

**RENAISSANCE  
CHARTER SCHOOL**

**RENEWAL REPORT  
JANUARY 2010**

*Joel Klein, Chancellor*

*Eric Nadelstern, Chief Schools Officer*

*Michael Duffy, Executive Director, Charter School Office*

# Part 1: Executive Summary

## **School Overview and History:**

Renaissance Charter School is a K-12 school serving approximately 540 students in the 2009-2010 school year.<sup>1</sup> The school converted from a K-12 DOE traditional public school to a charter school in 2000. It has no plans to grow further.<sup>2</sup> It is currently housed in a private facility leased by the DOE in District 30.<sup>3</sup>

The school population comprises 19.7% Black, 42.6% Hispanic, 19.7% White, and 17.3% Asian students. 56% of students are designated eligible for free or reduced lunch.<sup>4</sup> The student body includes 3.6% English language learners and 10.1% special education students. The school also serves 6 special education students who are enrolled in a District 75 Inclusion Program at the school. Boys account for 52% of the students enrolled and girls account for 48%.<sup>5</sup>

The school earned an A on its progress report in 2009, an A in 2008 and a C in 2007. The average attendance rate for the school year 2008 - 2009 was 95.3% for the K-8 students and 91.5% for the high school students.<sup>6</sup> The school is in good standing with state and federal accountability.<sup>7</sup>

## **Renewal Review Process Overview:**

The NYC DOE Charter School Office conducted a thorough review of this schools' Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the schools finance, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: December 2 and 3, 2009.

The following experts participated in the review of this school:

- Nancy Meakem, Director of Evaluation, Charter School Office, NYC DOE
- Aamir Raza, Director of Oversight, Charter School Office, NYC DOE
- Christina Grant, Director of Community Engagement, Charter School Office, NYC DOE
- Amy McIntosh, Chief Talent Officer, NYC DOE
- Fred Lisker, Special Education Specialist, NYC DOE
- Joy Stopher, Cambridge Associates

## **Renewal Recommendation:**

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Renaissance Charter School for a period of 5 years consistent with the terms of the renewal application.

The NYC DOE-OCS has found Renaissance Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, Renaissance Charter School is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the charter Schools Act and applicable law.

---

<sup>1</sup> NYC DOE ATS system

<sup>2</sup> NYC DOE ATS system and charter agreement

<sup>3</sup> NYC DOE Location Code Generating System database

<sup>4</sup> Demographic data drawn from NYC DOE ATS enrollment database as of 10/31/09.

<sup>5</sup> Demographic data drawn from NYC DOE ATS enrollment database as of 10/31/09.

<sup>6</sup> NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

<sup>7</sup> New York State Education Department - [www.nysed.gov](http://www.nysed.gov)

## Part 2: Findings

### What the school does well

- The school community has a shared vision and commitment resulting in a supportive culture of mutual trust and respect.
  - There is a strong sense of community at the school and a shared commitment to high student achievement. The school's motto of "Developing Leaders for the Renaissance of New York" underpins all decisions and is evident throughout the school. The school has embedded the motto in the choice of curriculum and activities which are carefully designed to produce confident, successful and articulate college-bound graduates. The school now has alumni serving as teachers and former students who are eager to enroll their own children. It is currently developing systems to track the progress of alumni in order to determine whether it can make any further improvements.
  - Relationships throughout the school are of a very high quality. Adults constantly share information to support the students and to help each other improve their practice. Older students support younger ones. All students and teachers freely express their own opinions and ideas because the culture of genuine trust and respect allows them to do so. They know that their views will be valued.
- School leaders have a collaborative, data-driven approach to problem solving which brings about effective and timely improvements.
  - The school is reflective and constantly evaluates its performance, then takes a collaborative approach to finding solutions and solving problems. It developed its middle school restructuring plan in response to the results of standardized scores in grades 6-8. Students, parents, and teachers played an important part in the development of the, sometimes, controversial plan. This includes an extended school day, interest groups in response to students' views, and skills development in response to teachers' suggestions. The improvements resulted in an increase in academic achievement and improved student engagement.
  - School leaders demonstrate a responsive approach to programming such as in creating opportunities for high school teachers to teach in the middle school. They enable students to study skills within cross grade groups and make effective use of looping. There is an inclusive approach to meeting the needs of special education students and a successful relationship with a District 75 school to integrate a number of autistic students into classes.
- The depth and breadth of the curriculum, and supporting partnerships, provide students with a wide range of learning opportunities to engage them and to raise achievement.
  - To support its philosophy to develop understanding through layers of knowledge, the school has thematic, interdisciplinary, project-based learning in all grades. The introduction of "matrix geography" has resulted in significant improvements in student achievement in global history, social studies and other subjects. It also led to the school receiving the 2008 Lincoln Center's Imagination award and grants from the National Geographic Foundation.
  - The school has a significant number of long-term partnerships which enrich the curriculum, particularly in the arts. Students are able to excel in the areas of music, dance, drama, and multi-media art activities. The Ren-sizzle enrichment program sees the timetable suspended for a week and an extensive range of opportunities available to students to follow their own interests. The breadth of activities on offer provides opportunities for all students to succeed, and

consequently they show confidence and increasing maturity. They also exhibit enquiring minds and a love of learning.

