



Chartered Public School Annual Progress & Accountability Report

Instructions:

The Chartered Public School Annual Report is hereby presented in conformance with RSA 194-B:10 and New Hampshire Department of Education (NHed) Administrative Rules Ed 318.16. The filing of this report by **AUGUST 31** for the preceding school year is an annual requirement for each chartered public school. For more information, visit the website for the NHed [Office of Chartered Public Schools](#).

This report must be completed, filling in all fields and with appropriate attachments by the due date specified above. Compliance with the deadline and the contents of this report may be used to determine eligibility for federal CSP grant funding and in other compliance activities including renewal of your charter.

Please submit this report, signed and completed, as an electronic copy to doe.nhcsp@doe.nh.gov. Questions regarding this form and process may be directed to the Office of Chartered Public Schools in writing to doe.nhcsp@doe.nh.gov.

Part I: School Contact Information

School Name: <i>(as registered with NH Secretary of State)</i>	Gate City Charter School for the Arts
School's Primary Address:	7 Henry Clay Dr Merrimack, NH 03054
Mailing Address (if different):	
Telephone Number:	(603) 943-5273
Head of School Name and Title:	Jennifer Blanchette, Director
Email Address:	blanchettej@gccs-nh.org
Telephone Number:	(603) 943-5273
Authorized School Representative Name and Title:	Jennifer Blanchette, Director
Email Address:	blanchettej@gccs-nh.org
Telephone Number:	(603) 943-5273
Did any of the information above change since last report?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is your school a current Federal Charter School Grant recipient? If yes, complete CSP Sub-Recipient Supplemental Reporting as well.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part II: School Status

A. Board of Trustees

-
1. Have there been any changes in the membership of the Board of Trustees since the last annual report? If yes, provide comment. Yes No N/A

Check here if more information is included in appendix.

-
2. Have there been any changes to the Trustee's methods of operations since the last annual report? If yes, provide comment. Yes No N/A

Check here if more information is included in appendix.

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3. Have there been any changes to the Trustee's by-laws since the last annual report? If yes, provide comment.

Check here if more information is included in appendix.

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4. Have there been any recusals made by a member of the Board of Trustees under RSA 194-B:5, VII? If yes, provide comment.

Check here if more information is included in appendix.

B. Student Enrollment and Related Services

-
1. Is your charter school the only available public school for certain grades? Yes No
If yes, do you provide education to all resident pupils in those grades? Yes No

-
2. Did you make all required data reports via the iplatform? If no, provide timeframe for completion below.
 Yes No

Check here if more information is included in appendix.

C. School Development and Progress

-
1. Provide a statement of how the school is meeting the goals of its mission statement.

Gate City Charter School for the Arts is meeting the goals of its mission statement by providing curriculum that meets state standards as well as arts-integrated components. This curriculum helps to foster a life long love of learning.

2. Describe the processes, procedures, and policies the chartered public school has to ensure that it complies with non-discrimination laws as outlined in RSA 194-B:8 (1)

Gate City Charter School does not discriminate nor violate individual rights in any manner prohibited by law. Gate City Charter School services and collaborates with sending school districts and their families to ensure students identified with a disability are properly serviced.

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3. Describe any transportation services available to students.

Our Merrimack students are able to ride the Merrimack bus to & from school. The boys and girls club of Nashua also provides transportation for some students of our students. Lastly, the YMCA of Merrimack also provides transportation to those signed up for their programs. All other students are family / guardian pickup.

4. Provide a description of the community services available at the chartered public-school site, if any.

Gate city offers a variety of community services. Some examples of these are community meeting, Annual toy, coat and humane society drives and twice weekly electives. Community Meeting is a monthly all school meeting to discuss upcoming events at school as well as our featured artist. We also host a toy drive around the holidays, a coat and mitten drive in the winter months. We also host a humane society drive in the spring. We offer twice weekly electives these electives are for all students K-8 taught by teachers and/or parents or other volunteers from our community.

