



BURNT HILLS - BALLSTON LAKE CENTRAL SCHOOL DISTRICT

Elementary School REPORT CARD GUIDE



#GreatDay2BeASpartan

A comprehensive look at our **report card system**



The Burnt Hills- Ballston Lake Central School District is thankful to its community for the support which allows it to provide so many academic and extra curricular opportunities for our students. We are committed to ensuring that students receive a comprehensive educational experience and are well prepared for the future.



Letter to parents

Dear Parents/Guardians,

The purpose of 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 priority. Like teachers, parents need accurate and meaningful information—especially about their child's strengths and challenges—to better understand and support their child's learning.

The district's Report Card Committee, composed 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 in academics, work habits, and social behaviors. The report card was designed 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 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, 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.

THE BH-BL CENTRAL SCHOOL DISTRICT

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Our Report Card

Curriculum evolves, 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 and parents need a tool that accurately represents what students know and are able to do. With BH-BL’s report card, parents will find:

- ▲ Descriptors reflecting current BH-BL grade level curriculum and skills.
- ▲ Descriptors of social skills and work habits necessary to be a successful learner.
- ▲ Consistency in measuring and communicating the growth and attainment of grade level curriculum and skills as well as social skills and work habits.



Academic Achievement

4 Exceeding Grade-Level Expectations: *Student excels in this academic skill area*

Students who receive a 4 are excelling in that skill for their grade level. Achieving a 4 on a skill indicates that the student is currently demonstrating consistent command of the skill, the ability to apply the skill in the multiple contexts and subject areas, and the potential for performance beyond what is typically expected at grade level.

3 Meeting Grade-Level Expectations: *Performance is at grade level in this academic skill area*

Students who receive a 3 are proficient in the skill and are demonstrating a level of understanding and performance that is expected for the grade level. Students perform the skill consistently and with independence.

2 Approaching Grade-Level Expectations: *Demonstrating the skills necessary to progress toward meeting grade-level expectations*

Students who receive a 2 are demonstrating progress toward a level of understanding and performance that is expected for the grade level. These students still require regular support, monitoring, and/or assistance from an adult in order to successfully complete grade level tasks related to the skill.

1 Not Currently Approaching Grade-Level Expectations: *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 assistance, increased time, smaller chunks of learning and/or alternative strategies for gaining foundational skills to help meet grade-level expectations.

Other Important Information

There are no longer overall letter grades in grades 3-5. Instead of providing this overall achievement score, each individual skill area is assessed based on students’ performance on the 1-4 rating scale. This was done to provide greater detail regarding student performance and align to the K-2 report cards.

Parent-teacher conferences are scheduled in late November shortly after 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.

At the conclusion of the second (March) and third (June) trimesters, teachers will complete student report cards in 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.

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.

Q 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.

Q 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 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 standards 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.

Q 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:

- Exceeding Grade Level Expectations
- Meeting Grade Level Expectations
- Approaching Grade Level Expectations
- Not Currently Meeting Grade Level Expectations

Q Are all content areas included in the report cards?

Yes, teachers from every content area 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 specific level and then move to a lower level in the next marking period?

Yes, expectations change from one marking period to the next as the year progresses. This means a student may meet or exceed 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 as a result receive a lower level.

Q My child receives excellent grades on classroom assessments. Why am I not seeing more 4's on the report card?

Students can perform very well on classroom assessments and still receive a performance level other than 4 on a particular skill. Receiving a 3 indicates that a student is performing on grade level and in most cases showing a strong overall academic profile. Classroom assessments are largely on grade level and these scores typically indicate grade level abilities. As stated before, a 4 does not equate to an A. Students that perform very well academically will likely receive scores of 3 in particular skill areas. Remember the district utilizes multiple measures to assess student growth and achievement when considering academic opportunities. These include both classroom and standardized assessments along with overall student profiles.

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

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. Students with disabilities receive skills-based progress reports that reflect their 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.

