



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/16/2015

Last updated: 07/30/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

RENAISSANCE CHS FOR INNOVATION (NYC CHANCELLOR) 310400860968

2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 4

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	410 E. 100th Street, 2nd Floor New York, NY 10029	212-722-5871	646-430-8555	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Stephen Falla Riff
Title	Executive Director
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

www.innovationhighschool.org

6. DATE OF INITIAL CHARTER

2009-12-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

448

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	9, 10, 11, 12
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	410 E. 100th Street 2nd Floor New York, NY 10029	212-722-5871	CSD 4	9-12	Yes	DOE space
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stephen Falla Riff	212-722-5871	██████████	██████████
Operational Leader	Stephen Falla Riff	212-722-5871	██████████	██████████
Compliance Contact	Starlight Serra	212-722-5871	██████████	██████████
Complaint Contact	Stephen Falla Riff	212-722-5871	██████████	██████████

13. Are the School sites co-located?

Yes

13a. Please list the terms of your current co-location.

	Date School will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	N/A	No		No		No
Site 2						
Site 3						

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Stephen Falla Riff, Executive Director

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

Responses Selected:

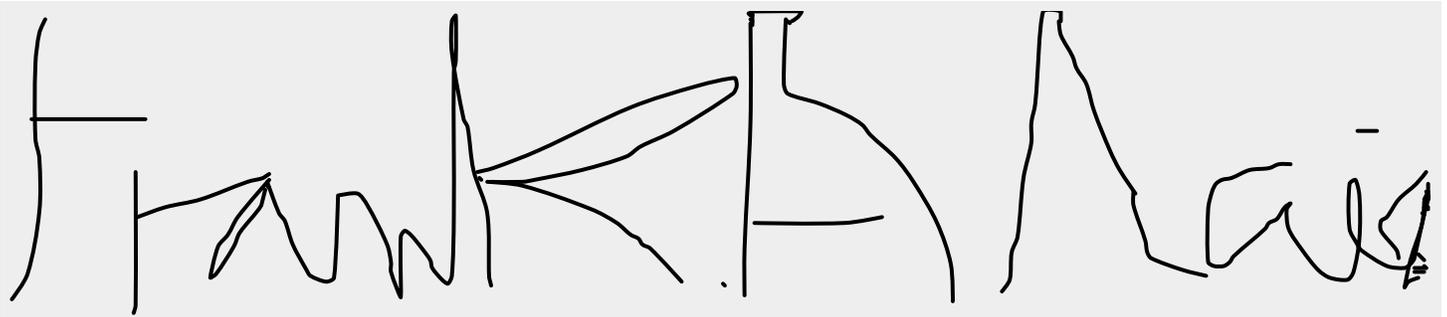
Yes

Signature, Head of Charter School



A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and appears to read "John F. Kelly".

Signature, President of the Board of Trustees



A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and appears to read "Franklin A. Lewis".

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/17/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000067032>



Appendix A: Progress Toward Goals

Created: 07/30/2015
Last updated: 11/01/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

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

<http://data.nysed.gov/reportcard.php?instid=800000067032&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&hscompleters=1&hsnoncompleters=1&postgradcompleters=1&nae>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. **Appendix A must be fully completed no later than November 1, 2015.**

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	1) Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year.	NYS Regents Exams in English	Not Met For year 2011 cohorts' fourth year, 35% of students have already met this goal. 61% of cohort received a 65 or higher on the exam.	English classes designed to prepare students for high achievement on Regents Exams follow the EngageNY Common Core curriculum. Students receive additional critical reading and writing skills development from the in-class implementation of the AVID college readiness system and The Writing Revolution instructional strategies. Innovation students participate in NWEA MAP testing online twice a year. Their teachers use resulting data from this nationally normed assessment to provide targeted differentiated instruction to students.
Academic Goal 2	2) Each year, at least 75 percent of students in the high school accountability cohort passing a Math Regents exam will have a score of 75 or above by the end of their fourth year.	NYS Regents Exams in Math	Not Met For year 2011 cohorts' fourth year, 15% of students have already met this goal. 58% of cohort received a 65 or higher on the exam.	Math classes designed to prepare students for high achievement on Regents Exams follow the EngageNY Common Core curriculum. Students receive additional critical reasoning and inquiry skills development from the in-class implementation of the AVID college readiness system. Innovation students participate in NWEA MAP testing online twice a year. Their teachers use resulting data from this nationally normed assessment to provide targeted differentiated instruction to students. Students who do not pass the Regents will be enrolled in our internal US Integrated Algebra focused Regents prep program, an evidence-based program designed to remediate content and skills deficiency required for successful completion of the regents exam.
Academic Goal 3	3) For each year of the next charter term, the school will perform at the 60th percentile or above compared with citywide averages for its 4-year graduation rate and in the 60th percentile or above compared with citywide averages for its 6-year graduation rate.	The initial cohort was eligible for graduation following the 2013-14 school year. Our second cohort was eligible following the 2014-2015 school year. Students must meet the graduation requirements according to their cohort year, which includes attaining 44 credits in the distributed coursework and passing the five required Regents Exams.	N/A Citywide averages for both 4-year and 6-year 2014-2015 graduation rates have not been released yet. The four year graduation rate for the student cohort scheduled to graduate in 2014-15 was 53% as of the end of the school year. The five year graduation rate for the student cohort scheduled to graduate in 2013-14 was 67% as of the end of the school year.	Students are enrolled in a course sequence that will allow them to earn a minimum of 44 credits in each of the required subject areas. Additional support programs after school and during the summer have been designed to support at-risk students and provide additional learning opportunities. Our College and Career Readiness teachers and guidance counselors assist students in reflecting on their academic progress and developing individualized graduation plans through their course curriculum and academic counseling conferences.

