



**Boston Renaissance Charter Public School
2006 Annual Report**

Submitted to:
Commonwealth of Massachusetts
Department of Education

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LETTER FROM TRUSTEE CHAIR

Dear Friends of the Boston Renaissance Charter Public School,

On behalf of the Board of Trustees of the Boston Renaissance Charter Public School, I am pleased to submit this Annual Report on our 2005-2006 school year. Our eleventh year marks a new chapter, and charter, for the Renaissance School. We have met changes and challenges with fresh perspective and healthy leadership. And we are proud of our accomplishments in providing a high quality education for our students.

This year, the Renaissance School received major recognition from the U.S. Department of Education with the award of a \$823,600 Reading First Targeted Assistance Grant (TAG)—a competitive grant awarded to schools that demonstrate increases in student reading achievement for consecutive years. Renaissance’s reading test scores indicate a trend of significant positive movement in grades K-3 from the lowest to the highest performance categories. The TAG award is primarily intended to support Renaissance in disseminating its successful practices in reading instruction. The grant will also support a summer reading program, a partnership with Boston Public Schools, and enhanced technology-based reading interventions.

Modification of our charter from grades K-12 to grades K-6 resulted in careful transition of our 6th, 7th, and 8th graders to new schools in June 2005. The process sparked a delicate re-shifting in Renaissance’s commitment to ‘choice’ in public education, which led to expansion of our Kinder School. The expansion provided an opportunity for more students to benefit from our full-day early childhood Reading First program. With additional Kinder School students and teachers, a second Reading First Literacy Specialist was hired to support teachers, monitor student achievement, and provide guidance in best teaching practices.

Renaissance remains fully accountable to improving student achievement outcomes for our older students. Our focus is on deepened implementation of scientific research based instruction in the upper grades. The school prioritized mathematics for improved student outcomes. The mathematics instructional block was extended and designed for explicit teaching and learning and the position of Mathematics Specialist Teacher was added. Elementary School students in grades 4-6 are benefiting from integration of successful literacy practices during mathematics and reading instruction. Based on consecutive years of effective implementation, Renaissance’s Secondary School Reading Grant was doubled to approximately \$15,000 during the 2005-2006 academic year.

For the Renaissance Board of Trustees, the 2005-2006 academic year was a time for rebuilding and renewal. At the end of the previous year, a number of Board members resigned their positions. The remaining Board members were obliged not only to carry on the Board’s work but also to rebuild their membership. Adopting a more inclusive model of Board membership, this process was successfully completed by the fall of 2005 with the recruitment of eight new members (11 total board members), including two from the school’s faculty/staff and an additional parent. Each of these new members brings a valuable perspective to the Board.

With the change of our charter to a K-6 school, Renaissance enrollment decreased from 1,397 students last year to 1,253 students this year. This decrease in the number of students represented

a significant decrease in revenue, requiring an urgent focus on financial stewardship by the Board of Trustees. An experienced public school finance officer was hired in the fall as our new Chief Financial Officer. Together, the Board of Trustees, Headmaster, and CFO, worked diligently to balance short-term revenue realities with long-term programmatic necessities and the academic needs of our students. The 2005-2006 academic year successfully closed with a small surplus and the Board has approved a balanced budget for the 2006-2007 academic year.

In September 2005, the Board of Trustees voted to authorize a comprehensive study to determine the feasibility of relocating the Renaissance School to a location that is more accessible to students and more conducive to learning. For many reasons, the school's current 16-story facility presents challenges to a successful elementary education model. Throughout this school year, the Board and Leadership Team held a series of meetings and discussions with staff, families, Boston's educational leaders, and external consultants to gain an understanding of the issues and opportunity surrounding relocation. The process is on going and will continue through the 2006-2007 academic year as we seek the best physical setting for our school.

Finally, we are proud of our efforts to share our best practices with other traditional public, charter public, independent, and private schools. In addition to local, state, national, and international presentations this year, we have completed, in collaboration with the Boston Neighborhood Network, Phase I of a videotape dissemination project that will air on cable television this fall. The show, called "It Takes a Village," will highlight successful work in the areas of: 1) Reading First, 2) Co-Team Teaching, 3) Study Skills, 4) MCAS, 5) Nutrition & Health, 6) Media Literacy and After-school Programs.

As we celebrate the accomplishments and successes of our 2005-2006 year, we recognize that our work is not done and we are eager to move ahead. Our Board, faculty, staff, parents, community partners, and supporters look forward to continued work together, providing a high quality public school opportunity for the children of Boston.

Sincerely,



Monroe "Bud" Moseley
Chair, Board of Trustees

DESCRIPTION OF THE RENAISSANCE SCHOOL

Boston Renaissance Charter Public School
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MISSION

The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social, and emotional competence while building confidence, character and citizenship among its students.

VISION

The Boston Renaissance Charter Public School offers choice for Boston parents of children in pre-kindergarten through grade six within a safe, nurturing environment conducive to learning. Renaissance offers students a rigorous academic program in a vibrant, child-centered atmosphere that includes programs in technology, fine arts, music, dance and physical education.

DESCRIPTION OF RENAISSANCE

The Boston Renaissance Charter Public School is located in a 16-story building in the historic theatre district of Boston, just two blocks from the Boston Public Garden. Renaissance is a citywide public school for children in pre-kindergarten through grade six. During academic year 2005-2006, the school enrolled 1,275 students. Offering choice for families from every neighborhood of the city, Renaissance's goal is to provide students a challenging academic program in a vibrant and child-centered environment.

EDUCATIONAL PHILOSOPHY

In the spirit of excellence, the Boston Renaissance Charter Public School vision and mission embodies our educational philosophy. Founded on our belief that all children have the capacity to reach high levels of character development, academic as well as creative performance, the school is committed to cultivating every student's fullest human potential. Educators, parents, and community partners are unified in actualizing a shared vision for every student to become a proficient or advanced listener, speaker, reader, writer, mathematician, scientist, creative artist, and critical thinker.

Every student who enters Renaissance brings unique talents with diverse approaches to learning. Developing a student's entire being in the language, cognitive, social, emotional, physical, spiritual areas is central to the Renaissance educational philosophy. Perennial wisdom is integrated with teaching to encourage persistent, energetic, yet joyful learning. The Renaissance community of learners believes in the African Proverb "It Takes a Village to Raise a Child." We honor varied approaches to teaching and learning remaining consciously engaged in celebrating racial, cultural, linguistic, and ethnic diversity. To this end, Renaissance is an educational community committed to:

- Explicitly teaching academics, character development, creative and performing arts;
- Embedding and differentiating high quality professional development;
- Using scientifically researched assessment driven instruction and management practices proven to positively impact student achievement in alignment with the Massachusetts Department of Education Curriculum Standards; and
- Implementing a rigorous accountability system for monitoring student achievement, teacher, and administrator and school performance standards.

CURRICULUM AND INSTRUCTION

Successful readers are successful students! Based on two years of academic achievement at every grade level for grades K-3, Renaissance was distinguished to be among three districts in the nation, and the only charter school, to be awarded the Reading First Targeted Assistance Grant in December 2005. The Massachusetts Reading First Plan and the Massachusetts Secondary Schools Reading Plan provide the foundation for implementation of scientifically researched assessment driven instruction at BRCPS.

Having completed the first year of the 2005-2010-charter period, Renaissance reflects on its success while designing adjustments to overcome challenges. As we conclude the third year of implementing research based practices in Kinder and Primary schools with two years of replication of the model of instruction in our Elementary School, internal assessment analysis reveals positive trends in student achievement for reading. Improvements in mathematics instruction and student outcomes were prioritized this academic year. We continue to see the most significant gains at the Kinder School and Primary School levels; however, Elementary School students are demonstrating academic growth, on internal and external assessments.

Functioning as a system of continuous feedback loops within a data informed, outcomes driven model, Renaissance utilizes the following core, supplemental and intervention curriculum programs. The curriculum has been mapped across content, skills, and assessments in alignment with the Massachusetts Curriculum Standards. Families are offered a full spectrum of Special Education, Section 504, and Family and Student Support Services. Instruction is enhanced with technology, visual/performing arts, community partnerships and character development.

Renaissance educators have become more proficient in using core, supplemental, and intervention curricula materials, as evidenced by academic gains on both internal and external assessments. As we anticipated, results of AY2006 MCAS and SAT-9 high stakes test results indicate that every trend is moving in the right direction. Renaissance will not receive Adequate Yearly Progress (AYP) determinations until October, 2006. However, Renaissance can demonstrate progress based on internal and external testing results using multiple, valid, and reliable measures. Research supports our approach for improving student outcomes through professional development for continued teacher growth in pedagogy that broadens their ability to apply screening, diagnostic, and progress monitoring assessment results to instructional decision making.

Table 1: Renaissance's rigorous, student-centered curriculum and instructional offerings

CONTENT AREA	CORE/SUPPLEMENTAL CURRICULUM	GRADE LEVEL	ASSESSMENT
Reading/English Language Arts	Harcourt Trophies	K-6	Curriculum Based Measurement (CBM); LASW; Report Card Grades; GRADE; DIBELS; SRI; SAT-9; MCAS
	Project Read	1-6	
	Handwriting Without Tears	K-5	CBM
	Writers Express	2-6	LASW; Rubric
Mathematics	Big Math for Little Kids	K1 & K2	CBM; LASW; Grades; PAR Mathematics; SAT-9; MCAS
	Scott Foresman Mathematics	1-6	
Science	Harcourt Science	K-6	CBM; LASW; Grades; MCAS
Social Studies	Harcourt Social Studies	1-6	CBM; LASW; Grades; MCAS
	The Great Body Shop	K1 & K2	CBM; LASW
Intervention/Acceleration	Lexia	K-6	CBM; LASW; GRADE; DIBELS; PAR Math; SAT-9; MCAS
	Read Naturally	1-6	
	Early Reading Intervention	K1 & K2	
	Road To The Code	K1 & K2	
Visual & Performing Arts	Brainfuse	4-6	Report Card Grades; Quarterly Performances
	Dance, Art, Music, Physical Education	K-6	
Character Education	Second Steps Responsive Classroom	K-6	School Climate; School Spirit; Classroom Behavior; Report Card Comments
Core Values	Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility; Integrity; Persistence; Love	K-6	School Climate; School Spirit; Classroom Behavior; Report Card Comments

Additional resources include:

- Instructional media/technology curriculum enhancements including two computer laboratories, two libraries, and classroom libraries.

