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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Charter Annual Report** **Tuesday, October 09, 2007**

**Charter School:** Renaissance CS  
**Address:** New Covenant Cmp/Burke Hall  
7500 Germantown Ave  
Philadelphia, PA 19119  
**Phone:** (215) 753-0390  
**Contact Name:** A Donald Lepore

### **SECTION I. EXECUTIVE SUMMARY**

#### **Organization Description**

Renaissance Charter School is an independent, community based public charter school. The mission of Renaissance Charter is to help students make dramatic gains in their achievement through a vigorous academic program with a specific focus in the Sciences, Technology and the

Fine Arts. The underlying purpose is to prepare students for adult life by attending to their intellectual and development needs; and, to challenge them to achieve at their highest level.

Renaissance Charter School believes that each child can achieve at dramatic levels utilizing the central tenets of Constructivism as a framework for a standards driven curriculum. Instruction is set to promote interactive learning among students.

## **Core Purpose**

### **Mission**

Renaissance Charter School is an independent community-managed public school. Its mission is designed to help students make dramatic gains in their achievement through a rigorous academic program focused in the Sciences, Technology and Fine Arts. Therefore, at Renaissance Charter School we provide a comprehensive, cognitively based program that will prepare students to not only communicate effectively, but to understand and see the world from global, international, national and local perspectives.

### **Vision**

The vision of Renaissance Charter School is to improve the academic performance level of all students; prepare them for a successful transition into secondary and post secondary education and cultivate a quest for lifelong learning and responsible citizenship. We work hard to ensure that we are producing students that will not only be productive citizens in their respective communities, but productive and respectable individuals in the world at large.

### **Shared Values**

Renaissance Charter School believes that each child can achieve at dramatic levels utilizing the central tenets of Constructivism as a framework for a standards driven curriculum. Instruction is set to promote interactive learning among students. Renaissance Charter's uniqueness centers on its ability to provide small, intimate learning environments for its pupils. Class size is carefully monitored and kept to an approximate student-staff ratio of 20:1. Students also have the educational experiences in the fine arts, thus exposing them to cultural events not usually associated with middle school students. There is also a strong focus on character building in addition to ensuring that students receive skills in conflict resolution.

### **Academic Standards**

Presently our teachers are using the Philadelphia School District's Core Curriculum Content Standards as a means of instruction for our 6th, 7th & 8th grade population. This assures that teachers are instructing students with a curriculum that is aligned with the Pennsylvania State Standards. As well, all teachers are required to ensure that they have nothing but the highest of expectations for their students. Teachers are to recognize and encourage the potential of each student that occupies a seat in his/her classroom. All instructional staff are to demonstrate an awareness of students with special talents and interests. In addition, teachers are to develop short and long range goals consistent with curriculum objectives and appropriate for students of each grade level. Teachers are expected to utilize current ideas, concepts and resources to adapt, supplement and enrich the program. Lastly, teachers must choose and adapt teaching strategies, procedures, content and instructional material that are appropriate to the stated objective and students' abilities interest and experiences.

### **Strengths and Challenges**

Renaissance Charter School has a variety of strengths. One of the school's strengths centers on its ability to provide small, intimate learning environments for its pupils. Class size is carefully monitored and kept to an approximate student-staff ratio of 20:1. Another strength is that students also have the educational experiences in the fine arts, thus exposing them to cultural

events not usually associated with middle school students. There is also a strong focus on character building in addition to ensuring that students receive additional tutelage in conflict resolution.

In the areas of standardized testing, the school has not been able to consistently make AYP. Therefore, there is a concerted effort to ensure that teachers receive professional development and staff training by individuals who are extremely qualified and who have a level of expertise. In addition, parents and the community at large have not been as active as the school would like them to be. As a result there is an initiative underway where the school will try work harder at better informing parents and community members our school and the many activities that we plan to be a part of.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

At Renaissance Charter School, part of the strategy to help students be successful is to involve all teachers and other educators in the lives of the students. As well we intend on making sure that all of our students receive the support, nurturing and encouragement that all students need that ultimately fosters excellence in both academic and non-academic student performance. In addition, students will be inspired to have an appreciation for the arts as a result of being a part of our arts program. We also will work very diligently in making sure that parents are full partners in the educational process. Furthermore, teachers will receive extensive training opportunities to help educate and empower our students.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Norris Bacon	Chief Academic Officer	Administrator	Renaissance School Board

### **Goals, Strategies and Activities**

#### **Statement of Quality Assurance - Attachment**

- STATEMENT OF QUALITY ASSURANCE

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

The Pennsylvania Content Standards serve as the guiding force, and directional beacon at Renaissance Charter School. All curricular materials, including textbooks, are selected and used as the basis for instruction. Instructional planning and delivery of instruction to students is focused with these standards in mind.

