

Renewal Report   
for

The Renaissance Charter School

SCHOOL YEAR 2018-2019

New York City Department of Education

Office of School Design and Charter Partnerships

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\_2018-19\_final-docx.pdf.

# Part 1: School Overview and Renewal Recommendation

## Current School Snapshot

|  |  |
| --- | --- |
| The Renaissance Charter School | |
| DBN | 84Q705 |
| School Leader(s) | Stacey Gauthier |
| Board Chair(s) | Monte Joffe |
| Charter Management Organization  (if applicable) | N/A |
| Other Partner(s) | N/A |
| District(s) of Location | 30 (Q705) |
| Building Code(s), Physical  Address(es), Grade(s) at  Building, and Facility Owner(s) | (Q885) 35-59 81st Street, Queens, NY 11372  Programs/Grades at Building: PreK-12  Facility Owner: DOE |
| 2018-2019 Enrollment[[1]](#endnote-1) | 558 |
| 2018-2019 Grades Served | K-12 |
| Current Authorized Enrollment | 558 |
| Current Authorized Grade Span | K-12 |
| School Opened For Instruction | 2000-2001 |
| School Year of First Renewal | 2004-2005 |
| School Year of Second Renewal | 2009-2010 |
| School Year of Third Renewal | 2014-2015 |
| Current Charter Term[[2]](#footnote-1) | May 18, 2015 – June 30, 2019 |

## Renewal Recommendation

The Renaissance Charter School (“TRCS”) name has [satisfied/partially satisfied/not satisfied] the conditions placed upon it for future renewal.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a [full term renewal, full term/short-term renewal with conditions, short-term renewal or nonrenewal].

|  |  |
| --- | --- |
|  | |
| Proposed New Charter Term |  |
| Proposed Authorized Grade Span for New Charter Term |  |
| Proposed Authorized Enrollment for New Charter Term |  |
| Conditions on Renewal | 1. |
|  | 2. |
|  | 3. |
|  | 4. |

## Plans for Next Charter Term

[As NYC DOE recommends a short-term renewal, the first three years of the school’s full application plan are included below.]

[As NYC DOE recommends a full-term renewal, the school’s full application plan is included below. These plans extend through the new charter term and into the subsequent charter term.

In the event that the charter receives a subsequent full-term renewal in the [XX-YY school year] and does not submit an alternative plan in its application, the school will automatically be authorized to serve [XYZ] students in grades [AA-BB] in that future charter term, in alignment with the plan described below.]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Current School Year (2018-19)** | **Year 1**  **(2019-20)** | **Year 2**  **(2020-21)** | **Year 3**  **(2021-22)** | **Year 4**  **(2022-23)** | **Year 5**  **(2023-24)** |
| **K** | 25 | 28 | 28 | 28 | 28 | 28 |
| **1** | 25 | 28 | 28 | 28 | 28 | 28 |
| **2** | 25 | 28 | 28 | 28 | 28 | 28 |
| **3** | 25 | 28 | 28 | 28 | 28 | 28 |
| **4** | 26 | 28 | 28 | 28 | 28 | 28 |
| **5** | 54 | 58 | 58 | 58 | 58 | 58 |
| **6** | 54 | 58 | 58 | 58 | 58 | 58 |
| **7** | 54 | 58 | 58 | 58 | 58 | 58 |
| **8** | 54 | 58 | 58 | 58 | 58 | 58 |
| **9** | 54 | 58 | 58 | 58 | 58 | 58 |
| **10** | 54 | 58 | 58 | 58 | 58 | 58 |
| **11** | 54 | 58 | 58 | 58 | 58 | 58 |
| **12** | 54 | 58 | 58 | 58 | 58 | 58 |
| **TOTAL** | 558 | 604 | 604 | 604 | 604 | 604 |

## REnewal History and Current Conditions and Notices

TRCS received a four-year short term renewal in the 2014-15 academic year with no conditions.

TRCS was not placed on notice during the charter term.

## [Charter School Background](file:///R:\OPM\Charters\CSAS\Accountability%20&%20Oversight\Renewal\Data%20analysis%20Tools\Renewal%20Report%20Table%20Creator.xlsx)

TRCS is a K-12 school located in the Jackson Heights neighborhood of Queens. The school has a universal pre-kindergarten program. The school is located in a NYC DOE-operated building in Community School District 30. The school is co-located with Q255, a D75 school, whose students are fully integrated into TRCS’ educational program.[[3]](#footnote-2)

The school is in its fourth charter term.

The school converted to a charter school from a traditional district school in 2000 and operates under the collective bargaining agreements negotiated by New York City with the teachers, supervisors, paraprofessionals, and school-aides and kitchen workers’ unions as a result of being a conversion charter school.

## School Highlights[[4]](#footnote-3)

As per the school’s renewal application, Renaissance Charter School’s “PK-12 grade model allows us to focus on the whole child, nurturing a trajectory from early childhood through graduation. Even though we may see dips in various years as students acclimate to the rigor of each new grade, by high-school they are prepared to meet the challenges of college and career.”

## Current School Leadership Team[[5]](#footnote-4)

|  |  |  |  |
| --- | --- | --- | --- |
| School Leader Name | | Position | Years at School |
| 1. | Stacey Gauthier | Principal | 18 |
| 2. | Denise Hur | Director of Operations | 18 |
| 3. | Rebekah Oakes | Director of Development | 18 |
| 4. | Yumeris Morel | Director of Teaching & Learning 6-12 | 18 |
| 5. | Victor Motta | Director of Data & Accountability | 18 |
| 6. | Suzanne Arnold | Administrator for School Culture & Student Support | 16 |
| 7. | Everett Boyd | Administrator for School Culture & Family Engagement | 18 |
| 8. | Daniel Fanelli | Administrator for Middle School & STEM PreK-12 | 9 |
| 9. | Elizabeth Perez | Administrator for Special Education | 18 |