- Highly effective professional development, shared leadership and extensive collaboration result in some innovative and excellent teaching.
  - The school has created a structure of four cluster groups, K-4, 5-6, 7-8, and 9-12 that serve as a very effective system to support collaboration and professional development activities. The management structure underpinning it has resulted in shared leadership and a cohesive professional learning community. Teachers regularly visit each other's classrooms, share best practice, and openly review each other's work. It is common to see a number of adults in one classroom, co-teaching, acting as mentors, or simply observing. Well-established use of peer reviews and critical friends groups has provided a good foundation for the school to expand this in the Partnership for Innovation in Compensation for Charter Schools (PICCS) project.
  - There are many examples of innovative and excellent teaching throughout the school. The best teaching fully involves students in their learning and makes use of a wide range of strategies to engage their interest. The teachers have highly developed skills in facilitating learning by allowing students to explore solutions and determine the way forward. They are innovative in their approach to making connections across curriculum areas and encourage group work and independent learning. The very good facilities for lab work, high quality resources and classroom environments support learning.
- The school is making good use of data to inform decision-making and to ensure students achieve their goals.
  - The school's development of its own database has enabled it to collect and analyze a wide range of data and use it to inform decision-making. Students take mock Regents exams in November. Subsequently, teachers carry out an item analysis of the different sections to inform what needs to happen next. The school is working very effectively in implementing the PICCS data management systems. It is in a process of transition to pull all the data together. The MYPICCS portal for all staff is proving a very effective means of communication. The portal encourages professional forums and cluster chat groups. Teachers are able to access minutes of meetings, calendars, and track letters sent to parents. This is having a positive impact on student achievement.
  - High levels of collaboration among staff result in a broad collection of qualitative data. Each student now has an individual academic plan and the school is working to develop this further. Good use is made of the Wednesday afternoon professional development sessions to create these plans. The school shares them with parents at family conferences. Teachers use weekly meetings to discuss progress and bring about improvements to help students to achieve their goals.
- Students are strong advocates for their own learning and their involvement in their education results in very effective academic and personal development.
  - In line with its goals, the school provides a breadth of opportunities for students to develop as active global citizens. The many student-led initiatives to promote social change include the New Orleans project and social justice day events. Student representatives contribute to the collaborative school governance committee. The school actively seeks out student views to inform decisions, such as during the middle school restructure. The impact of this on students' academic and personal development is evident in the way in which they contribute to discussions in class. They demonstrate a level of maturity and an eagerness to get involved and bring about change. Students value their

opportunity to take part in internships in partnership with a diverse range of agencies.

Students make a strong contribution to the development of the school community through mentoring programs, peer mediation and anti-bullying activities. Project Maya is one example of older students contributing to the education of younger ones. High school students created lessons for each grade from K-5. The delivery of these lessons helped them to share their experiences and strengthened their own knowledge.

- The school's Board of Trustees has functioned effectively in furthering the school's mission and vision, and maintains sound finances and internal controls.
  - The board noted parent and community engagement, understanding student needs, a probing culture at the board, and participation in the Partnership in Compensation for Charter Schools ("PICCS") as major accomplishments since the school's inception. If a full renewal is granted, the board's priorities will include the growth and development of the board, strategic planning, finding permanent space, refining K-12 curriculum, focusing on IEPs, and sustaining quality education with ongoing funding cuts.
  - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resource policies. The financial statements of TRCS were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
  - According to the school's audited financial statements for year ended June 30, 2009, the school possessed assets totaling \$2,225,768 and total liabilities of \$253,851. All of the school's net assets totaling \$2,111,097 remain unrestricted for use purposes. TRCS has over \$1.5 million dollars in liquid assets that could be converted to cash within 90 day period. The school remains in good financial condition to meet its obligations.

#### **What the school needs to improve**

- Continue to improve the quality of teaching so that all lessons have the same level of rigor and consistently demand the best of students across all grade levels and content areas.
  - School leaders have a good knowledge of the strengths and areas for improvement for individual teachers and work hard to share best practices. Teachers are supportive of each other and show a genuine willingness to learn. This creates a good foundation to continue to improve the quality of teaching and to increase the level of consistency with regard to rigor. Not all teachers are as experienced and adept at delivering the curriculum in a way that consistently demands the best from students. Some lessons lack rigor and provide insufficient challenge for some groups of students.
- Extend the level of differentiation further so that all students receive sufficient challenge, particularly in math.
  - There are good examples of differentiation in some lessons where teachers provide tasks matched to students' abilities. This is not the case in all lessons so that some students do not progress at the speed they should. This is particularly true in math where many students spend time completing work that is too easy. The school continues to develop its math curriculum and include it in project-

based learning. The use and application of math in other subject areas is not systematically coordinated to challenge the high achievers.

- Continue to enhance the school's use of data through the ongoing implementation of PICCS and training for teachers, to ensure that all teachers use data to drive instruction and meet the individual learning needs of students.
  - The school is continuing with its systematic approach to the implementation of a comprehensive data system through PICCS. It is aware of the importance of bringing all its data together to maximize students' achievement and progress.
- Ensure that the school has plans in place to meet the different needs of its changing population.

School leaders are aware of the changing student population and the need to ensure that it meets the needs of new groups. There are a growing number of English language learners. The school recognizes the importance of ensuring their academic progress and identifying the differing cultural needs of their families. The school also intends to plan for an increasing number of students with attention deficit syndrome.

