

# New York State Charter School Report Card Comprehensive Information Report

BEDS Code: 34-30-00-86-0822

Grade Range : K-12

Name: Renaissance Charter School (The)

Principal: Monte Joffee

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	20	22	25
First	23	25	25
Second	23	23	25
Third	23	23	22
Fourth	25	23	23
Fifth	25	25	23
Sixth	50	50	50
Ungraded Elementary	0	0	0
Seventh	50	49	49
Eighth	49	50	50
Ninth	49	51	54
Tenth	53	47	54
Eleventh	44	52	43
Twelfth	40	36	47
Ungraded Secondary	0	0	0
Total K-12 Enrollment	474	476	490

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	62	13.1%	65	13.7%	69	14.1%
Black (Not Hispanic)	120	25.3%	126	26.5%	134	27.3%
Hispanic	193	40.7%	193	40.5%	200	40.8%
White (Not Hispanic)	99	20.9%	92	19.3%	87	17.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	NA	NA	NA
Common Branch	NA	NA	NA
English Grade 8	NA	NA	NA
Mathematics Grade 8	NA	NA	NA
Science Grade 8	NA	NA	NA
Social Studies Grade 8	NA	NA	NA
English Grade 10	NA	NA	NA
Mathematics Grade 10	NA	NA	NA
Science Grade 10	NA	NA	NA
Social Studies Grade 10	NA	NA	NA

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
7	This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	45	9.5%	51	10.7%	48	9.8%
Eligible for Free Lunch	343	72.4%	217	45.6%	222	45.3%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		93.7%		93.7%
Student Suspensions	33	0.0%	11	2.3%	11	2.3%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	13.7%	12.9%
Public Assistance	61-70%	51-60%	51-60%
Student Stability	0%	86%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	0	0	0%	0	0	0%	43	19	44%
Students with Disabilities	0	0	0%	0	0	0%	7	1	14%
All Students	0	0	0%	0	0	0%	50	20	40%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	22	23	1	1	3	0
Percent	44%	46%	2%	2%	6%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
7	1	0	7

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		10	
	Entered GED Program*			0		1	
	Total Noncompleters			0		11	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	2	1.1%	0	0.0%	10	5.1%
	Entered GED Program*	2	1.1%	0	0.0%	1	0.5%
	Total Noncompleters	4	2.2%	0	0.0%	11	5.6%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	1	#
Science	15	87%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	5	20%	0	0%	0	0%
U.S. Hist & Gov't	6	50%	3	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	50%	2	#	9	100%
Science	3	#	0	0%	9	67%
Reading	0	0%	0	0%	3	#
Writing	2	#	0	0%	0	0%
Global Studies	0	0%	1	#	10	60%
U.S. Hist & Gov't	3	#	2	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	53	61	57	7	10	5
Number Scoring 55–100	43	45	46	5	8	2
Number Scoring 65–100	27	36	39	4	4	1
Number Scoring 85–100	0	4	5	0	0	0
Percentage of Tested Scoring 55–100	81%	74%	81%	71%	80%	40%
Percentage of Tested Scoring 65–100	51%	59%	68%	57%	40%	20%
Percentage of Tested Scoring 85–100	0%	7%	9%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	40	112	65	4	14	1
Number Scoring 55–100	24	52	35	#	6	#
Number Scoring 65–100	20	35	21	#	4	#
Number Scoring 85–100	6	4	1	#	3	#
Percentage of Tested Scoring 55–100	60%	46%	54%	#	43%	#
Percentage of Tested Scoring 65–100	50%	31%	32%	#	29%	#
Percentage of Tested Scoring 85–100	15%	4%	2%	#	21%	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	76	57	66	9	4	2
Number Scoring 55–100	61	34	53	9	#	#
Number Scoring 65–100	45	21	39	4	#	#
Number Scoring 85–100	6	1	5	0	#	#
Percentage of Tested Scoring 55–100	80%	60%	80%	100%	#	#
Percentage of Tested Scoring 65–100	59%	37%	59%	44%	#	#
Percentage of Tested Scoring 85–100	8%	2%	8%	0%	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	37	68	36	3	14	3
Number Scoring 55–100	24	50	32	#	9	#
Number Scoring 65–100	16	40	23	#	7	#
Number Scoring 85–100	1	7	2	#	0	#
Percentage of Tested Scoring 55–100	65%	74%	89%	#	64%	#
Percentage of Tested Scoring 65–100	43%	59%	64%	#	50%	#
Percentage of Tested Scoring 85–100	3%	10%	6%	#	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	89	21	58	12	1	1
Number Scoring 55–100	80	20	52	10	#	#
Number Scoring 65–100	62	19	44	8	#	#
Number Scoring 85–100	1	1	2	0	#	#
Percentage of Tested Scoring 55–100	90%	95%	90%	83%	#	#
Percentage of Tested Scoring 65–100	70%	90%	76%	67%	#	#
Percentage of Tested Scoring 85–100	1%	5%	3%	0%	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	0	45	4	0	4	0
Number Scoring 55–100	0	33	#	0	#	0
Number Scoring 65–100	0	21	#	0	#	0
Number Scoring 85–100	0	0	#	0	#	0
Percentage of Tested Scoring 55–100	0%	73%	#	0%	#	0%
Percentage of Tested Scoring 65–100	0%	47%	#	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		51	1		4	0
Number Scoring 55–100		23	#		#	0
Number Scoring 65–100		20	#		#	0
Number Scoring 85–100		0	#		#	0
Percentage of Tested Scoring 55–100		45%	#		#	0%
Percentage of Tested Scoring 65–100		39%	#		#	0%
Percentage of Tested Scoring 85–100		0%	#		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	42	25	19	4	3	0
Number Scoring 55–100	39	25	17	#	#	0
Number Scoring 65–100	36	22	14	#	#	0
Number Scoring 85–100	24	5	4	#	#	0
Percentage of Tested Scoring 55–100	93%	100%	89%	#	#	0%
Percentage of Tested Scoring 65–100	86%	88%	74%	#	#	0%
Percentage of Tested Scoring 85–100	57%	20%	21%	#	#	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	16	36	2	2	3	0
Number Scoring 55–100	10	11	#	#	#	0
Number Scoring 65–100	6	9	#	#	#	0
Number Scoring 85–100	2	1	#	#	#	0
Percentage of Tested Scoring 55–100	62%	31%	#	#	#	0%
Percentage of Tested Scoring 65–100	38%	25%	#	#	#	0%
Percentage of Tested Scoring 85–100	12%	3%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	2	8	0	0	0	0
Number Scoring 55–100	#	2	0	0	0	0
Number Scoring 65–100	#	1	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	25%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	12%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	20	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	21	5%	19%	71%	5%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	39	39	39	9	9	9	48	48	48
Number Scoring 55–64	5	3	3	2	4	0	7	7	3
Number Scoring 65–84	23	23	31	6	3	9	29	26	40
Number Scoring 85–100	7	6	3	0	0	0	7	6	3
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)