Academic Goal 4	4) For each year of the next charter term, the school will show progress towards having 75% of students enrolled in each grade 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports.	The school will be included in the citywide percentile comparison group following the release of the NYCDOE School Quality Snap Shot for 2014-15 school year. Students will be compared to their cohort according to the NYCDOE Progress Report peer schools.	Partially Met The NYC DOE Progress Report data for Innovation's peer schools has not yet been published so no comparison is possible at this time. However, when comparing our current performance to last year's peer groups, the following is observed: 76% Freshmen (bested 2014's Peer average of 68.4%) 66% Sophomores (improved over last year and bested peer average of 60.8%) 60% Juniors (bested 2014's Peer average of 58.5%)	Innovation's advisory program uses a maximum student / staff ratio of 5:1 to provide academic guidance and support to each enrolled student. Student pass rate data are collected at six intervals through the year to identify promotion in doubt students and conference with them regarding their status and plans to remain on track to graduate with their cohort. Each Grade Team focuses on their students in this category and create action plans to support their progress toward matriculation. Core classrooms also utilize Mid-Term assessments to collect data on student performance and make adjustments to improve student performance within the class. To enhance student awareness of their performance, all grades are available to both students and parents via our online Student Portal.
Academic Goal 5	5) Each year, the school will have an average daily student attendance rate of at least 95 percent.	The numerator and denominator noted in the NYCDOE template will be utilized.	Partially Met The attendance rate for 2014-2015 was 84%, a slight increase from the 2013-14 school year. Although lower than the stated charter goal, this attendance rate is higher than the average (80.5%) of previously designated peer schools from the 2013-14 school year.	A plurality of our absences are attributed to students who have LTA status (long term absence), meaning they must be counted as a part of our attendance despite essentially being out of school due to legal, medical, family or personal issues that lead to non-attendance. In 2014-2015, a large percentage of students accounted for over 20% of absences. Adjusted student attendance at Innovation in 2014-2015 was approximately 87%. Improving the attendance of these students is a major initiative at Innovation this year. We are working with families of Long Term Absence students to clarify their intentions regarding their children's education. We have also partnered with Boys Town, a national Social Work organization to provide family counseling for students who are a part of this LTA status in order to increase their high school attendance and performance. Innovation also employs a SWIPE Incentive System that provides accurate tracking and immediate communication with parents when a student is absent. The parent online portal allows families to view all student absences.
Academic Goal 6	6) Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year.	Number of total students enrolled at Innovation in 2013-14 minus number of out-of-city/private school transfers divided by the total number of returning students in 2014-15.	Met Accounting for the students who transferred to a private school or a school outside of NYC, 95% of students enrolled returned the following September in the 2013-14 school year	N/A
Academic Goal 7	7) In each year of the charter term 75% of 12th grade students will apply each year and be accepted to post-secondary institutions, colleges or universities. This goal will be measured by a review of the school's roster of 12th grade students and their letters of admission or acceptance. Each year, the post-secondary institution, college or university acceptance rate will be determined by dividing the total number of 12th grade students by the number of students receiving an admission or acceptance letter from a post-secondary institution.	Each year, the Post-Secondary Institution, College or University Acceptance Rate will be determined by dividing the number of 12th grade students by the number of students receiving an admission or acceptance letter from a Post-Secondary Institution, College or University.	Met For the 2014-15 school year 100% of 12th grade students applied and were accepted to a post-secondary institution, college, or university.	N/A
Academic Goal 8	8) By the end of the charter term 80% of the students enrolled in a Career and Technical Education program will exit the program with a license or certificate.	Student Enrollment in courses designed to provide licensure and certification opportunities to students.	N/A Students are currently enrolled in three year Arts, Culinary Arts and Software Engineering programs at Innovation designed to prepare them for licensure or certification, though they have not taken exams leading to these credentials as of yet.	N/A

2a1. Do we have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	9) In each year of the charter term 80% of the students enrolled in the College and Career Readiness program will visit a college or some other post-secondary institution of learning.	Each year, Innovation high school funds college tours as part of our CCR program for 9th - 12th grades to enhance student awareness and motivation to attend college following graduation from high school.	52% of students attended College Week	

Academic Goal 10	10) In each year of the charter term, to promote college and career readiness for students at risk, ninth and tenth grade enrollment in AVID will be at least 80% of total enrollment as of BEDS Day.	Student Enrollment in College and Career Readiness programs which utilize the AVID college readiness system.	Met 95% of ninth and tenth graders are enrolled in these courses.	N/A
Academic Goal 11	11) In each year of the charter term, 90% of the graduation cohort will enroll in college, a career-training program, or secure full-time employment.	The number of graduates enrolled in a college / career program or employment opportunity divided by the number of seniors in that graduating class.	N/A We are waiting the release of NSLDS (National Student Loan Data System) data update in December to ascertain precisely the number of graduating students from 2011 cohort who are enrolled in a college / career training program.	N/A
Academic Goal 12	12) By the end of their fourth year, 80% of each cohort will demonstrate college and career readiness skills, including critical writing, reading, collaboration skills, and will complete research-based performance assessment tasks in the form of a senior thesis project.	Percentage of students who were seniors (had 33 or more credits) during this charter year who completed their annual senior thesis.	Met 90% of seniors completed their senior thesis projects. Through this project students learned about concentrated poverty in El Barrio and developed employable skills through active participation in thoughtfully organized service in the local food pantries. They completed a reflection paper and project that detailed the impact of their service and how it meets the needs of a community. They also wrote research papers on a particular topic under homelessness/poverty of their choice (LGBT and homelessness, domestic violence and homelessness, race issues and homelessness, etc.) Students then created and presented visual presentation of their research (PowerPoint, videos, posters).	N/A
Academic Goal 13	13) Beginning with the 2014 cohort and every cohort thereafter, 75% of the students in their second year at Innovation who have taken an adaptive norm-referenced reading test for two consecutive years will score at or above grade level compared to students in the same grade nationwide. Cohorts that already achieved this goal in the previous year will show an increase in their average score each year.	NWEA MAP Norm Referenced English Exam	N/A This is the second year 2014 cohort has taken the exam. Results for this measure will be available at end of 2015-2016 for the 2014 cohort.	N/A
Academic Goal 14	14) Beginning with the 2014 cohort and every cohort thereafter, 75% of the students in their second year at Innovation who have taken an adaptive norm-referenced math test for two years will score at or above grade level compared to students in the same grade nationwide. Cohorts that already achieved this goal in the previous year will show an increase in their average score each year.	NWEA MAP Norm Referenced Math Exam	N/A This is the second year 2014 cohort has taken the exam. Results for this measure will be available at end of 2015-2016 for the 2014 cohort.	N/A
Academic Goal 15	Original Goal 1) By the end of year 4 in the Charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents Examinations in ELA.	Not applicable - tied to 2013-2014 student performance	N/A	N/A
Academic Goal 16	Original Goal 2) By the end of year 4 in the Charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents Examinations in Intermediate Algebra.	Not applicable - tied to 2013-2014 student performance	N/A	N/A

2a2. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-15 Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	Original Goal 3) By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents Examinations in Living Environment.	Not applicable - tied to 2013-2014 student performance	N/A	N/A
Academic Goal 18	Original Goal 4) By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents Examinations in Global History and Geography and US History.	Not applicable - tied to 2013-2014 student performance	N/A	N/A
Academic Goal 19	Original Goal 5) By the end of year 4, 12th grade students attending college level courses through approved programs will demonstrate their preparation for post-secondary success by passing these courses at a rate of 75 percent.	Not applicable - tied to 2013-2014 student performance	N/A	N/A