- Continue expanding and adding new board members to diversify skill sets on the board.
  - The RCS board remains a stable board with a strong commitment to the school. The school board is working on adding additional board members to bring more expertise. The school board has identified challenging goals for the next chartering period and adding skillful board members may provide further balance to the governance structure.

## Part 3: Charter School Goals

### Insert Charter Goals Chart from Retrospective Report with description

The Renaissance Charter School has sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals which is excerpted from the school's retrospective report and has been verified by the Charter School Office.

Goals	First Year	Second Year	Third Year	Fourth Year	Fifth Year
<b>Absolute:</b> By year four of the charter, 70% of TRCS K- 8 students will meet or exceed standards in English Language Arts (ELA) state examinations.	Result Met: YES	Result Met: YES	Result Met: YES	Result Met: YES	Result Met: NA (i.e. Information not available)
<b>Absolute:</b> By year four of the charter, 70% of TRCS K- 8 students will meet or exceed standards in Mathematics (math) state examinations.	Result Met: YES	Result Met: YES	Result Met: YES	Result Met: NA	Result Met: NA
<b>Absolute:</b> By year four of the charter, 80% of TRCS high school seniors will graduate.	Result Met: YES	Result Met: YES	Result Met: YES	Result Met: NA	Result Met: NA
<b>Absolute:</b> By year four of the charter, 80% of TRCS high school seniors will graduate	Result Met: NA	Result Met: NA	Result Met: YES	Result Met: NA	Result Met: NA
<b>Absolute:</b> 85% of the graduating class will be accepted to institutions of higher learning.	Result Met: YES	Result Met: YES	Result Met: YES	Result Met: NA	Result Met: NA
<b>Absolute:</b> The average attendance rate of students, K- 8, at TRCS will be above 90%. The average attendance rate of students, 9- 12, at TRCS will be	Result Met: YES	Result Met: YES	Result Met: YES	Result Met: NA	Result Met: NA

above 90%.					
------------	--	--	--	--	--

<p><b>Comparative:</b> The average passing rate of TRCS students on New York State required Regents examinations will be above the average passing rate of students in similar schools.</p>	<p>Result: Met: NA</p>	<p>Result Met: YES</p>	<p>Result Met: YES</p>	<p>Result Met: NA</p>	<p>Result: Met: NA</p>
---	----------------------------	----------------------------	----------------------------	---------------------------	----------------------------

## Part 4: Charter School Performance Data

The Renaissance Charter School met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data.

These charts presents the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 30 and New York City.

### Percent of Students Performing at or Above Grade Level – Whole School<sup>8</sup>

ELA				
	2006	2007	2008	2009
<i>Renaissance</i>	78.5%	75.7%	81.4%	90.7%
<i>CSD 30</i>	58.6%	58.2%	64.0%	75.8%
<i>NYC</i>	51.8%	52.5%	59.0%	70.3%

Math				
	2006	2007	2008	2009
<i>Renaissance</i>	78.9%	78.0%	94.0%	96.0%
<i>CSD 30</i>	64.8%	74.4%	82.0%	88.0%
<i>NYC</i>	58.2%	66.9%	75.9%	83.3%

### Percent of Students Performing at or Above Grade Level – By Grade

Grade 3			2006	2007	2008	2009
<i>ELA</i>	<i>RCS</i>		84.0%	88.0%	80.0%	95.8%
	<i>CSD 30</i>		71.6%	62.8%	65.1%	75.2%
	<i>NYC</i>		62.1%	57.6%	61.1%	70.6%
<i>Math</i>	<i>RCS</i>		100.0%	96.0%	100.0%	100.0%
	<i>CSD 30</i>		81.8%	87.7%	90.5%	94.6%
	<i>NYC</i>		75.9%	83.4%	88.3%	92.3%

Grade 4			2006	2007	2008	2009
<i>ELA</i>	<i>RCS</i>		84.0%	88.0%	88.0%	92.0%
	<i>CSD 30</i>		66.1%	60.6%	65.9%	74.1%
	<i>NYC</i>		59.6%	57.5%	62.6%	70.4%
<i>Math</i>	<i>RCS</i>		95.0%	96.0%	96.0%	100.0%
	<i>CSD 30</i>		77.4%	80.2%	84.9%	88.7%
	<i>NYC</i>		71.6%	75.5%	81.0%	86.2%

Grade 5			2006	2007	2008	2009
---------	--	--	------	------	------	------

<sup>8</sup> Charter school, district and city test results taken from NYSED testing data:  
<http://www.emsc.nysed.gov/irts/ela-math/>

	<i>ELA</i>	<i>RCS</i>	86.0%	62.5%	86.0%	88.0%
		<i>CSD 30</i>	64.4%	63.7%	74.1%	78.0%
		<i>NYC</i>	57.4%	57.7%	70.6%	76.1%
	<i>Math</i>	<i>RCS</i>	95.0%	96.0%	96.0%	96.0%
		<i>CSD 30</i>	69.2%	79.2%	84.5%	89.4%
		<i>NYC</i>	62.1%	72.9%	80.7%	86.8%

