

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**

**Charter School Of Science And Technology**

**March 2003**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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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 Charter School Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *School Accountability 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 *School Accountability 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 and mathematics and on the middle-level science test 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. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. 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, LEP 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 2003*, available at your school or on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

## Charter School Profile

Principal: Andrew Lyle		Phone: (585)454-0100	
<b>Organization 2001–02</b>		School Staff (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
K-9	976	69	42

<b>2000–01 School Total Expenditure per Pupil</b>	NA
<b>2000–01 NYS Public Schools Total Expenditure per Pupil</b>	\$11,871

Student Demographics	1999–2000		2000–2001		2001–2002	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	NA	NA	0	0.0%	0	0.0%
Eligible for Free Lunch	NA	NA	506	61.2%	705	72.2%

### 2001–02 Percentage of Core Classes Taught by Highly Qualified Teachers\*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
NA	NA

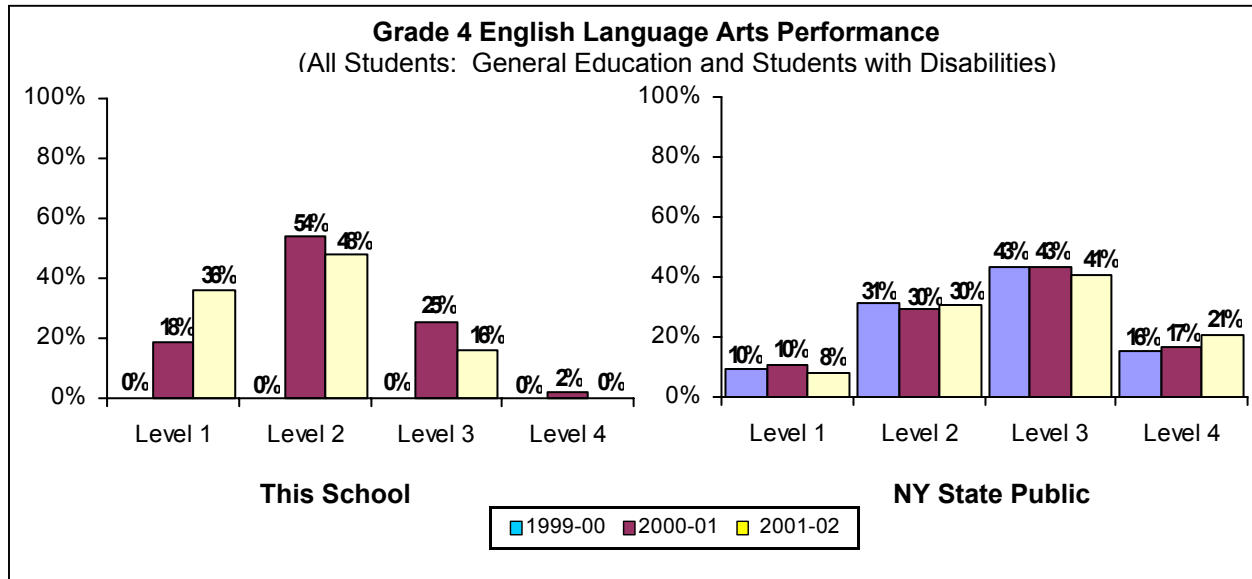
\*For the 2001–02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

### 2001–02 Percentage of Teachers with No Valid Teaching Certificate\*

Number of Teachers	Percent No Valid Teaching Certificate
NA	NA

\*This count includes teachers with temporary licenses who do not have a valid permanent or provisional teaching certificate.

## Elementary Level English Language Arts



Performance at This School	Counts of Students Tested					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total	
Jan–Feb 2000	0	0	0	0	0	0
Jan–Feb 2001	16	47	22	2	87	627
Jan–Feb 2002	36	48	16	0	100	612

