NYC Department of Education
Carmen Fariña, Chancellor

School Quality Guide

2013-2014

School: Renaissance Charter School
DBN: 84Q705
Principal: Stacey Gauthier
School Type: K-8

School Overview

Grade	Enrollment		
	2011-2012	**2012-2013**	**2013-2014**
Kindergarten	23	23	25
Grade 1	23	22	23
Grade 2	25	24	23
Grade 3	25	23	23
Grade 4	26	26	24
Grade 5	53	54	54
Grade 6	54	53	54
Grade 7	53	54	54
Grade 8	56	54	55
All Students	**338**	**333**	**335**

Student Population Characteristics	2011-2012	2012-2013	2013-2014
% English Language Learners	7%	8%	8%
% Students with IEPs	13%	11%	14%
% Students with IEPs (less than 20% time with non-disabled peers)	0%	0%	1%
% Free Lunch Eligible	45%	55%	40%
% Asian	21%	22%	20%
% Black	15%	13%	10%
% Hispanic	43%	49%	54%
% White	20%	16%	14%
% Other	0%	0%	1%

Quality Review

Dates of Review: Quality Review information is not available for this school.

Principal at Time of Review: N/A

UNDERDEVELOPED	DEVELOPING	PROFICIENT	WELL DEVELOPED

- -

Student Progress

NOT MEETING TARGET	APPROACHING TARGET	MEETING TARGET	EXCEEDING TARGET

- -

Student Achievement

NOT MEETING TARGET	APPROACHING TARGET	**MEETING TARGET**	EXCEEDING TARGET

- -

School Environment

NOT MEETING TARGET	**APPROACHING TARGET**	MEETING TARGET	EXCEEDING TARGET

- -

Closing the Achievement Gap

NOT MEETING TARGET	**APPROACHING TARGET**	MEETING TARGET	EXCEEDING TARGET

State Accountability

The school's current status: **Good Standing**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. More information on New York State accountability can be found here: http://schools.nyc.gov/Accountability/tools/accountability/default.htm.

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap sections.

	This School's Results	Peer Comparison (weighted 75%)				City Comparison (weighted 25%)				Points Possible	Points Earned
		Peer Range			Percent of Peer Range	City Range			Percent of City Range		
		0%	Average	100%		0%	Average	100%			
Student Progress											
English Median Adjusted Growth Percentile (n = 233)	57.0	49.7	62.8	75.9	27.9%	50.0	63.6	77.2	25.7%	20.8	5.7
Math Median Adjusted Growth Percentile (n = 235)	54.0	47.2	61.3	75.4	24.1%	45.9	62.3	78.7	24.7%	20.8	5.0
English Median Adjusted Growth Percentile for School's Lowest Third (n = 80)	60.0	59.2	71.5	83.8	3.3%	60.3	75.0	89.7	0.0%	20.8	0.5
Math Median Adjusted Growth Percentile for School's Lowest Third (n = 84)	59.5	55.8	69.0	82.2	14.0%	57.7	72.3	86.9	6.2%	20.8	2.5
English Early Grade Progress (n = 23)	2.10	1.18	2.26	3.34	42.6%	0.33	1.96	3.59	54.3%	8.3	3.8
Math Early Grade Progress (n = 23)	2.60	1.00	2.79	4.58	44.7%	0.12	2.52	4.92	51.7%	8.3	3.9

Student Progress Section Rating				**21.4**
Not Meeting Target 25.4 or Lower	Approaching Target 25.5 to 47.2	Meeting Target 47.3 to 64.3	Exceeding Target 64.4 or Higher	

	This School's Results	Peer Comparison (weighted 75%)				City Comparison (weighted 25%)				Points Possible	Points Earned
Student Achievement											
English - Percentage of Students at Level 3 or 4 (n = 260)	30.8%	13.8%	36.9%	60.0%	36.8%	0.0%	26.6%	53.2%	57.9%	19.0	8.0
Math - Percentage of Students at Level 3 or 4 (n = 262)	39.3%	13.3%	42.3%	71.3%	44.8%	0.0%	32.3%	64.6%	60.8%	19.0	9.3
English - Average Student Proficiency (n = 260)	2.61	2.32	2.74	3.16	34.5%	1.85	2.53	3.21	55.9%	19.0	7.6
Math - Average Student Proficiency (n = 262)	2.79	2.30	2.86	3.42	43.8%	1.79	2.65	3.51	58.1%	19.0	9.0
Percent of Students Passing an English Course (n = 160)	90.0%	61.0%	92.0%	100.0%	74.4%	59.9%	88.8%	100.0%	75.1%	4.0	3.0
Percent of Students Passing a Math Course (n = 160)	94.4%	57.2%	90.2%	100.0%	86.9%	58.8%	87.4%	100.0%	86.4%	4.0	3.5
Percent of Students Passing a Science Course (n = 160)	96.3%	60.4%	92.4%	100.0%	90.7%	59.9%	89.2%	100.0%	90.8%	4.0	3.6
Percent of Students Passing a Social Studies Course (n = 160)	90.6%	58.3%	91.2%	100.0%	77.5%	57.5%	88.6%	100.0%	77.9%	4.0	3.1
Percent of 8th Graders Earning High School Credit (n = 53)	79.2%	0.0%	35.2%	70.4%	100.0%	0.0%	25.8%	51.6%	100.0%	4.0	4.0
9th Grade Adjusted Credit Accumulation of Former 8th Graders (n = 49)	98.0%	59.0%	88.0%	100.0%	95.1%	56.0%	84.0%	100.0%	95.5%	4.0	3.8

