

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
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CHARTER SCHOOL ANNUAL REPORT
2007 - 2008

Name of Charter School: **The Renaissance Charter School**
Address: **35-59 81st Street, Jackson Heights, N.Y. 11372**
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BEDS #: **343000860822**
District/CSD of Location: **Region 4 / CSD 30**
Charter Entity: **Chancellor, NYC Dept. of Education**
Head of School (Contact Person): **Stacey Gauthier**
E-mail address of contact person: **budrock@peoplepc.com**
President, Board of Trustees: **Andrew P. Jackson**
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Phone number of Board President: **718-651-1100**

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 in meeting or exceeding standards by achieving levels 3 or 4 on the exam.
- C. **Results:**

MATHEMATICS 2008 Test Results - All Students						
Grade	# at Levels 3 & 4	% at Levels 3 & 4	Level 4	Level 3	Level 2	Level 1
3	25/25	100.0%	17	8	0	0
4	24/25	96.0%	7	17	1	0
5	46/50	92.0%	11	35	4	0
6	49/50	98.0%	19	30	1	0
7	47/49	95.9%	21	26	2	0
8	41/48	85.4%	5	36	6	1
Total	232/247	93.9%	80	152	14	1

ENGLISH LANGUAGE ARTS 2008 Test Results - All Students						
Grade	# at Levels 3 & 4	% at Levels 3 & 4	Level 4	Level 3	Level 2	Level 1
3	20/25	80.0%	4	16	5	0
4	22/25	88.0%	1	21	3	0
5	43/50	86.0%	3	40	7	0
6	40/50	80.0%	2	38	10	0
7	43/49	87.75%	1	42	6	0
8	33/48	68.75%	2	31	15	0
Total	201/247	81.38%	13	188	46	0

D. Analysis and Evaluation:

Mathematics: Renaissance strongly exceeded its goal with 93.9% of all students in grades 3 through 8 scoring at levels 3 & 4 on the 2008 state examination in Mathematics.

English Language Arts: Renaissance exceeded its goal with 81.38% of all students in grades 3 through 8 scoring at levels 3 & 4 on the 2008 state examination in ELA.

- E. **Summary:** Overall, Renaissance 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 eighth grade scored at a level one in Mathematics. No student scored at level one in ELA.

Due to increased support efforts in the Middle School, including our 7th grade literacy skills program, our students demonstrated a sharp increase in achievement in 7th grade ELA scores. 87.75% of 7th graders met standards, an increase of 19% from 2006-2007.

Due to increased support and the continued implementation of the Middle School Restructuring Plan, our students posted extremely sharp increases in 7th grade Math with a 96% achievement rate, a 29.3% increase from 2006-2007. In 8th grade Math, our students had an 85% achievement rate, an 18.3% increase from 2006-2007.

As a part of last year's action plan for the 5th grade, we gave support to our new teacher through work with an experienced teacher leader, a Bank Street consultant, a grade level partner teacher and his participation in the cluster's critical friends group. This action plan was successful, as the achievement in ELA for our 5th grade classes increased to 86% of students meeting standards, an increase of 22% from 2006-2007. In ELA, students achieved at a rate of 92%, a rise of 18% from 2006-2007.

Areas in Need of Further Development:

Eighth grade ELA achievement remained flat, with only a small increase (.15%) from 2006-2007.

F. Action Plan:

In response to this flattening of achievement in 8th grade, Renaissance will be providing additional support to all students in grades 7 & 8 through an integrated Literacy Skills program. This program doubles the instructional time of our current program, from two to four periods a week. This new program will specifically focus on skills and competencies required for students to meet and exceed state standards. These literacy skills courses will develop student skills through cross-curricular content and intensive writing. These support courses are in addition to the students' regular, literature-based English courses.

Our Director of Teaching and Learning 7-12, a highly qualified English teacher with several years of Middle School and High School experience, has been assigned to work specifically with this Literacy Skills team to

ensure strong progress in the 8th grade. We anticipate that this support will continue to maintain student achievement in 7th grade and raise achievement in 8th grade, to surpass the 70% threshold. Additionally, students who are below standards in all grades next year will receive additional attention and support through Individual Achievement Plans, as a part of our partnership in the CEI-PEA PICCS consortium.

Goal 2. The average passing rate of Renaissance 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 Renaissance students on the NYS required Regents examinations (ELA, Global History and Geography, U.S. History, Math and Science) will be above the average passing rate of similar schools.