<b>Grade 6</b>			<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
	<i>ELA</i>	<i>RCS</i>	83.3%	91.8%	80.0%	100.0%
		<i>CSD 30</i>	57.2%	57.9%	61.5%	79.8%
		<i>NYC</i>	49.2%	51.3%	54.2%	74.2%
	<i>Math</i>	<i>RCS</i>	63.0%	88.0%	98.0%	96.0%
		<i>CSD 30</i>	62.5%	75.0%	81.6%	84.9%
		<i>NYC</i>	53.6%	64.9%	73.4%	78.7%

<b>Grade 7</b>			<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
	<i>ELA</i>	<i>RCS</i>	72.9%	66.7%	87.8%	89.8%
		<i>CSD 30</i>	51.9%	55.0%	67.1%	79.1%
		<i>NYC</i>	45.5%	47.1%	61.0%	72.5%
	<i>Math</i>	<i>RCS</i>	70.0%	67.0%	96.0%	100.0%
		<i>CSD 30</i>	53.5%	65.3%	81.5%	88.5%
		<i>NYC</i>	45.2%	57.4%	70.7%	82.4%

<b>Grade 8</b>			<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
	<i>ELA</i>	<i>RCS</i>	65.2%	68.8%	68.8%	82.0%
		<i>CSD 30</i>	43.3%	48.7%	49.8%	68.2%
		<i>NYC</i>	38.2%	43.7%	44.6%	58.7%
	<i>Math</i>	<i>RCS</i>	90.0%	67.0%	85.0%	88.0%
		<i>CSD 30</i>	45.3%	58.9%	68.9%	81.9%
		<i>NYC</i>	40.9%	47.8%	61.5%	73.1%

### Student Attendance Rate<sup>9</sup>

<b>Student Attendance Rate</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>Grades K - 8</b>	96.0%	96.0%	96.3%	95.3%
<b>Grades 9 - 12</b>	91.6	92.73	92.91	91.5

<sup>9</sup> Attendance rate taken from charter school annual reports.

## Part 5: Background on the Charter Renewal Process

### I. PROCESS BACKGROUND

#### A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.<sup>10</sup>

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.<sup>11</sup>

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.<sup>12</sup> As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.<sup>13</sup>

---

<sup>10</sup> See § 2850 of the Charter Schools Act of 1998.

<sup>11</sup> See §§ 2851(4) and 2852 of the Act.

<sup>12</sup> See generally §§ 2851(3) and 2851(4).

<sup>13</sup> § 2852(5)

## B. NYCDOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.<sup>14</sup>

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Office of Charter Schools of the NYCDOE ("NYCDOE-OCS").

The NYCDOE-OCS then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYCDOE-OCS reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

---

<sup>14</sup> The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

## Part 6: Framing Questions and Key Benchmarks

### I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter School Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

### II. RENEWAL BENCHMARKS:

#### Benchmark 1: Performance and Progress

An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:

1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

#### Benchmark 2: Rigorous Instructional Program Strong School Environment

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
  - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
  - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
  - Academic expectations that adults in the school clearly and consistently communicate to students
  - Classroom lessons with clear goals aligned with the curriculum
  - Classroom practices that reflect competent instructional strategies
  - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
  - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students
- A School Environment that Promotes Successful Teaching and Learning that includes:
  - An environment where students and staff feel safe and secure
  - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
  - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
  - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
  - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
  - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement
  - A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

#### Benchmark 3: Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

#### **Benchmark 4: Governance and Internal Controls**

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
  - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
  - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
  - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
  - Meaningful opportunities for staff and parents to become involved in school governance
  - Avenues of communication from the board of trustees to other members of the school community and vice-versa
  - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
  - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
  - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
  - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
  - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
  - A conflict of interest policy and code of ethics that are followed consistently
  - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
  - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

#### **Benchmark 5: Sound Financial Controls**

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
  - A long range financial plan that guides school operations
  - Realistic budgets that are monitored and adjusted when appropriate
  - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
  - Internal controls and procedures that are followed consistently and that result in prudent resource management
  - Capacity to correct any deficiencies or audit findings
  - Financial records that are kept according to GAAP
  - Adequate financial resources to ensure stable operations
  - Processes that maintain and successfully manage the school's cash flow
  - Non-variable income streams that support critical financial needs

#### **Benchmark 6: Parent and Student Satisfaction**

A school that is a viable organization has the following characteristics:

Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

### **Benchmark 7: Sufficient Facilities and Physical Conditions**

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

### **Benchmark 8: Sufficient Reporting**

A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
  - Annual reports and financial reports submitted completely and by deadline
  - Responses to DOE's or SED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

### **Benchmark 9: Appropriate Admissions Policy**

A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
  - Opportunities for all interested parents to submit a complete application for enrollment
  - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

### **Benchmark 10: Compliance with All Applicable Laws and Regulations**

A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
  - Applicable health laws and regulations
  - Title I regulations
  - IDEA regulations to meet the needs of special education students

# Part 7: NYC DOE School Progress Reports

Please see the attached progress reports for this school.