# Part 2: Background on the Charter Renewal Process

## Renewal Process

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school’s renewal application. A school must be able to demonstrate, supported by the school’s renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school’s original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school’s Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school’s application is incomplete, it will be returned to the school with feedback from the team. In addition to the school’s renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school’s application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school’s charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

## Statutory Basis for Renewal

The determination of whether to approve a renewal application rests in the sole discretion of a charter school’s authorizer. The Act states the following regarding the renewal of a school’s charter:

**§ 2851(4)**: Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

1. A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
2. 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. Such statement shall be in a form prescribed by the board of regents.
3. Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
4. Indications of parent and student satisfaction.
5. The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

## Renewal Outcomes

After the NYC DOE’s review of the school’s renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school’s charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school’s renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

### Full-Term Renewal

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

### Short Term Renewal

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

### Non-Renewal

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

# Part 3: Findings

## [Essential Question 1: Is the school an academic success?](file:///R:\OPM\Charters\CSAS\Accountability%20&%20Oversight\Renewal\Data%20analysis%20Tools\Renewal%20Report%20Table%20Creator.xlsx)

At the time of this school’s renewal, TRCS has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school’s progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP’s findings for Essential Question 1 is below.

### Performance Against Standards

For the data informing these outcome determinations, please consult the sections following this table. Charters are evaluated only on outcomes from their current charter term through 2017-2018 (the last year in which a full set of data is available). Outcomes from the prior charter term may appear in this report for purely informational purposes.

|  |  |  |
| --- | --- | --- |
| Standards | Charter Term Outcomes[[6]](#footnote-5) | Details |
| Comparative Academic Performance | | |
| NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 1 |
| NYS ELA exam proficiency rates meet or exceed comparable Citywide rates | ◑ | **2015-16: Met**  **2016-17: Not Met**  **2017-18: Met**  See Figure 1 |
| NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates[[7]](#footnote-6) | ◑ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Met**  See Figure 1 |
| NYS Math exam proficiency rates meet or exceed comparable CSD rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 2 |
| NYS Math exam proficiency rates meet or exceed comparable Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 2 |
| NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates | ◑ | **2015-16: Met**  **2016-17: Not Met**  **2017-18: Met**  See Figure 2 |
| NYS Science exam proficiency rates meet or exceed comparable CSD rates | ◑ | **2015-16: Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 3 |
| NYS Science exam proficiency rates meet or exceed comparable Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 3 |
| NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates | N/A[[8]](#footnote-7) |  |
| NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 4 |
| NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 5 |
| NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates | N/A | See Figure 6 |
| Geometry Regents exam pass rates meet or exceed Citywide rates | ○ | **2015-16: Not Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 8 |
| Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates | ○ | **2015-16: Not Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 10 |
| Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 7 |
| Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 9 |
| Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Not Met**  See Figure 11 |
| Global History Regents exam pass rates meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 16 |
| Global History Transition Regents exam pass rates meet or exceed Citywide rates | ● | **2015-16: N/A**  **2016-17: N/A**  **2017-18: Met**  See Figure 17 |
| U.S. History & Government Regents exam pass rates meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 18 |
| Living Environment Regents exam pass rates meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 12 |
| Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 13 |
| Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates | ◑ | **2015-16: Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 14 |
| Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates | ○ | **2015-16: N/A**  **2016-17: N/A**  **2017-18: Not Met**  See Figure 15 |
| Graduation rates meet or exceed Citywide rates[[9]](#footnote-8) | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 19 |
| Academic Growth | | |
| NYS ELA exam proficiency rates increase | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: N/A**[[10]](#footnote-9)  See Figure 1 |
| NYS Math exam proficiency rates increase | ◑ | **2015-16: Met**  **2016-17: Not Met**  **2017-18: N/A**  See Figure 2 |
| NYS Comprehensive English Regents exam pass rates increase | ○ | **2015-16: Not Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 4 |
| NYS English Language Arts Common Core Regents exam pass rates increase | ◑ | **2015-16: N/A**  **2016-17: Met**  **2017-18: Not Met**  See Figure 5 |
| NYS Integrated Algebra Regents exam pass rates increase | N/A | See Figure 6 |
| Geometry Regents exam pass rates increase | ○ | **2015-16: Not Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 8 |
| Algebra 2/Trigonometry Regents exam pass rates increase | ● | **2015-16: Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 10 |
| Algebra I (Common Core) Regents exam pass rates increase | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Not Met**  See Figure 7 |
| Geometry (Common Core) Regents exam pass rates increase | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 9 |
| Algebra II (Common Core) Regents exam pass rates increase | ◑ | **2015-16: N/A**  **2016-17: Met**  **2017-18: Not Met**  See Figure 11 |
| Global History Regents exam pass rates increase | ◑ | **2015-16: Met**  **2016-17: Met**  **2017-18: Not Met**  See Figure 16 |
| Global History Transition Regents exam pass rates increase | N/A[[11]](#footnote-10) |  |
| U.S. History & Government Regents exam pass rates increase | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 18 |
| Living Environment Regents exam pass rates increase | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Not Met**  See Figure 12 |
| Physical Setting/Earth Science Regents exam pass rates increase | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 13 |
| Physical Setting/Chemistry Regents exam pass rates increase | ◑ | **2015-16: Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 14 |
| Physical Setting/Physics Regents exam pass rates increase | N/A | See Figure 15 |
| Graduation rates increase | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 19 |
| Closing the Achievement Gap | | |
| NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 21 |
| NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 21 |
| NYS Math exam proficiency rates for ELLs meet or exceed CSD rates | ◑ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Met**  See Figure 24 |
| NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Met**  See Figure 24 |
| NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 20 |
| NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 20 |
| NYS Math exam proficiency rates for SWD meet or exceed CSD rates | ◑ | **2015-16: Met**  **2016-17: Not Met**  **2017-18: Met**  See Figure 23 |
| NYS Math exam proficiency rates for SWD meet or exceed Citywide rates | ◑ | **2015-16: Met**  **2016-17: Not Met**  **2017-18: Met**  See Figure 23 |
| NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL)[[12]](#footnote-11) meet or exceed CSD rates | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 22 |
| NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 22 |
| NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 25 |
| NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 25 |
| NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 68 |
| NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 69 |
| NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 70 |
| Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 72 |
| Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 74 |
| Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 71 |
| Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 73 |
| Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 75 |
| Global History Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 80 |
| Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 81 |
| U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates | ○ | **2015-16: Not Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 82 |
| Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 76 |
| Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 77 |
| Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 78 |
| Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | See Figure 79 |
| NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 53 |
| NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: N/A**  **2017-18: Met**  See Figure 54 |
| NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | See Figure 55 |
| Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | See Figure 57 |
| Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates | ○ | **2015-16: Not Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 59 |
| Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Met**  See Figure 56 |
| Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 58 |
| Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates | ○ | **2015-16: Not Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 60 |
| Global History Regents exam pass rates for SWDs meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: N/A**  See Figure 65 |
| Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates | ○ | **2015-16: N/A**  **2016-17: N/A**  **2017-18: Not Met**  See Figure 66 |
| U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 67 |
| Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 61 |
| Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates | ● | **2015-16: N/A**  **2016-17: Met**  **2017-18: Met**  See Figure 62 |
| Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | See Figure 63 |
| Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | See Figure 64 |
| NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | See Figure 83 |
| NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 84 |
| NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | See Figure 85 |
| Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | See Figure 87 |
| Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ○ | **2015-16: Not Met**  **2016-17: N/A**  **2017-18: N/A**  See Figure 89 |
| Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 86 |
| Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 88 |
| Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Not Met**  See Figure 90 |
| Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 95 |
| Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ● | **2015-16: N/A**  **2016-17: N/A**  **2017-18: Met**  See Figure 96 |
| U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 97 |
| Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 91 |
| Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 92 |
| Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 93 |
| Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | See Figure 94 |
| Graduation rates for ELLs meet or exceeds Citywide rates | N/A | See Figure 26 |
| Graduation rates for SWD meet or exceeds Citywide rates | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: N/A**  See Figure 27 |
| Graduation rates for students eligible for FRPL meet or exceeds Citywide rates | N/A[[13]](#footnote-12) |  |
| College & Career Readiness (for grades 9-12 only) | | |
| Postsecondary enrollment rates meet or exceed Citywide rates[[14]](#footnote-13) | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 28 |
| College & Career Preparatory Course Index meet or exceeds Citywide average | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 29 |
| College Readiness Index meet or exceeds Citywide average | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 30 |