- A structured after school program, available for families on a daily basis, that adheres to the same educational standards of teaching and learning practiced daily at Renaissance.
- A network of parent, community, and higher education partnerships that is aligned with improving academic achievement.

PROFESSIONAL DEVELOPMENT

Renaissance staff members are required to participate in high quality professional development. Administrators and teachers maintain professional development portfolios that document Highly Qualified Educator status. The district follows MDOE Guidelines for Professional Development Providers. Professional Development Point Certificates (PDP) are awarded to all teachers, administrators and paraprofessionals upon completion of courses, workshops, or seminars that meet PDP criteria. New teachers complete thirty hours of professional development, reporting for work two weeks before the students. Returning teachers are required to report one week prior to students. Additionally, all staff members participate in five days of professional development during the academic year.

Professional development for newly hired Renaissance teachers begins with an orientation program encompassing training in general curriculum, assessment, instruction, and classroom management techniques. The strongest link between professional development and student achievement can be found in this type of induction program for new teachers. Throughout the school year, teachers engage in content specific training for delivering tiered, diagnostic-prescriptive academic programming.

An embedded staff development model is used to train teachers in exemplary methodologies and practices. Each school has two full-time instructional coaches (mathematics, reading/ELA) who provide regular in-class mentoring, observations with guided reflections on practice, instructional application of data, and monitoring for improvements in classroom practices. Instructional technology coaching is provided centrally. Professional development is on-going, consistently evaluated, and presented in multiple formats such as model lessons with pre/post conferencing, peer observations, study groups, Research for Better Teaching graduate course, off-site conferences, site-visits, and LASW with a protocol sessions.

Student and teacher performance data informs strategic planning, training, team-building, and instructional leadership. State and Federal guidelines from NCLB, MDOE, Reading First and Secondary Schools provide research-based frameworks utilized by BRCPS for professional development planning and implementation.

GRADUATE PLACEMENT

When Renaissance students graduate at the end of their 6th grade year, they move on to schools across the city and state. As most have been with us since kindergarten, it is our goal and responsibility to prepare them for success in middle school, high school and beyond. This year we are proud to report that 28% of the 6th grade class, 31 of 109 students, was accepted into Boston Exam Schools or Independent Schools for the 2006-2007 academic year. Acceptance into these schools is based on academic achievement as evidenced by grades and performance on the Independent School Entrance Examination.

6th Grade Class of 2006 Summary

Boston Public Schools	18
Charter Schools	34
Examination Schools	28
Independent Schools	9
Other District Schools	10
Out of State Schools	3
METCO	1
Unsure as of June 2006	6

SCHOOL PROFILE

SUMMARY OF PERFORMANCE RELATIVE TO ACCOUNTABILITY PLAN: ACADEMIC PROGRAM

Goal 1: Students at the Boston Renaissance Charter Public School will show sustained progress toward becoming proficient listeners, speakers, writers and readers of the English Language.

Measure 1.1: Seventy percent of grade 1-3 students will make substantial progress toward scoring in the Low Risk category for oral reading fluency on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) spring benchmark.

Analysis of the DIBELS Oral Reading Fluency subtest indicates positive gains at every grade Level (Table 2). An average of 55.8% of students in grades 1-3 scored in the Low Risk category. Therefore, Renaissance is within 16.7 percentile points of achieving the 2010 goal of having 70% or more students performing in the Low Risk category on the spring oral reading fluency subtest. These results provide evidences of sustained progress towards students becoming proficient listeners, speakers, readers, and writers.

*Table 2: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Percent of Students at Low Risk*

Grade	Fluency Subtest	Spring 2004	Spring 2005	Spring 2006	Spring 2010 GOAL
1	Oral Reading	62	64	64	
2	Oral Reading	39	48	55	
3	Oral Reading	40	37	41	
4	Oral Reading	*	44	59	
5	Oral Reading	*	54	62	
6	Oral Reading	*	32	54	
1-6 Average	Oral Reading	--	46.5	55.8	≥70

Bold: indicates significant positive gain

Italics: indicates area of concern

* Initial DIBLES administration 9/04

Measure 1.2: Fifty percent of students in grades 1-6 will perform at the Proficient or Advanced level in reading on the SAT-9.

According to spring 2006 performance on the SAT-9 Total Reading, an average of 49 percent of students across grades 1-6 performed at Proficient or Advanced Levels (Table 3). Based on these results, Renaissance is 1 percentile point away from achieving its 2010 goal. In spring 2005, performance was considerably above average relative to national norms in grades 1 and 3, while reading performance in grades 2 is similar to the national norm groups. Grade 1 performance greatly surpassed that of all other grades, with 79 percent of students scoring Proficient or Advanced in Reading.

Although elementary scores are lower in comparison to primary, the trend of a significant drop in scores is interrupted in grades 4 and 6 according to 2006 SAT-9 results. Fourth graders sustained their third grade performance level while outperforming the 2005 fourth graders. Sixth graders showed progress as a cohort and outperformed last year's class by 10 percentile points. The fifth grade cohort decreased by 4 percentile points and underperformed in comparison to 2005 fifth graders. Thus, Renaissance maintains its focus on improvement of elementary teaching and learning.

*Table 3: Stanford Achievement Test – Ninth Edition (SAT-9)
Percent of Students at Proficient or Advanced Performance Levels*

Grade	2001	2002	2003	2004	2005	2006	2010 GOAL
1	--	50	59	61	70	79	
2	--	33	30	29	38	51	
3	24	33	44	33	41	60	
4	--	31	24	31	33	40	
5	21	26	27	21	31	29	
6	13	26	26	31	21	35	
1-6 Average	19.3	33.1	35	34.3	39	49	≥50

Bold: indicates significant positive gain

Italics: indicates area of concern

Note: -- indicates that no test was administered or that the scores are not accessible

Measure 1.3: Fifty percent of students will perform at the Proficient or Advanced levels in reading/language arts with less than ten percent of students performing at the Warning level on MCAS.

On MCAS 2006 Third Grade Reading, students sustained 2005 gains with preliminary scores showing a slight increase from 44% to 45% of students performing at the Proficient Level (Table 4). Since the departure of Edison Schools and implementation of research-based practices, there has been significant movement of grade 3 students out of Warning from 43% in 2001 to 7% in 2006. This represents incredible progress for Renaissance. Fourth graders improved by five percentile points with an increase from 22% to 27.1% of students performing at the Proficient or Advanced Levels. Positive movement of students out of Warning occurred with a 4-percentile point decrease from 27% to 23%.

The district average of students in Advanced or Proficient (grades 3-4) for Reading/ELA equals 34%. The district average for grades 3-6 equals 38% indicating that BRCPS is 12-16 percentile points away from achieving the 2010 proficiency goal. The positive trend of moving students out of Warning is seen in the district average that shows a decrease, from 37 % in 2001 to 15 % in 2006, placing Renaissance within 5 percentile points of its 2010 goal. Clearly, an intensified elementary instructional model must continue to be implemented in order for Renaissance to attain the 2007 academic threshold.

*Table 4: Massachusetts Comprehensive Assessment System (MCAS), Reading/Language Arts
Percent of Students at Proficient or Advanced Performance Levels*

Grade	2001	2002	2003	2004	2005	2006	2010 GOAL
3	23	36	47	<i>37</i>	44	45	
4	26	20	<i>17</i>	30	22	27	
5	--	--	--	--	--	32	
6	--	--	--	--	--	49	
3-4 Average	24.5	28	32	33.5	33	34	≥50
3-6 Average						38	≥50

Bold: indicates significant positive gain

Italics: indicates area of concern

Note: -- indicates that no test was administered or that the scores are not accessible

*Table 5: Massachusetts Comprehensive Assessment System (MCAS), Reading/Language Arts
Percent of Students at Warning Level*

Grade	2001	2002	2003	2004	2005	2006	2010 GOAL
3	43	12	10	<i>17</i>	9	7	
4	31	29	26	22	27	23	
5	--	--	--	--	--	18	
6	--	--	--	--	--	12	
3-4 Average	37	20.5	18	19.5	18	15	≤10
3-6 Average						15	≤10

Bold: indicates significant positive gain

Italics: indicates area of concern

Note: -- indicates that no test was administered or that the scores are not accessible

Action Plan for improving Grade 4 performance in ELA and to achieve AYP

Renaissance understands that the academic gains made at the Kinder School and Primary School levels are foreshadowed by the significant dip in academic achievement at the Elementary School level. This severely impacts the schools ability to achieve Adequately Yearly Progress as measured by NCLB. Two years of internal assessment results indicate substantial improvements in reading comprehension according to GRADE and SRI assessments reported later in this document, serving as supporting evidence that our Reading First replications combined with Secondary Schools best practices are working in the Elementary School. We will continue to use comprehensive assessments to inform research-based instruction, placing explicit emphasis on vocabulary, comprehension, higher order thinking, and process writing for topic development in response to open-ended questions.

Goal 2: Students at the Boston Renaissance Charter Public School will show sustained progress toward improvement in demonstrating competency with comprehension and application of mathematical computation and problem solving.

Measure 2.1: Sixty percent of students in grades 1-6 will obtain an average score of seventy percent on the PAR Mathematics spring benchmark.

An average of 60.3 percent of students scored 70% or higher on the Par Mathematics Spring 2006 benchmark (Table 5). Renaissance has achieved the 2010 goal to have sixty percent or more students achieve a minimum score of 70%. This provides strong evidence of sustained student progress. Students in grades 1-4, in fact, exceeded the goal with an average of 67.5 percent of students scoring at 70% or higher. Although students in grades 5 and 6 performed below the goal, spring to spring comparisons show significant progress with respective gains of 15 and 17 percentile points.

*Table 5: PAR Math Benchmark
Percent of students scoring 70% or higher of benchmark score*

Grade	Spring 2004	Spring 2005	Spring 2006	Spring 2010 GOAL
1	70	78	72	
2	75	68	71	
3	46	42	73	
4	24	55	70	
5	27	24	39	
6	30	20	37	
1-6 Average	45.3	47.8	60.3	≥60

Bold: indicates significant positive gain
Italics: indicates area of concern
Italics & Bold: sustained progress

Measure 2.2: Forty percent of students in grades 1-6 will perform at the Proficient or Advanced level in mathematics on the SAT-9.