Academic Goal 20	Original Goal 6) Each year, at least 75 percent of each student cohort, as defined by the New York State Education Department ("SED") graduates within four years. Each year, at least 80 percent of each student cohort, as defined by SED, graduates within five years	The initial cohort was eligible for graduation following the 2013-14 school year. Our second cohort was eligible following the 2014-2015 school year. Students must meet the graduation requirements according to their cohort year, which includes attaining 44 credits in the distributed coursework and passing the five required Regents Exams.	The four year graduation rate for the student cohort scheduled to graduate in 2014-15 was 53% as of the end of the school year. The five year graduation rate for the student cohort scheduled to graduate in 2013-14 was 67% as of the end of the school year.	Students are enrolled in a course sequence that will allow them to earn a minimum of 44 credits in each of the required subject areas. Additional support programs after school and during the summer have been designed to support at-risk students and provide additional learning opportunities. Our College and Career Readiness teachers and guidance counselors assist students in reflecting on their academic progress and developing individualized graduation plans through their course curriculum and academic counseling conferences.
Academic Goal 21	Original Goal 7) Each year, the percent of students in the New York City Department of Education ("NYCDOE") high school accountability cohort passing an English Regents exam with a score of 65 or above, by the end of their fourth year, will exceed that of the students in the high school accountability cohort from a group of schools in its peer group, as determined by the NYCDOE's School Progress Report	The initial cohort is measured on their passing rate on the English Regents Exam following the 2013-14 school year. Students must pass with a score of 65 or above and are compared to their cohort according to the NYCDOE Progress Report peer schools.	The NYCDOE's School Progress reports have not been published at this date and peer group is not yet available. In Year 4 of the charter, 61% of students have already met this goal in English. Students who have not yet passed this exam are currently enrolled in supplementary English supports designed to prepare them for the Regents Exams during the January 2016 sessions.	N/A
Academic Goal 22	Original Goal 8) Each year, the percent of students in the NYCDOE high school accountability cohort passing the Integrated Algebra Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of schools in its peer group, as determined by the NYCDOE's School Progress Report.	The initial cohort is measured on their passing rate on the Integrated Algebra Regents Exam following the 2013-14 school year. Students must pass with a score of 65 or above and are compared to their cohort according to the NYCDOE Progress Report peer schools.	The NYCDOE's School Progress reports have not been published at this date and peer group is not yet available. In Year 5 of the charter, 58% of students have already met this goal in Integrated Algebra. Students who have not yet passed this exam are currently enrolled in supplementary Integrated Algebra supports designed to prepare them for the Regents Exams during the January 2016 sessions.	N/A
Academic Goal 23	Original Goal 9) Each year, the school will earn a score sufficient to place it in the 75th percentile of all high schools in credit accumulation as measured by the citywide Progress Report.	The school will be included in the citywide percentile comparison group following the release of the NYCDOE School Quality Snap Shot for 2014-15 school year. Students will be compared to their cohort according to the NYCDOE Progress Report peer schools.	The NYC DOE Progress Report data for Innovation's peer schools has not yet been published so no comparison is possible at this time. However, when comparing our current performance to last year's peer groups, the following is observed: 76% Freshmen (bested 2014's Peer average of 68.4%) 66% Sophomores (improved over last year and bested peer average of 60.8%) 60% Juniors (bested 2014's Peer average of 58.5%)	Innovation's advisory program uses a maximum student / staff ratio of 5:1 to provide academic guidance and support to each enrolled student. Student pass rate data are collected at six intervals through the year to identify promotion in doubt students and conference with them regarding their status and plans to remain on track to graduate with their cohort. Each Grade Team focuses on their students in this category and create action plans to support their progress toward matriculation. Core classrooms also utilize Mid-Term assessments to collect data on student performance and make adjustments to improve student performance within the class. To enhance student awareness of their performance, all grades are available to both students and parents via our online Student Portal.
Academic Goal 24	Original Goal 10) Each year, the school will be deemed "In Good Standing" for the purposes of the No Child Left Behind ("NCLB") law	The school will receive its NCLB evaluation following the NYS Report Card process.	The NYS Report Card process has not yet been completed so the school's NCLB status cannot yet be determined. This measure is largely based on student achievement via credit accumulation, Regents performance and graduation rate. Students are enrolled in a course sequence that will allow them to earn a minimum of 44 credits in each of the required subject areas. Additional support programs after school and during the summer have been designed to support at-risk students and provide additional learning opportunities	N/A
Academic Goal 25	Original Goal			
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.	NYC DOE school Survey and NYC DOE Citywide Analysis of Survey Results	90% of parents expressed satisfaction with the school's program, compared to 95% of parents citywide. 91% of parents were satisfied with the response they get when they contact the school, compared to 95% citywide. 63% of the school's parents participated in the Survey, compared to 49% of parents citywide.	The school has engaged in a community schools project, and will undertake a resource assessment of parents needs. In addition, the school has a family and community engagement coordinator who will actively engage parents in school-wide events. Teacher contacts with parents will be monitored and will comprise a portion of the teacher's personnel review.
Org Goal 2	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey.	NYC DOE school Survey and NYC DOE Citywide Analysis of Survey Results	81% of teachers agreed that their professional development experiences this year have been sustained and coherently focused, compared to 82% of teachers citywide. 93% of teachers agreed that the Principal at this school sets high standards for students learning compared to 93% of teachers citywide. 98% of Innovation teachers participated in the Survey, compared to 81% citywide.	The school has implemented a "My40" professional development program, which provides substantial internal and external resources for professional development. The school employs a teacher evaluation system, that includes professional development goals aligned to identified needs for improvement.
Org Goal 3	In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more students participate in the survey.	NYC DOE school Survey and NYC DOE Citywide Analysis of Survey Results	83% of students agreed that Innovation offers a wide enough variety of programs, classes and activities to keep them interested in school, compared to 82% citywide. 82% of students agreed that there is an adult who is helping them plan for the next steps after graduation compared to 75% of students citywide. 87% of Innovation students participated in the Survey, compared to 81% citywide.	
Org Goal 4	Innovation will continue to work towards fully adopting the "community schools model" by engaging in partnerships that focus on integrating academics, services, supports and opportunities into the school, which leads to improved student learning, stronger families and healthier communities.	Number and value of academic, social and medical services, and partnerships established between the school and community resources.	This year Innovation created a "community schools project", which is a partnership between the board of trustees, key Innovation staff, and community resources, including Boys Town New York.	
Org Goal 5	Each year teachers will express satisfaction with their jobs by signing and returning offer letters at a rate of 90% or more not later than the end of the then current school year.	Rate at which teachers sign and return offer letters.	97% of teachers who received offer letters signed and returned the letters.	

2b.1 Do you have more organizational goals to add?