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

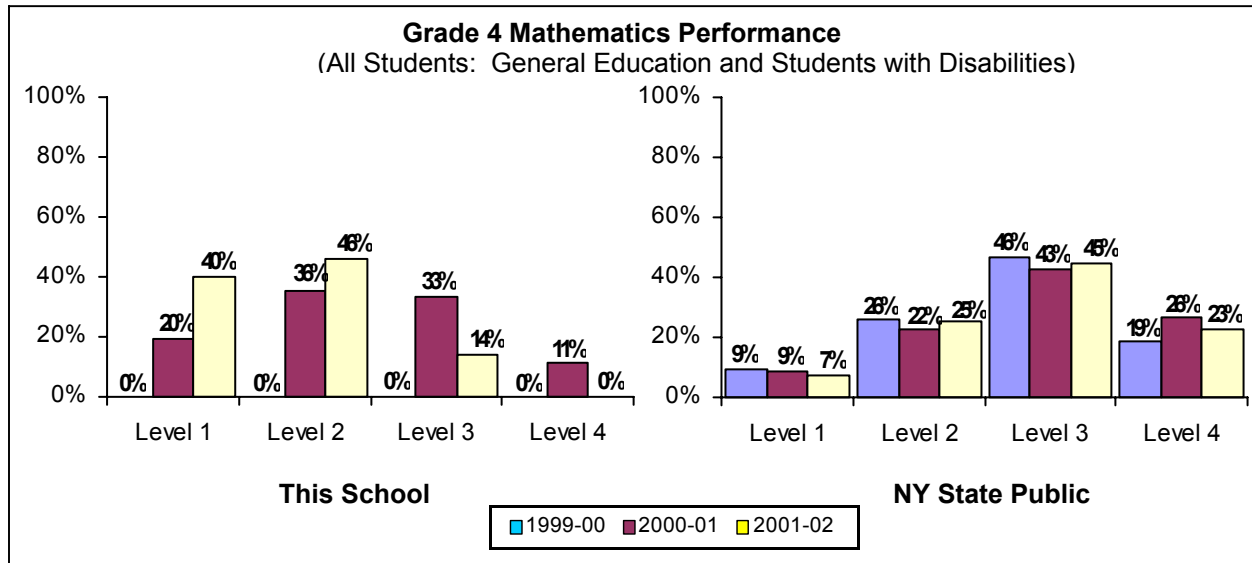
### Performance of Limited English Proficient (LEP) Students

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	0	0

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

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	0	0	0	0	0

## Elementary Level Mathematics



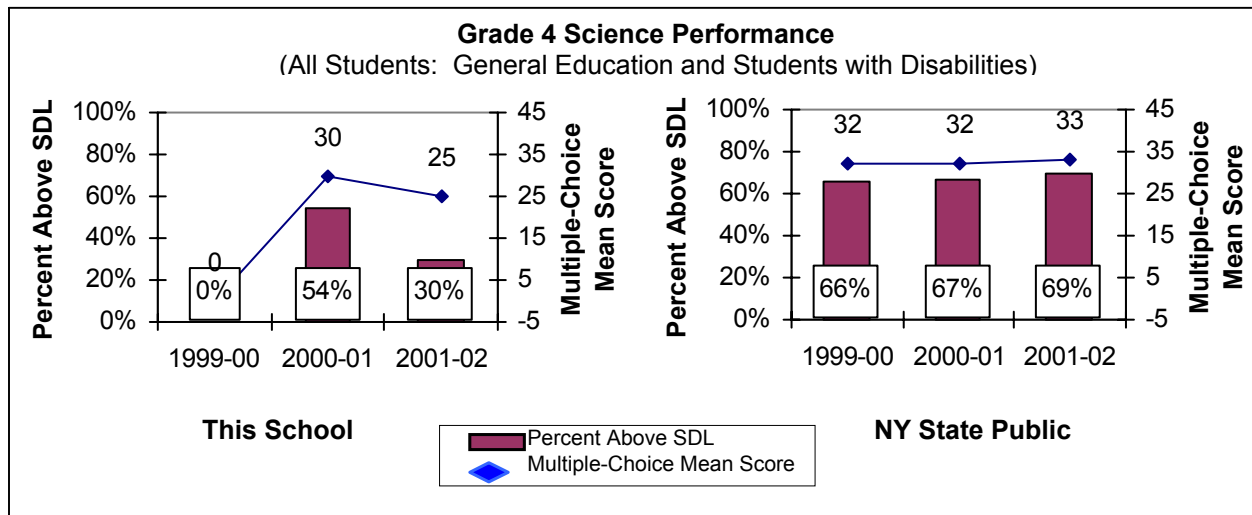
Performance at This School	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2000	0	0	0	0	0	0
May 2001	17	31	29	10	87	633
May 2002	41	47	14	0	102	606

