



Suffern Central

SCHOOL DISTRICT

**ELEMENTARY REPORT CARD
PARENT GUIDE
GRADES 1 - 5**

SUFFERN CENTRAL SCHOOL DISTRICT

to our

SUFFERN CENTRAL

FAMILIES

The Suffern Central School District is grateful for the parent and family partnerships and the shared value of student achievement. As a District, we are committed to supporting the academic and social emotional needs of all students so that each and every student may develop into an informed, responsible, active citizen in our diverse society. We believe that accurate and meaningful information about student learning is an essential part of the home-school relationship and supports overall student growth and success.

This handbook has been designed to explain our standards-based report card, which is used to communicate students' progress, areas of strength and areas in need of improvement. The content included on each report card reflects the NYS standards and is organized based on the trimester expectations. This handbook also includes the rubric used to measure student growth, Frequently Asked Questions, a copy of a report card, and links to resources you may find helpful.

We hope that the information in this handbook is helpful. If you have any questions or concerns, please feel free to contact your child(ren)'s elementary school.

Parent Guide

QUICK TIPS

AND LINKS TO
ADDITIONAL RESOURCES



Scan the QR code below to learn more about the SCSD Standards-Based Report Cards. Links to grade level rubrics, grade level report cards can also be found.



Scan the QR code below to access the parent portal. If you need help accessing the portal, please contact your child's school's main office.



Suffern Central's Elementary Schools

Cherry Lane
R.P. Connor
Montebello
Sloatsburg
Viola

Our Mission

The mission of the District is to educate students in the critical skills and essential knowledge necessary be informed, responsible, and active citizens prepared to take the next steps in their education, careers, and lives in our diverse society.

Sample REPORT CARD

Attendance area indicates the number of days for Excused Absence, Unexcused Absence and Tardy

Student: _____ Grade: _____
Teacher: _____ Room: _____

| Attendance/Marking Period | T1 | T2 | T3 | Total |
|---------------------------|----|----|----|-------|
| Days Absent | | | | |
| Days Tardy | | | | |

These are the levels of proficiency used for report card achievement towards the Next Generation Standards



Key
4: Meeting grade level expectations with distinction
3: Meeting grade level expectations
2: Progressing toward meeting grade level expectations
1: Not meeting grade level expectations
+: Student achievement is currently in upper range of indicated performance level
X: Student is receiving this service

| Literacy | T1 | T2 | T3 |
|---|----|----|----|
| Foundational Skills | | | |
| Demonstrates an understanding of spoken words, syllables, and sounds | | | |
| Knows and applies phonics and word analysis skills in decoding words | | | |
| Reads high-frequency words | | | |
| Reads grade-level text with accuracy and fluency to support comprehension | | | |
| Reading Literary and Informational Texts | | | |
| Develops and answers questions about key ideas and details in a text | | | |
| Retells a variety of texts, including the main idea and key details/story elements | | | |
| Identify a variety of genres and explain differences between literary and informational texts | | | |
| Makes connections between self, text, and other people/the world | | | |
| Writing | | | |
| Writes for various purposes including opinion, informative/explanatory, and narrative | | | |
| Applies spelling strategies to strengthen writing | | | |
| Uses appropriate capitalization, punctuation, and spacing | | | |
| Writes to introduce and develop a topic, details, and some sense of closure | | | |
| Strengthens writing by planning, revising, editing, rewriting, or trying a new approach | | | |
| Speaking and Listening | | | |
| Actively listens | | | |
| Participates appropriately in conversations with peers and adults related to discussions | | | |
| Expresses thoughts, feelings, and ideas clearly with appropriate vocabulary | | | |

Grade level standards are reported for each content area. The standards may be assessed and reported in more than one trimester

| Mathematics | T1 | T2 | T3 |
|--|----|----|----|
| Operations & Algebraic Thinking | | | |
| Fluently add within 10 | | | |
| Fluently subtract within 10 | | | |
| Represents & solves addition word problems to 20 | | | |
| Represents & solves subtraction word problems to 20 | | | |
| Number Sense & Operations in Base Ten | | | |
| Counts, reads, writes & represents numbers through 120 | | | |
| Demonstrates understanding of place value of tens and ones in a two-digit number | | | |
| Adds and subtracts multiples of 10 to a two-digit number | | | |
| Measurement & Data | | | |
| Measures length with non-standard units | | | |
| Tells and writes the time in hours and half hours | | | |
| Identifies coins by their name and value | | | |
| Recognizes, draws, and partitions shapes | | | |
| Mathematical Reasoning | | | |
| Efficiently and accurately applies strategies to solve problems | | | |
| Clearly communicates mathematical thinking using appropriate vocabulary | | | |
| Science | T1 | T2 | T3 |
| Understands and applies scientific concepts | | | |
| Applies science and/or engineering practices | | | |
| Knows and applies science vocabulary | | | |

The learning standards will be organized by subject. Each learning standard will be graded on the 4-1 progress scale.