Student Achievement Section Rating				**54.9**
Not Meeting Target 28.0 or Lower	Approaching Target 28.1 to 51.3	Meeting Target 51.4 to 69.6	Exceeding Target 69.7 or Higher	

	This School's Results	Peer Comparison (weighted 75%)				City Comparison (weighted 25%)				Points Possible	Points Earned
School Environment											
School Survey - Instructional Core	80.4%	80.6%	90.2%	99.8%	0.0%	80.1%	89.2%	98.3%	1.6%	22.2	0.1
School Survey - School Culture	84.3%	79.3%	88.9%	98.5%	26.0%	77.0%	87.1%	97.2%	36.1%	22.2	6.3
School Survey - Structures for Improvement	79.5%	75.4%	86.5%	97.6%	18.5%	74.1%	85.7%	97.3%	23.3%	22.2	4.4
Attendance Rate	95.6%	92.0%	94.5%	97.0%	72.0%	88.1%	93.0%	97.9%	76.5%	33.3	24.4

School Environment Section Rating				**35.2**
Not Meeting Target 16.7 or Lower	Approaching Target 16.8 to 47.8	Meeting Target 47.9 to 67.1	Exceeding Target 67.2 or Higher	

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap sections.

	This School's Population Percentage	This School's Population Percentage (Percent of City Range)	This School's Results	This School's Results (Percent of City Range)
Closing the Achievement Gap				
Percent at Level 3 or 4				
English				
Self-Contained (n = 1)	0.4%	2.2%		
Integrated Co-Teaching (ICT) (n = 20)	7.7%	47.2%	0.0%	0.0%
Special Education Teacher Support Services (SETSS) (n = 11)	4.2%	36.5%	0.0%	0.0%
Mathematics				
Self-Contained (n = 1)	0.4%	2.2%		
Integrated Co-Teaching (ICT) (n = 20)	7.6%	47.2%	5.0%	24.3%
Special Education Teacher Support Services (SETSS) (n = 11)	4.2%	36.8%	18.2%	75.8%
Percent at 75th Growth Percentile or Higher				
English				
English Language Learners (n = 42)	18.0%	45.5%	23.8%	17.3%
Lowest Third Citywide (n = 53)	22.7%	33.9%	39.6%	15.9%
Self-Contained/ICT/SETSS (n = 30)	12.9%	33.6%	33.3%	6.9%
Black and Hispanic Males in Lowest Third Citywide (n = 24)	10.3%	27.8%	50.0%	45.8%
Mathematics				
English Language Learners (n = 42)	17.9%	43.6%	42.9%	55.7%
Lowest Third Citywide (n = 52)	22.1%	30.7%	36.5%	18.5%
Self-Contained/ICT/SETSS (n = 30)	12.8%	33.7%	43.3%	41.2%
Black and Hispanic Males in Lowest Third Citywide (n = 21)	8.9%	24.4%	38.1%	
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 13)	3.9%	18.8%	0.23	
English Language Learner Progress (n = 24)	7.2%	24.1%	33.3%	

Average of Results (Percent of City Range)   **27.4**

Closing the Achievement Gap			
Not Meeting Target 25.2 or Lower	Approaching Target 25.3 to 40.0	Meeting Target 40.1 to 59.7	Exceeding Target 59.8 or Higher

This Closing the Achievement Gap section reflects the degree to which the school is helping high-need students succeed. In some cases, schools will not receive a rating in this section because those students make up a very small proportion of the school's student population.

The metric values, listed as "This School's Results," show the school's results with its students in the relevant group. The metric scores, listed as "This School's Results (Percent of City Range)," show how the school's results compared to the rest of the city. A metric will not be scored, however, if those students are a very small proportion of the school—specifically, if "This School's Population Percentage (Percent of City Range)" is less than 25.0% (meaning that the school's population percentage is more than one standard deviation below the citywide average). For these unscored metrics, "This School's Results (Percent of City Range)" will be left blank.