Since this goal includes a comparison with similar schools, we must use available published data for ELA, Math, Global History and Geography, Science and U.S. History. According to New York State, our similar schools group is Similar School Group 65. While nySTART recently published Renaissance’s latest cohort (2003) data in July of 2008, the latest cohort data available regarding Similar Schools Group 65 is from the 2002 cohort school year.

According to the published Regents Exams guidance, Johanna Duncan-Poitier, Senior Deputy Commissioner of Education P-16, states “each subsequent test is then equated to the established scale. If there is a greater or lesser number of difficult questions one year, the number of questions that must be answered correctly is adjusted. This helps ensure that all tests in a subject are equated – no test is harder or easier to pass from year to year.” Source: <http://www.emsc.nysed.gov/osa/concht/scoring-regents.htm> Lacking more recent comparison data, we must use the results posted on nySTART.

Therefore, our attainment of the goal is demonstrated in Chart 1 showing a comparison between Renaissance’s Regents results and similar schools group 65. For additional context, we have also included a comparison to schools located in geographic Community School District 30, despite the fact that

several of these schools are not open admissions schools, such as Renaissance.

Additionally, a second chart is provided with Renaissance’s 2007-2008 Regents examinations results. While these results do not directly address our goal, they provide more recent data about our students’ performance on the Regents Exams. The third chart shows Renaissance score comparisons from 2006-2007 and 2007-2008.

- B. **Method:** New York State administers Regents examinations three times per year in various high school subjects. These exams are cumulative assessments measuring student mastery of skills within each subject as determined by NYS standards, as a cohort. For the 2003 cohort, the minimum goal was for students to demonstrate proficiency by achieving a grade of 55 or higher (levels 2 through 4). Note: Additionally, students with IEPs who do not pass Regents examinations are permitted to graduate by demonstrating proficiency on RCT examinations.

Note: Renaissance has been informed by the DOE’s Office of Accountability that August Regents exams should be counted as a part of the previous year’s exam totals in regards to High School Report cards. Due to the timing of this Annual Report’s due date in late July, we are unable to include August 2008 data as a part of this report. However, to comply with this methodological shift, we have made the corresponding shift in counting August 2007 data as a part of last year’s results. These August scores are reflected under the heading 2006-2007 Level 3 & 4, in Chart 3 which we have drawn from nySTART.

- C. **Results:**

CHART 1 – Renaissance 2003 Cohort Comparison to Similar School Group 65 (2002) and CSD 30 (2002) Performance Levels 2 through 4 (grade 55 to 100) (Source: nySTART)

Subject	TRCS	Similar School Group 65	CSD 30
ELA	91.84%	43.97%	69.6%
US History	75.51%	33.19%	65.1%
Global History	73.47%	40.95%	70.83%
Math A	91.84%	43.97%	69.6%
Science	79.59%	38.36%	70.59%

CHART 2 - Renaissance 2007-2008 Regents' Examinations Scores by Subject (January 2008 and June 2008 examination administrations) Level 1: 0-54, Level 2: 55-64, Level 3: 65-84, Level 4: 85-100 by count and percentage (Source: Renaissance Regents Data)

Subject	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
ELA	0 (0%)	2 (3.91%)	28 (54.90%)	21 (41.18%)	49 (96.08%)
Math A	3 (5.26%)	8 (14.04%)	40 (70.18%)	6 (10.52%)	46 (80.70%)
Global	8 (16.67%)	7 (14.58%)	20 (41.67%)	13 (27.08%)	33 (68.75%)
US History	5 (11.63%)	5 (11.63%)	22 (51.16%)	11 (25.58%)	33 (76.74%)
Earth Science	18 (50%)	2 (5.56%)	12 (33.33%)	4 (11.11%)	16 (44.44%)
Living Env.	4 (5.97%)	8 (11.94%)	45 (67.16%)	10 (14.93%)	55 (82.09%)

CHART 3 - Renaissance 2006-2007 Regents Examinations' Percentages at Levels 3 & 4 by Subject as compared to 2007-2008 Percentages at Levels 3 & 4 by Subject (Source: nySTART + Chart 2)

Subject	Level 3 & 4 2006-2007	Level 3 & 4 2007-2008	Change
ELA	86.27%	96.08%	13.81%
Math A	73.85%	80.70%	6.85%
Global	52.94%	68.75%	15.81%
US History	71.70%	76.74%	5.04%
Living Env.	84.09%	82.09%	(2.00%)
Earth Sci.	44.90	44.44%	(0.46%)

D. **Analysis and Evaluation:** Renaissance met the goal with students outperforming similar schools in Group 65 in all required subject areas (ELA, Math A, Global History and Geography, US History and Science).