NYC Department of Education Progress Report 2008-09 K-8

**This Progress Report is for:**

SCHOOL	Renaissance Charter School, The (84Q705)
SCHOOL LEADER	Stacey Gauthier
ENROLLMENT	325
SCHOOL TYPE	K-8
PEER INDEX	30.91

**What does this grade mean?**

**A** Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

**How did this school perform?**

- This school's overall score for 2008-09 is 69.3
- This score places the School in the 20 percentile of all K-8 schools Citywide—i.e., 20 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	11.4 out of 15	A
Student Performance	19.9 out of 25	A
Student Progress	36.5 out of 60	B
Additional Credit	1.5 (15 max)	
Overall Score	69.3 out of 100	A

**How scores translate to grades:**

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 80% of schools earned an A in 2008-09

**K-8 School Table – Overall Grades**

Grade	Score range	City summary
A	68.0-100	85.4% of schools
B	54-67.9	13.1% of schools
C	43.0-53.9	1.5% of schools
D	33.0-42.9	0% of schools
F	0-32.9	0% of schools

**Quality Review Score**  
This school did not receive a Quality Review in 2008-09.

**State Accountability Status**  
Based on its 2008-09 performance, this school is: **In Good Standing**  
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

**In This Report:**

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

**School Environment** uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

**Student Performance** measures student skill levels in English Language Arts and Math.

**Student Progress** measures average student improvement from last year to this year in English Language Arts and Math.

**Closing the Achievement Gap** gives schools additional credit for exemplary gains among high-need students.

*The back page provides specific information about how the school performed in each of these areas.*

## Additional Information

### Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		<b>English Language Arts</b>
-		English Language Learners
9.1%		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
-		Black Students in the Lowest Third Citywide
+1.5	45.0%	Other Students in the Lowest Third Citywide
		<b>Mathematics</b>
-		English Language Learners
18.2%		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
-		Black Students in the Lowest Third Citywide
13.3%		Other Students in the Lowest Third Citywide

(-) indicates less than 15 students in this category

### Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Renaissance Charter School, The are:

DBN	School Name	DBN	School Name
29G178	P.S./I.S. 178 Holliswood	02M217	P.S./I.S. 217 Roosevelt Island
27G207	P.S. 207 Rockwood Park	08X071	P.S. 071 Rose E. Scala
84Q706	Our World Neighborhood Charter	29Q208	P.S./I.S. 208
31R080	The Michael J. Petrides School	21K095	P.S. 095 The Gravesend
11X175	P.S. 175 City Island	25Q164	P.S. 164 Queens Valley
27Q047	P.S. 047 Chris Galas	21K226	P.S. 226 Alfred De B. Mason
20K104	P.S./I.S. 104 The Fort Hamilton School	84M704	Harbor Sciences and Arts Charter School
03M333	P.S. 333 Manhattan School for Children	24Q087	P.S. 087 Middle Village
11X019	P.S. 019 Judith K. Weiss	21K225	P.S. K225 - The Eileen E. Zaglin
27Q146	P.S. 146 Howard Beach	21K099	P.S. 099 Isaac Asimov
22K207	P.S. 207 Elizabeth G. Leary		
01M184	P.S. 184m Shuang Wen		
22K206	P.S. 206 Joseph F. Lamb		
20K180	P.S. 180 Homewood		
30G122	P.S. 122 Marrie Fay		
25Q499	The Queens College School for Math Science and Techno		
27Q232	P.S. 232 Lindenwood		
21K209	P.S. 209 Margaret Mead		
02M442	Ballet Tech NYC Public School for Dance		
84M365	Ross Global Academy Charter School		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov).

# Results by Category

SCHOOL Renaissance Charter School, The  
SCHOOL LEADER Stacey Gauthier

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
11.4 out of 15

**A**

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
7.9	72.2%	75.0%	
6.8	55.6%	63.6%	
7.5	81.8%	84.6%	
8.0	75.0%	81.3%	
96.2%	81.2%	91.2%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
19.9 out of 25

**A**

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
90.3%	96.0%	99.7%	248
3.33	65.5%	80.0%	248
95.6%	86.9%	93.2%	248
3.71	58.4%	77.7%	248

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
36.5 out of 60

**B**

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students In School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change In Student Proficiency for Level 1 and Level 2 Students

Average Change In Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students In School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change In Student Proficiency for Level 1 and Level 2 Students

Average Change In Student Proficiency for Level 3 and Level 4 Students

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
61.4%	75.4%	63.2%	228
85.5%	90.4%	75.7%	83
0.33	53.3%	66.7%	37
0.04	95.5%	93.3%	191
63.0%	34.2%	54.3%	228
64.6%	28.0%	39.7%	82
(0.03)	36.0%	52.5%	219

Progress Report Grade

# A

### What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

### How did this school perform?

- This school's overall score for 2008-09 is 73.9
- This score places the School in the 86 percentile of all high schools Citywide—i.e., 86 percent of those schools scored lower than this school

### This Progress Report is for:

SCHOOL	Renaissance Charter School, The (842705)
SCHOOL LEADER	Slacey Gauthier
ENROLLMENT	208
SCHOOL TYPE	HIGH SCHOOL
PEER INDEX	2.75

Category	Calculated Score	Category Grade
<b>School Environment</b>	11.9 out of 15 	<b>A</b>
<b>Student Performance</b>	15.5 out of 25 	<b>B</b>
<b>Student Progress</b>	43.5 out of 60 	<b>A</b>
<b>Additional Credit</b>	3.0 (16 max) 	
<b>Overall Score</b>	73.9 out of 100 	<b>A</b>

### How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 70.0 - 105.3 receive a letter grade of A
- 45% of high schools earned an A in 2008-09

### High School Table – Overall Grades

Grade	Score range	City summary
A	70.0 - 105.3	45% of schools
B	54.0 - 69.9	30% of schools
C	44.0 - 53.9	18% of schools
D	36.0 - 43.9	7% of schools
F	31.1 - 35.9	0% of schools

### In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

#### School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

#### Student Performance

evaluates a high school's success in graduating students.

