

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

Office of Instructional Support and Development

Public School Choice Programs

462 EBA

Albany, New York 12234

518-474-1762

CHARTER SCHOOL ANNUAL REPORT
2008 – 2009

Name of Charter School: **The Renaissance Charter School**

Address: **35-59 81st Street, Jackson Heights, N.Y. 11372**

Telephone: **718-803-0060** / Fax: **718-803-3785**

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**

E-mail address of Board President: **andrew.p.jackson@queenslibrary.org**

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

2009 Test Results: All Students

Grade	Students at Levels 3/4	%	Level 4	Level 3	Level 2	Level 1
3	24/24	100.0%	2/24	22/24	0/24	0/24
4	25/25	100.0%	12/25	13/25	0/25	0/25
5	48/50	96.0%	14/50	34/50	2/50	0/50
6	48/50	96.0%	12/50	36/50	2/50	0/50
7	49/49	100.0%	19/49	30/49	0/49	0/49
8	44/50	88.0%	13/50	31/50	6/50	0/50
238/248 =						
Total	96.0%	Grds 3-8	72/248	166/248	10/248	0/248

ENGLISH LANGUAGE ARTS

2009 Assessment Results: All Students

Grade	Students at Levels 3/4	% at Levels 3/4	Level 4	Level 3	Level 2	Level 1
3	23/24	95.8%	0/24	23/24	1/24	0/24
4	23/25	92.0%	3/25	20/25	2/25	0/25
5	44/50	88.0%	5/50	39/50	6/50	0/50
6	50/50	100.0%	4/50	46/50	0/50	0/50
7	44/49	90.0%	1/49	43/49	5/49	0/49
8	41/50	82.0%	3/50	38/50	9/50	0/50
225/248						
Average	= 90.7 %	Grds 3-8	16/248	209/248	23/248	0/248

D. Analysis and Evaluation:

Mathematics: Renaissance strongly exceeded its goal with 96.0% of all students in grades 3 through 8 scoring at levels 3 & 4 on the 2009 state examination in Mathematics.

English Language Arts: Renaissance strongly exceeded its goal with 90.7% of all students in grades 3 through 8 scoring at levels 3 & 4 on the 2009 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, not a single student was at the lowest level 1, out of 496 total examinations taken in ELA and Mathematics.

Due to increased support efforts in the Middle School, including our 7th grade and 8th grade literacy skills program, the total combined percentage of proficiency in 2008, 81.38% in ELA, rose this year over to our highest ever total, 90.7% in 2009.

Mathematics scores, supported by our Math Skills program, saw a modest increase from a total combined percentage of proficiency of 93.9% in 2008 to our highest total ever, 96.0% in 2009.

Areas in Need of Further Development:

In grades 3-8, with such strong results, we must work to maintain this level of achievement and proficiency in all grades through continued student and staff supports.

F. Action Plan:

While grade level scores rose across the board, with three grade levels at 100% proficiency in Mathematics and one grade level at 100% proficiency in ELA, we must maintain the supports we have put into place and support learners who struggle to make standards.

Renaissance will continue to provide additional support to all students in grades 7 & 8 through an integrated Literacy Skills program. This program specifically focuses 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, and our Director of Programs and Accountability, likewise a highly qualified English teacher, will continue to work specifically with this Literacy Skills team to maintain proficiency in the 7th and 8th grades. Their work in the past year saw an increase in same grade scores in 8th grade ELA from 68.75% in 2008 to 82.0% in 2009. Additionally, students

who are below standards in all grades next year will continue to receive additional attention and support through Individual Achievement Plans, as a part of our partnership in the CEI-PEA consortium PICCS.

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 (2004) data in July of 2009, the latest cohort data available regarding Similar Schools Group 65 is from the 2003 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.

Additionally, a second chart is provided with Renaissance’s 2008-2009 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 2007-2008 and 2008-2009.

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 2004 cohort, the minimum goal was for students to demonstrate proficiency by achieving a grade of 65 or higher (levels 3 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 2009 data as a part of this report. However, to comply with this methodological shift, we have made the corresponding shift in counting August 2008 data as a part of last year’s results. These August scores are reflected under the heading 2007-2008 Level 3 & 4, in Chart 3 which we have drawn from nySTART.

