



Bayport-Blue Point UFSD



The New York State District Report Card

The Report Card

- Board of Regents' effort to raise learning standards for all students
- Provides information to the public on the district's status and the status of the schools within the district under the State and Federal accountability systems
- Knowledge gained from this report card on the district's strengths and weaknesses can be used to improve instruction and services to students
- Contains information about the State Assessments our students take in grades 3-12
- Those students not meeting the states standards on these assessments receive Academic Intervention Services (adopted plan from July 2009)

Accountability

- The federal No Child Left Behind Act (NCLB) requires that states develop and report on measures of student proficiency in 1) ELA, 2) mathematics, 3) a third indicator. In NY State in 2008-2009, the third indicator is science at the elementary/middle level and graduation rate at the high school level.
- Schools or districts that meet predefined goals on these measures are making Adequately Yearly Progress (AYP)

Useful Terms

- Accountability Cohort- For this report it is those students who first entered grade 9 anywhere in the 2005-2006 school year, and all ungraded students who reached their seventeenth birthday in the 2005-2006 school year.
- Adequate Yearly Progress- Indicates satisfactory progress by a district or school toward the goal of proficiency for all students
- Annual Measurable Objective- Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal of 100 percent of students being proficient in the state's learning standards for ELA and mathematics by 2013-2014
- Effective Annual Measurable Objective- Performance Index value for each accountability group within a school or district is expected to achieve to make Adequately Yearly Progress (AYP). It is the lowest score a group can achieve to meet the AYP goal
- Performance Index- A value from 0-200 that is assigned to an accountability group, indicating how that group performed on a required State Assessment in ELA, mathematics, or science.

Calculation of PI

- Elementary/middle level-

$100 \times (\text{number of students tested performing at levels 2, 3, and 4} + \text{the count at levels 3 and 4}) / \text{number of students enrolled tested}.$

Example-

$100 \times (191 \text{ (performed at 2, 3, and 4)} + 184 \text{ (number of 3's and 4's= 96\%)}) / 191 = 196 \text{ PI}$

District Accountability Status

- ELA- Good Standing
- Math- Good Standing
- Science- Good Standing
- Graduation Rate- Good Standing

Elementary/Middle Level ELA

- All students- Performance Index- 190
Effective AMO- 141
- Ethnicity-
 - Hispanic or Latino- Performance Index- 176
Effective AMO- 127
 - Asian- Performance Index- 194
Effective AMO- 127
 - White- Performance Index- 190
Effective AMO- 141
 - Students with Disabilities- Performance Index- 155
Effective AMO- 136
 - Economically Disadvantaged- Performance Index- 165
Effective AMO- 129

Elementary/Middle Level Mathematics

- All Students- Performance Index- 196
Effective AMO- 116

Elementary/Middle Level Science

- All Students- Performance Index- 196
Effective AMO- 100

Secondary ELA- English Regents

- All Students- Performance Index- 194
Effective AMO- 163

Secondary Mathematics- Integrated Algebra Regents

- All Students- Performance Index- 196
Effective AMO- 158

Graduation Rate

- BBP- 96%
- State Standard 55%

A District in Good Standing Across the Board!!

- Questions?