



Office of School Design and Charter Partnerships
2013-2014

**THE RENAISSANCE CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2013 – 2014 SCHOOL YEAR

Part 1: School Overview

School Information for the 2013-2014 School Year

Name of Charter School	The Renaissance Charter School
Board Chair(s)	Sandra Geyer
School Leader(s)	Stacey Gauthier
Management Company (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 30
Physical Address(es)	35-59 81st Street, Queens 11372
Facility Owner(s)	DOE

School Profile

- The Renaissance Charter School (TRCS) is an elementary, middle and high school, which served 545 students¹ in grades K-12 during the 2013-2014 school year and is fully at scale. It opened in 2000-2001, and is under the terms of its third charter. The school is located in publicly-operated facilities in Queens within Community School District (CSD) 30.²
- TRCS enrolls new students in kindergarten and grade 5, but backfills in all grades. There were 2,530 students on the waitlist after the Spring 2013 lottery.³ The average attendance rate for the 2013-2014 school year to date as of February 2014 was 95.5%.⁴
- TRCS was renewed during the 2009-2010 school year for a period of five years, and is consistent with the terms of its renewal application.
- The school leadership includes Stacey Gauthier, Principal; Denise Hur, Director of Operations; and Rebekah Oakes, Director of Development; Emily Byrum, Director of Teaching and Learning; Yumeris Morel, Director of Teaching and Learning; and Victor Motta, Director of Data and Accountability. The Principal has been with the school since 1997.
- TRCS had a student to teacher ratio of 11.4:1 in the 2013-2014 school year, and served 21 sections across all grades, with an average class size of 26.⁵
- The lottery preferences for TRCS's 2013-2014 school year included the New York State Charter Schools Act required preferences of returning students, students residing in the community school district of the school's location, and siblings of students already enrolled in the charter school.⁶

¹ Enrollment reflects ATS data from 10/31/13.

² NYC DOE Location Code Generation and Management System database.

³ Self-reported information from school-submitted data collection form on 2/11/14.

⁴ Self-reported information from school-submitted data collection form on 2/11/14.

⁵ Self-reported information given on 09/15/14.

⁶ The Renaissance Charter School's 2013-2014 application.

Part 2: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data through 2012-2013

ES/MS Students scoring at or above Level 3 on the NYS assessment, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
The Renaissance Charter School	-	54.9%	60.8%	28.0%
CSD 30	-	49.3%	52.9%	30.7%
Difference from CSD 30	-	5.6	7.9	-2.7
NYC	-	43.9%	46.9%	26.4%
Difference from NYC	-	11.0	13.9	1.6
New York State	-	52.8%	55.1%	31.1%
Difference from New York State	-	2.1	5.7	-3.1

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
The Renaissance Charter School	-	74.0%	79.9%	37.9%
CSD 30	-	64.7%	68.7%	35.4%
Difference from CSD 30	-	9.3	11.2	2.5
NYC	-	57.3%	60.0%	29.6%
Difference from NYC	-	16.7	19.9	8.3
New York State	-	63.3%	64.8%	31.1%
Difference from New York State	-	10.7	15.1	6.8

* All comparisons to either the CSD or NYC take into account only grades the school itself serves.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013
The Renaissance Charter School	82.4%	91.8%	90.2%	88.7%
NYC	65.1%	65.5%	64.7%	66.0%
Difference from NYC	17.3	26.3	25.5	22.7
6-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013
The Renaissance Charter School	95.8%	94.1%	92.2%	95.9%
NYC	69.2%	70.9%	73.2%	73.0%
Difference from NYC	26.6	23.2	19.0	22.9
College Readiness Index** - 4 years				
	2009-2010	2010-2011	2011-2012	2012-2013
The Renaissance Charter School	-	-	27.5%	43.4%
Peer Percent of Range	-	-	43.2%	72.4%
City Percent of Range	-	-	63.4%	93.1%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

