

Niagara Falls City School District

Primary & Intermediate Report Card Teacher Handbook 2025-2026

Grades K - 6



Table of Contents

	Page
Overview of the K-6 Report Cards	2
Attendance Tracking in Grades K-6	3
Grading the Report Cards (Includes Primary and Intermediate Information)	4-5
K-6 Report Card Snapshots with Annotations	6-19
Performance Levels	20
PowerTeacher Plus Screenshots	21-25
AIMSweb Results Table Primary	26-27
Art and Music, STEM and Performing Arts	28
Primary Physical Education Report Card	29
Development of Learner Responsibilities (Primary)	30
Frequently Asked Questions	31-32
Additional Resources:	33-40
Appendix A – Math Fluency	34-37
Appendix B – Fact Fluency Websites	38
Appendix C – English Language Arts Websites	39
Appendix D – 2025-2026 Report Card Schedule	40

Overview of the K-6 Report Cards

The Niagara Falls City School District's K-6 report cards are standards-based report cards aligned to the New York State Common Core State Standards.

Features include:

- A 4-point grading scale indicating the four levels of standard achievement
- Trimester reporting
- Detailed attendance reporting
- AIMSweb reporting/results (Primary)
- Responsibilities of the learner (Primary)
- Special area standards (Primary only)
- Reporting progress toward **end of year** standards (Grade-level specific)
- Unique courses for Sister Schools (Abate, Kalfas, and Niagara Street)
- Music/Art will report grades each trimester (Intermediate)



Attendance Tracking in Grades K-6

Research shows that consistent attendance in school is necessary for students to achieve academically and develop socially. Therefore, attendance is more detailed on the New Primary Report Card so that there is a clear understanding of how much instructional time has been lost for each student. Early dismissal is now recorded, as instruction continues until the end of the official school day.

Excused absences include:

1. Sickness
2. Serious illness or death in the family
3. Excused absence part of a day
4. Suspension
5. Medical or dental appointments
6. Impassable roads or extreme weather conditions
7. Approved educational trips
8. Religious observances
9. Music lessons
10. Attendance in health clinics
11. Required court appearances
12. Emergency situations as approved by the building administrator

Unexcused absences include:

1. Vacation with or without parents
2. Haircut
3. Oversleeping
4. Babysitting
5. Hunting/Fishing
6. Unlawful detention
7. Truancy

Grading the Report Card

Q. How do I know which standards to grade at each trimester?

A. Although all of the standards are listed for the year, you are only grading **specific** standards per trimester. Please refer to your grade level report card on the following pages. Any cells that are shaded in yellow are **NOT** graded during that trimester.

Q. How will I score each standard?

A. ELA, Math, Physical Education, Music, Art, STEM and Performing Arts (Sister Schools only) - You will enter a score of 4-1. Please refer to pg. 20 for more detailed information on each Performance Level Score. Intermediate grades report Art and Music each trimester.

Math Fluency Expectations - A drop down menu will appear when your mouse hovers over the fluency. A score of 3-1 will be used. The descriptor will appear on the report card.

Responsibilities of the Learner - This portion of the Primary report card can be found under the "Homeroom" tab on the PowerTeacher Plus screen. Responsibilities will be graded using the following symbols:

- + consistently and independently meets expectations
- * usually meets expectations with reminders
- does not meet classroom expectations

Q. How do I enter Comments to Parents?

A. Refer to the snapshots on pg. 23-25 of this handbook. Please note that you also have the option of drafting your own comment.

Q. How do I report AIMsweb data?

A. The data will automatically be inserted by the IS department for the Primary report cards.

Q. How do I score the "Reading at Grade Level" area?

A. We are reporting on the End of the Year Standards for the Primary report cards.

Q. What do I do if my student did not meet the standard by the end of the year?

A. Remember that at the 3rd Trimester the students are no longer working towards the standards, therefore, they will receive a 1 (minimal progress towards standard). (Primary)

Q. Should I be worried if I am grading lots of "2's" on my student's report card?

A. **A "2" reflects normal progress and is expected in the first two trimesters.** A student is expected to progress towards meeting the standards over the course of the

year because the standards are end of grade-level expectations. The goal is for all students to be at a level “3” by the end of the school year.

Q. Can my student earn a “3” or “4” in the first trimester?

A. While this is not the norm, it is possible for a student to score a “3” or “4” in the first trimester. The student can earn a 3 if their work consistently demonstrates that they have fully mastered all of the grade level standards. A student earns a mark of “4” if he/she is consistently working at the level of expectation of the **next** grade level’s standards. These marks are **not** expected in the first trimester, but **may** occur. This information was also noted in the Parent Handbook that was created.

Q. On the Intermediate report card, can I change a standard proficiency grade that appeared in a prior trimester?

A. Yes, however you do not change the prior proficiency level but will enter the new level in the current trimester. This maintains a historical record of growth.

Annotated Grade K Report Card Sample



SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS
KINDERGARTEN REPORT CARD



STUDENT NAME Jonny Quest	STUDENT ID# 10001	GRADE K	ROOM	YEAR 2025-2026	SCHOOL O.O.D.N.R.
TEACHER PRINCIPAL		MARKING PERIOD Fall		TELEPHONE	

TO THE PARENT or GUARDIAN OF
Jonny Quest
630 66th St
Niagara Falls, NY 14304

#936

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Attendance is reported in detail

Targets	AIMSweb Plus Probes					
	Fall		Winter		Spring	
	Target	Year Child	Target	Year Child	Target	Year Child
Letter Naming Fluency	19		36		43	
Letter Word Sounds Fluency	2		24		36	
Auditory Vocabulary	20		21		29	
Initial Sounds	8		11			
Print Concepts	7					
Phoneme Segmentation			29		37	
Word Reading Fluency					9	

Highlighted areas not assessed at this time

These levels are used to report progress for each standard

Performance Levels

4	3	2	1	N/A
Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not yet Assessed

The 3 Trimesters

Teachers report on progress toward end of year standards

	Fall	Winter	Spring
English Language Arts/Reading			
Reading at Grade Level			
Retells stories including characters, setting, and major events			
Compare and contrast texts			
Recall information and answer questions about the main idea and key details			
Reading Foundational Skills			
Understands Concepts of Print			
Identifies upper case and lowercase letters			
Identifies letter sounds			
Reads grade level sight words			
Decodes simple consonant-vowel-consonant (CVC) words			
Language and Writing Standards			
Prints uppercase and lowercase letters accurately			
Uses phonetic spelling in daily writing			
Capitalizes first word and uses end punctuation			
Uses combination of drawing, dictating, and writing to compose narrative pieces			
Uses combination of drawing, dictating, and writing to compose opinion pieces			
Uses combination of drawing, dictating, and writing to compose informational/explanatory pieces			
Writes a letter or letters for most consonant and short-vowel sounds (phonemes)			
Speaking and Listening			
Participates in discussions with a group about kindergarten topics and text			
Asks and answers questions about key details from texts read aloud			
Message to Parents			
School Message			

Performance Levels

4	3	2	1	NSA
Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

Mathematics

Counting and Cardinality

	Fall	Winter	Spring
Counts to 100 by ones and tens.			
Writes numbers from 0-20			
Understand the relationship between numbers and quantities up to 20			
Counts to 100 by ones beginning from any given number			
Compares sets of objects to tell =, >, <			

Operations and Algebraic Thinking

Represents addition using objects			
Represents subtraction using objects			

Geometry

Describes relative positions of objects using terms as above, below, beside, in front of, and next to			
Understanding the difference between 2-D and 3-D shapes			
Name shapes regardless of their orientation or overall size			

Measurement and Data

Describes measurable attributes of an object			
Classify objects into given categories			

END OF YEAR GRADE LEVEL FLUENCY EXPECTATIONS

Fluently add and subtract within 5

These fluencies are critical and will be monitored throughout the year

Specific standards are listed in special areas

Physical Education

	Fall	Winter	Spring
Exhibits appropriate body movement and skill development.			
Engages in physical activity as a form of self-expression.			
Demonstrates personal and responsible behaviors in physical education.			
Expresses appropriate effort while engaging in physical activities.			

