%. Of the five students who did not complete sufficient credits toward promotion, four are in summer school and are likely to make adequate progress to move on to tenth grade by the end of August.

- D. **Analysis and Evaluation:** Students are on track toward meeting this goal.
- E. **Summary:** At the writing of this report, 90.2 % of the cohort beginning in 2005 and 89.8% of the cohort beginning in 2006 (excluding transfers) are on track for graduation.

F. **Action Plan:** We are pleased with the progress made toward this goal and will continue in our efforts.

GOAL 5 – 85% of the graduating class will be accepted to institutions of higher learning.

- A. **Measure:** 85% of the graduating class will be accepted to institutions of higher learning.
- B. **Method:** Examination of the college acceptance rates of graduating seniors.
- C. **Results:** 100% of the graduating seniors were accepted to institutions of higher learning.
- D. **Analysis/Evaluation:** This goal has been met.
- E. **Summary:** There were 37 graduates and 37 were accepted into institutions of higher learning. Therefore, 100% of our graduates were accepted and plan on attending two and four year institutions of higher learning. Additionally, six other students who are expected to graduate in August 2007 were also accepted into institutions of higher learning. Only two students in the senior class are not expected to graduate by August and have not been accepted into any colleges at this time.

Summary of Colleges/Universities Students from the Class of 2007 will be attending:

College/University	# of Students Attending College
CUNY - Lehman	2
CUNY - Hunter College	5
CUNY - Queens College	2
CUNY - NYC College of Technology	5
CUNY - City College	3
CUNY- York College	2
CUNY - John Jay College	2
CUNY - Queensborough Community	7
CUNY - LaGuardia Community	4
SUNY - Delhi	2
SUNY - New Paltz	1
SUNY - Oneonta	1
Swarthmore College	1
Clarkson University	1
Brandeis University	1
Adelphi University	1
Wells College	1
St. John's University	1
Virginia State University	1

We are extremely pleased with our College Bound Program which begins officially in ninth grade although

through our partnership with Queens College in their Middle Grades Initiative Program, we are able to offer college bound related activities in the middle school. As an added point worth mentioning our students received an estimated \$282,000 in renewal scholarship funds and \$57,950 in non-renewal scholarships for a total of \$339,950.

F. **Action Plan:** We plan on continuing to develop and refine this program.

GOAL 6 – The average attendance rate of students, K-8, at TRCS will be above 90%.

GOAL 7 – The average attendance rate of students, 9-12, at TRCS will be above 90%.

- A. **Measure:** 90% average attendance rate for all students.
- B. **Method:** Attendance is recorded into ATS which calculates average annual rates.
- C. **Results:**

Grade	2006-2007	2005-2006	Change
Grades K-8	96.01%	95.66%	.35%
Grades 9-12	92.73%	91.6%	1.13%

- D. **Analysis/Evaluation:** These goals have been met.
- E. **Summary:** For the 2006-2007 academic year, we met our daily attendance goals with an average daily attendance in grades K-8 of 96.01% and grades 9-12 of 92.73%.
- F. **Action Plan:** We will continue to be vigilant about improving attendance as we believe good attendance is correlated positively with academic achievement and success. Our Teachers, Student Support Team, School Social Worker and Office Staff will continue to work with parents and students to assist them in meeting and exceeding our goal. We are especially mindful of those individual students who were not able to achieve a 90% rate of attendance.

GOALS 8, 9 AND 10 – Parent, Student and Community partner satisfaction as measured by surveys in year four of the charter will be above 85%.

- A. **Measure:** 85% satisfaction by constituent members in a year four survey.
- B. **Method:** Diverse qualitative measures in years one to three, survey instrument in year four. We use a variety of

data in each year of our charter to gauge satisfaction and participation among our constituencies. Whereas in year four, we will utilize a formal survey instrument, in other years we seek to obtain a deeper, more qualitative understanding of what satisfaction “looks like” in a school. It is certainly, in our minds, more than a number on a scale or a grade level from a survey which are both given at one point in time and often the return rate is not representative of the population-at-large. So while we value these instruments as quantitative indicators that can provide us with a information to inform our practice as an effective school, we realize that they are only a part of the whole picture.

Parent Satisfaction Indicators:

- Retention rate of students
- Sibling applications and enrollment
- Waiting list for admissions
- Participation in school-wide decision-making, activities and associations (indicators of parental involvement)
- Parent Discussions with faculty and administration

Student Satisfaction Indicators:

- Retention rate of students
- Participation in student activities
- Middle School Restructuring Program surveys

Community Satisfaction is assessed by the number of partnerships the school has with community groups and the repeated involvement of these groups in the school.

C. Results:

Parent Satisfaction:

Retention rate for 5th grade students to middle school – Only two fifth grade students out of 50 left during the year. One returned to his zone school and one moved to Long Island.

