The University of the State of New York
The State Education Department

OVERVIEW OF CHARTER SCHOOL PERFORMANCE IN ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE

AND

ANALYSIS OF STUDENT SUBGROUP PERFORMANCE

for

Stepping Stone Academy Charter School

February 2005

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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The *New York State School Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of school performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State School Report Card* consists of three parts: the *Overview of School Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance,* the *Comprehensive Information Report,* and the *Accountability Status Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Status Report* provides information as to whether a school is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts, mathematics, and science is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the school, including general-education students and students with disabilities. In the *Overview*, each school's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, limited English proficient status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the school report card may be found in the glossary on the last page. Further information on the school report card may be found in the guide, *Understanding Your School Report Card: February 2005*, available on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

Overview of Charter School Performance in English Language Arts, Mathematics, and Science

Charter School Profile

Principal: De'Angelo Alexander		Phone: (716)895-5766
Organization 2003–04	Grade Range	Student Enrollment
	K-7	505

2002–03 NYS Public Schools Total Expenditure per Pupil	$13,085

2003–04 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
74	70%

*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

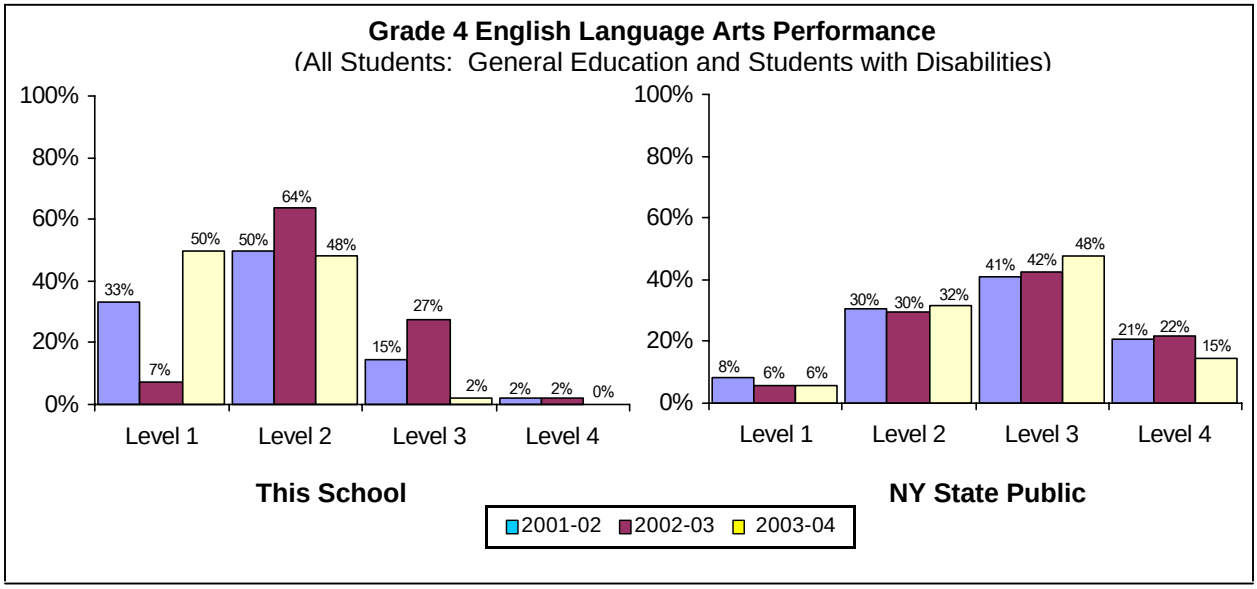
2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
35	31%

*Includes teachers with a modified temporary license.

Elementary Level

English Language Arts



Performance at This School	Counts of Students					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total Tested	
Jan–Feb 2002	16	24	7	1	48	618
Feb 2003	4	35	15	1	55	632
Feb 2004	26	25	1	0	52	594