Music

	Fall	Winter	Spring
Student can maintain a steady beat.			
Student responds expressively to music.			
Student demonstrates melodic competency.			
Student has an expanded musical repertoire.			

Art

	Fall	Winter	Spring
Exhibits appropriate classroom behavior & effort.			
Work shows understanding of the elements of Art.			
Displays creativity & problem-solving skills.			
Understands the proper use of Art materials.			

STEM

Kaifu & Dioneva Bond Only

	Fall	Winter	Spring
Utilizes materials appropriately and effectively.			
Gathers information through observation and questioning.			
is able to persevere when faced with a challenge.			
Selects appropriate code to complete a given task.			

Performing Arts

	Fall	Winter	Spring
Creating: Generate artistic ideas and work.			
Performing: Interpret artistic work for presentation.			
Responding: Analyze artistic work.			
Connecting: Relate artistic ideas to community to deepen understanding.			

This section reports on the child's overall behaviors that support learning

Responsibilities of the Learner

- + Consistently and independently meets expectations
- = Usually meets expectations with reminders
- Does not meet classroom expectations

	Fall	Winter	Spring		Fall	Winter	Spring
Pays attention.				Follows directions.			
Works cooperatively.				Works independently.			
Completes homework.				Uses class time effectively to produce quality work.			
Respects rights, feelings, and property of others.				Asks for help at appropriate times.			
Organizes materials.				Demonstrates self-control physically.			
Follows classroom expectations and routines.				Demonstrates self-control verbally.			
Actively participated in classroom discussions.							

Comments:

This section provides classroom teacher comments

Annotated Grade 1 Report Card Sample



SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS
GRADE 1 REPORT CARD



STUDENT NAME Jonny Quest	STUDENT ID# 10001	GRADE: 1	ROOM	YEAR 2025-2026	SCHOOL OODNR
TEACHER	PRINCIPAL	MARKING PERIOD Fall		TELEPHONE	

To the Parent or Guardian of
Jonny Quest #998
630 66th St
Niagara Falls, NY 14304

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

AimsWeb Plus Probes						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
	Phoneme Segmentation	38				
Letter Word Sounds Fluency	41					
Word Reading Fluency	14		24		42	
Auditory Vocabulary	23		22		24	
Oral Reading Fluency	19		36		51	

Performance Levels

Score	4	3	2	1	NYA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

English Language Arts Reading	Fall	Winter	Spring
Reading at Grade Level			
Answer questions about the main idea of the text.			
Retells stories including key details such as characters, setting and events in order.			
Identifies differences between fiction and nonfiction stories.			
Identifies parts of nonfiction text including labels, lists, photographs, bold print, maps, captions, and diagrams.			
Reads grade-level high-frequency words independently.			

Reading Foundational Skills	Fall	Winter	Spring
Applies rules to identify short/long vowels, blends, syllables, and endings.			
Knows and applies grade level phonics and strategies when decoding words.			
Reads accurately and fluently to support comprehension.			

English Language Arts Writing	Fall	Winter	Spring
Writes a personal narrative piece that talks about two or more appropriately sequenced events with details.			
Writes an informative (expository) piece that has a topic, facts about the topic, and includes a closing statement.			
Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.			

Speaking and Listening	Fall	Winter	Spring
Participates in discussions about Grade 1 topics and texts with small and large groups.			

Language	Fall	Winter	Spring
Writes using appropriate letter formation, spacing, capitals and punctuation.			
Uses conventional and phonetic spelling in writing.			

Message to Parents

School Message

Performance Levels

Score	4	3	2	1	N/A
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

Mathematics

Operations and Algebraic Thinking

	Fall	Winter	Spring
Relate counting to addition and subtraction.			
Add within 20 using strategies.			
Subtract within 20 using strategies.			
Understand the meaning of the equal sign.			

Number and Operations In Base Ten

	Fall	Winter	Spring
Count to 120, starting at any number.			
Understands place value - ones and tens.			
Compare two 2-digit numbers with the symbols $>$, $=$, and $<$.			

Measurement and Data

	Fall	Winter	Spring
Organize, represent and interpret data with up to three categories.			
Measure the length of an object using same-size "length units".			
Tells and writes time to hour and half-hour.			

Geometry

	Fall	Winter	Spring
Build and/or draw shapes to possess defining attributes.			
Partition circles and rectangles into two and four equal shares.			

END OF YEAR GRADE LEVEL FLUENCY EXPECTATIONS

Fluently add and subtract within 10

Physical Education

	Fall	Winter	Spring
Exhibits appropriate body movement and skill development.			
Engages in physical activity as a form of self-expression.			
Demonstrates personal and responsible behaviors in physical education.			
Expresses appropriate effort while engaging in physical activities.			

Music

	Fall	Winter	Spring
Student demonstrates a steady beat.			
Student responds appropriately to instrumental music.			
Student can match pitches vocally.			
Student has expanded their musical repertoire.			

Art

	Fall	Winter	Spring
Exhibits appropriate classroom behavior & effort.			
Understands Art elements to create personal work.			
Displays creativity, & problem-solving skills.			
Shows effective use of tools, processes & techniques.			

STEM

	Fall	Winter	Spring
Utilizes materials appropriately and effectively.			
Gathers information through observation and questioning.			
Is able to persevere when faced with a challenge.			
Selects appropriate code to complete a given task.			

Kaifas & Bioneva Bond Only

Performing Arts

	Fall	Winter	Spring
Creating: Generate artistic ideas and work.			
Performing: Interpret artistic work for presentation.			
Responding: Analyze artistic work.			
Connecting: Relate artistic ideas to community to deepen understanding.			

Responsibilities of the Learner

+	Consistently and independently meets expectations
≡	Usually meets expectations with reminders
-	Does not meet classroom expectations

	Fall	Winter	Spring		Fall	Winter	Spring
Pays attention.				Follows directions.			
Works cooperatively.				Works independently.			
Completes homework.				Uses class time effectively to produce quality work.			
Respects rights, feelings, and property of others.				Asks for help at appropriate times.			
Organizes materials.				Demonstrates self-control physically.			
Follows classroom expectations and routines.				Demonstrates self-control verbally.			
Actively participates in classroom discussions.							

Comments:

Annotated Grade 2 Report Card Sample



SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS
GRADE 2 REPORT CARD



STUDENT NAME Jane Doe	STUDENT ID# 99999	GRADE: 2	ROOM 157	YEAR 2025-2026	SCHOOL Abate
TEACHER Navarroli, Tiffany		PRINCIPAL Mrs. Lynne Tompkins		MARKING PERIOD Spring	TELEPHONE 716-278-7960

To the Parent or Guardian of
Jane Doe #56
123 Main St.
Niagara Falls, NY 14305

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0	0	0
Unexcused Absence	0	0	0
Late Arrival	0	0	0
Early Dismissal	0	0	0

AimsWeb Plus Probes	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Oral Reading Fluency	46		61		77	
Reading Comprehension	127		136		146	

Performance Levels

	4	3	2	1	NYA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

English Language Arts Reading

Fall Winter Spring

Reading at Grade Level.			
Ask and answer questions to demonstrate an understanding of key ideas and details in a text.			
Identify a main topic or central idea and retell key details in a text.			
Demonstrate understanding of story elements and/or topics applying information gained from illustrations or text features.			
In fictional texts, describe how characters respond to major events and challenges.			
In informational texts, describe the connections among ideas, concepts, or a series of events.			