#### Student Progress

evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

#### Closing the Achievement Gap

gives schools additional credit for moving high-need students toward graduation.

The back page provides specific information about how the school performed in each of these areas.

### Quality Review Score

This school did not receive a Quality Review in 2008-09.

### State Accountability Status

Based on its 2008-09 performance, this school is:

**In Good Standing**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

## Additional Information

### Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students earning 11 or more credits in their first, second, or third years of high school. These measures of progress are highly predictive of high school graduation.

Schools can also earn additional credit based on their percentage of students in the lowest third Citywide earning a 75 or higher for the first time on an ELA or Math Regents or graduating with a Regents Diploma.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Additional Credit Category
		<b>Credit Accumulation</b>
	-	English Language Learners
+2	89.7%	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
+1	81.3%	Other Students in the Lowest Third Citywide
		<b>Lowest Third Citywide Regents</b>
	-	ELA
	-	Math
	-	Regents Diploma

(-) Indicates less than 15 students in this category

### Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For High Schools, peer schools are determined based on three factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, and 3) the percentage of students who enter high school 2 or more years overage. A lower peer index indicates a higher need population.

The peer schools for Renaissance Charter School, The are:

DBN	School Name	DBN	School Name
17K546	High School for Public Service: Heroes of Tomorrow	25Q285	World Journalism Preparatory: A College Board School
10X241	Urban Assembly School for Applied Math and Science	02M489	High School of Economics and Finance
10X374	Knowledge and Power Preparatory Academy Intern	02M407	Institute for Collaborative Education
09X260	Bronx Center for Science and Mathematics	15K556	Brooklyn High School of the Arts
02M420	High School for Health Professions and Human Ser	26Q566	Queens High School of Teaching, Liberal Arts and the Scien
02M439	Manhattan Village Academy	25Q281	East-West School of International Studies
26Q438	Francis Lewis High School	11K542	Pelham Preparatory Academy
84X703	Bronx Prep Charter School	24Q264	Academy of Finance and Enterprise
28Q448	Forest Hills High School	22K425	James Madison High School
02M298	Pace High School	02M600	High School of Fashion Industries, The
21K525	Edward R. Murrow High School	15K462	Secondary School for Law
31R047	CSI High School for International Studies	02M400	High School for Environmental Studies
31R080	The Michael J. Petrides School	02M630	Art and Design High School
02M414	N.Y.C. Museum School	84K473	Williamsburg Charter High School
27Q262	Channel View School for Research	11X288	Collegiate Institute for Math and Science
31R455	Tottenville High School	10X225	Theatre Arts Production Company School
06M540	A. Philip Randolph Campus High School	13K483	Urban Assembly School for Law and Justice, The
19K409	East New York Family Academy	28Q190	J.H.S. 190 Russell Sage
28Q896	Young Women's Leadership School, Queens	10X413	Bronx High School for Medical Science
02M413	School of the Future High School	08X282	Young Women's Leadership School, Bronx Campus

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov).

# Results by Category

SCHOOL Renaissance Charter School, The  
SCHOOL LEADER Stacey Gauthier

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

## School Environment

Comprises 15% of the Overall Score

This Year's Score: 11.9 out of 15

**A**

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
Survey Scores (10 points)			
Academic Expectations	7.9 / 82.6%	84.6%	
Communication	6.8 / 70.4%	76.3%	
Engagement	7.5 / 96.3%	96.6%	
Safety and Respect	8.0 / 91.3%	90.3%	
Attendance (5 points)	91.5% / 64.0%	76.2%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score: 15.5 out of 25

**B**

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
Four Year			
Graduation Rate	84.3% / 65.0%	78.0%	51
Weighted Diploma Rate	139.2% / 41.1%	57.3%	51
Six Year			
Graduation Rate	91.5% / 78.8%	86.7%	47
Weighted Diploma Rate	148.9% / 50.2%	63.2%	47

## Student Progress

Comprises 60% of the Overall Score

This Year's Score: 43.5 out of 60

**A**

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
Credit Accumulation			
Percentage of Students Earning 10+ Credits in 1st Year	100.0% / 100.0%	100.0%	49
Percentage of Students In School's Lowest Third Earning 10+ Credits in 1st Year	100.0% / 100.0%	100.0%	15
Percentage of Students Earning 10+ Credits in 2nd Year	86.0% / 76.8%	78.5%	50
Percentage of Students In School's Lowest Third Earning 10+ Credits in 2nd Year	75.0% / 68.5%	74.1%	16
Percentage of Students Earning 10+ Credits in 3rd Year	90.1% / 83.4%	84.6%	51
Percentage of Students In School's Lowest Third Earning 10+ Credits in 3rd Year	61.3% / 76.3%	82.2%	16
Average Completion Rate for Remaining Regents	43.9% / 54.3%	69.8%	152
Weighted Regents Pass Rates			
English	1.26 / 86.8%	78.4%	41
Mathematics	1.19 / 55.8%	66.1%	62
Science	0.98 / 33.6%	46.7%	72
United States History	0.95 / 45.6%	55.8%	53
Global History	1.13 / 73.9%	76.9%	56

