

Application: The Renaissance Charter School

Meredith Hinshaw-Chaney - meredithhinshaw@rencharter.org
2024-2025 Annual Report

Summary

ID: 0000000036
Status: Annual Report Submission
Last submitted: Oct 31 2025 01:59 PM (EDT)
Labels: NYC DOE

Entry 1 – School Information and Cover Page

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2024-2025 school year are not required to complete or submit an annual report this year).

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 school's 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, 2025) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Renaissance Charter School (The)

b. Unofficial or Popular School Name

TRCS

c. CHARTER AUTHORIZER (As of June 30th, 2025)

Please select the correct authorizer as of June 30, 2025 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

c. School Unionized

Is your charter school unionized?

Yes

c1. Name of Union

Select the name of the Union representing your school?

United Federation of Teachers

c2. Date Unionized

Sep 1 2000

d. District/CSD of Location

New York City Community School District #30

e. Date of Approved Initial Charter

May 1 2020

f. Date School First Opened for Instruction

Sep 1 2020

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

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.

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

KDE 1: K-12 School (with an additional NYC Universal PK contract)

KDE 2: WHOLE CHILD LEARNING (SOCIAL EMOTIONAL WELLNESS)

Renaissance requires participation in its college-bound program, a for-credit class for 9th-12th grades. Students chart a four-year plan in the ninth grade that includes an online portfolio that helps establish a career plan and an academic and community involvement portfolio that showcases leadership, internships, volunteerism, awards and other accomplishments.

KDE 3: COLLEGE & CAREER READINESS

We conduct morning meetings in grades K-5 and weekly advisories in grades 7-11, supported by Developmental Design. In addition, programs including ART, Too Good for Drugs, Restorative Practices, and workshops for parents in SEL extended our wellness protocols beyond the student. Our arts enrichment program spans every grade, including fine arts, music, dramatic movement, careers in the arts, and jazz band.

KDE 4: TEACHER LEADERSHIP AND GROWTH

Renaissance continues to offer teachers leadership opportunities to serve beyond the classroom as Teaching & Learning Coordinators, response to intervention and program leadership, cluster advisory coordinators, an elected teacher member on the Board and Collaborative School Governance, Advisory and Student Government committees. We believe it is important to have teacher voice in whole-school programming and operations.

KDE 5: RIGOROUS STANDARDS-BASED CURRICULUM, PROJECT-BASED AND EXPERIENTIAL LEARNING

Rensizzle, TRCS's signature enrichment program, takes place over one week, all students in grades 6-12 experience the City-as-classroom, delving into inquiry-based learning through student-centered explorations of a wide range of topics, including film and culinary arts. Little Sizzle is our three-day program for K-5 in spring.

KDE 6: POWERFUL USE OF ONGOING ASSESSMENTS AND DATA-DRIVEN INSTRUCTION

We use ongoing assessments to inform our TRIP program, a fluid guided reading class and supervised independent reading program scheduled to accommodate K-5 and 6-8 ELA groups across grade levels. This allows for targeted reading support based on students' reading levels and needs. TRIP is 5x for elementary and MS with benchmarked assessments.

KDE 7: PARTNERSHIP COLLABORATIONS

TRCS partners with many organizations including Queens Botanical Garden, the Audubon Society, and SkyFarm in Long Island City, to name just a few of the vital NYC partners that enrich our students' classroom learning.

KDE 8: PARENT AS PARTNERS (ENGAGED PARENTS)

TRCS engages parents via nutrition classes, First Aid, immigration rights and safety workshops, and active parenting classes. Our full-time parent coordinator has launched new ways to increase Parent Association membership. The PA coordinates free events to meet the needs of our school population. A Community Resource Associate was hired in 2023 to support families dealing with chronic absenteeism and provides resources to families.

KDE 9: UNIQUE NYC DISTRICT 75 PARTNERSHIP

Renaissance has a long-standing partnership with PS 255 Queens, a District 75 School, that shares our building and whose students are main-streamed into our general education classrooms. District 75 provides the special education teacher, paraprofessionals and related service supports as indicated on the students' IEPs

i. School Website Address

<https://rencharters.org/trcs-jackson-heights/>

j. Authorized Charter Enrollment for 2024-2025 School Year

660

k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment

660

I. Grades Served

Grades served during the 2024-2025 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
7
8
9
10
11
12

m. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased to educate students

Will the school maintain or operate multiple sites in 2025-2026?

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

School Site 1 (Primary)

n1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	35-59 81st Street	(718) 803-0060	New York City Community School District #30	K-12	K-12	N/A

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Stacey Gauthier	Principal	718-803-0060	917-930-6701	staceygauthier@rencharter.org
Operational Leader	Omar Rafael	AP of Operations	718-803-0060	718-803-0060	omarrafael@rencharter.org
Compliance Contact	Denise Hur	CFO and Human Resources	718-803-0060	347-613-3590	denisehur@rencharter.org
Complaint Contact	Denise Hur	CFO and Human Resources	718-803-0060	347-613-3590	denisehur@rencharter.org
DASA Coordinator	Vincent Garelick	Assistant Principal for Student Support & Safety, Athletic Director	718-803-0060	718-803-0060	vincentgarelick@rencharter.org
Phone Contact for After Hours Emergencies	Stacey Gauthier	Principal and Executive Director	718-803-0060	917-930-6701	staceygauthier@rencharter.org

n1b. Is site 1 in public space or in private space?

