

**New York State Education Department**

**The Regents of The University of the State of New York**

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**CHARTER SCHOOL ANNUAL REPORT  
2011 – 2012**

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: **D30/Q705**

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

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

Email Address of Board Chair: **sloup2@verizon.net**

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

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

2011-12 Enrollment: **548**

2011-12 Grades Served: **K-12**

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**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 2012 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 - 2012 Percent Meeting Standards

Grade	Percent Meeting Standards
3	80%
4	65.4%
5	48.1%
6	77.8%
7	64.2%
8	42.9%
Total	60.8%

*This goal was not met except in 3rd and 6th grades.*

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

Our overall ELA proficiency grew 5.9% from 2010-2011 to 2011-2012. We are continuing several of our efforts already in place and have added new ones to ensure that ELA performance in all grades continues to improve as well as to support our students in being ready for the new Common Core State Standards based exams in Spring 2013. These include:

- 1) Last year, 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. The results of these efforts was an increase of 25.3% in 7th grade ELA scores.
- 2) We hired two reading specialists who are working with students in grades 3-8 who need reading support.
- 3) For the past two summers, the middle school and high school English teachers met to work together on creating curriculum for the Reading and Writing labs and writing workshop program for students in grades 6-12. There are two teachers in the room for each writing workshop session including teachers with special education certification and / or ELL certification. Students are grouped homogeneously in the Reading and Writing Labs to support their individualized needs.
- 3) All staff are receiving ongoing professional development in implementing Junior Great Books, a curriculum designed to support shared inquiry and critical thinking skills. Teachers are provided with support on working with students on analyzing informational / non-fiction texts and using directed note taking.
- 4) The curriculum for our middle school Reading and Writing Labs in grades 6, 7 and 8 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 week's lessons.
- 5) 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.
- 6) Teachers in grades K-5 received professional development in implementing the Fountas and Pinnell Leveled Reading System to assess and address reading strengths and weaknesses in their students. We have also implemented the Leveled Reading Intervention Program in grades 1-3.
- 7) We moved to a Integrated Co-Teaching model in our 4th, 6th and 8th grades to provide the necessary support to these classes.
- 8) One of our Directors 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) We have also restructured our School Management Team responsibilities to include a Director of Teaching and Learning dedicated to grade K-5 curriculum and teaching support.
- 10) Teachers are working in curriculum groups during weekly professional development time. ELA is one of our focus areas. Other subjects are working to support literacy within their disciplines. For example, the drama teacher is, again,

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bringing Shakespeare into her class and the Science teachers designed curriculum this summer to include more readings and analysis of these scientific texts into their classrooms. We are also working with a professional storyteller to support listening skills and vocabulary development in our K-8 classrooms.

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

12) Working with our Director of Data and Accountability and Directors of Teaching and Learning, teachers meet in Professional Learning Communities to analyze student data from interim assessments 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 2012 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 - 2012 Percent Meeting Standards

Grade	Percent Meeting Standards
3	88%
4	76.9%
5	64.8%
6	88.9%
7	86.8%
8	76.8%
Total	79.9%

*This goal was met.*

**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 2012 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 - 2012 Percent Meeting Standards

Grade	Percent Meeting Standards
4	92.3%
8	76.8%
Total	81.7%

*This goal was met.*

**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: 2011-2012 ECLAS examination results for kindergarten.

B. Results:

Strand:	Percent at Level 1 or 2:
Rhyme Recognition	100%
Rhyme Generation	96%
Syllable Clapping	96%
Initial Consonants	96%
Total Scoring Level 1	96.9%
Final Consonants	96%
Segmenting	40%
Alphabet Recognition	77.9%
Spelling	100%
Decoding	68%
Sight Words	60%
Total Scoring Level 2	78.9%

*This goal was met.*

**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 2012 ECLAS examination results for 1st grade.

B. Results:

Strand	Percent at Level 4
Spelling	100%
Decoding	88%
Vocabulary	95%
Sight Words	95%
Reading Accuracy	100%
Reading Comprehension	100%
Total Level 4	95.3%

*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 2012 ECLAS examination results for 2nd grade.

B. Results:

Strand	Percent at Level 6
Spelling	40%
Vocabulary	76%
Sight words	80%
Reading Accuracy	88%
Total Level 6	77.4%

*This goal was met.*

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**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.**

A. **Measure:** 2010-2011 ELA examination grades 3-8 percentage of students scoring proficient as compared to 2011-2012 ELA examination grades 3-8 students scoring proficient.

