



## **Rye City School District**

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Dear Parents/Guardians,

As you already know, after considerable discussion and research, the District has revised its elementary report cards to better provide insight into your child's progress with relation to New York State standards and grade level expectations. The resulting standards-based report cards, which were implemented during the 2015-2016 school year, provide valuable information on student performance based on the standards, in addition to information on work habits, behavior and effort.

Copies of the new report card, by grade level, are posted on the District's homepage [www.ryeschools.org](http://www.ryeschools.org) for your review. The descriptive standards, located under each subject heading, provide insight into what your child is being taught and the comment boxes enable teachers to elaborate on a child's work in a particular subject. Included with this letter is a FAQ sheet about the new report card, which may help answer some of your questions.

Although the goal is to ultimately have an electronic report card, accessible via the Parent Portal (a secure online student database), we will be distributing the report cards via backpack for this school year. The first report card for the 2016-2017 school year is scheduled for distribution on December 21, 2016.

Please do not hesitate to contact me if you have any questions about the new report cards.

Thank you.

Sincerely,

  
Sherri Goffman

## Frequently Asked Questions

### Why change the existing report card?

The report card was changed due to an expressed dissatisfaction with the existing document by faculty and parents. The new report card presents a format that is easier to comprehend, provides a more holistic view of each child and addresses each child's performance relative to New York State Standards in each discipline and grade.

### How does this help parents?

Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, they:

- promote more detailed and meaningful conversations at parent/teacher conferences.
- allow for careful and precise monitoring of student achievement; and
- reflect grade-level standards and expectations so parents gain a more complete idea of student progress.

### Why are all standards not listed on the report card?

Teams of teachers and administrators chose descriptors which were considered most significant for student learning in each grade level.

### Why is there a new grading key?

A standards-based report card shows a student's progress toward state and district expectations and provides more specific information by breaking each subject into multiple standards, which identify specific skills. This enables parents and students to see student's specific strengths and areas of focus. **The standards-based report card places an emphasis on skills, not scores.** The goal is for every child to be successful in every standard. The standards provide a clearer picture of where your child is on the continuum toward the year-end goal.

### Can a student perform at a level 3 and then move to a lower level in the next marking period?

The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means:

- A student may meet the grade-level expectation during the first marking period, but as expectations increase, the student may not demonstrate the same level of proficiency during the next marking period; thus a student might receive a 3 in the first marking period and then receive a 2 in the second marking period.

### How do I know where my child stands in relationship to the rest of the class?

Report cards are designed to show how each child is progressing toward the New York State Standards, not how a child is performing relative to other students. If we think of each standard as a continuum, the report card indicates progress toward that standard.

How will student progress be reported in the Academic Areas?

Student progress will be reported based upon the following key:

<b>4</b>	<b>Independently exceeding expectations and standards</b>
<b>3</b>	<b>Independently meeting expectations and standards</b>
<b>2</b>	<b>Approaching expectations and standards with assistance</b>
<b>1</b>	<b>Not yet meeting expectations and standards with assistance</b>
<b>*</b>	<b>Not assessed during this marking period</b>

**4 - Independently exceeding expectations and standards**

Students who receive a **4** are excelling in the standard and expectations for their grade level. "Mastery of" or "proficiency in" the standard does not mean teaching and learning end; rather, it indicates that the student has reached a level of performance expected of grade-level students for that standard with consistency, accuracy, independence and quality.

**3 - Independently meeting expectations and standards**

Students who receive a **3** are proficient in the standard and are demonstrating a level of understanding that is typically/appropriately expected and sufficient during the course of the academic year.

**2 - Approaching expectations and standards with support**

Students who receive a **2** are progressing towards standards and expectations for their grade. They demonstrate knowledge, skills and practices embodied by the standards but require regular support, monitoring and/or assistance from an adult.

**1 - Not yet meeting expectations and standards**

Students receiving a **1** are still acquiring the prerequisite skills in order to understand the content and apply the skills of the grade-level standard. Students need additional adult assistance, increased time, smaller chunks of learning and/or alternative strategies as they approach the grade-level standards.

**\* - Not assessed during this marking period**

These expectations and standards were not assessed during this marking period.

What is the distinction between standards and expectations?

The term **standards**, in this document, refers to the NYS Learning Standards.

The word **expectation**, for purposes of the report card, is defined as "where a grade level student should be performing with respect to a particular standard, given the content/skills that have been taught to date."

Does the report card give information about behavior, effort, and study skills?

The report card provides information on behavior, effort and study skills. They are reported separately from the academic information in a section titled "Behaviors and Work Habits that Promote Learning and Community." The behavior reporting key is: **C** (Consistently), **O** (Occasionally) and **R** (Rarely). This section also provides for additional teacher comments.

### Other important changes

The implementation of the new standards-based elementary report card includes some additional changes:

- Initial parent-teacher conferences are now scheduled earlier in the school year, prior to the end of the first marking period. This is to foster a collaborative academic goal-setting process for every child. The Rye City School District strongly believes that a partnership between school, teacher and parents is critical for student success and must be established early in the school year.
- Parent-teacher conferences are scheduled during the spring months for additional face-to-face discussion of student progress.