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

### Performance of Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	0	0	0	0	0

## Elementary Level Science Multiple-Choice



### All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	0	0	0
May 2001	87	47	30
May 2002	100	30	25

### Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards

<b>Multiple-Choice Test Component</b>	This component contains 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level).
<b>State Designated Level (SDL)</b>	Students who correctly answer fewer than 30 of the 45 questions of the multiple-choice test component must receive academic intervention services in the following term of instruction.
<b>School Mean Scores</b>	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

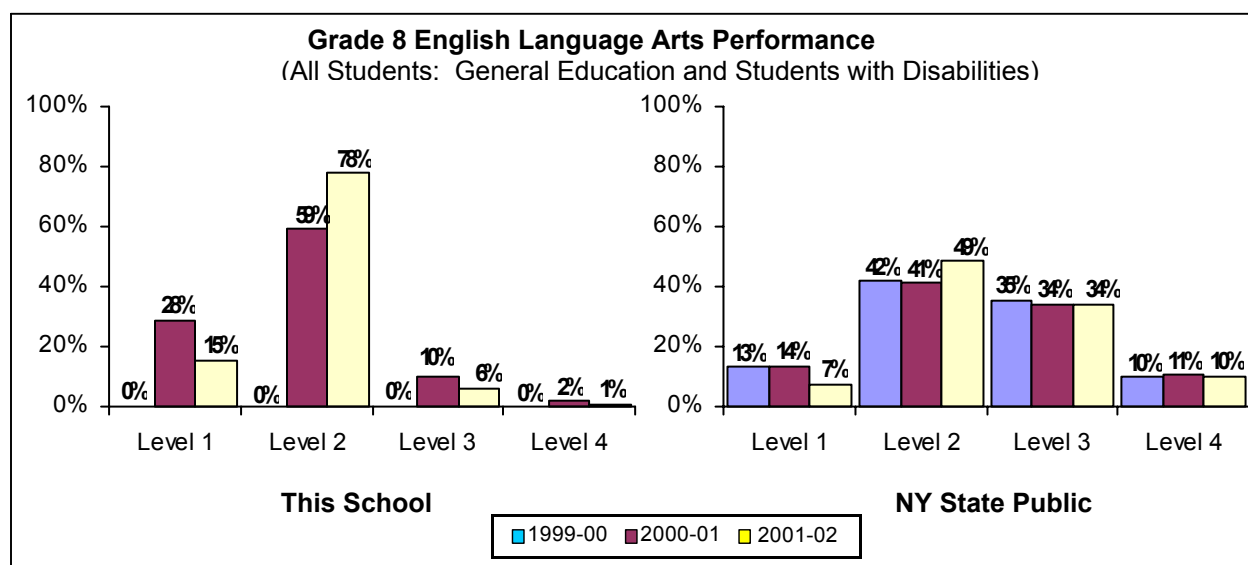
## Elementary Level Science Performance Test

The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

### All Students

	Number Tested	Mean Score
May 2000	0	0
May 2001	83	34
May 2002	80	19

## Middle Level English Language Arts



Performance at This School	Counts of Students Tested					Mean Score
	Level 1 527-661	Level 2 662-700	Level 3 701-738	Level 4 739-830	Total	
May 2000	0	0	0	0	0	0
May 2001	25	52	9	2	88	673
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total	
March 2002	16	82	6	1	105	673

