

New York State Education Department

The Regents of The University of the State of New York

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**CHARTER SCHOOL ANNUAL REPORT
2010 – 2011**

School Name: **The Renaissance Charter School**

School Leader: **Stacey Gauthier**

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

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

BEDS # 343000860822

District/CSD of Location: **D84/705Q**

Charter authorizer: **NYC Dept. of Education/Chancellor**

Chair, Board of Trustees: **Sandra Geyer**

Email Address of Board Chair: **sloup@verizon.net**

Telephone of Board Chair: **718-803-0060**

Date school first opened for instruction: **Conversion Charter – September 2000**

2010-11 Enrollment: **550**

2010-11 Grades Served: **K-12**

Goal 1: Each year, 75 percent of 3 through 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.

A. **Measure:** New York State ELA examination results from Spring 2011 in 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 meeting or exceeding standards by achieving levels 3 or 4 on the exam.

B. **Results: Grade 3-8 NYS English Language Arts - 2011 Percent Meeting Standards**

Grade	Percent Meeting Standards
3	52%
4	46.2%
5	76%
6	64.9%
7	38.9%
8	45.3%
Total	54.9%

This goal was not met except in 5th grade.

C. **Efforts being taken to meet the goal:** There are several efforts being taken to ensure that ELA performance in all grades is improved. These include:

K-5 Response:

- 1) A full-time paraprofessional was reinstated in kindergarten and first grade to support literacy skills acquisition in the earlier grades.
- 2) We moved to a Collaborative Team Teaching model in our 3rd grade to provide the necessary support to this class.
- 3) Teachers in grades K-5 are using the Teachers College Leveling System to assess and address reading strengths and weaknesses in their students.

6-12 Response:

- 4) We hired a highly experienced, dually certified ELA and literacy teacher to work in the middle school teaching 7th grade ELA and middle school Reading and Writing Lab.
- 5) This past summer the middle school and high school English Department met to work together on creating a writing workshop program for students in grades 7-11. There are two teachers in the room for each writing workshop session including teachers with special education certification.
- 6) The curriculum for our middle school Reading and Writing Labs in 7th grade has been revised to be better aligned with the standards covered on the state assessment. Teachers are provided common planning time to meet prior to each weeks' lessons.
- 7) Our middle school social studies teacher is partnering with the New York Historical Society to bring more primary and secondary source documents into her curriculum.
- 8) One of our Director's of Teaching and Learning, formerly an English and Social Studies teacher, is overseeing our ELA improvement initiative and spends a large portion of her time working with the middle school ELA teachers both in and out of the classrooms.
- 9) "In-Danger-of-Failing" letters are mailed home to parents quarterly, family conferences are scheduled as necessary, and this data is compiled in a spread-sheet that is shared by teachers and SMT members and reviewed and updated for weekly "response to intervention" meetings regarding individual students and their progress.
- 10) Based on the Danger of Failing ("DOF") data, parents are contacted and encouraged to make sure their children are staying for after-school homework help and tutoring opportunities. Students are identified and targeted for "Mandatory After-School" in the second semester, if they are still on the DOF list.

K-12 Response:

- 11) All staff received professional development in implementing Junior Great Books, a curriculum designed to support shared inquiry and critical thinking skills. Upper grade teachers were provided with support on working with students on informational texts.
- 12) Teachers are working in curriculum groups during dedicated monthly professional development time, in addition to

weekly professional development that focuses on individual teacher curriculae and applying the Common Core Standards to teaching practice. ELA is one of our focus areas. Other subjects are working to support literacy within their disciplines. For example, the drama teacher is bringing Shakespeare and *The Taming of the Shrew* into her class and the Science teachers designed curriculum this summer to include more readings and analysis of these scientific texts into their classrooms.

- 13) SMART Goals in ELA are being reviewed by Special Education teachers to support our special needs students in reaching proficiency.
- 14) Teachers are meeting in Professional Learning Communities bi-monthly to look more closely at data and revise their instruction as needed.

Goal 2: Each year, 75 percent of 3 through 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.

A. Measure: New York State Math examination results from Spring 2011 in 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 meeting or exceeding standards by achieving levels 3 or 4 on the exam.