Reading Foundational Skills

Fall Winter Spring

Knows and applies grade level phonics, and word analysis skills to decode unfamiliar words.			
Read grade-level high-frequency words independently.			
Read grade-level text with sufficient accuracy and fluency to support comprehension.			

English Language Arts Writing

Fall Winter Spring

Write an opinion about a topic of personal experience, using clear reasons and relevant evidence.			
Write informational text that includes a topic, uses facts to support the topic, and provides a concluding statement.			
Writes narrative pieces that include a short sequence of events, details to describe actions, thoughts, feelings, temporal words and a sense of closure.			

Speaking and Listening

Fall Winter Spring

Participates in discussions about grade 2 topics and texts with small and large groups.			
Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing reasons.			

Language

Fall Winter Spring

Writes using appropriate capitalization, punctuation, and spelling.			
Uses standard English grammar when writing or speaking.			
Uses generalized learned spelling patterns when writing words.			

Message to Parents

School Message

Performance Levels

	4	3	2	1	NYA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

Mathematics

Operations and Algebraic Thinking

	Fall	Winter	Spring
Use addition and subtraction within 100 to solve one-step word problems.			
Use addition and subtraction within 100 to develop an understanding of solving two-step word problems.			
Fluently add and subtract within 20 using mental strategies.			

Number and Operations in Base Ten

	Fall	Winter	Spring
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.			
Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.			
Read and write numbers to 1000 using base ten numerals, number names, and expanded form.			
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.			
Add and subtract within 1000.			

Measurement and Data

	Fall	Winter	Spring
Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.			
Estimate lengths using units of inches, feet, centimeters, and meters.			
Measure lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Present the measurement data in a line plot.			

Geometry

	Fall	Winter	Spring
Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc. Describe the whole as two halves, three thirds, four fourths.			

END OF YEAR GRADE LEVEL FLUENCY EXPECTATIONS

Know from memory all sums within 20 of two one digit numbers.

Physical Education

	Fall	Winter	Spring
Exhibits appropriate body movement and skill development.			
Engages in physical activity as a form of self-expression.			
Demonstrates personal and responsible behaviors in physical education.			
Expresses appropriate effort while engaging in physical activities.			

Music

	Fall	Winter	Spring
Student differentiates between steady beat and rhythm.			
Student responds appropriately as an audience member.			
Student can sing and/or play repeated patterns (accompaniment).			
Student has an expanded repertoire of folk songs and dances.			

Art

	Fall	Winter	Spring
Exhibits appropriate classroom behavior & effort.			
Makes connections to Art elements through personal work.			
Displays creativity, imagination & problem-solving skills.			
Shows effective use of tools, processes & techniques.			

STEM

Kalfas & Niagara St. Only

Performing Arts

	Fall	Winter	Spring
Utilizes materials appropriately and effectively.			
Gathers information through observation and questioning.			
Is able to persevere when faced with a challenge.			
Selects appropriate code to complete a given task.			
Creating: Generate artistic ideas and work.			
Performing: Interpret artistic work for presentation.			
Responding: Analyze artistic work.			
Connecting: Relate artistic ideas to community to deepen understanding.			

Responsibilities of the Learner

+	Consistently and independently meets expectations
*	Usually meets expectations with reminders
-	Does not meet classroom expectations

	Fall	Winter	Spring
Pays attention.			
Works cooperatively.			
Completes homework.			
Respects rights, feelings, and property of others.			
Organizes materials.			
Follows classroom expectations and routines.			
Actively participates in classroom discussions.			
Follows directions.			
Works independently.			
Uses class time effectively to produce quality work.			
Asks for help at appropriate times.			
Demonstrates self-control physically.			
Demonstrates self-control verbally.			

Comments:

Annotated Grade 3 Report Card Sample



SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS
GRADE 3 REPORT CARD



STUDENT NAME Jonny Quest	STUDENT ID# 10001	GRADE 3	ROOM	YEAR 2025-2026	SCHOOL OODNR
TEACHER PRINCIPAL		HEARING PERIOD Fall		TELEPHONE	

To the Parent or Guardian of:
Jonny Quest #998
630 66th St
Niagara Falls, NY 14304

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Attendance is reported in detail

Standards and Special Areas Proficiency Grading Key	
4 - Mastery	The student exceeds expectations for this marking period
3 - Proficient	The student meets expectations for this marking period
2 - Developing	The student is working toward expectations for this marking period
1 - Deficient	The student is not meeting expectations for this marking period

Effort Grading Key	
E - Excellent	Consistently meets classroom expectations
S - Satisfactory	Usually meets classroom expectations
N - Needs Improvement	Rarely meets classroom expectations
N/A - Not Yet Assessed	

Language Arts	Fall	Winter	Spring
Language Arts Overall Grade			
Language Arts Effort			

Teacher comments that are trimester/content specific appear here

Math	Fall	Winter	Spring
Math Overall Grade			
Math Effort			

Overall grade is numerical in ALL areas

Science	Fall	Winter	Spring
Science Overall Grade			
Science Effort			

Social Studies	Fall	Winter	Spring
Social Studies Overall Grade			
Social Studies Effort			

ENL	Fall	Winter	Spring
ENL Effort			

As it pertains to English Language Learners program

Special Education	Fall	Winter	Spring
Special Ed. Effort			

As it pertains to IEP goals

Art	Fall	Winter	Spring
Art Proficiency Grade			
Art Effort			

Music	Fall	Winter	Spring
Music Proficiency Grade			
Music Effort			

Physical Education	Fall	Winter	Spring
Physical Education Proficiency Grade			
Physical Education Effort			

Entered in appropriate trimester

Performing Arts (Abate only)	Fall	Winter	Spring
Performing Arts Proficiency Grade			
Performing Arts Effort			

Instrumental Music (Abate only)	Fall	Winter	Spring
Instrumental Music Proficiency Grade			
Instrumental Music Effort			

MESSAGE TO PARENTS

SCHOOL MESSAGE

Explanation of the Elementary Report Card

The Mission Statement of the Niagara Falls Board of Education

The Niagara Falls City School District's mission is to guarantee educational excellence for every student and to prepare students for successful employment, continuing education, and lifelong learning in an ever changing world.

Parents As Partners

The Niagara Falls City School District recognizes the invaluable role that parents play in the education of their children. Working with the school, parents are encouraged to:

- Share the responsibility for improved student achievement
- Send children to school ready to learn
- Support the instructional program and staff of the school
- Become and stay involved in your child's education
- Provide a comfortable and well-lit work area at home for study
- Read to/with your child and stress the importance of lifelong learning
- Attend parent-teacher conferences and communicate regularly

Reading	Fall	Winter	Spring
Reading - Year End Standard			
Asks and answers questions to demonstrate understanding of a text referring to the text to support answers.			
Determines the main idea of informational text using key details from the text.			
In literary texts, describe character traits, motivations, or feelings, drawing on specific details.			
Recall facts in a text in sequential order.			
Discusses how the reader's point of view differs from the author, narrator, or characters in the text.			
Responds to literature when prompted.			
Reading: Foundation Skills - Year End Standard			
Knows and applies grade-level phonics and word analysis skills in decoding words.			
Reads grade level texts with sufficient accuracy and fluency to support comprehension.			