Spring 2006 SAT-9 data analysis indicates that Renaissance surpassed the 2010 goal by 9 percentile points with an average of 49 percent of students performing at Proficient or Advanced level in Total Mathematics (Table 6). Last year's performance in math for grades 1, 2, and 3 is significantly above average relative to national norms, while grade 4 and 5 performance is quite similar to that of the normative sample.

*Table 6: Stanford Achievement Test Ninth Edition (SAT-9) Mathematics
Percent of Students at Proficient or Advanced Performance Levels*

Grade	2001	2002	2003	2004	2005	2006	2010 GOAL
1	--	42	57	50	66	60	
2	22	40	51	40	49	68	
3	13	24	32	36	45	61	
4	--	27	28	32	31	44	
5	23	31	24	23	26	29	
6	9	30	28	25	19	32	
1-6 Average	16.8	32.3	36.7	34.3	39.3	49	≥40

Note: -- indicates that no test was administered or that the scores are not accessible

Bold: indicates significant positive gain

Italics: indicates area of concern

Measure 2.3: Twenty five percent of students will perform at the Proficient or Advanced levels in mathematics, with less than thirty percent of students performing at the Warning level on MCAS.

In mathematics, BRCPS is five percentile points away from achieving its 2010 MCAS Accountability Plan goal to have 25% of students performing at the Proficient Level. Grade 6 results are within one percentile point of this goal with 24% of students performing at the Advanced or Proficient levels (Table 7). Grade four students made substantial progress on the spring 2006 MCAS with increased performance from 9% to 16% of students performing at the Proficient or Advanced Levels.

In terms of moving students out of lower performing levels, MCAS 2006 Mathematics grade 4 results were very encouraging with a remarkably significant 19 percentile point decrease from 46% to 27% of students performing at the Warning/Failure level (Table 8). The district average is 36% indicating that Renaissance is 8 percentile points away from meeting the 2010 Accountability Plan Goal.

*Table 7: Massachusetts Comprehensive Assessment System (MCAS), Mathematics
Percentage of students performing at Proficient or Advanced Levels*

Grade	2001	2002	2003	2004	2005	2006	2010 GOAL
4	16	9	8	9	9	16	
6	8	25	31	19	16	24	
4-6 Average	12	17	19.5	14	12.5	20	≥25

Note: -- indicates that no test was administered or that the scores are not accessible

Bold: indicates significant positive gain

Italics: indicates area of concern

Table 8: Massachusetts Comprehensive Assessment System (MCAS), Mathematics
Percentage of students performing at Warning Level

Grade	2001	2002	2003	2004	2005	2006	2010 GOAL
4	41	41	49	39	46	27	
6	72	43	35	55	51	46	
4-6 Average	56.5	42	42	47	48.5	36	≤30

Note: -- indicates that no test was administered or that the scores are not accessible

Bold: indicates significant positive gain

Italics: indicates area of concern

Action Plan for Improving Student Achievement in Mathematics

In 2005-2006 Renaissance implemented an action plan using scientifically research-based strategies for improvement of student achievement in mathematics. Under the leadership of Dr. Mahesh Sharma, all staff participated in a summer 2005 mathematics academy that was followed up with three full days of embedded professional development. Dr. Sharma delivered exemplary mathematics lessons in Renaissance classrooms including pre/post conferencing and after-school workshops for teachers and administrators. Elementary mathematics specialists and coaches engaged in weekly study groups focused on looking at student work in mathematics using a protocol.

Additional Mathematics Coaching was provided to fourth and sixth grade teachers. Time for the Mathematics instruction was increased from one hour per day to a 90-minute instruction block. The position of Mathematics Specialist Teacher was created. Math Specialists taught collaboratively with classroom teachers reducing the student to teacher ratio, delivering whole and small group instruction, targeted to meet individual student needs. Co-teaching teams applied assessment driven instruction, sequential language-based multi-sensory strategies, and flexible grouping. Students who were not making sustained progress were pulled from Specialty classes for additional mathematics instructional time.

Following each benchmark administration, teachers review data with coaches and specialists to identify individual and group learning objectives. Precise MCAS item analysis and trend analysis was developed by a partnership with Boston College's Data and Strategic Planning Process (DASPP). School directors and coaches participated in professional development seminars designed to build their capacity for leading assessment driven instruction. The curriculum has been mapped to align content, skills, and assessments (MCAS, and curriculum based measurements). The CAO will monitor implementation of instruction and report to the Headmaster on a regular schedule. Components of the mathematics block design include:

- Mathematics Tiered Instruction Plan with Math Specialists and Coaching
- Mathematics 3-Tiered Interventions
 - ✦ Scott Foresman Core Curriculum Level 1
 - ✦ Scott Foresman Intervention Level 2
 - ✦ Study Island, Brainfuse, Digi-blocks and manipulatives Level 3
- Mahesh Sharma Strategies: Mathematics As a Second Language: Reading, Writing, and Doing Mathematics and How to Master Arithmetic Facts Easily

- Intensive MCAS Test Preparation Integrated with Daily Instruction

Two new Assistant CAO positions will be added in August 2006 to assist with in-class progress monitoring, standardized test preparation, and accountability monitoring. Elimination of root causes for gaps in academic achievement remains our major purpose. This is our primary focus and we are expecting more positive indicators of sustained progress in mathematics achievement.

Goal 3: All teachers will be highly qualified and/or licensed by the end of the charter period.

Measure 3.1: Within one year of employment, every teacher and academic administrator will meet Massachusetts Department of Education criteria for obtaining or maintaining licensure or highly qualified status.

The Board of Trustees of the Boston Renaissance Charter Public School is committed to ensuring that Renaissance teachers and administrators obtain/maintain licensure and that all teachers meet the Massachusetts DOE highly qualified standard. Renaissance makes every effort to recruit and hire teachers and administrators who meet these critical standards upon hire. It should be noted that as a Massachusetts Charter School, teachers are not required by law to hold a Massachusetts teacher license; however by the end of the 2005-2006 schools year, 75% of Renaissance teachers had obtained such licensure in the subject they taught. In the small number of cases where teachers or administrators do not meet the standard upon hire, they are informed, in writing, of the expectation to meet the highly qualified standard during their first year of employment.

Individual progress toward meeting the requirements is monitored on a periodic basis by both School Directors and the Director of Human Resources. Failure to make progress toward meeting the HQ standards may jeopardize a teacher or administrator's future employment. At the end of school year 2005-2006, more than 80% of BRCPS teachers were deemed highly qualified.

Measure 3.2: Based on criteria established by BRCPS goals, in alignment with Massachusetts Department of Education professional development guidelines, teachers will maintain individual professional development plans.

At the beginning of each school year, all new teachers to Renaissance receive a New Teacher Orientation Binder and a Professional Portfolio, in accordance with MDOE professional development guidelines. This portfolio is designed to record goals, growth, achievement and professional attributes throughout an individual's career at Renaissance and establishes periodic monitoring of the individual teacher professional development. School Directors are responsible for supporting teachers in their development and as such, monitoring their progress. The Professional Portfolio is intended to be a framework for self-assessment and evaluation; a growth framework for collaborative assessment; and a record and display of professional goals, growth and achievement.

SUMMARY OF PERFORMANCE RELATIVE TO ACCOUNTABILITY PLAN: SCHOOL VIABILITY

Goal 4: The Board of Trustees will provide the governance and support required to enable Boston Renaissance Charter Public School to meet its accountability goals.

Measure 4.1: An annual retreat will address the most pertinent issues in regard to the school's ability to meet objectives outlined in the accountability plan.

The Board of Trustees rebuilt its membership in the early part of the 2005-2006 Academic year. The Board was actively involved in governing the school, meeting each month as a whole to address critical issues. Additionally, much of the year was spent educating new members on the school's history, charter, accountability plan, and academic programs and measures of success. To ensure comprehensive understanding of school goals and to include consideration of MCAS scores, which will not be released until September 2006, this year's annual retreat will be scheduled for the fall of 2006.

Measure 4.2: All standing Board committees will include three Trustees, have a detailed charter, and meet at least four times a year.

Committee membership was a focus as the Board rebuilt its membership this year. Each committee has three members; however, much committee business was done as a committee of the whole, at regularly scheduled monthly board meetings or at separate meetings called to address critical issues. At the upcoming fall Board retreat, committees will break out to formalize their structure, charter, and individual goals for the remainder of this charter period.

Measure 4.3: A biennial self-assessment retreat will take place.

This year, Board members attended a series of workshops presented by DOE during Feb, March and April 2006 to train charter school trustees in the responsibilities, policies and practices of board membership. The workshops covered topics including board self-assessment, assessment of the headmaster and developing by-laws. As the board and its committees set priorities at the 2006 fall retreat, the method of self-assessment will be formalized and thereafter conducted on a regular basis.

Measure 4.4: Two new Trustees with extensive K-6 expertise will be added to the Board by the end of the charter period.

During the 2005-2006 academic year, the Board of Trustees elected one new member with extensive K-6 experience. Additionally, the Board has added two staff representatives to its membership, the headmaster and another, voted on by school staff at the beginning of the school year. These three trustees provide valuable perspective and insight into the school's daily operations.

Measure 4.5: Each Trustee will make an annual gift to the school.

Each of the eleven members of the Board of Trustees made an annual gift to the school in 2005-2006.

Goal 5: The Board of Trustee's Finance Committee will monitor the school's fiscal practices to ensure financial stability and appropriate funds to ensure academic program success.

Measure 5.1: On an annual basis, the school will reduce its level of outstanding debt by meeting its obligations to lenders as defined in bond and lending documents.

Renaissance has met its obligation to our lenders as defined in bond and lending documents by making the annual principal payment due.

Measure 5.2: At the close of each fiscal year, the school will maintain a Total Net Assets figure that represents at least five percent of that year's actual expenditures.

Renaissance has Total Net Assets (Un-audited) greater than 5% of the actual expenditures for FY2006.

Goal 6: The school will demonstrate that demand for enrollment remains high.