There were 48 8th grade students for this academic year (not including two district 75 students). Of the 48, 13 are leaving TRCS and not attending our high school for the following reasons:

- 2 students to attend Frank Sinatra High School for the Performing Arts
- 3 students to attend Bronx High School of Science
- 2 students to attend Brooklyn Tech High School
- 2 students to attend Bayside High School
- 1 student to attend Townsend Harris High School
- 1 student to attend Aviation High School
- 1 student to attend Catholic High School

- 1 student moved to Long Island and will attend high school there

In a regular middle school, a similar high number of students accepted into the specialized schools above would be a strong indication of a quality elementary and middle school program. We are exceptionally proud of the accomplishments of these students and attribute it to our challenging and supportive environment, but always consider voluntary transfer-outs with mixed feelings. Our ongoing challenge is provide innovative and quality programming for all of our students with the hope that parents and students will be more apt to consider remaining at TRCS for their high school years.

Sibling Applications:

- Kindergarten – 20
- First Grade – 7
- Second Grade – 5
- Third Grade – 5
- Fourth Grade – 4
- Fifth Grade – 5
- Sixth Grade – 6
- Seventh Grade – 5
- Eighth Grade – 2
- Ninth Grade – 7
- Tenth Grade – 3
- Eleventh Grade – 0
- Twelfth Grade – 0
- Total Sibling Applications – 69

We believe this high number of applications by families who already have one or more children in TRCS is an extremely strong indicator of overall satisfaction with the school.

4) Over 1300 applications for 25 kindergarten seats, 25 fifth grade seats, fifteen ninth grade seats and a few openings in other grades.

5) TRCS parents continue to be actively involved in the decision-making of the school. Parent representatives sit on our board of trustees, comprise one-half of our Collaborative School Governance Committee, have created an active Parent-Teacher Association and volunteer and work for the school community in a variety of capacities.

Student Satisfaction:

Student attrition is relatively low at TRCS as indicated in the Student Attrition Chart accompanying this report. One area of concern is the movement out of the school of higher end students into specialized, testing schools. This year, in addition to the students leaving in eighth

grade for specialized and performing arts' high schools, four upper end sixth grade students were accepted into 7th grade at The Baccalaureate School. As a charter school we are mandated to "Increase learning opportunities for all students, with a special emphasis on expanded learning experiences for students who are at-risk of academic failure". (Article 56: The Charter School Act). While we interpret the student's acceptances into these prestigious programs as a successful outcome of the learning opportunities we provided for them at TRCS, we continue to create innovative programs that can meet the need of our community of diverse learners.

K-12 Students continue to be actively involved in school-wide extracurricular programs and outside programs coordinated through our College Bound and Community Service Office. These include, but are not limited to:

- National Honor Society
- Robotics
- Sports
- Teens for Racial and Ethnic Awakening (TREA)
- Young Eclectic Liberation Leaders (YELL)
- Student Government
- CSG Participation
- Art
- Band
- Recording Studio
- Spanish Theatre Company
- Yearbook
- Chess
- Social Justice Day
- Advisory Activities including Katrina Fund
- Career Day
- K-12 Performances and Exhibitions
- After-School/Homework Assistance
- Ballroom Dancing
- Pre-Teaching
- City-at-Peace
- Growing Up in Cities/Latin American Integration Center
- Latin American Cultural Center of Queens Art Program
- Sadie Nash Leadership Project
- Colgate Summer Science Camp
- College Now: Queens, City, York and Hunter
- Venture Scholars
- The Center for Arts Institute
- Young Dancemakers Company

- Queens Botanical Garden
- Sponsors for Educational Opportunity Program
- In the Making: Summer at the Museum of Modern Art
- Weill Cornell Medical School Youth Scholar Program
- National Foundation for Teaching Entrepreneurship
- Art Program at the Noguchi Museum
- School organized college visits
- Class trips to Nature's Classroom, Pocono Environmental Center
- Charter Lobby Day - trip to Albany
- Open Mic Nights
- Middle and High School Dances
- School Newspaper
- Japanese Club
- Gay, Lesbian, Bisexual and Transgender Association
- Bible Studies
- Multicultural Celebration
- Senior Planning Committees
- Book Clubs
- College Planning

Community Satisfaction:

TRCS has a vast number of community partnerships that work with the school and our students in a variety of capacities. Some of these include:

- Bank Street College of Education
- CEI-PEA PICCS Grant Consortium
- Queens College - Middle Grade Initiative, College Now
- Charter School Athletic League
- NYU Child Study Institute
- Public School Athletic League
- Partners for Arts Ed, School Arts Program
- The Center for Arts Education - Parents as Arts Partners
- New York City Center for Charter School Excellence
- Various Community Health Organizations
- State University of New York Optometric Center
- New Visions for Public Schools
- National Geographic Foundation - Matrix Geography Grant
- New York City Geography Alliance - Hunter College, CUNY
- City at Peace

- Natives Theater
- Sadie Nash Leadership Project
- Latin American Integration Center
- Latin American Cultural Center of Queens
- Metropolitan Opera Guild
- Young Playwrites
- Underage Cabaret - Queens Theater in the Park
- The After School Corporation
- Learning by Design
- Performing Arts Center of New York
- Queens Council on the Arts
- Noguchi Museum
- TADA Theater for Youth
- The Colden Center Jazz Project
- Nature's Classroom
- Langston Hughes Community Library and Cultural Center - Queens Library
- New Visions for Public Schools
- Assemblyman Jose Peralta
- Folk Music Society of New York
- Turkish American Multicultural Education Foundation

Most of these partnerships have been with us for several years and have continually expressed satisfaction in working with the students, staff and parents of TRCS.