The curriculum at Renaissance Charter School is organized both horizontally and vertically. Students in each grade are instructed in each subject area based on the content standards of that grade. Each grade in turn builds upon the strengths and skills in the previous grade. This creates a spiraling effect where student strengths can broaden their horizons and at the same time address any student weaknesses.

Students at Renaissance Charter are required to do an in-depth study and analysis in all subject areas taught at Renaissance Charter. Children are required to complete research projects and reports appropriate to the subject. As well, teachers collaborate amongst each other to ensure that more than one subject and more than one medium of investigation and reporting is included.

Students who are performing significantly below standards in literacy and mathematics and who are at risk of failure are identified early in the school year and are provided tutoring. In addition, students receive one period of daily enrichment instruction in both math and reading as a preventive measure for low performing students and any possibly failing students.

### **Rigorous Instructional Program - Attachments**

- ATTACHMENT A PROFESSIONAL DVLPMT
- TEACHER INDUCTION

### **English Language Learners**

The Renaissance Charter School provides for the education of students whose dominant language is not English in accordance with 22 Pa Code 4.26 and Pennsylvania Department of Education Basic Education Circular, July 1, 2001: Educating Students with Limited English Proficiency (LEP) and English Language Learners.

The purpose of Renaissance Charter School's ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

In keeping with the above statement, Renaissance Charter School assures that all ELL:

- 1) Are held to the same high expectations of learning established for all students.
- 2) Will develop full receptive and productive proficiency in English, in the domains of listening, speaking, reading, and writing, consistent with the expectations for all students.
- 3) Are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, and health and physical education, consistent with those for all students.
- 4) Receive instruction that builds on their previous education and cognitive abilities and that reflects their language and proficiency levels.
- 5) Evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural background of the students.
- 6) And their academic success is a responsibility shared by all educators, the family, and the community.

### **English Language Learners - Attachment**

- ENGLISH LANGUAGE LEARNERS NARRATIVE

### **Graduation Requirements**

The Renaissance Charter School only houses grades 6-8 and therefore does not adhere to the above graduation requirements.

### **Special Education**

Renaissance Charter School provides a host of instructional and related services to assure that the needs of all special education students are met. Renaissance has devised a plan to assure that ongoing programs are a regular part of the Special Ed Program. Encompassed in this is staff training, professional development and induction programs. In addition, Renaissance maintains a Special Needs team consisting of the Special Education Coordinator, Special Education Teacher, Psychologist (Consultant), Speech and Language Consultant, Guidance Counselor and CAO.

The Special Education Coordinator is responsible for coordinating all Special Education concerns and questions through initial identification to final resolution.

As well students at risk of failure are identified as early as possible in the school year and are

provided services such as tutoring, restructuring instruction or counseling services. Students may also be referred to outside agencies if so determined.

**Special Education - Attachment**

- SPECIAL EDUCATION REPORT

**Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Majeska Graham	1.00	Resource Room	Renaissance CS	10	Instruction Aide
Clarisse Waites	1.00	Learning Support	Renaissance CS	24	Teacher

**Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Daphne Davis	.20	Speech Therapy	Renaissance CS	7	Speech Therapist
Anthony Webb	.20	Psychologist	Renaissance CS	3	Consultant

**Special Education Program Profile - Chart III**

Title	Location	FTE
School Psychologist	Renaissance CS	.20
Speech Therapist	Renaissance CS	.20

**Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
School Psychologist	School Psychologist	.25
Speech Therapist	Speech Therapy	.25

**SECTION IV. ACCOUNTABILITY**

**Student Assessment - Primary**

Test/Classification	K	1	2	3	4	5
Grade levels do not apply.	No	No	No	No	No	No

**Student Assessment - Secondary**

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No

**Student Assessment**

The results of the standardized test will be reviewed to write annual measurable goals in the curriculum areas. Present goals will be revised to address deficiencies in student achievement patterns. Measurable goals will be written that are attainable with yearly time periods.

