



Guiding Student Growth

Introducing the Reimagined K-6
Report Cards for Huntington UFSD.

Anchored in clearer communication,
expanded instructional time, and a
unified vision for student success.

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Board of Education Presentation - June 8, 2026

TIMELINE

2024-25 Phase I

Meetings were held with a committee of teachers and administrators over multiple meetings, covering all grade levels and support staff. Reviewed the standards-based report cards of 16 other districts to generate ideas, evaluate and begin to craft our own updates.

2025-26 (Semester 1) Phase II

Sessions were held with an additional committee of teachers including Art, Music, PE Library, ENL, and Special Education teachers. We also reviewed the standards-based report cards of 16 other districts to generate ideas, evaluate and begin to craft our own updates through the particular lens of various disciplines.

2025-26 (Semester 2) Phase III

Report cards were drafted based upon feedback from educators and a review of updated standards, utilizing templates from eschool.

Drafts were reviewed with all committee members, principals, directors, and chairs for additional feedback

A parent focus group was formed to review drafts and receive additional feedback for consideration

The development process was conducted in three phases

Redesigned for Clarity, Growth, and Time



Pillar 1: Maximize Instructional Time

Moving to a system that prioritizes deep learning over frequent administrative testing pauses.



Pillar 2: Foster a Growth Mindset

Evolving our language to focus on potential, support, and the power of "yet" rather than highlighting deficits.



Pillar 3: Enhance Parent Communication

Streamlining the layout to make a student's strengths and areas for support instantly recognizable.

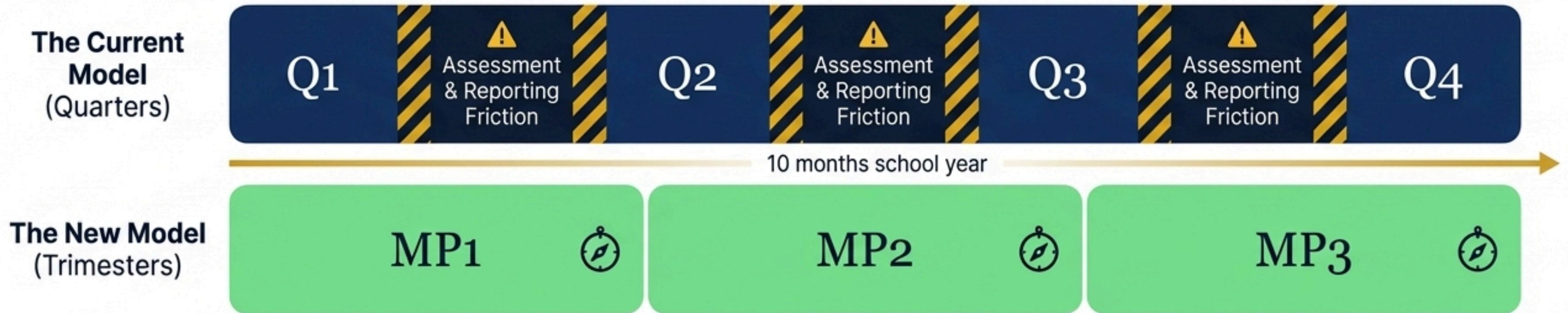
Empathy, Excellence, and High Expectations move us forward as a united community. Together, WE succeed.

The Evolution at a Glance

Current System	New Blueprint
Reporting Frequency	
4 Marking Periods (Quarters)	3 Marking Periods (Trimesters) ✓
Grading Philosophy	
Deficit-Based Language	Growth-Mindset Language ✓
Grade 6 Format	
1-4 Scale (Elementary Format)	Numerical Grades + Effort (Secondary Prep) ✓
Curriculum Standards	
Fragmented Milestones	Next Generation Learning Standards Aligned ✓

Reclaiming Valuable Instructional Time

Moving from four to three marking periods is a deliberate strategy to protect the classroom.



The Problem with Quarters

Frequent reporting cycles create constant start-and-stop friction, forcing teachers to pause instruction for testing and administrative grading.

