



Timothy L. Sneed
Founding Executive Director

Joretha Lewis
Principal

November 1, 2016

Dear Parent or Guardian:

We are pleased to enclose an overview of our school's "report card". Report cards answer important questions about a school's overall performance and contain specific information about student enrollment and teacher qualifications, student achievement, accountability, how a school is performing relative to other schools in the state, and the progress made toward narrowing proficiency gaps for different groups of students. As a charter public school, we are also considered a school district. In these reports you will see the reference to "Our District," which is the same as Baystate Academy.

In this report you will find the following important information about our school:

Student enrollment and teacher quality: This section of the report card provides information about the students and teachers in our school as compared to the state. Since Baystate Academy receives Title 1, Part A funds, you also have the right to request the following information about the qualifications of your child's classroom teachers:

- Whether your child's teacher is licensed in the grade levels and subject areas they teach,
- Whether your child's teacher is teaching under an emergency license or waive,
- The college degree and major of your child's teacher,
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

Assessment results: This section of the report shows how our students are performing on the Partnership for Assessment of Readiness for College and Career (PARCC) and/or Massachusetts Comprehensive Assessment System (MCAS) tests as compared to the state.

School and district accountability information: This section of the report contains three important pieces of information:

- **Accountability and Assistance Levels:** Schools are placed into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5.

Baystate Academy has not been assigned a level because as we have only completed our 3rd year of operation. We will be assigned a level designation within the next two (2) years.

- **School Percentiles:** A school percentile between 1 and 99 is reported for most schools. This number shows the overall performance of our school relative to other schools that serve the same or similar grades.

Baystate Academy has not been assigned a percentile as we have only completed our 3rd year of operation. We will be assigned a school percentiles designation within the next two (2) years.

- Progress and Performance Index (PPI): The PPI is a number that indicates our school's progress toward narrowing proficiency gaps, or, in other words, helping *all* students reach proficiency and be prepared for success after high school. Massachusetts has set a goal of reducing proficiency gaps by half between the years 2011 and 2017. For a group of students to be considered as making sufficient progress toward narrowing proficiency gaps, the cumulative PPI must be 75 or higher.

Again, this does not apply to Baystate Academy but will in future years.

We welcome and encourage you to become involved in helping us improve our school. Some of the ways you can become involved are:

- Encouraging your child's learning at home
- Attending Student Lead Conferences and other special meetings
- Serving as a volunteer in our school
- Encouraging other parents to become involved

For more information about our school's report card or to request information about the qualifications of your child's classroom teachers, please feel free to contact us at 413-366-5100.

Sincerely,



Timothy L. Sneed
Executive Director



Timothy L. Sneed
Founding Executive Director

Joretha Lewis
Principal

1ro de noviembre 2016

Estimado Padre Guardián o Tutor:

Con gusto la escuela le está enviando la “notas”. Esta carta contiene información sobre la inscripción de el estudiantes y calificaciones de los maestros, logros del estudiante, responsabilidad, cómo nuestra escuela está funcionando relativo a otras escuelas, y el progreso que nuestra escuela está logrando para reducir las diferencias de capacidad en los diferentes grupos de estudiantes. Como una escuela chárter pública, también somos considerado como un distrito escolar. En estos informes se verá la referencia a "Nuestro Distrito", que es igual como decir “Baystate Academy”.

En este reporte encontrara la siguiente información sobre nuestra escuela:

Matricula estudiantil y cualificación del maestro: Esta sección de las notas provee información sobre el estudiante, los maestros, y la escuela comparada al estado. Porque Baystate Academy recibe fondos de la Parte A, titulo 1 usted tiene el derecho a pedir la siguiente información sobre las cualificaciones de los maestros de su estudiante.

- Si el maestro de su estudiante esta licenciado en los grados y materias que dan clases,
- Si el maestro de su estudiante esta dando clases bajo la “licencia de emergencia”
- El grado universitario y el mayor de el maestro de su estudiante,
- Si su estudiante le provén ayuda de paraprofesionales y las cualificaciones de ellos.

Resultado de evaluación: Esta sección del reporte enseña como el estudiante esta haciendo en el examen (Partnership for Assessment of Readiness for College and Career - **PARCC**) y/o el examen (Massachusetts Comprehensive Assessment System – **MCAS**) como comparado al estado.

Escuela y distrito y información de responsabilidad: Esta sección de el reporte de calificaciones contiene tres partes de información importante:

- Responsabilidad y Niveles de Ayuda: Escuelas y distritos son situados dentro de cinco niveles de responsabilidad y nivel (1-5), con el más alto rendimiento con un Nivel 1 y el más bajo con un rendimiento Nivel 5.

