New York State Charter School Report Card Comprehensive Information Report

BEDS Code: 42-18-00-86-0854 Grade Range: 7-10

Name: Syracuse Academy Of Science Charter School

Principal: Ehat Ercanli

Fall Enrollment

| Grade | 2002-03 | 2003-04 | 2004–05 |
|-----------------------|---------|---------|---------|
| Pre-K | 0 | 0 | 0 |
| Kindergarten | 0 | 0 | 0 |
| First | 0 | 0 | 0 |
| Second | 0 | 0 | 0 |
| Third | 0 | 0 | 0 |
| Fourth | 0 | 0 | 0 |
| Fifth | 0 | 0 | 0 |
| Sixth | 0 | 0 | 0 |
| Ungraded Elementary | 0 | 0 | 0 |
| Seventh | 0 | 79 | 68 |
| Eighth | 0 | 68 | 93 |
| Ninth | 0 | 43 | 46 |
| Tenth | 0 | 0 | 31 |
| Eleventh | 0 | 0 | 0 |
| Twelfth | 0 | 0 | 0 |
| Ungraded Secondary | 0 | 0 | 0 |
| Total K-12 Enrollment | 0 | 190 | 238 |

Student Racial/Ethnic Origin

| | 2002 | 2002-03 2003-04 2004-05 | | 4–05 | | |
|--|--------------------|-------------------------|--------------------|--------------|--------------------|--------------|
| Race/Ethnicity | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| American Indian, Alaskan, Asian, or Pacific Islander | 0 | 0.0% | 4 | 2.1% | 4 | 1.7% |
| Black (Not Hispanic) | 0 | 0.0% | 95 | 50.0% | 152 | 63.9% |
| Hispanic | 0 | 0.0% | 22 | 11.6% | 15 | 6.3% |
| White (Not Hispanic) | 0 | 0.0% | 69 | 36.3% | 67 | 28.2% |

Average Class Size

| Grade Level | 2002-03 | 2003-04 | 2004–05 |
|-------------------------|---------|---------|---------|
| Kindergarten | NA | 0 | 0 |
| Common Branch | NA | 0 | 0 |
| English Grade 8 | NA | 22 | 0 |
| Mathematics Grade 8 | NA | 23 | 0 |
| Science Grade 8 | NA | 24 | 22 |
| Social Studies Grade 8 | NA | 0 | 0 |
| English Grade 10 | NA | 0 | 0 |
| Mathematics Grade 10 | NA | 0 | 16 |
| Science Grade 10 | NA | 0 | 31 |
| Social Studies Grade 10 | NA | 0 | 31 |

(Form - A)

District Need to Resource Capacity Category

| N/RC Category | Description |
|---------------|---------------------------|
| 7 | This is a charter school. |

Similar School Group and Description

| Similar School Group | Description |
|----------------------|-------------|
| NA | NA |

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

| | 2002-03 | | 2003 | 3–04 | 2004–05 | |
|----------------------------|---------|---------|-------|---------|---------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| Limited English Proficient | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Eligible for Free Lunch | 0 | 0.0% | 94 | 49.5% | 143 | 60.1% |

Attendance and Suspension

| | 2001–02 No. of % of | | 2002 | 2–03 | 2003–04 | |
|------------------------|------------------------|---------|----------|---------|----------|---------|
| | | | No. of | % of | No. of | % of |
| | Students | Enroll. | Students | Enroll. | Students | Enroll. |
| Annual Attendance Rate | | 0.0% | | 0.0% | | 95.0% |
| Student Suspensions | 0 | 0.0% | 0 | 0.0% | 66 | 34.7% |

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

| | 2002-03 | 2003-04 | 2004–05 |
|-------------------|---------|---------|---------|
| Reduced Lunch | 0.0% | 15.3% | 12.6% |
| Public Assistance | 0% | 61-70% | 51-60% |
| Student Stability | 0% | 0% | 77% |

Staff Counts

| 80011 0001108 | | | | | |
|--------------------------------|---------|--|--|--|--|
| Staff | 2004–05 | | | | |
| Total Teachers | 0 | | | | |
| Total Other Professional Staff | 0 | | | | |
| Total Paraprofessionals | NA | | | | |
| Teaching Out of Certification* | 6 | | | | |

^{*}Teaching out of certification more than on an incidental basis.

