

Our Mission

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, workplace and career path, while becoming productive members of their community.

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher				
Work Habits	Q1	Q2	Q3	Q4
I can listen to and follow directions.				
I can take care of my materials.				
I can work independently.				
I can complete tasks in a timely manner.				
I ask for help when needed.				
I exhibit eagerness and motivation as a learner.				

Social Emotional Development				
	Q1	Q2	Q3	Q4
I can recognize my own emotions and how those emotions impact my behavior.				
I can use calming down techniques to control impulsive behavior and anger.				
I can recognize other people's feelings and listen to identify their feelings.				
I can show appropriate social and classroom behavior.				
I can identify and apply problem solving steps to resolve conflicts.				
I contribute to the well-being of my class and school by making positive choices.				

Classroom Teacher				
Reading: Literature and Informational Text	Q1	Q2	Q3	Q4
I can identify the main topic and retell key details in both fiction and nonfiction texts with prompting and support.				
I can identify the character, the setting and major events of a story with prompting and support.				
I can ask and answer questions about unknown words in a text with prompting and support.				

Reading: Foundational Skills				
	Q1	Q2	Q3	Q4
I can recognize and produce rhymes.				
I can demonstrate understanding of blending, segmenting, and syllables.				
I can demonstrate understanding of word beginnings and endings.				
I can identify 26 capital and lowercase letters in random order.				
I can identify letter sounds.				
I can add new sounds or take some sounds away to make new words.				
I can use grade-level phonics to decode consonant-vowel-consonant words.				
I can identify kindergarten sight words.				

Language and Writing				
	Q1	Q2	Q3	Q4
I can use drawing, dictating, and writing to write an opinion piece, narrate an event, or explain facts about a topic.				
I can determine the meanings of unknown words based on kindergarten reading and content.				
I can print upper and lower case letters.				
I can write sentences, recognizing capitalization, punctuation and spelling.				
I can use question words such as who, what, when, where, why, and how.				

Speaking and Listening				
	Q1	Q2	Q3	Q4
I can speak so people can hear me and express my thoughts and feelings clearly.				

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Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
I can solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings.				
I can fluently add and subtract within 5.				

Counting and Cardinality	Q1	Q2	Q3	Q4
I can count to 100 by ones and tens.				
I can count on from any given number within 100.				

Measurement and Data	Q1	Q2	Q3	Q4
I can classify, sort, and count objects.				

Geometry	Q1	Q2	Q3	Q4
I can identify 2D and 3D shapes.				
I can describe similarities and differences between 2D and 3D shapes as well as name other attributes of shapes.				

Classroom Teacher

Art	Q1	Q2	Q3	Q4
I can organize and develop artistic ideas and work.				
I can apply criteria to evaluate artistic work.				

Classroom Teacher

Music	Q1	Q2	Q3	Q4
I can demonstrate expressive qualities (tempo, dynamics, pitch, beat).				
I can identify sound sources (instruments, voices, environmental sounds).				
I can identify music symbols.				
I can perform and listen to a variety of music.				

Classroom Teacher

Physical Education	Q1	Q2	Q3	Q4
I can demonstrate fitness in cardio respiratory endurance (jog continuously).				
I can demonstrate fitness in muscular endurance (abdominal crunches).				
I can demonstrate fitness in muscular strength (push-up hold).				
I can demonstrate fitness in flexibility (sit and reach).				

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Science	Q1	Q2	Q3	Q4
I can compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.				
I can share observations of local weather conditions to describe patterns over time.				
I can describe what plants, animals, and humans need to survive.				
I can describe the relationship of different plants and animals in the places where they live.				

Classroom Teacher

Social Studies	Q1	Q2	Q3	Q4
I can create questions to help guide inquiry about a topic with guidance from adults and/or peers.				
I can understand the need for and purpose of rules in various settings.				
I can understand how weather and climate affect people's lives.				
I can make choices based on needs and wants.				
I can understand the significance of our national holidays.				

ATTENDANCE:	1	2	3	4	Total
Absences	2.0	0.0	0.0	0.0	2.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					90.48 %

GENERAL COMMENTS

1st QUARTER COMMENTS:

2nd QUARTER COMMENTS:

3rd QUARTER COMMENTS:

4th QUARTER COMMENTS:

Interpreting your child's report card:

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/language arts and math expectations or student learner outcomes, based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student’s progress in regard to specific learning standards. The four levels are as follows:

4 Exceeds -- A student consistently knows this concept and additionally shows understanding at a higher level than the grade level standard.

3 Proficient -- A student consistently shows growth, indicating a student has mastered grade level expectations.

2 Progressing -- A student shows gradual movement toward understanding the standard and may need more support and time to reach proficiency. Or, the student may have just been introduced to the concept.

1 Needs to Improve -- A student consistently displays misunderstanding of the concept or shows inconsistent results toward mastery and needs additional support and

In addition to the four (4) levels of student achievement, an “X” indicates the standard is not being assessed at this time.