Writing	Fall	Winter	Spring
Writing - Year End Standard			
Writes opinion pieces on topics or texts that support a point of view with reasons.			
Writes informative pieces that include a topic, facts, definitions, linking words and phrases.			
Writes narrative pieces to develop real or imagined experiences or events using techniques details and sequence of events.			
Produces writing that is developed, focused, organized, and edited.			
Writes routinely over extended time frames and shorter time frames.			
Speaking and Listening - Year End Standard			
Participates in class discussions with others about grade level topics and texts.			
Language Usage - Year End Standard			
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking at the appropriate grade level.			

Mathematics	Fall	Winter	Spring
Fall			
Use knowledge of place value up to 1,000.			
Use strategies to solve addition problems with 3-digit numbers fluently.			
Use strategies to solve subtraction problems with 2 and 3-digit numbers fluently.			
Demonstrate fluency with multiplication facts: x1, x2, x5, and x10.			
Use strategies (equal groups, skip counting) to solve multiplication and related division problems.			
Winter			
Solve multiplication and division word problems and write equations to represent the problems.			
Measure and find perimeter of 2-D figures.			
Measure and find area of 2-D figures.			
Partition shapes into equal parts and name fractional parts of a whole.			
Represent fractions on a number line.			
Compare fractions with the same numerator or same denominator by reasoning.			
Identify equal fractions.			
Spring			
Tell and write time to the nearest minute using analog and digital clocks.			
Measure and estimate liquid volume and mass of objects using grams, kilograms, and liters.			
Add, subtract, multiply, or divide to solve one step word problems involving masses, liquid volume, and time that are given in the same units.			
Solve multi-step problems involving more than one operation.			
Solve multiplication and division problems within 100.			

Annotated Grade 4 Report Card Sample



SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS
GRADE 4 REPORT CARD



STUDENT NAME Jonny Quest	STUDENT ID# 10001	GRADE: 4	ROOM	YEAR 2025-2026	SCHOOL OODNR
TEACHER	PRINCIPAL	MARKING PERIOD Fall		TELEPHONE	

To the Parent or Guardian of:
Jonny Quest #998
630 66th St
Niagara Falls, NY 14304

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Standards and Special Areas Proficiency Grading Key	
4 - Mastery	The student exceeds expectations for this marking period
3 - Proficient	The student meets expectations for this marking period
2 - Developing	The student is working toward expectations for this marking period
1 - Deficient	The student is not meeting expectations for this marking period

Effort Grading Key (Social Growth and Work Habits)	
<i>E - Excellent</i>	Consistently <i>meets classroom expectations</i>
<i>S - Satisfactory</i>	Usually <i>meets classroom expectations</i>
<i>N - Needs Improvement</i>	Rarely <i>meets classroom expectations</i>
<i>NYA - Not Yet Assessed</i>	

Language Arts	Fall	Winter	Spring
Language Arts Overall Grade			
Language Arts Effort			
Math	Fall	Winter	Spring
Math Overall Grade			
Math Effort			
Science	Fall	Winter	Spring
Science Overall Grade			
Science Effort			
Social Studies	Fall	Winter	Spring
Social Studies Overall Grade			
Social Studies Effort			
Physical Education	Fall	Winter	Spring
Physical Education Proficiency Grade			
Physical Education Effort			

ENL	Fall	Winter	Spring
ENL Effort			
Special Ed	Fall	Winter	Spring
Special Ed Effort			
Instrumental Music	Fall	Winter	Spring
Instrumental Music Proficiency Grade			
Instrumental Music Effort			
Music	Fall	Winter	Spring
Music Proficiency Grade			
Music Effort			
Art	Fall	Winter	Spring
Art Proficiency Grade			
Art Effort			
STEM (Abate Only)	Final		
STEM Proficiency Grade			
STEM Effort			

MESSAGE TO PARENTS

SCHOOL MESSAGE

Explanation of the Elementary Report Card

The Mission Statement of the Niagara Falls Board of Education

The Niagara Falls City School District's mission is to guarantee educational excellence for every student and to prepare students for successful employment, continuing education, and lifelong learning in an ever changing world.

Parents As Partners

The Niagara Falls City School District recognizes the invaluable role that parents play in the education of their children. Working with the school, parents are encouraged to:

- Share the responsibility for improved student achievement
- Send children to school ready to learn
- Support the instructional program and staff of the school
- Become and stay involved in your child's education
- Provide a comfortable and well-lit work area at home for study
- Read to/with your child and stress the importance of lifelong learning
- Attend parent-teacher conferences and communicate regularly

Reading	Fall	Winter	Spring
Reading - Year End Standard			
Reads and comprehends literary and informational texts independently and proficiently within the average range.			
Refers to details in a text, both verbally and in written form, when explaining what the text says and when making inferences.			
Uses details and examples, in the text to determine the main idea and describe a character, setting, or event, both verbally and in written form.			
Determines the main idea of an expository (informational) text and explains how it is supported by key details; summarizes the text.			
Reading: Foundation Skills - Year End Standard			
Knows and applies grade-level phonics and word analysis skills in decoding words.			
Reads with accuracy and fluency to support comprehension.			
Writing	Fall	Winter	Spring
Writing - Year End Standard			
Writes argumentative (opinion) pieces on topic or texts that support a point of view with reasons and information.			
Writes expository (informational) pieces that group related ideas and paragraphs and provides a conclusion.			
Writes personal narrative pieces that introduce a narrative/characters including details to describe actions.			
Produces writing that is developed, focused, organized, and edited.			
Cites and explains evidence from literary or informational text to support analysis, reflection and research.			
Language Usage - Year End Standard			
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking at the appropriate grade level.			
Speaking and Listening - Year End Standard			
Participates in class discussions with others about grade level topics and texts.			
Mathematics	Fall	Winter	Spring
Fall			
Multiply number by a multiple of 10.			
Read & write numbers up to 1,000,000 using base-ten numerals, number names & expanded form.			
Multiply or divide to solve word problems involving multiplicative comparison.			
Solve multi-step word problems having whole-number answers using the four operations.			
Find factors of numbers up to 100 and recognize multiples of 1-digit numbers.			
Winter			
Multiply up to a 4-digit number by a one-digit whole number and multiply two two-digit numbers.			
Solve up to 4-digit division problems by 1-digit numbers with remainders.			
Compare two fractions with different numerators & denominators.			
Add and subtract mixed numbers with like denominators.			
Multiply a fraction by a whole number.			
Spring			
Identify and name triangles based on angle size.			
Draw and identify lines and angles of 2 dimensional shapes.			
Add fractions with denominators of 10 and 100.			
Compare & order decimals to hundredths by reasoning about their size.			
Use the 4 operations to solve measurement word problems.			
*Fluency Expectations:			
Add and Subtract within 1,000,000.			