Due to an intensive effort in Global History and Geography, our students posted strong gains in this year's Regents Exams. Last year, 52.94% of our students scored 65 or above in Global, this year 68.75% achieved at that level, a very strong 15.81% increase. This increase was due to a year long intervention in the Sophomore Global History program.

We restructured our Global History program to include team-teaching, additional after school support and the development of Global History Labs, where students rotated labs on specific global topics. When the sopho-

more class scores are disaggregated from students in other grades re-taking the exams, sophomores actually scored much higher, with 31 out of 37 students getting a 65 or above, or 83.79%. This sophomore program change specifically focused on the team-teaching and integration of our Special Education and General Education programs, as this particular sophomore cohort included 29% special education students.

Our partnership with National Geographic and the New York Geographic Alliance's Professors Phil and Carol Gersmehl greatly supported this effort. Renaissance is a "model program" grantee for Matrix Geography, a program for which we will be in our third year. This program was specifically recognized in Renaissance's nomination and subsequent winning of Lincoln Center's Imagination award. Renaissance was the only high school in New York City which received this award last year. Additionally, sophomore English curriculum was modified to support Global skills and knowledge through interdisciplinary study and a focus on historical memoirs. We will continue this program for next year and expect to see continued achievement by our students.

Areas in Need of Further Development:

Earth Science - Earth Science continues to be a challenge for our students. Our Earth Science program is now entirely in the Middle School, where it is the mandatory 8th grade science course. This effort to increase rigor in our Middle School science program has required our students to take a High School level science course in the 8th grade. While we are confident that this program choice is appropriate, it is still experiencing growing pains.

E. **Summary:** The Renaissance Charter School met its goal that the average passing rate of Renaissance 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 Renaissance and New York State identified similar schools. We also looked at data from schools in our geographic community school district to further contextualize 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:** Renaissance has identified Middle School

science as an important area of development for the next school year. Accordingly, a 7-12 Science Committee has been formed which will address Science education in those grades. This committee has developed an action plan to address Middle School science and to drive improvement in this area.

Through this effort, Renaissance is working to strengthen Middle School instruction in 7th grade to give students the fundamental skills and scientific knowledge to take Regents level exams by the 8th grade, in Earth Science. We have expended additional resources by giving all science teachers additional professional periods to collaborate, plan and develop new curriculum to drive student success. Additionally, two science graduate fellows from the CUNY Graduate Center will be working with our team to give specific support in science labs and curriculum development.

Beyond Earth Science, we have invested additional resources to allow our 7-12 science teachers to work with K-6 common branch teachers to strengthen science instruction in the lower grades. We have made a senior year science course mandatory for 12th graders, expanding the number of credits in science that Renaissance students take from 6, the State's mandate, to 8. These courses are in Physics and Environmental Science.

A member of our science team, who is currently in her second year of Hunter College's Educational Administration program in science, has been appointed to the position of Teaching and Learning Coordinator. With this collaborative structure, resources and leadership we are confident our team will drive improved science instruction and achievement. The Management Team considers science instruction as a top school priority in 2008-2009.

We are pleased with the interventions in Global History and Geography and we will continue our work in this area in the next school year.

Goal 3. By year four of the charter, 80% of Renaissance Charter School 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 51 seniors in the class of 2008. Of the 51, 41

graduated in June 2008 having completed all requirements for graduation. This is an 80.4% graduation rate. Of the 10 who did not graduate, 7 are expected to complete the remainder of their requirements by the end of August.

These requirements include: 1) passing of one regents' examination (one student) and 2) additional credit completion (six students).

Should all these students complete the remaining requirements, the graduation rate including August graduates would increase to 94.1%.