#### Comparative Academic Performance and Academic Growth

##### Grade 3-8 Math, Science, and English LAnguage arts Performance[[15]](#endnote-2)

|  |  |
| --- | --- |
| Figure 1 | Figure 2 |
| Figure 3 | |

##### Regents Performance[[16]](#footnote-14),[[17]](#endnote-3)

|  |  |
| --- | --- |
| Figure 4 | Figure 5 |
| Figure 6 | Figure 7 |

|  |  |
| --- | --- |
| Figure 8 | Figure 9 |
| Figure 10 | Figure 11 |
| Figure 12 | Figure 13 |
| Figure 14 | Figure 15 |
| Figure 16 | Figure 17 |
| Figure 18 | |

##### Graduation[[18]](#endnote-4)



Figure 19

#### Closing the Achievement Gap

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

##### Grade 3-8 English Language Arts[[19]](#endnote-5)

|  |  |
| --- | --- |
| Figure 20 | Figure 21 |
| Figure 22 | |

##### Grade 3-8 Math[[20]](#endnote-6)

|  |  |
| --- | --- |
| Figure 23 | Figure 24 |
| Figure 25 | |

##### Graduation Rate[[21]](#footnote-15),[[22]](#endnote-7)

|  |  |
| --- | --- |
| Figure 26 | Figure 27 |
|  | |

|  |
| --- |
|  |

##### College & Career Readiness[[23]](#footnote-16),[[24]](#endnote-8)

|  |  |
| --- | --- |
| Figure 28 | Figure 29 |
| Figure 30 | |

## Essential Question 2: Is the school effective and well run?

At the time of this school’s renewal, TRCS has partially demonstrated its effectiveness, including a supportive environment, operational stability, and substantial compliance with applicable laws and regulations.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP’s findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

### Current Board of Trustees[[25]](#footnote-17)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Board Member Name | | Position | Committee(s) | Years on Board |
|  |  |  |  |  |
| 1. | Monte Joffee | Chair | Executive, Education Support | 18 |
| 2. | Everett Boyd | Secretary | Education Support | 11 |
| 3. | Sandra Geyer | Trustee | Executive, Grievance | 18 |
| 4. | Chester Hicks | Trustee | Finance & Audit, Education Support, Executive | 6 |
| 5. | Margaret Martinez-DeLuca | Trustee | Education Support | 14 |
| 6. | Francine Smith | Trustee | Finance & Audit, Executive | 18 |
| 7. | Raymond Johnson | Elected Teacher Representative | Finance & Audit | 3.5 |
| 8. | Rachel Mandel | Trustee | N/A | 2.5 |
| 9. | Conor McCoy | Trustee | Finance & Audit | 2.5 |
| 10. | Stacey Gauthier | Trustee (Non-Voting) | Finance & Audit | 18 |

### School Key Design Elements

As part of the renewal application, the school was asked to provide key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

#### College & Career readiness

Renaissance mandates participation in its college-bound program, as a for-credit class in 9th-12th grades. Students chart a four-year plan in the ninth grade that includes an online portfolio that helps establish a career plan, and an academic and community involvement portfolio that showcases internships, volunteerism, awards and other accomplishments. Rigorous writing and research preparation culminates in a research paper in senior year.

#### Community & External Partnerships

At Renaissance we believe that leaders are people who actively take action to better themselves and the world. The Leadership Program motivates students to find their own answers to two essential questions: how can I make the world a better place? and how do I want to contribute to the world? All students in 9th-12th grades are required to participate in a leadership, volunteer or internship program each semester of high school.