C. **Results:**

CHART 1

Renaissance 2004 Cohort Comparison to Similar School Group 65 (2003) and CSD 30 (2003) Performance Levels 3 and 4 (grade 65 to 100) (Source: nySTART)

Table 5– 2008-09 Regents Results

Subject	TRCS	Group 65	CSD 30	Met Goal?
ELA	95.7%	43.97%	75%	Yes
US History	67.3%	33.19%	73%	Yes
Global History	81.5%	40.95%	58%	Yes
Math A	75.3%	43.97%	77%	Yes
Science	68%	38.36%	68%	Yes

CHART 2

Renaissance 2008-2009 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 (54)	1 (2.2%)	1 (2.2%)	32 (69.6%)	12 (26.9%)	44 (95.6%)
Math A (29)	3 (10.3%)	4 (13.8%)	20 (69.0%)	2 (6.9%)	22 (75.9%)
Int. Algebra (47)	3 (6.4%)	7 (14.9%)	34 (72.3%)	2 (4.3%)	36 (76.6%)
US History (55)	10 (18.2%)	8 (14.5%)	26 (47.3%)	11 (20.0%)	37 (67.3%)
Global (54)	4 (7.4%)	6 (11.1%)	21 (38.9%)	23 (42.6%)	44 (81.5%)
Earth Sci. (19)	1 (5.3%)	4 (21.1%)	13 (68.4%)	1 (5.3%)	14 (73.7%)
Living Env. (50)	4 (8%)	12 (24%)	31 (62%)	3 (6%)	34 (68%)

CHART 3

Renaissance 2007-2008 Regents Examinations' Percentages at Levels 3 & 4 by Subject and 2008-2009 Percentages at Levels 3 & 4 by Subject (Source: nySTART + Chart 2)

Subject	Level 3 & 4 2007-2008	Levels 3 & 4 2008-2009
ELA	96.08%	95.6%`
Math A	80.70%	75.9%
Global	68.75%	81.5%
US History	76.74%	67.3%
Living Env.	82.09%	68%
Earth Sci.	44.44%	73.7%

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, 68.75% of our students scored 65 or above in Global, this year 81.5% achieved at that level, a strong 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.

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 fourth year. Additionally, sophomore English curriculum has been 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:

Living Environment and US History: This year's cohort saw a drop in the year-to-year annual scores of students proficient in Living Environment and US History. While the school still met its goal of outperforming schools in the Similar Schools Group 65, we have identified these two courses as areas in need of further development. While this is not a cohort score demonstrating a loss of mastery by a specific group, it does represent the need to examine student preparedness in these exams. US History in particular saw a drop in overall proficiency due to a

number of seniors retaking the exam. These students are in the last cohort who can graduate with a score of 55 or above. While these seniors eventually passed the exam with these scores, we have applied the more stringent measure of 65 or above as our baseline for the overall Regents passing rate. When the data is disaggregated for only the junior class, the percentage passing with a 65 or higher increases to 87%.

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. Additionally, 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 and High 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, moving into High School, and to drive improvement in this area.

A member of our science team, who recently completed the Hunter College's Educational Administration program in science, will continue to work in her position of Coordinator of Teaching and Learning. 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 2009-2010.

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. We have hired a new Earth Science teacher, who will receive support from our Coordinator of Teaching and Learning, described above. We will continue to examine the performance of students in Living Environment which, while still meeting the goal of outperforming Similar Schools group 65, experienced a year-to-year drop from 2008.

Beyond the Regents sciences, 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 grader, expanding the number of credits in science that Renaissance students take from 6, the State mandate, to 8. These courses are in Physics and Agricultural Science.

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 49 seniors in the class of 2009. Of the 49, 42 graduated in June, 2009 having completed all requirements for graduation. This is an 85.7% graduation rate. Of the 7 who did not graduate, 6 are expected to complete the remainder of their requirements by the end of August.

Should all these students complete the remaining requirements, the graduation rate including August graduates would increase to 97.9%.
- D. **Analysis / Evaluation:** This goal has been met.
- E. **Summary:** 85.7% of Renaissance Charter School seniors completed all graduation requirements for June commencement. It is highly likely that several 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.
- 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 supported 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 2005 cohort will graduate.
- B. **Method:** Examination of the 2005 cohort June 2009 graduation data.

- C. **Results:** There were 50 students from the 2005 cohort. Of those 50, 39 students graduated in June 2009. This results in a 78% cohort graduation rate.
- D. **Analysis and Evaluation:** Renaissance cohort students from 2005 have exceeded the goal target of 70%.
- E. **Summary:** Renaissance exceeded its cohort graduation target by achieving a 78% four-year graduation rate.
- G. **Action Plan:** We will continue our efforts of closely monitoring each individual student in their progress toward meeting graduation requirements within four years.

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 42 graduating seniors, all of the students applied and were accepted to institutions of higher learning. Therefore, 100% of the graduating class has been accepted to institutions of higher learning.
- D. **Analysis / Evaluation:** This goal has been met.
- E. **Summary:** There were 42 June graduates and 42 were accepted into institutions of higher learning. This is an acceptance rate of 100%. Additionally, several of the students who are expected to graduate in August have also already been accepted into college or are awaiting admissions' decisions.

