



Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Last updated: 06/25/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME RENAISSANCE CHARTER SCHOOL

(Select name from the drop down menu)

a1. Popular School Name (Optional) TRCS

b. CHARTER AUTHORIZER (As of June 30th, 2019) NYCDOE-Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 30

d. DATE OF INITIAL CHARTER 06/2000

e. DATE FIRST OPENED FOR INSTRUCTION 09/2000

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

The organizing principle of The Renaissance Charter School (“Renaissance”) is global citizenship. The mission of Renaissance is best described by our motto, “Developing Leaders for the Renaissance of New York.” We seek to develop committed and capable youth who will usher forth a 21st Century renaissance in their respective families and communities. Renaissance students will be prepared to contribute to the building of a humanistic culture in the local fields of the business, arts & culture, government, health, and not-for-profit sectors.

The Renaissance Charter School is based on the conviction that a change in the destiny of a single individual can lead to a change in the destiny of a community, nation, and ultimately humankind. Its mission as a K-12 school is to foster educated, responsible, humanistic young leaders who will through their own personal growth spark a renaissance in New York. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment, and sustainable development.

Towards accomplishing this goal Renaissance has built a culture of community, cooperation, and collaboration. In the small, village-like atmosphere, teachers team-teach, classes are arranged in clusters, and parents play a central role. Students stay with the same dedicated teachers for two years, providing stability and enabling each student to feel cared for and well-known. The school operates under a collaborative governance model in which all constituencies have a voice.

The spirit of leadership can be best transmitted through example. Renaissance staff members model collaborative leadership which is characterized by compassion and responsible dialogue. Through this process wise decision-making emerges. Renaissance is committed to graduating individuals who are competent, powerful thinkers, engaged citizens, and life-long learners who will create the renaissance of New York.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	College and Career Readiness - Renaissance mandates participation in its college-bound program, as a for-credit class in 9th-12th grades. Students chart a four-year plan in
------------	--

	<p>the ninth grade that includes an online portfolio that helps establish a career plan, and an academic and community involvement portfolio that showcases internships, volunteerism, awards and other accomplishments. Rigorous writing and research preparation culminates in a research paper in senior year.</p>
Variable 2	<p>Community and External Partnerships - At Renaissance we believe that leaders are people who actively take action to better themselves and the world. The Leadership Program motivates students to find their own answers to two essential questions: how can I make the world a better place? and how do I want to contribute to the world? All students in 9th-12th grades are required to participate in a leadership, volunteer or internship program each semester of high school.</p>
Variable 3	<p>Global Humanities - Renaissance's use of small group Global Labs with a special attention to Geography education, and an arts-infused approach to ELA and Social Studies, is central to our hands-on approach to understanding the world. Model units that engage students and train them to think like geographers and write like historians have been shared with two district schools.</p>
Variable 4	<p>Experiential Learning - Our curriculum has a three-tiered approach (1) core academics based on comprehensive and effective delivery of standard-based instruction; (2) project based learning; and (3) experiential learning. Our commitment to experiential learning is exemplified by "Rensizzle Week"-- five consecutive days when students and teachers actively explore a topic of interest in great depth, culminating in a final project.</p>
Variable 5	<p>Teacher Leadership - Renaissance believes in collaborative governance, while valuing and nurturing teachers and other administrative staff to become leaders in the school. The school strives to give each constituency a powerful voice, with opportunities to serve beyond the classroom as Teaching & Learning Coordinators, PLC coaches, Cluster administrative leaders, serving on the Collaborative School Governance, Advisory and Student Government committees.</p>
Variable 6	<p>Engaged Parents - Parents are included in Renaissance's collaborative governance style, as elected members of the Collaborative School Governance committee, parent representation on our Board of Trustees, and positions on hiring committees. The Administrator for School Culture and Parent Engagement plans multiple parent forums and events throughout the year.</p>
Variable 7	<p>Timely Assessments to Drive Instruction - Renaissance uses various interim assessments across the grades to inform teacher practice, using data principals learned from</p>

	professional development providers TERC Using Data and Achievement Network. Regular ANET assessments are given in grades 2-8 and teachers gather to review the data that will inform their targeted instruction. NWEA assessments are given in elementary grades, and mock Regents exams are given and analyzed by teacher data teams.
Variable 8	Social Emotional Wellness - Students can only be successful academically and in life if they nurture their social-emotional wellness. At Renaissance, this is done through morning meetings, and advisories in grades 6-10. We also have led and participated in federal grants related to youth mental health which allows for professional development for staff and programs to support students.
Variable 9	(No response)
Variable 10	(No response)

Need additional space for variables No

h. SCHOOL WEB ADDRESS (URL) www.renaissancecharter.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment) 604

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment) 556

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
---------------	--

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

FACILITIES INFORMATION

m. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.
--	--------------------

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide the following information for site 1.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1					

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader				
Operational Leader				
Compliance Contact				
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies				

m1b. Is site 1 in public (co-located) space or in private space? (No response)

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1						

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

ATTESTATION

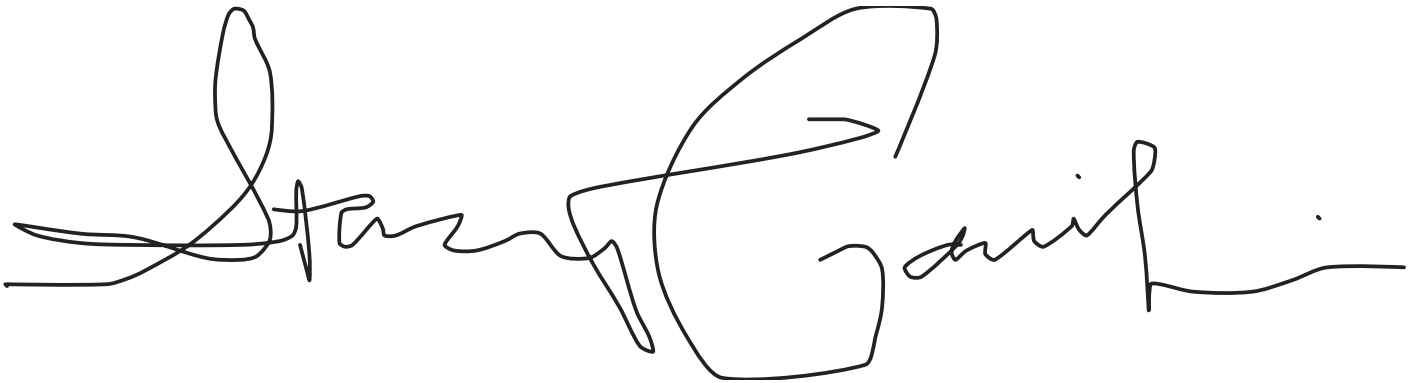
o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Rebekah Oakes
Position	Director of Development & Partnerships
Phone/Extension	917-280-2636
Email	rebekahoakes@rencharter.org

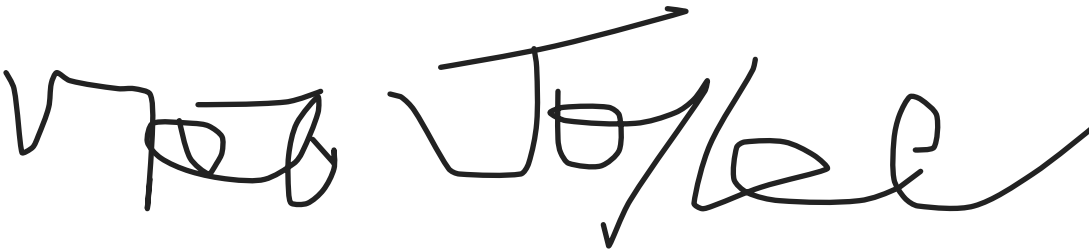
p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Stanley G. Smith". The signature is written in a cursive style with a large, prominent "G".