A shaded box indicates that this particular skill has not been taught and assessed during the marking period

Student report cards will continue to be completed and sent home at three different trimesters throughout the school year

Sample

REPORT CARD (CONTINUED)

| Music | T1 | T2 | T3 |
|--|----|----|----|
| Demonstrates an understanding of rhythm | | | |
| Demonstrates an understanding of melody | | | |
| Demonstrates appropriate behavior and shows effort | | | |

| Social Studies | T1 | T2 | T3 |
|--|----|----|----|
| Demonstrates understanding of key concepts | | | |
| Interprets and analyzes information | | | |
| Uses content area vocabulary | | | |

| Physical Education | T1 | T2 | T3 |
|---|----|----|----|
| Follows rules and displays appropriate behaviors | | | |
| Participates in physical activity | | | |
| Displays sportsmanship and respect of others | | | |
| Demonstrates knowledge of skills and how they relate to activity | | | |
| Behaviors that Support Learning | T1 | T2 | T3 |
| O = Outstanding S = Satisfactory N = Needs Improvement | | | |
| Demonstrates self-control | | | |
| Follows classroom rules and routines | | | |
| Speaks and acts respectfully toward others | | | |
| Works cooperatively | | | |
| Works independently | | | |
| Follows directions | | | |
| Writes legibly | | | |
| Completes homework assignments on time | | | |
| Strives to produce quality work | | | |
| Demonstrates sufficient stamina in academics | | | |
| Organizes self and materials | | | |
| Uses technology effectively | | | |

| Art | T1 | T2 | T3 |
|--|----|----|----|
| Demonstrates an understanding of art concepts (elements and appreciation) | | | |
| Creates works of art that reflect an understanding of materials, tools, processes and techniques | | | |
| Student participates in class activities in a grade level appropriate manner | | | |
| Demonstrates appropriate behavior and shows effort | | | |

This section will contain teacher comments about individual students

Comments

Numerical

SCORING RUBRIC

Description of Numerical Scoring Criteria

| | |
|--|--|
| 4 Meeting Grade Level Expectations with Distinction | Student is demonstrating an above grade level of understanding during the course of the academic year. Proficiency in the standard indicates that the student has exceeded a level of performance expected of grade level students for that standard with consistency, accuracy, independence and quality. |
| 3 Meeting Grade Level Expectations | Student is meeting the standard and demonstrating the expected grade level understanding. Proficiency in the standard is met with consistency, accuracy, independence and quality. |
| 2 Progressing Toward Grade Level Expectations | Student is demonstrating partial understanding of standard and is developing skills necessary to meet the requirements for grade level work. |
| 1 Not Meeting Grade Level Expectations | Student is acquiring pre-requisite skills necessary to understand the content and/or apply the skills of the grade level standard. Student needs interventions to support their development of foundational standards. |
| N/A | N/A indicates that the standard was not taught in that particular trimester. Some standards are taught throughout the year, while others for different trimesters. |
| + | A + (plus) indicates that the student is in the upper range of the indicated performance standard. |
| X | An X indicates that that the student receives the identified intervention service listed (for ex. ENL, AIS). |

Behaviors

THAT SUPPORT LEARNING

Behaviors that Support Learning standards are based on the developmentally appropriate classroom and community habits and approaches to learning for students in a particular grade. There are three levels of performance that are used to assess student Behaviors that Support Learning:

| | |
|----------|--|
| O | O = Student reflects OUTSTANDING level of performance. |
| S | S = Student reflects SATISFACTORY level of performance. |
| N | N = Student's level of performance NEEDS IMPROVEMENT. |

Frequently

ASKED QUESTIONS

| | |
|---|--|
| Why use a standards-based report card? | Standards-based report card systems outline the expectations of what students will learn and be able to do throughout each school year. Teachers monitor students' progress and focus on the skills they need to learn to reach their highest potential. When students are assessed, their assessments are aligned to the standards. Teachers are then able to determine students' areas of growth and areas of strength through this alignment. |
| Are all the standards included on the report cards? | No. A standards-based report card is not the same as a standard/learning outcome listing. Teams of teachers and administrators identified the NYS and District standards that are most significant at each grade level. |
| How are numeric scores determined? | Teachers evaluate student learning in a variety of ways including classroom observations, classwork, formative and summative assessments. |
| Do students get letter grades or percentage grades at the elementary level? | No. Numeric scores are used to show how students are progressing for each standard listed under each subject on the report card. This allows parents to see exactly what and where students are exceeding, meeting, progressing, or not meeting grade level expectations. |
| Can students' scores decrease from one trimester to the next? | Yes. As the expectations increase each trimester, students may not demonstrate the same level of proficiency as they did in the previous trimester. |
| How can I use the new reporting system to help my child? | Standards-based report cards provide detailed information about how a child is doing in each subject. Parents will be able to see the areas in need of improvement based on the numerical score given for each standard. |
| What should I do if I have concerns about my child's progress? | Always contact your child's teacher when you have concerns or questions about your child's progress over the course of the year. |
| Are personalized teacher comments included on the report card? | Yes, teachers will provide personalized comments on the report card for each trimester, and the comments will remain on the report card so parents may see the progression over the school year. |