Locally developed tests and assessments will be reviewed i.e., portfolios and in class tests, to determine the appropriateness of the present goals to meet the students' instructional needs.

The curriculum will be refined, restructured and rewritten to ensure that they address the measurable goals.

Locally developed test and assessments will be reviewed i.e., portfolios and in class tests, to determine the appropriateness of the present goals to meet the students' instructional needs. The curriculum will be refined, restructured and rewritten to ensure that they address the measurable goals.

Students at risk of failure are identified early in the school year. This analysis occurs prior to the issuance of the first reporting session in November/December. Identified students are given additional tutoring during the day; their parents are informed and kept up to speed with all interventions developed and progress is closely monitored.

Special education referrals are made for those students who do not respond adequately to intervention.

### **Student Assessment - Attachments**

- AGGREGATE SCORES FROM LOCAL TEST DATA
- LOCAL TEST DATA

### **Teacher Evaluation**

a) The main features of the school's evaluation plan is to first and foremost provide a systematic summary of a teacher's effectiveness. This is done by informing teachers of their strengths and weakness, indicating suggestions for improvement, recording teacher contributions to the total school program, etc. Teachers are also evaluated on their professional competencies (knowledge of students, knowledge of subject matter, planning, etc.), human relation competencies (team player, relationship with students, relationships with supervisor personnel, relationships, etc.) and management competencies (attendance, management of student behavior, promptness of accuracy of reports).

b) Norris Bacon, Chief Academic Officer and Kia Hunt, Curriculum Coordinator are both responsible for teacher and staff evaluations.

c) The Chief Academic Officer is an experienced administrator with an extensive background in the area of Special Education. In addition, he is very skilled in the areas of evaluating personnel and offering constructive feedback in a way that helps educators become better teachers. As well, the CAO will continue to improve in the above areas via professional development.

### **Teacher Evaluation - Attachment**

- TEACHER EVALUATION PLAN

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The Board of Trustees has hired Norris Bacon as the Chief Academic Officer for Renaissance Charter School. He was assisted by Stacy Beverly and Keya Hunt in the Principal role.

## Board of Trustees

Name of Trustee	Office (if any)
Geraldine Baldwin	Treasurer
Gerald Brady	Member
Lyneice Brown	President
James B. Johnson	Member
Fred Poellnitz	Member
Gloria D. Thomas	Member
John H. Thomas	Secretary

### Professional Development (Governance)

The Board of Trustees has been trained, and still maintains a working relationship with Foundations, Inc., as a provider and resource for management needs.

There is also an attorney on retainer for legal issues.

### Coordination of the Governance and Management of the School

Governance is achieved through the adoption of policies and procedures. The CAO manages the day-to-day operations in accordance with the policies and procedures promulgated by the Board of Trustees.

### Community and Parent Engagement

Renaissance Charter School hosts Stakeholders' meetings for parents, students, teachers and staff throughout the school year.

## SECTION VI. FINANCIAL RESPONSIBILITIES

### Major fund-raising activities

Home and School Membership Drive  
Annual Candy Sale

### Fiscal Solvency Policies

The projected unreserved fund balance for next year will total approximately 3% of the total general fund budget. The determination of allocated variable costs and knowledge of the projected CPI are the measures utilized to determine the amount of funds set aside for unexpected expenditures and reserved for insurance deductibles.

### Accounting System

Renaissance Charter School utilizes the Manual of Accounting and Related Financial Procedures for Pennsylvania School Systems.

### Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- STATEMENT OF REVENUE - 2007

### Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Renaissance Charter School's 2006-2007 financial statements are in the final stages of audit. The audit was delayed, because the Board had to secure a new auditor. Completion is expected by August 31, 2007.

### **Citations and follow-up actions for any State Audit Report**

NONE TO REPORT.

## **SECTION VII. FACILITY RESPONSIBILITIES**

### **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year**

DURING 2006-2007 NO NEW FACILITIES WERE ACQUIRED, NO ADDITIONAL FIXTURES, FURNITURE OR EQUIPMENT WAS PURCHASED.