Yes

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, 90% of all instructional staff employed during the prior school year will return and/or be asked to return the following year.	Percentage of instructional staff who are asked to return the following school year.	90% of instructional staff from the 2014-2015 school year were asked to return for the 2015-2016 school year.	
Org Goal 7	Each year teachers will express satisfaction and experience professional development by engaging in their own individualized professional development pathways culminating in a minimum of 40 hours of internal and external professional development, and by actively participating in the many teacher leadership initiatives at the school, including serving on the Advisory Board, Collaborative School Governance Committee, School Leadership Team, acting as a teacher coordinator or coach, or by leading professional development activities or a professional learning community.	Number of hours of professional development for each teacher; participation in teacher leadership roles; participation in professional development activities.	All teaching staff engaged in the "My40" program, which ensures completion of a minimum of 40 hours of professional development, and provides opportunities for many additional training hours. Many teachers participated in the School Leadership Team, as Department Chairs, Grade Team Deans, and Program Coordinators. Nearly the entire teaching staff received training in the AVID college readiness program at AVID conferences.	
Org Goal 8	Students will develop leadership qualities through civic involvement, social activism, leadership development and community-service activities, enabling the school to live its motto, "Developing Leadership Through Innovation."	Participation in civic activities, leadership development and community service.	Through the "Innovation Cares" program, students participated in food drives, and led a school-wide response to the tragedy engendered by the East Harlem building explosion. Students developed leadership and entrepreneurial skills through the "Remix Program" and by participation in student government and the Collaborative School Governance Committee.	
Org Goal 9	Each year, the Collaborative School Governance (CSG) committee will meet monthly during the school year and make substantial progress towards meeting the leadership, student leadership and governance goals in the school's Comprehensive Education Plan.	CSG monthly meetings; participation by all elements of the school community: the entire staff, students and parents.	The CSG met eight times during the school year; agenda items included charter renewal, college and career readiness, graduation, the relationship between the school management team and the board of trustees, and student leadership. The CSG's input directly informed the formation of the school's strategic plan.	
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Annual audit by independent audit firm leading to no findings of material weaknesses. Maintenance of a high working capital ratio and low debt ratio. Maintenance of a balanced budget and stable cash flow.	The Annual Audit produced a finding of no material weaknesses. The school maintained a high working capital ratio, a low debt ratio, and stable cash flow. The school's expenditures exceeded its revenues.	Although expenditures exceeded revenues, the school maintained a high working capital ratio and low debt ratio. Significant one-time investments were made in technology, professional development, and student enrichment programs. For the current fiscal year, a balanced budget will be maintained by careful monitoring of the 2015-2016 school budget and a more conservative spending pattern.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/16/2015

Last updated: 07/30/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	9989621
Line 2: Year End Per Pupil Count	421
Line 3: Divide Line 1 by Line 2	23728

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	958253
Line 2: Management and General Cost (Column)	240487
Line 3: Sum of Line 1 and Line 2	1198740
Line 4: Year End Per Pupil Count	421
Line 5: Divide Line 3 by the Year End Per Pupil Count	2847

Thank you.

**RENAISSANCE CHARTER HIGH SCHOOL FOR
INNOVATION**

**FINANCIAL STATEMENTS
AND AUDITOR'S REPORTS**

JUNE 30, 2015

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

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on Compliance and Other Matters Based on an Audit of
Financial Statements Performed in Accordance with
Government Auditing Standards**



Independent Auditor's Report on Financial Statements

**Board of Trustees
Renaissance Charter High School for Innovation**

Report on the Financial Statements

We have audited the accompanying financial statements of Renaissance Charter High School for Innovation, which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Renaissance Charter High School for Innovation as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2015 on our consideration of Renaissance Charter High School for Innovation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Renaissance Charter High School for Innovation's internal control over financial reporting and compliance.

Loeb & Troper LLP

October 27, 2015

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION**STATEMENT OF FINANCIAL POSITION****JUNE 30, 2015****ASSETS**

Current assets	
Cash	\$ 2,189,628
Grants and contracts receivable	291,020
Prepaid expenses	<u>41,854</u>
Total current assets	2,522,502
Fixed assets - net (Note 3)	569,032
Cash reserves (Note 2)	<u>70,207</u>
Total assets	<u><u>\$ 3,161,741</u></u>

LIABILITIES AND NET ASSETS

Current liabilities	
Accounts payable and accrued expenses	\$ 103,854
Accrued salaries and related liabilities	345,762
Due to New York City Department of Education	<u>33,570</u>
Total current liabilities	483,186
Net assets (Exhibit B)	
Unrestricted	<u>2,678,555</u>
Total liabilities and net assets	<u><u>\$ 3,161,741</u></u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

EXHIBIT B**RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION****STATEMENT OF ACTIVITIES****YEAR ENDED JUNE 30, 2015**

Operating revenues and other support	
State and local per-pupil operating revenues	\$ 8,557,807
Government grants and contracts - Federal	409,324
Government grants and contracts - State	36,243
In-kind contributions (Note 4)	39,581
Contributions	20,195
Interest	140
Other revenue	630
	<hr/>
Total operating revenues and other support	9,063,920
	<hr/>
Expenses (Exhibit C)	
Program services	
General education	5,655,116
Special education	2,253,868
	<hr/>
Total program services	7,908,984
	<hr/>
Supporting services	
Management and general	2,189,998
	<hr/>
Total expenses	10,098,982
	<hr/>
Change in unrestricted net assets (Exhibit D)	(1,035,062)
	<hr/>
Net assets - unrestricted - beginning of year	3,713,617
	<hr/>
Net assets - unrestricted - end of year (Exhibit A)	\$ 2,678,555
	<hr/> <hr/>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

EXHIBIT C

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2015

	No. of Positions	Program Services			Supporting Services	Total
		General Education	Special Education	Total	Management and General	
Personnel service costs						
Instructional personnel	61	\$ 2,938,632	\$ 1,179,648	\$ 4,118,280		\$ 4,118,280
Non-instructional personnel	14	833,441	267,689	1,101,130		1,101,130
Administrative personnel	24				\$ 1,475,852	1,475,852
Total salaries and staff	99	3,772,073	1,447,337	5,219,410	1,475,852	6,695,262
Payroll taxes and employee benefits		835,502	320,617	1,156,119	326,845	1,482,964
Retirement expense (Note 6)		86,509	33,197	119,706	33,842	153,548
Legal fees (Note 4)					56,247	56,247
Audit fees					23,000	23,000
Professional fees		198,940	112,074	311,014	74,015	385,029
Curriculum and classroom		126,400	69,265	195,665		195,665
Student services		161,907	88,723	250,630		250,630
Food service		5,140	2,817	7,957		7,957
Staff development		82,586	31,692	114,278	32,307	146,585
Travel/conferences		66,627	25,567	92,194	26,064	118,258
Office expense		70,212	26,943	97,155	44,333	141,488
Postage, printing and copying		15,700	6,025	21,725	6,141	27,866
Insurance		26,684	10,240	36,924	10,439	47,363
Marketing and recruiting		10,625	4,077	14,702	4,156	18,858
Information technology		61,330	23,535	84,865	23,992	108,857
Non-capitalized equipment and furnishings		10,130	3,887	14,017	3,963	17,980
Equipment rental		8,100	3,108	11,208	3,169	14,377
Repairs and maintenance		6,788	2,605	9,393	2,655	12,048
Depreciation and amortization		109,863	42,159	152,022	42,978	195,000
Total expenses (Exhibit B)		\$ 5,655,116	\$ 2,253,868	\$ 7,908,984	\$ 2,189,998	\$ 10,098,982

See independent auditor's report.

The accompanying notes are an integral part of these statements.