The section score is the average of the school's metric scores, and the section rating is determined by the range that the score falls within, which will be shaded in the ratings table above. A school will not receive a rating, however, if it has fewer than five scored metrics in this section.

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, according to the peering characteristics. Each school has up to 40 peer schools (except for K-8 schools, which have up to 30 peer schools).

Peer groupings are created using a matching methodology that examines the mathematical difference between a school and all potential peers on the peering characteristics. Schools with the smallest difference across all the characteristics are peered together.

DBN	SCHOOL	ECONOMIC NEED INDEX	% STUDENTS WITH DISABILITIES	% BLACK OR HISPANIC	% ELL
84Q705	**Renaissance Charter School**	**0.44**	**14.0%**	**64.5%**	**8.1%**
02M217	P.S./I.S. 217 Roosevelt Island	0.28	11.2%	40.7%	7.9%
02M225	Ella Baker School	0.34	21.4%	77.8%	3.4%
03M180	P.S. 180 Hugo Newman	0.70	16.6%	90.8%	7.7%
06M187	P.S./I.S. 187 Hudson Cliffs	0.38	14.1%	58.1%	9.0%
06M278	Paula Hedbavny School	0.58	15.6%	81.2%	13.5%
08X071	P.S. 071 Rose E. Scala	0.55	21.8%	64.5%	5.5%
11X019	P.S. 019 Judith K. Weiss	0.37	17.4%	31.9%	9.4%
11X083	P.S. 083 Donald Hertz	0.63	18.2%	59.3%	10.6%
11X498	PS/MS 11X498 - VAN NEST ACADEMY	0.65	20.5%	81.1%	4.1%
13K282	P.S. 282 Park Slope	0.55	12.8%	89.9%	2.0%
13K492	Academy of Arts and Letters	0.35	16.5%	69.6%	0.4%
20K104	P.S./I.S. 104 The Fort Hamilton School	0.50	13.0%	31.2%	10.2%
22K207	P.S. 207 Elizabeth G. Leary	0.31	16.4%	48.1%	2.2%
24Q113	P.S./I.S. 113 Anthony J. Pranzo	0.40	12.8%	38.8%	2.7%
25Q164	P.S. 164 Queens Valley	0.49	17.6%	33.4%	13.4%
25Q200	PS/MS 200 - The Pomonok School & STAR Academy	0.52	22.5%	68.7%	7.7%
25Q499	The Queens College School for Math, Science and Technology	0.25	8.4%	44.1%	3.7%
27Q124	P.S. 124 Osmond A Church	0.63	12.5%	48.5%	3.6%
27Q232	P.S. 232 Lindenwood	0.42	13.4%	47.7%	3.4%
29Q147	PS/MS 147 Ronald McNair	0.55	13.2%	97.4%	3.7%
29Q208	P.S. / I.S. 208	0.31	16.5%	88.9%	1.5%
29Q268	PS/IS 268	0.66	14.5%	64.8%	5.3%
29Q295	P.S./I.S. 295	0.55	14.0%	53.7%	8.1%
30Q084	P.S. 084 Steinway	0.56	18.1%	43.0%	10.0%
30Q122	P.S. 122 Mamie Fay	0.44	12.0%	30.0%	5.1%
84K362	Hellenic Classical Charter School	0.51	8.7%	72.2%	3.8%
84Q706	Our World Neighborhood Charter School	0.44	8.6%	50.4%	5.9%
84X255	Bronx Charter School for Excellence	0.56	11.8%	83.9%	5.8%
84X378	Icahn Charter School 2	0.62	11.5%	94.1%	6.5%
84X422	Icahn Charter School 3	0.63	16.6%	94.3%	5.7%
PEER GROUP AVERAGES		0.49	14.9%	62.7%	6.1%

The previous pages in this report have shown the school's performance in 2013-14 and earlier. In contrast, this page is forward looking and shows targets connected to the category ratings for the 2014-15 school year.