(Form - B)

Second Language Proficiency Examinations

General-Education Students

| Tog4 | 2002-03 | | 2003 | 3–04 | 2004–05 | |
|---------|------------|-----------|------------|-----------|------------|-----------|
| Test | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| French | 0 | 0% | 0 | 0% | 0 | 0% |
| German | 0 | 0% | 0 | 0% | 0 | 0% |
| Italian | 0 | 0% | 0 | 0% | 0 | 0% |
| Latin | 0 | 0% | 0 | 0% | 0 | 0% |
| Spanish | 0 | 0% | 26 | 50% | 73 | 51% |

Students with Disabilities

| Test | 200 | 2002–03 | | 3–04 | 2004–05 | |
|---------|------------|-----------|------------|-----------|------------|-----------|
| Test | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| French | 0 | 0% | 0 | 0% | 0 | 0% |
| German | 0 | 0% | 0 | 0% | 0 | 0% |
| Italian | 0 | 0% | 0 | 0% | 0 | 0% |
| Latin | 0 | 0% | 0 | 0% | 0 | 0% |
| Spanish | 0 | 0% | 0 | 0% | 1 | # |

Regents Competency Tests

General-Education Students

| Test | 2002–03 | | 2003 | 3–04 | 2004–05 | |
|-------------------|------------|-----------|------------|-----------|------------|-----------|
| | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| Mathematics | 0 | 0% | 0 | 0% | 0 | 0% |
| Science | 0 | 0% | 0 | 0% | 0 | 0% |
| Reading | 0 | 0% | 0 | 0% | 0 | 0% |
| Writing | 0 | 0% | 0 | 0% | 0 | 0% |
| Global Studies | 0 | 0% | 0 | 0% | 0 | 0% |
| U.S. Hist & Gov't | 0 | 0% | 0 | 0% | 0 | 0% |

Students with Disabilities

| Test | 2002–03 | | 200 | 3–04 | 2004–05 | | |
|-------------------|------------|-----------|------------|-----------|------------|-----------|--|
| Test | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing | |
| Mathematics | 0 | 0% | 0 | 0% | 0 | 0% | |
| Science | 0 | 0% | 0 | 0% | 0 | 0% | |
| Reading | 0 | 0% | 0 | 0% | 0 | 0% | |
| Writing | 0 | 0% | 0 | 0% | 0 | 0% | |
| Global Studies | 0 | 0% | 0 | 0% | 0 | 0% | |
| U.S. Hist & Gov't | 0 | 0% | 0 | 0% | 0 | 0% | |

 $\overline{(Form - E)}$

Regents Examinations

| | Kegents | | | | | | |
|---|-------------------------|---------------|---------|---------|----------------------------|----|--|
| | | All Students | | | Students with Disabilities | | |
| | 2002-03 2003-04 2004-05 | | 2002-03 | 2003-04 | 2004-05 | | |
| | Compr | ehensive Eng | glish | | | | |
| 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% | |
| | Ma | athematics A | | | | | |
| Number Tested | 0 | 0 | 27 | 0 | 0 | 3 | |
| Number Scoring 55–100 | 0 | 0 | 25 | 0 | 0 | # | |
| Number Scoring 65–100 | 0 | 0 | 21 | 0 | 0 | # | |
| Number Scoring 85–100 | 0 | 0 | 9 | 0 | 0 | # | |
| Percentage of Tested Scoring 55–100 | 0% | 0% | 93% | 0% | 0% | # | |
| Percentage of Tested Scoring 65–100 | 0% | 0% | 78% | 0% | 0% | # | |
| Percentage of Tested Scoring 85–100 | 0% | 0% | 33% | 0% | 0% | # | |
| 1 ordinage of 1 control storing of 100 | -,- | athematics B | 2270 | 0,70 | 0,70 | | |
| 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% | |
| 8 | | story and Geo | | | | | |
| Number Tested | 0 | 0 | 28 | 0 | 0 | 3 | |
| Number Scoring 55–100 | 0 | 0 | 12 | 0 | 0 | # | |
| Number Scoring 65–100 | 0 | 0 | 10 | 0 | 0 | # | |
| Number Scoring 85–100 | 0 | 0 | 1 | 0 | 0 | # | |
| Percentage of Tested Scoring 55–100 | 0% | 0% | 43% | 0% | 0% | # | |
| Percentage of Tested Scoring 65–100 | 0% | 0% | 36% | 0% | 0% | # | |
| Percentage of Tested Scoring 85–100 | 0% | 0% | 4% | 0% | 0% | # | |
| 1 orderings of 1 object 2 ording of 100 | | ry and Gover | | 0,70 | 0,70 | | |
| 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 - F)

