Do you have any questions?

If you have questions, please fill out the “New Report Card Questionnaire” form. Forms will be made available by your child’s teacher. Questions will be compiled and answered by the District.

New Report Card Questionnaire:

If you have any additional questions about the report card please write them below and hand your questionnaire to your child’s classroom teacher. Thank you!

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

*Questions will be compiled and answered by the District.

For additional information:
There will be a presentation to the LCSD Board of Education regarding the new report card on Monday, November 5th. The meeting will be held in the District Office Board Room at 7:00p.m.

Liverpool Central School District
195 Blackberry Road
Liverpool, New York 13090
315-622-7900

http://www.liverpool.k12.ny.us
Why are the report cards changing?

In 2010, New York State adopted the Common Core Learning Standards. These standards are rigorous, and relevant to real world, reflecting the knowledge and skills that our students need to become lifelong learners. Liverpool Central School District has changed the K-6 report cards in correlation to the standards-based curriculum.

For more information about the Common Core Learning Standards, and specific grade level expectations, visit:

http://www.corestandards.org

How were the report cards created?

The report cards were created over the span of three years by a dynamic committee of elementary teachers and District administrators. The committee worked to align the new report card with the Common Core Learning Standards.

The committee will continue to meet throughout the school year to discuss parent feedback and answer questions about the new elementary report cards.

What will this do for my child?

Standards Based Reporting ensures that expectations are consistent among teachers, gives students ample opportunities to receive support if they are not making adequate progress toward a grade-level standard, and helps parents and teachers identify which specific concepts they need to work on with the child to meet grade level expectations and/or prepare for the next grade level.