The Trimester Advantage

By **extending the marking periods (MP1, MP2, MP3)**, we **significantly reduce administrative pauses**. This returns weeks of deep, **uninterrupted instructional** time directly back to the classroom, allowing students to engage more meaningfully with complex concepts.

Redefined Performance Levels to Cultivate Growth

The Current Scale

Level 2: Does not meet minimum grade level standards.

Level 1: Demonstrates little evidence of knowledge and skills for this grade level.

The New Blueprint

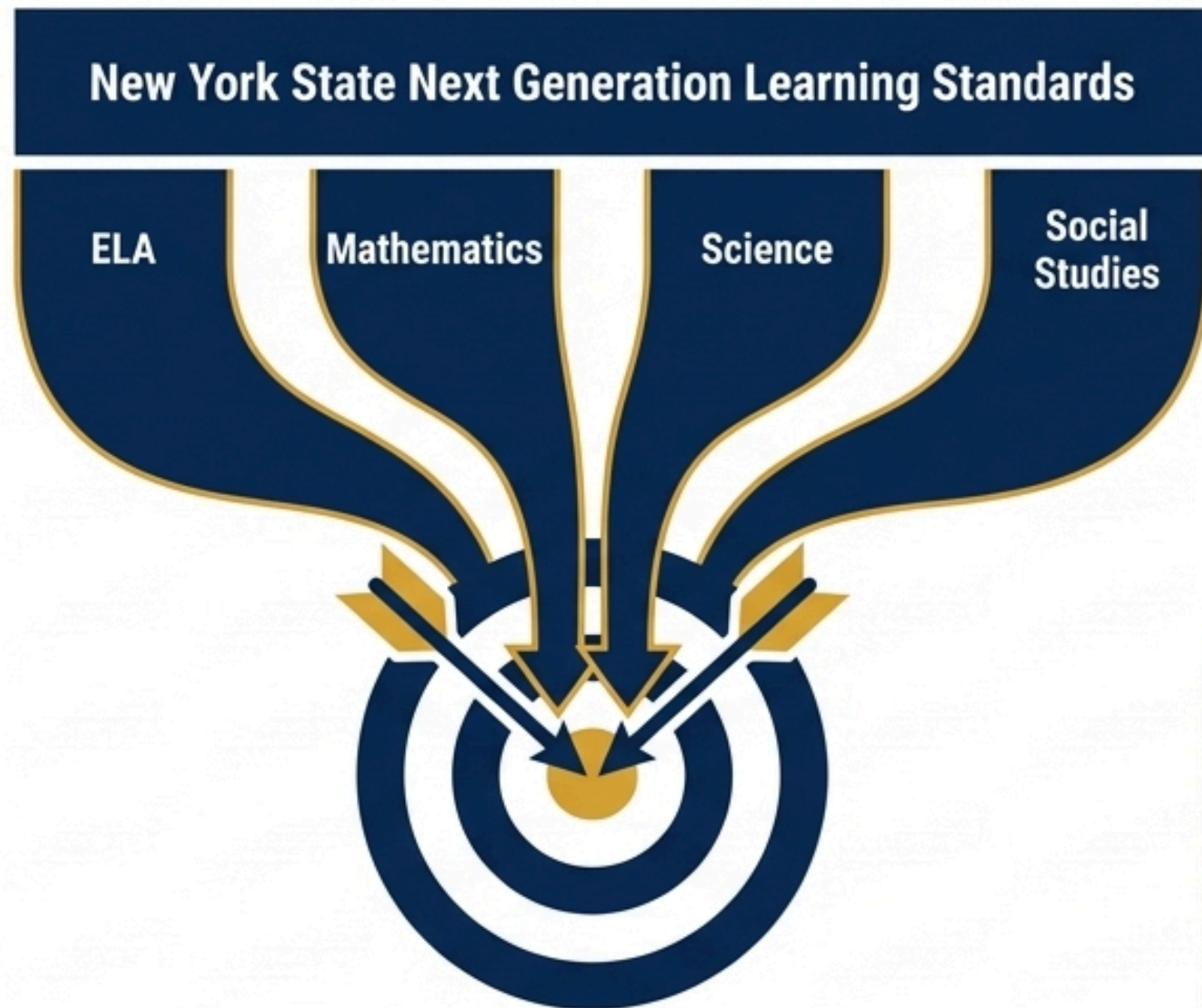
Level 2: **Working towards** grade level expectations **with additional support.**