Public Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

n1d. 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	N/A	No		No		Yes

o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

178

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2025	0
August 2025	0
September 2025	108
October 2025	127
November 2025	101
December 2025	108
January 2026	120
February 2026	95
March 2026	133
April 2026	95
May 2026	120
June 2026	120

CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school’s board of trustees’ by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2024-2025 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Meredith Hinshaw-Chaney
Position	Director of Communications and Development
Phone/Extension	718-803-0060
Email	meredithhinshaw@rencharter.org

s. 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, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

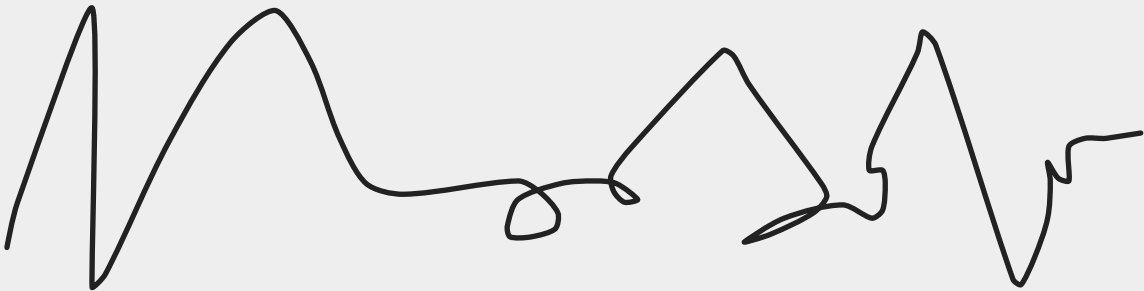
Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

The image shows two handwritten signatures in black ink on a light gray background. The signature on the left is stylized and appears to be 'S. [unclear]'. The signature on the right is more legible and appears to be 'G. [unclear]'. Both signatures are written in a cursive style.

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Jun 26 2025



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[\[2\]](#) Even if there is no school data yet reported, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., see [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include

accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[\[2\]](#) SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: The Renaissance Charter School

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	<u>https://rencharters.org/trcs-jackson-heights/past-annual-reports/</u>
2. Board meeting notices, agendas, and documents, including board meeting minutes	<u>https://rencharters.org/trcs-jackson-heights/board-calendar-agendas-minutes/</u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	<u>https://rencharters.org/trcs-jackson-heights/accountability/</u>
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<u>https://rencharters.org/trcs-jackson-heights/accountability/</u>
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<u>https://rencharters.org/trcs-jackson-heights/accountability/</u>
5. District-wide safety plan, not a building level safety plan (as per the July 2023 Emergency Response Plan Memo)	<u>https://rencharters.org/trcs-jackson-heights/accountability/</u>
6. Authorizer-approved FOIL Policy	<u>https://rencharters.org/trcs-jackson-heights/accountability/</u>

7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)

<https://rencharters.org/trcs-jackson-heights/accountability/>

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.



Thank you.

Entry 3 – Board of Trustees Membership Table

Completed - Jul 31 2025

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 3 – Board of Trustees Membership Table

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.

Authorizer:

Who is the authorizer of your charter school?

NYCDOE

1. 2024-2025 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By- Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/ YYYY)	End Date of Current Term (MM/DD/ YYYY)	Board Meetings Attended During 2024- 2025
1	Monte Joffe	mjoffe@gmail.com	Chair	Executive, Education	Yes	7	05/01/2024	04/30/2029	11
2	Dan Fanelli	danielfanelli@renc harter.org	Secretary	Executive, Finance	Yes	1	05/01/2024	04/30/2029	9
3	Everett Boyd	everettboyd@ren charter2.org	Trustee/ Member	Education	Yes	6	05/01/2024	04/30/2029	12
4	Chester Hicks	chesterhicks@hotmail.com	Trustee/ Member	Education, Finance	Yes	5	05/01/2024	04/30/2029	12
5	Stacey Gauthier	budrock@peoplepc.com	Trustee/ Member	Executive, Finance	No	7	05/01/2024	04/30/2029	12
6	Raymond Johnson	raymondjohnson@ren charter.org	Trustee/ Member	Finance	Yes	5	05/01/2024	04/30/2029	6
7	Rachel Mandel	rachel4800@gmail.com	Trustee/ Member		Yes	3	05/01/2024	04/30/2029	5 or less
8	Rebekah Oakes	rmoakes00@gmail.com	Vice Chair	Executive	Yes	1	05/01/2024	4/30/2029	12
9	Jose Mane	josemane@rencharter.org	Trustee/ Member		Yes	0	04/29/2025	04/28/2027	5 or less

1a. Are there more than 9 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2024-2025

12

3. Number of board meetings scheduled for the 2025-2026 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2025	8
b. Total number of Voting Members added during the 2024-2025 school year	1
c. Total number of Voting Members who left the board during 2024-2025 school year	0
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	20
e. Board members attending 8 or fewer meetings during 2024-2025	2

5. INFORMATION ABOUT NON-VOTING MEMBERS OF THE BOARD OF TRUSTEES (REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED ONLY)

a. Total number of Non-Voting Members on June 30, 2025	1
b. Total number of Non-Voting Members added during the 2024-2025 school year	0
c. Total number of Non-Voting Members who left the board during the 2024-2025 school year	0
d. Total Maximum Number of Non-Voting members in 2024-2025, as set by the board in by-laws, resolution, or minutes	8

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2024-2025 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2025**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2024-2025 school year completes the form.**

Charter schools MUST submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[JM FinDisc 2025](#)

Filename: JM_FinDisc_2025.pdf Size: 511.5 kB

[DF FinDisc 2025](#)

Filename: DF_FinDisc_2025.pdf Size: 216.0 kB

[RM FinDisc 2025pdf](#)

Filename: RM_FinDisc_2025pdf.pdf Size: 563.9 kB

[RO FinDisc 2025](#)

Filename: RO_FinDisc_2025.pdf Size: 703.3 kB

[EB FinDisc 2025](#)

Filename: EB_FinDisc_2025.pdf Size: 450.3 kB

[RJ FinDisc 2025](#)

Filename: RJ_FinDisc_2025.pdf Size: 464.3 kB

[MJ FinDisc 2025](#)

Filename: MJ_FinDisc_2025.pdf Size: 515.8 kB

[CH FinDisc 2025](#)

Filename: CH_FinDisc_2025.pdf Size: 89.8 kB

[SG FinDisc 2025](#)

Filename: SG_FinDisc_2025.pdf Size: 4.6 MB

Entry 5 – Board Meeting Minutes

Completed - Jul 31 2025

Instructions

Required of Regents, NYCDOE, and Buffalo BOE-Authorized Schools ONLY

Schools must upload a complete set of final monthly board meeting minutes (July 2024-June 2025), which should match the number of meetings held during the 2024-2025 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees AND must be posted on the school's website. Board meeting minutes may be uploaded individually or as one single combined file. Board meeting minutes must be submitted **no later than 11:59 PM on August 1, 2025**.