B. Results: Grade 3-8 NYS Mathematics - 2011 Percent Meeting Standards

Grade	Percent Meeting Standards
3	56%
4	53.8%
5	94.4%
6	77.3%
7	75.9%
8	66%
Total	74%

This goal was not met. However, it was met in grades 5, 6 and 7.

C. Efforts being taken to meet the goal:

There are several efforts being taken to ensure that Mathematics performance in all grades is improved. These include:

K-5 Response:

1) One of our Director’s of Teaching and Learning, formerly an elementary teacher highly qualified in mathematics instruction, is overseeing our Math improvement initiative and spends a large portion of her time working with our teachers both in and out of the K-5 classrooms.

2) Our teachers in grades 2, 3 and 4 are working with a trained TERC consultant to address the question: How do we improve student results in mathematics?

3) We moved to a Collaborative Team Teaching model in our 3rd grade to provide the necessary support to this class.
6-12 Response:

4) Teachers are meeting in Professional Learning Communities to look more closely at data and revise their instruction as needed.

5) Our middle skills math skills curriculum and staffing has been revised to support student achievement.

6) SMART Goals in mathematics are being reviewed by Special Education teachers to support our special needs students in reaching proficiency.

7) “In-Danger-of-Failing” letters are mailed home to parents quarterly, family conferences are scheduled as necessary, and this data is compiled in a spread-sheet that is shared by teachers and SMT members in weekly “response to intervention” meetings regarding individual students and their progress.

8) Based on the Danger of Failing (“DOF”) data, parents are contacted and encouraged to make sure their children are staying for after-school homework help and tutoring opportunities. Students are identified and targeted for “Mandatory After-School” in the second semester, if they are still on the DOF list.

K-12 Response:

9) Students and parents have been strongly encouraged to utilize Tutor.com to support students in their mathematics homework. We have seen a large increase in its usage across the grades.

Goal 3: Each year, 75 percent of 4 and 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.

A. **Measure:** New York State Science examination results from Spring 2011 in grades 4 and 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 meeting or exceeding standards by achieving levels 3 or 4 on the exam.

B. **Results: Grade 3-8 NYS Science - 2011 Percent Meeting Standards**

Grade	Percent Meeting Standards
4	65.4%
8	73.4%
Total	70.9%

This goal was not met.

C. **Efforts being taken to meet the goal:**

- 1) Teachers are meeting in Professional Learning Communities to look more closely at data and revise their instruction as needed.
- 2) We are reviewing and revising our 8th grade Science Skills curriculum to more closely align our instruction to the standards and the students' needs.
- 3) Students will continue to take a regents-based Earth Science course in 8th to support rigorous scientific study. 7th grade science will be a more generalized course giving students the foundation for higher order scientific thinking and inquiry.

Goal 4: Each year, 75 percent of 5 and 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Social Studies examination.

This goal is no longer applicable as this examination as been discontinued by The New York State Education Department.

Goal 5: Each year 75% of kindergarten students who were enrolled at the School on BEDS day will perform at a Level 1 on the rhyme recognition, rhyme generation, syllable clapping, initial consonants, and at a Level 2 on the final consonants, blending, segmenting, ABC recognition, writing, spelling decoding, sight words, and emergent reading strands on the Spring administration of the ECLAS-2.

A. **Measure:** 2010-2011 ECLAS examination results for kindergarten

B. **Results:**

Strand:	Percent at Level 1 or 2:
Rhyme Recognition	78%
Rhyme Generation	82%
Syllable Clapping	100%
Initial Consonants	91%
Total Scoring Level 1	88%
Final Consonants	87%
Blending	61%
Segmenting	22%
Alphabet Recognition	65%
Alphabet Writing	17%
Spelling	74%
Decoding	48%

Sight Words	70%
Emergent Reader	70%
Total Scoring Level 2	57%
Total Level 1 and 2	72%

This goal was met for Level 1 achievement, but not met for Level 2.

C. Efforts being taken to meet the goal:

- 1) Full-time paraprofessionals have been reinstated to each of the kindergarten and first grade classrooms to support literacy development and individualized learning support for students.
- 2) We are continuing to provide instruction using Wilson Reading / Foundations in the early grade classrooms.
- 3) All staff received professional development in implementing Junior Great Books, a curriculum designed to support shared inquiry and critical thinking skills.

Goal 6: Each year, 75% of the 1st grade students who were enrolled on BEDS day for two consecutive years will perform at or above a Level 4 on the spelling, decoding, vocabulary, sight words, reading accuracy, and reading comprehension strands on the Spring administration of the ECLAS-2.