B. **Results:**  
 In 2010-2011, 54.9% of students scored proficient or above on the ELA examination. In 2011-2012, 60.8% of students scored proficient or above on the ELA examination. In order to meet this goal, Renaissance needed to demonstrate a growth of 10.05%. Our percentage grew 5.9%.  
*This goal was not met.*

C. **Efforts being taken to meet the goal:**  
*See Goal 1.*

**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.**

A. **Measure:** 2010-2011 Mathematics examination grades 3-8 percentage of students scoring proficient as compared to 2011-2012 Mathematics examination grades 3-8 students scoring proficient.

B. **Results:**  
 In 2010-2011, 74% of students scored proficient or above on the Mathematics examination. In 2011-2012, 79.9% of students scored proficient or above on the ELA examination.  
*This goal was met.*

**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.**

*This is a baseline year for this goal.*

**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 2011-2012 school year.

B. **Results:**

Subject	Percent of Cohort Scoring above a 65
ELA	96%
Integrated Algebra	89%
Global History and Geography	91%
Living Environment	78%
US History*	93%

\*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 49 students in the 2008 Cohort.  
 42 students graduated in June 2012  
 4 students graduated in August 2012  
 There was a 93.8% graduation rate for the 2011-2012 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 2012 in grades 3-8.

B. **Results:** Grade 3-8 NYS English Language Arts - 2012 Percent Meeting Standards  
 Comparative Analysis for Renaissance CS and CSD 30

Grade	Percent Meeting Standards	
	Renaissance Charter School	CSD 30 (all schools)
3	80%	52.9%
4	65.4%	55.5%
5	48.1%	56.3%
6	77.8%	53.5%
7	64.2%	52.5%
8	42.9%	46.9%
Total	60.8%	52.9%

*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 2012 in grades 3-8.

B. **Results:** Grade 3-8 NYS Mathematics - 2012 Percent Meeting Standards  
 Comparative Analysis for Renaissance CS and CSD 30

Grade	Percent Meeting Standards	
	Renaissance Charter School	CSD 30 (all schools)
3	88%	63.3%
4	76.9%	71.6%
5	64.8%	69.5%
6	88.9%	68.9%
7	86.8%	69.5%
8	76.8%	69.1%
Total	79.9%	68.6%

*This goal was met.*

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**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:**

2011-2012 K-8 Report Card Student Progress Grade - C

Note: 2011-2012 Performance Grade - A

High School Report Card Student Progress Grade - B

*This goal was not met for grades K-8 but was met for HS.*

**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 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 - 78%

*This goal was met.*

**Goal 21: Each year, the percent of students in the high school accountability cohort passing a 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 year.” Source: <http://www.emsc.nysed.gov/osa/concht/scoring-regents.html>.

**B. Results:**

Percentage Passing Math Regents

Renaissance Charter School - 90%

CSD 30 - 77%

*This goal was met.*

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**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: 2011-2012 Attendance

K-8	96.49%
9-12	93.74%
K-12	95.5%

*This goal was met.*

**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: Fourteen 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	0
1	1
2	1
3	0
4	1
5	2
6	0
7	1
8	5 (to attend other high schools though not specialized or private)
9	1
10	0
11	2
12	0
Total including all students:	14
Percent of FTE (548.616):	2.55%
Total excluding students opting to attend a new high school after 8th grade:	9
Percent of FTE (548.616):	1.64%

*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.*

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**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.**

**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:**

The CSG met 5 regular meeting times (October 19, November 16, January 18, February 15 and March 28) during 2011-2012 and for a full day facilitated retreat on May 16, 2012. Each seat on the committee had a representative from the staff, parents, and study body. The year ended with the creation of a five-year school wide comprehensive plan. Additionally, this body demonstrated full representational leadership through its actions of inclusive and collaborative governance.

*These goals were 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:** Annual Site Visit Report

B. **Results:** Renaissance received a proficient Annual Site Visit Report for 2011-2012.

*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 - 547.616 plus 7 District 75 students = 555.616

*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 2012

B. **Results:**

The School's certified financial audit for fiscal year 2012 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 2012.

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.	7.7	7.2	7.1
Communication	7.7	5.7	6.3
Engagement	7.9	6.4	7.2
Safety and Respect	8.5	6.7	7.3
Participation	64%	99%	87%

*This goal was 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, school-based interim surveys and focus groups, professional development, student government and our Collaborative School Governance Committee.

**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: One teacher left Renaissance to find a position closer to her home

*This goal was met.*

