



Gid Rapò Paran w la pou Matematik

DEPATMAN EDIKASYON ETA NOUYÒK

Gid sa a pral ede w konprann nòt ki sou kanè pitit ou a ak rekòmasyon yo bay pitit ou a.

1 Lèt de Komisyonè Edikasyon an

Chak ane, elèv nan klas 3yèm ane rive nan klas 8yèm ane fè pati de Pwogram Egzamen Eta Nouyòk (New York State Testing Program) (NYSTP) pou Lang Angle (English Language Arts) (ELA) ak matematik la, selon egzijansinisyativ Pa Kite Okenn Timoun Dèyè (No Child Left Behind) (NCLB.) Rapò sa a eksplike nòt pitit ou a fè nan evalyasyon yo te administre ba li a epi li make resous ki disponib pou ou sipòte edikasyon pitit ou a. Nou ankouraje w gade rapò sa a lè w ap pale ak pwofesè pitit ou a epi ak lòt moun ki anseye pitit ou a.

2 Enfòmasyon Pitit ou a

La a ou pral jwenn: non pitit ou a, sijè a, evalyasyon klas la, ak non lekòl la.

3 Rapèl

Pati sa a raple w pou itilize rapò pitit ou a pou pale ak pwofesè pitit ou a de fòs ak bezwen li. Ale sou sit entènèt la nan www.NYSParents.com pou plis enfòmasyon an angle ak an panyòl.

Nòt Pitit Ou ak Nivo Pèfòmans

- 4 Ba a montre kouman pitit ou a fè nan tès ane sa a. Flèch la montre nòt minimòm li dwe genyen pou li nan estanda a.
 - 5 Ou ka wè barèm nòt pitit ou a ak nivo pèfòmans li pou ane sa a ak 2 ane anvan yo make la an karaktè fonsè. (Si pitit ou a pat pran tès matematik la ane sa a, pap gen okenn enfòmasyon nan pati sa a. Yo bay enfòmasyon sou pèfòmans nan tès matematik ane anvan yo pou elèv ki gen enfòmasyon sa a disponib).
- Premye paragaf sa a bay enfòmasyon sou ki sèvis lekòl la ofri baze sou nòt pitit ou a. Pale de plan lekòl la genyen pou sèvis sa yo ak pwofesè pitit ou a.

6 Nivo 2, Pap Ranpli Estanda Aprantisay la – Rannman elèv la pa demontre yon konpreyansyon konesans matematik li dwe genyen nan klas sa a.

Nivo 2, Ranpli An pati Estanda Aprantisay la – Rannman elèv la demontre an pati yon konpreyansyon konesans matematik li dwe genyen nan klas sa a.

Nivo 3, Ranpli Estanda Aprantisay la – Rannman elèv la demontre yon konpreyansyon konesans matematik li dwe genyen nan klas sa a.

Nivo 4, Ranpli Estanda Aprantisay la ak Distenksyon – Rannman elèv la demontrate yon konpreyansyon konplè konesans matematik li dwe genyen nan klas sa a.

Parent Report

Dear Parent/Guardian,

Each year students in grades 3 through 8 take part in the New York State Testing Program (NYSTP) in English Language Arts (ELA) and Mathematics, as required under No Child Left Behind (NCLB). This report explains your child's scores on the assessment he or she took and lists resources available to support your child's education. We encourage you to refer to this report when talking with your child's teachers and other education providers.

Use this report to talk with your teacher about your child's strengths and needs.

Visit the Department's website at www.NYSParents.com for more information.

Your Child's Score and Performance Level

Year	Score	Performance Level
2008-09 School Year Mathematics	642	Level 2
2007-08 School Year Mathematics	650	Level 3

Minimum for meeting the Learning Standard: 650

Level 1, Not Meeting the Learning Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2, Partially Meeting the Learning Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3, Meeting the Learning Standard
Student performance demonstrates an understanding of the mathematics content expected at the grade level.

Level 4, Meeting the Learning Standard with Distinction
Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

10 UTILIZE DONE YO BYEN

Ou dwe itilize rezilta pa estanda yo kòm yon pwen depa pou konprann pèfòmans pitit ou a nan matematik. Barèm nòt la ak nivo ranman an se pi bon endikatè pase SPI ranman pitit ou a sou Estanda Aprantisay Eta Nouyòk pou matematik.

11 Kisa ki gen de nèf ?

Pou ranpli Estanda Aprantisay Eta Nouyòk la, elèv yo dwe travay nan yon Nivo 3 oswa plis.

- Pale de egzamen pèfòmans pitit ou a ak pwofesè a.
- Mete sou pye yon plan aksyon.
- Ale sou sit entènèt www.NYSParents.com

More about the Mathematics score for JOE A. STUDENT Student ID: 987432108
Assessment Grade: 4
School: SANDY VALLEY

Your Child's Performance on This Test in the 2008-09 School Year:
Level 2, Partially Meeting the Learning Standard

About mathematics content strands and your child's results:
 The information below is based on the New York State Learning Standard. This standard describes what your child should know and be able to do at this grade level. The Mathematics Learning Standard contains five content and five process strands. While the content strands focus on specific math skills, the process strands focus on how your child uses math skills. Your child's performance on each content strand is presented as a Standard Performance Index (SPI). The SPI estimates the number of questions your child would answer correctly if there were 100 items per strand. Your child's performance on each strand is compared with the SPI target range. A student scoring within the target range demonstrates the expected understanding of the content strand. The target ranges vary across content strands because some strands may contain more difficult items than others.

Tested Content Strand	Your Child's SPI	SPI Target Range	Your Child's SPI is
Number Sense and Operations Strand <small>Students understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. They also understand meanings of operations and procedures, and how they relate to one another. They compute accurately and make reasonable estimates.</small>	50	46-58	Within the Target Range
Algebra Strand <small>Students will represent and analyze algebraically a wide variety of problem solving situations. They also perform algebraic procedures accurately and recognize, use, and represent algebraically patterns, relations, and functions.</small>	50	55-65	Below the Target Range
Geometry Strand <small>Students use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. They identify and justify geometric relationships, formally and informally and apply transformations and symmetry to analyze problem solving situations. They also apply coordinate geometry to analyze problem solving situations.</small>	80	69-75	Above the Target Range
Measurement Strand <small>Students determine what can be measured and how, using appropriate methods and formulas. They use units to give meaning to measurements and understand that all measurement contains error and are able to determine its significance. They also develop strategies for estimating measurements.</small>	43	49-62	Below the Target Range
Statistics and Probability Strand <small>Students collect, organize, display, and analyze data. They make predictions that are based upon data analysis and understand and apply concepts of probability.</small>	60	54-66	Within the Target Range

10 THIS DATA THOUGHTFULLY Results by content strand should be used as a starting point to understand your child's performance in mathematics. The state score and performance are better indicators than the SPIs of your child's performance on the New York State Learning Standard for mathematics.

What's Next?
 To meet the New York State Learning Standard, students need to perform at **Level 3** or above. Your child's performance on this test in the 2008-09 school year: **Level 2, Partially Meeting the Learning Standard**

11 Discuss your child's test performance with the teacher. Visit www.NYSParents.com to find:
 • Learning activities at home
 • Tips for communicating with your child's teacher
 • Information on the NYS Mathematics Learning Standard, content and process strands and the testing program
 • Information about academic intervention services and tutoring programs

Build an action plan toward meeting the NYS Learning Standard. Talk with your child and your child's teacher about how to improve school performance. Take into account your child's strengths and needs as well as his or her interests and after school activities. Use these tools to help your child learn and improve.

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