EXHIBIT D**RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION****STATEMENT OF CASH FLOWS****YEAR ENDED JUNE 30, 2015**

Cash flows from operating activities	
Change in net assets (Exhibit B)	\$ (1,035,062)
Adjustments to reconcile change in net assets to net cash used by operating activities	
Depreciation and amortization	195,000
Increase in assets	
Grants and contracts receivable	(144,878)
Prepaid expenses	(41,854)
Increase in liabilities	
Accounts payable and accrued expenses	103,854
Accrued salaries and related liabilities	103,309
Due to New York City Department of Education	<u>33,570</u>
Net cash used by operating activities	<u>(786,061)</u>
Cash flows from investing activities	
Fixed asset acquisitions	(212,225)
Increase in cash reserves	<u>(140)</u>
Net cash used by investing activities	<u>(212,365)</u>
Net change in cash	(998,426)
Cash - beginning of year	<u>3,188,054</u>
Cash - end of year	<u>\$ 2,189,628</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

NOTE 1 - NATURE OF ORGANIZATION

Renaissance Charter High School for Innovation (the "School") is an educational corporation that operates as a charter school in the borough of Manhattan, New York City. On December 15, 2012, the Board of Regents and the Board of Trustees of the University of the State of New York, for and on behalf of the State Education Department, granted the School a charter to operate grades 9-12, valid for a term of 5 years. In 2015, the charter was renewed, and is valid through June 30, 2018. The School's mission is to develop leadership through innovation. Student innovators achieve academic excellence by setting self-created goals within a three-tiered educational model of core classroom instruction, portfolio-based annual individual projects, and hands-on, experimental learning. During fiscal year 2015, the School operated classes for 421 full-time equivalent general instruction students, of which 147 were special education students.

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. The School is supported primarily by state and local per-pupil operating revenues.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting - The financial statements are prepared on the accrual basis of accounting.

Use of estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash reserves - Escrow deposits represent funds held aside for contingency purposes as required by the New York City Department of Education ("NYCDOE").

Grants and contracts receivable - Revenues from government grants and contracts to which the School is entitled are recognized mostly on student enrollment. Some grants are provided for specific educational endeavors, which are not based on student enrollment, and are recorded when related expenditures are incurred by the School. Receivables are recorded when the revenue is earned. Bad debt is charged if the receivable is determined to be uncollectible based on periodic review by management. Factors used to determine whether an allowance should be recorded include the age of the receivable and a review of payments subsequent to year end. Receivables are written off against the allowance for doubtful accounts when all reasonable collection efforts have been exhausted. As of June 30, 2015, the School had no allowance for doubtful accounts.

-continued-

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION**NOTES TO FINANCIAL STATEMENTS****JUNE 30, 2015****NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

Fixed assets - Fixed assets are recorded at cost. Items with a cost of \$1,000 and an estimated useful life of more than one year are capitalized. Depreciation is provided on the straight-line basis over the estimated following useful lives of assets. Leasehold improvements are capitalized at cost and amortized over the anticipated term of occupancy or the useful life of the improvement, whichever is shorter.

Due to New York City Department of Education - These amounts are monies owed to NYCDOE when payments received exceed the per-pupil revenue.

Unrestricted net assets - Unrestricted net assets include funds having no restrictions as to use or purpose imposed by donors.

State and local per-pupil revenues - Revenues from the state and local governments resulting from the School's charter status and based on the number of students enrolled are recorded when services are performed in accordance with the charter agreement. These grants are recorded as revenue by the School when services are rendered.

Contributions - Unconditional contributions, including promises to give cash and other assets, are reported at fair value at the date the contribution is received. All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. The gifts are reported as temporarily or permanently restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

The NYCDOE provides free and reduced-price lunches directly to a majority of the students. Such costs are not included in the financial statements.

In-kind contributions - In-kind contributions are recorded at fair value at the date of donation.

Government grants and contracts - Revenues from government grants and contracts to which the School is entitled are recognized mostly on student enrollment. Some grants are provided for specific educational endeavors, which are not based on student enrollment, and are recorded when related expenditures are incurred by the School.

Functional allocation of expenses - The costs of providing services have been summarized on a functional basis. Expenses are allocated among the program and supporting services based on the nature of the expense.

-continued-

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Uncertainty in income taxes -The School has determined that there are no material uncertain tax positions that require recognition or disclosure in the financial statements. Periods ending June 30, 2012 and subsequent remain subject to examination by applicable taxing authorities.

Subsequent events - Subsequent events have been evaluated through October 27, 2015, which is the date the financial statements were available to be issued.

NOTE 3 - FIXED ASSETS

		<u>Useful Lives</u>
Furniture and fixtures	\$ 211,418	5-10 years
Equipment	710,045	3-5 years
Leasehold improvements	49,999	10 years
Computer software and website	<u>114,525</u>	3-5 years
	1,085,987	
Accumulated depreciation and amortization	<u>(516,955)</u>	
	<u>\$ 569,032</u>	

NOTE 4 - IN-KIND CONTRIBUTIONS

The School received \$39,581 of pro bono legal services relating to review of internal manuals and contracts. This has been recorded in the financial statements as both operating revenue and expense.

The School has been provided space in a building owned by the NYCDOE at no charge to the School. As the value of the space contributed is difficult to determine, it is not recorded in the financial statements. The space is provided to the School in a building utilization plan provided by the NYCDOE. The plan provides approximately 19,755 square feet, or 49% of the building's educational space to the School. An additional allocation of approximately 4,400 square feet of the facility's shared auditorium and cafeteria space has been calculated based on the School's share of the facility enrollment target.

-continued-

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION**NOTES TO FINANCIAL STATEMENTS****JUNE 30, 2015****NOTE 5 - CONTINGENCIES AND CONCENTRATIONS**

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

A significant portion of the School's operating revenue is paid by New York City Department of Education.

Financial instruments which potentially subject the School to a concentration of credit risk are cash accounts with a financial institution in excess of FDIC insurance limits.

NOTE 6 - PENSION PLAN

The School has a voluntary 401(k) defined contribution retirement plan. The School provides a matching contribution of up to 5% of employee contributions. Retirement expense for the year ended June 30, 2015 was \$153,548.

NOTE 7 - RELATED PARTIES

A current board member of the School is part of the management team for a nonprofit entity which has a joint venture with the School. The board member receives no direct benefit from the business relationship between the two organizations.



**Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed
in Accordance with Government Auditing Standards**

Independent Auditor's Report

**Board of Trustees
Renaissance Charter High School for Innovation**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Renaissance Charter High School for Innovation, which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Renaissance Charter High School for Innovation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Renaissance Charter High School for Innovation's internal control. Accordingly, we do not express an opinion on the effectiveness of Renaissance Charter High School for Innovation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Renaissance Charter High School for Innovation's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Loeb & Troper LLP

October 27, 2015

**RENAISSANCE CHARTER HIGH SCHOOL
FOR INNOVATION**

MANAGEMENT LETTER

JUNE 30, 2015



**Board of Trustees
Renaissance Charter High School for Innovation**

In planning and performing our audit of the financial statements of Renaissance Charter High School for Innovation (the "School") as of and for the year ended June 30, 2015 in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However material weaknesses may exist that have not been identified.