[2024-2025 TRCS Board Packet](#)

Filename: 2024-2025_TRCS_Board_Packet.pdf Size: 1.5 MB

Entry 6 – Enrollment & Retention

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
Students with Disabilities	<p>TRCS continued to “cast a wide net” in its school recruitment efforts. Outreach included district-wide outreach and public information initiatives. In addition, the school continued to work closely with partner school TRCS 2 and organizations such as the NYC Charter Center and with local organizations, leveraging the relationships with community leaders and organizations that TRCS has developed over more than 20 years.</p> <p>TRCS’s in-person and word of mouth recruitment initiatives have yielded meaningful results by enabling a diverse group of TRCS representatives to speak one-on-one with interested families. This personalized recruitment approach also provides TRCS to better emphasize and illustrate the characteristics of TRCS that make it unique and appealing to families, such as Rensizzle Week, TRIP and the CSG. TRCS continues to employ a multi-tiered recruitment strategy that includes:</p> <ul style="list-style-type: none"> • In-person activities including neighborhood canvassing, prekindergarten program presentations, presentations at local tutoring centers, afterschool programs and neighborhood schools (public, charter, and private), distribution of flyers at local businesses, open houses and tours, visits to homeless shelters and food pantries and relationship-building at 	<p>TRCS is committed to continuous improvement of its student recruitment program. The SMT reviews student recruitment and retention data frequently and makes adjustments as needed to address challenges and build on effective practices. In addition, the Principal and/or SMT reports on recruitment and retention to the Board, which reviews data and approves the SMT's recommendations.</p> <p>TRCS will continue to develop its current recruitment efforts, expanding our reach into new markets including community-sponsored events, featuring programming supporting our economically disadvantaged students through increased grassroots efforts to access economically disadvantaged families by participating in community health fairs, engaging in one-on-one information campaigns at local businesses (including laundromats, real estate offices, tutoring centers, and local delis). In addition, we are expanding our media reach to include targeted demographics reachable through amNY and their affiliated outlets in our geographical regions. We will develop specific marketing materials to educate prospective families about what services are available through our school as well as within Western Queens.</p>

	<p>community centers (and especially with those that serve newcomers and minority groups);</p> <ul style="list-style-type: none"> • Digital recruitment activities including social media and email blasts; and • Advertising on local news outlets (El Diario, Queens Family, Inside Schools, etc.) <p>TRCS is committed to continuous improvement of its student recruitment program. The school's SMT reviews student recruitment and retention data frequently and makes adjustments as needed to address challenges and build on effective practices. In addition, the Principal and/or SMT reports on recruitment and retention to the Board, which reviews data and approves the SMT's recommendations. Among the improvements made as a result of this process was the addition of a full-time Marketing Associate to review recruitment and retention practices, recommend modifications as needed, and help implement the TRCS student recruitment program.</p>	
English Language Learners	<p>TRCS continued to “cast a wide net” in its school recruitment efforts including our inroads into groups where languages other than English are spoken. All recruitment materials were presented in English and Spanish, with additional language translations available upon request. Outreach will include district-wide outreach and public information initiatives. In addition, the school continued to work closely with partner school TRCS 2 and organizations such as the NYC Charter Center and with local</p>	<p>TRCS is committed to continuous improvement of its student recruitment program. The SMT reviews student recruitment and retention data frequently and makes adjustments as needed to address challenges and build on effective practices. In addition, the Principal and/or SMT reports on recruitment and retention to the Board, which reviews data and approves the SMT's recommendations.</p> <p>TRCS will continue to develop its</p>

organizations, leveraging the relationships with community leaders and organizations that TRCS has developed over more than 20 years.

TRCS's in-person and word of mouth recruitment initiatives have yielded meaningful results by enabling a diverse group of TRCS representatives to speak one-on-one with interested families. This personalized recruitment approach also provides TRCS to better emphasize and illustrate the characteristics of TRCS that make it unique and appealing to families, such as Rensizzle Week, TRIP and the CSG. TRCS continued to employ a multi-tiered recruitment strategy that includes:

- In-person activities including neighborhood canvassing, prekindergarten program presentations, presentations at local tutoring centers, afterschool programs and neighborhood schools (public, charter, and private), distribution of flyers at local businesses, open houses and tours, visits to homeless shelters and food pantries and relationship-building at community centers (and especially with those that serve newcomers and minority groups);
- Digital recruitment activities including social media and email blasts; and
- Advertising on local news outlets (El Diario, Queens Family, Inside Schools, etc.)

TRCS is committed to continuous improvement of its student recruitment program. The school's SMT reviews student recruitment and retention data frequently and

current recruitment efforts, expanding our reach into new markets including community-sponsored events, featuring programming supporting our economically disadvantaged students through increased grassroots efforts to access economically disadvantaged families by participating in community health fairs, engaging in one-on-one information campaigns at local businesses (including laundromats, real estate offices, tutoring centers, and local delis). In addition, we are expanding our media reach to include targeted demographics reachable through amNY and their affiliated outlets in our geographical regions. We will develop specific marketing materials to educate prospective families about what services are available through our school as well as within Western Queens.

In addition, TRCS is developing Chinese-language recruitment materials to attract more local members of the Asian community near our school.