Signature, President of the Board of Trustees

A handwritten signature in black ink that reads "Mrs. Joy Lee". The signature is written in a cursive style with a large, prominent "J".

Date

2019/07/24

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/10/2019

RENAISSANCE CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) NYCDOE-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD <https://data.nysed.gov/profile.php?instid=800000042221>

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)



Entry 3 Progress Toward Goals

Created: 07/16/2019 • Last updated: 10/30/2019

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				<p>Partially Met. Not Met in District; TRCS: 48% - CSD 30: 55% (Exceeded CSD in 8th Gr: 61%)</p> <p>Exceeded NYC: TRCS: 48% - NYC: 47% (Exceeded City in all grades.)</p> <p>The daily schedule from K-8 has been altered so that a dedicated period is given to the Targeted Reading Intervention Program (TRIP) four days a week, for every student, K-8, with the goal of achieving grade-level mastery. We will begin by benchmarking every student, using the Fountas and Pinnell</p>

Academic Goal
1

The school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.

NYS ELA Exam

Not Met

benchmarking system. Based on that data, teachers will carefully group similarly leveled children together in small guided reading or independent reading groups, regardless of grade level and class. Teachers work with students targeting the specific reading skills of fluency, comprehension, and accuracy to build capacity and mastery. Once mastered, the student will move to the next leveled group. Then, to foster the passion and dedication to reading, teachers work with small groups of students who select independent reading that fits into that month's theme and their personal interests. Teachers monitor the students' progress and facilitate small group discussions and writing projects around the thematic units.

Following the NYS CCLS for ELA and Literacy, each teacher, regardless of subject area, will be responsible for ensuring that students can read and write within each subject area while developing a strong content-knowledge

				base. TRCS 2's professional development initiatives will be designed to support all teachers in improving students' ELA skills within the context of specific content instruction, and teachers will work independently and in PLCs to incorporate literacy development into their lessons and learning experiences, with the goal that every child will be decoding and comprehending all of their subjects.
Academic Goal 2	The school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State Math examination.	NYS Math Exam	Met	Met : TRCS 54% - CSD 30 54% Exceeded: TRCS 54% - NYC 46% 8th Grade at 69% exceeded CSD 30 and NYC, and that percentage includes the NYS Math Exam and the NYS Algebra 1 Regents.
Academic Goal 3	Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year.	NYS ELA Regents exams	Met	TRCS: 79%
				89% of students passed the exam with a score of 65 or

<p>Academic Goal 4</p>	<p>Each year, at least 75 percent of students in the high school accountability cohort passing a Math Regents exam will have a score of 75 or above by the end of their fourth year.</p>	<p>NYS Math Regents exams</p>	<p>Not Met</p>	<p>higher. 3 students missed 75 by 1 point; 2 students by 2 points. 3 students with IEPs exceeded 75% proficiency.</p> <p>The Math Department started identifying students that did not pass or had a score below 75, who could retake the exam and have assigned them to after-school, before-school and lunch-time tutoring with certified Math instructors. The Learning Center staff is also working with students missing regents on a daily basis, to prepare them to retake the exams in January.</p>
<p>Academic Goal 5</p>	<p>Each grade-level cohort will demonstrate growth with a reduction by a half between the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the</p>	<p>NYS ELA Exam</p>		<p>Data not available.</p>

	previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year.			
Academic Goal 6	Each grade-level cohort will demonstrate growth with a reduction by a half between the percent at or above Level 3 on the previous year's NYS Math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State Math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's Math exam, the school is expected to demonstrate growth comparable to the CSD in the current year.	NYS Math Exam		Data not available.
Academic Goal 7	The school will perform at the 60th percentile or above compared with the citywide averages for its 4-year graduation rate and in the 60th percentile for its 6-year graduation rate.	4 and 6 year graduation rate.	Met	4 year graduation: 96% 6 year graduation: 98%
	The school will show progress towards having 75% of			

Academic Goal 8	students enrolled in each grade 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of NYC DOE School Quality Reports.	ATS, Credit Accumulation	Met	9th grade: 96% 10th grade: 89% 11th grade: 90% 12th grade: 96%
Academic Goal 9	Each year, at least 75 percent of each 9th grade cohort will graduate within four years.	Graduation Data	Met	Met: 96%
Academic Goal 10	Each year, at least 80 percent of each 9th grade cohort will graduate within five years.	Graduation Data	Met	Met: 98%

2. Do you have more academic goals to add? Yes

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 11	The school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above level 3 on the New York State Science examination.	NYS Science Exam	Met	4th Cohort Met: 88% 8th Cohort Met: 80%
Academic Goal 12	Each year, at least 75 percent of students in the high school accountability cohort will pass a science Regents exam with a score of 65 or above.	NYS Regents Science Exams	Met	Met: 92%
Academic Goal 13	Each year, at least 75 percent of students in the high school accountability cohort who are not taking an alternate Pathways assessment in lieu of the history Regents exam, will pass a history Regents exam with a score of 65 or above.	NYS Regents Social Studies Exams	Met	Met: 100%
Academic Goal 14	The school will show progress towards achieving 75 percent of each graduating senior class having taken and passed a combination of three or more Regents exams, College Now Stem courses, and/or Advanced Placement exams in science,	NYS Regents Science exam data; College Now Science course reports; AP Science course and exam data	Met	Met: 75%

	computer science, engineering and/or mathematics.			
Academic Goal 15	Each year, 75 percent of 12th grade students will apply and be accepted to a post-secondary institution, college or university. This goal will be measured by a review of the school's roster of 12th grade students and their letters of acceptance or admission.	College and Career Office Data	Met	100% applied and to date, 98% were accepted (one student is pending.)
				<p>Met: In keeping with our school's mission to develop leaders, TRCS offers students many opportunities to explore how they can make the world a better place and how they will contribute to the world as adults. In the elementary grades there was service learning through "Little Sizzle" activities and middle and high school advisory service trips.</p> <p>In ninth and tenth grade advisories students decide on a community service projects they carry out. This year students planted trees in Jackson Heights, helped weed and prepare the People's Garden in the Bronx for harvest, and cleaned parts of Rockaway Beach. One of the advisories raised \$611.00</p>

Academic Goal 16

Through qualitative measures, including student engagement in service learning, social activism leadership development and community-service activities, the school will live its mission to "Develop Leaders for the Renaissance of New York.