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

### Performance of Limited English Proficient (LEP) Students

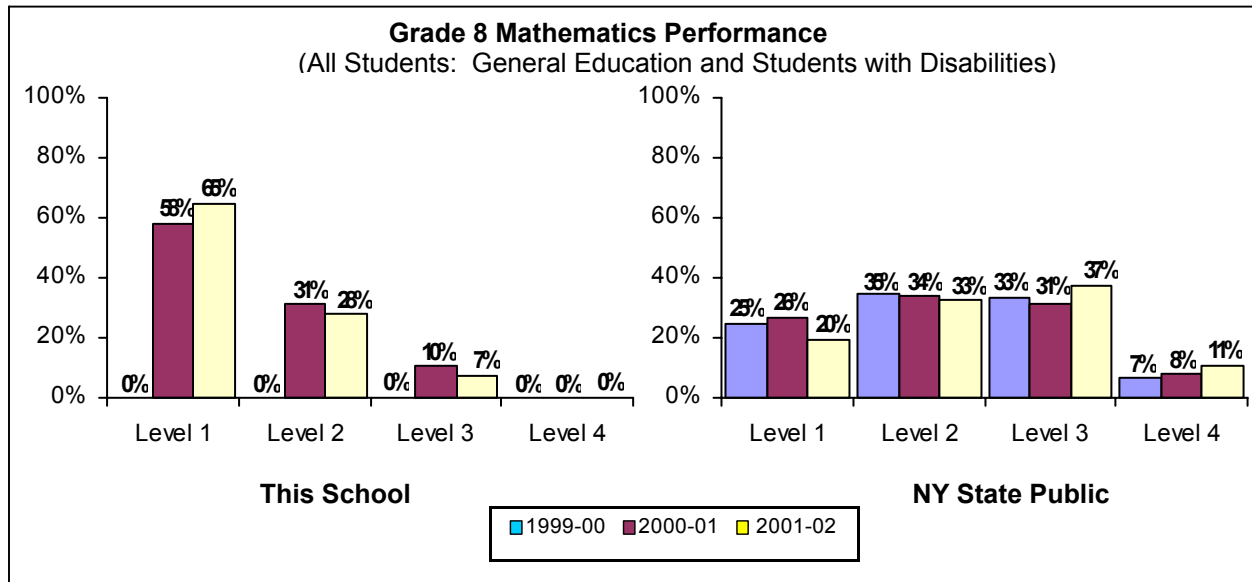
Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	0	0

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

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2001-02	0	0	0	0	0



## Middle Level Mathematics



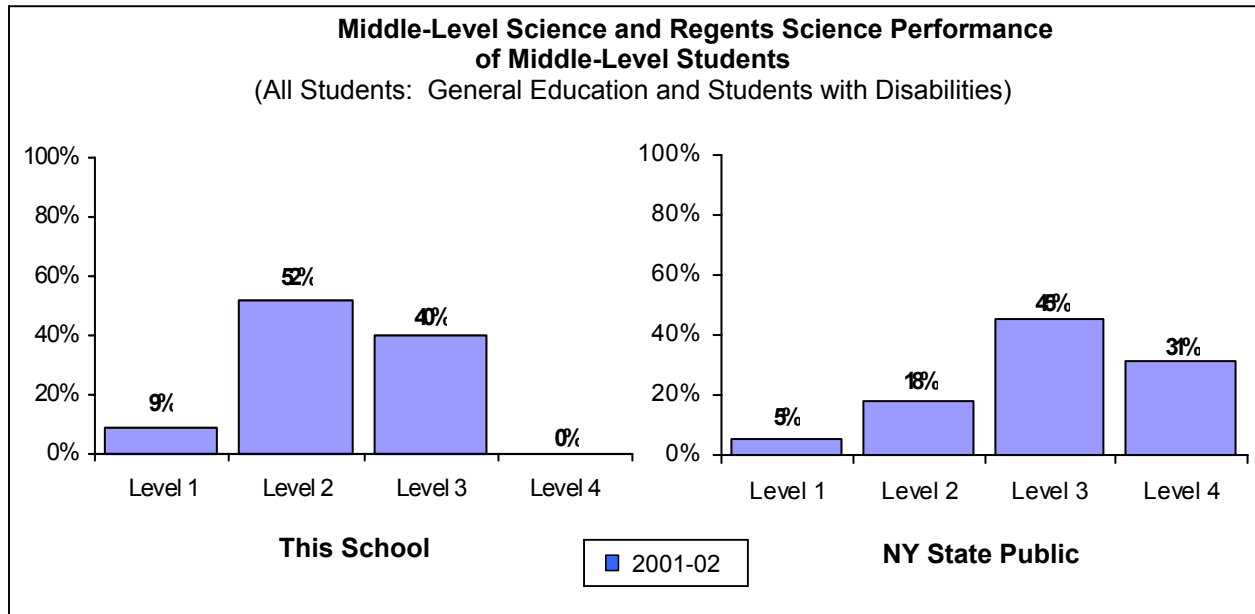
Performance at This School	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2000	0	0	0	0	0	0
May 2001	50	27	9	0	86	671
May 2002	70	30	8	0	108	672

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

### Performance of Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
<b>2001-02</b>	0	0	0	0	0

## Middle Level Science



Performance at This School		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	8	48	37	0	93	60
	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
<b>Level 4</b>	These students <b>exceed the standards</b> on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination.
<b>Level 3</b>	These students <b>meet the standards</b> on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

