



**Riverhead Charter School**  
3685 Middle Country Road  
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Phone (631) 369-5800  
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Middle School Fax (631) 727-7191  
Administration Bldg. Fax (631) 727-7193  
[www.riverheadcharterschool.org](http://www.riverheadcharterschool.org)

Board of Trustees

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Aimee LoMonaco, Vice President  
Maria Cintron, Treasurer  
Natasha Jeffries, Secretary  
Zenobia Hartfield, Trustee

Superintendent  
Dr. Raymond Ankrum

Co-Principals K-6  
Taylor Henninger and  
Samantha Camillery

Principal 7-8  
Katherine Gang

Principal 9-12  
Dr. Patrick McKinney

Chief Financial Officer  
Nicola Graham

## Riverhead Charter School Board of Trustees

### Minutes

#### Board meeting

#### Date and Time

Wednesday, March 27<sup>th</sup>, 2024, at 6:30 pm

#### RCS Mission Statement

Our mission is to inspire today's learners to become tomorrow's leaders by setting high academic standards, promoting solution-oriented thinking, and embracing the cultural diversity of our community.

#### Board Trustees

Aimee LoMonaco, David Edwards (Remote), Maria Cintron, Zenobia Hartfield (Remote), and Natasha Jeffries.

#### Guest Present

Dr. Raymond Ankrum, Nicola Graham, Taylor Henninger, Samantha Camillery, Katherine Gang, Dr. Patrick McKinney, Ana Borruto (Multimedia Reporter for Times Review Media Group).

#### I. Opening Items

##### A. Record Attendance and Guests

##### B. Call the Meeting to Order

**Aimee LoMonaco** called a meeting of the Board of Trustees of Riverhead Charter School to order on March 27<sup>th</sup>, 2024, at 6:30 pm. The Riverhead Charter School Board of Trustees meeting began with the pledge of allegiance.

##### C. Approve Minutes

**Maria Cintron** made the motion.

**Zenobia Hartfield** seconded the motion.

The board **VOTED** unanimously to approve the Minutes motion of February 28<sup>th</sup>, 2024.

##### D. Public Comment



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**II. Academic Excellence**

**A. Superintendent, Dr. Raymond Ankrum**

- Dr. Ankrum outlined Riverhead Charter Schools' (RCS) community engagement efforts in March 2024, covering a data dashboard, special education, innovative pilot programs, and board governance discussions held during an executive session. Plans for the next year include piloting a multi-grade approach to retain students lost to the district due to high student-to-staff ratios, aiming to provide smaller ratios across different grades through personalized schedules. The launch of a dual language immersion program in September 2024 has been prepared through successful pilot initiatives in Kindergarten, with plans for a dynamic 50/50 immersion format led by bilingual teachers to foster language development and cultural understanding from the outset of students' academic journey.
- governance and management, undermining the administration's role.

➤ **Director of Curriculum, Mr. Timpone:**

The sharing of Academic Dashboard Data, including ELA and Math scores broken down by grade, as well as projections for 3/4 of these subjects, was carried out by the Director of Academics, Mr. Timpone. explained The Data in detail, providing insights into student testing trends and goals, ELA Regents results, and an overview of Regents preparation. Finally, actionable next steps and interventions based on the data points were offered by the principals from Elementary, Middle and High School.

**Stop Drop Test Data**



**ELA**

Grade	Average	Proj 3/4	2023 3/4
3	56%	60%	62%
4	61%	72%	56%
5	53%	51%	36%
6	58%	59%	66%
7	59%	65%	81%
8	65%	92%	56%
<b>School</b>	57%	66%	59%

**MATH**

Grade	Average	Proj 3/4	Add 2023 3/4s	2023 3/4
3	60%	73%	N/A	76%
4	48%	40%	67%	51%
5	43%	24%	45%	41%
6	46%	26%	38%	60%
7	70%	76%	78%	83%
<b>School</b>	53%	48%	60%	62%