- C. **Analysis Evaluation:** This goal has been met.
- D. **Summary:** 80.4% of Renaissance Charter School seniors completed all graduation requirements for June commencement. It is highly likely that several, if not all, of the additional seven students mentioned above will complete the necessary coursework/examinations to graduate in August increasing our graduation rate further above the targeted rate.
- E. **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 2004 cohort will graduate.
- B. **Method:** Examination of the 2004 cohort June 2008 graduation data.
- C. **Results:** There were 44 students from the 2004 cohort. Of those 44, 38 students graduated in June 2008. This is an 86.4% cohort graduation rate.
- D. **Analysis and Evaluation:** Renaissance cohort students from 2004 have exceeded both the goal target of 70% and the actual graduation rate of 80.4%.
- E. **Summary:** Renaissance exceeded its cohort graduation target by achieving an 86.4% four-year graduation rate.
- F. **Action Plan:** We are pleased with the progress made in this goal and will continue our efforts by closely monitoring each individual student in their progress toward

meeting graduation requirements.

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 college acceptance rates of graduating seniors.
- C. **Results:** Of the 41 graduating seniors, 39 applied to institutions of higher learning. Of the two who did not apply, one is undecided about where she wants to go to school and the other is planning on continuing an established modeling career. 38 of the 39 students who applied have been accepted into college and one student, who applied late, is still waiting for a response. Therefore, 92.6% of the graduating class has been accepted to institutions of higher learning as of the writing of this report.
- D. **Analysis/Evaluation:** This goal has been met.
- E. **Summary:** There were 41 graduates and 38 were accepted into institutions of higher learning. This is an acceptance rate of 92.7%. Additionally, four students who are expected to graduate in August have also already been accepted into college.

Listing of Colleges/Universities that students from the Class of 2008 were accepted into:

CUNY - Hunter College
 CUNY - York College
 CUNY - Queens College
 CUNY - Lehman College
 CUNY - Medgar Evans College
 CUNY - City College of Technology
 CUNY - LaGuardia Community College
 CUNY - Queensborough Community College
 CUNY - John Jay College
 CUNY - Hostos Community College
 CUNY - College of Staten Island
 SUNY - Stonybrook
 SUNY - Albany
 SUNY - Binghamton
 SUNY - Nassau Community College
 Trinity College, CT.
 Green Mountain College, VT.
 Polytechnic University
 Pace University
 Morgan State University, MD.

Stevens Institute of Technology
 Kasturban Medical College, India
 Adelphi University
 College of St. Rose
 Boston University, MA.
 Marymount Manhattan College
 Hobart and William Smith
 Union College
 Saint Jones University
 Laboratory Institute of Merchandising
 Rochester Institute of Technology
 Syracuse University

We are extremely pleased with the growth of our College Bound Program which begins in the 9th grade. Additionally, Renaissance partners with Queens College in their Middle Grades Initiative (MGI-Gear Up) Program which supports students beginning in middle school in planning for college and careers. The Posse Foundation had three thousand applicants city-wide for 130 full tuition scholarships to top liberal arts colleges. This year, one Renaissance student was awarded a Posse scholarship to Trinity College in Connecticut.

- F. **Action Plan:** We will continue to develop and refine this program so that our students continue to be offered seats in top schools around the city and country.

Goals 6 and 7: The average attendance rate of students, K-8, at Renaissance will be above 90%. The average attendance rate of students, 9-12, at Renaissance will be above 90%.

- A. **Measure:** 90% average attendance rate for students in grades K-8 and students in grades 9-12.
- B. **Method:** Attendance is recorded into ATS which calculates percentages by individual grades. Weighted averages for grade ranges are then calculated to determine if the percentage was met for each goal.

C. **Results:**

Grades	2005-2006	2006-2007	2007-2008
K-8	95.99%	96.01%	96.32%
9-12	91.6%	92.73%	92.91%

- D. **Analysis/Evaluation:** These goals have been met. Additionally, small positive growth in attendance rates have been demonstrated over the last two years.

Grades	Growth '05-'06 to '06-'07	Growth '06-'07 to '07-'08
K-8	.35%	.31%

9-12 1.13% .18%

E. **Summary:** For the 2007-2008 academic year, Renaissance met its goals to have attendance above 90% for grades K-8 and grades 9-12.

F. **Action Plan:** We will continue to be vigilant about improving attendance as we believe it is a strong indicator of academic success. Our teachers, administrators, student support staff and office staff will work with parents and students to assist them in continuing to meet and exceed our goal. We are especially mindful of those individual students who were not able to achieve a 90% rate of attendance.

Goals 8, 9, 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. According to recent research in the field, "Qualitative methodologies allow us to understand issues from the perspective and actions of the major stakeholders. Additionally, qualitative research makes it possible to study phenomena as they naturally evolve." (Downing, Spencer and Cavallaro, The Development of an Inclusive Charter Elementary School: Lessons Learned: California State University, Northridge 2004)

This year Renaissance parents, students and teachers participated in the New York City Department of Education's Learning Environment Survey which also provided us with information about progress toward this goal. We continue to refine a solid definition of what satisfaction "looks like" in a school.