We wish to make the following observations and recommendations for consideration by management:

Segregation of Responsibilities

The current staff size of the School does not always allow for the proper segregation of duties to ensure adequate internal control. This is not unusual, but management should be aware of this condition and realize that the concentration of duties and responsibilities in a limited number of individuals is not desirable from a control point of view. Under these conditions, the most effective controls lie in the establishment of a routinely formulated system of accounting policies and practices that can be implemented on a daily basis through the interaction of the Associate Director of Finance and Executive Director. The review of general journal entries is important in helping to ensure that the transactions recorded are correct.

Cash Disbursements

During the course of our audit, we noted that invoices were not cancelled utilizing a formal process. The business office does not require invoices to be stamped or perforated when paid. Although the current practice is to attach a copy of the check stub to the invoice, this stub can be easily removed. It is good business practice to stamp all invoices when paid. This will ensure that these invoices will not be reprocessed and paid twice.

Executive Expenditures

All expenses associated with executive management, including credit card transactions, travel reimbursement and/or other expenditures should be reviewed by a member of the finance committee on a quarterly basis.

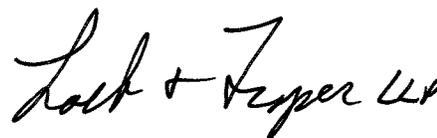
Undeposited Funds

The School liquidated several bank accounts during the year. Upon liquidation, a bank check was sent to the School. The funds were not redeposited into the bank until after the end of the fiscal year. We recommend that the school establish policies to ensure timely deposits of funds.

Pension Plan Audit

Based on the information included in the draft form 5500 for the year ended December 31, 2014, the School may require an audit of the 5500 prior to filing. We recommend that the School discuss the audit requirements with the plan's third party administrator, and determine when a plan audit is required.

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



October 27, 2015

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Renaissance Charter High School for Innovation

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	5,255,580	2,860,891	-	2,000	1,592,486	9,710,957	
Total Expenses	5,215,786	2,828,622	-	1,068	1,589,403	9,634,879	
Net Income	39,794	32,269	-	932	3,083	76,078	
Actual Student Enrollment	450	167				-	
Total Paid Student Enrollment	450	167				617	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
New York City	\$13,877.00						
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
	4,027,799	624,465	-	-	1,592,386	6,244,650	
Special Education Revenue	1,049,790	2,131,393	-	-	-	3,181,183	
Grants							
Stimulus	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	5,077,590	2,755,858	-	-	1,592,386	9,425,833	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	
Title I	98,051	57,861	-	-	-	155,912	
Title Funding - Other	4,314	2,545	-	-	-	6,859	
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	102,365	60,406	-	-	-	162,771	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising	-	-	-	2,000	-	2,000	
Erate Reimbursement	53,133	31,354	-	-	-	84,487	
Interest Income, Earnings on Investments,	-	-	-	-	100	100	
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	22,493	13,273	-	-	-	35,766	
Other Local Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	75,626	44,627	-	2,000	100	122,353	
TOTAL REVENUE	5,255,580	2,860,891	-	2,000	1,592,486	9,710,957	
EXPENSES							List exact titles and staff FTE's (Full time equivalent)
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	-	-	-	-	156,000	156,000
Instructional Management	2.00	164,688	97,184	-	-	-	261,872
Deans, Directors & Coordinators	17.00	734,931	433,687	-	847	174,905	1,344,370
CFO / Director of Finance	1.00	-	-	-	-	107,120	107,120
Operation / Business Manager	1.00	-	-	-	-	95,437	95,437
Administrative Staff	7.00	-	-	-	-	345,520	345,520
TOTAL ADMINISTRATIVE STAFF	29	899,619	530,871	-	847	878,982	2,310,319
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	27.00	1,901,817	-	-	-	-	1,901,817
Teachers - SPED	13.00	-	900,521	-	-	-	900,521
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	1.00	21,583	12,737	-	-	-	34,320
Specialty Teachers	10.00	420,115	247,913	-	-	-	668,028

Renaissance Charter High School for Innovation

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	5,255,580	2,860,891	-	2,000	1,592,486	9,710,957
Total Expenses	5,215,786	2,828,622	-	1,068	1,589,403	9,634,879
Net Income	39,794	32,269	-	932	3,083	76,078
Actual Student Enrollment	450	167				-
Total Paid Student Enrollment	450	167				617

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
--	-------------------	-------------------	-------	-------------	----------------------	-------

Aides	-	-	-	-	-	-
Therapists & Counselors	9.00	379,933	224,201	-	-	604,134
Other	-	96,857	51,228	-	25,153	173,237
TOTAL INSTRUCTIONAL	60	2,820,306	1,436,599	-	25,153	4,282,057
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	2.00	-	-	-	61,040	61,040
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	2	-	-	-	61,040	61,040
SUBTOTAL PERSONNEL SERVICE COSTS	91	3,719,925	1,967,469	-	847	6,653,416
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		289,202	152,959	-	66	517,264
Fringe / Employee Benefits		609,535	322,383	-	139	1,090,208
Retirement / Pension		73,533	38,892	-	17	131,521
TOTAL PAYROLL TAXES AND BENEFITS		972,271	514,234	-	221	1,738,993
TOTAL PERSONNEL SERVICE COSTS		4,692,196	2,481,704	-	1,068	8,392,409
CONTRACTED SERVICES						
Accounting / Audit		-	-	-	18,000	18,000
Legal		-	-	-	-	-
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		5,283	3,117	-	-	8,400
Special Ed Services		14,622	8,628	-	-	23,250
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		36,062	19,073	-	258,654	313,789
TOTAL CONTRACTED SERVICES		55,966	30,819	-	276,654	363,439
SCHOOL OPERATIONS						
Board Expenses		5,647	2,987	-	1,466	10,100
Classroom / Teaching Supplies & Materials		35,018	20,665	-	14,280	69,963
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		56,710	33,465	-	-	90,175
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		5,660	3,340	-	-	9,000
Telephone		22,420	11,858	-	5,822	40,100
Technology		9,393	4,968	-	2,439	16,800
Student Testing & Assessment		14,810	8,740	-	-	23,550
Field Trips		56,600	33,400	-	-	90,000
Transportation (student)		-	-	-	-	-
Student Services - other		36,264	50,349	-	-	86,613
Office Expense		46,223	27,277	-	20,000	93,500
Staff Development		59,567	31,505	-	15,469	106,540
Staff Recruitment		6,835	3,615	-	1,775	12,225
Student Recruitment / Marketing		1,677	887	-	436	3,000
School Meals / Lunch		4,226	2,494	-	-	6,720
Travel (Staff)		29,632	15,673	-	7,695	53,000
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		390,683	251,221	-	69,382	711,286

