



Elementary School Report Card Guide

Charlton Heights Elementary

Pashley Elementary

Stevens Elementary



A comprehensive
look at BH-BL's
report card system



Letter to parents

The **Burnt Hills-Ballston Lake** Central School District is **thankful to our community for the support** which allows us to provide so many academic opportunities and extra curricular activities for our students. **We are committed to ensuring that students are well prepared for the future.** Providing a clear, complete communication tool is a priority for us. Please use it to help you navigate through your child's report card.

The BH-BL Central School District

David Collins,
*Assistant Superintendent for
Curriculum & Instruction*

Jill Bonacio,
Pashley Elementary School Principal

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Stevens Elementary School Principal

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Charlton Heights Elementary School Principal

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K-5 Assistant Principal

Dear Parents/Guardians,

The purpose of any school reporting to parents is to help strengthen the home-school partnership and to inform them of their child's progress, including strengths and challenges.

At BH-BL, we believe establishing a positive attitude toward school and fostering a cooperative relationship between school and home is a necessary priority. Like teachers, parents need accurate and meaningful information—especially about their child's strengths and challenges in performing toward high expectations—to better understand and support their child's learning.

The district's Report Card Committee, comprised of elementary school teachers and administrators, worked together to refine the elementary grade-level report cards and discussed how best to communicate student progress toward grade-level expectations, work habits, and social behaviors. The report card was designed by BH-BL teachers and administrators with the expectation that it would help guide parents, families, and teachers toward improved communications of the grade-level expectations for student learning.

The report card provides valuable information about your child's performance in comparison to the district's expectations—from basic to advanced levels. The report card also provides information on a child's work habits, social behaviors, and work effort. The elementary report card guide provides detailed information about the report card being used at your child's school, including frequently asked questions, additional background information, a description of proficiency levels, a snapshot of the report card, and further details on the skills included on the report card.

We look forward to parent-teacher collaboration as we work together with your children to help them learn and grow. Please feel free to contact your child's school if you have any questions or concerns.

Our Report Card

Curriculum has changed, instructional methodology has expanded, and research findings have extensively informed the “teaching and learning” process in a powerful way. As such, BH-BL’s classroom teachers need for a tool that more accurately represents what students know and are able to do. With BH-BL’s report card, parents will find:

- Descriptors reflecting current BH-BL curriculum and skills
- Consistency reflecting the social skills and work habits necessary to be a successful learner
- Report cards issued three times a year (see page 5 for more information)



Kindergarten through Grade 2 Academic Achievement

4+/- Exceeding Grade-Level Expectations: Student excels in this academic area/skills

Students who receive a 4 are excelling in the skills for their grade level. “Mastery of” or “Proficiency in” the skill does not mean that teaching and learning end; rather, it indicates that the student has reached a level of performance expected of grade-level students for that skill with consistency, accuracy, independence, and quality. Instruction will focus on more complex problems within the skill, offer more levels of challenge for the learner in applying that skill, and provide more in-depth and critical thinking in the area of that skill. As is true in current practice, teachers will continue to plan challenging learning tasks for students who meet the end-of-year skills.

3+/- Meeting Grade-Level Expectations: Performance is at grade level

Students who receive a 3 are proficient in the skill and are demonstrating a level of understanding that is typically expected during the course of the academic year.

2+/- Progressing Toward Grade-Level Expectations: Demonstrating the skills necessary to progress toward meeting grade-level expectations

Students who receive a 2 are beginning to progress toward a standard and may require regular support, monitoring, and/or assistance from an adult for clarification in order to progress.

1 +/- Needs Improvement: Performing Below Grade Level

Students receiving a 1 are still acquiring the prerequisite skills in order to understand the content and/or apply the skills of the grade level. Students need additional adult assistance, increased time, smaller chunks of learning and/or alternative strategies for gaining foundational skills that may lead to the grade-level expectations.

Grades 3 through 5 Academic Achievement

Academic achievement for students in grades 3 through 5 will be represented as a letter scale as shown below:

A+/- 90 to 100

B+/- 80 to 89

C+/- 70 to 79

D+/- Below 69

Q How will student progress be reported in the academic areas?

A skills-based report card uses academic performance indicators that are observable and objective. The skills themselves are based on benchmarks that specify what students should know and be able to do at each grade level. They serve as a basis for BH-BL’s curriculum, instruction, and assessments.



How will student progress be reported for work habits and social behaviors?

Work habits and social behaviors encompass personal development and classroom and community skills. Individual student work/study habits will also be reported by the teacher to ensure that parents are informed of their child's attitudes and dispositions toward learning skills.