D. Safety and Facilities

1. Does the chartered public school have a current, approved Certificate of Occupancy? Yes No

2. Provide date for most recent Fire Inspection Certificate? 9/30/2021

3. Provide date for most recent Health Inspection? 01/21/2022

4. What is the date of the most recent Insurance Certificate?

5. Provide date for most recent lead test, if applicable? 2019 N/A

6. Provide date for most recent Asbestos Inspection Report, if applicable? N/A

7. Was Restraint and Seclusion reporting required under RSA 126-U:7 was completed? Yes No

8. Were substantiated incidents of bullying or cyberbullying reported as required under RSA 193-F:6?
 Yes, provide # of Incidents: 0 No

Part III: Financial Reporting

1. Did the school complete and submit their DOE 25 submission for the previous school year? Yes No
If no, explain:

2. Did the school supply NHed with a budget for the current school year? Yes No
If no, explain:

Part IV: Needs Assessment

Choose your method of reporting your needs assessment: Questions below Summary Attached

1. When was the latest needs assessment completed?

2. Who led the assessment process?

3. Who participated in the process? Check all that apply.

- Board/Leaders/Administrators Parents
 Teachers Students
 Other: _____

4. Has a plan been developed to address the identified needs? Yes No

5. What's the timeline for addressing these needs? (number of months and/or years)

6. List three needs that have been identified, in order of highest priority.

- 1.
- 2.
- 3.

Part V: Attachments

Please attach the following documents.

- | |
|--|
| <input checked="" type="checkbox"/> School calendar, including hours of operation |
| <input type="checkbox"/> Attach a copy of your Accountability Plan showing progress made toward goals |
| <input checked="" type="checkbox"/> Attach a copy of your Needs Assessment in lieu of Part IV Question (if applicable) |

Part VI: CSP Sub-Recipients Reporting

- WE ARE **NOT** a current CSP sub-recipient (Skip these questions, sign and certify on the next page)
 WE ARE a current CSP Sub-recipient (Complete questions below, sign and certify on the next page)

1. Have you developed additional support plans for struggling and/or underperforming students?

Yes No N/A Explanation & Compliance Timeline: _____

2. Did you use your Title II Funds in the previous school year? Yes No N/A

Explanation:

3. Did you use any other title program funds in the previous school year? Yes No N/A

Explanation:

4. Did you participate in the Best Practices Survey? Yes No N/A

Explanation:

5. Have you developed and shared your Best Practices with NHEd so they can be made widely available?

Yes No N/A Explanation & Compliance Timeline:

6. Did you complete a program specific financial audit for your CSP project and provide the state with a copy?

Yes No N/A Explanation & Compliance Timeline:

7. Are you up to date with your GMS reporting? Yes No N/A

Explanation & Compliance Timeline:

Part VII: Certification

We, the undersigned, do hereby certify that the information presented in this Chartered Public School Annual Report is true and accurate to the best of our knowledge.

Jennifer Blanchette

Printed Name of Authorized Representative

Director, GCCSA

Title

J. Blanchette

Signature of Authorized Representative

August 31, 2022

Date

Danielle Charest

Printed Name of Chairman of Board of Trustees

Da Charest

Signature of Chairman of Board of Trustees

August 31st, 2022

Date

2022-2023 Calendar

August/September 21 Days 21

M	T	W	TH	F	
x	x	31	1	xx	29/Teachers, 30/Teachers & EA's
xx	6	7	8	9	30/ School Social, 31 1st Day of School
12	13	14	15	16	2-5 Labor Day
19	20	21	22	23	
26	27	28	29	30	

October 19 Days 40

M	T	W	TH	F	
3	4	5	6	x	7 Teacher Workshop
xx	11	12	13	14	10 Columbus Day 11-14 Parent/Teacher Conf.
17	18	19	20	21	
24	25	26	27	28	
31					

November 18 Days 58

M	T	W	TH	F	
	1	2	3	4	
7	8	9	10	xx	11 Veterans Day
14	15	16	17	18	
21	22	xx	xx	xx	23-25 Thanksgiving Break
28	29	30			