Listing of Colleges / Universities that students from the Class of 2009 will be attending -

CUNY - Hunter College
CUNY - Lehman College
CUNY - City College
CUNY - New York City College of Technology
CUNY - LaGuardia Community College
CUNY - Queensborough Community College
CUNY - Kingsborough Community College
CUNY - Borough of Manhattan Community College
CUNY - John Jay College
SUNY - Oswego
SUNY - Plattsburgh
Academy of Arts
Adelphi University
Alfred State College
Barnard College
California State University at Los Angeles

Hartwick College
 Hofstra University
 Johnson and Wales
 New York University
 Nyack College
 Parsons The New School for Design
 Penn State University
 Portland State University, Oregon
 School of Visual Arts
 Smith College
 Swarthmore College
 Syracuse University
 Utica College

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 Initiatives Program which supports students beginning in middle school in planning for college and careers.

- F. **Action Plan:** We will continue to develop and refine this program so that our students continue to be offered space 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 the percentage for each goal.

C. **Results:**

Grades	2005-2006	2006-2007	2007-2008	2008-2009
K-8	95.99%	96.01%	96.32%	95.29%
9-12	91.6%	92.73%	92.91%	91.51%

- D. **Analysis / Evaluation:** These goals have been met. Additionally, small positive growth in attendance rates have been demonstrated over two of the last three years. In 2008-2009, we along with many other schools, had our attendance negatively impacted by the H1N1 Virus. Considering the severe impact on our school (which remained open throughout), we are pleased with the overall yearly attendance rate.

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 2008-2009 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 continue to 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. 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)

For the last two years, Renaissance parents, students and teachers participated in the New York City Department of Education’s Learning Environment Survey (complete results of the survey can be found on the New York City Department of Education’s website) which also provided us with information about progress toward this goal and is being used as the survey instrument to demonstrate parent and student satisfaction in year four. Renaissance created a survey instrument to measure community partner satisfaction. 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 the point in time.

Parent satisfaction indicators other than surveys analyzed in past annual reports (years 1-3) –

- 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 other than surveys analyzed in past annual reports (years 1-3) -

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

Community satisfaction indicators other than surveys analyzed in past annual reports (years 1-3) -

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

C. Results:

Parent Satisfaction -

Results from the overall survey categories from the 2009 New York City Department of Education Parent Survey were as follows -

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. 96%

The education your child has received this year. 95%

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. 90%

Your opportunities to be involved in your child's education. 95%

You feel welcome in your child's school. 98%

My child is safe at school. 98%

Summary of Parent Satisfaction Questions - 94%

Student Satisfaction -

The Department of Education Learning Environment Survey did not specifically address 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. 94%

My teachers encourage me to succeed. 93%

I feel welcome at my school. 92%

I am safe in my school. (Three questions.) 88%

Most of the teachers, counselors, school leaders, and other adults I see at school every day know my name or who I am. 91%.

Summary of Student Satisfaction Questions - 91.6%

In addition, 96% of students answered the question "NEVER".

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
- Charter School Athletic League
- The Children's Museum of the Arts
- New York City Center for Arts Education
- Supporting Women Artists Project
- New York City Geographic Alliance / New York Geographic Alliance - National Geographic Education Foundation
- City-at-Peace
- Long Island City YMCA
- 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
- Creative Forces
- The After-School Corporation
- Repertorio Espanol
- Performing Arts Center of New York
- Queens Council on the Arts
- The Isamu Noguchi Museum
- Creative Arts Team
- The TAPROOT Foundation
- Assemblyman Jose Peralta Annual Hispanic Book Fair
- Folk Music Society of New York
- Colgate University Summer Science and Sports Camp
- Archi-Kids
- Queens College Jazz Program
- Carnegie Hall- Weill Music Institute
- Barco de Papel Libreria
- KISS Robotics
- National School Reform Faculty
- Arts for All
- Queens International Film Festival

D. **Analysis and Evaluation:** Using surveymonkey, Renaissance emailed surveys to our community partners. We had a 70% response rate.

1. Partnership History - How long have you been associated with The Renaissance Charter School?

Less than one year	0%
One to three years	38.1%
Three to five years	38.1%
Over five years	23.8%

2. If applicable, have you felt that our partnership has allowed time and space for effective collaboration and planning?

Yes, always	90.5%
Sometimes	9.5%
Never	0%

3. How satisfied have you been with our partnership?

Very satisfied	90%
Satisfied	10%
Not Satisfied	0%

Comments –

Renaissance has always bent over backwards to support our work with their students. We always feel that our work is deeply appreciated and welcomed at Renaissance. Communication is clear and open and we work well with the Renaissance staff to accommodate their needs and accomplish our programmatic goals.

One of the best partnerships we have.

There is great collaboration between the teachers, the administration and ourself.