A. Measure: Spring 2011 ECLAS examination results for 1st grade.

B. Results:

Strand	Percent at Level 4
Spelling	80%
Decoding	60%
Vocabulary	72%
Sight Words	84%
Reading Accuracy	80%
Reading Comprehension	80%
Total Level 4	76%

This goal was met.

Goal 7: Each year, 75% of the second grade students who have been enrolled at the school on BEDS day for two consecutive years will perform at or above a Level 6 on the spelling, decoding, vocabulary, sight words, reading accuracy and reading comprehension strands on the Spring administration of the ECLAS-2.

A. Measure: Spring 2011 ECLAS examination results for 2nd grade.

B. Results:

Strand	Percent at Level 6
Spelling	71%
Decoding	not tested*
Vocabulary	67%
Sight words	not tested*
Reading Accuracy	71%
Reading Comprehension	71%
Total Level 6	69.8%

**Due to a misunderstanding two testing strands were inadvertently omitted.*

This goal was not met.

C. Efforts being taken to meet the goal:

- 1) This class has been changed to a Collaborative Team Teaching Model.
- 2) We are continuing to provide instruction using Wilson Reading / Foundations in the early grade classrooms.

3) All staff received professional development in implementing Junior Great Books, a curriculum designed to support shared inquiry and critical thinking skills.

Goal 8: Each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam (baseline) and 75% at or above Level 3 on the current year’s State ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year’s ELA exam, the school is expected to demonstrate some growth (above 75%) in the current year.

As this is the first year of our second renewal charter goals, this year will serve as the baseline year for future value added goals.

Goal 9: Each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Math exam (baseline) and 75% at or above Level 3 on the current year’s State Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year’s Math exam, the school is expected to demonstrate some growth (above 75%) in the current year.

As this is the first year of our second renewal charter goals, this year will serve as the baseline year for future value added goals.

Goal 10: Kindergarten will serve as the baseline year for value added goals for students in 1st and 2nd grades. For 1st and 2nd grade students, at least 75% will demonstrate growth of one (1) level or “test out” on the ECLAS II reading assessment for the Fall to the Spring.

As this is the first year of our second renewal charter goals, this year will serve as the baseline year for future value added goals.

Goals 11-14: Each year, 75% of the 9th grade cohort will have scored at least 65 on the New York State Regents examinations in ELA, Math, Global History and Geography, and Science.

A. Measure: NYS Regents examination results for the 2010-2011 school year.

B. Results:

Subject	Percent of Cohort Scoring above a 65
ELA	96%
Integrated Algebra	90%
Global History and Geography	86%
Living Environment	98%
US History*	89%

**US History proficiency is not one of our charter goals, but is one of the five Regents examinations required to receive a Regents Diploma. These goals were met.*

Goal 15: Each year, at least 80% of each 9th grade cohort will graduate within four years.

A. Measure: Number of graduates from 9th grade cohort.

B. Results:

There were 47 students in the 2007 Cohort.

33 students graduated in June 2011

11 students graduated in August 2011

1 student graduated in September 2011

There was a 98% graduation rate for the 2010-2011 school year for this cohort.

This goal was met.

Goal 16: Each year, the school will meet Adequate Yearly Progress graduation rate targets.

A. Measure: NYSTART AYP Results

B. Results:

According to results on NYSTART, Renaissance has met all AYP targets.

This goal was met.

Goal 17: Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.

A. Measure: New York State and Community School District 30 ELA examination results from Spring 2011 in grades 3-8.

B. Results: Grade 3-8 NYS English Language Arts - 2011 Percent Meeting Standards
Comparative Analysis for Renaissance CS and CSD 30

Grade	Percent Meeting Standards	
	Renaissance Charter School	CSD 30 (all schools)
3	52%	49.7%
4	46.2%	52.2%
5	76%	56.7%
6	64.9%	50%
7	38.9%	44.7%
8	45.3%	42.5%
Total	54.9%	49%

This goal was met.

Goal 18: Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.