Numbers will be given to indicate progress in these areas as follows:

4 - Exceeding Grade-Level Expectations

3 - Meeting Grade-Level Expectations

2 - Progressing Toward Grade-Level Expectations

1 - Needs Improvement

Work Habits	T1	T2	T3
Is eager to learn	--	--	--
Tries his/her best	--	--	--
Follows multi-step oral directions	--	--	--
Works neatly and carefully	--	--	--
Completes task in allotted time	--	--	--
Works well independently and in small groups	--	--	--

Social Behaviors	T1	T2	T3
Demonstrates age appropriate self control	--	--	--
Respects and cooperates with others	--	--	--
Follows school and classroom rules	--	--	--
Responds well to authority	--	--	--
Takes care of school materials and personal belongings	--	--	--
Displays self-confidence	--	--	--

SAMPLE REPORT CARD

Student: _____
 Grade: _____
 Teacher: _____
 School Year: _____

Grade K Pupil Progress Report Card

 CHARLTON HEIGHTS ELEMENTARY SCHOOL
 170 STAGE RD
 BALLSTON LAKE NY 12019-2607
 Tel: 518-399-6141
 Principal: Timothy Sinenberg
 http://www.bhbl.org

Academic Achievement	Effort Indicators
1 = Needs Improvement	1 = Needs Improvement
2 = Progressing Towards Grade-Level Expectations	2 = Progressing Towards Grade-Level Expectations
3 = Meeting Grade-Level Expectations	3 = Meeting Grade-Level Expectations
4 = Exceeding Grade-Level Expectations	4 = Exceeding Grade-Level Expectations

Attendance/Marking Period	T1	T2	T3	Total
Days Absent	0	0	0	0
Days Tardy	0	0	0	0

Reading	T1	T2	T3
Effort	--	--	--
Continuum	--	--	--

Literacy Skills	T1	T2	T3
Identifies uppercase letters (-/26)	--	--	--
Identifies lowercase letters (-/26)	--	--	--
Identifies letter sounds (-/26)	--	--	--
Identifies rhyming words (-/6)	--	--	--
Produces rhyming words (-/6)	--	--	--
Recognizes sight words	--	--	--

1	2	3	4*	5
Pre-Kindergarten Reader: Users pictures to create meaning. Understands left to right progression. Uses memory to read stories.	Early Emergent Kindergarten Reader: Begins to develop sight word vocabulary. Primarily uses picture clues to read a story. Primarily uses pictures and beginning sounds to decode words and comprehend text.	Emergent Kindergarten Reader: Begins to utilize sight word vocabulary. Primarily uses beginning and ending sounds to decode words. Begins to apply comprehension strategies.	Kindergarten Reader*: Growing sight word vocabulary and decoding strategies. Begins to read sentences. Applies comprehension strategies. Will self-correct reading mistakes. With Guidance, demonstrates comprehension orally and through written response.	Expanded Kindergarten Reader: Has an expanded sight word vocabulary. Reads sentences independently. Applies multiple decoding strategies independently. Independently demonstrates comprehension orally and through written response. Reads silently for an extended period of time.

Listening and Speaking	T1	T2	T3
Listens attentively to speaker	--	--	--
Participates in discussions	--	--	--

Math Concepts	T1	T2	T3
Identifies Shapes (2D for T1, 2D for T2, 2D & 3D for T3)	--	--	--
Counts to 100	--	--	--
Identifies numbers 0 - 20	--	--	--
Writes numbers 0 - 20	--	--	--
Applies number sense	--	--	--
Applies number concepts	--	--	--
Understands basic addition facts to 5 (T3 only)	--	--	--
Understands basic subtraction facts to 5 (T3 only)	--	--	--

Writing	T1	T2	T3
Effort	--	--	--
Continuum	--	--	--

Fine Motor Skills	T1	T2	T3
Writes uppercase letters correctly	--	--	--
Writes lowercase letters correctly	--	--	--
Prints first and last name correctly	--	--	--
Displays fine motor control when using pencils/crayons/scissors	--	--	--
Can dress self independently	--	--	--

1	2	3	4*	5
Pre-Kindergarten Writer: Draws unidentifiable pictures. Makes random marks.	Early Emergent Kindergarten Writer: Draws Pictures. Writes random letters.	Emergent Kindergarten Writer: Draws pictures with labels. Begins using invented spellings. Begins to use spaces words correctly.	Kindergarten Writer*: Includes detailed pictures. Understands idea of a sentence and uses spaces between words. Able to write some complete sentences with a few sight words included. Increasing number of sentences. Using some capital letters and punctuation.	Expanded Kindergarten Writer: Comfortable with the writing process. Writes simple story using appropriate organization. Punctuation frequently present. Spaces words correctly. More consistent use of correct capital letters. Writes for a variety of purposes.