College and Career Office Data

Met

through a bake sale and purchased items for 25 care packages for children at Elmhurst Hospital.

Through the College and Career Office's Leadership Program students in grades 9-12 explore their interests, develop their leadership skills and learn about local and international social issues. They participate in programs such as Global Kids in which they use open source technology tools to create socially-conscious projects such as portraits of underrepresented women of color in STEM. Some of our students' images were featured in rotation on over 1,700 LinkNYC terminals. Our students volunteered at the Regal Heights Rehabilitation Center and NY Presbyterian Hospital, tutored their peers, and provided socialization support to a student with Autism. Students participate in a "Black Lives Matter" study group, and Gay Straight Alliance activities planned during lunch-hour meetings.

Every year the junior class organizes a Social Justice Day for the high school

				student body. They research and facilitate workshops on issues that are important to them. This year's workshops included, Sexual Harassment Awareness, Sex Worker's Rights, Racism in Sports, and Mental Health.
Academic Goal 17	In support of TRCS' mission to develop leaders and global citizens, students will regularly engage with community and cultural partners through experiential learning opportunities, interdisciplinary units developed in core subjects, and the high school leadership program matching students with internships and outside elective credits.	College and Career Office data	Met	Met: Service learning through elementary "Little Sizzle" and "Rensizzle" activities for middle and high school; HS leadership choices, GSA and Black Lives Matter groups, Social Justice Day and other structured and unstructured events. 100% of 9th and 10th graders were enrolled in Leadership programs, and 88% of all 9-12th graders.
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do we have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	ATS student attendance data	Met	95.5%
Org Goal 2	Each year 95 percent of all students enrolled on the last day of the school year will return the following school year.	ATS student enrollment data	Met	96%
Org Goal 3	Each year 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.	TRCS personnel data	Met	Met: all staff were asked to return; one moved out of state.
Org Goal 4	Each year, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school including serving on the board, collaborative School Governance Committee, as a teacher coordinator, or leading or participating in an action research, grant or RFP initiative to improve teaching and learning	TRCS personnel data	Met	Met: Teacher leaders for all clusters; peer-to-peer learning groups; grant related research teams; RTI teams, grade level data teams, student club and student government mentors and leaders.
				Met: At the beginning of each year during the charter term, the CSG convened with elected representatives from

Org Goal 5	<p>The Collaborative School Governance committee, consisting of parents, students, teachers and staff will develop and/or review goals as part of a Charter School Comprehensive Education Plan, which will guide the school's priorities for the following year. The committee will meet regularly as a whole group or in committee to ensure these priorities are being worked on.</p>	CSG minutes and records	Met	<p>each constituency in the school community and reviewed progress toward meeting the goals set forth in The Charter CEP. The CSG established a calendar of meetings and activities for the year, to address specific initiatives that would support the goals of The Charter CEP. These initiatives included: activities and events to increase parent awareness and involvement; school health and wellness; promotion of academic success for students transitioning from our middle school to high school; promotion of TRCS to potential incoming students and families; increasing student advocacy and involvement for the promotion of positive shifts in school culture and academic success; and political advocacy for equity in funding and school sustainability.</p>
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org				

Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add? Yes

6. FINANCIAL GOALS

2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
				As a conversion charter school, Renaissance has faced many budget challenges which have been documented in our charter renewal application and certified financial

<p>Financia I Goal 1</p>	<p>Each year, the school will operate on a balanced budget and maintain a stable cash flow. (A budget will be considered "balanced" if revenues equal or exceed expenditures.)</p>	<p>Annual Certified Financial Report</p>	<p>Not Met</p>	<p>reports. Both the City and State understand these challenges and have also recognized that we had no control over the funding formula change or the negotiated union contracts that have caused financial stress. While the statements show that we have expenditures exceeding revenues, most of these expenditures are future payouts. Renaissance has been able to maintain a stable cash flow and pay its ongoing daily expenditures even through these difficult times. We have a solid plan in place to ensure our financial viability moving forward that will not only address the issues above but allow us to replenish our reserves.</p>
<p>Financia I Goal 2</p>				
<p>Financia I Goal 3</p>				
<p>Financia I Goal 4</p>				
<p>Financia I Goal 5</p>				

7. Do have more financial goals to add? No



Entry 4 Expenditures per Child

Last updated: 07/10/2019

RENAISSANCE CHARTER SCHOOL Section Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	10262382
Line 2: Year End FTE student enrollment	557
Line 3: Divide Line 1 by Line 2	18411

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018-19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	507047
Line 2: Management and General Cost (Column)	198382
Line 3: Sum of Line 1 and Line 2	705429
Line 5: Divide Line 3 by the Year End FTE student enrollment	1266

Thank you.



Entry 5d Financial Services Contact Information

Last updated: 07/10/2019

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

RENAISSANCE CHARTER SCHOOL Section Heading

1. School Based Fiscal Contact Information

School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
Denise Hur	dhur@renaissancecharter.org	718-803-0060

2. Audit Firm Contact Information

School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
Schall & Ashenfarb, CPA LLC	jalbano@schallandas-henfarb.com	212-268-2800	5

3. If applicable, please provide contact information for the school's outsourced financial services firm.

Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
Charter School Business Management	Lola Barbarash	237 West 35th Street, Suite 301, New York, NY 10001	lbarbarash@csb.com	888-710-2726	5