Progress Report Grade

# A

#### What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

#### How did this school perform?

- This school's overall score for 2007-08 is 71
- This score places the School in the 76 percentile of all high schools Citywide—i.e., 76 percent of those schools scored lower than this school
- This school did not have a target last year

#### This Progress Report is for:

SCHOOL	Renaissance Charter School, The (84G705)
SCHOOL LEADER	Stacey Gauthier/Gwen Clinkscale
ENROLLMENT	209
SCHOOL TYPE	HIGH SCHOOL
PEER INDEX	2.75

Category	Calculated Score	Category Grade
School Environment	12.0 out of 15	A
Student Performance	17.0 out of 25	A
Student Progress	39.0 out of 60	A
Additional Credit	3.0 (16 max)	
Overall Score	71.0 out of 100	A

#### How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 64.2-106.5 receive a letter grade of A
- 39% of high schools earned an A in 2007-08

#### High School Table – Overall Grades

Grade	Score range	City summary
A	64.2-106.5	39% of schools
B	43.5-64.1	44% of schools
C	34.3-43.4	12% of schools
D	29.7-34.2	3% of schools
F	26-29.6	2% of schools

#### In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

##### School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

##### Student Performance

evaluates a high school's success in graduating students.

##### Student Progress

evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap gives schools additional credit for moving high-need students toward graduation.

The back page provides specific information about how the school performed in each of these areas.

#### Quality Review Score

This school did not receive a Quality Review in 2007-08.

#### State Accountability Status

This school does not have a State accountability status for 2006-07.

## Additional Information

### Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students earning 11 or more credits in their first, second, or third years of high school. These measures of progress are highly predictive of high school graduation.

Schools can also earn additional credit based on their percentage of students in the lowest third Citywide earning a 75 or higher for the first time on an ELA or Math Regents or graduating with a Regents Diploma.

Schools earn additional credit if the percentage of students, in any of these categories, is in the top 40% of all schools Citywide. This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Additional Credit Category
		<b>Credit Accumulation</b>
-	-	English Language Learners
+2	70.0%	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
+1	61.1%	Other Students in the Lowest Third Citywide
		<b>Lowest Third Citywide Regents</b>
-	-	ELA
-	-	Math
-	-	Regents Diploma

(-) Indicates less than 15 students in this category

### Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For High Schools, peer schools are determined based on three factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, and 3) the percentage of students who enter high school 2 or more years overage. A lower peer index indicates a higher need population.

The peer schools for Renaissance Charter School, The, ranked in order from highest to lowest peer index, are:

DBN	School Name	DBN	School Name
17K546	High School for Public Service: Heroes of Tomorrow	25Q286	World Journalism Preparatory: A College Board School
10K341	Urban Assembly School for Applied Math and Scienc	02M489	High School of Economics and Finance
10K374	Knowledge and Power Preparatory Academy Intern	02M407	Institute for Collaborative Education
09K260	Bronx Center for Science and Mathematics	15K556	Brooklyn High School of the Arts
02M420	High School for Health Professions and Human Ben	26Q566	Queens High School of Teaching, Liberal Arts and the Scien
02M439	Manhattan Village Academy	25Q281	East-West School of International Studies
26Q430	Francis Lewis High School	11K542	Peiham Preparatory Academy
84K703	Bronx Prep Charter School	24Q264	Academy of Finance and Enterprise
28Q440	Forest Hills High School	22K425	James Madison High School
02M298	Pace High School	02M600	High School of Fashion Industries, The
21K525	Edward R. Murrow High School	19K462	Secondary School for Law
21R047	CSI High School for International Studies	02M400	High School for Environmental Studies
31R080	The Michael J. Petrides School	02M630	Art and Design High School
02M414	N.Y.C. Museum School	84K473	Williamsburg Charter High School
27Q262	Channel View School for Research	11K288	Colegiate Institute for Math and Science
31R455	Tottenville High School	10K225	Theatre Arts Production Company School
06M640	A. Philip Randolph Campus High School	13K483	Urban Assembly School for Law and Justice, The
19K409	East New York Family Academy	28Q190	J.H.S. 190 Russel Sage
28Q896	Young Women's Leadership School, Queens	10K413	Bronx High School for Medical Science
02M413	School of the Future High School	08K282	Young Women's Leadership School, Bronx Campus

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov).