Measure 6.1: The school's waiting list will represent at least twenty percent of its enrollment through grade 1.

Table 9: Renaissance Enrollment Data for Grades K1-1

Grade	Waitlist	Enrolled	%	Goal %
K1	312	198	157	20
K2	240	232	103	20
1	108	139	78	20
K1-1 Average			113	20

SUMMARY OF PERFORMANCE RELATIVE TO ACCOUNTABILITY PLAN: FAITHFULNESS TO CHARTER

Goal 7: The school will provide students with a safe, nurturing school environment that emphasizes character development and participation.

Measure 7.1: Student attendance records managed by the school registrar will indicate an average daily attendance rate of at least ninety four percent.

The average daily attendance for the 2005-2006 academic year was 95%.

Measure 7.2: Parents, teachers, administrators, and students will agree to abide by the Code of Discipline as evidenced by a ninety five percent signature of acceptance rate by October 1st of each school year.

We received 400 signed copies of the Code of Discipline.

Goal 8: Each academic quarter, every student will experience at least one of the following program areas: dance, music, art, or physical education. Instructional technology including computer literacy development is provided.

Measure 8.1: Participation in any program will be measured through a review of WinSchool Computerized Individual Student Schedule documentation.

Throughout the school year, every student experienced dance, music, art or physical education for a period each day. This year, specialties alternated daily, according to an A-Day/B-Day schedule. For example, during quarters 1 and 2 a student had dance class on A-Days and art class on B-Days. Then, during quarters 3 and 4, the same student had physical education class on A-Days and music class on B-Days.

Measure 8.2: Participation in programs will be measured through a review of quarterly students performances, report cards, Voices of Renaissance choral performances, annual spring productions, and various students' enrichment activities.

- Students participated in Quarterly student performances such as original plays, art exhibits, student concerts, healthy heart demonstrations and sport competitions.
- All students received grades/report cards for their efforts in these programs.
- The Voices of Renaissance participated on several performances, including concerts for school partners and suburban schools.
- Students and staff continue to participate in the annual spring productions with more than 200 participants and 400 audience members.
- Students continue to experience other enrichment activities such as field trips, artist and performing professionals who expose students to a direct approach to learning their craft.

Goal 9: Members of the school community will respond and behave in ways that indicate they feel respected and well served.

Measure 9.1: Satisfaction levels of students and staff will increase, on average, by five percentiles for students and staff from SY05 baseline. Parent satisfaction level rating of "A" or "B" will be maintained at or above the SY05 baseline of the Harris Survey of its equivalent.

This year, we implemented a new survey tool called "Are We a Family Friendly School?" Responses indicate that, on average, of the 260 respondents, the majority is satisfied.

Goal 10: Family, business and community partners will collaborate with school staff to enrich learning opportunities for students.

Measure 10.1: Fifty percent of business and community partnerships activities will be primarily focused on improving student academic achievement; the remaining fifty percent of activities will be focused on character development, cultural and aesthetic understanding, and community involvement.

Renaissance partnered with 62 organizations this school year. Fifty-two percent of these partnership activities were primarily focused on improving student academic achievement.

Measure 10.2: Ninety five percent of parents will sign the Parent Involvement Policy by October 1st of each school year.

Forty two (42%) of parents signed and returned the Parent Involvement Policy. Next school year the policy will be included in the Family Handbook. All parents will be required to sign for receipt of the handbook.

Measure 10.3: Family participation, as defined in the Parent Involvement Policy, will increase by five percentage points by the end of the charter period.

Family participation grew slightly over last school year. Most notably, the number of participants in family workshops grew from an average of 5 participants per workshop to 30 participants per workshop.

Measure 10.4: Business and community partnership activities will increase by three percentage points based on SY05 data.

Renaissance gained nine new partners during the 2005-2006 school year. During this charter period, partnership growth will focus on academic achievement, character development, and community awareness and involvement.

ADEQUATE YEARLY PROGRESS

Renaissance will not receive a NCLB Adequate Yearly Progress (AYP) rating for Cycle IV until October, 2006 Reading/English Language Arts. The chart below represents 2005 results showing BRCPS did not achieve mid-cycle AYP in Reading/ELA or Mathematics. Our Accountability Status is “Identified for Improvement.” Supplemental Education Services were delivered by two approved providers; Writers Express for reading/ELA and Brainfuse for mathematics.

Table 10: Adequate Yearly Progress (AYP) Progress History

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	No	No	No	No	Yes	Yes	No	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	No	
MATH	Aggregate	No	No	Yes	Yes	No	No	No	Identified for Improvement
	All subgroups	N/A	N/A	N/A	N/A	No	No	No	

SUMMARY OF ADDITIONAL EXTERNAL STANDARDIZED TEST RESULTS

GRADE Summary

The Group Reading Assessment and Diagnostic Reading Evaluation (GRADE) is a comprehensive reading assessment administered twice each academic year to measure growth from fall to spring. There is a high correlation between GRADE and MCAS; therefore, all Reading First schools are required to use it. Ultimately, the goal of targeting intervention based on DIBELS results is to see improvement in vocabulary and reading comprehension on outcome measures like the GRADE, SAT-9, and MCAS.

Although not reported in our Accountability Plan, GRADE is a required Reading First (RF) external assessment reported to the DOE through the Donoughue Institute. For Renaissance, application of GRADE data also represents one of the effective RF practices replicated in our upper grades. The GRADE was administered for the first time to 4th and 5th grade students in May of 2005. It is a silent reading test that measures vocabulary and reading comprehension. Analysis of three years of K-3 results and two years of grades 4-6 results now provides a valid, reliable data set for charting individual student progress longitudinally in grades K-6. GRADE 2006 spring results show sustained, average or above performance in grades K, 1, 2, and 5. Most important is the significant progress made in grades 3, 4, and 6 in the average or above categories.

*Table 11: Group Reading Assessment and Diagnostic Evaluation (GRADE)
Percent of Students at Average or Above Average*

Grade	Fall 2004	Spring 2005	Spring 2006
K*	73	79	81
1	77	81	80
2	60	85	83
3	72	86	90
4		68	80
5		82	82
6		59	83

*Listening comprehension only

**First Administration

Bold: indicates significant positive gain

Italics: indicates area of concern

In summary, GRADE scores indicate a trend (from fall '05 to spring '06) of positive movement at all grade levels from the lowest to the highest categories with significant increases noted at the higher ends and a decrease of students performing in the lowest categories. Table 11 provides a year-to-year comparison of spring 2005 results with spring 2006 by stanines and percentages of students performing in average or above categories, indicating this same strong positive movement at each K-6 grade level.

SUMMARY OF ADDITIONAL INTERNAL ASSESSMENT RESULTS

Renaissance uses a Comprehensive Internal Assessment System consisting of valid and reliable screening, diagnostic, and outcome measure in Reading and Mathematics. Additional information on how our assessment system is used internally is provided in this section.

DIBELS Summary

The first goal of our Accountability Plan states that “All students at Renaissance will become proficient listeners, speakers, readers and writers of the English language in accordance with the No Child Left Behind legislation guidelines.” To accomplish this goal, Renaissance examines reading literacy using five distinct assessments: DIBELS, GRADE, SAT-9, SRI, and MCAS. As a “Reading First” and “Secondary Reading” school, Renaissance uses a comprehensive assessment battery for evaluating student progress in all components of reading/language arts.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Measure 1) is an individually administered series of diagnostic tests gauged to assess development of fluency in early literacy skills. DIBELS subtests assess a student’s level of risk for reading failure and progress on three of the five key reading components identified by the National Reading Panel: phonemic awareness, phonics, and fluency. There is an upward shift in the minimum score required to reach the same levels (“at risk,” “some risk,” and “low risk”) of the benchmark as the year progresses. Even though the benchmark thresholds are high, our results increasingly confirm that they are attainable.

Since oral reading fluency is not given until first grade, Kinder School performance on DIBELS is not reflected in our accountability summary. It is important for us to share these results, particularly in light Renaissance’s 2005-2006 expansion from 13 to 20 kindergarten classrooms.

*Table 12: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Percent of Students at Low Risk*

Grade	Fluency Subtest	Spring 2004	Spring 2005	Spring 2006
K	Initial sound	--	--	--
	Letter naming	75	81	77
	Phonemic segmentation	79	84	79
	Nonsense word	77	88	84

As seen on Table 12, year-to-year comparisons show that, in spite of slight declines, Kinder School students surpassed Reading First goals in all subtests with between 77-84 percent of students performing in the Low Risk category. Of further significance is the fact that less than 4% of kindergarten students performed in the At Risk category.

Renaissance’s experience with DIBELS results has established baseline expectations for this diagnostic measure. Student performance indicators provide evidence that we are becoming increasingly more effective in using at risk indicators to target both whole class instruction and small group reading interventions. As we approach year four implementation we are seeking to develop more precise communication systems for explicit teaching for each grade-level team. Also of critical importance in preventing and closing the achievement gap in our upper grades, is the establishment of seamless integration of quality instruction between educators as students move from grade-to-grade.

SRI Summary

The Scholastic Reading Inventory (SRI) is a standardized, norm-referenced measure for reading comprehension administered three times per year in grades 4-6. Using lexiles as the metric unit, analysis of SRI helps teachers monitor student progress with reading comprehension, match students with appropriate read-aloud, instructional, and leisure texts, while supporting motivation to read and the home-school connection.

*Table 13: Scholastic Reading Inventory (SRI)
Percent of Students at Proficient or Advanced Performance Levels*

Grade	Spring 2003	Spring 2004	Spring 2005	Spring 2006
4	50	68	59	69
5	69	64	62	<i>60</i>
6	53	66	57	58

Bold: indicates significant positive gain

Italics: indicates area of concern

Year-to-year comparisons seen on Table 13 indicates consistent gains in reading comprehension at the 4th and 6th grade levels with decreases at the 5th grade level. Renaissance will intensify our efforts, firmly believing that as our instruction becomes more and more explicit, these positive internal assessment outcomes will transfer to improved student achievement on MCAS.