Regents Examinations

| | Negents | Examin | nanons | <u> </u> | | |
|-------------------------------------|--------------|----------------|---------|----------------------------|---------|---------|
| | All Students | | | Students with Disabilities | | |
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| | Livin | g Environme | nt | | | |
| Number Tested | 0 | 0 | 26 | 0 | 0 | 3 |
| Number Scoring 55–100 | 0 | 0 | 24 | 0 | 0 | # |
| Number Scoring 65–100 | 0 | 0 | 15 | 0 | 0 | # |
| Number Scoring 85–100 | 0 | 0 | 0 | 0 | 0 | # |
| Percentage of Tested Scoring 55–100 | 0% | 0% | 92% | 0% | 0% | # |
| Percentage of Tested Scoring 65–100 | 0% | 0% | 58% | 0% | 0% | # |
| Percentage of Tested Scoring 85–100 | 0% | 0% | 0% | 0% | 0% | # |
| | Physical S | etting/Earth | Science | | | |
| Number Tested | 0 | 25 | 48 | 0 | 2 | 6 |
| Number Scoring 55–100 | 0 | 18 | 42 | 0 | # | 4 |
| Number Scoring 65–100 | 0 | 8 | 35 | 0 | # | 3 |
| Number Scoring 85–100 | 0 | 0 | 3 | 0 | # | 0 |
| Percentage of Tested Scoring 55–100 | 0% | 72% | 88% | 0% | # | 67% |
| Percentage of Tested Scoring 65–100 | 0% | 32% | 73% | 0% | # | 50% |
| Percentage of Tested Scoring 85–100 | 0% | 0% | 6% | 0% | # | 0% |
| | Physical | Setting/Chen | nistry | | | |
| 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% |
| | Physica | al Setting/Phy | sics | | | |
| Number Tested | | 0 | 0 | | 0 | 0 |
| Number Scoring 55–100 | | 0 | 0 | | 0 | 0 |
| Number Scoring 65–100 | | 0 | 0 | | 0 | 0 |
| Number Scoring 85–100 | | 0 | 0 | | 0 | 0 |
| Percentage of Tested Scoring 55–100 | | 0% | 0% | | 0% | 0% |
| Percentage of Tested Scoring 65–100 | | 0% | 0% | | 0% | 0% |
| Percentage of Tested Scoring 85–100 | | 0% | 0% | | 0% | 0% |

^{*} Physical Setting/Physics results for 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form - G)

Regents Examinations

| | Regents | Exami | nations | 6 | | |
|--|--------------|----------------|---------|----------------------------|------|---------|
| | All Students | | | Students with Disabilities | | |
| | 2002-03 | | | 2002–03 2003–04 | | 2004-05 |
| | Comp | rehensive Fre | nch | | | |
| 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% |
| | Comp | rehensive Ital | lian | • | • | • |
| 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% |
| | Compr | ehensive Ger | | | | |
| 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% |
| | | ehensive Heb | | | | |
| 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% |
| 1 troomings of 1 tolled 2 tolling of 100 | | ehensive Spa | | 0,70 | 0,0 | 0,70 |
| Number Tested | 0 | 0 | 14 | 0 | 0 | 0 |
| Number Scoring 55–100 | 0 | 0 | 13 | 0 | 0 | 0 |
| Number Scoring 65–100 | 0 | 0 | 13 | 0 | 0 | 0 |
| Number Scoring 85–100 | 0 | 0 | 4 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55–100 | 0% | 0% | 93% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 0% | 0% | 93% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 0% | 0% | 29% | 0% | 0% | 0% |
| referring of residu Besting of 100 | | rehensive La | | 070 | 070 | 070 |
| 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% |
| i creeninge or residu beornig 05–100 | U /0 | U /U | U /U | U /U | U /U | U 70 |

(Form – H)

Elementary-Level Social Studies

| | | Number Tested | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 |
|----------|----------------------------|------------------|--------------|--------------|--------------|--------------|
| | General-Education Students | 0 | 0% | 0% | 0% | 0% |
| Nov 2004 | Students with Disabilities | 0 | 0% | 0% | 0% | 0% |
| | All Students | 0 | 0% | 0% | 0% | 0% |

Middle-Level Social Studies

| | | Number Tested | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 |
|-----------|----------------------------|------------------|--------------|--------------|--------------|--------------|
| | General-Education Students | 69 | 9% | 41% | 48% | 3% |
| June 2005 | Students with Disabilities | 7 | 0% | 71% | 14% | 14% |
| | All Students | 76 | 8% | 43% | 45% | 4% |

(Form – I)