Annotated Grade 5 Report Card Sample



SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS GRADE 5 REPORT CARD



STUDENT NAME Jonny Quest	STUDENT ID# 10001	GRADE: 5	ROOM	YEAR 2025-20256	SCHOOL OODNR
TEACHER		PRINCIPAL		MARKING PERIOD Fall	TELEPHONE

To the Parent or Guardian of:

Jonny Quest #998
630 66th St
Niagara Falls, NY 14304

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Standards and Special Areas Proficiency Grading Key	
4 - Mastery	The student exceeds expectations for this marking period
3 - Proficient	The student meets expectations for this marking period
2 - Developing	The student is working toward expectations for this marking period
1 - Deficient	The student is not meeting expectations for this marking period

Effort Grading Key (Social Growth and Work Habits)	
<i>E - Excellent</i>	Consistently meets classroom expectations
<i>S - Satisfactory</i>	Usually meets classroom expectations
<i>N - Needs Improvement</i>	Rarely meets classroom expectations
<i>NYA - Not Yet Assessed</i>	

Language Arts	Fall	Winter	Spring
Language Arts Overall Grade			
Language Arts Effort			
Math	Fall	Winter	Spring
Math Overall Grade			
Math Effort			
Science	Fall	Winter	Spring
Science Overall Grade			
Science Effort			
Social Studies	Fall	Winter	Spring
Social Studies Overall Grade			
Social Studies Effort			
Instrumental Music	Fall	Winter	Spring
Instrumental Music Proficiency Grade			
Instrumental Music Effort			

ENL	Fall	Winter	Spring
ENL Effort			
Special Ed	Fall	Winter	Spring
Special Ed. Effort			
Music	Fall	Winter	Spring
Music Proficiency Grade			
Music Effort			
Art	Fall	Winter	Spring
Art Proficiency Grade			
Art Effort			
Physical Education	Fall	Winter	Spring
Physical Education Proficiency Grade			
Physical Education Effort			
Performing Arts (Abate Only)	Fall	Winter	Spring
Performing Arts Proficiency Grade			
Performing Arts Effort			

MESSAGE TO PARENTS

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- Attend parent-teacher conferences and communicate regularly

Reading	Fall	Winter	Spring
Reading Literature - Year End Standard			
Determine theme or central idea of a variety of texts, stories, or poems and explain with accurate details.			
Summarize a text, story, or poems and explain with accurate details.			
Locate relevant details and evidence when explaining what a text says and make logical inferences.			
Compare and contrast two or more characters, setting, events, or concepts.			
Determine the meaning or words and phrases as they are used in text, including figurative language.			
Identify text structure and point of view of one or more text types.			
Explain how a narrator or speaker's point of view influences the text.			
Reading Foundations - Year End Standard			
Read grade-level texts with sufficient accuracy and fluency to support comprehension.			
Writing			
Writing - Year End Standard			
Write an argumentative essay to support a claim with relevant evidence.			
Write an informational essay to examine a topic with relevant evidence.			
Write a narrative to develop real or imaginary experiences and events using effective techniques, descriptive details, and clear event sequences.			
Accurately cites and explains evidence from literary or informational text to support analysis, reflection, and research of the topic.			
Produces writing that is developed, focused, organized, and edited.			
Speaking and Listening			
Engage effectively in a range of collaborative discussions with diverse partners and groups.			
Language - Year End Standard			
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.			

Mathematics	Fall	Winter	Spring
Fall			
Solve 2-digit by 2 digit multiplication problems using a variety of strategies.			
Solve division problems with 2-digit divisors.			
Find the volume of rectangular prisms, including the use of volume formulas and units of measurement.			
Find the volume of a solid composed of two rectangular prisms.			
Write, compare and round decimals to the thousandths.			
Winter			
Understand the place value system.			
Add and subtract fractions with unlike denominators.			
Add and subtract decimals up to thousandths.			
Multiply and divide fractions, mixed numbers and whole numbers.			
Multiply and divide decimals up to the hundredths.			
Spring			
Classify polygons by their attributes.			
Use tables to record ordered pairs and construct coordinate graphs to represent the relationship between (x,y) coordinates.			
Determine values represented by points in a coordinate grid.			
*Fluency Expectations:			
Fluency Standard by end of 5th: solve multi-digit multiplication problems using the standard algorithm.			

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ACHIEVEMENT OF GRADE LEVEL STANDARDS

Reading	Fall	Winter	Spring
Reads and comprehends complex literary and informational texts independently and proficiently.			
Reads closely to determine what the text says explicitly and makes logical inferences.			
Determines central ideas or themes of a text and analyzes their development and summarizes the key supporting details.			
Analyzes how and why individuals, events, or ideas develop and interact over the course of a text.			
Number of books read to date			

Writing	Fall	Winter	Spring
Writes arguments to support claims.			
Writes informative/explanatory texts to examine a topic.			
Writes narratives to develop real or imagined experiences or events.			
Creates and presents a response to literature.			
Speaking, Listening and Viewing	Fall	Winter	Spring
Participates effectively in a range of conversations.			
Demonstrates command of the conventions of standard English grammar and usage.			
Acquires and accurately uses a range of general academic words.			

Mathematics	Fall	Winter	Spring
Fall			
Solve real-world and mathematical problems involving area, surface area and volume.			
Apply and extend previous understanding of multiplication and division of fractions.			
Fluently divides multidigit numbers			
Fluently compute decimal operations using standard algorithms.			
Write and evaluate numerical expressions involving whole number exponents.			
Winter			
Understand the concept of unit rate.			
Use Ratio and Rate Reasoning to solve real world problems and find a percent of a quantity as rate per 100.			
Use equations to solve real-world problems.			
Represent and analyze the relationship between independent and dependent variables.			
Apply the properties of operations to generate equivalent expressions.			
Spring			
Use inequalities to solve real-world problems.			
Write, interpret and explain ordering of rational numbers.			
Understand the absolute value of a rational number is its distance from 0 on a number line.			
Solve problems by graphing points on the coordinate plane			
Draw polygons in the coordinate plane & use coordinates to find side lengths.			

What Performance Levels Mean

The NFCSD report card uses a scale of 4-1 to indicate progress on the end of the year grade level standards.

Performance Levels:

4 Exceeds Standards	3 Meets Standards	2 Approaching Standards	1 Minimal Progress Towards Standards
Student performance demonstrates superior understanding of end of year standards at this grade level and beyond.	Student performance demonstrates and meets end of year standards at this grade level.	Student performance is on track to understand end of year standards at this grade level	Student performance does not demonstrate understanding of the end of year standards at this grade level
Student independently exceeds requirements for grade-level work , and is working well above grade level	Meets requirements for grade-level work	Beginning and working toward meeting requirements for grade-level work	Working well below grade level requirements
Consistently applies and extends learned concepts and skills independently	Completes work accurately and independently	Benefits from consistent instruction and practice. Can work independently and/or with assistance.	Requires extra time, instruction, assistance and/or practice. Struggles even with assistance.

Performance Level scores are not based on one assessment experience. Teachers design multiple assessment tasks and collect evidence of student learning throughout the grading period. Evidence may include teacher observations, student work samples, projects, tests, quizzes and district assessments. Teachers review these items for evidence of learning when grading student progress for the report card.

End of Year Grade Level Math Fluency Expectation and Scoring is as follows:

Performance Level Score	Explanation
3	Achieved year end goal
2	Making progress toward year end goal
1	Making little or no progress toward year end goal

Please keep in mind you will only see a 1, 2 or 3. The report card system will then match it to the appropriate explanation.

Entering Grading Standards in PowerTeacher Plus for Primary Report Cards

The screenshot shows the PowerTeacher Plus interface for entering grading standards. The main window displays a table with columns for standards (E1LAWC.1 to E1LAWC.5) and rows for students. A tooltip indicates 'Reading at Grade Level' for a student. A secondary window shows a list of standards with checkboxes and a 'Cases' column containing values like '4', '3', '2', and '1 NYA'.

STUDENT (4)	T1	E1LAWC.1	E1LAWC.2	E1LAWC.3	E1LAWC.4	E1LAWC.5	E1LAWC.1	E1LAWC.2	E1LAWC.3	E1LAWC.4	E1LAWC.5
1											
2											
3											
4											

To Enter the Standards on Grades K-2, select the section/class, click on the Grading tab, and select **Standards** under the **Grades** section.

Click in the Standards box, it is EK*.* – E2*.* depending on what grade level you are working with, once you click in the box, the Standard will appear at the top left to let you know what Standard you are grading, you can also hover your mouse over the Standard name to see the description. Once you click the Standards box, the valid codes will appear on right side of the screen for entry.