	This School's 2013-14 Result	2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Student Progress					
English Median Adjusted Growth Percentile	57.0	56.4 or lower	56.5 to 62.2	62.3 to 66.7	66.8 or higher
Math Median Adjusted Growth Percentile	54.0	54.3 or lower	54.4 to 60.6	60.7 to 65.6	65.7 or higher
English Median Adjusted Growth Percentile for School's Lowest Third	60.0	65.9 or lower	66.0 to 71.5	71.6 to 75.9	76.0 or higher
Math Median Adjusted Growth Percentile for School's Lowest Third	59.5	63.0 or lower	63.1 to 68.9	69.0 to 73.6	73.7 or higher
English Early Grade Progress	2.10	1.62 or lower	1.63 to 2.13	2.14 to 2.54	2.55 or higher
Math Early Grade Progress	2.60	1.79 or lower	1.80 to 2.62	2.63 to 3.28	3.29 or higher
Student Achievement					
English - Percentage of Students at Level 3 or 4	30.8%	24.0% or lower	24.1% to 35.2%	35.3% to 43.9%	44.0% or higher
Math - Percentage of Students at Level 3 or 4	39.3%	26.9% or lower	27.0% to 40.7%	40.8% to 51.6%	51.7% or higher
English - Average Student Proficiency	2.61	2.49 or lower	2.50 to 2.71	2.72 to 2.88	2.89 or higher
Math - Average Student Proficiency	2.79	2.54 or lower	2.55 to 2.83	2.84 to 3.05	3.06 or higher
Percent of Students Passing an English Course	90.0%	71.7% or lower	71.8% to 80.8%	80.9% to 88.0%	88.1% or higher
Percent of Students Passing a Math Course	94.4%	69.4% or lower	69.5% to 79.3%	79.4% to 87.1%	87.2% or higher
Percent of Students Passing a Science Course	96.3%	71.3% or lower	71.4% to 80.6%	80.7% to 87.9%	88.0% or higher
Percent of Students Passing a Social Studies Course	90.6%	69.8% or lower	69.9% to 79.5%	79.6% to 87.2%	87.3% or higher
Percent of 8th Graders Earning High School Credit	79.2%	18.0% or lower	18.1% to 33.1%	33.2% to 44.9%	45.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	98.0%	69.9% or lower	70.0% to 79.9%	80.0% to 86.9%	87.0% or higher
School Environment					
School Survey - Instructional Core	80.4%	83.6% or lower	83.7% to 89.4%	89.5% to 93.1%	93.2% or higher
School Survey - School Culture	84.3%	81.9% or lower	82.0% to 88.0%	88.1% to 91.7%	91.8% or higher
School Survey - Structures for Improvement	79.5%	78.8% or lower	78.9% to 85.7%	85.8% to 90.1%	90.2% or higher
Attendance Rate	95.6%	92.3% or lower	92.4% to 94.1%	94.2% to 95.2%	95.3% or higher

The previous pages in this report have shown the school's performance in 2013-14 and earlier. In contrast, this page is forward looking and shows targets connected to the category ratings for the 2014-15 school year.

	This School's 2013-14 Result	2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Closing the Achievement Gap					
Percent at Level 3 or 4					
English					
Self-Contained		0.6% or lower	0.7% to 0.9%	1.0% to 1.5%	1.6% or higher
Integrated Co-Teaching (ICT)	0.0%	3.0% or lower	3.1% to 4.9%	5.0% to 7.3%	7.4% or higher
Special Education Teacher Support Services (SETSS)	0.0%	3.8% or lower	3.9% to 6.2%	6.3% to 9.2%	9.3% or higher
Mathematics					
Self-Contained		2.0% or lower	2.1% to 3.2%	3.3% to 4.8%	4.9% or higher
Integrated Co-Teaching (ICT)	5.0%	5.1% or lower	5.2% to 8.2%	8.3% to 12.2%	12.3% or higher
Special Education Teacher Support Services (SETSS)	18.2%	6.0% or lower	6.1% to 9.5%	9.6% to 14.3%	14.4% or higher
Percent at 75th Growth Percentile or Higher					
English					
English Language Learners	23.8%	28.2% or lower	28.3% to 36.5%	36.6% to 47.6%	47.7% or higher
Lowest Third Citywide	39.6%	43.1% or lower	43.2% to 48.7%	48.8% to 56.1%	56.2% or higher
Self-Contained/ICT/SETSS	33.3%	41.4% or lower	41.5% to 48.1%	48.2% to 56.9%	57.0% or higher
Black and Hispanic Males in Lowest Third Citywide	50.0%	40.5% or lower	40.6% to 47.3%	47.4% to 56.3%	56.4% or higher
Mathematics					
English Language Learners	42.9%	26.7% or lower	26.8% to 34.6%	34.7% to 45.0%	45.1% or higher
Lowest Third Citywide	36.5%	39.5% or lower	39.6% to 46.3%	46.4% to 55.4%	55.5% or higher
Self-Contained/ICT/SETSS	43.3%	36.5% or lower	36.6% to 42.7%	42.8% to 51.0%	51.1% or higher
Black and Hispanic Males in Lowest Third Citywide	38.1%	38.7% or lower	38.8% to 46.1%	46.2% to 56.0%	56.1% or higher
Movement from SC/ICT/SETSS to Less Restrictive Environments	0.23	0.19 or lower	0.20 to 0.30	0.31 to 0.46	0.47 or higher
English Language Learner Progress	33.3%	40.6% or lower	40.7% to 50.1%	50.2% to 62.7%	62.8% or higher