Nuestra escuela (Baystate Academy) no ha asignado un nivel porque este fue el tercer año de funcionamiento. Nos asignaran un nivel de designación en los próximos 2 años.

- Porcentajes Escolares: Una escuela con un porcentaje entre 1 y 99 es el rendimiento de la mayoría de las escuelas. Este número muestra el rendimiento en conjunto de nuestra escuela relativo a otras escuelas que sirven los mismo grados o similares.

Nuestra escuela (Baystate Academy) no ha asignado un nivel porque este fue el tercer año de funcionamiento. Nos asignaran un nivel de designación en los próximos 2 años.

- **Índice de Progreso y Rendimiento (“Progress and Performance Index” o PPI):** El PPI es un número que indica el progreso para reducir la diferencia de capacidad de nuestra escuelas, o, en otras palabras, ayudando a *todos* nuestros estudiantes a que lleguen a tener una **capacidad** y estén preparados para tener éxito después la preparatoria. Massachusetts a puesto una meta de reducir diferencias de aptitud por la mitad entre el 2011 y el 2017. Para que un grupo de estudiantes sea considerado que esté haciendo suficiente progreso hacia reducir las diferencias de aptitud, su PPI acumulativo tiene que ser de 75 o mayor.

Como mencionado previamente, esto no aplica a nuestra escuela, pero si aplicará en los años siguientes.

Te damos la bienvenida y te animamos a participar y trabajar con nosotros para mejorar nuestra escuela. Algunas maneras que pueden participar son las siguientes:

- Animando a su estudiante en su casa con sus estudios
- Participando en conferencias dirigidas por estudiantes y otras reuniones especiales
- Sirviendo como voluntario(a) en nuestra escuela
- Animando a otros padres que participen también

Para más información sobre lo que estamos haciendo para mejorar los logros de los estudiantes o para pedir información sobre las cualificaciones de los maestros de clase de su estudiante, contáctenos al 413-366-5100.

Sinceramente,



Timothy L. Sneed
Director Ejecutivo



2015 Massachusetts School Report Card Overview

BAYSTATE ACADEMY CHARTER PUBLIC SCHOOL (35020405)

Baystate Academy Charter Public School (District) Charter 2001 Roosevelt Avenue, Springfield, MA 01104
District (35020000)
Joretha Lewis, Principal
Grades Served: 06,07,08,09,10
Phone: 413.366.5100
Website: <http://www.bacps.net>

Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's principal or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

How is our school doing overall?

Accountability and assistance levels	School percentile
<p>Our school Insufficient data -</p> <p>Our district Insufficient data -</p> <p>Most schools are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A district is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: http://www.mass.gov/ese/accountability.</p>	<p>School percentiles (1-99) indicate how a school is performing overall compared to other schools that serve the same or similar grades. Our school's percentile is below.</p> <p>1 25 50 75 99</p> <p>Lowest performing Highest performing</p>
	<p>Overall progress in narrowing gaps</p> <p>Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.</p> <p>All students -</p> <p>High needs students -</p> <p>Economically disadvantaged -</p> <p>Students with disabilities -</p> <p>English language learners & former ELLs -</p>

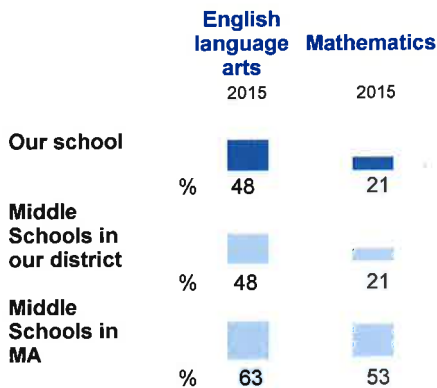
District determination of need for special education technical assistance or intervention

Meets Requirements-Provisional (MRP)

Districts, including single school districts, are assigned a determination of need for special education technical assistance or intervention. These determinations, which are typically based on the district's accountability and assistance level, range from Meets Requirements (Level 1 districts) to Needs Substantial Intervention (Level 5 districts). The determination level, which incorporates compliance measures also, helps to identify whether the Department will require districts to take additional actions to support improved outcomes for all children, especially students with disabilities.

How does our school's achievement over time compare to the district and the state?

Students scoring Met Expectations or above on Partnership for Assessment of Readiness for College and Careers (PARCC) in grades 3-8, 2015



In 2015, approximately half of Massachusetts' students in grades 3-8 took PARCC ELA and mathematics tests.