THE RENAISSANCE CHARTER SCHOOL

PROJECTED BUDGET FOR 2018-2019

PROJECTED BUDGET FOR 2018-2019							Assumptions
July 1, 2019 to June 30, 2020							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	12,790,514	-	-	-	-	12,790,514	
Total Expenses	12,790,493	-	-	-	-	12,790,493	
Net Income	21	-	-	-	-	21	
Actual Student Enrollment	604	-	-	-	-	-	Receive no funding for D75 students
Total Paid Student Enrollment	-	-	-	-	-	-	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
District of Location	CY Per Pupil Rate						
School District 2 (Enter Name)	\$16,150.00	9,754,600	-	-	-	9,754,600	
School District 3 (Enter Name)		-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	
		9,754,600	-	-	-	9,754,600	
Special Education Revenue		1,232,984	-	-	-	1,232,984	
Grants							
Stimulus		-	-	-	-	-	
Other		150,000	-	-	-	150,000	
Other State Revenue		830,211	-	-	-	830,211	Supplemental Aid, Proportionate Share Agreement and Conversion Charter Funding
TOTAL REVENUE FROM STATE SOURCES		11,967,795	-	-	-	11,967,795	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		74,354	-	-	-	74,354	Based on previous year's figure
Title I		120,498	-	-	-	120,498	
Title Funding - Other		15,445	-	-	-	15,445	Title IIA and Title IVA
School Food Service (Free Lunch)		308,000	-	-	-	308,000	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		518,297	-	-	-	518,297	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		15,000	-	-	-	15,000	PTA Gift to School/Friends of Renaissance
Erate Reimbursement		31,422	-	-	-	31,422	
Interest Income, Earnings on Investments,		3,000	-	-	-	3,000	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Food Service (Income from meals)		7,200	-	-	-	7,200	
Text Book		30,000	-	-	-	30,000	NYSTL Estimate
Other Local Revenue		217,800	-	-	-	217,800	PreK
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		304,422	-	-	-	304,422	
TOTAL REVENUE		12,790,514	-	-	-	12,790,514	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	177,162	-	-	-	177,162	Principal
Instructional Management	1.00	141,287	-	-	-	141,287	1 Teaching & Learning Director
Deans, Directors & Coordinators	6.00	752,967	-	-	-	752,967	1 Director of Development, 1 Director of Data & Accountability and 4 Educational Administrators
CFO / Director of Finance	1.00	141,287	-	-	-	141,287	1 Director of Operations and Finance
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	12.66	560,614	-	-	-	560,614	8.66 School Aides, 1 Intern Coordinator, 1 Parent Outreach, 1 Student Support Assistant, 1 Student
TOTAL ADMINISTRATIVE STAFF	22	1,773,317	-	-	-	1,773,317	List exact titles and staff FTE's (Full time equivalent)
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	28.00	2,709,055	-	-	-	2,709,055	
Teachers - SPED	5.00	425,446	-	-	-	425,446	
Substitute Teachers	-	100,000	-	-	-	100,000	School Professionals
Teaching Assistants	4.80	218,360	-	-	-	218,360	Paraprofessionals
Specialty Teachers	10.80	1,113,944	-	-	-	1,113,944	
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	216,624	-	-	-	216,624	

THE RENAISSANCE CHARTER SCHOOL

PROJECTED BUDGET FOR 2018-2019

PROJECTED BUDGET FOR 2018-2019							Assumptions
July 1, 2019 to June 30, 2020							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	12,790,514	-	-	-	-	12,790,514	
Total Expenses	12,790,493	-	-	-	-	12,790,493	
Net Income	21	-	-	-	-	21	
Actual Student Enrollment	604	-	-	-	-	-	Receive no funding for D75 students
Total Paid Student Enrollment	-	-	-	-	-	-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	100,000	-	-	-	-	100,000	
DEPRECIATION & AMORTIZATION	58,000	-	-	-	-	58,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	12,790,493	-	-	-	-	12,790,493	
NET INCOME	21	-	-	-	-	21	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location			-				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	-	-	-				
REVENUE PER PUPIL	-	-	-				
EXPENSES PER PUPIL	-	-	-				

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Sandra Geyer, Board Chairperson, was on a leave of absence due to illness, and passed away on May 20, 2019.

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Signature _____

Date _____

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Monte J Toffee

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chair of Board

2. Are you an employee of any school operated by the education corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.


Former Principal of School
retired in 2007

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><i>None</i></p>			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em;">None</p>				


8/24/2019

 Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address: mijoffee@yahoo.com

Home Telephone: 917-447-7012

Home Address: 2711 Westervelt Ave

Bronx NY 10469 last revised 08/21/2018

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member
- Board of Regents-Authorized Charter Schools**

Name:

Everett Boyd

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chairperson, Vice Chair, Secretary, and Teacher Representative

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Administrator for School Culture and Family Engagement
Salary: \$125,000
Start Date: September, 2000

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None


 Signature

July 15, 2019
 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:
(718) 803-0060, Ext. 218

Business Address:
35-59 81st Street, Jackson Heights, NY 11372

E-mail Address:
everettboyd@rencharter.org

Home Telephone:
(718) 399-6285

Home Address:
275 Clinton Avenue, Apt. 4-2, Brooklyn, NY 11205

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Stacey Gauthier

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Non-voting Trustee

2. Are you an employee of any school operated by the education corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Principal, \$173,688, 7/1/07
Co-Director, Operations, 9/1/00 - 6/30/07

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">- NONE -</p>			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="margin-left: 150px;">-None-</p>				


 Signature

6/18/15
 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

718-803-0060, ext. 115

Business Address:

35-59 81 St., Jackson Hts., NY 11372

E-mail Address:

sgauthier@renaissanc charter.org

Home Telephone:

718-446-1725

Home Address:

34-58 74 St. 6F, Jackson Hts., NY 11372

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

CHESTER Hicks

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

PARENT REPRESENTATIVE

2. Are you an employee of any school operated by the education corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write</i>	<i>"None" if applicable</i> NONE	<i>Do not leave</i>	<i>this space blank.</i>

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">None</p>				



Signature

6/18/19

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

chester.hicks@hstmail.com

Home Telephone:

718 779 4810

Home Address:

76-09 34th AVENUE #223 JACKSON HILLS, NY 11372

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Raymond Johnson

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Teacher representative.

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

The Renaissance Charter School \$102,000 9-96

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>(None)</i> Please write "None" if applicable. Do not leave this space blank.</p>			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Signature



Date

6-25-19

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 718-803-0060

Business Address: 35-59 81st

E-mail Address: nov2260@yahoo.com

Home Telephone: 917-731-0119

Home Address: 110-11 196th St

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Rachel Mandel

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board member

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

 7/16/19
Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:
212-562-7425

Business Address:
Bellevue Hospital Center, ChildCPEP, 462 1st Ave, NY NY 10016

E-mail Address:
Rachel4800@gmail.com

Home Telephone:
917-428-1871

Home Address:
72 Green St, #4R, Brooklyn, NY 11222

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Margaret Martinez-DeLuca

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Education Support Committee

2. Are you an employee of any school operated by the education corporation?
 Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

 Yes X No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable.</i> NONE	<i>Do not leave this space blank.</i> NONE	<i>Do not leave this space blank.</i> NONE	<i>Do not leave this space blank.</i> NONE

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE	NONE	NONE	NONE	NONE

Margaret M. Deluca

 Signature

7/14/19

 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

_____ magbsc@msn.com _____

Home Telephone: _____ 718-969-3812 _____

Home Address: _____ 67-12 185th Street, Fresh Meadows, NY 11365 _____

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

CONOR T. McCoy

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

THE RENAISSANCE CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

BOARD OF TRUSTEES TRCS I & II
PRESIDENT OF FRIENDS OF RENAISSANCE

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No


If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

Signature  Date 7/10/19

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 212 205 2804

Business Address: 1211 6th AVE, 27th floor, NEW YORK, NY 10036

E-mail Address: CMCLOY25@gmail.com

Home Telephone: 347 421 0882

Home Address: 333 Grand Street Unit 720

JERSEY CITY, NJ 07302 last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Francine M. Smith

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

member

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>None</p>			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Glauene Smith
Signature

6/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: n/a

Business Address: n/a

E-mail Address: bermuda1234@gmail.com

Home Telephone: 718-476-3590

Home Address: 34-31 81 St. Apt B51

JACKSON Hts., NM 11372
last revised 08/21/2018

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number, see instructions

Type or print	Name of exempt organization or other filer, see instructions. Renaissance Charter School	Employer identification number (EIN) or 11-3550391
	Number, street, and room or suite number. If a P.O. box, see instructions. 35-59 81st Street	Social security number (SSN)
File by the due date for filing your return. See instructions.	City, town or post office, state, and ZIP code. For a foreign address, see instructions. Jackson Heights, NY 11372	

Enter the Return Code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

• The books are in the care of ► Denise Hur -----

Telephone No. ► (718) 803-0060 Fax No. ► -----

- If the organization does not have an office or place of business in the United States, check this box ►
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ► . If it is for part of the group, check this box ... ► and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 2020, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

- calendar year 20 ____ or
- tax year beginning 7/01, 2018, and ending 6/30, 2019.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

BAA For Privacy Act and Paperwork Reduction Act Notice, see instructions.