	<p>makes adjustments as needed to address challenges and build on effective practices. In addition, the Principal and/or SMT reports on recruitment and retention to the Board, which reviews data and approves the SMT's recommendations. Among the improvements made as a result of this process was the addition of a full-time Marketing Associate to TRCS's staff to review recruitment and retention practices, recommend modifications as needed, and help implement the TRCS student recruitment program.</p>	
Economically Disadvantaged	<p>For 2024-2025, we continued to offer a mix of opportunities to get to know our school for economically disadvantaged families by extending our outreach efforts at homeless shelters, community centers, and youth centers. We also added local migrant shelters to our list of sites and developed an education campaign about how to navigate the NYC school system to help families become familiar with charter schools and with our services in particular. We continued a practice started in 2023-2024, collecting donations for local families in need, including newcomer families in our neighborhood, thus providing support and increasing awareness of our school.</p> <p>We also hired a new communications / marketing associate to focus on community outreach to increase awareness of our school and what makes us unique. They developed a social media strategy, among other channels, to reach new families who</p>	<p>TRCS will continue to develop its current recruitment efforts, expanding our reach into new markets including community-sponsored events, featuring programming supporting our economically disadvantaged students through increased grassroots efforts to access economically disadvantaged families by participating in community health fairs, engaging in one-on-one information campaigns at local businesses (including laundromats, real estate offices, tutoring centers, and local delis). In addition, we are expanding our media reach to include targeted demographics reachable through amNY and their affiliated outlets in our geographical regions. We will develop specific marketing materials to educate prospective families about what services are available through our school as well as within Western Queens.</p>

may not be familiar with our school.

We also continued to accept paper applications, often the best format for the parents who frequently stop by school in person to request application information.

Finally, next year we will continue developing our proactive recruitment plan that includes staff members going out into the community, engaging with families at local parks, day care centers, homeless shelters, food banks, and community centers, providing informational materials in English and in Spanish.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	<p>As stated previously, it should be noted that the number of ELL students in our school who also have IEPs is significantly higher than CSD 30. We continued to support our students through existing retention plans.</p> <p>School-wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs included:</p> <ul style="list-style-type: none"> • SETTSS, ICT, Related Services, School-based guidance counselors, social worker, and mental health therapists; • Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading; the K-8 initiative called "TRIP": our Targeted Reading Intervention Program gives 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, and 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; • Advisory periods for 	<p>As stated previously, it should be noted that the number of ELL students in our school who also have IEPs is significantly higher than CSD 30. We will continue to support our students through existing retention plans.</p> <p>School-wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs include:</p> <ul style="list-style-type: none"> • SETTSS, ICT, Related Services, School-based guidance counselors, social worker, and mental health therapists; • Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading; the K-8 initiative called "TRIP": our Targeted Reading Intervention Program gives 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, and 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; • Advisory periods for

	<p>Grades 6- 12 and Morning Meeting for PK-5 were lengthened to include more substantial SEL and trauma-informed supports;</p> <ul style="list-style-type: none"> • 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) and continues to support all HS students. • Continuation of the Pre-K program, where children can be diagnosed early, and interventions are put in place. 	<p>Grades 6- 12 and Morning Meeting for PK-5 were lengthened to include more substantial SEL and trauma-informed supports;</p> <ul style="list-style-type: none"> • 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) and continues to support all HS students. • Continuation of the Pre-K program, where children can be diagnosed early, and interventions are put in place.
English Language Learners	<p>This year we continued school-wide programming and staffing efforts that supported English Language Learners; including family conferences that were culturally sensitive, providing simultaneous translation whenever possible.</p> <ul style="list-style-type: none"> • As a Community Eligibility Provisioned school, we continued providing free meals to all students. We continued to serve all of our students with globally inspired food from our school-run cafeteria, including Halal meals; • School-based guidance counselors, social workers, and mental health therapists with access to community resources to help families, which was especially intensified and important when we came back to in-person school in 2021. We will also continue to provide more mental health resources are being made available through our participation in the NYC Charter School Consortium, supported by the federal Mental Health Demonstration and School Climate Transformation Grants; • SETTSS, ICT, Related Services, 	<p>Next year we plan to continue to school-wide programming and staffing efforts that support English Language Learners; including family conferences that are culturally sensitive, providing simultaneous translation whenever possible.</p> <ul style="list-style-type: none"> • As a Community Eligibility Provisioned school, we will continue providing free meals to all students. We will continue to serve all of our students with globally inspired food from our school-run cafeteria, including Halal meals; • School-based guidance counselors, social workers, and mental health therapists with access to community resources to help families, which was especially intensified and important when we came back to in-person school in 2021. We will also continue to provide more mental health resources that are being made available through our participation in the NYC Charter School Consortium, supported by the federal Mental Health Demonstration and School Climate Transformation Grants;

for ELL students with IEP's;

- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading;
- Partnership with the Achievement Network;
- Partnership with the ELL Coalition at the NYC Center for Charter Schools;
- Specialized support for ELL students both in subject classes and in selective “pull-outs” (or break-out rooms for remote learners);
- Utilizing our Writing Workshop Model to support our upper grade ELL students, and small- group tutoring;
- Parent Representatives from various backgrounds participated in our Parent Association and Collaborative School Governance Committee. These groups continued to meet remotely to include more parents and community members. We planned and executed regularly scheduled English and Spanish-language PA meetings, which we continued to hold virtually, as we were thrilled by the increased parent participation that we saw during the pandemic when all meetings were required to go virtual.
- K-12 After-School, including homework help, was offered through our partnership with 82nd Street Academics, Inc.
- Advisory for Grades 7-12, and Morning Meeting for PK-6
- Four Year College Bound Program (the staff of this program worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process) and

• SETTSS, ICT, Related Services, for ELL students with IEP's;

- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading;
- Partnership with the Achievement Network;
- Partnership with the ELL Coalition at the NYC Center for Charter Schools;
- Specialized support for ELL students both in subject classes and in selective “pull-outs” (or break-out rooms for remote learners);
- Utilizing our Writing Workshop Model to support our upper grade ELL students, and small- group tutoring;
- Parent Representatives from various backgrounds participated in our Parent Association and Collaborative School Governance Committee. These groups continue to meet remotely to include more parents and community members. We will plan and execute regularly scheduled English and Spanish-language PA meetings, which we continue to hold virtually, as we are thrilled by the increased parent participation that we saw during the pandemic when all meetings were required to go virtual.
- K-12 After-School, including homework help, will continue to be offered through our partnership with 82nd Street Academics, Inc.
- Advisory for Grades 7-12, and Morning Meeting for PK-6
- Four Year College Bound Program (the staff of this program work extensively with undocumented students, first generation college students, students with special needs and families who need extensive support

	<p>continues to support all HS students whether learning remotely from home or in school.</p> <ul style="list-style-type: none"> • Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety, who support parents in communicating with the school; • Our successful Pre-K program is a “feeder” to our K-12 program and has enrolled, over the past 5 years, students who are multi-language emergent and who have a home language other than English. The language diversity of TRCS’ pre-K ensures that its future incoming kindergarten classes include significant numbers of English language emergent students whose numbers 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. 	<p>through the college process) and continues to support all HS students.</p> <ul style="list-style-type: none"> • Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety, who support parents in communicating with the school; • Our successful Pre-K program is a “feeder” to our K-12 program and has enrolled, over the past 5 years, students who are multi-language emergent and who have a home language other than English. The language diversity of TRCS’ pre-K ensures that its future incoming kindergarten classes include significant numbers of English language emergent students whose numbers 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.
Economically Disadvantaged	<p>This we continued to administer our retention practices. 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.</p> <p>Our social workers, mental health</p>	<p>Our policies include never excluding students from activities their families cannot afford, including trips and other experiential learning activities. We have developed a reputation in the neighborhood for supporting our families in times of need.</p> <p>In SY 2025-26 we will continue to engage in outreach to various agencies and resources to connect our families to support services</p>

providers and college and career office will continue to work individually with students and families to take advantage of all supports open to them, through financial aid for college to social services.

Renaissance was again awarded the Community Eligibility Provision (CEP) from National School Food Program, and we provide 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. School wide programming and staffing that supports all of our students –

- School-based guidance counselors, social workers, and mental health therapists with access to community resources to help families; which was especially intensified and important coming back to school in 2021. Trauma-informed PD was scheduled for our staff, and more mental health resources were being made available through our participation in the NYC Charter School Consortium, supported by the federal Mental Health Demonstration and School Climate Transformation Grants;
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading;
- Partnership with the Achievement Network;
- Small Group tutoring; free after-school program for 5th and up, and after-school homework help and tutoring offered to all grades at

through our McKinney Vento Liaison, Parent Coordinator and Administrative Support Staff.

Our social workers, mental health providers, and High School Counselors will continue to work individually with students and families to take advantage of all supports open to them.

We will continue to provide free breakfast, lunch, and supper to all of our students, including during summer school. We will continue to support students and families who qualify with free Metrocards and additional transportation support.

We will continue to offer English and Spanish language workshops for families and plan to increase the number and types of community-based programming in 2024-2025.

Our parent coordinator will continue to play an instrumental role in our retention efforts, providing personal outreach to families in and around the neighborhood. As a key liaison to our families, she will develop and implement parent workshops and programs to increase opportunity for our economically disadvantaged population. She will also build relationships between the Parent Association, families, and the school to create responsive programming according to what families express a need for.

various times during the year;

- Offer various food menus from our school-run cafeteria including breakfast, lunch, supper and snack.
- Parent Representatives from various backgrounds participate in our Parent Association and Collaborative School Governance Committee.
- Morning Meetings and Advisory were lengthened to accommodate more trauma-informed SEL supports;
- Four Year College Bound Program (the staff of this program worked extensively with undocumented students, first-generation college students, and families who needed extensive support through the college and financial aid process);
- Implementation of a Pre-K program in 2014 whose children get priority for kindergarten;
- Partnership with the SPED Collaborative;
- Small Group tutoring;
- Parent Representatives from various backgrounds participate in our Parent 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;
- An approach to student support that includes designing family conferences to be supportive and productive, implementing trauma-informed supports and recommendations for families through our increased mental health staff for the duration of the federal grants.
- We also again offered free

OMNY cards to summer school students and extended the summer school day to help working families as well.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 8 – Organization Chart

Completed - Jul 31 2025

Instructions

Required of Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Upload the school's current approved **2024-2025 Organization Chart**. The organization chart should be a graphic representation (a list will not be accepted) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

TRCS 2024 ORG CHART

Filename: TRCS_2024_ORG_CHART.pdf Size: 40.3 kB

Entry 9 – School Calendar

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:

[TRCS Instructional Calendar 25-26 - Sheet1 \(1\)](#)

Filename: TRCS_Instructional_Calendar_25-26_QLEjIQE.pdf Size: 55.3 kB

Entry 10 – Faculty/Staff Roster Template

Completed - Jul 31 2025

[INSTRUCTIONS](#)

Required of Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **all** instructional and non-instructional employees, which should include all faculty and staff employed by the school at any point during the 2024-2025 school year.

Use of the 2024-2025 Annual Report Faculty/Staff Roster Template is required. With the exception of the optional Notes section, completion of each of the data elements is required. When provided, use of the drop-down list options is also required. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in the need for resubmission of a fully corrected roster.

Reminders: (1) Verify that the correct TEACH ID is entered in the roster. Incorrect data entry may result in findings of non-compliance for the school in the areas of teacher certification and clearance. (2) Use the Notes section to add any additional information deemed necessary, such as a name change that may impact verification of certification. (3) Ensure staff classifications (i.e., teacher / non-teacher) are accurately identified.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer NOTE: MUST BE DONE FIRST	Select your school's authorizer from the drop-down list first , before completing the roster.
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7-digit TEACH ID for the Faculty/Staff person; verify the TEACH ID is correctly entered .
Role at the School / Network	Select the best choice of role of the Faculty/Staff person from the drop-down list .
Total Years Experience in this Role	Enter the number of years of experience the Faculty/Staff person has in the role selected .
CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date at the School / Network	Enter the date that the Faculty/Staff person was hired at the school/network .
Start Date at the School / Network	Enter the date that the Faculty/Staff person actually began employment at this school/network .
Date Employee Separated from Service (if applicable)	Enter the date that the Faculty/Staff person separated from service at the school/network .
Certification Status / Out-of-Certification Justification	Select the appropriate choice from the drop-down list .

