

Marianne DeMarco  
EDMA 625 Math, Science and Technology  
School Report Card Assignment

## **Understanding the School Report Card**

**What is the relationship between the school report card and the learning standards?**

Both created by the Board of Regents, the learning standards and the school report card are similar in many ways. They both share a common goal of ensuring high standards and support for schools. By bringing awareness to the public and increasing the accountabilities of schools and school districts, both the standards and the report card hope to achieve a higher level of student achievement both in school and on standardized tests. It is the objective of both the standards and the report card to change the state-wide tests in order to assess students in the standards in all seven subject areas.

**What is No Child Left Behind (NCLB)?**

No Child Left Behind has become an integral part and everyday terminology at today's school. NCLB is federal legislation which sets a goal of student proficiency in English Language Arts and Mathematics by the 2013-2014 school year. NCLB interventions are based upon school and district performance on state assessment tests. Districts may be eligible for federal funding in order to ensure that each student in their schools meets the state requirements.

**What is Adequate Yearly Progress (AYP)?**

In order to achieve Adequate Yearly Progress schools and their school districts must show acceptable progress toward achieving proficiency for all students. This progress is measured by students in their districts scoring 95 percent in each accountability group with 40 or more students in the following groups - race, disabilities, language deficits, and social class. In addition, each of these groups (with 30 or more students) must meet or exceed their expected Performance Index level, whether it is achievement level

1, 2, 3 or 4. If these specific goals are not met, the schools must make Safe Harbor by providing alternative methods to reach AYP. The goal is to raise the Performance Index level over last year's performance.

**What is the Performance Index (PI)?**

Performance Indices are scored based upon student performance on standardized state testing. The standard scores range from 0 – 200 and are then converted into achievement levels. There are four levels, level 1 being no proficiency and 4 being advanced proficiency. This Index is important to schools because they receive no, partial or full credit based on student performance and achievement. These scores are used to assess the schools' Adequate Yearly Progress.

**What happens to districts/schools that do not make AYP?**

If a school/district does not achieve AYP two years in a row, it is placed in an improvement status. When a school is in this status for several years, the school then may be required to create a School Improvement Plan, which includes allowing parents to have a choice of public school alternatives, provide funds towards Supplemental Education Services, staff assessment/replacement, development of new curriculum or maybe even an entire restructuring of the school system itself.

**What are the accountability groups?**

Accountability groups are the groups that are measured when determining a school/school districts year's Adequate Yearly Progress. The groups include: race/ethnicity, disability status, English proficiency status, and income level.

**What happens when there are too few students in a school to make a judgment about the school's performance?**

A minimum of thirty students is required in order to make a judgment about the school's performance because small group data is inconclusive and unreliable and jeopardized the anonymity. When a school has fewer than 30 students, two consecutive year's results are added together

**What information is provided about students with disabilities?**

Information is not provided on all grades; only information of the performance in grades 4, 5 and 8 is provided. The report card also provides information on tests given to students with severe disabilities. However, use caution when analyzing the data due to the fact that many students with disabilities have testing accommodations incorporated into their IEP.

**How is the performance of limited English proficient (LEP) students assessed and reported?**

Since LEP students in grades 4 and 8 are not required to take the state ELA test, they are given an alternative form of assessment test called the New York State English as a Second Language Achievement Test. The school report card shows how many students took this test as well as their progress. Other state assessments including math, science and social studies are translated into the students' native language in order to accommodate their language deficit.

**How can you get more information on the school report card and the new higher standards?**

There are many resources available:

Visit their website – <http://www.emsc.nysed.gov/irts>

Phone State Education Department @ 518-474-7965

Email @ rptcard@mail.nysed.gov