Entering Responsibilities of the Learner in PowerTeacher Plus for Primary Report Cards

The screenshot displays the 'Standards' section for a student in PowerTeacher Plus. The top navigation bar shows 'Grades: Standards - T1' and 'P1(A) KINDERGARTEN HOMEROOM'. Below this, there is a 'Read Only View' warning and a 'Grade Scale Type' dropdown. The main area contains a table of standards with columns for each standard code. The 'EKS.G.1' and 'EKS.H.1' cells are highlighted in yellow, with a tooltip indicating 'Pays attention'. A legend at the bottom identifies the yellow color as a 'Professional Judgment Indicator'. The interface also includes a bottom navigation bar with icons for Grading, Students, Progress, Reports, Settings, and Apps.

STUDENT (1)	EKS.G.1	EKS.G.2	EKS.G.3	EKS.G.4	EKS.H.1	EKS.H.2	EKS.H.3	EKS.H.4	EKS.H.5
1.	Pays attention								

To Enter the Standards for **Responsibilities of the Learner** on Grades K-2, select the Homeroom section/class, click on the Grading tab, and select **Standards** under the **Grades** section.

Click in the Standards box, it is EKS.G.* – E2SG.* depending on what grade level you are working with, once you click in the box, the Standard will appear at the top left to let you know what Standard you are grading, you can also hover your mouse over the Standard name to see the description. Once you click the Standards box, the valid codes will appear on right side of the screen for entry.

Entering Comments in PowerTeacher Plus for Primary Report Cards

The screenshot displays the PowerTeacher Plus interface for entering comments. At the top, the page is titled "Grades: Standards - T1" for the "P1(A) KINDERGARTEN HOMEROOM". A "Read Only View" warning is shown. The main content area features a table of standards with columns for E2COM1, E2SS.1, E2SS.2, E2SS.3, E2SS.4, E2IHK.1, E2IHK.2, E2IHK.3, E2IHK.4, and E2IHK.5. A "Legend" section below the table identifies the "Professional Judgment Indicator" icon. A comment entry box at the bottom right contains the text "Enter Comments here!" and a character count of "Approximately 3361 Characters Left".

To Enter Comments on Grades K-2 select the Homeroom section/class, click on the Grading tab, and select **Standards** under the **Grades** section.

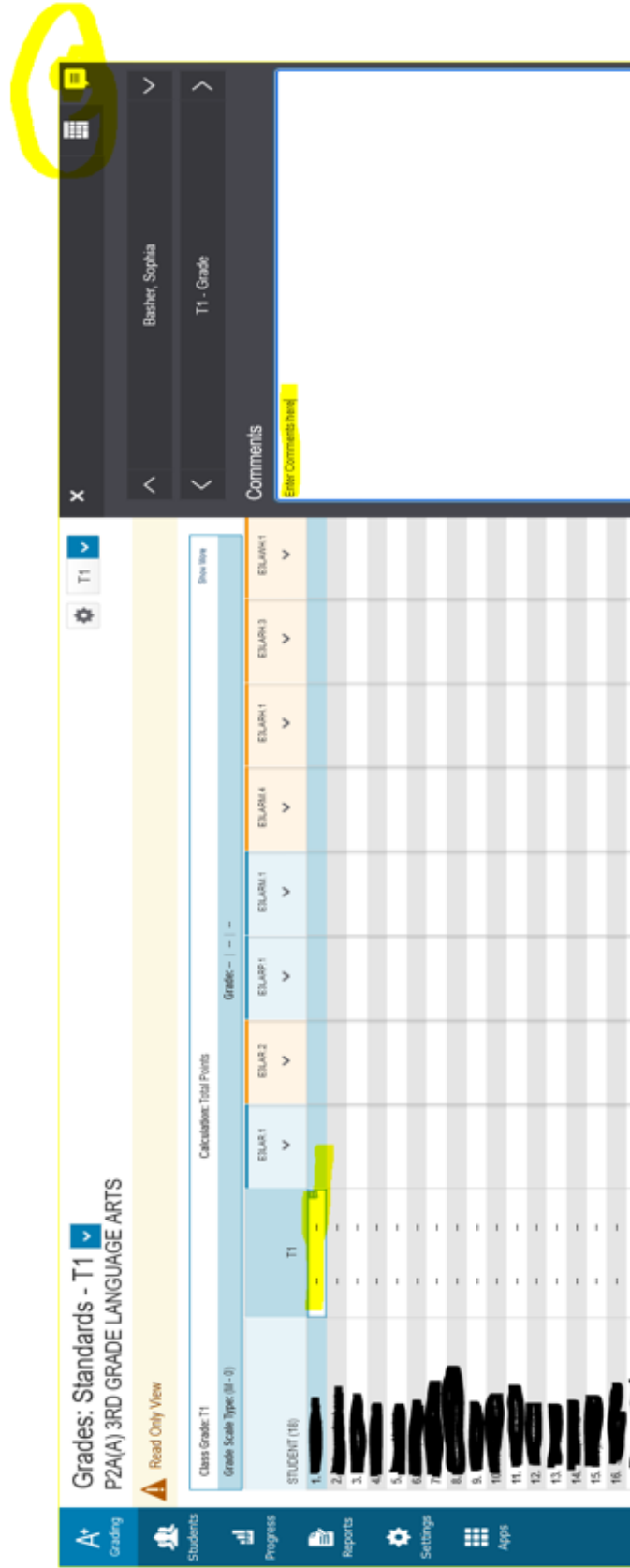
Click in the comment box, it is E2COM.1 – E2COM.1 depending on what grade level you are working with. The entry box will be displayed at the right side of the screen for comment entry. After entering a comment, the student will have a blue icon displayed in their comment box to let you know one has been entered.

Entering Comments in PowerTeacher Plus for Intermediate Report Cards

The screenshot displays the PowerTeacher Plus interface for a scoresheet. The top navigation bar includes 'Grading', 'Students', 'Progress', 'Reports', 'Settings', and 'Apps'. The main header shows 'Scoresheet - T1' and 'P2(A) 3RD GRADE LANGUAGE ARTS'. A yellow highlight is placed on the 'Comments' section at the top right of the screen, which contains a text input field with the placeholder text 'Enter Comment Here'. Below the header, there is a table with columns for 'STUDENTS (18)' and 'GRADE'. The 'GRADE' column for the first student is highlighted in yellow. A yellow balloon callout points to the 'Comments' section, indicating where to click to enter comments for a student.

Grades 3-6 Entering Comments from the Scoresheet Screen
 Click on grade box for the student, click on the comment balloon on the top right of the screen to enter comments.

Entering Comments in PowerTeacher Plus for Intermediate Report Cards



Grades 3-6 Entering Comments from the Standards Screen
 Click on Trimester box for the student, click on the comment balloon on the top right of the screen to enter comments.

The AIMSweb Results Table for Primary Report Cards

Three times a year, all Kindergarten through sixth grade students in the Niagara Falls City School District are assessed in literacy skills. The assessment tool used for this screening is the *Academic Information Management System Plus (AIMSweb Plus)*.

The purpose of this assessment is to identify each student's strengths and needs in the area of reading. The results of this screening allows your child's teacher to provide the most appropriate and effective reading instruction.

See the K-2 tables below for an explanation of how to identify the results and grade level targets. Targets **increase** at each trimester.