While survey instruments can provide us with some measurable data, they are limited by the scope of the question, the response rate and survey's timing. However, we have included some of the information collected from the Learning Environment Surveys taken by parents and students along with information of other indicators we believe can be used to judge school satisfaction.

Parent Satisfaction Indicators:

- 1) Retention rate of students
- 2) Sibling application and enrollment

- 3) Waiting list for admissions
- 4) Participation in school-wide decision-making activities, events and associations (parental involvement)
- 5) Parent discussions with faculty and administration

Student Satisfaction Indicators:

- 1) Retention rate of students
- 2) Participation in student activities

Community Satisfaction Indicators:

- 1) Number of Partnerships
- 2) Number of Partnerships that have been in effect for more than one year.

C. **Results:**

Parent Satisfaction:

1) The retention rate for 5th grade students to middle school was strong. Two fifth grade students out of 50 transferred out in June to attend other middle schools (90% retention rate). Two sixth grade students left due to relocation (moving to Douglaston and Florida). No students left to voluntarily enroll in another New York City middle school.

2) There were 48 eighth grade students for this academic year (not including 2 District 75 students). Of the 48, 11 are leaving Renaissance to attend other high schools:

- Two students to attend Brooklyn Tech
- One student to attend Bronx High School of Science
- One student to attend Townsend Harris
- One student to attend Frank Sinatra
- One student to attend Bard High School Early College
- One student to attend Art and Design
- One student to attend Queens Vocational
- Three students to attend Catholic High Schools

In a school which terminates in 8th grade, 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 in grades K-8, but always consider voluntary transfer-outs with mixed feelings. Our ongoing challenge is to provide innovative and quality programming in our high school that might compel these 22.9% of students to choose to continue their education at Renaissance.

3) **Sibling Applications:**

- Kindergarten 6
- First Grade 0
- Second Grade 3

Third Grade	4
Fourth Grade	6
Fifth Grade	3
Sixth Grade	4
Seventh Grade	6
Eighth Grade	4
Ninth Grade	3
Tenth Grade	2
Eleventh Grade	0
Twelfth Grade	0

41 Total Sibling Applications

We believe this high number of applications by families who already have one or more children in Renaissance is an extremely strong indicator of overall satisfaction with the school. When parents want to enroll all of their children at Renaissance, we feel we have achieved success and demonstrated satisfaction in this goal.

4) Over 1,389 applications for grades K-12 were received for admission to the school in September 2008, for approximately 70 available seats.

5) Renaissance 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 and vibrant Parent Teacher Association and volunteer and work for the school in a variety of capacities.

6) Additionally, results from the overall survey categories from the 2008 New York City Department of Education Parent Survey were as follows:

Survey Category	% of Parents Satisfied or Highly Satisfied
Academic Expectations	91%
Communication	83%
Engagement	89%
Safety and Respect	94%
Summary	89.3%

The following specific questions were asked addressing **satisfaction**: the outcome of this goal.

How satisfied are you with the following things about your child’s school? (Percentages are those who answered satisfied or very satisfied.)

The quality of you child’s teacher(s) this year. 89%

The education you child has received this year. 91%

The level of assistance your child receives when he or she needs extra help with classwork or homework. 87%

How well the school communicates with you. 83%

Your opportunities to be involved in your child’s education. 89%

Summary of Satisfaction Questions: 87.8%

Student Satisfaction:

Student attrition due to voluntary transfer is relatively low at Renaissance as indicated in the Student Attrition Chart accompanying this report. One area of concern continues to be the approximately 20% of students who leave our school after 8th grade to attend specialized, testing and private high schools. This year, only 2 students in grades 5, 6 and 7 left to attend other middle school programs in New York City. This was a 50% decrease from last year when 4 high achieving students enrolled in The International Baccalaureate School.

While we continue to interpret the students’ acceptances into top middle and high schools as a successful outcome of the learning opportunities we provided for them at Renaissance, we continue to think of new ways to encourage these students to remain with us through middle school and high school.