PAR Math Summary

The Renaissance math goal (Goal 2), that “all students at Renaissance will demonstrate competency in the understanding and application of mathematical computation and problem solving in accordance with No Child Left Behind Guidelines,” includes objectives related to three measures of mathematical proficiency: PAR Mathematics, SAT-9, and MCAS. Mathematics, as stated earlier, is our primary focus, now that Reading First is fully implemented. Research states that successful reading performance will eventually impact performance in mathematics. A summary of our plan for improving mathematics performance is provided in the Accountability Plan Summary. A further description of the PAR mathematics benchmark is given here, for those who are not familiar with this measurement.

The PAR test in Mathematics (PAR Math) is a nationally standardized assessment used for our math benchmark. PAR math is a computerized, self-paced assessment introduced at Renaissance in 2003-2004. PAR Math testing was chosen because of its close alignment with Massachusetts Curriculum Frameworks. Proficiency is defined with a sequence of rising score expectations. Since this test covers the full range of content and skills to be learned by students in each grade, the PAR Math expectation for ‘proficiency’ is for students to score at least 25% in the fall, at least 50% in the winter, and at least 70% in the spring.

Teachers receive individual student results on the day of testing. Class and grade level reports are received within a few days after testing for all students is completed. The classroom and grade level reports break down the test by item and skill, showing what percentage of children in the classroom or grade correctly answered each question. School Directors, math coaches, and math specialists meet individually with each teacher and every grade level team for data coaching sessions following each benchmark administration.

NUMBER OF INSTRUCTIONAL DAYS

- There were 180 instructional days.

- Start date was September 6, 2005 and the end date was June 28, 2006.
- Hours of operation were 8:15AM-3:25PM.

NCLB REPORT CARD

2004 & 2005 MCAS Results by Race, Gender, Special Education, Low Income & Migratory Status – Boston Renaissance Charter School by Grade then Subject

GRADE LEVEL 3 ENGLISH LANGUAGE ARTS						
2004	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS*						
REGULAR	156	83	NA	42	45	13
DISABLED	25	13	NA	8	60	32
LIMITED ENGLISH PROFICIENT	6	3	NA	-	-	-
GENDER**						
FEMALE	98	52	NA	43	48	9
MALE	89	48	NA	30	44	26
RACE/ETHNICITY***						
AFRICAN-AMERICAN	148	79	NA	34	48	18
ASIAN OR PACIFIC ISLANDER	6	3	NA	-	-	-
HISPANIC	28	15	NA	39	43	18
OTHER	0	0	NA	-	-	-
NATIVE AMERICAN	1	1	NA	-	-	-
WHITE	4	2	NA	-	-	-
ELIGIBLE FOR F/RP LUNCH*						
YES	118	63	NA	34	47	19
MIGRANT STUDENT*						
YES	0	0	-	-	-	-
All Students	187	-	NA	37	46	17

The report card shows that 156 students in regular education took the 3rd grade English Language Arts MCAS. These 156 children account for 83% of the students in 3rd grade regular education at the school. Of these 156, 42% scored in the Proficient range, 45% in the Needs Improvement range, and 13% in the Warning/ Failing range.

The report card shows that 34% of African-American students, 39% of Hispanic students received scores in the Proficient range.

The report card shows that 37% of the school's students received scores in the Proficient range, and 63% of the State's students overall.

GRADE LEVEL 3 ENGLISH LANGUAGE ARTS						
2005	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS*						
REGULAR	112	81	NA	51	45	4
DISABLED	25	18	NA	12	60	28
LIMITED ENGLISH PROFICIENT	1	1	NA	-	-	-
GENDER**						
FEMALE	75	54	NA	45	49	5
MALE	63	46	NA	43	44	13
RACE/ETHNICITY***						
AFRICAN-AMERICAN	119	86	NA	44	48	8
ASIAN OR PACIFIC ISLANDER	2	1	NA	-	-	-
HISPANIC	15	11	NA	33	53	13
OTHER	0	0	NA	-	-	-
NATIVE AMERICAN	0	0	NA	-	-	-
WHITE	2	1	NA	-	-	-
ELIGIBLE FOR F/RP LUNCH*						
YES	93	67	NA	41	49	10
MIGRANT STUDENT*						
YES	0	0	-	-	-	-
All Students	138	-	NA	44	47	9

The report card shows that 112 students in regular education took the 3rd grade English Language Arts MCAS. These 112 children account for 81% of the students in 3rd grade regular education at the school. Of these 112, 51% scored in the Proficient range, 45% in the Needs Improvement range, and 4% in the Warning/ Failing range.

The report card shows that 44% of African-American students, 33% of Hispanic students received scores in the Proficient range.

The report card shows that 44% of the school's students received scores in the Proficient range, and 62% of the State's students overall.

GRADE LEVEL 4 ENGLISH LANGUAGE ARTS							
2004	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL				
	#	%	A	P	NI	W/F	
STUDENT STATUS*							
REGULAR	141	84	4	29	48	18	←
DISABLED	25	15	0	8	52	40	
LIMITED ENGLISH PROFICIENT	2	1	-	-	-	-	
GENDER**							
FEMALE	80	48	6	40	43	11	
MALE	88	52	1	13	55	32	
RACE/ETHNICITY***							
AFRICAN-AMERICAN	145	86	3	23	52	23	←
ASIAN OR PACIFIC ISLANDER	4	2	-	-	-	-	
HISPANIC	15	9	7	40	40	13	←
OTHER	0	0	-	-	-	-	
NATIVE AMERICAN	1	1	-	-	-	-	
WHITE	3	2	-	-	-	-	
ELIGIBLE FOR F/RP LUNCH*							
YES	114	68	3	28	46	23	
MIGRANT STUDENT*							
YES	0	0	-	-	-	-	
All Students	168	-	4	26	49	22	←

The report card shows that 141 students in regular education took the 4th grade English Language Arts MCAS. These 141 children count for 84% of the students in 4th grade regular education at the school. Of these 141, 29 % scored in the Proficient range.

The report card shows that 23% of African-American students, 40% of Hispanic students received scores in the Proficient range.

The report card shows that 26% of the school's students received scores in the Proficient range, and 45% of the State's students overall.

GRADE LEVEL 4 ENGLISH LANGUAGE ARTS							
2005	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL				
	#	%	A	P	NI	W/F	
STUDENT STATUS*							
REGULAR	160	84	1	25	55	19	←
DISABLED	26	14	0	0	27	73	
LIMITED ENGLISH PROFICIENT	5	3	-	-	-	-	
GENDER**							
FEMALE	98	51	0	31	54	15	
MALE	92	48	2	12	48	38	
RACE/ETHNICITY***							
AFRICAN-AMERICAN	149	78	1	20	51	28	←
ASIAN OR PACIFIC ISLANDER	6	3	-	-	-	-	
HISPANIC	33	17	0	15	61	24	←
OTHER	0	0	-	-	-	-	
NATIVE AMERICAN	0	0	-	-	-	-	
WHITE	3	2	-	-	-	-	
ELIGIBLE FOR F/RP LUNCH*							
YES	140	73	1	16	54	29	
MIGRANT STUDENT*							
YES	0	0	-	-	-	-	
All Students	191	-	1	21	51	27	←

The report card shows that 160 students in regular education took the 4th grade English Language Arts MCAS. These 160 children account for 84% of the students in 4th grade regular education at the school. Of these 160, 25% scored in the Proficient range, 55% in the Needs Improvement range, and 19% in the Warning /Failing range.

The report card shows that 20% of African-American students, 15% of Hispanic students received scores in the Proficient range.

The report card shows that 21% of the school's students received scores in the Proficient range, and 40% of the State's students overall.

GRADE LEVEL 4 - MATHEMATICS						
2004	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS*						
REGULAR	141	84	1	9	57	33
DISABLED	25	15	0	0	32	68
LIMITED ENGLISH PROFICIENT	2	1	-	-	-	-
GENDER**						
FEMALE	80	48	1	11	60	28
MALE	88	52	-	5	47	49
RACE/ETHNICITY***						
AFRICAN-AMERICAN	145	86	1	3	53	43
ASIAN OR PACIFIC ISLANDER	4	2	-	-	-	-
HISPANIC	15	9	0	27	60	13
OTHER	0	0	-	-	-	-
NATIVE AMERICAN	1	1	-	-	-	-
WHITE	3	2	-	-	-	-
ELIGIBLE FOR F/RP LUNCH*						
YES	114	68	1	7	53	39
MIGRANT STUDENT*						
YES	0	0	-	-	-	-
All Students	168	-	1	8	53	39
State		-	14	28	44	14

The report card shows that 141 students in regular education took the 4th grade Mathematics MCAS. These 141 children account for 84% of the students in 4th grade regular education at the school. Of these 141, 9% scored in the Proficient range, 57% in the Needs Improvement range, and 33% in the Warning/Failing range.

The report card shows that 3% of African-American students, 27% of Hispanic students received scores in the Proficient range.

The report card shows that 8% of the school's students received scores in the Proficient range, and 28% of the State's students overall.

GRADE LEVEL 4 - MATHEMATICS						
2005	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS*						
REGULAR	161	84	0	11	50	40
DISABLED	26	14	0	0	15	85
LIMITED ENGLISH PROFICIENT	5	3	-	-	-	-
GENDER**						
FEMALE	99	52	0	9	54	37
MALE	92	48	0	9	36	55
RACE/ETHNICITY***						
AFRICAN-AMERICAN	150	78	0	9	43	49
ASIAN OR PACIFIC ISLANDER	6	3	-	-	-	-
HISPANIC	33	17	0	6	52	42
OTHER	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	3	2	-	-	-	-
ELIGIBLE FOR F/RP LUNCH*						
YES	141	73	0	11	42	48
MIGRANT STUDENT*						
YES	0	0	-	-	-	-
All Students	192	-	0	9	45	46

The report card shows that 161 students in regular education took the 4th grade Mathematics MCAS. These 161 children account for 84% of the students in 4th grade regular education at the school. Of these 161, 11% scored in the Proficient range, 50% in the Needs Improvement range, and 40% in the Warning/Failing range.

The report card shows that 9% of African-American students, 6% of Hispanic students received scores in the Proficient range.

The report card shows that 9% of the school's students received scores in the Proficient range, and 27% of the State's students overall.