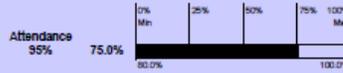
# Results by Category

SCHOOL Renaissance Charter School, The  
SCHOOL LEADER Stacy Gauthier/Gwen Clinckscals

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (90%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
0.8 x 15 = 12

**A**

Survey Scores (10 points)

- Academic Expectations
- Communication
- Engagement
- Safety and Respect
- Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
7.8	78.3%	80.8%	
6.7	66.7%	73.1%	
7.4	92.6%	93.1%	
7.8	82.6%	83.3%	
93.0%	77.5%	82.3%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
0.68 x 25 = 17

**A**

Four Year

- Graduation Rate
- Weighted Diploma Rate
- Six Year
- Graduation Rate
- Weighted Diploma Rate

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
93.9%	88.3%	91.4%	49
167.3%	63.2%	71.0%	49
85.1%	60.0%	76.8%	47
148.9%	50.2%	63.2%	47

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
0.65 x 60 = 39

**A**

Credit Accumulation

- Percentage of Students Earning 10+ Credits in 1st Year
- Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year
- Percentage of Students Earning 10+ Credits in 2nd Year
- Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year
- Percentage of Students Earning 10+ Credits in 3rd Year
- Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year
- Average Completion Rate for Remaining Regents
- Weighted Regents Pass Rates
  - English
  - Mathematics
  - Science
  - United States History
  - Global History

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
90.0%	82.5%	84.7%	50
75.0%	69.4%	72.1%	16
88.2%	80.4%	81.9%	51
87.5%	84.2%	88.7%	16
82.7%	71.1%	73.1%	52
75.0%	68.1%	74.8%	16
41.3%	46.0%	65.4%	153
1.16	72.1%	69.4%	45
0.95	24.7%	47.2%	39
1.05	39.2%	51.3%	76
1.04	57.0%	64.4%	34
1.04	63.6%	70.0%	48

**Progress Report**  
Elementary/Middle/K-8

THE RENAISSANCE CHARTER SCHOOL

K-8

Grade: C  
**Peer Index** 41.10 (0.00 - 100.00 for ENL; 1.00 - 4.60 for ML)  
**Overall Score** 38.65 (out of 100+)  
**School Environment** 12.7 (out of 16)  
**Student Performance** 18.7 (out of 30)  
**Student Progress** 7.2 (out of 66)  
**Achievement Gap:** 0.00 (additional credit)

Grades on Charter School Progress Reports have been assigned based only on a calculation of student attendance, and student performance and student progress on New York State tests. The final grade is a combination of 15% of the school's student attendance score, 30% of the school's Performance Score, and 55% of the school's Progress Score. The grade does not include outcomes of parent, teacher, and student satisfaction surveys, and therefore it would be inaccurate to make a direct comparison to the grades assigned to non-charter DOE public schools. For information on student environment measures (e.g., parent satisfaction), and for further information on charter school performance, please visit [www.nyc.gov/charters](http://www.nyc.gov/charters) to view charter schools' annual reports, annual audits, and annual visit reports

	<u>Your School's Score:</u>	<u>Your School Relative to Peer Horizon</u>	<u>Peer Horizon:</u>		<u>Your School Relative to City Horizon</u>	<u>City Horizon:</u>	
	<u>This Year</u>		<u>Minimum</u>	<u>Maximum</u>		<u>Minimum</u>	<u>Maximum</u>
<b>1 School Environment (15%)</b>							
Attendance	96.0%	81.7%	90.7%	97.2%	89.7%	87.4%	97.0%
<i>School Environment Score:</i>	<b>12.7</b>						
<b>2 Student Performance (30%)</b>							
<u>English Language Arts</u>							
Percent of Students at Proficiency (Level 3 or 4)	75.9%	70.3%	41.6%	90.4%	82.9%	15.5%	88.4%
Median Student Proficiency (1-4.5)	3.23	56.4%	2.86	3.52	72.0%	2.46	3.53
<u>Mathematics</u>							
Percent of Students at Proficiency (Level 3 or 4)	78.3%	53.6%	53.2%	100.0%	71.6%	28.2%	98.2%
Median Student Proficiency (1-4.5)	3.47	47.0%	2.96	4.05	66.7%	2.46	3.97
<i>Student Performance Score:</i>	<b>18.7</b>						
<b>3 Student Progress (55%)</b>							
<u>English Language Arts</u>							
Percent of Students Making at least 1 Year of Progress	44.2%	8.0%	42.6%	62.5%	19.3%	39.2%	65.1%
Average Change In Student Proficiency	-0.07	0.0%	-0.07	0.14	10.5%	-0.10	0.18
Average Change In Proficiency In School's Lowest 1/3 of Students	0.16	21.5%	0.10	0.40	16.2%	0.12	0.40
<u>Mathematics</u>							
Percent of Students Making at least 1 Year of Progress	42.5%	8.0%	40.0%	71.4%	20.9%	34.9%	71.2%
Average Change In Student Proficiency	-0.05	9.2%	-0.08	0.21	18.4%	-0.12	0.24
Average Change In Proficiency In School's Lowest 1/3 of Students	0.10	19.6%	0.03	0.39	19.2%	0.02	0.44
<i>Student Progress Score:</i>	<b>7.2</b>						

	<u>Exemplary Proficiency Gains*</u>	<u>Additional Credit Received</u>
	<u>This Year</u>	
<b>4 Closing the Achievement Gap</b>		
<u>English Language Arts</u>		
English Language Learners		
Special Education Students		
Hispanic Students Who Are In Lowest Third Citywide		
Black Students Who Are In Lowest Third Citywide		
Other Students Who Are In Lowest Third Citywide	32.0%	-
<u>Mathematics</u>		
English Language Learners		
Special Education Students		
Hispanic Students Who Are In Lowest Third Citywide		
Black Students Who Are In Lowest Third Citywide		
Other Students Who Are In Lowest Third Citywide	33.3%	-

\* Percent of students who gained half a proficiency level or more this year