Level 1: Does not **yet** meet grade level expectations.

The Takeaway: We are replacing a deficit model that labels failure with a growth model that maps a pathway forward. The focus is now on exactly where the student is on their journey and the support required to reach the destination.

Anchored in Next Generation Learning Standards

Academic line items have been reviewed and revised to reflect Next Generation Learning Standards and Science of Reading components

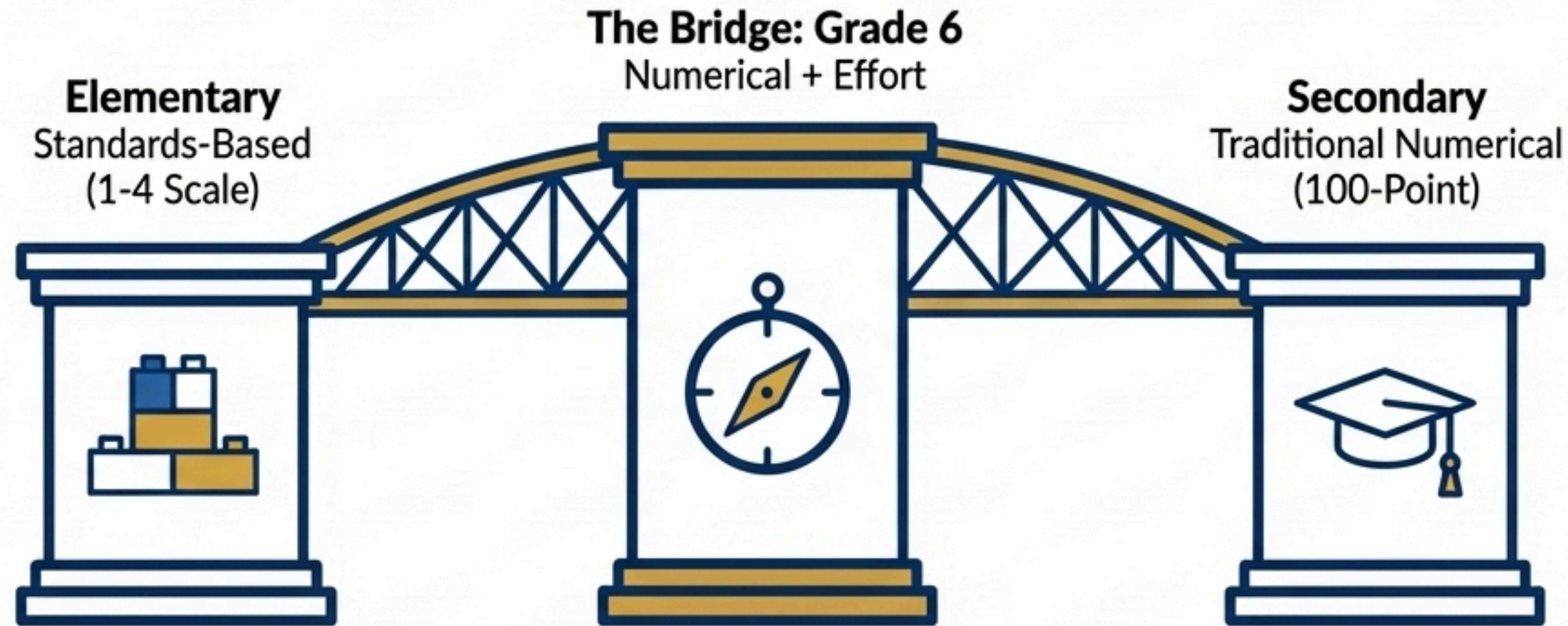


	✓	✓
ELA		
Demonstrates reading comprehension	<input type="checkbox"/>	✓
Analyzes character development	<input type="checkbox"/>	✓
Demonstrates reading renuvement	<input type="checkbox"/>	✓
Mathematics	✓	✓
Understands place value	<input type="checkbox"/>	✓
Solves multi-step problems	<input type="checkbox"/>	✓
Solves multi-step prvblems	<input type="checkbox"/>	✓

Precision in Assessment: The new rubrics reflect precise, modern Next Generation Learning Standards.

Clearer Benchmarks: Instead of vague milestones, parents will see **specific, actionable skills**—from “Demonstrates phonemic awareness” in early literacy to “Understands decimal place value” in upper elementary mathematics.

Bridging the Gap: The Grade 6 Transition



New Grade 6 Format	
Overall Grade	Effort
90	4

A Strategic Stepping Stone:

Grade 6 represents a critical transition year. To eliminate the shock of switching grading formats in 7th grade, the new report cards introduce a hybrid approach.

The Format:

Students will now receive traditional numerical grades (e.g., 85, 92) for core subjects

The Result:

6th graders are equipped with a seamless, structured introduction to the grading realities of secondary education, while still maintaining the supportive trimester structure.