Kindergarten

AimsWeb Plus Probes						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Letter Naming Fluency	19		36		43	
Letter Word Sounds Fluency	2		24		36	
Auditory Vocabulary	20		21		23	
Initial Sounds	8		11			
Print Concepts	7					
Phoneme Segmentation			29		37	
Word Reading Fluency					9	

First Grade

AimsWeb Plus Probes						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Phoneme Segmentation	38					
Letter Word Sounds Fluency	41					
Word Reading Fluency	14		24		42	
Auditory Vocabulary	23		22		24	
Oral Reading Fluency	19		36		51	

The AIMSweb Results Table (continued)

Second Grade

AimsWeb Plus Probes	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Oral Reading Fluency	46		61		77	
Reading Comprehension	127		136		146	



Art and Music

Art

The Primary art standards reflect the attributes sought after for proper artistic development within the art class setting. Our district's art teachers instruct daily within the frameworks of the art elements. They also look for proper behavior, tool usage, and creative problem-solving skills. A positive progression is encouraged within our trimester marking system.

Music

Students in elementary music classes are expected to sing in tune, demonstrate basic beat and rhythm competency and experience elemental music composition. Students have various requirements based on grade level, but all will learn the above-mentioned concepts.

Intermediate Art & Music

All intermediate students take art and music for a full year. Therefore, grades should appear on every trimester report card.



Primary Physical Education Report Card

Physical Education	Fall	Winter	Spring
Exhibits appropriate body movement and skill development			
Engages in physical activity as a form of self-expression			
Demonstrates personal and responsible behaviors in physical education			
Expresses appropriate effort while engaging in physical activities			

The four areas listed above reference the three domains of learning; psychomotor, cognitive and affective. Described below is how each domain of learning applies to Physical Education. Additionally, each NYS PE Learning Standard is noted within the description.

Psychomotor: The psychomotor domain refers to the physical aspects of learning. It addresses motion, reflexes, and how muscles are engaged during physical activity. In your PE classes, you can help students build a number of psychomotor skills, including reflexive skills, perceptual abilities, and higher-order skills that require a combination of physical abilities to yield a motion. Psychomotor skills are to be addressed in age appropriate progressions.

- A. Exhibits appropriate body movements and skill development.**
- B. Expresses appropriate effort while engaging in physical activities.**

NYS Standard 1: Personal Health and Fitness
NYS Standard 2: A Safe and Healthy Environment

Cognitive: The cognitive domain addresses the development of content knowledge and intellectual skills. Teaching and learning in the cognitive domain is essential to PE, as without it, students are less likely to understand rules or develop strategies to excel in activities, sports, and games.

- A. Demonstrates personal and responsible behaviors in physical education.**

NYS Standard 2: A Safe and Healthy Environment
NYS Standard 3: Resource Management

Affective: The affective domain focuses on students' feelings, attitudes, and values about movement. Focus is on a student's ability to pay attention and place value on the importance of movement

- A. Engages in physical activity as a form of self-expression.**

NYS Standard 2: A Safe and Healthy Environment

Development of Learner Responsibilities that Support Academic Progress (Primary Only)

(Will appear in Parent Guide)

All New York State students must perform at higher levels of academic achievement than ever before. These responsible behaviors promote growth and learning throughout life.

These responsibilities include:

- Paying attention
- Working cooperatively
- Completing homework
- Respecting rights, feelings, and property of others
- Organizing materials
- Following classroom expectations and routines
- Actively participating in classroom discussions
- Following directions
- Working independently
- Using class time effectively to produce quality work
- Asking for help at appropriate times
- Demonstrating self-control physically
- Demonstrating self-control verbally

Frequently Asked Questions

(Provided for informational purposes – will appear in Parent Guide)

Q. Why a standards-based report card?

A. The purpose of a standards-based reporting system is to provide parents/guardians, teachers and students with more accurate information about students' progress toward meeting content standards.

Q. What are the advantages of a standards-based report card?

- You and your child know exactly what is expected in order to master the goals for a particular subject area.
- The expectations for what your child should be able to do at a grade level are consistent across the district.
- You receive information for each of the standards.
- Your child is assessed with respect to standards rather than compared to other students.

Q. Why is grade reporting in trimesters and not in quarters?

A. Trimester grade reporting provides more time for students to demonstrate proficiency towards meeting the standards. This allows adequate time for teachers to instruct, assess, and provide evidence of student learning. In addition, trimesters provide for additional opportunities to meet the needs of individual students and their respective abilities.

Report Card Dates to Remember

First Trimester (September 3 – December 5) – Report cards mailed December 17
Second Trimester (December 6 – March 20) – Report cards mailed April 2
Third Trimester (March 21 – June 18) – Report cards mailed July 1

Q. Why are all of the grade level standards not listed on the report card?

A. The Report Card Committee Representatives selected the standards and descriptors that were considered to be most significant at each grade level.

Q. Should I be worried if I see “2”s on my child’s report card?

A. “2” reflects normal progress and is expected in the first two trimesters. A student is expected to progress towards meeting the standards over the course of the year because the standards are end of grade-level expectations. The goal is for all students to be at a level “3” by the end of the school year.

Q. Can my child earn a “3” or “4” in the first trimester?

A. While this is not the norm, it is possible for a student to score a “3” or “4” in the first trimester. The student can earn “3” if their work consistently demonstrates that they have fully mastered all of the grade level standards. A student earns a mark of “4” if he or she is consistently working at the level of expectation of the next grade level’s standards. These marks are not expected in the first trimester, but may occur.

Q. Will students with an individualized education plan (IEP) still receive quarterly progress reports?

A. Yes, students with an IEP will continue to receive quarterly progress reports in addition to trimester report cards. The quarterly progress report is a separate document which measures progress toward achieving individual student goals as indicated by the IEP.

Q. Does my child’s attendance affect his or her academic performance?

A. When your child is not in school they are missing valuable classroom instruction. Research shows that when students are excessively absent from school, academic progress is negatively impacted.

Q. What if I still have questions regarding my child’s report card?

A. If you still have questions regarding your child’s report card, contact your child’s teacher. He or she is a valuable resource to help you understand how your child is doing in school and what you can do to help them succeed.



Additional Resources

Appendix A

Math Fluency

What is fluency? Math fact fluency refers to the ability to recall the basic facts in addition, subtraction, multiplication and division, accurately, quickly and effortlessly. Multiplication and division begins in Grade 3.

The fluency expectations for each grade level are included below.

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000 (pencil and paper)
4	Add/subtract within 1,000,000 (pencil and paper)
5	Multi-digit multiplication (pencil and paper)

Grade K

By the end of Kindergarten, students will have memorized all addition facts with sums to 5.

0+0 1+0 2+0 3+0 4+0 5+0
0+1 1+1 2+1 3+1 4+1
0+2 1+2 2+2 3+2
0+3 1+3 2+3
0+4 1+4
0+5

By the end of Kindergarten, students will have memorized all addition facts with minuends to 5.

5-0 4-0 3-0 2-0 1-0 0-0
5-1 4-1 3-1 2-1 1-1
5-2 4-2 3-2 2-2
5-3 4-3 3-3
5-4 4-4
5-5

Grade 1

By the end of grade 1, students will have memorized all addition facts with sums to 10.

0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0	10+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1	
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2		
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3			
0+4	1+4	2+4	3+4	4+4	5+4	6+4				
0+5	1+5	2+5	3+5	4+5	5+5					
0+6	1+6	2+6	3+6	4+6						
0+7	1+7	2+7	3+7							
0+8	1+8	2+8								
0+9	1+9									
0+10										

By the end of Grade 1, students will have memorized all addition facts with minuends to 10.