#### Global humanities

Renaissance's use of small group Global Labs with a special attention to Geography education, and an arts-infused approach to ELA and Social Studies, is central to our hands-on approach to understanding the world. Model units that engage students and train them to think like geographers and write like historians have been shared with two district schools.

#### experiential learning

Our curriculum has a three-tiered approach (1) core academics based on comprehensive and effective delivery of standard-based instruction; (2) project based learning; and (3) experiential learning. Our commitment to experiential learning is exemplified by “Rensizzle Week”-- five consecutive days when students and teachers actively explore a topic of interest in great depth, culminating in a final project.

#### teacher leadership

Renaissance believes in collaborative governance, while valuing and nurturing teachers and other administrative staff to become leaders in the school. The school strives to give each constituency a powerful voice, with opportunities to serve beyond the classroom as Teaching & Learning Coordinators, PLC coaches, Cluster administrative leaders, serving on the Collaborative School Governance, Advisory and Student Government committees.

#### engaged parents

Parents are included in Renaissance's collaborative governance style, as elected members of the Collaborative School Governance committee, parent representation on our Board of Trustees, and positions on hiring committees. The Administrator for School Culture and Family Engagement plans multiple parent forums and events throughout the year.

#### Timely Assessments to drive instruction

Renaissance uses various interim assessments across the grades to inform teacher practice, using data principals learned from professional development providers Using Data Solutions, and Achievement Network. Regular ANET assessments are given in grades 2-10 and teachers gather to review the data that will inform their targeted instruction. NWEA assessments are given in elementary grades, and mock Regents exams are given and analyzed by teacher data teams.

#### Social emotional wellness

Students can only be successful academically and in life if they nurture their social-emotional wellness. At Renaissance, this is done through morning meetings, and advisories in grades 6-10. We also have led and participated in federal grants related to youth mental health which allows for professional development for staff and programs to support students.

### Staffing, Governance, and the Public Hearing

#### Staffing[[26]](#endnote-9)

In the 2015-16 school year, 0% of leadership staff left the school and 3 or 6% of instructional staff left the school. In the 2016-17 school year, 0% of leadership staff left the school and 3 or 6% of instructional staff left the school. In the 2017-18 school year, 0% of leadership staff left the school and 3 or 6% of instructional staff left the school.

#### Governance

In 2015-16, the Board had 8 members; this was within the minimum to maximum range of 5 to 20 members stated in the bylaws. The 2015-16 calendar listed 5 Board meetings, and met 5 times, which met the DOE-approved bylaws, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 5 out of the 5 meetings that took place in 2015-16.

In 2016-17, the Board had 9 members; this was within the minimum to maximum range of 5 to 20 members stated in the bylaws. The 2016-17 calendar listed 5 Board meetings, and met 5 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 5 out of the 5 meetings that took place in 2016-17.

In 2017-18, the Board had 9 members; this was within the minimum to maximum range of 5 to 20 members stated in the bylaws. The 2017-18 calendar listed 5 Board meetings, and met 5 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 5 out of the 5 meetings that took place in 2017-18.

#### Public Hearing

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on November 27, 2018. 166 individuals attended the hearing, and a binder of over 60 letters of support was presented to the DOE on the night of the hearing. 34 comments were made in support and none were made in opposition to the proposed charter renewal. Comments in support focused on the support students receive and the true and deep sense of family at the school. Current and past students spoke of the care they received from both staff and each other and the lasting bonds created. Staff spoke about the school as both an amazing place to work and school to bring their own children to.

### Performance Against Standards

For the data informing many of these outcome determinations, please consult the sections following this table.

|  |  |  |
| --- | --- | --- |
| Standards | Charter Term Outcomes[[27]](#footnote-18) | Details |
| Supportive Environment | | |
| Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration. | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer | ◑ | **2015-16 Not Met**  The policy did not outline the authorizer as part of the complaint procedure.  **2016-17: Met**  **2017-18: Met** |
| Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages[[28]](#footnote-19) | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 31 |
| Student attendance rate meet or exceeds CSD average | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 32 |
| Student attendance rate meet or exceeds Citywide average | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 32 |
| Improved student retention rate over prior year | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 33 |
| Decreased student suspension rate over prior year[[29]](#footnote-20) | ◑ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Met**  See Figure 48 and Figure 49 |
| Operational Stability | | |
| School meets all DOE deadlines, including annual reporting requirements | ◑ | **2015-16: Met**  **2016-17: Not Met**  The school missed deadlines for reporting requirements.  **2017-18: Met** |
| School has documented teacher evaluation procedures | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School has documented professional development opportunities | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School has a formal process for evaluating progress against charter school goals | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| Board has developed a succession plan for board and school leadership | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| Board has access to legal counsel | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| Board held the required number of meetings per the Charter Schools Act | ○ | **2015-16: Not Met**  The board held five out of twelve required meetings.  **2016-17: Not Met**  The board held five out of twelve required meetings.  **2017-18: Not Met**  The board held five out of twelve required meetings. |
| Board meetings consistently meet quorum | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| Compliance | | |
| School’s ELL enrollment meets or exceeds CSD rate | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 36 |
| School’s ELL retention meets or exceeds CSD rate | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 37 |
| School’s SWD enrollment meets or exceeds CSD rate | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 34 |
| School’s SWD retention meets or exceeds CSD rate | ◑ | **2015-16: Met**  **2016-17: Met**  **2017-18: Not Met**  See Figure 35 |
| School’s FRPL enrollment meets or exceeds CSD rate | ◑ | **2015-16: Not Met**  **2016-17: Met**  **2017-18: Met**  See Figure 38 |
| School’s FRPL retention meets or exceeds CSD rate | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 39 |
| School has written rules and procedures for student discipline (“discipline policy”), which includes guidelines for suspension and expulsion. The discipline policy is consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School has followed all applicable lottery and enrollment laws and regulations | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1) | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School is in compliance with employee fingerprinting requirements | ◑ | **2015-16: Met**  **2016-17: Met**  **2017-18: Not Met**  The school had one staff member start prior to their fingerprint clearance date. |
| School has an appropriate safety plan | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School has appropriate insurance documentation | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School is in good standing with the Department of Health | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School has submitted its Annual Report to NYSED and posted it online | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL) | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |

#### NYC School Survey[[30]](#endnote-10)



Figure 31

#### Attendance, ENROLLMENT[[31]](#footnote-21) and Retention[[32]](#endnote-11)

|  |  |
| --- | --- |
| Figure 32 | Figure 33 |

|  |  |
| --- | --- |
| Figure 34 | Figure 35 |
| Figure 36 | Figure 37 |
| Figure 38 | Figure 39 |

## Essential Question 3: Is the school financially viable?

At the time of this school’s renewal, TRCS has not yet demonstrated financial viability.