FOR TEACHERS ONLY: Choose Subject Taught
FOR TEACHERS ONLY: Specify Subject or Grade Band,
if NOT Math, Science, Career Technical Education,
Technology, or Computer Science
Notes

Select the appropriate choice from the **drop-down list**.
Select the appropriate choice from the **drop-down list**.
Optional

[TRCS faculty-staff-roster-2025_DF_MHC_FINAL](#)

Filename: TRCS_faculty-staff-roster-2025_DF_MuaA6fs.xlsx Size: 30.7 kB

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Incomplete - Hidden from applicant

Instructions

SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2025**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)

Completed - Oct 30 2025

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2025**.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

Responses Selected:

Complete Provided Goals Tables

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-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 no later than November 3, 2025.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025**.

2024-2025 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination meets or exceeds such percentage for the Community School District(s) (CSD) in which the school is located.	NYS ELA Exam	Met	
Academic Goal 2	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination meets or exceeds such percentage for New York City.	NYS ELA Exam	Met	
Academic Goal 3	. For each year of the school's renewal charter term, the percentage of the school's students who score at or	NYS Math Exam	Not Met	In grade 5 we added more students than we retained from the previous year. Of those students, 51% scored at a level one

	above Level 3 on the New York State Mathematics examination meets or exceeds such percentage for the Community School District(s) (CSD).			or two. 82% of the new students scored a level 1. We expect, when new students come to our school, we need time to close their academic gaps. We have instituted a Targeted Math Support program in grades 3-7 utilizing a rigorous scripted curriculum taught by highly qualified teachers. We expect to see the academic gap close over the following 2 years.
Academic Goal 4	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination meets or exceeds such percentage for New York City.	NYS Math Exam	Met	
Academic Goal 5	For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam	ELA Regents Exam	Met	

	<p>(Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted.</p>			
Academic Goal 6	<p>For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted</p>	Math Regents Exams	Not Met	<p>Renaissance's data-driven, vertically aligned, and student-centered approach to math instruction is designed to close learning gaps, accelerate growth, and ensure that every student graduates ready for postsecondary success. Although the goal was not met in the prior cycle, the comprehensive improvement plan (i.e. Vertical Alignment and Curriculum Coherence, Data-</p>

	toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted.			Driven Math Interventions, Teacher Development and Coaching from Assistant Principals and Eureka Squared Coaches, and Progress Monitoring and Accountability) now in place provides a clear, evidence-based pathway to achieve and sustain the 75% Regents proficiency target.
Academic Goal 7	For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only	ELA Regents Exams	Not Met	Renaissance is committed to ensuring that students with disabilities achieve the same rigorous standards as their peers. While the 75% ELA Regents benchmark was not met during the prior cycle, the school has laid the groundwork for transformative improvement through enhanced co-teaching, targeted literacy interventions, and robust progress monitoring. These efforts will ensure that every SWD student has the opportunity and support necessary to graduate college- and career-ready,

	English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years.			meeting and sustaining this goal in the next charter term.
Academic Goal 8	For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they	Math Regents Exams	Not Met	Renaissance's data-driven, vertically aligned, and student-centered approach to math instruction is designed to close learning gaps, accelerate growth, and ensure that every student graduates ready for postsecondary success. Although the goal was not met in the prior cycle, the comprehensive improvement plan (i.e. Vertical Alignment and Curriculum Coherence, Data-Driven Math Interventions, Teacher Development and Coaching from Assistant Principals

	<p>were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years.</p>			<p>and Eureka Squared Coaches, and Progress Monitoring and Accountability) now in place provides a clear, evidence-based pathway to achieve and sustain the 75% Regents proficiency target.</p>
Academic Goal 9	<p>For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam</p>	English Regents Exams	Unable to Assess	N/A small sample size

	<p>during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.</p>			
Academic Goal 10	<p>For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted</p>	Math Regents Exams	Unable to Assess	N/A small sample size

toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.			
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2. Do have more academic goals to add?

Yes

2024-2025 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	For each year of the school's renewal charter term, at least 75% of students qualified for the Free or Reduced Price Lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be	English Regents Exam	Met	

	counted. Students will be considered qualified for the Free or Reduced Price Lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.			
Academic Goal 12	For each year of the school's renewal charter term, at least 75% of students qualified for the Free or Reduced Price Lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only	Math Regents Exam	Not Met	Renaissance remains deeply committed to educational equity and ensuring that all students—regardless of socioeconomic background—have access to rigorous, high-quality math instruction. While the school did not meet the 75% Regents benchmark for FRPL students during the last renewal cycle, the strategic systems now in place—anchored in progress monitoring, instructional coaching, and expanded learning access—position Renaissance to meet and sustain this goal moving forward. The school's focused, equity-driven approach ensures that

	<p>math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the Free or Reduced Price Lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.</p>			<p>economic disadvantage will no longer be a barrier to achieving Regents-level proficiency and postsecondary readiness.</p>
Academic Goal 13	<p>In each year of the charter term, the school will demonstrate increased proficiency rates on the New York State ELA examination.</p>	NYS ELA Exam	Met	
Academic Goal 14	<p>In each year of the charter term, the school will demonstrate increased proficiency rates on the New York State Math examination.</p>	NYS Math Exam	Not Met	<p>Students in grade 3 saw an increase of 23%, Grade 5 increased 2.5%, Grade 8 increased 6%. Students in grades 4, 6, and 7 are participating in our Targeted Math intervention program to support closing the academic gaps in the Math Skills utilizing NWEA data to identify specific students and using a targeted rigorous curriculum from</p>