December 14 Days 72

M	T	W	TH	F	
			1	2	2 Trimester 1 Ends
5	6	7	8	9	9 Report Card Avail
12	13	14	15	16	
19	20	xx	xx	xx	21-2 Winter Break
xx	xx	xx	xx	xx	

January 20 Days 92

M	T	W	TH	F	
xx	3	4	5	6	
9	10	11	12	13	
xx	17	18	19	20	16 Civil Rights Day
23	24	25	26	27	
30	31				

February 17 Days 109

M	T	W	TH	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
xx	21	22	23	24	20 Presidents Day
xx	xx				27-28 Winter Break

March 19 Days 128

M	T	W	TH	F	
		xx	xx	xx	1-3 Winter Break
6	7	8	9	10	
13	14	15	16	x	17 Teacher Workshop
20	21	22	23	24	22 Trimester 2 Ends
27	28	29	30	31	31 Report Card Avail

April 15 Days 143

M	T	W	TH	F	
3	4	5	6	7	
10	11	12	13	14	10-14 Parent/Teacher Conf.
17	18	19	20	21	
xx	xx	xx	xx	xx	24-28 Spring Break

May 22 Days 165

M	T	W	TH	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	25 GCCSA Festival
xx	30	31			29 Memorial Day

June 12 Days 177

M	T	W	TH	F	
			1	2	
5	6	7	9	10	7 Trimester 3 Ends
12	13	14	15	*	15 Report Cards Available, Last Day
*	*	*			19-21 Snow Days