For detailed information on the school’s progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP’s findings for Essential Question 3 is below.

### School Finances

An independent audit performed for fiscal year 2016 (FY16) set forth a significant adjustment for the prior period to record the estimated liability for retroactive raises that existed as of June 30, 2015. A recommendation was made that the accounting consultant and Director of Finance analyze the balance of retroactive pay due to union members at the end of each year and make any adjustments to the liability account as needed.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings and set forth the following observations/recommendations:

1. Bank reconciliations were not signed off by the school’s Principal to indicate her review and approval. A recommendation was made that the Principal or outside financial consultant initial the document to indicate a review was performed.
2. A recommendation was made that the school maintain a viable reserve and create a board approved policy about the purpose and use of operating reserves.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings. The observations from FY17 (above) were updated. For comment #1, the matter has been resolved. For comment #2, the recommendation is continued.

The school has a partnership with Charter School Business Management.

The school has $70,196 in escrow, meeting the $70,000 requirement.

As a conversion charter school, Renaissance is responsible for paying UFT member employees in accordance with New York City’s UFT, CSA and DC37 collective bargaining agreements (“CBAs”). In 2016, the CBAs were amended to provide a general wage increase, and require employers, including conversion charter schools, to make a series of retroactive payments to represented employees. The DOE provided supplemental funding to Renaissance in October 2018 to cover a portion of these costs. The conversion charter schools do not negotiate these collective bargaining agreements for themselves, and the State charter school funding formula was revised during the current charter term to no longer match dollar-for-dollar district expenses.

### Performance Against Standards

For the data informing these outcome determinations, please consult the sections following this table.

|  |  |  |
| --- | --- | --- |
| Standards | Charter Term Outcomes[[33]](#footnote-22) | Details |
| Short-term Financial Viability | | |
| Cash position – school has at least 60 days of cash on hand to cover operating expenses | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 40 |
| Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months | ◑ | **2015-16: Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 41 |
| Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met**  See Figure 42 |
| Debt management – school is meeting all current debt obligations | ● | **2015-16: Met**  **2016-17: Met**  **2017-18: Met** |
| Long-term Financial Sustainability[[34]](#footnote-23) | | |
| Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses) | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 43 |
| Aggregated three-year total margin – school operates at a surplus over three-year period | ○ | **2015-16: N/A**  **2016-17: N/A**  **2017-18: Not Met**  See Figure 43 |
| Debt to assets ratio less than 1.0 | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 45 |
| Aggregate assets to liabilities ratio greater than 1.0 | ○ | **2015-16: N/A**  **2016-17: N/A**  **2017-18: Not Met**  See Figure 46 |
| One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive) | ○ | **2015-16: Not Met**  **2016-17: Not Met**  **2017-18: Not Met**  See Figure 44 |
| Multi-year cash flow – positive cash flow over previous three fiscal years | ○ | **2015-16: N/A**  **2016-17: N/A**  **2017-18: Not Met**  See Figure 44 |

### Short-term Financial Viability[[35]](#endnote-12)

|  |  |
| --- | --- |
| Figure 40 | Figure 41 |
| Figure 42 | |

### Long-term Financial Sustainability[[36]](#endnote-13)



Figure 43



Figure 44

|  |  |
| --- | --- |
| Figure 45 | Figure 46 |

# : School Overview

All information here is self-reported and has not been reviewed for accuracy or completeness.

### Programming, Admissions, and Lottery

|  |  |
| --- | --- |
| Number of Instructional Days | 180 |
| Pre-Kindergarten Program | Yes |
| Afterschool Program and/or Other Activities | Yes |
| Summer Academic Program | Yes |
| Saturday Instruction | Yes |
| Sections per Grade | K-4: 1  5-12: 2 |

|  |  |
| --- | --- |
| Primary Entry Grade(s) | PK, K, 5, 9 |
| Additional Grade(s) for which Student Applications are Accepted | PK, K-12 |
| Does School Enroll New Students Mid-Year? | Yes |
| Number of Applicants for Admission (School Year 2018-2019) | 2,413 |
| Number of Students Accepted via the Lottery (School Year 2018-2019) | 32 |
|  | |
| *Lottery Preferences* |  |
| Attends a Failing School | No |
| Does Not Speak English at Home | No |
| Receives SNAP or TANF Benefits | No |
| Eligible for Free or Reduced-Price Lunch | No |
| Has IEP and/or Receives Special Education Services | No |
| Homeless or Living in Shelter or Temporary Residence | No |
| Lives in New York City Housing Authority Housing | No |
| Unaccompanied Youth | No |
| Children of Employees of the Charter School or CMO | Yes |

### Current Student Demographics[[37]](#endnote-14)



Figure 47

### Suspension and Expulsion Rates[[38]](#endnote-15)

|  |  |
| --- | --- |
| Figure 48 | Figure 49 |
| Figure 50 | |

# : School Visit

Members of the Charter Authorizing and Accountability Team (CAAT) visited TRCS on November 27 and 28, 2018. The school leadership team identified what CAAT team members would see in classrooms based on the school’s key design elements and unique school culture. The CAAT team provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of “not observed” means that CAAT did not have the opportunity to observe that item during the visit.