A Better Compass for Families

Intuitive Layout: Extraneous grid lines and fragmented columns have been removed. The new editorial design guides the eye naturally from subject to specific skill.

Subject Area / Skill	MP1	MP2	MP3

Teacher Comments & Context

Unambiguous Performance Indicators: The streamlined 1-4 scale sits cleanly next to the trimester columns, making it immediately clear where a student is excelling and where support is directed.

Space for Context: A dedicated, prominent section for robust teacher comments ensures that the numerical data is always paired with personal, human context.



Huntington UFSD
 Student Report Card 2026-2027
 Principal:
 Teacher:

School:
 Student Name:
 Grade: 2
 ID Number:

The purpose of this report is to communicate with parents and students about educational progress aligned with specific learning standards. It identifies students' strengths, as well as areas where growth is needed. Parents will receive this report three times per year. If there are any questions, please contact your child's teacher to arrange for a conference.

1

Performance Levels	Student Daily Attendance			
4-Student consistently exceeds grade level expectations	Attendance/Marking Period			
3-Student consistently meets grade level expectations	MP1	MP2	MP3	Total
2-Student is working towards grade level expectations with additional support	Days Absent	0	0	0
1-Student does not yet meet grade level expectations	Days Tardy	0	0	0
7 - Not graded at this time	Regular attendance and punctuality are vital to the education and well-being of each child. Parents are urged to ensure that their child attends regularly and arrives on time. Parents of children who are regularly late and/or absent will be contacted by the school.			