Legend

x = No School - Students xx = No School - Students/Staff

Days vs. Hours

177 Days Scheduled = 1058.46 Instructional Hours
Minimum Standard is 990 Hours

School Hours

Doors Open
4-8 (and younger siblings) 8:20-3:00
K-3 8:35-3:00

Early Release - Every Wednesday

K-3 - 8:35-1:00 Grades 4-8 - 8:20-1:00

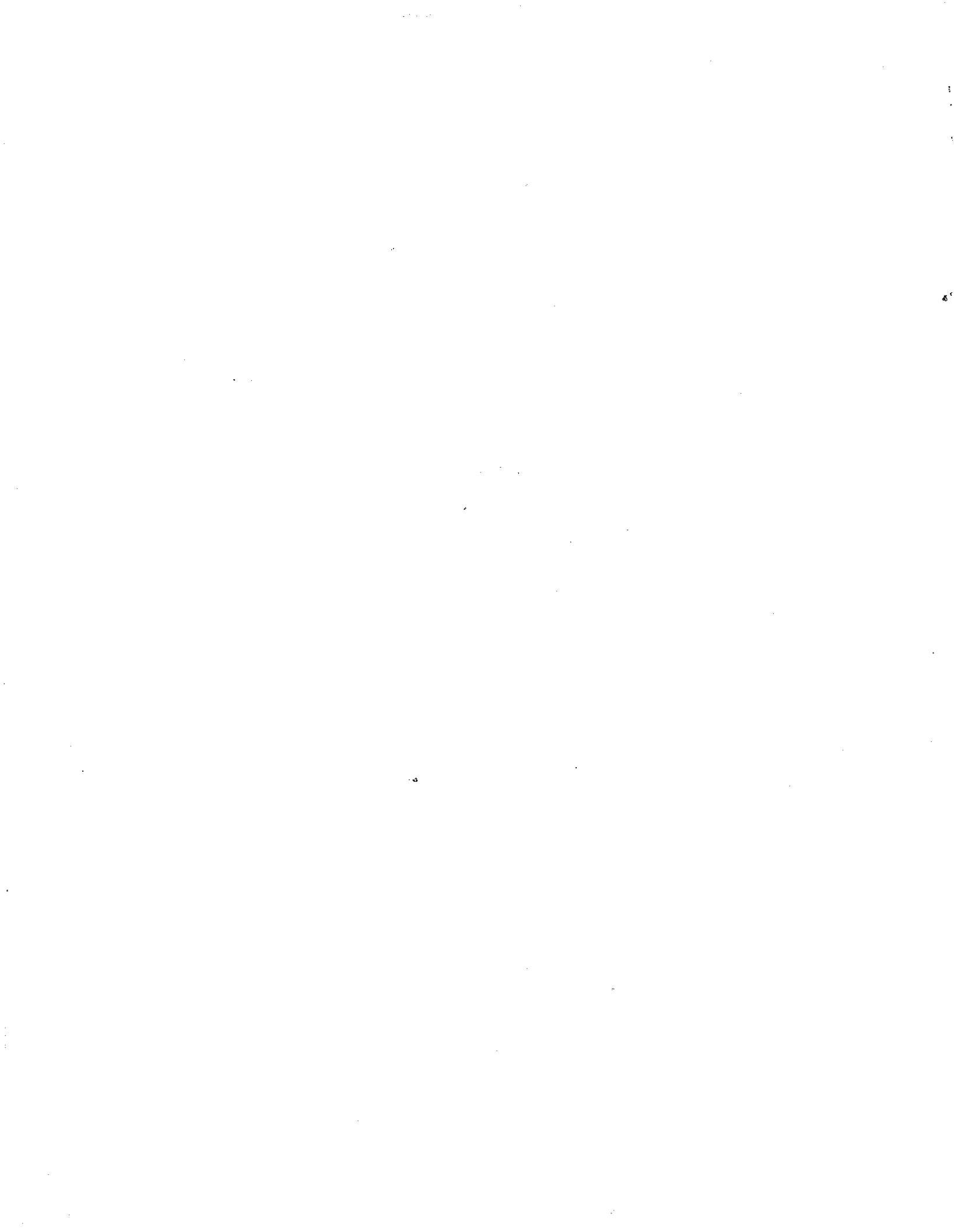


Gate City Charter School for the Arts

7 Henry Clay Drive
Merrimack, NH 03054
603-943-5273 (f) 603-943-5745

www.gccsanh.org

2022-2023





Exceptional Education Through Arts Integration
7 Henry Clay Drive Merrimack, NH 03054
(603) 943-5273
www.gatecitycharterschool.org

Title I Needs Assessment Guidelines 2019-2020

The Needs Assessment Procedure describes the systematic processes that Gate City Charter School for the Arts utilizes in order to establish priorities for action and make appropriate decisions about the allocation of resources (e.g., people, materials, time, and fiscal, including all funds in its Title I program.

A Title I needs assessment must include:

1. Considers a Range of Needs and Issues Although additional factors may be considered, those listed below significantly impact student achievement. At a minimum, Title I schools should assess their current status with respect to each:

Student Needs including:

- student performance on State assessments, in general, and in identified subgroups and individually
- measurable goals for achievement known by parents, teachers, and students
- mobility, dropout, graduation, and attendance rates; significant disciplinary issues
- intervention processes to ensure individual students' educational needs are met in a timely manner.

Curriculum and Instruction including:

- staff members expressing high expectations for student achievement
- core content areas with instruction supported by scientifically-based research
- assessment instruments, including diagnostic assessments, are routinely used (at least 3-4 times per year) to measure student achievement in language arts/reading and mathematics

- if assessment results are used to inform curriculum, instruction, and individual interventions; the role teachers play in deciding what assessments will be used to measure student achievement
- if instructional technology is available for all students
- the integration of technology into teaching
- evaluation of instructional programs and practices.

Professional Development including:

- the qualifications of teachers and instructional paraprofessionals
- processes used to determine the professional development needs of teachers
- staff participation in professional development; the relationship of professional development to classroom instruction
- whether professional development is ongoing and incorporated into the day-to-day routine of the staff
- teachers' opportunity to collaborate as team members and/or mentors in professional development
- if the daily teacher schedule allows for common planning time across grade levels and content areas
- how professional development is evaluated and mid-course corrections made, if needed.

Family and Community Involvement including:

- if teachers routinely communicate with parents (formally and informally) about the academic progress of their children
- parents and community involvement in activities that support student learning
- parents and community involvement in school and district governance decisions
- the availability of health and human services to support students and their families; communication/outreach methods for families who speak languages other than English

- partnerships with local social service and business organizations; community perceptions of the school or district; evaluation of parent and community involvement strategies.