* Evidence of students owning their own learning (through raising thought-provoking questions, advocating for what they need, students helping each other); CAAT observed evidence of this.
* Evidence of differentiated instruction (through process or product); CAAT saw mixed evidence of this.
* Evidence of project-based learning and experiential learning (and/or artifacts to show they happen/ will happen); CAAT observed evidence of this.
* Evidence of assessing learning (formative and summative); CAAT saw evidence of this.
* Rigor; CAAT observed evidence of this.

# : Academic Performance[[39]](#endnote-16)

### Grade-Level Proficiency in ELA

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2013-2014 | | 2014-2015 | 2015-2016 | | 2016-2017 | | 2017-2018 | |
| The Renaissance Charter School | | | | | |  | |  | |
| Grade 3 |  | | 35% | 23% | | 42% | | 56% | |
| Grade 4 |  | | 29% | 42% | | 29% | | 64% | |
| Grade 5 |  | | 25% | 44% | | 29% | | 41% | |
| Grade 6 |  | | 28% | 30% | | 38% | | 61% | |
| Grade 7 |  | | 24% | 36% | | 35% | | 52% | |
| Grade 8 |  | | 40% | 45% | | 63% | | 52% | |
| DIFFERENCE FROM CSD | | | | | |  | |  | |
| Grade 3 |  | | 0% | -20% | | -6% | | 0% | |
| Grade 4 |  | | -3% | -4% | | -16% | | 7% | |
| Grade 5 |  | | -9% | 6% | | -13% | | -4% | |
| Grade 6 |  | | -6% | -14% | | -4% | | 1% | |
| Grade 7 |  | | -9% | -7% | | -15% | | -1% | |
| Grade 8 |  | 1% | | | -6% | 5% | -8% | |

### Grade-Level Proficiency in Math

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | | 2017-2018 | |
| The Renaissance Charter School | | | |  | |  | |
| Grade 3 |  | 52% | 41% | 42% | | 68% | |
| Grade 4 |  | 50% | 46% | 33% | | 68% | |
| Grade 5 |  | 60% | 64% | 38% | | 52% | |
| Grade 6 |  | 51% | 52% | 61% | | 67% | |
| Grade 7 |  | 42% | 54% | 54% | | 61% | |
| Grade 8 |  | 38% | 44% | 49% | | 61% | |
| DIFFERENCE FROM CSD | | | |  | |  | |
| Grade 3 |  | 9% | -3% | -8% | | 11% | |
| Grade 4 |  | 6% | -1% | -10% | | 16% | |
| Grade 5 |  | 14% | 23% | -10% | | 7% | |
| Grade 6 |  | 6% | 6% | 13% | | 14% | |
| Grade 7 |  | 0% | 13% | 11% | | 11% | |
| Grade 8 |  | 5% | 7% | 12% | 12% | |

# : Grade 3-8 Performance Levels[[40]](#endnote-17)

###### English/Language Arts

Figure 51



###### Math

Figure 52



# : Regents Performance for Special Populations[[41]](#footnote-24),[[42]](#endnote-18)

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| Figure 53 | Figure 54 |
| Figure 55 | Figure 56 |

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| Figure 57 | Figure 58 |
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# : Charter School Goals

The school submitted the following to NYSED as part of their 2017-18 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as part of a holistic evaluation of the school.

To see the school’s full 2017-18 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