The Department of Education Learning Environment Survey did not specifically address student satisfaction in its questions. There were six questions that could be considered as related indicators of student satisfaction (Percentages are those who answered strongly agree or agree):

The adults at my school help me understand what I need to do to succeed in school. 90%

My teachers encourage me to succeed. 85%

I feel welcome at my school. 90%

I am safe in my school. 92%

Most of the teachers, counselors, school leaders, and other adults I see at school every day know my name or who I am. 89%

I stay home because I don’t feel safe at school. 86% of students answered, “NEVER”.

In designing Renaissance’s student survey instrument for year four, there will be specific questions relating to satisfaction as it pertains to students.

K-12 students are actively involved in school-wide

extracurricular programs and outside programs coordinated through our College Bound and Internship /Community Service Office. These include, but are not limited to:

National Honor Society
Botball/Robotics
Basketball
Baseball
Teens for Racial and Ethnic Awareness (TREA)
Young Eclectic Liberation Leaders
4th Annual NYC Youth Activist Conference
United Students Against Sweatshops National Conference in Berkeley, CA
Print It Yourself - Screen Printing
Renaissance Students to New Orleans
Student Government
Collaborative School Governance Committee
Fine Art
Band
Recording Studio
Spanish Theatre Company
Yearbook
Chess Club
Social Justice Day
Career Day
K-12 Performances and Exhibitions
Supporting Women Artists Program
After-School Performances and Exhibitions
Ballroom Dancing
Drama Club
Pre-Teaching
City-At-Peace
Latin American Cultural Center of Queens Art Program
Sadie Nash Leadership Project
Colgate Summer Science and Sports Camp
College Now: Queensborough, Lehman, Baruch, Queens, LaGuardia, STEM - City College
Fashion Institute of Technology Summer Program
Carleton College Summer Program
Venture Scholars
Gay, Straight, Lesbian, Bisexual and Transgender Association
Bible Studies Group
Multicultural Committee
Peer Mediation
Book Clubs
School Organized College Visits
Art Program - Noguchi Museum

School Newspaper
Bridge to Medicine Program
Children's Museum of Manhattan - Family Animation Program
Charter School Lobby Day
Harlem Charter School Night
Middle Grades Initiative Program

Student Internships and Programs:

Cooper Union Saturday Art Academy
New York Historical Society
Weill Cornell Medical Program
Chinatown Youth Initiative
Department of Education Summer Art Institute
The Konduit Summer Camp
Elmhurst Hospital
Queens Community House Photography Program
Global Kids
Guggenheim Museum
Museum of Modern Art
Young Dancers Program

Community Partnerships:

Renaissance continues to work with and benefit from a large number of community, arts, cultural and educational organizations. Most of our partnerships are on-going and long-standing. Additionally, many new partnerships have come out of relationships with existing partners.

Current partnerships include:

Bank Street College of Education
CEI-PEA PICCS Grant Consortium
Queens College - Middle Grades Initiative, Student Teachers
Charter School Athletic League
New York University: Prof. Joe McDonald, Child Study Institute
Public School Athletic League
Partners for Arts Education, School Arts Programs
The Center for Arts Education - Parents as Arts

Partners

New York City Center for Charter School Excellence
Various Community Health Organizations
New Visions for Public Schools
National Geographic Society
Lincoln Center Institute for Arts Education
New York City Geographic Alliance / Hunter College City-at-Peace
Sadie Nash Leadership Project
B.R. Guest Restaurants, Inc.

PENCIL – Principal for a Day
 Latin American Cultural Center of Queens
 Metropolitan Opera Guild
 Young Playwrights
 Underage Cabaret – Queens Theatre in the Park
 The After-School Corporation
 Repertorio Espanol
 Performing Arts Center of New York
 Queens Library
 Queens Council on the Arts
 Noguchi Museum
 TADA Theatre for Youth
 Creative Arts Team
 The Colden Center Jazz Project
 The Taproot Foundation
 Nature’s Classroom
 Langston Hughes Community Library and Cultural Center
 Assembly Jose Peralta – Various events including the Hispanic Book Fair
 Folk Music Society of New York
 Consolidated Edison Foundation
 Colgate University – Summer Science and Sports Camp
 Archi-Kids
 New York City Ballet
 Carnegie Hall
 Barco de Papel Libreria
 Brooklyn Center for the Urban Environment
 KISS Robotics
 National School Reform Faculty
 United Students Against Sweatshops
 Mised Youth
 University of Florida – Department of Anthropology

- D. **Analysis and Evaluation:** Renaissance has many strong qualitative and quantitative indicators of meeting our goal of 85% satisfaction among our various stakeholder groups.
- E. **Summary:** Renaissance has met its goals in years one through three using a variety of indicators including the 2007-2008 New York City Department of Education Learning Environment Survey.
- F. **Action Plan:** We will continue to work with our various constituencies to ensure that high levels of satisfaction are maintained. Next year, we will have two years of data from the New York City Department of Education’s Learning Environment Survey as well as data from in-house survey instruments to specifically measure satisfac-

tion of our students, parents and community partners.