\*Students may demonstrate proficiency in middle-level science by scoring at level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

## **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 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.

## Elementary Level

### English Language Arts

Student Subgroup	2000-01				2001-02			
	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	1	s	s	s	0	0%	0%	0%
Black	72	81%	19%	3%	85	64%	16%	0%
Hispanic	6	s	s	s	10	60%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	8	75%	63%	0%	5	80%	40%	0%
Total	87	82%	28%	2%	100	64%	16%	0%
Small Group Totals (s)	7	100%	71%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	80	81%	30%	3%	100	64%	16%	0%
Students with disabilities	7	86%	0%	0%	0	0%	0%	0%
Total	87	82%	28%	2%	100	64%	16%	0%
Results by Gender								
Female	35	91%	31%	3%	50	62%	22%	0%
Male	52	75%	25%	2%	50	66%	10%	0%
Total	87	82%	28%	2%	100	64%	16%	0%
Results by English Proficiency Status								
English proficient	87	82%	28%	2%	100	64%	16%	0%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	87	82%	28%	2%	100	64%	16%	0%
Results by Income Level								
Economically disadvantaged	0	0%	0%	0%	0	0%	0%	0%
Not disadvantaged	87	82%	28%	2%	100	64%	16%	0%
Total	87	82%	28%	2%	100	64%	16%	0%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	87	82%	28%	2%	100	64%	16%	0%
Total	87	82%	28%	2%	100	64%	16%	0%

## Elementary Level Mathematics

Student Subgroup	2000-01				2001-02			
	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	1	s	s	s	0	0%	0%	0%
Black	74	77%	38%	9%	86	59%	15%	0%
Hispanic	6	s	s	s	11	64%	9%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	6	100%	83%	33%	5	60%	0%	0%
Total	87	80%	45%	11%	102	60%	14%	0%
Small Group Totals (s)	7	100%	86%	10%	0	0%	0%	0%
Results by Disability Status								
General-education students	81	83%	47%	12%	102	60%	14%	0%
Students with disabilities	6	50%	17%	0%	0	0%	0%	0%
Total	87	80%	45%	11%	102	60%	14%	0%
Results by Gender								
Female	34	71%	47%	21%	48	52%	15%	0%
Male	53	87%	43%	6%	54	67%	13%	0%
Total	87	80%	45%	11%	102	60%	14%	0%
Results by English Proficiency Status								
English proficient	87	80%	45%	11%	102	60%	14%	0%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	87	80%	45%	11%	102	60%	14%	0%
Results by Income Level								
Economically disadvantaged	0	0%	0%	0%	3	s	s	s
Not disadvantaged	87	80%	45%	11%	99	s	s	s
Total	87	80%	45%	11%	102	60%	14%	0%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	87	80%	45%	11%	102	60%	14%	0%
Total	87	80%	45%	11%	102	60%	14%	0%

## Elementary Level

### Science Multiple-Choice

Student Subgroup	2000–01		2001–02	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native			0	0%
Black			84	27%
Hispanic			11	36%
Asian or Pacific Islander			0	0%
White			5	60%
Total			100	30%
Small Group Totals (s)			0	0%
<b>Results by Disability Status</b>				
General-education students	80	58%	100	30%
Students with disabilities	7	14%	0	0%
Total	87	54%	100	30%
<b>Results by Gender</b>				
Female			47	32%
Male			53	28%
Total			100	30%
<b>Results by English Proficiency Status</b>				
English proficient			100	30%
Limited English proficient			0	0%
Total			100	30%
<b>Results by Income Level</b>				
Economically disadvantaged			3	s
Not disadvantaged			97	s
Total			100	30%
<b>Results by Migrant Status</b>				
Migrant family			0	0%
Not migrant family			100	30%
Total			100	30%