A. Measure: New York State and Community School District 30 Math examination results from Spring 2011 in grades 3-8.

B. Results: Grade 3-8 NYS Mathematics - 2011 Percent Meeting Standards
Comparative Analysis for Renaissance CS and CSD 30

Grade	Percent Meeting Standards	
	Renaissance Charter School	CSD 30 (all schools)
3	56%	55.8%
4	53.8%	66.4%
5	94.4%	70.6%
6	77.3%	64.4%
7	75.9%	67.2%
8	66%	63.7%
Total	74%	65.5%

This goal was met.

Goal 19: Each year, the school will receive a "B" or higher on the Student Progress section of the NYCDOE Progress Report.

A. Measure: Letter grades from the K-8 and High School Report Cards.

B. Results:

K-8 Report Card Student Progress Grade - C
High School Report Card Student Progress Grade - A
This goal was not met for grades K-8, but was met for High School.

C. Efforts being taken to meet the goal:

As this grade is related to performance on the 3-8 grade examinations, please refer to Goals 1 and 2.

Goal 20: Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools.

A. Measure: As current Regents Exam data is not available for our peer schools, we used CSD 30 high school Regents results as posted on NYSTART. This goal uses comparative data from the prior year due to the lag in time in posting current data for schools. According to published Regents Exam guidance, Johanna Duncan-Poitier, Senior Deputy Commissioner of Education P-16 stated, “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.html>.

B. Results: Percentage Passing ELA Regents

Renaissance Charter School - 96%

CSD 30 - 75%

This goal was met.

Goal 21: Each year, the percent of students in the high school accountability cohort passing an Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools.

A. Measure: As current regents data is not available for our peer schools, we used CSD 30 high school regents results as posted on NYSTART. This goal uses comparative data from the prior year due to the lag in time in posting current data for schools. According to published Regents Exam guidance, Johanna Duncan-Poitier, Senior Deputy Commissioner of Education P-16 stated, “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 yea.” Source: <http://www.emsc.nysed.gov/osa/concht/scoring-regents.html>.

B. Results: Percentage Passing Math Regents

Renaissance Charter School - 90%

CSD 30 - 76%

This goal was met.

Goal 22: Each year, the school will be deemed “In Good Standing” on the NYS Report Card.

A. Measure: NYS Report Card from NYSTART

B. Results:

According to results on NYSTART, Renaissance has met all AYP targets.

This goal was met.

Goal 23: Each year, the school will have an average daily student attendance rate of at least 95%, as measured using the methodology set out in the New York City Department of Education Attendance template.

A. Measure: ATS Attendance

B. Results: 2010-2011 Attendance -

K-5	95.45%
6-8	96.15%
K-8	95.78%
9-12	92.84%
K-12	94.71%

This goal was met for K-5, 6-8 and K-8. It was not met for 9-12 or K-12.

C. Efforts being taken to meet the goal:

- 1) Our Administrator for School Culture has made high school student attendance a priority. She has held student and parent meetings which include the School Principal.
- 2) All attendance issues are investigated and referred to appropriate staff (nurse, counselors, RTI team, etc.) for support and action.
- 3) The school also sends notices and calls families when attendance issues arise.

Goal 24: Each year, 95 percent of all students enrolled on the last day of the school year who do not move (and who, after 8th grade, do not choose to apply for and gain admission to specialized or private high schools), will return the following September.

A. Measure: ATS Student Data Base - Discharge List

B. Results:

Seventeen students left who did not move, gain admission to a specialized or private high school or get a new placement from the Committee of Special Education or the Justice System.

Number of voluntary transfer outs by grades (not including above):

K-3	0
4	1
5	0
6	2
7	3
8	8
	(to attend other high schools though not specialized or private)
9	2
10	1
11-12	0
Total including all students:	17

Percent of FTE (547.159): 3.1%; 96.9% of students returned.

Total excluding students opting to attend a new high school after 8th grade: 9

Percent of FTE (547.159): 1.6%; 98.4% of students returned.

This goal was met.

Goal 25: Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, New York Open Meetings, law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.

This goal was met.

Goal 26: The Collaborative School Governance Committee, consisting of elected parents, students, teachers, and staff, will meet nine times per year and develop an annual Comprehensive Education Plan which guides the school's priorities for the following year.

7 times monthly during 2010-2011 (10/20/10, 11/17/10, 12/15/10, 1/19/11, 2/16/11, 4/27/11, 5/18/11) and for a full day

facilitated retreat on March 12th, 2011, which made up 2 meetings.
This goal was met.