** The College Readiness Index score was not introduced until the 2011-2012 school year.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
The Renaissance Charter School	94.2%	90.4%	86.3%	88.5%
Peer Percent of Range	80.4%	69.8%	65.6%	62.9%
City Percent of Range	89.8%	82.4%	72.5%	74.6%
% 2nd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
The Renaissance Charter School	84.5%	94.1%	83.7%	88.5%
Peer Percent of Range	54.7%	85.7%	61.7%	70.7%
City Percent of Range	73.9%	89.9%	70.0%	77.9%
% 3rd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
The Renaissance Charter School	84.2%	92.2%	90.6%	84.6%
Peer Percent of Range	56.0%	84.1%	78.7%	63.1%
City Percent of Range	73.1%	88.7%	84.1%	72.0%

* A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

Performance on the NYC Progress Report – Elementary and Middle School Grades

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	B	C	B	C
Student Progress	B	C	C	F
Student Performance	C	C	A	B
School Environment	A	B	C	B
Closing the Achievement Gap Points	2.3	2.5	3.2	4.1

Performance on the NYC Progress Report – High School Grades

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	B	B	B	A
Student Progress	B	A	B	B
Student Performance	B	B	A	B
School Environment	A	B	B	B
College and Career Readiness*	-	-	A	A
Closing the Achievement Gap Points	-	-	2.0	2.7

* The College and Career Readiness grade was not introduced until the 2011-2012 school year.

Progress Towards Attainment of Academic Goals

- According to its 2012-2013 Annual Report to New York State Education Department (NYSED), TRCS fully met 15 and did not meet one of its 22 academic performance goals identified in its charter. Six goals were not able to be reported on at the time this report was written or were no longer applicable.

Responsive Education Program & Learning Environment⁷

- TRCS's Board and School Management Team have focused on making improvements in its K-5 program in order for the students to perform at higher levels and be more prepared for the rigor in the middle and high school. These improvements include:
 - A daily 90-minute dedicated literacy block was created where students participate in guided reading groups and shared inquiry discussions.
 - Students who need additional support participate in Leveled Literacy Intervention in small groups of three to five students taught by two literacy specialists.
 - Teachers receive extensive and ongoing professional development with an expert consultant. They also attended a writing professional development at Teachers College and have implemented some of the units of study.
 - In mathematics, the school has implemented Singapore Math in grades K-2 and will expand it to 3rd grade next year. All students also receive lessons from the FOSS Science program which, in addition to hands-on inquiry-based activities, focuses on scientific literacy and critical thinking. For social studies, the teachers have begun using "History Alive!" but this roll-out will not be fully realized until the 2014-2015 school year.
- TRCS has implemented the Danielson framework and utilizes it for the walk-throughs, formal observations, trend walk-throughs, lesson planning, coaches training and teacher improvement plans as needed. Danielson gives the school a "common language" of what good teaching should look like, and all staff have been provided with extensive training.
- TRCS students take interim examinations which are used by teachers to adjust instruction and support struggling students.
- TRCS has a middle school extended day and after-school partnership with 82nd Street Academics which provides students with additional instructional time and homework help and tutoring.
- As part of a NYS Best Practice Dissemination grant TRCS is partnered with Truman High School, where social studies and ELA teachers from both schools received professional development in the TERC model of data analysis.

⁷ Self-reported information from school-submitted ACR self-evaluation form on 2/11/14.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and school's website, the NYC DOE notes the following:

- The Board has nine board members, all voting, with the exception of the school leader, who serves on the Board as an ex-officio member. The Board Chair, Sandra Geyer, has been on the Board since May 2000.
- As recorded on Board rosters, the Board has experienced no turnover during the 2013-2014 school year as of February 2014.
- As recorded in the Board's minutes, there is a clear reporting structure with school leadership providing regular updates on academic, financial, and operational performance to the Board and its committees.
- Board minutes and agenda items have been provided via the school's website for inspection by the public.

School Climate & Community Engagement

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, NYC School Survey results and response rates, and PTO meetings, the NYC DOE notes the following:

- The school has experienced no leadership turnover during the 2013-2014 school year.
- Instructional staff turnover was 4.3% with two out of 46 instructional staff members choosing not to return during the 2013-14 school year from the prior year. No instructional staff members were asked not to return. As of February 2014, during the 2013-14 school year, two teachers had left the school.⁸
- As of February 2014, average daily attendance for students during the 2013-14 school year was at 95.5% which is higher than the school's charter goal of at least 95%.⁹
- Student turnover was 6.8% of students from the prior school year who did not return at the start of the 2013-2014 school year, and 1.3% of students who left the school between the start of the 2013-2014 school year and February 2014.¹⁰
- The school reports having a Parent and Teacher Association (PTA), as evidenced on the school's website.