				Lavinia Group.
Academic Goal 15	In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English Regents Exam. This goal will be applicable if, for at least two consecutive years, six or more students take either exam.	ELA Regents Exam	Met	
Academic Goal 16	In each year of the charter term, the school will demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.	Algebra Regents Exam	Met	
Academic Goal 17	In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents	Geometry Regents Exam	Met	

	Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.			
Academic Goal 18	In each year of the charter term, the school will demonstrate increased pass rates on either the Algebra II/Trigonometry or Common Core Algebra II Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.	Algebra Regents Exam	Met	
Academic Goal 19	In each year of the charter term, the school will demonstrate increased pass rates on at least one history Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.	History Regents Exam	Met	

Academic Goal 20	In each year of the charter term, the school will demonstrate increased pass rates on at least one science Regents Exam. Goal will be applicable if six or more students take the same science Regents Exam in each year of the charter term, and the same exam meets that threshold for at least two consecutive years.	Science Regents Exam	Not Met	<p>Renaissance recognizes that success in science is both an equity issue and a reflection of deep instructional coherence. While year-to-year pass rate growth was not realized during the prior charter term, the systems now in place—aligned curriculum, progress monitoring, targeted tutoring, and data-driven coaching—provide a strong foundation for measurable, sustained improvement.</p> <p>By focusing on lab-based inquiry, scientific reasoning, and interdisciplinary literacy, Renaissance is poised to achieve steady increases in science Regents pass rates across the next charter term, fulfilling this accountability goal and preparing all students for postsecondary success in STEM fields.</p>
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3. Do have more academic goals to add?

Yes

2024-2025 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Exam	Met	
Academic Goal 22	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter	NYS ELA Exam	Not Met	Students in grades 3 and 5 grew year to year. We are continuing to provide additional professional development to teachers around students with disabilities as well as how to best utilize our ICT model to support all students with disabilities.

	term.			
Academic Goal 23	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the Free or Reduced Price Lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Exam	Met	
Academic Goal 24	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.	NYS Math Exam	Met	
Academic Goal 25	Where the school has an eligible subgroup population (deemed as six or	NYS Math Exam	Met	

	<p>more students) of students with disabilities, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.</p>			
Academic Goal 26	<p>Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the Free or Reduced Price Lunch program, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.</p>	NYS Math Exam	Not Met	<p>Students in grades 3 and 5 increased proficiency year to year, but overall there was a decrease of 3%, but still outperformed the CSD and City on the overall performance.</p>
Academic Goal 27	<p>For each year of the school's renewal charter term, the school's 4-year graduation rate in June of each year as reported by NYSED will be at or above the citywide averages.</p>	4-year Graduation Rate in June	Unable to Assess	<p>N/A Comparative Citywide Data not available</p>

Academic Goal 28	For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for English language learners as reported by NYSED will be at or above the citywide averages.	4-year Graduation Rate in June	Unable to Assess	Comparative Citywide Data not available
Academic Goal 29	For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for students with disabilities as reported by NYSED will be at or above the citywide averages.	4-year Graduation Rate in June	Unable to Assess	Comparative Citywide Data not available
Academic Goal 30	For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for students eligible for Free or Reduced Price Lunch as reported by NYSED will be at or above the citywide averages.	4-year Graduation Rate in June	Unable to Assess	Data not available
Academic Goal 31	For each year of the school's renewal charter term, the school will show progress towards having 75% of	Internal transcript data	Met	

	students enrolled in their first year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.			
Academic Goal 32	For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their second year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	Internal transcript data	Met	
Academic Goal 33	For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their third year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	Internal transcript data	Met	
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				

Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				
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Academic Goal 71				

2. ORGANIZATION GOALS

2024-2025 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	34. (Org Goal 1) Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	ATS / ES BOCES	Met	
Org Goal 2	35. (Org Goal 2) Each year, the retention rate will exceed the rate of the Community School District (CSD) of location. The retention rate for a given year is defined as the percentage of students enrolled in ATS on 10/31 of that year who are still enrolled in at the school in ATS on 10/31 the following school year, excluding terminating grades.	ATS / ES BOCES	Met	

Org Goal 3	<p>36. (Org Goal 3) Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.</p>	<p>ATS/ES BOCES; Targets from 2024 NYSED CS Info Dashboard Benchmark 9</p>	Not Met	<p>102 Current ELLs (16%), 125 FELLs. (Does not include PK) - We receive a large number of ELLs in incoming grades (K, 5) and we successfully “graduate” students from ELL to FELLs. Including FELLs, we exceed the CSD district percentage.</p> <p>Our lottery gives preference to district, siblings, and faculty children, meaning that we are working within the lotteried students who choose to attend our school.</p>
Org Goal 4	<p>37. (Org Goal 4) Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities. (data is a year behind—target doc is 19-20 - CSD 30 16%)</p>	<p>ATS/ES BOCES; Targets from 2024 NYSED CS Info Dashboard Benchmark 9</p>	Met	
Org Goal 5	<p>38. (Org Goal 5) Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents,</p>	<p>ATS/ES BOCES; Targets from 2024 NYSED CS Info Dashboard Benchmark 9</p>	Met	

	for students eligible for the Free or Reduced Price Lunch program.			
Org Goal 6	39. (Org Goal 6) Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	ATS/ES BOCES; Targets from 2023 NYSED CS Info Dashboard Benchmark 9	Met	
Org Goal 7	40. (Org Goal 7) Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	ATS/ES BOCES; Targets from 2023 NYSED CS Info Dashboard - Benchmark 9	Met	
Org Goal 8	41. (Org Goal 8) Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible for the Free or Reduced Price Lunch program.	ATS/ES BOCES; Targets from 2023 NYSED CS Info Dashboard - Benchmark 9	Met	
Org Goal 9	45. (Org Goal 9) In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC	NYC DOE Survey	Met	

	DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in positive responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of parents participate in the survey.			
Org Goal 10	46. (Org Goal 10) In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of staff that meets or exceeds citywide averages in positive responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of staff participate in the survey.	NYC DOE Survey	Met	
Org Goal 11	47. (Org Goal 11) In each year of the charter term, students will express satisfaction with the school's program, based on the NYC	NYC DOE Survey	Met	

	<p>DOE School Survey.</p> <p>The school will have a percentage of students that meets or exceeds citywide averages in positive box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey.</p>			
Org Goal 12	<p>48. (Org Goal 12)</p> <p>Throughout the course of the school's next charter term, 75 percent of each graduating senior class will have taken and passed three or more regents examinations, College Now STEM courses and /or Advanced Placement examinations in science and / or mathematics.</p>	HS Transcript Data	Met	
Org Goal 13	<p>49. (Org Goal 13)</p> <p>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</p>	College and Career Office Data	Met	

	a review of the school's roster of 12th grade students and their letters of acceptance or admission.			
Org Goal 14	50. (Org Goal 14) The school will live its mission to develop leaders and global citizens by engaging 85 percent of students in service learning, social activism, leadership development and community-service activities by the end of their senior year.	College and Career Office Data	Met	
Org Goal 15	51. (Org Goal 15) The school will live its mission to develop leaders and global citizens, by ensuring that each cohort of students K-12 will engage in at least one experiential, project-based or community-service learning opportunity per year, through engaging with community and cultural partners or school-based interdisciplinary units.	School Partnership and Leadership Data	Met	
Org Goal 16	52. (Org Goal 16) The school will live	School Leadership Program Data	Met	

	<p>its mission of distributed leadership and empowering teacher voice by having teacher representation on each of the Collaborative School Governance Committee and the Board of Trustees, and by supporting at least one of the following, each year of the charter: teacher-led cluster coordinator positions, grade team leaders or subject coaches, peer mentors or teachers leading and serving on committees to support school initiatives.</p>			
Org Goal 17	<p>53. (Org Goal 17) The Collaborative School Governance Committee, consisting of parents, students, teachers and staff will meet a minimum of 5 times a year to maintain the responsibility granted to them by the By-laws of the Board of Trustees, of monitoring the quality of instruction and quality of life at</p>	CSG Minutes and Attendance	Met	

	the school, and leading school-wide initiatives and school improvement efforts.			
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

3. FINANCIAL GOALS

2024-2025 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	42. (Fin Goal 1) In each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	FY24 Certified Financial Audit	Met	
Financial Goal 2	43. (Fin Goal 2) Each year, the school will operate on a balanced budget. A budget will be considered "balanced" if revenues equal or exceed expenditures.	FY24 Certified Financial Audit	Met	
Financial Goal 3	44. (Fin Goal 3) Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS.	FY24 Certified Financial Audit	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 12 – Audited Financial Statements

Completed - Oct 31 2025

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 3, 2025**. The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system **no later than 11:59 PM on November 3, 2025**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

[TRCS Annual Independent Financial Audit 6](#)

Filename: 63cd564609eb4f8e9dc91847f524ad53.pdf Size: 344.3 kB

Entry 12a – Audited Financial Report Template (BOR)

Incomplete - Hidden from applicant

Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download the Excel spreadsheet entitled “Audited Financial Report Template” from the portal or the [Annual Reports](#) webpage and complete it using the audited financial statements. Upload the completed file **no later than 11:59 PM on November 3, 2025**.

Do not add rows or columns to the template in order to match the format of the financial statements. Use only the existing fields and combine any additional entries into the “other” fields throughout the template. For education corporations operating more than one school, complete one template at the education corporation level and submit the same template for each of the schools operated by the education corporation.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

Entry 12b – Additional Financial Documents

Completed - Oct 31 2025

Regents, NYCDOE, and Buffalo BOE-authorized schools must upload financial documents and submit **no later than 11:59 PM on November 3, 2025**. The items listed below should be uploaded with an explanation added if an item is not applicable or not available (e.g., a “Federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”)

1. Advisory and/or Management Letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for Each School

5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

PLEASE NOTE: This task appears as an optional task until August 1, 2025. After this date, the task will be identified as a required task due on November 3, 2025.

[Entry 12c Explanations](#)

Filename: 9e31aef25425405d83c670aceab4ad76.pdf Size: 25.1 kB

[TRCS Escrow Bank Statement 8](#)

Filename: 924dbb63f4784f459c57d803ff3820b0.pdf Size: 41.5 kB

[TRCS Management Ltr 6](#)

Filename: 5ea5f0f98d7b4ab7828fc60a5f4257ad.pdf Size: 167.0 kB

[TRCS Annual Independent Financial Audit 6](#)

Filename: ce98d211d3fd43afac4759cbdb1456f2.pdf Size: 344.3 kB

Entry 12c – Financial Contact Information

Completed - Oct 31 2025

Regents, NYCDOE, and Buffalo BOE-authorized schools should enter financial contact information directly into the form within the portal **no later than 11:59 PM on November 3, 2025**.

PLEASE NOTE: This task appears as an optional task until August 1, 2025. After this date, the task will be identified as a required task due on November 3, 2025.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Denise Hur	denisehur@rencharter.org	718-806-0030

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	JOSEPH ALBANO, CPA	jalbano@saxllp.com	212-268-2802	11

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 Inc.	Lola Barbarash, Director	237 West 35th St., Suite 301, New York, NY 10001	lbarbarash@csbm.com	888-710-2726	11

Entry 13 – Fiscal Year 2025-2026 Budget

Completed - Oct 31 2025

SUNY-authorized charter schools are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire **no later than 11:59 PM on November 3, 2025**.

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the [Annual Reports](#) webpage and complete it. Upload the completed template **no later than 11:59 PM on November 3, 2025**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

[Ren 1 2025-2026-Annual Budget DOE](#)

Filename: a93fc53db18a43caa5aba91b5d236fad.xlsx Size: 45.6 kB

Optional Additional Documents to Upload (BOR)

Incomplete