### **Future Facility Plans and Other Capital Needs**

Renaissance Charter currently occupies 12,560 square feet of rental space on the New Covenant Church Campus - Burke Hall. No expansion is planned at this time.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students**

Renaissance Charter complies with all appropriate and procedures concerning health and safety issues. The facility is inspected by the City of Philadelphia and a report is forwarded to the school and its landlord. Fire drills are conducted monthly, and a record maintained in the office. The local fire department

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments**

- SCHOOL HEALTH SERVICES
- WELLNESS POLICY

### **Current School Insurance Coverage Policies and Programs**

Health - Blue Cross Personal Choice and Keystone Health Plan HMO

Property

Commercial General Liability

Errors and Omissions Insurance

Worker's Compensation

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

Renaissance Charter has compiled a young staff of teachers, many of whom are in the continuing process of achieving permanent certification and advanced degrees in education. All staff are expected to return

### **Quality of Teaching and Other Staff - Attachments**

- EVIDENCE OF SUBMISSION FOR ELEM AND SECOND.
- PDE-414

## **Student Enrollment**

Renaissance Charter School seeks students who have indicated an interest in the sciences, technology or fine arts. Applicants are recruited by "word-of-mouth", local newspaper ads, or local public school contact.

Enrollment Procedures:

Applications will be accepted from all residents of children of the Commonwealth of Pennsylvania. Preference however will be given to:

- 1) Children whose parents/legal guardians actively participate in the development of the school.
- 2) Siblings of students presently enrolled in the school.
- 3) Students who reside within the boundaries of the School District of Philadelphia.

## **Transportation**

All students attending Renaissance use public transportation (SEPTA), or private van service. Some parents do drop off and pick up their children.

Sixth grade students who live 1.5 miles or more from the school are provided free tokens from the School District of Philadelphia.

Students in grades seventh and eighth, who must use a walking route that is deemed dangerous/hazardous by SEPTA are also provided school tokens.

Students who have an IEP that states transportation is necessary, also receive free tokens.

Students who do not fit any of the above categories, may purchase tokens from the school at a reduced rate.

## **Food Service Program**

Renaissance Charter children bring lunch from home and thus the school does not participate in the Free and Reduced Lunch Program.

## **Student Conduct**

Renaissance Charter's disciplinary code complies with all Chapter 12 and 13 Regulations as defined by the Public School Code.

No student is suspended from school without being informed of the reason for the suspension, and also given the opportunity to respond and present other information to the situation which might mitigate the action.

Prior notice of the intended suspension may not be given when it is clear that the health, safety or welfare of the school community is threatened.

## **Student Conduct - Attachment**

- DISCIPLINE REPORT

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Renaissance CS

**Date of Local Chartering School Board/PDE Approval:** 1999

**Length of Charter:** 8 years    **Opening Date:** September 1999

**Grade Level:** 6-7-8    **Hours of Operation:** 8 A.M. TO 3:45 P.M.

**Percentage of Certified Staff:** 90%    **Total Instructional Staff:** 15

**Student/ Teacher Ratio:** 20:1    **Student Waiting List:** 0

**Attendance Rate/Percentage:** 96%

**Enrollment:** 250    **Per Pupil Subsidy:** 2006-2007

### Student Profile

**American Indian/Alaskan Native:** None

**Asian/Pacific Islander:** None

**Black (Non-Hispanic):** 99%

**Hispanic:** 1%

**White (Non-Hispanic):** None

**Multicultural:** None

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 74%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 31

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	181	0	181
Instructional Hours	0	0	0	0	1402.75	0	1402.7

## **ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2007**

The Renaissance CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

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**Board President**

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**Date**

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**Chief Executive Officer**

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**Date**

**2007 - 2008 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Norris Bacon

**Title** Chief Academic Officer

**Phone** 215-753-0615

**Fax** 215-753-0615

**E-mail** rcsstown@hotmail.com

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*

**Name** Lyniece Brown

**Title** President

**Phone** 215-753-0390

**Fax** 215-753-0615

**E-mail** rcsstown@hotmail.com

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** Clarisse Waites

**Title** Special Education Coordinator

**Phone** 215-753-0390

**Fax** 215-753-0615

**E-mail** cwaite@acs.net

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*Signature of the Special Education Contact Person and Date*