## Middle Level

### English Language Arts

Student Subgroup	2000–01				2001–02			
	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%	1	s	s	s
Black	77	71%	10%	1%	95	84%	6%	1%
Hispanic	6	67%	33%	17%	6	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	5	80%	20%	0%	3	s	s	s
Total	88	72%	13%	2%	105	85%	7%	1%
Small Group Totals (s)	0	0%	0%	0%	10	90%	10%	0%
Results by Disability Status								
General-education students	80	75%	14%	3%	105	85%	7%	1%
Students with disabilities	8	38%	0%	0%	0	0%	0%	0%
Total	88	72%	13%	2%	105	85%	7%	1%
Results by Gender								
Female	36	78%	19%	6%	56	80%	5%	2%
Male	52	67%	8%	0%	49	90%	8%	0%
Total	88	72%	13%	2%	105	85%	7%	1%
Results by English Proficiency Status								
English proficient	88	72%	13%	2%	105	85%	7%	1%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	88	72%	13%	2%	105	85%	7%	1%
Results by Income Level								
Economically disadvantaged	88	72%	13%	2%	0	0%	0%	0%
Not disadvantaged	0	0%	0%	0%	105	85%	7%	1%
Total	88	72%	13%	2%	105	85%	7%	1%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	88	72%	13%	2%	105	85%	7%	1%
Total	88	72%	13%	2%	105	85%	7%	1%

## Middle Level Mathematics

Student Subgroup	2000-01				2001-02			
	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%	1	s	s	s
Black	76	36%	9%	0%	98	32%	5%	0%
Hispanic	5	80%	20%	0%	6	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	5	100%	20%	0%	3	s	s	s
Total	86	42%	10%	0%	108	35%	7%	0%
Small Group Totals (s)	0	0%	0%	0%	10	70%	30%	0%
Results by Disability Status								
General-education students	79	42%	11%	0%	108	35%	7%	0%
Students with disabilities	7	43%	0%	0%	0	0%	0%	0%
Total	86	42%	10%	0%	108	35%	7%	0%
Results by Gender								
Female	35	40%	17%	0%	58	22%	5%	0%
Male	51	43%	6%	0%	50	50%	10%	0%
Total	86	42%	10%	0%	108	35%	7%	0%
Results by English Proficiency Status								
English proficient	86	42%	10%	0%	108	35%	7%	0%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	86	42%	10%	0%	108	35%	7%	0%
Results by Income Level								
Economically disadvantaged	86	42%	10%	0%	0	0%	0%	0%
Not disadvantaged	0	0%	0%	0%	108	35%	7%	0%
Total	86	42%	10%	0%	108	35%	7%	0%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	86	42%	10%	0%	108	35%	7%	0%
Total	86	42%	10%	0%	108	35%	7%	0%



## Middle Level

### Science

Student Subgroup	2001-02			
	Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4
Results by Race/Ethnicity				
American Indian/Alaskan Native	1	s	s	s
Black	84	90%	37%	0%
Hispanic	6	s	s	s
Asian or Pacific Islander	0	0%	0%	0%
White	2	s	s	s
Total	93	91%	40%	0%
Small Group Totals (s)	9	100%	67%	0%
Results by Disability Status				
General-education students	93	91%	40%	0%
Students with disabilities	0	0%	0%	0%
Total	93	91%	40%	0%
Results by Gender				
Female	53	91%	32%	0%
Male	40	93%	50%	0%
Total	93	91%	40%	0%
Results by English Proficiency Status				
English proficient	93	91%	40%	0%
Limited English proficient	0	0%	0%	0%
Total	93	91%	40%	0%
Results by Income Level				
Economically disadvantaged	0	0%	0%	0%
Not disadvantaged	93	91%	40%	0%
Total	93	91%	40%	0%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	93	91%	40%	0%
Total	93	91%	40%	0%

## Glossary

**Cohort Data:** A student cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain severely disabled students, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school cohort. Cohort is defined in Section 100.2 (p) (8) (iii) of the Commissioner's Regulations. Data for the 1997 cohort are based on the Special Regents Examination Report for the 1997 Cohort. Data for the 1998 cohort are based on the 2002 STEP file submitted by each school.

**Component Retests:** Component retests were offered in Regents English and Mathematics A to graduating seniors 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, as determined by the results of the component retest.

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

**Limited English Proficient (LEP) Students:** Schools teach English to students for whom English is a second language so they can participate effectively in the academic program. 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 at or below the 40<sup>th</sup> percentile on an English language assessment instrument. LEP students without sufficient proficiency in English were not required to take the grade 4 or grade 8 English language arts test. Their reported progress in learning English was measured using standardized tests.

**New York State Alternate Assessment (NYSAA):** The school Committee on Special Education designates severely disabled students 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 were 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 40 students in a group are neither valid nor reliable. If a school does not have 40 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.