Bonus

Facilities staff

Renaissance Charter High School for Innovation

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	5,255,580	2,860,891	-	2,000	1,592,486	9,710,957	
Total Expenses	5,215,786	2,828,622	-	1,068	1,589,403	9,634,879	
Net Income	39,794	32,269	-	932	3,083	76,078	
Actual Student Enrollment	450	167				-	
Total Paid Student Enrollment	450	167				617	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
FACILITY OPERATION & MAINTENANCE							
Insurance	5,656	27,175	-	-	7,414	40,245	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	-	-	-	-	-	-	
Repairs & Maintenance	4,193	2,218	-	-	1,089	7,500	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	9,849	29,393	-	-	8,503	47,745	
DEPRECIATION & AMORTIZATION	67,092	35,485	-	-	17,423	120,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	5,215,786	2,828,622	-	1,068	1,589,403	9,634,879	
NET INCOME	39,794	32,269	-	932	3,083	76,078	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
New York City	450	167	617				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	450	167	617				
REVENUE PER PUPIL	11,679	17,131	-				
EXPENSES PER PUPIL	11,591	16,938	-				



Audited Financial Statement Checklist

Last updated: 10/29/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	No

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 09/21/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/16/2015

Last updated: 07/24/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Frank Saia	[REDACTED]	Chair/Board President	Yes	Marketing and technology Founding member of the Board	Two terms of five years, commencing February 2010
2	Jon Jelley	[REDACTED]	Secretary	Yes	Human services and nonprofit management	One term of five years, commencing April 2015
3	George Sarkissian	[REDACTED]	Vice Chair/Vice President	Yes	Community planning and development	One term of five years, commencing March 2012
4	Stacey Gauthier	[REDACTED]	Trustee/Member	Yes	Education policy School operations, finance, and governance	One term of five years, commencing January 2014
5	Eboni Kirkland	[REDACTED]	Parent Representative	Yes	Education, human services	One term of three years, commencing April 2015
6	Ivan Fraser	[REDACTED]	Trustee/Member	Yes	Electrician	One term of three years, commencing July 2013
7	Sona Karia	[REDACTED]	Treasurer	Yes	Strategic planning and business development Founding member of the Board	Two terms of five years, commencing February 2010
8						
9						
10						
11						
12						

13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

2

3. Total Number of Members Departing the Board during the 2014-15 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2014-15 school year?

12

6. How many times will the Board meet during the 2015-16 school year?

12

Thank you.

Appendix H: Enrollment & Retention Targets

The Renaissance Charter High School for Innovation actively recruits and retains students with special needs and disabilities, and English Language Learners. Approximately one third of our students are classified as having Special Education needs. Our recruitment process is explained in a document entitled, Innovation Application and Lottery Process, 2014-2015, which follows below.

Submission of Lottery Information (All NYC-DOE Authorized Schools)

Renaissance Charter HS for Innovation 84M433

Contact: Stephen Falla Riff

Contact Email: stephen.fallariff@innovationhighschool.org

Please be advised that the Charter Schools Office is extending the deadline for submitting school application and lottery information to **January 15**. Please update your accountability calendars to reflect this change. As indicated in the Accountability calendar, schools should submit the following:

1. Charter School Application Deadline

- April 1st, 2014

2. Lottery Drawing date

- April 2nd, 2014

3. Copy of the School Application (attached)

4. School Marketing Plan including:

- Timeline of outreach and promotional activities
 - The online application and in-school paper copy has been available since September 2012 on www.innovationhighschool.org
- Innovation participates in the electronic Common Application hosted on the Charter Center's Website.
- Visits to CSD4 Middle Schools and Community Based Organizations will start in January and run through March.
- Printing of School Newspaper with application in January 2015.

- Vanguard Mailing to all CSD4 8th grade families in February 2015.
 - Communication plan (e.g., notifying public of application procedures and lottery drawing)
- 1
- Information will be posted on our website, the school newspaper, Local community calendars at Community Board 11 and local businesses.
 - Discussion of recruitment activities (include any significant changes from previous year)
 - Arranging presentations at local Middle Schools, CBO's, Housing Developments, Community Board meetings, etc has been the most effective means of recruitment.
 - The newspapers have been an innovative way to get attention as well. As the school grows, referrals from current students and parents has also become a very effective way to recruit.
 - Specific outreach activities for English language learners (ELLs) and students requiring Special Education (SPED) services
 - During visits to schools, we make it clear to Principals, guidance staff, students and parents that Innovation encourages all students apply, regardless of disability or ELL status.
 - We will continue our standing practice of making targeted presentations to classes that are primarily ELL and SPED.
 - We work closely with guidance counselors to ensure that all their students with IEP's are made aware of our SPED model and school mission.
 - We work with local community organizations that work with ELL populations, making the application available in Spanish language format.
 - Lottery process (e.g., electronic, in person, manual, etc.)
 - The lottery takes place at Innovation. Applicants are welcome to attend the public drawing but are not required to attend.
 - School officials oversee the lottery, which is chosen manually via paper slips with chosen names simultaneously collected digitally on a computer.

- The lottery is videotaped for oversight purposes.

The Renaissance Charter High School for Innovation will utilize 2014-2015 Enrollment & Retention Targets plan for 2015 – 2016 with dates on a similar time line to meet or exceed enrollment and retention targets of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. 2015-2016 processes will include:

1. Charter School Application Deadline

2. Lottery Drawing date

3. School Application

4. School Marketing Plan

- Outreach/Promotion
- Communication
- Recruitment/Outreach Activities
- Lottery Process

The Renaissance Charter High School for Innovation Application for 2015-2016

Now Accepting Applications for
Grades 9-12

Applications must be received by April 1st, 2015.

Please submit all of the following information below:

Student's Full Name (last, first, middle initial): _____

Address (city, state, zip code) _____

Does the Student live in NYC Community School District 4?

Yes

No Date of Birth (month, date, year) _____

Gender: Male Female

Home Language/Best Language to Contact Home: _____

Parent/Guardian: _____ Relationship to student

Full Name (last, first, middle
initial)

Phone Number (home,
work, mobile)

Email Address

Address (city, state, zip code)

Student's Schooling Background:

Student's Current School _____

What is the student's current grade? _

NYC Student ID Number (if known) _____

"We are applying for admission to The Renaissance Charter High School for Innovation. We have learned about the school's program and understand the school's philosophy. We believe it would be a good educational setting for our child. We affirm that the knowledge contained in this application is, to the best of our knowledge, complete and accurate."

“I agree that the school records for the student whom I am submitting this application may be used to study this charter school. In these studies, only aggregate outcomes, not individual outcomes, will be reported. These studies may also be used for Innovation’s internal data purposes.”