- Average = raw score calculated as total points scored/available points x 100 for both parts of the assessment.
- Proj % 3/4 = Number of students with an average score of 55/total students tested x 100



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### Number of Students Tested



ELA	
Year	Percent Tested
2016-2017	57%
2017-2018	62%
2018-2019	64%
2019-2021	No Testing Data
2020-2021	74%
2021-2022	85%
2022-2023	85%

Math	
Year	Percent Tested
2016-2017	66%
2017-2018	62%
2018-2019	71%
2019-2021	No Testing Data
2020-2021	75%
2021-2022	82%
2022-2023	85%

- Using data to provide intervention and build student confidence
- Informing parents of importance of testing for school-wide benchmarks & future HS exams
  - Communication with students and preparing for "day of" decisions
  - Understanding surrounding districts testing numbers and overall mindsets

### January 2024 ELA Regents Scores



Scale Score	Level
97	5
97	5
94	5
90	5
90	5
90	5
89	5
88	5
88	5
87	5
86	5
85	5
84	4

Scale Score	Level
80	4
80	4
79	4
79	4
77	3
76	3
74	3
74	3
72	3
72	3
70	3
50	1
50	1

- 92.3% pass rate for all 11th graders in January
- The two students who did not pass have individualized progress plans and are on track to pass in June

During the presentation, Mr. Timpone provided an overview of the school's curriculum for students between the ages of 3 and 6, which is provided by HMH. He also discussed the novel study curriculum for grades 7 and 8 students.

- Mr. Timpone provided updates on the dual language immersion pilot program, combining Spanish and English instruction. Pilots have been ongoing, with recent observations showcasing engaged Spanish and English students benefiting from total Spanish immersion. Plans include a two-week pilot in June, exploring variations of language ratios. The program will be presented to incoming kindergarten parents, allowing them to opt in or out based on interest. Collaboration with Transcend, a nonprofit supporting innovation, has been fruitful, offering unique learning experiences and data supporting the effectiveness of dual language programs. Additional pilots are under



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consideration, with strong support from the board. The program enhances academic achievement and equips students with valuable bilingual skills for their future.

➤ **High School Principal, Dr. Patrick McKinney:**

Regarding the tests, Dr. McKinney clarified that the main objective was to boost student confidence and reduce anxiety around tests. The school implemented several measures to make tests less intimidating, which resulted in students feeling more prepared and less overwhelmed. As a result, there was a significant increase in the number of students taking tests over the past seven years across all subgroups. Specifically, in English Language Arts (ELA), there was an increase from 57% to 85% over the past two years, and in Math, the increase was from 66% to 85% in the past year and 82% the year before. These improvements were attributed to various interventions, including talking to parents to emphasize the importance of tests as guidance rather than judgment. Communication with students was critical at the elementary and middle school levels, with peer support and encouragement fostering confidence. Overall, the cultural shift towards viewing tests positively and as opportunities for growth has led to more widespread participation, particularly in middle schools within the district.

Dr. McKinney has reported that they conducted their January 2024 ELA Regents exam and achieved a pass rate of 92.3% for our 11th-grade students. While only 2 students did not pass, they have created individualized plans for them, which have already been implemented. They have also observed that they are now on track with the most recent practice Regents questions.

➤ **Elementary School Co-Principal, Mrs. Henninger:**

Mrs. Henninger outlined the next steps and interventions for elementary school grades 3 to 6. The staff utilized Mastery Connect to review data, allowing them to assess class-wide performance on standards and individual student progress. For standards with less than 50% mastery, whole-class reteaching is prioritized, while standards with over 50% mastery receive more individualized attention. Restructuring of RTI (Response to Intervention) groups involves ELA and math teachers targeting students scoring between 45% and 55% for additional support, both within and outside the classroom. This approach addresses specific areas for student growth while ensuring mastery of established standards.