SIGNATURE BANK

Statement Period
From September 01, 2019
To September 30, 2019
Page 2 of 2

PRIVATE CLIENT GROUP 181
565 FIFTH AVENUE
NEW YORK, NY 10017

RENAISSANCE CHARTER SCHOOL 8-181
ESCROW
35-59 81ST STREET
JACKSON HEIGHTS NY 11372

See Back for Important Information

Primary Account: 1503087126 0

MONOGRAM INSURED MMA 1503087126

Summary

Previous Balance as of September 01, 2019 70,236.90
1 Credits 57.75
Ending Balance as of September 30, 2019 70,294.65

Deposits and Other Credits

Sep 30 Interest Paid 57.75

Daily Balances

Aug 31 70,236.90 Sep 30 70,294.65

Interest Summary
* Year-To-Date Interest 526.97
* Interest Paid This Period 57.75 Annual Percentage Yield Earned 1.00 %
* Avg. Balance this Period 70,236.90 Days in Period 30

Observations and Recommendations

To Management of
The Renaissance Charter School (“the School”)

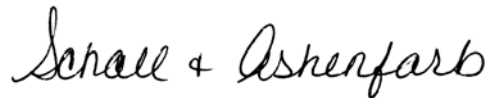
As a result of our audit for the years ending June 30, 2019, we want to provide follow-up to comments raised in the prior year:

Operating Reserve Policy

In the past, we informed the School that the New York State Education Department (“NYSDOE”) indicated that Schools should have a viable operating reserve with a board approved policy about the purpose and use of operating reserves. The purpose of the policy is to define and set goals for reserve funds, clearly describe authorization for use of reserves and outline requirements for reporting and monitoring. We recommended that the School adopted such a policy for operating reserves to comply with NYSDOE recommendations.

Follow-up to June 30, 2019: *While the management team has considered this recommendation, at this time the School does not have extra cash on hand to fund such a reserve. Therefore, adoption of a formal operating reserve policy has been put on hold until such reserve funds have been established.*

This communication is intended solely for the information and use of management, the board of trustees, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 30, 2019



Entry 8 BOT Table

Last updated: 07/10/2019

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018-19
1	Dr. Monte Joffe	Chair	Education Support, Executive	Yes	3	05/01/2019	05/01/2024	5 or less
2	Everett Boyd	Secretary	Executive	Yes	3	09/01/2015	09/01/2020	5 or less
3	Stacey Gauthier	Trustee/Member	Principal	No	3	09/01/2015	09/01/2020	5 or less
4	Chester Hicks	Trustee/Member	Finance	Yes	2	09/01/2018	09/01/2019	5 or less
5	Raymond Johnson	Trustee/Member	Finance, Education Support	Yes	2	09/01/2017	09/01/2019	5 or less
6	Margaret Martinez-DeLuca	Trustee/Member	Education Support	Yes	2	10/01/2014	10/01/2019	5 or less
7	Dr. Rachel Mandel	Trustee/Member		Yes	1	02/01/2016	02/01/2021	5 or less
8	Conor T. McCoy	Trustee/Member	Finance	Yes	1	09/01/2016	09/01/2021	5 or less
9	Francine Smith	Trustee/Member	Finance	Yes	3	09/01/2014	09/01/2019	5 or less

1a. Are there more than 9 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- 1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- 2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2019	9
b.Total Number of Members Added During 2018-19	0
c. Total Number of Members who Departed during 2018-19	1
d.Total Number of members in 2018-19, as set by in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2018-19 5

4. Number of Board meetings scheduled for 2019-20 12

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Created: 06/25/2019 • Last updated: 07/16/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-20.

RENAISSANCE CHARTER SCHOOL Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically	<p>The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including economically disadvantaged students. RCS has an Admissions’ Coordinator who also happens to be a resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators and the Administrator for School Culture and Family Engagement. At RCS, we have 24 home languages spoken, and our staff speak over 11 different languages. We have developed a reputation in the community for caring for and supporting special populations. The school also has 2 guidance counselors and a social worker to support our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms.</p> <p>We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. Last school year we had two high school open houses in the fall and three PK-8 open</p>	<p>RCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family “ambassadors” who promote our school to those they have connections with.</p> <p>RCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations’ boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large.</p> <p>RCS has long been known for our strong ties with our elected representatives. They are in our school frequently, hold events in our building, work with us on community matters and connect us with people in the community. Stacey Gauthier and other staff have been asked to sit on committees and support various projects that help the families in our area.</p> <p>RCS’ materials are posted on our website and distributed widely as described above. Our</p>

Disadvantaged

houses in January and March.

TRCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family "ambassadors" who promote our school to those they have connections with.

TRCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations' boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large.

RCS has long been known for our strong ties with our elected representatives. They are in our school frequently, hold events in our building, work with us on community matters and connect us with people in the community. Stacey Gauthier and other staff have been asked to sit on committees and support various projects that help the community.

In addition, it should be noted that we back-fill every empty seat, with a mini-lottery from our wait-list of over 3500 in 2018-2019.

parent coordinators visited a neighborhood community center to leave our brochures and speak to families; we participate in middle and high-school fairs, and we have personal relationships with administrators from the schools in our district, for those families looking for an alternative to their neighborhood district school. We have a long-time partnership with 82nd Street Academics, a community-based after-school and UPK organization, and we regularly supply admissions information to their parents.

We participate in The New York City Charter School's Common Application and also translate our admissions' information into Spanish, Mandarin, Bengali and Urdu. RCS Open House attendees have historically filled our cafeteria. We have staff and parents available to translate as needed. We also attend open houses outside of our building including a yearly Principal's Night Forum sponsored by the Jackson Heights Beautification Group and 82nd Street Academics.

We joined the PK For All initiative knowing that our youngest learners would most likely consist of many multi-language learners. And we were correct. Our percentages of MLLs has ranged from 25% to this year 55% over the four years we have implemented the program. Due to this and ongoing efforts to recruit and retain ELL students, our percentage of kindergarten, first, second and fourth grades now exceed the community school district as do our Forever ELLs in grades 1 and 2.