Parent/Guardian Signature: _____

Date (month, date, year): _____

The Renaissance Charter High School for Innovation is a non-sectarian, public school. The Renaissance Charter High School for Innovation does not discriminate against any student on the basis of ethnicity, national origin, religion, gender or disability. We welcome applications of students with special needs, students with disabilities, and English Language Learners. **If you have any questions, please call our Main Office at (212) 722-5871 or write to: info@innovationhs.org**

Please return by mail to: **The Renaissance Charter High School for Innovation,
410 East 100th St., New York, NY 10029** or by fax to: **(646) 430-8555**

Optional (for data collection purposes only, not required for application) How do you self-identify?

- Asian or Pacific Islander
- Hispanic
- Black, not of Hispanic Origin
- White, not of Hispanic Origin
- Native American or Alaskan White

How did you find about Innovation? _____



Appendix I: Teacher and Administrator Attrition

Created: 07/30/2015

Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	45	13	19

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	19	3	2

Thank you



Appendix J: Uncertified Teachers

Created: 07/30/2015

Last updated: 07/31/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many **UNCERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	1
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	2
FTE count of uncertified teachers who do not fit into any of the four statutory categories	0
Total	3.0

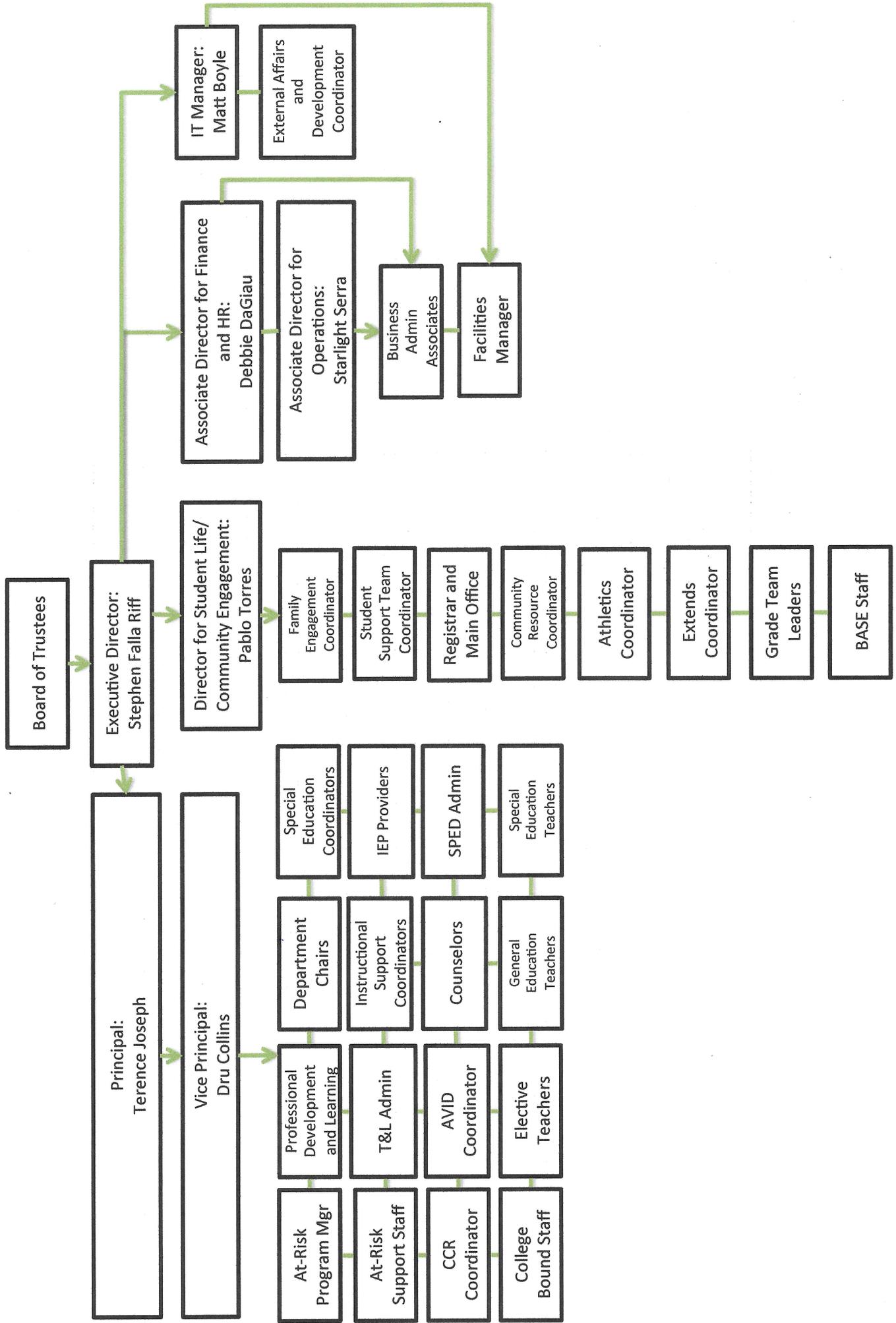
How many **CERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

51

Thank you.

Renaissance Charter High School for Innovation

2014-2015 Organizational Chart



Renaissance Charter High School for Innovation SED Annual Report 2014-2015

Mission & Key Design Elements

MISSION STATEMENT

Our mission is to develop leadership through innovation. Student-innovators achieve academic excellence by setting self-created goals within a three tiered educational model of core classroom instruction, portfolio-based annual individual projects, and hands-on, experiential learning.

SUMMARY OF KEY DESIGN ELEMENTS

College and Career Readiness Program (CCR): For students at all grade levels, CCR utilizes the AVID program to teach and reinforce writing, organization, and critical thinking skills and to provide opportunities to students who have been underrepresented historically in higher education.

An Integrated Co-Teaching Program: Placing two teachers in each core classroom - a subject specific teacher and a special education teacher.

A Collaborative School Management Team (SMT): The SMT meets weekly to examine issues of central importance to the pedagogy, culture, business, finance and governance of the school.

Enrichment Week: An experiential learning program that take place once a year when academic classes are suspended and students engage in learning experiences throughout the city, state and beyond. Past activities have included a “Freedom Riders” bus trip to New Orleans and a trip to Senegal to explore the country’s history, politics, and culture.

The LEAP Program: This program supports students who have attempted unsuccessfully and repeatedly to pass required Regents examination.

Individualized Professional Growth Plans (IPGPs): Every staff member is evaluated at least three times per year using an IPGP, which identify strengths and areas for growth and is linked to a robust professional development program that provides all staff members with wide-ranging learning opportunities.

Student Culture and Discipline: Innovation’s approach to student culture and discipline is rooted in principles of mutual respect, restorative justice, PBIS (Positive Behavioral Interventions and Supports) and the conviction that suspensions and expulsions must be reserved for extreme instances and otherwise applied only after systematic efforts to address the underlying issues have failed.



Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/74eb3d0f76b8c07f74>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Stacey	Gauthier

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

RENAISSANCE CHS FOR INNOVATION (NYC CHANCELLOR) 310400860968

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, reading "Steven Guthrie". The signature is written in a cursive style with a long horizontal line extending to the left from the first letter.

Thank you.