School and Organization including:

- the school's vision and mission; the involvement of all staff in decisions about instruction
- the progress the organization has made in the last 2-3 years toward meeting to student achievement and instructional goals
- role(s) of central office staff, directors, curriculum specialists (such as coaches) and teachers in leading instructional improvement
- how the budget is determined and priorities set; equitable allocation of available resources (e.g., people, materials, time, and fiscal, including all ESEA funds); discipline and safety policies; climate and culture

2. Includes Information Gathered from a Variety of Sources Schools should employ evidence-based investigation methods in the collection and analysis of quantitative and qualitative data.

Quantitative Data such as:

- student achievement results such as standardized tests, rubrics, formative and summative assessments, enrollment counts, dropout rates, graduation rates from school and district records and reports, and demographic statistics from community-based or other organizations.

Qualitative Data that reveal attitudes and perceptions, such as:

- written surveys, face-to face or telephone interviews, focus groups, or classroom observations. Ultimately, the kind of information needed and the source of that information will determine the collection method to be used. Obtaining qualitative data requires good organization and adequate time. Safeguards must be taken to ensure that collection methods are appropriate for the groups or individuals surveyed. For example, a lengthy written survey is not appropriate for a parent

who has reading difficulties or limited English proficiency; instead, conducting a focus group might be a more appropriate means of eliciting useful information.

3. Employs the Use of Valid and Reliable Data to the Maximum Extent Possible

An effort should be made to present quantitative and qualitative data in formats understandable to stakeholders, including teachers, parents and community members. Data presentations should preserve the confidentiality of individuals and limits to generalizability explained clearly.

4. Meaningfully Involves Many Individuals Representing a Range of Knowledge, Skills, and Expertise

- **A formal planning team** should be in place to organize and oversee the needs assessment process, lead the staff in developing plans, and conduct or oversee the program's annual evaluation.
- **The directors of Title I schools** are responsible for establishing this core planning team. The team might consist of: administrators; teachers representing different grades and content areas; other professional staff such as guidance counselors and curriculum specialists; parents and other community members; and students. The team should possess diverse skills, knowledge, abilities, and expertise, and be knowledgeable about Title I programs and their regulatory requirements.
- **Parents, community members, and other stakeholders** should be meaningfully involved.

5. Results in the Development of Goals and Action Plans The analysis of quantitative and qualitative data should result in the development of goals and plans that support all students in reaching proficiency in academic content areas. These plans should include:

- The plans will include strategies at the classroom level as well as strategies at the school level to achieve specific goals.

- The plans must include the performance and improvement targets set for the school by the State in order to substantially increase the percentage of students attaining proficiency.
- The plans should identify specific skills and knowledge that students have not mastered, and define incremental objectives for student learning based on those findings.
- The plans should include the activities necessary to fully implement the strategies needed for addressing student learning-including high quality professional development for all staff-and indicate who will be accountable for ensuring that the activities are completed in order to fully implement the strategies.

6. Used as the Basis for Resource Allocation

The needs assessment process will result in the identification of a large number of issues that could be addressed to improve student achievement. It is important, therefore, that the school prioritize areas that will move the organization to higher levels of instructional quality and performance. Once priority needs have been identified, the team should describe them in detail and generate discussion among stakeholders about strategies to address them. Resources (e.g., people, materials, time, and fiscal, including all ESEA funds) should be allocated to support those priorities.

7. Includes Regular Follow Up and Evaluation of Plans and Strategies

The school should be prepared to evaluate their programs and policies on a regular basis to ensure they are having the intended impact on the skills, knowledge, and behaviors of students and adults. The school should be able to articulate, for example, the expected changes in students' learning experiences, and have a set of observable indicators as a means of anchoring school expectations in concrete outcomes. The results of these evaluations should be used to improve programs, and parents and other stakeholders should have opportunities for input on program and policy needs, implementation, evaluation and improvement.