GRADE LEVEL 5 SCIENCE AND TECHNOLOGY						
2004	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS*						
REGULAR	134	77	1	16	50	34
DISABLED	36	21	3	0	39	58
LIMITED ENGLISH PROFICIENT	4	2	-	-	-	-
GENDER**						
FEMALE	83	48	1	12	48	39
MALE	88	51	1	13	45	41
RACE/ETHNICITY***						
AFRICAN-AMERICAN	147	84	1	12	46	41
ASIAN OR PACIFIC ISLANDER	2	1	-	-	-	-
HISPANIC	21	12	5	10	57	29
OTHER	3	2	-	-	-	-
NATIVE AMERICAN	1	1	-	-	-	-
WHITE	0	0	-	-	-	-
ELIGIBLE FOR F/RP LUNCH*						
YES	108	62	2	9	50	39
MIGRANT STUDENT*						
YES	0	0	-	-	-	-
All Students	174	-	1	12	48	39

The report card shows that 134 students in regular education took the 5th grade Science and Technology MCAS. These 134 children account for 77% of the students in 5th grade regular education at the school. Of these 134, 16% scored in the Proficient range, 50% in the Needs Improvement range, and 34% in the Warning/Failing range.

The report card shows that 12% of African-American students, 10% of Hispanic students received scores in the Proficient range.

The report card shows that 12% of the school's students received scores in the Proficient range, and 35% of the State's students overall.

GRADE LEVEL 5 SCIENCE AND TECHNOLOGY						
2005	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS*						
REGULAR	135	82	7	21	54	19
DISABLED	28	17	0	0	36	64
LIMITED ENGLISH PROFICIENT	1	1	-	-	-	-
GENDER**						
FEMALE	81	49	7	23	49	20
MALE	83	51	4	11	53	33
RACE/ETHNICITY***						
AFRICAN-AMERICAN	138	84	5	15	52	28
ASIAN OR PACIFIC ISLANDER	4	2	-	-	-	-
HISPANIC	19	12	5	16	58	21
OTHER	0	0	-	-	-	-
NATIVE AMERICAN	1	1	-	-	-	-
WHITE	2	1	-	-	-	-
ELIGIBLE FOR F/RP LUNCH*						
YES	109	66	6	14	52	28
MIGRANT STUDENT*						
YES	0	0	-	-	-	-
All Students	164	-	5	17	51	26

The report card shows that 135 students in regular education took the 5th grade Science and Technology MCAS. These 135 children account for 82% of the students in 5th grade regular education at the school. Of these 135, 21% scored in the Proficient range, 54% in the Needs Improvement range, and 19% in the Warning/Failing range.

The report card shows that 15% of African-American students, 16% of Hispanic students received scores in the Proficient range.

The report card shows that 17% of the school's students received scores in the Proficient range, and 35% of the State's students overall.

GRADE LEVEL 6 - MATHEMATICS						
2004	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS*						
REGULAR	113	84	6	16	28	50
DISABLED	19	14	0	0	16	84
LIMITED ENGLISH PROFICIENT	3	2	-	-	-	-
GENDER**						
FEMALE	65	48	9	17	23	51
MALE	70	52	3	10	29	59
RACE/ETHNICITY***						
AFRICAN-AMERICAN	108	80	2	15	26	57
ASIAN OR PACIFIC ISLANDER	4	3	-	-	-	-
HISPANIC	15	11	0	13	27	60
OTHER	1	1	-	-	-	-
NATIVE AMERICAN	1	1	-	-	-	-
WHITE	6	4	-	-	-	-
ELIGIBLE FOR F/RP LUNCH*						
YES	78	58	6	14	21	59
MIGRANT STUDENT*						
YES	0	0	-	-	-	-
All Students	135	-	6	13	26	55
State		-	17	25	32	25

The report card shows that 113 students in regular education took the 6th grade Mathematics MCAS. These 113 children account for 84% of the students in 6th grade regular education at the school. Of these 113, 16% scored in the Proficient range, 28% in the Needs Improvement range, and 50% in the Warning/Failing range.

The report card shows that 15% of African-American students, 13% of Hispanic students received scores in the Proficient range.

The report card shows that 13% of the school's students received scores in the Proficient range, and 25% of the State's students overall.

GRADE LEVEL 6 - MATHEMATICS						
2005	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS*						
REGULAR	134	78	4	17	37	43
DISABLED	34	20	0	0	18	82
LIMITED ENGLISH PROFICIENT	3	2	-	-	-	-
GENDER**						
FEMALE	80	47	4	13	33	55
MALE	91	53	2	14	32	52
RACE/ETHNICITY***						
AFRICAN-AMERICAN	142	83	2	10	33	51
ASIAN OR PACIFIC ISLANDER	2	1	-	-	-	-
HISPANIC	24	14	4	25	33	38
OTHER	0	0	-	-	-	-
NATIVE AMERICAN	2	1	-	-	-	-
WHITE	1	1	-	-	-	-
ELIGIBLE FOR F/RP LUNCH*						
YES	122	71	3	10	33	54
MIGRANT STUDENT*						
YES	0	0	-	-	-	-
All Students	171	-	3	13	32	51

The report card shows that 134 students in regular education took the 6th grade Mathematics MCAS. These 134 children account for 78% of the students in 6th grade regular education at the school. Of these 134, 17% scored in the Proficient range, 37% in the Needs Improvement range, and 43% in the Warning/Failing range.

The report card shows that 10% of African American students, 25% of Hispanic students received scores in the Proficient range.

The report card shows that 13% of the school's students received scores in the Proficient range, and 29% of the State's students overall.

GOVERNANCE PROFILE

BOARD OF TRUSTEES

Renaissance's Board of Trustees is an elected, volunteer body that represents individuals from the corporate, education and community service fields. Board meetings are held on a monthly basis. Board members for the 2005-2006 academic year were:

Monroe Mosley <i>Chairman</i>	Vice president and Director, Issacson Miller (Elected to Board 2/01)
Committees:	Governance & Nominations, Finance, Development, Facilities
Edna Carrasco-Rivera	Director of Programs, Committee for Boston Public Housing (Elected by vote of the Parent Advisory Board 12/05)
Committees:	Curriculum & Instruction, Facilities
Roger F. Harris	Headmaster/CEO, Boston Renaissance Charter Public School (Elected to Board 12/05)
Committees:	Governance & Nominations, Finance, Facilities
Nia Jacobs	Beaver Country Day School (Elected to Board 10/05)
Committees:	Curriculum & Instruction, Facilities
Jose Masso	Puerto Rico Federal Affairs Administration (Elected to Board 10/05)
Committees:	Facilities
Nicholas Paleologos	Chairman, Zollo Productions, Inc. (Founding trustee)
Committees:	Governance & Nominations, Finance, Facilities
Carole Pelissey Martin	School Psychologist, Boston Renaissance Charter Public School (Elected to Board 12/05)
Committees:	Human Resources, Facilities
Albert W. Plesse	Adolescent Wellness Program, Boston Public Health Commission (Elected to Board 10/05)
Committees:	Human Resources, Facilities
Bob Romanow	Inner City Business Ventures (Elected to Board 10/05)
Committees:	Finance, Development, Academic Achievement, Facilities
Reverend Tina T. Saxon	Retired (Elected to Board 10/05)
Committees:	Curriculum & Instruction, Development, Facilities

Jackie Sinclair Director of Operations, Center for Evidence-Based Imaging,
Brigham & Women's Hospital
(Elected by vote of Parent Advisory Board 12/02)
Committees: Governance & Nominations, Human Resources, Facilities

SUMMARY OF MAJOR POLICY DECISIONS

The Board of Trustees continues to work with school leadership on a wide variety of issues. Its single most important policy departure was the adoption of a resolution authorizing efforts by leadership to identify alternative facilities. The Board also adopted and obtained approval of a major revision of its by-laws. The Board continues to closely monitor the School's progress against the goals set forth in its accountability plan.

CHARTER AMENDMENTS

No official charter amendments were made this year.

OFFICIAL COMPLAINTS

No official complaints have been lodged against the School.

STUDENT PROFILE

STUDENT DEMOGRAPHICS

Total number of students enrolled by grade

K1	K2	1	2	3	4	5	6	Total
198	232	139	143	140	140	152	109	1,253

Race/Ethnicity

Black	998
White	7
Asian	24
American Indian or Alaskan Native	2
White & Black	22
Black & American Indian	10
White & Black & Asian	1
White & Black & American Indian	4
White (Hispanic/Latino)	6
Black (Hispanic/Latino)	48
Asian (Hispanic/Latino)	1
American Indian (Hispanic/Latino)	120
White & Black (Hispanic/Latino)	4
Black & Asian (Hispanic/Latino)	1
Black & American Indian (Hispanic/Latino)	2
White & Black & American Indian (Hispanic/Latino)	3

Gender

Male	603	49%
Female	650	52%

Low Income Status (Lunch Status)

Free	703	57%
Reduced	205	17%
Total	908	73%

Special Education Status

Students with IEP's	144	11%
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ELL English Language Learners

55 students .05%

STUDENT APPLICATIONS

Residence	K1	K2	1	2	3	4	5	6	Total
Allston		3	1						4
Boston	35	34	21	30	12	12	10	3	157
Brighton		1		5	1	1			8
Charlestown	2	4		1	1	1			9
Dorchester	111	100	38	53	42	33	26	13	416
East Boston	1	2		2	1	1	2		9
Hyde Park	26	14	7	14	10	10	3	4	88
Jamaica Plain	15	5	3	4	2	3	1	1	34
Mattapan	38	25	4	15	11	6	5		104
Roslindale	16	6	4	6	3	2	2		39
Roxbury	36	30	16	17	9	11	8	4	131
South Boston	12	7	3	9	2	5	2	1	41
West Roxbury	3		1		1		5	1	11
Brockton	3		4	4					11
Cambridge	2	1	1						4
Canton	2								2
Chelsea	1		1				2		4
Danvers	1								1
Dedham		1	1						2
Lynn	1				1				2
Malden					1	1	1		3
Medford				1					1
Milton					1				1
Quincy		1			1				2
Randolph	3	1	2	2	1	1	1		11
Revere	1		1	1	1	1			5
Sharon	1								1
Somerville	1				1				2
Weymouth	2	3							5
Total Applications	312	240	108	157	109	91	66	28	1111
Total Students Admitted	204	121	26	16	13	12	0	0	392

STUDENT ATTRITION

Total number of student that left during the school year: On October 1, 2005, there were 1,275 students enrolled. 1,253 students were enrolled at the end of the school year. 54 students left during the year

Reasons for withdrawal were: students moved out of district or state; students transferred to BPS schools, non-BPS schools, or METCO; students were expelled; some students withdrew with no reason given

Total number of students to date not returning (as of 6/30/06): 20 students will not be returning

Reasons students will not be returning are: families are moving out of state or the district; students will be attending METCO; with the loss of the Renaissance 7th and 8th grades, parents are finding it easier to place their child in a new school entering the 6th grade rather than completing the 6th grade at Renaissance and finding a new school for 7th grade.