Mrs. Henninger emphasized the importance of ongoing communication between teachers and families to ensure transparency and prevent any surprises. Encouraging teachers to maintain consistent communication throughout the year helps families feel



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informed and involved in their child's education journey. This includes updating parents on various aspects, such as RTI involvement and test preparation. Teachers utilize platforms like Dojo to provide overviews of classroom activities and progress, but direct communication, whether through phone calls, messages, or in-person conversations, remains vital. Addressing parental concerns about tests involves reassuring them of their child's capabilities and providing support to foster a positive outlook. Fostering open communication channels between educators and families is integral to creating a supportive learning environment.

➤ **Elementary School Co-Principal, Ms. Camillery:**

Ms. Camillery discussed initiatives targeting sixth-grade students' needs in language arts (LA) and math. Personalized learning classes address specific standards requiring additional support and provide spiral review for upcoming tests. A dedicated personalized learning teacher focuses alternately on ELA and math, granting students extra instruction in both subjects. Classroom teachers offer small-group instruction during designated ELA and math blocks and SGI (Small Group Instruction) time, leveraging assessment data to tailor instruction effectively. Restructuring of RTI groups ensures students receive additional pullout support. Furthermore, DCIs (Data Collaborative Inquiry) personnel provide supplementary small-group assistance within classrooms, reinforcing learning in subjects such as fifth-grade ELA. These collaborative efforts aim to provide targeted support and enhance students' mastery of curriculum standards.

➤ **Middle School Principal, Mrs. Gang:**

Mrs. Gang discussed implementing a mastery cycle plan in middle school, combining elementary and high school practices. Teachers utilize data from Mastery Connect to create individualized plans for each student, highlighting standards needing remediation, mastery, or review. Students track their progress on assigned standards using mastery trackers, engaging in independent practice tailored to their needs. Mastery of standards is demonstrated through repeated successful completion, ensuring thorough understanding before moving on. Additionally, personalized learning teachers focus alternately on ELA and math to provide targeted intervention before respective tests, ensuring comprehensive student support. Post-ELA test, focus shifts to non-testing writing and content teachers integrate test prep strategies into their curriculum, fostering interdisciplinary learning. This approach addresses individual needs while focusing on essential content standards across subjects.



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### III. Finance

#### A. Director of Finance and Operation Report, Ms. Nicola Graham

- Discussed Cash Disbursements for February 2024 in detail.
- Presented Finance and operation Dashboards.
  - All cash accounts are healthy.
  - Informed about the compliance calendar (January 2024).
    - ✓ Intent to return update.
    - ✓ Served 16 days of breakfast and 15 Lunch Days in February (1/2 day PTC).
    - ✓ Annual Financial Compliance Report with Riverhead IDA Local Development Corp.
    - ✓ - Annual Financial and Compliance with Riverhead IDA Economic Development Corporation. The report included information on employee demographics, bond amounts, yearly interest amounts, yearly principal payment amounts, and amortization schedule
    - ✓ Buildings/ Grounds Repairs, Maintenance and Investments Presentation

### IV. Development

### V. Facility

The Board approved the motion to accept and approve the proposal from the Consultant from the comprehension salary announcement.

**Aimee LoMonaco** made the motion.

**Maria Cintron** seconded the motion.

The board VOTED unanimously approved the motion.

### VI. Governance

### VII. Other Business



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## VIII. Closing Items

### A. Enter Executive Session

**Aimee LoMonaco** made the motion to enter toexecutive session at 7:55 PM.

**Maria Cintron** seconded the motion.

The board VOTED unanimously to approve the motion.

### B. Exit Executive Session

**Maria Cintron** made a motion to exit the executive session at 8:56 PM.

**Zenobia Hartfield** seconded the motion.

The board VOTED unanimously to approve the motion.

### C. Adjourn Meeting

**Maria Cintron** made a motion to adjourn the meeting on March 27<sup>th</sup>, 2024.

**Zenobia Hartfield** seconded the motion.

The board VOTED unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:57 PM.

Respectfully Submitted,

**Diana M. Salcedo Gomez.**