2

ENGLISH LANGUAGE ARTS	MP1	MP2	MP3	MATHEMATICS	MP1	MP2	MP3
Overall ELA Grade				Overall Mathematics Grade			
Displays effort when reading and applies strategies taught in class				Displays effort in math and applies strategies taught in class			
Reading	MP1	MP2	MP3	Number and operations in Base Ten	MP1	MP2	MP3
Uses word parts (root words, prefixes, suffixes) to understand two-syllable words; distinguishes long and short vowel sounds				Understands place value for 3-digit numbers (hundreds, tens, ones); reads, writes and compares numbers up to 1000; skip counts by fives, tens and hundreds			
Reads with accuracy, fluency and expression; reads high frequency words by sight; uses context clues to confirm word recognition and understanding				Operations and Algebraic Thinking	MP1	MP2	MP3
Demonstrates reading comprehension – accesses central idea and important details in informational and literary texts				Solves one and two-step word problems using addition and subtraction within 100			
Explains ideas about author's purpose, character development and point of view using details from texts and illustrations				Fluently adds and subtracts within 20 using mental strategies			
Writing	MP1	MP2	MP3	Geometry	MP1	MP2	MP3
Displays effort when writing informational, narrative and opinion pieces				Identifies shapes by defining attributes/ partitions shapes into equal parts			
Writes a story or an argument that includes a main topic, key details and accurate sequencing				Measurement and Data	MP1	MP2	MP3
Demonstrates command of standard English grammar when writing or speaking				Solves word problems involving coins and bills			
Writes to provide information using facts and/or research to develop ideas; uses clear introductory and concluding statements				Creates and interprets visual representations of data (graphs, charts, line plots)			
SCIENCE	MP1	MP2	MP3	SOCIAL STUDIES	MP1	MP2	MP3
Overall Science Grade				Overall Social Studies Grade			
Displays effort in Science and applies strategies taught in class				Displays effort in Social Studies and applies strategies taught in class			
Understands basic concepts and subject vocabulary				Understands basic concepts and subject vocabulary			

3

4

PHYSICAL EDUCATION (Teacher Name)				HABITS TO SUPPORT LEARNING			
Overall Physical Education Grade	MP1	MP2	MP3	4-Student consistently exceeds grade level expectations			
Demonstrates performance skills in varied P.E. activities				3-Student consistently meets grade level expectations			
Demonstrates appropriate behavior and positive attitude				2-Student is working towards grade level expectations with additional support			
				1-Student does not yet meet grade level expectations			
				/-Not graded at this time			
ART (Teacher Name)							
Overall Art Grade	MP1	MP2	MP3		MP1	MP2	MP3
Demonstrates varied performance skills in Art activities				Works independently			
Demonstrates appropriate behavior and participation				Seeks help when needed			
				Completes classwork			
				Demonstrates self-control			
				Participates in class discussions			
				Works well with others			
				Remains focused and on task			
				Demonstrates organizational skills			
				Demonstrates respect, empathy, and kindness towards others			
				Follows directions and routines			
				Accepts responsibility for his/her actions			
				Cooperates in group activities, shares, and waits turn			
MUSIC (Teacher Name)							
Overall Music Grade	MP1	MP2	MP3				
Demonstrates age-appropriate skills in music.							
Demonstrates appropriate behavior and participation							
LIBRARY-TECHNOLOGY (Teacher Name)							
Overall Library-Technology Grade	MP1	MP2	MP3				
Demonstrates age-appropriate skills in library							
Understands computer science concepts and skills							
Demonstrates appropriate behavior and participation							

Teacher Comments Marking Period 1:

Teacher Comments Marking Period 2:

Teacher Comments Marking Period 3:

IN HUNTINGTON...

Empathy, Excellence, and High Expectations move us forward as a united community. Together, we learn, grow, and thrive, celebrating achievements and inspiring one another to reach new heights. Together, WE succeed.

Developing the Whole Child

Success in Huntington is not solely academic. The redesigned reporting tools elevate the visibility of holistic development.



Art



Music



Physical
Education



Library-
Technology

Special Area Subjects: Dedicated, detailed evaluations for Art, Music, Physical Education, and Library-Technology.

Habits to Support Learning: Explicit tracking of the soft skills required for lifelong success, including:



Demonstrating self-control and independence.



Accepting responsibility for actions.