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| --- | --- | --- | --- | --- |
| Goal Type | Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | 2017-2018 Goal Met or Not Met | If Not Met, Describe Efforts School Will Take |
| Academic Goal 1 | For each year of the school’s next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination. | NYS ELA exam | Not Met | .Partially met: 67% - exceeded the city in all grades. Exceeded CSD30 in 4th and 6th grades, and missed it by 1 point in 7th. We grew from 40% in 2016-17.  ELA Instruction and outcomes at Renaissance continue to improve. Our school-wide instructional priorities of increasing text complexity and higher order questioning are demonstrating results in interim and state exams. We have refined our curriculum across the grades to ensure students are receiving a rigorous program. An added focus on reading bench marking, guided reading and targeted support based on data have been implemented to support all our students in becoming strong readers. We will continue the initiatives that have been put in place as they are working. Our teachers and administrators are receiving ongoing professional development through the Special Education Collaborative, Achievement  Network and the Executive Leadership Institute to increase achievement for our English language learners and students with special needs. This year we have added two new initiatives regarding developing our formative assessments and support our youngest readers to our school priorities. |
| Academic Goal 2 | For each year of the school’s next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State math examination. | NYS Math exam | Met | Exceeded district and city in all grades, by a minimum of 10.3 points (in grade 5) and a maximum of 28 points (in grade 7). |
| Academic Goal 3 | Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year. | NYS ELA Regents exams | Met | 88% |
| Academic Goal 4 | Each year, at least 75 percent of students in the high school accountability cohort passing an math Regents exam will have a score of 75 or above by the end of their fourth year. | NYS Math Regents exams | Not Met | 38%. However, we grew, as this year we had the highest amount of students taking 3 math regents exams of any previous year.  We have consistently met the passing rate goal for Math Regents and are working on raising the scores as well as having our students take more than the minimum number of exams to graduate. We are providing targeted support for students who need additional help in math as well as for students who wish to retake exams to receive higher scores. We also believe that our efforts to have more students in the 8th grade take the Algebra 1 Regents will grow students’ math scores. Of the 20 8th graders who took the Algebra Regents in June of 2018, 95% passed (19/20). Of these 19, 65% passed with a score of 75 or above. This year our 9th and 10th graders will take interim exams through the Achievement Network in both Algebra 1 and Geometry. We believe this data will be extremely helpful in refining our curriculum and re- teaching areas that students struggle with. |
| Academic Goal 5 | For each year of the school’s next charter term, each grade-level cohort will demonstrate growth with a reduction by a half between the percent at or above Level 3 on the previous year’s NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year’s State ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year’s ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year. | NYS ELA Exam |  | Not applicable for this year. |
| Academic Goal 6 | For each year of the school’s next charter term, each grade- level cohort will demonstrate growth with a reduction by a half between the percent at or above Level 3 on the previous year’s NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year’s State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year’s math exam, the school is expected to demonstrate growth comparable to the CSD in the current year. | NYS Math Exam |  | Not applicable for this year. |
| Academic Goal 7 | For each year of the next charter term, the school will perform at the 60th percentile or above compared with the citywide averages for its 4-year graduation rate and in the 60th percentile for its 6- year graduation rate. | 4 year and 6 year graduation rate | Met | 4 Year: 90% (3 seniors expected to graduate in August)  6 Year: 98% |
| Academic Goal 8 | For each year of the next charter term, the school will show progress towards having 75% of students enrolled in each grade 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports. | ATS, credit accumulation | Met | 9th Grade - 91%  10th Grade - 87%  11th Grade - 93%  12th Grade - 86% |
| Academic Goal 9 | Each year, at least 75 percent of each 9th grade cohort will graduate within four years. | Graduation Data | Met | 94% |
| Academic Goal 10 | Each year, at least 80 percent of each 9th grade cohort will graduate within five years. | Graduation Data | Met | 96% |
| Academic Goal 11 | Throughout the course of the school’s next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above level 3 on the New York State Science examination. | NYS Science exam | Met | 4th Grade: 96% 8th Grade: 81% |
| Academic Goal 12 | Each year, at least 75 percent of students in the high school accountability cohort will pass a science Regents exam with a score of 65 or above. | NYS Regents Science exams | Met | 98% |
| Academic Goal 13 | Each year, at least 75 percent of students in the high school accountability cohort who are not taking an alternate Pathways assessment in lieu of the history Regents exam will pass a history Regents with a score of 65 or above. | NYS Regents Social Studies exams | Met | 100% |
| Academic Goal 14 | Throughout the course of the school’s next charter term, the school will show progress towards achieving 75 percent of each graduating senior class having taken and passed a combination of three or more Regents examinations, College Now STEM courses, and / or Advanced Placement examinations in science, computer science, engineering and / or mathematics. | NYS Regents Science exam data; College Now Science course reports; AP Science course and exam data | Met | 84% |
| Academic Goal 15 | Each year, 75 percent of 12th grade students will apply and be accepted to a post- secondary institution, college or university. This goal will be measured by a review of the school’s roster of 12th grade students and their letters of acceptance or admission. | College and Career Office date | Met | 100% applied and were accepted. |
| Academic Goal 16 | Through qualitative measures, including student engagement in service learning, social activism, leadership development and community-service activities, the school will live its mission to “Develop Leaders for the Renaissance of New York”. | College and Career Office data | Met | Met |
| Academic Goal 17 | In support of TRCS’ mission to develop leaders and global citizens, students will regularly engage with community and cultural partners through experiential learning opportunities, interdisciplinary units developed in core subjects, and the high school leadership program matching students with internships and outside elective credits. | College and Career Office data. | Met | Met - 98.14% of 9th- 12th graders participated in a leadership program, with 88.2% completing all requirements of the program. |
| Org Goal 1 | Each year, the school will have an average daily student attendance rate of at least 95 percent. | ATS student attendance data | Met | 95.22% |
| Org Goal 2 | Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year. | ATS student enrollment data |  | Met |
| Org Goal 3 | Each year, 90 percent of all instructional staff employed during the prior school year will return and / or be asked to return the following school year. | TRCS personnel data | Met | Met |
| Org Goal 4 | Each year, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school including serving on the board, Collaborative School Governance Committee, as a teacher coordinator or coach or leading or participating in an action research, grant or RFP initiative to improve teaching and learning. | TRCS personnel data | Met | Met |
| Org Goal 5 | 23) The Collaborative School Governance committee, consisting of parents, students, teachers and staff will develop and /or review goals as part of a Charter School Comprehensive Education plan, which will guide the school school’s priorities for the following year. The committee will meet regularly as a whole group or in committee to ensure these priorities are being worked on. | CSG minutes and records | Met | Met |
| Org Goal 6 | Each year, the school will be deemed “In Good Standing” on the NYS Report Card. | NYS Report Card |  | Not available |
| Financial Goal 1 | Each year, the school will operate on a balanced budget and maintain a stable cash flow. (footnote: A budget will be considered “balanced” if revenues equal or exceed expenditures.) | Annual Certified Financial Report | Not Met | As a conversion charter school, Renaissance has faced many budget challenges which have been documented in our charter renewal application and certified financial reports. Both the City and State understand these challenges and have also recognized that we had no control over the funding formula change or the negotiated union contracts that have caused financial stress. While the statements show that we have expenditures exceeding revenues, most of these expenditures are future payouts. Renaissance has been able to maintain a stable cash flow and pay its ongoing daily expenditures even through these difficult times. We have a solid plan in place to ensure our financial viability moving forward that will not only address the issues above but allow us to replenish our reserve fund. |

# : Recruitment And Retention Efforts for Special Populations

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

## School-Provided Efforts

### Enrollment Efforts

#### Economically Disadvantaged

* The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including economically disadvantaged students. RCS has a long-time Admissions’ Coordinator who also happens to be a long-time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish – which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. At RCS, we have 24 home languages spoken, and our staff speak over 11 different languages. We have developed a reputation in the community for caring for and supporting special populations. The school also has 2 guidance counselors and a social worker to support our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in many of our high- needs classrooms.
* We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will have three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.
* We send notices of our open houses and application process to local newspapers (including those in different languages), Inside Schools (who recognizes us on their website as being an effective school for children with special needs), district schools, elected officials, community based organization (including those suggested by The New York Charter Center as having strong ties to families of children with special needs, and those families who speak languages other than English) and to other organizations and businesses with ties to the community.
* TRCS has strong ties within and beyond our community as discussed previously in this document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of neighborhood initiatives