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.
- B. **Method:** Anecdotal evidence about leadership development has been collected.
- C. **Results:** Renaissance continues to live its motto as indicated by the initiatives and outcomes below.

Staff:

Renaissance successfully transitioned to a new school management team consisting of pedagogical and non-pedagogical staff members. This transition included the retirement of our founding principal, Dr. Monte Joffee, and Co-Directors Gwen Clinkscales and Stacey Gauthier assuming the roles of Co-Principals.

Teacher leadership continued to grow and develop with the creation of Teacher Leaders and a new teacher coordinator position for Matrix Geography.

One teacher leader, Nicholas Tishuk, was accepted and successfully completed the Emerging Leader Fellowship Program through the New York City Center for Charter School Excellence. Additionally a teacher coordinator, Suzanne Arnold, was accepted into the second cohort of the Emerging Leaders Fellowship.

Renaissance completed its first year as part of the PICCS consortium of schools (Teacher Incentive Fund Grant). Staff participated in model peer reviews, professional development programs and created an innovative compensation plan for teachers, administrators and paraprofessionals who meet established targets.

Stacey Gauthier, Co-Principal, serves on the Executive Committee of the Charter School Coalition at CEI-PEA, Co-Chair of the Advocacy and Equity Committee of the NYC Center for Charter School Excellence and member of the PENCIL Principal Advisory Committee. Member of the Principal Support Network and Member of the Charter School Progress Report Committee.

Gwen Clinkscales, Co-Principal, was honored by the National Association of University Women for her lead-

ership in public education.

Rebekah Oakes, Director of Development, was acknowledged as an Arts' Administrator of the year by NYC Art Teachers' Association.

Staff members are full participants in the collaborative governance of the school serving on the Board of Trustees, School Management Team, Cluster leaders, Coordinators, Project Managers, Collaborative School Governance Committee Representatives, Critical Friends Coaches and Committee Members.

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

Parents:

Active Parent-Teacher Association.

Parents are full and active members on the Board of Trustees and Collaborative School Governance Committee.

Parents are members of hiring committees, Co-Principal Review Committee, Board Bylaws Committee, Board Development, Board Legal Committee, Grievance, Appeals and Finance and Audit Committee.

Parents participated actively in out-of-town trips to upstate New York and New Orleans.

Parents are activists in the Charter School movement, public education and community affairs.

Parents host school visits and tours.

Students:

Middle and high school students have seats on the Collaborative School Governance Committee.

Many students are community activists serving as members of YELL, TREA and the New Orleans Project in addition to working in leadership capacities with outside organizations mentioned previously in this report.

High School students plan and implement Social Justice Day and Career Day.

Developing student government.

Middle school advisories.

Several students participate in activities beyond the regular school day that expand their independent learning opportunities.

Board Members:

All board members participate in one or more committees.

Board members are active and assume leadership roles and are active in their respective lives and affiliations beyond Renaissance.

Board members demonstrate commitment through active and regular participation in school events, board meetings and school initiatives.

The Board Development Committee recruited a new board member with real estate expertise as a full voting member to the board.

School-Wide Achievements:

Renaissance was awarded the Lincoln Center Award for Imagination for our Middle and High School.

Renaissance was awarded a federal REMS grant to lead a consortium of 28 charter schools to improve safety in their respective schools.

Renaissance was awarded a State Dissemination Grant for Peer Review.

Renaissance was acknowledged by the UFT for its progressive management and teacher leadership.

Renaissance continues to be viewed as a model school. We host numerous site visits per year and advise countless individuals in the charter school and education movement.

- D. **Analysis and Evaluation:** Renaissance has met this goal.
- E. **Summary:** We will continue to develop leadership in all stakeholder communities. We are committed to pushing the envelope toward increased excellence.
- F. **Action Plan:** We are pleased with our work toward this goal and will continue in our efforts. This year we have set increasing parent leadership and student leadership through student government as two school-wide initiatives.