

**PUPIL PROGRESS REPORT CARD K - 1st Grade
LEON COUNTY SCHOOLS
SCHOOL YEAR 10-11**

Name: _____
Grade: _____
School: _____ Student Number: _____
Teacher: _____

Attendance	1	2	3	4
# Days Present				
# Days Absent - Excused				
# Days Absent - Unexcused				
# Days Tardy/Leaving Early - Excused				
# Days Tardy/Leaving Early - Unexcused				
Date Entered				
Date Withdrawn				
Performance Codes: E = Very consistent demonstration S = Demonstrates characteristics N = Inconsistent demonstration				
Behavior				
Follows rules				
Demonstrates self-control				
Handles conflicts and problems appropriately				
Respects adults and peers				
Demonstrates concern for feelings of others				
Work/Study Skills				
Works well as a group member				
Works independently				
Completes tasks in a reasonable length of time				
Responds appropriately to directions				
Demonstrates good listening skills				
Shows interest in a variety of activities				
Shares materials and equipment				
IOWA Test of Basic Skills		Reading	Language	Math
		NPR	NPR	NPR
NRT Scores				

Achievement Codes				
On-Grade-Level Codes: E = Extends/Applies Many Ways S = Satisfactory Progress N = Not Meeting Expectations				
Below-Grade-Level Codes: GP = Good Progress SP = Some Progress NP = No Progress				
Effort/Participation Codes: 3 = Consistent 2 = Inconsistent 1 = Minimal Effort				
	Conf.	2	3	4
Language Arts				
Reading				
Writing				
Effort/Participation				
Mathematics				
Effort/Participation				
Social Studies				
Effort/Participation				
Science				
Effort/Participation				
Health Education				
Effort/Participation				
The Arts				
Visual Arts				
Effort/Participation				
Performing Arts (Music)				
Effort/Participation				
Physical Education				
Effort/Participation				
End-of-Year Status				
Student performs on grade level:				
Reading: Yes___ No___ Writing: Yes___ No___ Math: Yes___ No___				
Social Studies: Yes___ No___ Science: Yes___ No___				
Student's behavior is acceptable: Yes___ No___				
Student's attendance is acceptable: Yes___ No___				
Student met minimum expectations in this area:				
Reading ___ Writing ___ Math ___ Social Studies ___ Science ___				
Grade Placement-	Promoted to _____			
(11-12)	Promoted with Interventions _____			
	Retained in _____			
Conference Record	1	2	3	4
Date Requested				
Date Held				
Intervention/Retention Discussed				

TEACHER COMMENTS
1st 9 Weeks Working Below Grade Level: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science
Parent Signature _____ Your child is expected to demonstrate the minimum expectations in Reading, Writing, Mathematics, Social Studies and Science.
2nd 9 Weeks Working Below Grade Level: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science
Parent Signature _____ Your child is expected to demonstrate the minimum expectations in Reading, Writing, Mathematics, Social Studies and Science.
3rd 9 Weeks Working Below Grade Level: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science
Parent Signature _____ Your child is expected to demonstrate the minimum expectations in Reading, Writing, Mathematics, Social Studies and Science.
4th 9 Weeks Working Below Grade Level: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science
Parent Signature _____ Your child is expected to demonstrate the minimum expectations in Reading, Writing, Mathematics, Social Studies and Science.

PUPIL PROGRESS REPORT CARD

Primary K - 1

Leon County Schools

DEAR PARENT OR GUARDIAN:

Your child's success in school is a priority we all share. By working together, we can effectively assist your child in developing an enthusiasm for learning that will help ensure success well beyond the school experience.

A strong relationship built on open communication and collaboration between home and school will be our most effective tool in enhancing your child's success. The progress report is one of the best means schools have to communicate with you about your child on a regular basis. This Pupil Progress Report Card is designed to keep you advised of your child's development intellectually, physically, emotionally and socially. It reflects the curriculum your child will experience during the first years of school – kindergarten and first grade.

Parent-teacher conferences are another very effective way to enhance communication between home and school. At the end of the first nine-week reporting period, the parent-teacher conference will be used to personally inform you about your child's progress. Written report cards will be sent home for the second, third and fourth nine-week reporting periods. However, I want to encourage you to confer with your child's teacher(s) concerning any aspect of your child's life at any time during the school year. By keeping the lines of personal communication open, we can create and maintain an environment in which home and school are mutually supportive.

We truly look forward to working with you as partners committed to a common goal – your child's success.

Sincerely,



Jackie Pons
Superintendent

Rationale

Children learn by doing and experiencing. Allowing children to explore and discover on their own, within a planned environment, lays the foundation for lifelong learning. Social skills are developed through interaction with others. Sharing, taking turns, making choices, taking care of school and personal belongings, problem solving, and having needs met are all part of the daily routine in elementary schools.

The criteria used in this progress report for evaluating performance reflect the philosophy that children grow and develop at different rates. The curriculum is based on developmentally appropriate practices for primary-grade-level children as outlined in the Sunshine State Standards. At each grade level there is an expectation that a measurable amount of learning will take place; these expectations are described as "Grade-Level Benchmarks." When this learning is taking place, your child is making "Satisfactory Progress." Learning rates vary with individual children. Some children may "not be meeting expectations" on the grade level benchmarks. Other children, who consistently demonstrate a high level of understanding, may "Extend and Apply" what is learned in "Many Ways."

Leon County Schools strives to develop a desire in each child to become enthusiastically involved in the learning adventure. The development of this love of learning is most successful when home and school are communicating, cooperating, and mutually supporting each other. This progress report is intended to build this bridge of communication between the school and the home.

Behavior and Work/Study Skills	
E	Student is very consistent in demonstrating all characteristics listed under Behavior and Work/Study Skills.
S	Student demonstrates characteristics listed under Behavior and Work/Study Skills most of the time.
N	Student is inconsistent in demonstrating the characteristics listed under Behavior and Work/Study Skills.
✓	Student consistently demonstrates this individual behavior/skill.

Test Scores	
IOWA Test of Basic Skills (ITBS)	NRT -National Percentile Rank (NPR) is a result from a norm-referenced test given to students in grades K-1. This test compares Reading, Language, and Mathematics achievement of students to that of a nationally representative group. NRT scores are reported national percentile rankings where 50 is the national average.
NRT- Norm Referenced Test	

Criteria for Evaluating Student Achievement *Language Arts, Mathematics, Social Studies, Science, Health Education, the Arts, and Physical Education*

On-Grade-Level Codes	
E	Student consistently demonstrates a high level of understanding of the skills/concepts/processes outlined by the Grade Level Benchmarks. He/She "extends and applies" what is learned in "many ways."
S	Student is progressing satisfactorily on the skills/concepts/processes outlined by the Grade Level Benchmarks.
N	Student is not meeting expectations for understanding the skills/concepts/processes outlined by the Grade Level Benchmarks.

Your child is expected to demonstrate the minimum expectations in Reading, Mathematics, Writing, Social Studies and Science.

Below-Grade-Level Codes		
These codes indicate student achievement on benchmarks at a grade level below the grade to which a student is assigned.		
GP	SP	NP
Student is demonstrating good progress but is still working below grade level.	Student is demonstrating some progress and is working below grade level.	Student is not demonstrating progress and continues to work below grade level.

Effort/Participation Codes	
3	Indicates consistent effort/participation.
2	Indicates inconsistent effort/participation.
1	Indicates minimal/little effort/participation.