#### ENGLISH LANGUAGE LEARNERS

* The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including English Language Learners. RCS has a long-time Admissions’ Coordinator who also happens to be a long- time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish – which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. This role has many responsibilities one of which is to make our school welcoming and accessible to all our families, including those children with special needs, or who are not native English speakers. We have worked hard to hire a faculty and staff that is representative of the population we serve and the community-at-large. Our staff speak over 11 different languages many of which are also spoken by our families. The school has a certified ELL teacher, and our teaching model also embraces Integrative Collaborative Teaching in many of our high- needs classrooms, supporting our ELL, SPED and other high-needs students.
* We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will have three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.
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#### Students with Disabilities

* The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including students with special needs. RCS has a long-time Admissions’ Coordinator who also happens to be a long- time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish – which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. Our staff includes an Administrator for Special Education who works closely with our Administrator for School Culture and Family Engagement to coordinate supports for families as well as their children. Additionally we have several certified special education teachers on staff, as well as three reading specialists and education para-professionals. The school also has 2 guidance counselors and a social worker to support our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms supporting our SPED and other high-needs students.
* We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will have three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.
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### RETENTION Efforts

#### Economically Disadvantaged

* Our policies include never excluding students from activities their families cannot afford, including trips, internships and other experiential learning activities. We have developed a reputation in the neighborhood for supporting our families in times of need. Our social workers and college and career office works individually with students and families to take advantage of all supports open to them, through financial aid for college to social services.
* RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. One of the most successful events is our Latin American Carnival which draws large numbers of our families, extended families and community members. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.
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# : Additional Accountability Data

Please refer to additional accountability reports for this school on the NYC DOE’s web site at https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports.

The NYC DOE’s School Quality Reports are available on the NYC DOE’s web site at https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\_2018-19\_final-docx.pdf?sfvrsn=b721debd\_8.

# Sources

1. Number of students actively enrolled on October 31, 2018 as recorded in ATS. [↑](#endnote-ref-1)
2. Charters are evaluated only on outcomes from their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations. [↑](#footnote-ref-1)
3. According to NYC DOE Location Code Generation and Management System. [↑](#footnote-ref-2)
4. School Highlights provided directly by the charter school and have not been reviewed for accuracy. [↑](#footnote-ref-3)
5. School Leadership Team information is from July 1, 2018 through October 1, 2018. [↑](#footnote-ref-4)
6. ● = met in all evaluable years; ○ = met in no evaluable year; ◑ = met in at least one evaluable year and did not meet in at least one evaluable year [↑](#footnote-ref-5)
7. The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the documentation available at [https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources](https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources%20) for a current definition. [↑](#footnote-ref-6)
8. The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools. [↑](#footnote-ref-7)
9. The NYC DOE considers the 4-year August graduation rate for this and all graduation standards. [↑](#footnote-ref-8)
10. For NYS ELA and Math assessments administered beginning with the 2017-18 school year, NYS tests were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable. [↑](#footnote-ref-9)
11. This test was first administered during the 2017-2018 school year. [↑](#footnote-ref-10)
12. The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED. [↑](#footnote-ref-11)
13. The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools. [↑](#footnote-ref-12)
14. The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard. [↑](#footnote-ref-13)
15. [State](http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults%20) test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE’s similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. [↑](#endnote-ref-2)
16. If applicable, results in cases when five or fewer students take the exam are not displayed in this section’s figures. [↑](#footnote-ref-14)
17. School report card at data.nysed.gov. [↑](#endnote-ref-3)
18. NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>. [↑](#endnote-ref-4)
19. [State](http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults%20) test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE’s similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. [↑](#endnote-ref-5)
20. [State](http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults%20) test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE’s similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. [↑](#endnote-ref-6)
21. Note that results in cases when five or fewer students graduated are not displayed. [↑](#footnote-ref-15)
22. NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>. [↑](#endnote-ref-7)
23. For complete definitions of these metrics, see the resources available at https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources [↑](#footnote-ref-16)
24. School Quality Reports and School Progress Reports available at https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources. [↑](#endnote-ref-8)
25. Board of Trustees information as of October 1, 2018. [↑](#footnote-ref-17)
26. Calculations based on data reported by the school in its renewal data collection form. [↑](#endnote-ref-9)
27. ● = met in all evaluable years; ○ = met in no evaluable year; ◑ = met in at least one evaluable year and did not meet in at least one evaluable year [↑](#footnote-ref-18)
28. To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart. [↑](#footnote-ref-19)
29. To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates. [↑](#footnote-ref-20)
30. Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey> . The six selected survey questions are:

    Parent 1 – “How satisfied are you with the education your child has received this year?”

    Parent 2 – “The principal promotes family and community involvement in the school.”

    Teacher 1 – “I would recommend my school to parents seeking a place for their child.”

    Teacher 2 – “Teachers work closely with families to meet students’ needs.”

    Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”

    Student 1 – “It’s clear what I need to do to get a good grade.” [↑](#endnote-ref-10)
31. A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school’s ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years. [↑](#footnote-ref-21)
32. Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year. [↑](#endnote-ref-11)
33. ● = met in all evaluable years; ○ = met in no evaluable year; ◑ = met in at least one evaluable year and did not meet in at least one evaluable year [↑](#footnote-ref-22)
34. Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 are applicable. [↑](#footnote-ref-23)
35. Annual school audit [↑](#endnote-ref-12)
36. Annual school audit [↑](#endnote-ref-13)
37. Number of students actively enrolled on October 31, 2018 as recorded in ATS. [↑](#endnote-ref-14)
38. School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population. [↑](#endnote-ref-15)
39. [State](http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults%20) test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>. [↑](#endnote-ref-16)
40. [State](http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults%20) test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> [↑](#endnote-ref-17)
41. If applicable, results in cases when five or fewer students take the exam are not displayed in this section’s figures. [↑](#footnote-ref-24)
42. Data.nysed.gov [↑](#endnote-ref-18)