TRCS has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including English Language Learners. Our admissions coordinator and one of our two parent coordinators are fluent in Spanish - which is spoken by approximately 59% of our

School wide programming and staffing that supports English Language Learners -

- SETTSS, ICT, Related Services, for ELLS with IEP's;
- Grade K-8 Reading Remediation program; and dedicated ELL Services teacher.
- Partnership with the SPED Collaborative's ELL Consortium

families).

RCS has strong ties within and beyond our community as discussed previously in this document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of neighborhood initiatives.

TRCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family “ambassadors” who promote our school to those they have connections with.

TRCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations’ boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large.

We have worked hard to hire a faculty and staff that is representative of the population we serve and the community-at-large. Our staff speak over 11 different languages many of which are also spoken by our families. The school has a certified ELL teacher, and our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms, supporting our ELL, SPED and other high-needs students.

We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. Last school year we have held two high school open houses in the fall and three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.

We send notices of our open houses and application process to local newspapers

- Specialized support for ELL students both in subject classes and in selective “pull-outs”
- Utilizing our Writing Workshop Model to support our upper grade ELL students
- Before, After and Saturday Small Group tutoring
- Offer various food menus from our schoolrun cafeteria including Halal meals
- Parent Representatives from various backgrounds participate in our Parent Association and Collaborative School Governance Committee
- K-12 After-School, including homework help
- The Learning Center – An innovative space where individualized learning takes place
- Advisory for Grades 7-12
- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process)
- Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school
- We will continue with the Pre-K program in 2019-20. Our successful Pre-K program is a “feeder” to our K-12 program and has enrolled, over the past 5 years, a student population in which 25-50% of students are multi-language emergent and more than 55% have a home language other than English. The language diversity of TRCS’ pre-K will ensure that its future incoming kindergarten classes will include significant numbers of percentage of English language emergent students will grow across the grades. Although these students cannot be officially “classified”, we know that it is enormously helpful to get these children enrolled at such a young age when second language acquisition comes more easily through a rigorous program of socialization, play and group activities. This also allows us to engage our families from the beginning of a child’s entry to school.

English
Language
Learner
s/Multilingual
Learner
s

(including those in different languages), Inside Schools (who recognizes us on their website as being an effective school for children with special needs), district schools, elected officials, community based organization (including those suggested by The New York Charter Center as having strong ties to families of children with special needs, and those families who speak languages other than English) and to other organizations and businesses with ties to the community.

<p>Student s with Disabilit ies</p>	<p>It should be noted that the number of ELL students in our school who also have IEPs is significantly higher than CSD 30. (Renaissance: 43%, CSD 30: 24%).</p> <p>In addition, we back-fill every empty seat, with a mini-lottery from our wait-list of over 3500 in 2018-2019.</p> <p>RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of all of our families.</p>	<p>School wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs:</p> <ul style="list-style-type: none"> • SETTSS, ICT, Related Services, Schoolbased guidance and social workers • Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading; a new K-8 initiative called "TRIP: Targeted Reading Intervention Program" that will give targeted reading intervention a daily block of time for mixed-age small reading groups based on levels. • Partnership with the Achievement Network • Partnership with the SPED Collaborative • Utilizing our Writing Workshop Model to support our upper grade IEP students • Before, After and Saturday Small Group tutoring • Parents of students with special needs are represented on our Parent Association and Collaborative School Governance Committee • K-12 After-School, including homework help • The Learning Center – An innovative space where individualized learning takes place • Advisory for Grades 7-12 • Four Year College Bound Program (the staff of this program have worked extensively with students with special needs and families who need extensive support through the college process) • Continuation of the Pre-K program, where children can be diagnosed early, and interventions are put in place.
---	---	--

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018-19	Describe Retention Plans in 2019-20
		School wide programming and staffing that

Economically Disadvantaged

Our policies include never excluding students from activities their families cannot afford, including trips, internships and other experiential learning activities. We have developed a reputation in the neighborhood for supporting our families in times of need. Our social workers and college and career office works individually with students and families to take advantage of all supports open to them, through financial aid for college to social services.

Renaissance was awarded the Community Eligibility Provision (CEP) from National School Food Program in 2018-2019, and provides free breakfast, lunch, and supper to all of our students. We are proud of our food program, which employs a full kitchen staff and an onsite chef who creates the menus, cooks and supervises the staff to create globally-influenced meals that appeal to our entire community.

RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families.

We are also mindful that we need to tailor our approach to families; understanding that "one size fits all doesn't work". This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.

- supports all of our students -
- School-based guidance and social workers with access to resources to help families
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading; free after-school programming from 5th grade and up
- Partnership with the Achievement Network
- Before, After and Saturday Small Group tutoring
- Offer various food menus from our school-run cafeteria including breakfast, lunch, supper and snack.
- Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee
- K-12 After-School, including homework help
- The Learning Center – An innovative space -+where individualized learning takes place
- Advisory for Grades 7-12
- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, and families who need extensive support through the college process)
- Implementation of a Pre-K program in 2014. This allows us to engage our families from the beginning of a child's entry to school.
- Partnership with the SPED Collaborative
- Before, After and Saturday Small Group tutoring
- Offer various food menus from our schoolrun cafeteria including Halal meals
- Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee
- Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school
- Implementation of a Pre-K program in 2014. In our first year, approximately 17% of the class were English Language Learners. This year, that percentage has grown to 6 / 8
- family and in doing so, design family conferences and outreach to best meet the

		<p>needs of our community. almost 28%. Although these students cannot be officially “classified”, we know that we are admitting and servicing students who speak little to no English. It is enormously helpful to get these children enrolled at such a young age when second language acquisition comes more easily through a rigorous program of socialization, play and group activities. This also allows us to engage our families from the beginning of a child’s entry to school.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.</p> <p>We are proud of our food program, which employs a full kitchen staff and an onsite chef who creates the menus, cooks and supervises the staff to create globally-influenced meals that appeal to our entire community.</p>	<p>School wide programming and staffing that supports English Language Learners –</p> <ul style="list-style-type: none"> • SETTSS, ICT, Related Services, for ELL students with IEP's; Schoolbased guidance and social workers • Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading • Partnership with the Achievement Network • Partnership with the SPED Collaborative's ELL Coalition • Specialized support for ELL students both in subject classes and in selective “pull-outs” • Utilizing our Writing Workshop Model to support our upper grade ELL students • Before, After and Saturday Small Group tutoring • Offer various food memus from our school-run cafeteria including Halal meals • Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee • K-12 After-School, including homework help • The Learning Center – An innovative space where individualized learning takes place • Advisory for Grades 7-12 • Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, and families who need extensive support through the college process) • Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school • We will continue with the Pre-K program in 2019-20. Our successful Pre-K program is a

“feeder” to our K-12 program and has enrolled, over the past 5 years, a student population in which 25-50% of students are multi-language emergent and more than 55% have a home language other than English. The language diversity of TRCS’ pre-K will ensure that its future incoming kindergarten classes will include significant numbers of percentage of English language emergent students will grow across the grades. Although these students cannot be officially “classified”, we know that it is enormously helpful to get these children enrolled at such a young age when second language acquisition comes more easily through a rigorous program of socialization, play and group activities. This also allows us to engage our families from the beginning of a child’s entry to school.