Work Habits	T1	T2	T3
Is eager to learn	--	--	--
Tries his/her best	--	--	--
Follows multi-step oral directions	--	--	--
Works neatly and carefully	--	--	--
Completes task in allotted time	--	--	--
Works well independently and in small groups	--	--	--

Social Behaviors	T1	T2	T3
Demonstrates age appropriate self control	--	--	--
Respects and cooperates with others	--	--	--
Follows school and classroom rules	--	--	--
Responds well to authority	--	--	--
Takes care of school materials and personal belongings	--	--	--
Displays self-confidence	--	--	--

Other Important Information

The implementation of BH-BL's skills-based elementary report card resulted in a few changes from prior years. These include:

- 1 There are three, 13-week marking periods. This gives teachers a longer period of time to assess how each student performs.
- 2 Parent-teacher conferences are scheduled in late October, November, and December, prior to the end of the first trimester. Teachers will report on student progress and engage parents in a collaborative academic goal-setting process for every child. The Burnt Hills-Ballston Lake Central School District believes strongly that a partnership between school, teacher, and parents is crucial and must be established early in the school year. The opportunity provided via parent-teacher conferences to ask questions and seek clarification is an essential step. At the conference, teachers and parents will discuss baseline data on their child's performance.
- 3 At the conclusion of the second and third trimesters teachers will complete student report cards using the eSchoolData student information system. Shortly after the close of each trimester, report cards will be sent home. Parents will also be able to view their child's report cards using the eSchoolData link found on www.bhbl.org. Additionally, some elementary teachers are piloting an eSchoolData Parent Portal.
- 4 Additional conferences may also be scheduled by teachers and/or parents whenever a need arises during the school year. Parents may communicate with teachers through email, agendas, and phone calls any time they feel it is necessary.


 Parents can view their child's report cards using the eSchoolData link found on www.bhbl.org.


Special Area Effort Key					
1 = Needs Improvement					
2 = Progressing Towards Grade-Level Expectations					
3 = Meeting Grade-Level Expectations					
4 = Exceeding Grade-Level Expectations					
Art (Thomas-Turgeon)			T1	T2	T3
Effort			--	--	--
Progress			--	--	--
Music (Soricelli)			T1	T2	T3
Effort			--	--	--
Progress			--	--	--


Special Area Progress Report					
1 = Needs Improvement					
2 = Progressing Towards Grade-Level Expectations					
3 = Meeting Grade-Level Expectations					
4 = Exceeding Grade-Level Expectations					
Library (Tomlinson)			T1	T2	T3
Effort			--	--	--
Progress			--	--	--
Physical Education (Jones)			T1	T2	T3
Effort			--	--	--
Progress			--	--	--


Classroom Teacher Comments	
MP1:	
MP2:	
MP3:	

Frequently Asked Questions

 **Why a skills-based report card?**

 Skills-based report cards provide in-depth student assessments, consistent evaluations throughout the year, individualized instruction information, and consistent evaluations between students.

 **How does a skills-based report card help parents?**

 Skills-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 expectations so parents gain a more complete idea of student progress.

Q Are all content areas included in the report cards?

A Yes, teachers from every content area and building worked in collaboration to develop a report card that reflects each area of the curriculum. The report card includes an achievement grade for special area classes, such as physical education, library, music, and art. Under BH-BL's approach, all standards are measured using the same scale. This will make it easier for parents/guardians to understand their child's progress.

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

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

Q What does the report card mean for students with disabilities?

A The report card provides parents with information about their child's progress toward meeting the New York State Learning Standards. Every Student Succeeds Act and the Individuals with Disabilities Act are federal laws that require each state, school district, and school to ensure all students receive instruction aligned with the standards.

For students with disabilities, the report card isn't the only means for reporting to parents their child's progress. Parents will also receive an Individualized Education Plan (IEP) progress report. Each special education student receives a skills-based progress report that reflects his or her progress toward meeting individual goals and NYS Learning Standards. Additionally, and in compliance with the law, documentation of progress specific to IEP goals and objectives will be reported to parents on IEP progress reports.



Q I still have questions about the report cards. Who should I contact?

A For families that still have questions about the report card, please contact the principal of your child's school.

- **Charlton Heights Elementary School**
Tim Sinnenberg, Principal
tsinnenberg@bhbl.org or 518-399-9141, ext. 85500
- **Pashley Elementary School**
Jill Bonacio, Principal
jbonacio@bhbl.org or 518-399-9141, ext. 84500
- **Francis L. Stevens Elementary School**
Rick Evans, Principal
revans@bhbl.org or 518-399-9141, ext. 83500



For more information on the elementary curriculum visit the website at www.bhbl.org.