When we look to build partnership programming, the first school we turn to is Renaissance. They are excellent network leaders because they are so generous in their collaboration.

The students we have placed have not only gone on to be enriched by the experience but have made career choices based on the experience.

We have worked in several schools throughout the city, while we have had successful programs in those schools there is an element missing. In our work with Renaissance we've always felt like we are part of the Renaissance community. There's a sense of synergy and belonging at Renaissance that we don't get elsewhere.

The village atmosphere at Renaissance is welcoming for our teacher candidates from Queens College as well as faculty.

Renaissance has and continues to be one of the Guild's most valuable partnerships. We look forward to continuing our collaboration and hope to expand our work within the school in the future.

Not only are the staff easy to work with, we have watched with pride how the jazz band at Renaissance has grown both in size and quality over the years, in good part due to the support it receives from their administration.

Truly one of the most fulfilling professional partnerships I've had the privilege of taking part in.

Renaissance helps us meet our goals for geographic education.

- E. **Summary:** TRCS has met its goals in year four as indicated by the results of the 2008-2009 New York City Department of Education Learning Environment Survey and our self-designed survey instrument to measure community partner satisfaction.

- F. **Action Plan:** We will continue to work with our various constituencies to ensure that high levels of satisfaction are maintained.

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 –

- Teacher leadership continued to grow and develop with the creation of additional teacher coordinator and coach positions.
- One teacher leader, Suzanne Arnold, was accepted and successfully completed the Emerging Leader Fellowship Program through the New York City Center for Charter School.
- Renaissance completed its second year as part of the PICCS consortium of schools (Teacher Incentive Fund Grant). Staff participated in model peer review, professional development and created an innovative compensation plan for teachers, administrators and

paraprofessionals who meet established student performance targets.

- Staff members are full participants in the collaborative governance of the school serving on the Board of Trustees, School Management Team, and as Cluster leaders, Coordinators, Project Managers, Collaborative School Governance Committee Representatives, Critical Friends Coaches and Committee Members.
- Teacher retention rates are one of the highest in the city. Approximately 95% of our teachers will be returning in the fall of 2009. This rate increases to 97.5% when you remove the one teacher who is retiring.
- Teachers continue to participate actively in professional development activities to further enhance their practice.
- Director, Nicholas Tishuk, has submitted an application to open a new charter high school modeled after Renaissance's best practices in CSD 30.
- Several staff attended and presented at the National Alliance of Charter School Conference in June 2009 in Washington DC.
- Renaissance staff led major grant initiatives in Peer Review, geography education, school safety and after-school programming.
- Staff participate actively in educational and charter school advocacy locally, statewide and federally.

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 support the school by hosting events, participating in school-wide activities and sharing their expertise.
- Parents participated actively in out-of-town trips to upstate New York and Mexico.
- Parents are activists in the Charter School movement, public education and community affairs.
- One of our parent leaders attended the National Alliance for Charter Schools Conference.
- 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 Project Maya in addition to working in leadership capacities with outside organizations.
- High School students plan and implement Social Justice Day and Career Day.
- Active high school student government.
- Middle school advisories create and implement programmatic and community service initiatives.
- Several students participate in activities beyond the regular school day that expand their independent learning opportunities including:
 - National Honor Society
 - Botball / Robotics
 - Basketball
 - Baseball
 - Teens for Racial and Ethnic Awareness (TREA)
 - Young Eclectic Liberation Leaders
 - Print It Yourself – Screen Printing
 - Renaissance Students to the Yucatan, Project Maya
 - 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
 - Drama Club
 - Science Club
 - Culinary Arts
 - 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
 - LaGuardia, STEM – City College

Fashion Institute of Technology Summer Program
Parsons Summer Program
Venture Scholars
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
Future Farmers of America

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
- Elmhurst Hospital
- Queens Community House Photography Program
- Global Kids
- Guggenheim Museum
- Museum of Modern Art
- Renaissance School Internships
- Access for Young Women’s Leadership
- BR Guest Restaurant
- Broadway Dance Center
- Casa Frela Art Gallery
- Global Action Project
- Whitney Museum
- Queens Garden Shop
- Queens Hospital Center
- READ Program
- Sadie Nash Young Women’s Leadership Program
- Sadie Nash Visual Agitation Program
- Team Up
- Young Men’s Media Project
- TREA Interns
- YMCA Interns
- New York Geographic Alliance Annual Conference

Board Members –

- All board members participate in one or more committees.
- Board members 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.

- Board members attended the National Alliance of Charter Schools Conference in Washington DC.

School-Wide Achievements –

- Renaissance was awarded one of three Urban Initiative grants nationwide from the National Geographic Education Foundation.
- 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.
- Renaissance was assigned to the “fast-track” for its second renewal due to its strong performance.

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 student leadership through student government as a major school-wide goal.