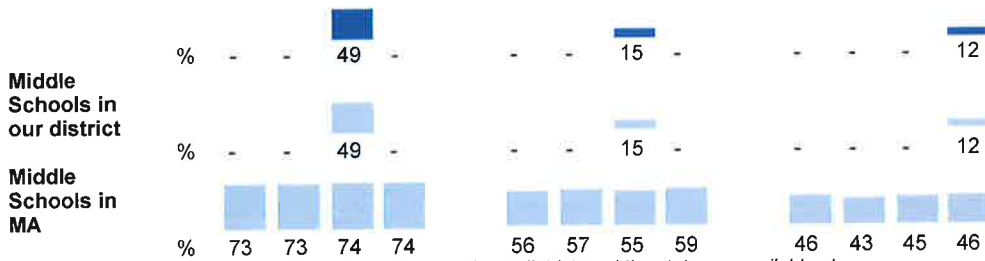
The remaining students, including students in grade 10, participated in ELA and mathematics MCAS tests.

All students in grades 5, 8, and 10 took science MCAS tests.

Students scoring proficient or above on Massachusetts Comprehensive Assessment System (MCAS), 2012-2015



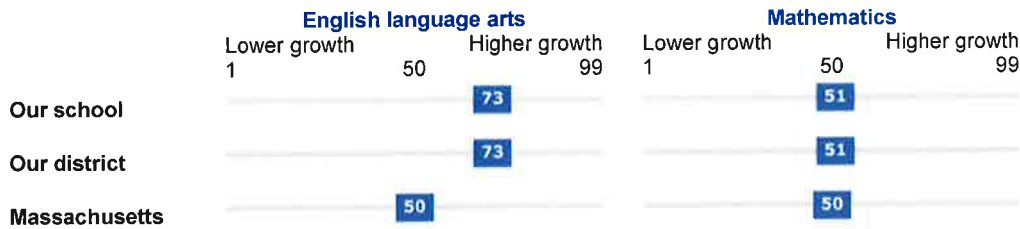
Our school



2015 ELA and mathematics MCAS data for our school, our district, and the state are available at http://profiles.doe.mass.edu/state_report/mcas.aspx.

How does our school's growth compare to the district and the state?

Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2015 are below. (Note: Growth values are truncated.)*



*Transitional SGPs are displayed for schools that participated in PARCC in 2015. Transitional SGPs are generated using current PARCC and prior MCAS scores.

How does our school's enrollment compare to the district and the state?

Total enrollment	Our school	Our district	Our state
	218	218	955,844
By high needs population	Our school # %	Middle Schools in our district # %	Middle Schools in MA # %
Economically disadvantaged students	135 61.9	135 61.9	41,552 23.6
Students with disabilities	30 13.8	30 13.8	31,057 17.6
English language learners	15 6.9	15 6.9	9,515 5.4

How do our school's teachers and classrooms compare to the district and the state?

General information	Our school	Middle Schools in our district	Middle Schools in MA
Teachers (#)	22.1	22.1	13,646.7
Core academic classes taught by highly qualified teachers (%)	80.7	80.7	96.3
Average class size (#)	16.4	-	-
Student : teacher ratio	9.9 to 1	9.9 to 1	12.9 to 1

How is our school doing on other important measures?

	Our school	Middle Schools in our district	Middle Schools in MA
Attendance			
2015 Attendance rate (%)	94.8	94.8	95.4
2015 Average days absent per student (#)	8.4	8.4	8.0
2015 Chronic absenteeism rate (%)	10.8	10.8	10.2
Discipline			
2015 In-school suspension rate (%)	0.0	0.0	2.4
2015 Out-of-school suspension rate (%)	17.2	17.2	4.3
High school completion	Our school	Our district	Our state

2013 5-year graduation rate (%)	-	-	87.7
2014 4-year graduation rate (%)	-	-	86.1
2014 annual dropout rate (%)	-	0.0	2.0
2013 graduates attending institutions of higher education* (%)	-	-	76.6
2015 12th graders taking 1+ Advanced Placement courses (%)	-	-	39.7
2015 Advanced Placement tests with scores of 3 or higher (%)	-	-	66.3
2015 SAT average score - Reading	-	-	508
2015 SAT average score - Writing	-	-	497
2015 SAT average score - Math	-	-	521
2014 MassCore** - Completing a rigorous course of study (%)	-	-	72.4

*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

**MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

What else should you know about our school?

To view our school's full report card, visit <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

Published by the Massachusetts Department of Elementary and Secondary Education