RCS works with every child individually, providing services for students with disabilities from individualized academic and social-emotional plans through our ICT and SETTS classes, and advisories.

RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.

Students with Disabilities

School wide programming and staffing that supports Special Needs Students –

- SETTSS, ICT, Related Services, Schoolbased guidance and social workers
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading
- Partnership with the Achievement Network
- Partnership with the SPED Collaborative
- Before, After and Saturday Small Group tutoring
- Parents of students with special needs are represented on our Parent Association and Collaborative School Governance Committee
- K-12 After-School, including homework help
- The Learning Center – An innovative space where individualized learning takes place
- Advisory for Grades 7-12
- Four Year College Bound Program (the staff of this program have worked extensively with students with special needs so they learn to advocate for the services they are entitled to after they leave Renaissance. The team has long experience working with families who need extensive support through the college process)
- Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school
- Continuation of the Pre-K program, where children can be diagnosed early, and



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/16/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 - 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 - 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 - 6/30/19	FTE of Classroom Teachers on 6/30/19
42.8	1	2	0	43.8

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 - 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 - 6/30/19	FTE Administrators Added in New Positions 7/1/18 - 6/30/19	FTE Administrative Positions on 6/30/19
9	0	0	0	9

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable
--	----------------

Thank you



Entry 12 Uncertified Teachers

Created: 07/16/2019 • Last updated: 07/17/2019

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6-30-19)	0
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-19)	0
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-19)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-19)	0

FTE Count of All Uncertified Teachers as of 6/30/19 0

FTE Count of All Certified Teachers as of 6/30/19 43.8

Thank you.

School Management Team

Directors report to and collaborate with the Principal.

Principal

Director of Teaching and Learning

Director of Data and Accountability

Director of Operations and Finance

Director of Development and Partnerships

Administrator for School Culture and Student Support

Administrator for Family Engagement and Student Support

Administrator for STEM Education and Middle School

Administrator for Special Education

Teaching and Learning Coordinators

Teacher Coordinators report to the Directors of Teaching and Learning and collaborate with the teaching staff in clusters.

Cluster 1 (PK-5) – Co-Coordinators

Cluster 2 (6-8) – Co-Coordinators

Cluster 3 (9-12) – Co-Coordinators

Teaching Staff

Teachers and Paraprofessionals report to Principal and Director of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 1 – Grades Pre-K-5

Pre-K Teacher

Pre-K Paraprofessional

Kindergarten

Kindergarten Education Paraprofessional

Grade 1

Grade 1 Education Paraprofessional

Grade 2

Grade 3

Grade 4

Grade 4-5 Math Specialist

Grade 5-6 ELA*

Grade 2-5 Interdisciplinary Science

Grade 4-6 Social Studies*

K-6 Intervention Specialist*

K-6 Intervention Specialist*

K-6 Intervention Specialist*

Grade PK-5 Music

Grade K-4 Dance

Grade PK-12 ELL*

Grade PK-5 Spanish

RTI Coordinator PK-5

5th-8th Literacy Support/Intervention

**(may also attend other cluster meetings)*

Teaching Staff

Teachers and Paraprofessionals report to Principal and Middle School Administrator, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 2 – Grades 6-8

Grade 5-6 ELA*; TRIP	MS Spanish
Grade 4-6 Social Studies*; TRIP	MS PE/Science & Math Support
Grade 7 ELA; TRIP	MS Literacy Support/TRIP
Grade 8 ELA; TRIP	6-8 Music
Grade 7-8 Social Studies, US History Regents; TRIP	6-8 Art
Grade 5-6 Science; 8 th Math Support; TRIP	7-8 Drama
Grade 7 & 8 Math; TRIP	MS RTI Coordinator
Grade 7 & 8 Algebra Regents; TRIP	
Grade 7 Science; TRIP	
MS Earth Science	
MS/HS Science ICT	

TRIP: Targeted Reading Intervention Program

Teaching Staff

Teachers and Paraprofessionals report to Principal and Director of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 3 – Grades 9-12

9th -10th Grade ELA
11th-12th Grade ELA, Honors ELA
AP English Literature & Composition*
HS ELA ICT
HS Global History and Geography; TRIP
HS US History; TRIP
AP US History, AP World History, AP European History
MS/HS Social Studies ICT
HS Math ICT
HS Geometry, Pre-Calculus
HS Algebra I, Algebra II, Pre-Calculus Support
HS AP Environmental Science, HS Earth Science/Chemistry Extension; MS Science Support
HS Physics, HS Science Elective
HS Chemistry, AP Biology*
HS living Environment, Agriculture, MS Science Support
9-11 Music, 9-11 Art, 9-11 Theatre*
6th-12th Grade Physical Education; TRIP
HS Spanish, AP Spanish Literature
HS Spanish, AP Spanish Language
College & Career Office Guidance, College Bound
College Literacy Skills, College Bound
TLC (The Learning Center) Paraprofessional (2)

Guidance Staff

Social Worker and Guidance Counselors report to Principal, Administrator for School Culture, Director of Teaching & Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Social Worker
College Guidance Counselor

Other Administrative Staff

Other Administrative Staff report to Principal and various School Management Team members, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Development Associate and Parent Outreach
Leadership and Community Service Coordinator
Student Support Associate
Student Behavior Management Associate

Administrative Support Staff

Support Staff report to Principal and Director of Operations and to School Management Team Directors.

Recess/Cafeteria
Recess/Athletic Director/Cafeteria
HS Registrar/Parent Outreach
Office Staff/Human Resources
Office Staff/Cafeteria
Pupil Personnel/HS Operations-Media Center
School Food Coordinator
Office/Transportation
MS Operations/Media Center



The Renaissance

35-59 81st Street, Jackson Heights, NY 11372
 www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax) Charter School