SUSPENSIONS AND EXPULSIONS

Total number of students who have been expelled and who have served in-school and out-of-school suspensions: 2 students expelled, 74 students served in-school suspensions and 121 students served out of school suspensions

General reasons for suspensions and/or expulsions have been: fighting, defiance, disobedience, inappropriate language, and theft, sexual harassment, being in an unauthorized location, assault on a teacher, vandalism and public safety threat

STAFF PROFILE

LEADERSHIP TEAM

Headmaster/Chief Executive Officer	Roger F. Harris, Ph. D
Chief Academic Officer	Cleopatra Knight-Wilkins
Chief Finance Officer	Kevin Cherry
Elementary School Director	Ralph Paine
Primary School Director	Jillian Nesgos
Kinder School Director	Norka Poole
Director of Visual & Performing Arts	Evelyn Lee-Jones
Director of Special Education, Interim	Alana Greene
Director of Human Resources	Beverly Pina
Director of Family & Student Services	Alexandra Banharas-Buckmire
Director of Development & Partnerships	Jessica Dugan
Director of Facility Management	Craig Engerman
Administrative Team Coordinator	Tiesha Hughes

CLASSROOM TEACHER QUALIFICATIONS

- Under the direction of Headmaster/CEO Dr. Roger F. Harris and his leadership team, Renaissance employed 101 fulltime classroom and specialty teachers during academic year 2005-2006. Support staff included 33 paraprofessionals and Renaissance fellows, 23 part-time teachers, academic coaches, support specialists, and permanent substitutes. This faculty served an average class size of 24 students.
- The average number of years of service for classroom teachers has increased slightly to 4.1 years, while the average years of service for paraprofessionals has declined to 2 years.
- Despite a slight decrease in the average years of teaching experience of Renaissance classroom teachers from 4.6 years in 2003-2004 to 4.1 years in 2004-2005 and 2005-2006, the education level of teachers and the number of teachers designated as highly qualified has continued to rise.
 - ❖ Approximately 55% of the classroom teachers for academic year 2005-2006 have Master's degrees or higher.
 - ❖ There has been some fluctuation in the percentage of teachers designated as highly qualified over the last several years, however despite this fluctuation, the percentage has steadily increased. During academic year 2004-2005, 70% of classroom teachers met the highly qualified teacher status. At the end of the 2005-2006 school year, the percentage of teachers designated as highly qualified reached 81%.

TEACHER ATTRITION

At the end of SY 2004-2005, Boston Renaissance experienced an increase in the number of teachers that would not be returning the coming school year due to the closure of the Middle School and factors related to the charter's renewal and highly qualified teacher status. However, as this school year came to a close, only 5% of the teachers employed during the 2005-2006, did not complete the academic year versus over 13% that left during school year 2004-2005. The attached chart details the attrition of teaching staff during the 2005-2006 school year.

	KINDER SCHOOL		PRIMARY SCHOOL		ELEMENTARY SCHOOL		SPECIALTIES	RELATED SERVICES	TOTAL
	Reg	SPED	Reg	SPED	Reg	SPED	Reg	SPED	
Resignations*	1	0	0	2	2	0	0	1	6
Resignations**	2	1	5	0	4	0	0	2	14
Non-Renewals	1	0	1	0	3	1	1	0	7
TOTAL	4	1	6	2	9	1	1	3	27

*Teachers that resigned prior to the close of the school year

** Teachers that completed the school year, but would not return for SY 2006-2007

FINANCIAL PROFILE

FINANCIAL STATEMENT FOR FY06 REVENUES AND EXPENSES (UNAUDITED)

Student Enrollment		1,265
State Tuition per Student	\$	10,785

Revenue Sources:

State Tuition	\$	13,647,134
Instructional Excellence/Annual Fund Transfers	\$	403,000
Federal Title I Entitlement	\$	847,733
Other Federal and State Grants	\$	1,921,987
Other Revenue Sources/Program Fees	\$	365,592
Total Revenues	\$	17,185,446

Expense:

Salaries and Fringes Benefits	\$	10,680,453
Debt Service/Depreciation Expense	\$	2,238,219
Maintenance and Facility Operations	\$	1,870,976
Instructional Expense	\$	566,295
Food Service	\$	434,342
Technology and Equipment	\$	300,000
Staff Development	\$	509,143
Administrative Expenses	\$	584,393
Total Expenses	\$	17,183,819

Revenues Less Expenses \$ **1,627**

FY2005-2006 BALANCE SHEET AS OF 6/30/06 (UNAUDITED)

ASSETS

Current Assets

Checking Accounts	\$	3,838,981
Escrowed Bond Funds	\$	1,850,284
Petty Cash	\$	189
Accounts Receivable	\$	(4,560)
Deferred Costs and Prepaid Expenses	\$	283,888
Total Current Assets	\$	5,968,782

Fixed Assets

Land	\$	1,337,827
Building	\$	5,576,703
Furniture & Equipment	\$	187,974
Leasehold Improvements	\$	17,048,017
Curriculum & Technology	\$	303,624
Vehicles	\$	66,427
Total Fixed Assets	\$	24,520,572

Other Assets

Amount to be provided LTD	\$	(700,267)
Total Other Assets	\$	(700,267)

Total Assets: **\$ 29,789,088**

LIABILITIES

Current Liabilities

Accounts Payable	\$ 78,074	
Accrued Expenses	\$ 1,319,387	
Other Current Liabilities	\$ 66,205	
Due to other Funds	\$ -	
Bond Payable – Current	\$ -	
Total Current Liabilities		\$ 1,463,666

Long Term Liabilities

Vehicle Finance	\$ 66,558	
Bond Debt	\$ 22,485,000	
MA Government Land Bank	\$ 3,528,204	
Total Long Term Liabilities		\$ 26,079,761

Total Liabilities **\$ 27,543,427**

NET EQUITY (Total Assets less Total Liabilities) **\$ 2,245,661**

APPROVED SCHOOL BUDGET FOR FY07 (BOARD APPROVED)

Student Enrollment	1,276
State Tuition per Student	\$ 11,233

FY07 Budget

Revenues:

State Tuition	\$ 14,333,308
Instructional Excellence/Annual Fund Transfers	\$ 50,000
Federal Title I Entitlement	\$ 720,573
Other Federal and State Grants	\$ 1,590,145
Other Revenue Sources/Program Fees	\$ 434,000
	\$ 17,128,026

Expenses:

Salaries and Fringe Benefits	\$ 11,168,603
Debt Service/Depreciation Expense	\$ 2,339,184
Maintenance and Facility Operations	\$ 1,419,421
Instructional Expense	\$ 849,618
Food Service	\$ 400,000
Technology and Equipment	\$ 195,000
Staff Development	\$ 142,600
Administrative Expenses	\$ 613,600
Total Expenses	\$ 17,128,026

Revenues Less Expenses **\$ -**

DISSEMINATION

International Dissemination

- Roger F. Harris, Headmaster/CEO, and Elizabeth Sainz, School Social Worker presented "Charter Schools in America" at the International Schools Connection's (ISC) Annual Conference in Madrid Spain in November 2005.

National Dissemination

- Lindsay Marut, Reading Specialist, presented "Reading Tutoring in Urban School Districts" at the Student Coalition for Action in Literacy Education (*SCALE*) *Read-Write-Act-Right National Conference* in Durham-Raleigh, North Carolina in October 2005.
- Evelyn Lee-Jones, Director Visual and Performing Arts, and The Voices of Renaissance Chorus composed of more than 100 inspiring staff and student singers, traveled to Philadelphia Pennsylvania, performing at several schools and community sites for the annual chorus tour in June 2006.
- Cleopatra Knight-Wilkins, CAO co-presented with Brenda Artwell, BRCPS site coordinator for of ATLAS Learning Communities on Advancing Instructional Leadership and Learning from Student Work to Region 10 New York City Public Schools on June 20, 2006.
- Cleopatra Knight-Wilkins, CAO, Robyn Vioria, Instructional Technology Coach, and Shira Cohen, DOE Implementation Facilitator presented "The Boston Marathon: Readers Are Winners" at the third annual National Reading First Conference in Reno, Nevada in July 2006.
- Boston Renaissance hosted students and faculty of the National Defense University: Industrial College of the Armed Forces for a tour and conversation on charter schools and Renaissance, during their visit to Boston.

State and Local Dissemination

- Dr. Roger F. Harris conceptualized and co-produced with Renaissance staff and The Boston Neighborhood Network, an urban educational series called "It Takes a Village." The first six segments will air in the fall of 2006. The program is being sponsored as a component of the U. S. and Massachusetts Departments of Education Reading First Targeted Assistance Grant (TAG). A second series is presently being planned.
- The Voices of Renaissance had numerous local performances including an opportunity to perform with the Soweto Gospel Choir at Faneuil Hall, Boston in May 2006.
- Lindsey Marut, Reading Specialist presented "Parent Involvement in Literacy Education" at the Massachusetts Reading Conference in Sturbridge, Massachusetts in March 2006.
- Joyce Goldweitz, Reading Intervention Specialist, presented a "Project Read: *Framing Your Thoughts*" workshop at the MGH to the Speech, Language and Reading Graduate Program in Boston in spring 2006.
- Tanya Benzan, Literacy Specialist, and Cleopatra Knight-Wilkins, CAO presented "The BRCPS Reading First Model" at the MDOE Reading First Training in Marlboro, Massachusetts in June 2006.
- Boston Renaissance is Co-sponsoring with Plymouth Publics, Westfield Public Schools and Massachusetts Department of Education, the first State Reading First Conference in Sturbridge, Massachusetts on August 16 -17, 2006.