Goal 27: Each year, the Collaborative School Governance Committee will meet or make substantial progress towards meeting the leadership, student leadership and governance goals in its school's Comprehensive Education Plan.

A. Measure: Attendance and Minutes from CSG meetings and retreat.

B. Results:

Each seat on the CSG committee had a representative from the staff, parents, and study body. The year ended with the creation of goals and objectives for a five-year school wide comprehensive plan. Additionally, this body demonstrated full representational leadership through its actions of inclusive and collaborative governance.

This goal was met.

Goal 28: Each year, the school will be "proficient" or "well developed" in at least 70 percent of the leadership, governance and management-related Quality Statements on the annual Quality School Review.

A. Measure: Charter Renewal Recommendation since no recent Quality Review is available.

B. Results:

Renaissance did not receive a Quality Review last year. However, our recent reviews by the NYCDOE and NYSED recommended a second full five year charter renewal.

This goal was met.

Goal 29: Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.

A. Measure: ATS Student Enrollment and projected student enrollment per charter.

B. Results:

Projected Charter Enrollment: 558

Actual enrollment - 547.159 plus 7 District 75 students = 554.159

This goal was met.

Goal 30: Every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.

A. Measure: Certified Financial Audit for fiscal year 2011

B. Results:

The School's certified financial audit for fiscal year 2011 resulted in no major findings.

This goal was met.

Goal 31: Each year, the school will operate on a balanced budget and maintain a stable cash flow.

A. Measure: Certified Financial Audit and Working Budget for fiscal year 2011.

B. Results:

The School operated on a balanced budget and maintained a stable cash flow.

This goal was met.

Goals 32, 33, 35: Each year, parents, staff and students will express satisfaction with the school's programs, based on the NYCDOE Learning Environment Survey in which the school will receive a

score of 7.5 or higher in each of the four survey domains.: Academic Expectations, Communications, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of each group participates.

A. Measure: Learning Environment Survey Results

B. Results: Constituency:

	Parents	Students	Staff
Academic Exp.	8.0	7.2	7.3
Communication	7.9	5.7	6.4
Engagement	7.9	6.7	7.1
Safety and Respect	8.6	6.9	7.2
Participation	60%	100%	93%

These goals were met for parent satisfaction, but not met for teacher or student satisfaction.

C. Efforts being taken to meet this goal:

The School Management Team has analyzed the survey results. We had requested that student response data be disaggregated based on grade level, but were informed by the NYCDOE that this was not possible. This makes the task of addressing concerns more challenging as we do not know if they come from one grade or multiple grades. As a K-12 school we received responses from students in grades 6-12, so it would have been extremely useful if we could have narrowed down the responses to grades.

We are taking actions to address the various concerns listed through staff communications, professional development, student government and our Collaborative School Governance Committee.

Teacher Satisfaction

According to teacher feedback, we have increased administrative presence in teacher cluster meetings, included teacher-leaders in many administrative walk-throughs, and made sure administrative directives are sent in multiple formats (emails, paper letters in mailboxes, and in-person meetings) to improve over-all communication throughout the teaching staff. We increased the days devoted to full-staff professional development in the beginning of the year, where we addressed our school-wide goals in multiple formats, and had a loft-talk around shared objectives. We added a 2nd curriculum meeting to the monthly paid teacher meetings, and created curriculum focus groups for content areas.

Over the last couple of years we have strived to communicate to our teachers the more rigorous standards we have to meet coupled with a more difficult student population. We are confident that our teachers will meet the challenge given the increased support we have instigated, as outlined above.

Student Satisfaction

A new administrative position was created this year called Administrator of School Culture. This administrator has been creating proactive solutions to student satisfaction, in order to change school culture away from simply reacting to student discipline issues in favor of promoting positive student behavior. School assemblies, town-hall meetings for 7-12 graders, public shout-outs for academic success, community leadership, random acts of kindness, citizenship and academic courage are some of the new initiatives that are already showing positive results.

Goal 34: Each year, teachers will express satisfaction with their jobs by returning to the school at a rate of 75% or more (excluding teachers who retire or move out of New York City), as measured by their signing of the Staff Preference Sheet in the Spring.

A. Measure: Teacher Attrition rate

B. Results:

97% of teachers returned. One teacher out of 39 left Renaissance to become a School Administrator on Long Island.

This goal was met.