2019-2020 SCHOOL YEAR CALENDAR

September 2	Monday	Labor Day (school closed)
September 3-4	Tues-Weds	Teachers report – professional development; no school for students; School Aides on 9/6
September 5	Thursday	School Session begins; orientation for all PK-12 th grade students; staggered PK arrival.
September 6	Friday	Fifth Grade Orientation Picnic - walking trip
September 11	Wednesday	Board of Trustees Meetings - 5:00 PM (August Meeting); 6:00 PM (September Meeting)
September 12	Thursday	Curriculum Night PK-12 for Parents
September 18	Wednesday	College and Career Office Financial Aid Meeting for Senior Parents, 6:00 - 8:00 PM
September	Wednesday	HS After-school Leadership Programming begins, 3:30-5:00 PM
September 24	Wednesday	College and Career Office Junior Parent Meeting, 6:00 PM
OCTOBER		
Sept 30-Oct 1	Mon-Tues	Rosh Hashanah (school closed)
October 2	Wednesday	Board of Trustees Meeting – 6:45 PM
October 9	Wednesday	Yom Kippur (school closed)
October 14	Monday	Columbus Day observed (school closed)
October 16	Wednesday	PSAT/NMSQT; no Leadership programming
October 21-25	Mon-Fri	Scholastic Book Fair - 3rd floor elementary side
October 22	Tuesday	FAFSA Completion Workshop for Senior Parents, 6:00 – 8:00 PM
October 24	Thurs	ANET A1 ELA Exam - 2nd-10th Grades
October 25	Friday	ANET A1 Math Exam - 2nd-10th Grades
Oct 28-Nov 1	Mon-Fri	All School Spirit Week
October 30-31	Weds-Thurs	MS End of Marking Period #1; Start of MS Marking Period #2
NOVEMBER		
November 1	Friday	PA Halloween Monster Mash
November 1	Friday	HS Progress Reports/Danger of Failure notices/MS Report Cards Distribution
November 4	Monday	Picture Day - Auditorium; ANET 1 Data-Dig Half Day; dismissal at 11:40 AM.
November 6	Wednesday	Board of Trustees Meeting - 2:30 PM; ANET A1 Action Plan Due
November 7	Thursday	Senior Trip to 6 Flags
November 8	Friday	SMT A1 Action Plan Review
November 11	Monday	Veteran's Day - Cluster Mtgs 10 AM; Parent Teacher Confs - 1:00-3:00 and 5:00-8:00 PM
November 18	Monday	PK Staff Development: No School for PK students
November 18	Monday	MS Family Conferences - 3:10-5:10 PM
November 27	Wednesday	Holiday Feasts; HS dismissal at 2:20 PM.
November 28-29	Thurs-Fri	Thanksgiving Recess (school closed)
DECEMBER		
December 4	Wednesday	Board of Trustees Meeting, 6:45 PM
December 6	Friday	Picture ReTake Day
December 13	Friday	MS Fest. of Lights & Lunch Outing; HS Talent Show/Holiday Feast, 7-12 Dismissal 2:20 PM
December 13	Friday	Parent Association Winter Carnival, 6:00 PM
Dec 16-20	Mon-Friday	Rensizzle Week (Experiential Learning; regular programming suspended)
Dec 24-Jan 1	Tues-Weds	Winter Recess (school closed)
JANUARY		
January 6	Monday	ANET A2 ELA Exam
January 7	Tuesday	ANET A2 Math Exam
January 8	Wednesday	Board of Trustees Meeting - 2:30 PM
Jan 13-17	Mon-Fri	HS Midterms Week; Friday last day of 1 st semester
January 14	Tuesday	ANET A2 Data-Dig Day
January 16	Thursday	ANET A2 Action Plans Due
January 20	Monday	Dr. Martin Luther King, Jr. Day (school closed) - Day of Mitzvah, Public Invited
Jan 21-24	Tues-Fri	NYS Regents Exam Week; Mock Regents and prep classes scheduled for HS

The Renaissance Charter School Internal Calendar 2018-2019

Jan 22-23	Weds-Thurs	End of MS Marking Period 2; Start of MS Marking Period 3
January 24	Friday	MS Report Card Distribution
January 27	Monday	HS PD Day - No School for HS Students
January 28	Tuesday	First Day of HS 2nd Semester
FEBRUARY		
February		MS Family Conferences
February 5	Wednesday	Board of Trustees Meeting - 6:45 PM
February 14	Friday	HS Valentine's Day Feast; MS Ice-Skating Trip; 7-12 early dismissal
February 17-21	Mon-Fri	Midwinter Recess (school closed)
February 24	Monday	ANET A3 ELA
February 28	Friday	ANET A3 ELA Data Dig (no half day, internal coverage provided); Action Plans due
MARCH		
March 4	Wednesday	SAT Day - HS Trips; Board of Trustees Meeting - 2:30 PM
March 6	Friday	HS Danger of Failure Notices
March 11	Wednesday	Pre-Kindergarten Teacher PD - No school for PK students
March 16	Monday	HS Family Conferences; ANET A3 Math Exam
March 18	Wednesday	HS Progress Reports Distribution
March 19-20	Thurs-Fri	PK-12 Parent-Teacher Conferences; 5:00-8:00 PM (Thurs) and 1:00-3:10 PM (Fri)
March 20	Friday	ANET A3 Math Data Dig - (Internal coverage, no half-day); Action Plans due
March 25-27	Weds-Fri	NYS ELA Exam, 3rd-8th grades
APRIL		
April 1-4	Weds-Sat	Spring Drama Production
April 1	Wednesday	Board of Trustees Meeting; 12:30 PM
April 1-2	Weds-Thurs	End of MS Marking Period #3; Start of MS Marking Period #4
April 3	Friday	MS Report Card Distribution
April 8	Wednesday	Social Justice Day
Apr 9-17	Thurs-Fri	Spring Recess; International Trip to Columbia
April 21-23	Tues-Thurs	NYS Math Exam - 3rd-8th Grades
April 23	Thursday	HS Staff v. Students Basketball Game
April 24	Friday	MS Bowling Trip
MAY		
May	Mon-Fri	K-6 Little Sizzle Week and 4-6 Nature's Classroom
May 4-15	Mon-Fri	AP Exams (see google calendar for individual exams.)
May 6	Wednesday	Board of Trustees Meeting - 2:30 PM
May 18	Monday	ANET A4 ELA Exam
May 19	Tuesday	ANET A4 Math Exam
May 21	Thursday	HS Career Day
May 22	Friday	NYS Science Exam Practicum - 4th and 7th grades
May 25	Monday	Memorial Day (school closed)
May 26	Tuesday	ANET A4 Data-Dig Half-Day; dismissal 11:40 AM
May 28	Thursday	Academic Showcase in HS; Evening Showcase - 6:00 pm
May 29	Friday	ANET A4 Action Plans Due
JUNE		
June 1	Monday	NYS Science Exam - 4th and 7th grades
June 2	Tuesday	US History Common Core Regents Exam - HS and 8th Grade
June 3	Wednesday	Board of Trustees Meeting - 12:30 PM
June 3-5	Weds-Fri	MS End of Year Trip to Quinnipet
June 4	Thursday	Teacher PD Day - No School for all PK-12 Students. HS Senior Prom
June 8-12	Mon-Fri	Senior Week: Awards - Monday; Parade - Tuesday; Trip - Weds-Friday
June 9	Tuesday	PK-8 Clerical Day
June 17-26	Weds-Fri	HS Regents Exams
June 24	Wednesday	End of MS Marking Period #4
June 24	Wednesday	8th Grade Stepping Up AM; 8th Grade Prom PM - TBD
June	TBD	Senior Graduation Ceremony
June 26	Friday	Last Day of School