- Beverly Pina, Director of Human Resources, presented at the “Massachusetts Charter School Showcase” and the Massachusetts Educators Recruitment Conference during the spring and winter of 2006.
- Boston Renaissance Primary School Reading Specialists presented two sessions on “Small Group Reading Instruction and Intervention Services” to the Massachusetts General Hospital Speech and Language Department in May and June 2006.
- Boston Renaissance staff shared “MCAS Intensive Program” during an on-going partnership with Boston Public Schools’ Lee Elementary School during the 2005-2006 academic year.
- Boston Renaissance and Boston Public Schools have established a TAG Partnership to disseminate Reading First best practices established at BRCPS in BPS.
- BRCPS will disseminate best Reading First practices through an intensive partnership with Tobin School beginning spring 2006.
- The BRCS Mental health team presented on Functional Behavioral Assessments to the Danvers Public Schools.
- Jessica Dugan, Director of Development & Partnerships, presented a lecture called “Charter Schools: A Renaissance Example” to an education class at Emmanuel College.

ADDITIONAL INFORMATION

STAFF AWARDS & RECOGNITIONS

- Headmaster/CEO Dr. Roger Harris received the "Excellence in Education" Award from the Massachusetts Chapter of the Livingstone College Alumni and was inducted into the James P. Timilty Middle School's Hall of Fame.
- Math Coach Michael Weinstein received the Boston Neighborhood Fellows Award recognizing individuals of unusual creativity, vision, and initiative who are quietly making the community a better place.
- Primary School Director Jillian Nesgos received the Celebrate the Village 2006 Staff Award, presented by Renaissance to an Outstanding Educator.
- Chief Academic Officer Cleopatra Knight-Wilkins is a graduate of the Lead Boston Class of 2006, a leadership program of the Boston Center for Community Justice.

AFTER SCHOOL PROGRAMS

The After School Program reached its largest enrollment at 255 students. The program served students in grades Kindergarten through grade 6, and operated from 3:30 pm to 6:00 pm each school day. A reduced fee was offered to families who were income eligible and a partial scholarship was again offered to families made possible by a grant from the School Sites Initiative. The program continued its efforts to link the day school to the after school program through an hour- long academic enrichment block. The focus of this block was English Language Arts and Math.

The program received a grant from The Homework Support Initiative (HASI). This grant was an eight thousand dollar in-kind donation of hands-on homework workshops, a Learning Resource Kit to support homework and enrichment time, program guides, and program visits and consultation. Six hours of professional development was provided for the After School staff in the use of the Learning Resource Kit.

The program continued its relationship with the Big Sisters/Big Brothers program as well as America Reads with Lasell College and Arts in Progress. Over sixty students were reached through these partnerships.

PARENT INVOLVEMENT

Parent volunteerism continued to be high this school year with over 2,500 parent volunteer hours. Parents volunteered on the Parent Advisory Board Executive Committee, the Board of Trustees, three School Based Management Teams, at the State House, in the classrooms, chaperoning field trips, and in the Parent Center.

This year the school applied for and received a grant from the HARBUS Foundation for ten thousand dollars. Students from the Harvard Business School worked with the school to conduct a feasibility study to increase the effectiveness of parent workshops. Results from the study as well as the grant money will be used to increase the effectiveness of parent workshops for the coming school year.

Particular focus was given this year on the content of parent workshops. The focus was on literacy and mathematics. Over three hundred families attended workshops throughout the year. The following workshops for families were offered this school year:

Kinder School

- Alpha Bits: Letter Recognition
- Phonemic Awareness

Primary School

- Literacy All Around - Phonics and Phonemic Segmentation
- Literacy All around- Vocabulary Everyday
- Literacy All Around - Reading Comprehension - Strategies that work
- Math Fact Fluency Working at Home
- Math All Around: Math Games and More
- A Family Workshop on MATH GAMES to Play at Home

Elementary School

- Curriculum Information Night
- Literacy in the Elementary School
- Mathematics in the Elementary School
- Summer Bridge Builders (grades 1-6)

Seven parents continued their volunteer efforts on the three School Based Management Teams (SBM). The SBM met monthly to discuss issues specific to the particular school (i.e. curriculum, schedules, budget planning, school & bus safety, and discipline). The goal was to become stronger and more effective by getting parents and teachers more involved and tapping into the strengths and skills of parent partners.

The Parent Center continued to be a viable resource for parents looking for opportunities to become more involved with the school. Two parent-time parents staffed the center along with several parent volunteers.

HIGHER EDUCATION & PROFESSIONAL DEVELOPMENT PARTNERSHIPS

- Dr. Mahesh Sharma, President, Cambridge College
- Ron Walker and Brenda Artwell, ATLAS Communities
- Dr. George Ladd, Boston College; Data Analysis and Strategic Planning Project
- Deborah Wrek, Writers Express
- Linda Fobes, Research for Better Teaching
- Nancy Randskind, Language Circle and Project Read
- Dr. Nancy Jones. Hanson Initiative for Literacy Learning at Massachusetts General Hospital
- Dr. Muriel Leonard, Deputy Superintendent, Boston Public Schools

COMMUNITY & BUSINESS PARTNERSHIPS

Community & Business Partners provide a remarkable network of support for the school's academic curriculum and character development programs. From tutoring to job shadowing to summer learning opportunities, our partners have joined teachers, staff and parents in assuming the responsibility of enriching educational opportunities for our students. And it is their goal to help our school provide the very best possible educational opportunities year round.

Rep. Marie St. Fleur	Harvard Civics
Rep. Linda Dorcena-Forry	Holland & Knight
Sen. Dianne Wilkerson	Houghton Mifflin
Rep. Gloria Fox	Jumpstart
Mayor Thomas Menino	Junior League of Boston
	KeySpan Energy Delivery
AileyCamp Boston	Kiwanis Club of Wellesley
Analysis Group	Lasell College
Arts in Progress	Mary Baker Eddy Library
Bank of America Celebrity Series, Project	Max Warburg Courage Curriculum
Discovery	MBTA
Barnes & Noble	McCormick & Schmick's Restaurant
Bay Village Neighborhood Association	MDC
Big Brothers of Massachusetts Bay	Metropolitan Fitness
Big Sisters Association of Greater Boston	MFS Investment Management
Boston Ballet, City Dance	Museum of Fine Arts, Boston
Boston Fire and Police Departments	Museum of Science
Boston Neighborhood Network	New Bedford Whaling Museum
Boston Park Plaza Hotel	New England Aquarium
Boston Public Library	New England School of Law
Boston University Campus Girl scouts	Northeastern University
Camp Coca Cola	Opera Boston
Carney, Sandoe & Associates	Pearson PLC
Chinatown Adventure	Plimoth Plantation
City on a Hill Charter School	Rotary Club of Boston
City Year	Suzuki Institute of Boston
Classwell Learning Group	The Children's Museum
Coyote Theatre	The Wang Center, Suskind Young at Arts
Crossroads for Kids	Timberland
Davios	Tufts University School of Dental Medicine
Discovering Justice	Urban Improv
Emerson College	Walden Media
Finale	WILD
First Night, Inc.	Winter Wyman
Franklin Park Zoo	

FRIENDS OF RENAISSANCE

As a charter school, our funding needs are different from a traditional public school. As a Boston public school, we do receive funds per pupil. However, we receive extremely limited funding for our capital needs. Additionally, we offer a wide range of supplemental programs and enrichment opportunities not found in a traditional public school. Thus, Renaissance has developed a multifaceted fundraising program, through its Foundation to support these needs. The fundraising program includes grants from state and federal sources, private foundations, corporations, and generous contributions from individuals to specific programs or to our Annual Fund. In-kind donations of classroom supplies and technology equipment also offer significant support to the school.

Renaissance students are successful because so many friends have offered their time, talents, and resources to our school. On behalf of the entire Renaissance community, this year's Board Chairman Bud Moseley and Headmaster/CEO Roger Harris extend their appreciation for the support of the following individuals, foundations, and corporations that have had an impact on the educational opportunities available to our students through their donations during fiscal year 2005-2006.

Marilyn Jager Adams	Lasell College, Center for Community-Based Learning
Allan's Formal Wear	Maintenance Products Corporation
Atlantis Sports Clubs	Majestic Cleaning Corporation
Advanced Elevator Technologies	Make Scents Floral Design
AM-PM Cleaning Corporation	Jose Masso
Baptiste Yoga	Massachusetts Cultural Council
Barnes & Noble Bookseller	John A. McNeice, JR.
Bay State Federal Savings Charitable Foundation	Mercury Computer Systems
Boston Park Plaza Hotel & Towers	Middlecott Foundation - WLS Fund
Chartwells	MIS Alliance Corporation
Kevin Cherry	MJK Valet Dry Cleaning Service
Walter Clark	Helene Monroe
Davio's	Monroe "Bud" Moseley
Geneva Balloon Creations	Multicultural Book World
D'Eatra Goins	Opera Boston
Mark Goldweitz	Ralph Paine
Grandin Family Foundation	Nicholas Paleologos
Alana Greene	Paradigm Properties
Hakim Photography	Pearson Education
Roger F. Harris	Carole Pelissey Martin
Harbus Foundation	The Pepsi Bottling Group
Healthworks Fitness Center for Women	Catherine Petty
Holland & Knight Charitable Foundation	Albert Plesse
Patricia Hultman	Rachel's
Inn at Harvard	Rendezvous
Nia Jacobs	Edna G. Rivera-Carrasco
KeySpan Energy Delivery	Rodman Ford
Klieman, Lyons, Schindler & Gross	Kenneth Rossano
	Tina T. Saxon

Siemens
Jacquelyn Sinclair
Salwa & Robert Smith
Smith & Wollensky
South Kitchen & Wine Bar
Sovereign Bank
Joan Stein
Ann Strunk
Stuart Street Playhouse

Target Companies
Teahaus
Demetra Theoharis
Tufts School of Dental Medicine
Walden Media
The Wang Center for the Performing Arts
Andre White
Winter, Wyman & Company
Sara Withington

We have made every effort to provide a complete list. We apologize in advance for any omissions or errors. Please report any necessary corrections to the Development Office at (617) 357-0900 ext. 1005. Corrections will appear in the next issue of *Renaissance NEWS*.