10-0	9-0	8-0	7-0	6-0	5-0	4-0	3-0	2-0	1-0	0-0
10-1	9-1	8-1	7-1	6-1	5-1	4-1	3-1	2-1	1-1	
10-2	9-2	8-2	7-2	6-2	5-2	4-2	3-2	2-2		
10-3	9-3	8-3	7-3	6-3	5-3	4-3	3-3			
10-4	9-4	8-4	7-4	6-4	5-4	4-4				
10-5	9-5	8-5	7-5	6-5	5-5					
10-6	9-6	8-6	7-6	6-6						
10-7	9-7	8-7	7-7							
10-8	9-8	8-8								
10-9	9-9									
10-10										

Grade 2

By the end of Grade 2, students will have memorized all addition facts with sums of two one-digit numbers.

0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2	9+2
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3	8+3	9+3
0+4	1+4	2+4	3+4	4+4	5+4	6+4	7+4	8+4	9+4
0+5	1+5	2+5	3+5	4+5	5+5	6+5	7+5	8+5	9+5
0+6	1+6	2+6	3+6	4+6	5+6	6+6	7+6	8+6	9+6
0+7	1+7	2+7	3+7	4+7	5+7	6+7	7+7	8+7	9+7
0+8	1+8	2+8	3+8	4+8	5+8	6+8	7+8	8+8	9+8
0+9	1+9	2+9	3+9	4+9	5+9	6+9	7+9	8+9	9+9

By the end of Grade 2, students will have memorized all subtraction facts with minuends less than 20 with differences less than 10.

									11-2
								12-3	11-3
						13-4	12-4	11-4	
					14-5	13-5	12-5	11-5	
			15-6	14-6	13-6	12-6	11-6		
		16-7	15-7	14-7	13-7	12-7	11-7		
	17-8	16-8	15-8	14-8	13-8	12-8	11-8		
18-9	17-9	16-9	15-9	14-9	13-9	12-9	11-9		

What you can expect in Grades 3-5:

0x0	1x0	2x0	3x0	4x0	5x0	6x0	7x0	8x0	9x0
0x1	1x1	2x1	3x1	4x1	5x1	6x1	7x1	8x1	9x1
0x2	1x2	2x2	3x2	4x2	5x2	6x2	7x2	8x2	9x2
0x3	1x3	2x3	3x3	4x3	5x3	6x3	7x3	8x3	9x3
0x4	1x4	2x4	3x4	4x4	5x4	6x4	7x4	8x4	9x4
0x5	1x5	2x5	3x5	4x5	5x5	6x5	7x5	8x5	9x5
0x6	1x6	2x6	3x6	4x6	5x6	6x6	7x6	8x6	9x6
0x7	1x7	2x7	3x7	4x7	5x7	6x7	7x7	8x7	9x7
0x8	1x8	2x8	3x8	4x8	5x8	6x8	7x8	8x8	9x8
0x9	1x9	2x9	3x9	4x9	5x9	6x9	7x9	8x9	9x9

By the end of Grade 3, students will have memorized all quotients associated with the above products.

0÷1	0÷2	0÷3	0÷4	0÷5	0÷6	0÷7	0÷8	0÷9
1÷1	2÷2	3÷3	4÷4	5÷5	6÷6	7÷7	8÷8	9÷9
2÷1	4÷2	6÷3	8÷4	10÷5	12÷6	14÷7	16÷8	18÷9
3÷1	6÷2	9÷3	12÷4	15÷5	18÷6	21÷7	24÷8	27÷9
4÷1	8÷2	12÷3	16÷4	20÷5	24÷6	28÷7	32÷8	36÷9
5÷1	10÷2	15÷3	20÷4	25÷5	30÷6	35÷7	40÷8	45÷9
6÷1	12÷2	18÷3	24÷4	30÷5	36÷6	42÷7	48÷8	54÷9
7÷1	14÷2	21÷3	28÷4	35÷5	42÷6	49÷7	56÷8	63÷9
8÷1	16÷2	24÷3	32÷4	40÷5	49÷6	56÷7	64÷8	72÷9
9÷1	18÷2	27÷3	36÷4	45÷5	54÷6	63÷7	72÷8	81÷9
10÷1	20÷2	30÷3	40÷4	50÷5	60÷6	70÷7	80÷8	90÷9

Students benefit from repeated practice to develop fact fluency. In addition, it is useful for them to develop strategies to support their fluency development. The websites and apps on the following page provide opportunities for practice in addition strategies.



Appendix B

Fact Fluency Websites

Developing Fact Fluency

<http://www2.carrollk12.org/instruction/elemcurric/math/tbasicfacts.HTM>

This website contains information about fluency and resources to help students develop their fluency.

Math Facts Café

<http://www.mathfactcafe.com/>

This website includes printable math worksheets for elementary school and home use. This includes generators for math drills, flashcards, counting, time, money, and more.

Soft Schools

<http://www.softschools.com/math/>

SoftSchools.com provides free math worksheets and games. Worksheets and games are organized by grades and topics. These printable math and phonics worksheets are auto generated.

Math Drills

<https://www.math-drills.com/>

This website provides online fact tests in which math problems are organized into 86 levels ranging from simple ordering of numbers to addition and subtraction, multiplication, division, fractions, time, algebra, geometry, etc.

Math Magician Games

<http://www.oswego.org/ocsd-web/games/Mthmagician/cathymath.html>

Math Magician provides online facts challenges.

XtraMath

<https://xtramath.org/#/home/index>

This is a free website that helps student transition for counting or calculating the basic math facts to recalling them. It is free for teachers and parents.

Facts Fluency Apps

Fast Facts by StudySmart.....drills/games

Mathris by DivMob.....a game like *Tretris* using addition, subtraction, multiplication, and division skills

Fractions by Braining Camp.....primarily for grades four and five

Math Bingo by ABCya.com

Appendix C

English Language Arts Websites

Sight Words

<http://www.interactivesites.weebly.com/readingsight-words.html>

This website offers fun, educational, interactive games and simulations for children to practice both sight words and reading comprehension.

Spelling Practice with Dolch Sight Words

www.abcya.com

This website reinforces the reading and spelling of sight words by having your child place mixed-up letters in the proper order.

Letter Recognition and Sound

www.starfall.com

Students can actively practice their letter sounds, vowels, diagraphs, and blends by playing various games. They can also read a variety of stories with assistance from the website.

Reading Unknown Words

<http://www.funbrain.com/brain/ReadingBrain.htm>

The top portion of this website offers a variety of on-line books. The bottom portion offers a host of games specific to phonics skill areas.

Storyline

<http://www.storylineonline.net>

This website features actors and actresses reading some of their favorite children's books.

Transport to Reading

<http://www.professorgarfield.org/transport/transport.html>

This website hosts a variety of games for students to practice beginning and ending sounds, rhyming words, phoneme blending, and vowels.

Niagara Falls City School District
2025 – 2026 Report Card Schedule

Elementary – Grades Pre-K - 6

First Trimester	
Friday, December 5, 2025	First Trimester Marking Period Closes
Saturday, December 6, 2025	Second Trimester Marking Period Begins
Thursday, December 11, 2025	Teachers: Last Day to Enter Grades (3:00 PM)*
Monday, December 15, 2025	Report Cards Printed
Wednesday, December 17, 2025	Report Cards Mailed

Second Trimester	
Friday, March 20, 2026	Second Trimester Marking Period Closes
Saturday, March 21, 2026	Third Trimester Marking Period Begins
Thursday, March 26, 2026	Teachers: Last Day to Enter Grades (3:00 PM)*
Tuesday, March 31, 2026	Report Cards Printed
Thursday, April 2, 2026	Report Cards Mailed

Third Trimester	
Thursday, June 18, 2026	Third Trimester Marking Period Closes
Wednesday, June 24, 2026	Teachers: Last Day to Enter Grades (3:00 PM)*
Monday, June 29, 2026	Report Cards Printed
Wednesday, July 1, 2026	Report Cards Mailed

*Including all PEP Staff

FINALIZED July 18, 2025