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

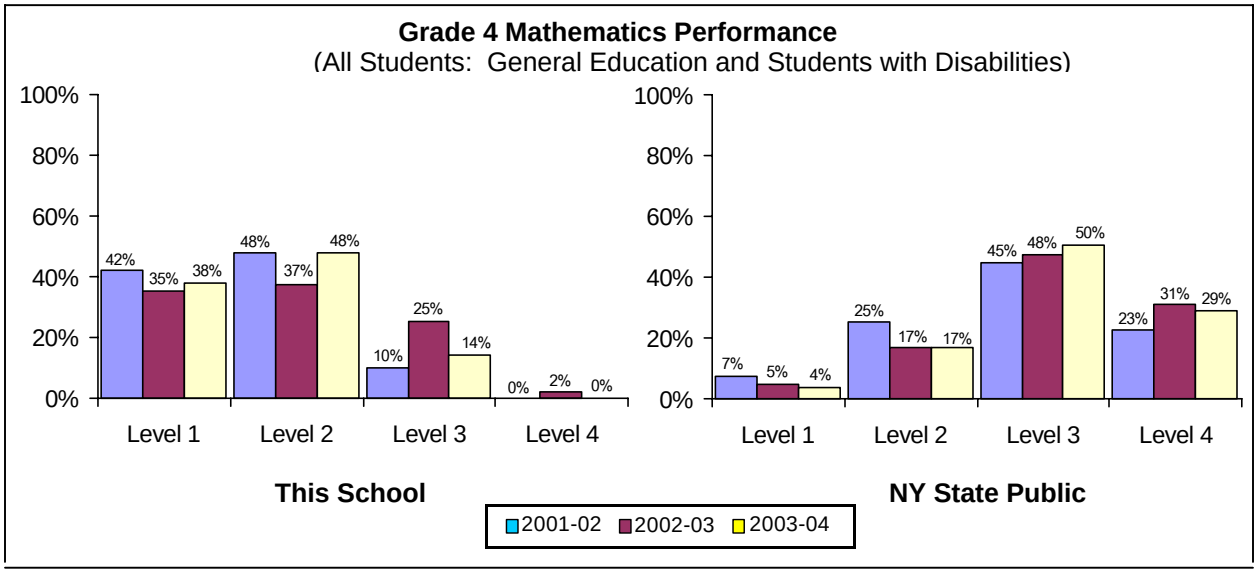
Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	0	0	0	0	0

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Elementary Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2003–04	0	0	0	0	0

Elementary Level

Mathematics



Performance at This School	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2002	21	24	5	0	50	605
May 2003	18	19	13	1	51	608
May 2004	19	24	7	0	50	608

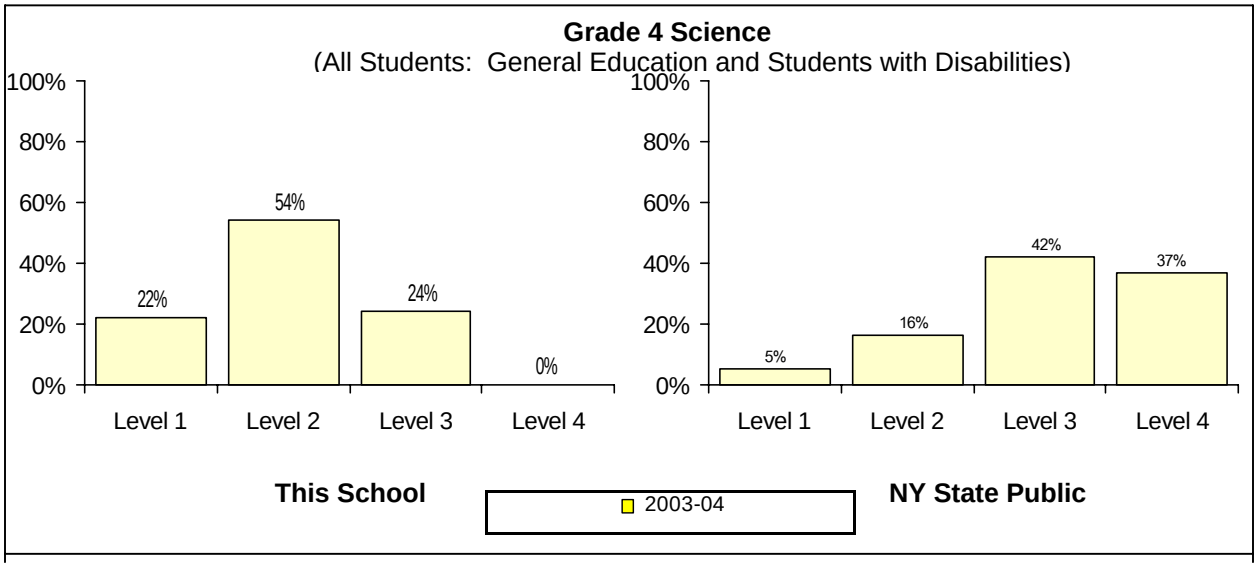
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Elementary Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2003–04	0	0	0	0	0

Elementary Level

Science*



Performance at This School	Counts of Students					Mean Score
	Level 1 0–44	Level 2 45–64	Level 3 65–84	Level 4 85–100	Total Tested	
May 2004	11	27	12	0	50	54

Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Elementary Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2003–04	0	0	0	0	0

*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003–04.

Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements "to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State."

This section of the school report card provides performance data for two years by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any school tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the school and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your school did not report data for the 2003–04 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

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Elementary Level

English Language Arts

Student Subgroup	2002–03				2003–04			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	55	93%	29%	2%	52	50%	2%	0%
Hispanic	0	0%	0%	0%	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	0	0%	0%	0%	0	0%	0%	0%
Total	55	93%	29%	2%	52	50%	2%	0%
Small Group Totals **(s)**	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	51	s	s	s	45	53%	2%	0%
Students with disabilities	4	s	s	s	7	29%	0%	0%
Total	55	93%	29%	2%	52	50%	2%	0%
Results by Gender								
Female	27	96%	26%	4%	24	54%	4%	0%
Male	28	89%	32%	0%	28	46%	0%	0%
Total	55	93%	29%	2%	52	50%	2%	0%
Results by English Proficiency Status								
English proficient	55	93%	29%	2%	52	50%	2%	0%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	55	93%	29%	2%	52	50%	2%	0%
Results by Income Level								
Economically disadvantaged	1	s	s	s	42	50%	2%	0%
Not disadvantaged	54	s	s	s	10	50%	0%	0%
Total	55	93%	29%	2%	52	50%	2%	0%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	55	93%	29%	2%	52	50%	2%	0%
Total	55	93%	29%	2%	52	50%	2%	0%

Elementary Level

Mathematics

Student Subgroup	2002–03				2003–04			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	51	65%	27%	2%	50	62%	14%	0%
Hispanic	0	0%	0%	0%	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	0	0%	0%	0%	0	0%	0%	0%
Total	51	65%	27%	2%	50	62%	14%	0%
Small Group Totals **(s)**	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	48	s	s	s	43	70%	16%	0%
Students with disabilities	3	s	s	s	7	14%	0%	0%
Total	51	65%	27%	2%	50	62%	14%	0%
Results by Gender								
Female	24	63%	17%	0%	24	71%	21%	0%
Male	27	67%	37%	4%	26	54%	8%	0%
Total	51	65%	27%	2%	50	62%	14%	0%
Results by English Proficiency Status								
English proficient	51	65%	27%	2%	50	62%	14%	0%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	51	65%	27%	2%	50	62%	14%	0%
Results by Income Level								
Economically disadvantaged	2	s	s	s	40	63%	13%	0%
Not disadvantaged	49	s	s	s	10	60%	20%	0%
Total	51	65%	27%	2%	50	62%	14%	0%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	51	65%	27%	2%	50	62%	14%	0%
Total	51	65%	27%	2%	50	62%	14%	0%

Elementary Level

Science*

Student Subgroup	2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	0%	0%
Black	50	78%	24%	0%
Hispanic	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%
White	0	0%	0%	0%
Total	50	78%	24%	0%
Small Group Totals **(s)**	0	0%	0%	0%
Results by Disability Status				
General-education students	43	77%	26%	0%
Students with disabilities	7	86%	14%	0%
Total	50	78%	24%	0%
Results by Gender				
Female	24	88%	38%	0%
Male	26	69%	12%	0%
Total	50	78%	24%	0%
Results by English Proficiency Status				
English proficient	50	78%	24%	0%
Limited English proficient	0	0%	0%	0%
Total	50	78%	24%	0%
Results by Income Level				
Economically disadvantaged	40	75%	23%	0%
Not disadvantaged	10	90%	30%	0%
Total	50	78%	24%	0%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	50	78%	24%	0%
Total	50	78%	24%	0%

*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003–04.

Glossary

Accountability Cohort: An accountability cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they first entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1999 accountability cohort consists of all students who first entered grade 9 in the fall of 1999 who were enrolled on October 3, 2001). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

Component Retests: Component retests were offered in Regents English and Mathematics A to certain students who were at risk of not meeting the State learning standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range on the Regents examination, as determined by the component retest results.

Counts of Students Tested: "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

Graduation-Rate Cohort: Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

Limited English Proficient (LEP) Students: Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40th percentile on an English language assessment instrument. Beginning in 2003–04, students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the NYSESLAT as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates students with severe disabilities who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

Student Confidentiality/Suppressed Data (# and s): To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview,* the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with an **(s)**. However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

Validity and Reliability of Small Group Data: It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 30 students in a group may be neither valid nor reliable. If a school does not have 30 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.