- D. **Analysis and Evaluation:** TRCS has many strong indicators that we will reach our goal of 85% parent, student and community member satisfaction on surveys issued in year four of our charter.
- E. **Summary:** TRCS has met its goals using qualitative indicators of satisfaction.
- F. **Action Plan:** We will continue to work with our various constituencies to ensure that high levels of satisfaction are maintained. As our school program evolves, we will work toward meeting the needs of all the members of school-wide community. In particular, we need to look at meeting the needs of academically high end students so that they do not feel compelled to leave our school for what they believe to be more challenging and stimulating environments. This must be balanced carefully with the meeting the needs of academically at-risk students. As a small school, program offerings are limited due to budget constraints, but we intend to continue development of The Learning Center which incorporates small group work, distance learning and individualized programs of study as well as the creation of Individualized Academic Plans for every student. Additionally, we are investing in

professional development to help us in meeting the needs of every child in this building. All of these efforts will be done collaboratively with our constituents so that collectively we are able to meet our goals with the support of the full community.

GOAL 11 – Through qualitative measures, the school will live its motto, "Developing Leaders for the Renaissance of New York".

- A. Measure: This goal will be measured through various qualitative measures that we have determined provide evidence for leadership development among students, parents and staff and the wider school community.
- B. Method: Anecdotal evidence about leadership development has been collected.
- C. Results: TRCS continues to live its motto as indicated by initiatives and outcomes below.
- 1) Middle School and high school students are consistently active in the Collaborative School Governance.
 - 2) Students took active roles in planning several school-wide events including the annual YELL Conference, Weekly TREA meetings, Social Justice Day, Career Day and Rensizzle Week.
 - 3) Students are involved in various activism activities throughout the school and in the greater community.
 - 4) 100% of our high school seniors are attending college.
 - 5) Several students are participating in College Now and internship programs that expand their independent learning opportunities beyond the school day.
 - 6) Parent leadership is fully implemented with all positions being filled and active on the PTA, CSG and Board.
 - 7) Parents are involved in more facets of the school community including grants' applications, website design, hiring committees, parent and student advocacy, extracurricular programming, multicultural events, school-wide handbooks and new family orientation.
 - 8) Parents are activists in the Charter School Movement and in general community affairs as well.
 - 9) TRCS restructured its school management team to include teacher leaders and operations' staff.
 - 10) Staff members are full participants in the collaborative governance of the school serving as school management team leaders, cluster leaders, project managers, CSG representatives, Union representatives and Board of Trustee members.
 - 11) One teacher and a Co-Principal are participating in

the New York City Center for Charter School Excellence's Emerging Leaders' Fellowship Program.

12) Teachers continue to participate actively in professional development activities to further enhance their practice.

13) TRCS took the bold step in fully embracing accountability by joining the consortium that has been awarded a \$10.5 federal grant to improve student achievement.

14) TRCS continues to refine internal methods of evaluation including its Principal Review Process, Peer Review Process and new for next year a Quality School Review Team. We are firmly committed to reflective and responsive practice.

15) Teacher leadership initiatives have expanded to include new coordinator positions and proposal supervision.

16) A Co-Principal serves on the Executive Committee of the Charter School Coalition of CEI-PEA and as Co-Chair of the Advocacy and Equity Committee of the Center for Charter School Excellence.

17) Three members of the school's administrative staff taught graduate level courses in educational administration for future charter school leaders.

18) Our board members have become more active in committees and are currently focused on board development activities. Individually, most of our board members have recognized involvement in the greater community and are distinguished in their place of work.

19) Renaissance Charter School was awarded several grants, most notably a \$200,000 grant from the National Geographic Foundation to design and implement a model geography program. (one of only five schools nation-wide to receive this grant)

20) Renaissance continues to be viewed as a model school. We host several visits annually to educators from around the world.

21) Renaissance was recognized several times in the 2005-2006 Annual Report on the Status of Charter Schools in New York State as being one of the highest performing schools.

D. **Analysis and Evaluation:** Renaissance Charter School has met this goal.

E. **Summary:** While our mission is clearly evident as cited above, one component of developing leadership is to constantly "push the envelope" toward increased excellence. We are fully committed to moving vigorously ahead to create additional opportunities to realize this goal on an even deeper level.

F. **Action Plan:** We are pleased with our work toward this goal and will continue in our efforts.