2012-2013 NYC School Survey Results¹¹

Categories	Result		Community	Response Rate	Citywide Rate
Academic Expectations	Average		Parents	63%	54%
Communication	Average		Teachers	76%	83%
Engagement	Average		Students	99%	83%
Safety & Respect	Above Average				

⁸ Self-reported information from school-submitted data collection form on 2/11/14.

⁹ Self-reported information from school-submitted data collection form on 2/11/14.

¹⁰ Self-reported information from school-submitted data collection form on 2/11/14.

¹¹ Results are particular to the school type as identified in the 2013 School Survey.

Financial Health

Near-term financial obligations:

- Based on the FY13 financial audit, the school's current ratio indicated a strong ability to meet its current liabilities.
- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for more than two months without an infusion of cash.
- A comparison of the enrollment projections for the 2013-14 budget to the actual enrollment at the end of the school year indicates that the school met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit, the school had no debt obligations.

Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school generated an aggregate surplus over the three audited fiscal years, and in FY13 the school operated at a surplus.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY13, the school generated overall positive cash flow from FY11 to FY13, and the school had positive cash flow in each measurable year.

Annual Independent Financial Audit

- An independent audit performed for FY 13 showed no material findings.

Essential Question 3: Compliance with charter and all applicable laws and regulations?

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following:

Board Compliance

The Board is in compliance with:

- The Board's membership size falls within the range outlined in the school's charter and in the Board's bylaws which states no fewer than five and no more than 20 members.
- The Board has held the required five of five Board meetings with quorum, as outlined in its bylaws.
- Currently, all officer positions outlined in the Board's bylaws are filled.

School Compliance

The school is in compliance with (as reviewed during February 2014):

- All staff members have appropriate fingerprint clearance.
- The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
- The school has the required number of staff with AED/CPR certification.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school leader was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- The school has submitted appropriate insurance documents to NYC DOE.
- The school had an application deadline of April 1, 2014 and lottery date of April 2, 2014 adhering to charter law's requirement of accepting applications up to at least April 1.

The school is out of compliance with:

- The school has posted a partial 2012-2013 NYSED Annual Report and annual audit to its website, as specified in charter law. It is noted, only the Progress Towards Goals has been posted from the NYSED Annual Report.

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- The Renaissance Charter School has applied to establish a charter school pre-kindergarten program beginning in the 2014-2015 school year. The PEP approved this charter school UPK program in July 2014.
- TRCS is investigating the possibility of replicating.
- TRCS will continue to provide support to its sister school, The Renaissance Charter High School for Innovation, as this school was modeled after many of the key principles of TRCS.

Enrollment and Retention Targets

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- For the 2013-2014 school year, Renaissance served a higher percentage of students qualifying for free or reduced price lunch compared to CSD 30 and citywide averages, and a lower percentage of English Language Learners compared to CSD 30 and citywide averages. The school served a higher percentage of students with disabilities compared to the CSD 30 average, but lower than the citywide average.

Special Populations

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009 -	2010 -	2011 -	2012 -	2013 -	2009 -	2010 -	2011 -	2012 -	2013 -	2009 -	2010 -	2011 -	2012 -	2013 -
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
School	57.6%	58.9%	57.1%	64.4%	73.8%	10.5%	12.2%	13.7%	12.5%	14.2%	5.0%	6.4%	5.8%	5.3%	6.6%
CSD 30	54.1%	54.7%	62.0%	65.6%	71.1%	12.7%	12.6%	12.6%	13.0%	13.7%	23.3%	22.8%	21.1%	20.4%	19.6%
NYC	61.7%	64.5%	67.3%	69.3%	72.7%	14.9%	15.0%	15.1%	15.5%	16.4%	14.8%	15.0%	14.6%	14.2%	13.9%

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	K-12	K-12	K-12	K-12	K-12
CSD(s)	30	30	30	30	30

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.