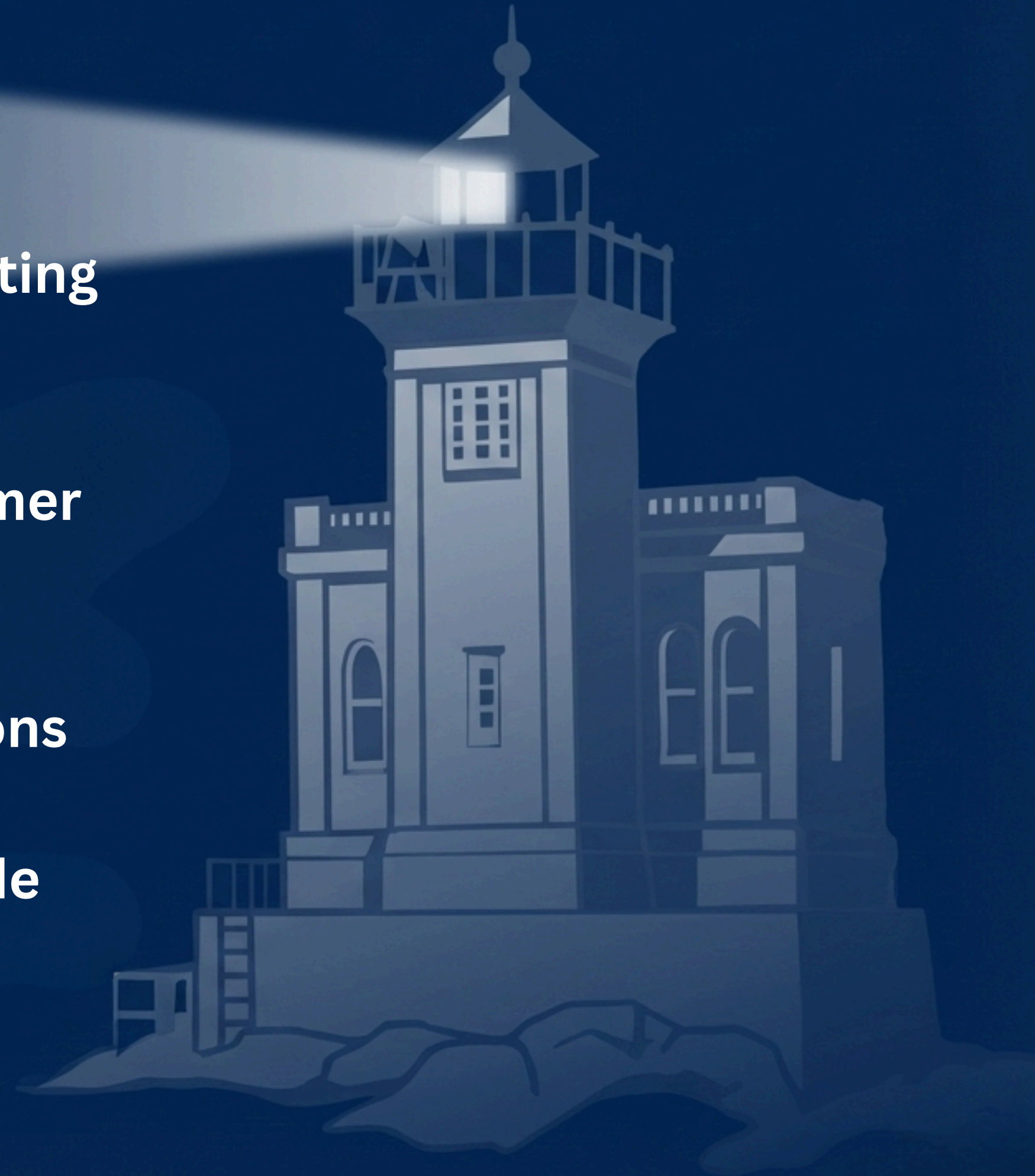
Showing respect, empathy, and kindness towards others.



Cooperating in group activities.

Next Steps...

- Finalizing indicator edits and incorporating final feedback
- Working with eschool through the summer for implementation
- Planning summer parent communications
- Planning faculty PD - embedded in grade level/faculty meetings



Many Thanks...

To the teachers,
administrators and parents
who collaborated and helped
in this process



Report Card Committee Members:

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Kathryn O'Dwyer

Jenna Rotolo



Together, We Succeed.



More uninterrupted
time for deep
teaching.



Better, growth-oriented
language for
nurturing potential.



Clearer, more intuitive
tools for parent
partnership.

Our evolving tools reflect our enduring commitment to student success.