



# OFFICE OF THE SUPERINTENDENT OF SCHOOLS ARCHDIOCESE OF NEW YORK

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September 7, 2016

Dear Parents/Guardians:

As we begin this new school year, our schools will present to you a new standards-based report card. This letter is in recognition of your crucial role as your child's primary educator; knowing we serve as partners with you in your child's education and pursuit of academic and spiritual excellence. To achieve this, we are committed to communicating with you in a specific, clear, and timely manner about your child's progress.

Current educational research continues to demonstrate the power of feedback in improving student learning. Specific feedback on what children know and are able to do is one of the most powerful tools available to us as educators (Hattie, 2012; Coe, 2014). This new report card allows us to communicate with you more clearly about what standards your child has mastered and the areas in which they need more practice and support. The standards focus on academic achievement in each subject area. Non-academic skills, such as conduct and effort, are reported separately so as to separate academic content knowledge from work habits and behavior. The new report card is now more closely aligned with our curriculum.

Just as important, as Catholic educators, our ultimate goal is to form students in the image of Jesus Christ. In pursuit of that goal, we provide students with opportunities to develop a deep sense of knowledge, truth, and beauty through a rich path of subjects. This richness of subject matter and student learning and development is far too complex to be reduced to a single percentage score. This new report card reveals that complexity in a more detailed manner to continuously support student growth.

We recognize this standards-based report card is a shift in how we previously communicated academic progress. In light of this, we want to provide as much communication and support as possible as you learn to use this new tool. When you receive your child's first quarter report card, the standards will appear under each subject area, but they will be blank. This will give you an opportunity to read and understand the standards and to have conversations with your child and your child's teacher about what they mean. Beginning in quarter two, your child will receive progress codes in the standards taught during that quarter.

More information will be shared with you by your child's principal and teacher. Please visit our website ([buildboldfutures.org](http://buildboldfutures.org)) under the resources for parents tab to find additional resources to understand the report card and standards. Thank you for all that you do to support your children and our Catholic schools!

Sincerely,

Timothy J. McNiff, Ed.D.  
Superintendent of Schools



September 2016

Dear Parents,

As we begin this new school year, our schools will present to you a new report card. We are committed to communicating with you in a specific, clear, and timely manner about your child's progress. Below are some quick facts about the new report card and how it will impact the way in which your children's grades are reported.

### **Why are we getting a new report card?**

The new Archdiocesan report card will offer specific information about what students know and are able to do as well as what they still need to learn. This new assessment is more closely aligned with our curriculum. Additionally, we believe that grades should have meaning. This new report card will allow you as a parent to see the specific areas in which your child is doing well, and where he or she needs additional support and practice.

### **What is new or different in the area of English Language Arts?**

In the past, English Language Arts was divided into two distinct subject areas—Reading and Language Arts. These areas are now combined and considered “English Language Arts.” The new report card offers more specific information about your child's progress in English Language Arts because the subcategories listed that provide specific skill sets are more detailed than in the past.

### **What is new or different in the area of Mathematics?**

In the past, Mathematics included two subcategories—computation and problem solving. Mathematics now contains a variety of subcategories depending on grade level. These new subcategories reflect the new standards contained in our curriculum.

**What is new or different in the areas of Social Studies and Science?** Science and Social Studies now contain subcategories based on the new learning standards and Archdiocese of New York pacing guides. As with English Language Arts and Mathematics, these subcategories will allow you to see areas of strength as well as areas for growth.



## How is the new report card different from the old report card?

### In Pre-Kindergarten

- Pre-Kindergarten students will receive a developmental checklist report twice per year. Progress reports and teacher conferences will take place as needed to further report on student development.
- A variety of grade-level knowledge, skills, and behaviors will be listed on the developmental checklist. Student progress towards these grade-level knowledge, skills, and behaviors will be indicated using the following progress code:

#### **4: Exceeding Standards**

Student exceeds requirements for grade-level work and consistently applies and extends learned concepts and skills independently

#### **3: Meeting Standards**

Student demonstrates and applies knowledge and understanding of learned concepts and skills, meets requirements for grade -level work, and completes work independently with limited errors.

#### **2: Approaching Standards**

Student demonstrates partial understandings and is beginning to meet requirements for grade-level work. Requires some extra time, instruction, assistance and/ or practice.

#### **1: Below Standards**

Student demonstrates minimal understandings and seldom meets requirements for grade-level work. Requires an extended amount of time, instruction, assistance and/ or practice.

### In Kindergarten

- Academic achievement, personal and social development, and physical development will be evaluated using the 1-4 progress codes explain above.
- Subcategories will be listed underneath all major subject areas. These subcategories reflect learning standards within each academic subject area. The progress code provides more specific information indicating a student's progress on the grade level standards for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes, and exams.

### In Grades 1-8

- Students will still receive percentages (based on 100%) in major subject areas and letter grades in special subjects such as art, music, language (<120 minutes per week) and physical education. The progress code will be used to provide more specific information indicating a student's progress on the grade level standards for each quarter. For example, a student may receive a 95% in ELA and a 2 in reading grade level text with fluency. The 2 indicates more practice in this area is needed for the child to meet that standard.

- Work habits and character development will be assessed using a letter scale (A, B, C, D, or F). The progress code will be used to indicate how your child is performing in that specific grade-level work habit or character development standard.

**For more information about our new report card please feel free to contact your child's teacher. You can also access a video about the new report cards using this link: [goo.gl/iu4OYX](https://goo.gl/iu4OYX)**

Sincerely,

A handwritten signature in cursive script that reads "Betsy Okello".

Betsy Okello, PhD

Associate Superintendent for Curriculum and Staff Development