



## **P.S. 135Q: The Bellaire Magnet School of Exploration through the Arts**

### **The School That C.A.R.E.S.**

207-11 89<sup>th</sup> Avenue  
Queens Village, New York 11427

Telephone: 718.464.2119

Fax: 718.464.8448

Website: <https://bellaireschool.com>

*Diana Graf, Principal*

*Andrea Mitchell, Assistant Principal*

*Michael Ramlogan, Assistant Principal*

*Phelisha Evans, Assistant Principal I.A*

## **Grading Policy**

Below is a Table of the Grading Dataset Methodology:

Marking Period 1	Datasets completed and collected during Marking Period 1 only
Marking Period 2	Datasets completed and collected during Marking Period 2 only
Marking Period 3	Datasets completed and collected during Marking Period 3 only
<b>Final Grade</b>	<b>Cumulative average of all three marking period datasets</b>

### **Grading Weights:**

- **Classwork and Work Habits:** 40% of the grade
- **Assessment Scores:**
  - End of Unit Assessments: 20% of the grade
  - Quizzes: 20% of the grade
- **Project Based Rubric Scores:** 20% of the grade

The school will continue to use the following grading scale:

<b>Level</b>	<b>Grade Range</b>	<b>Explanation</b>
Level 4	90 – above	Excels in standards for their grade
Level 3	75-89	Proficient in standards for their grade
Level 2	74-65	Partially proficient in standards for their grade
Level 1	64 – below	Well below proficient in standards for their grade

### **Marking Periods and Report Cards:**

- **1st Marking Period:** Ends October 27, 2025
  - **1st Report Card Distribution:** November 3, 2025
- **2nd Marking Period:** Ends February 13, 2026
  - **2nd Report Card Distribution:** March 4, 2026
- **3rd Marking Period:** Ends June 12, 2026
  - **3rd Report Card Distribution:** June 26, 2026

### **Parent-Teacher Conferences:**

- **Welcome To the Grade:** September 17, 2025
- **Parent Teacher Conference:** November 6, 2025



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- **Parent Teacher Conference:** March 5, 2026
- **Looking Ahead:** May 7, 2026

### **Report Card Overview:**

- **Website URL:** <https://www.nycenet.edu/starsclassroom/>
  - **Credentials:** User ID and Password are DOE Email credentials.

### **English Language Arts:**

- **Overall Grade:**
  - The English Language Arts (ELA) Overall Grade is the average of the grades from Reading and Writing.
- **Reading Grade:**
  - The Reading Overall Grade is calculated based on specific sub-categories:
    - For grades K-2, the level is determined by assessments focusing on Letter Sound Relationships.
    - For grades K-5, the level is determined by assessments focusing on Comprehension by Referring to Text Detail.
    - Running Records and Lexil Score is a component of the grade, but not the whole grade.
- **Writing Grade:**
  - The overall Writing grade is determined by assessments and tasks provided by HMH (Houghton Mifflin Harcourt).
- **Writing Subcategory Grades:**
  - Writing subcategory grades are derived from a combination of data:
    - Content study assessments.
    - Informal anecdotes gathered through HMH tasks and observations.

### **Mathematics:**

- Overall score based on enVision Mathematics Unit Assessments and Open Response Exams.
- Mathematics subcategory grades based on enVision Mathematics data, Math Journals, and observations.

### **All Subject Areas (Science, Social Studies, Visual Art, Music, Physical Education, and Health):**

- Grades for these subjects are determined using a rubric or grading system.



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- Each subject has specific criteria outlined in the rubric or grading system used by the classroom or cluster teacher.

### **Comments Section:**

- Teachers will use the comments section to communicate progress, achievements, and any necessary actions for further growth.
- If a student is receiving a level 1 in any sub category or overall, there must be a comment to indicate the support that is needed.

### **Progress Report Requirement for Students Not Making Adequate Progress:**

Teachers are required to complete a progress report for any student who is not making adequate progress in a content area. This report will include:

1. The student's current grades, including the current overall grade.
2. Specific areas where the student is struggling, as identified through assessments and observations.
3. Steps that have been taken to support the student, such as interventions or additional instruction.
4. Recommendations for additional support or resources that may benefit the student.
5. A plan for monitoring the student's progress moving forward (Plan of Action), detailing strategies and timelines for improvement.

The progress report must be completed and shared with the student, their parents or guardians, and relevant school staff within two weeks of identifying the need for additional support.

### **Promotion in Doubt:**

A student may be considered for Promotion in Doubt if they meet any of the following criteria:

- The student has been placed in Tier 1 grouping within the classroom, indicating additional support needs within the regular classroom setting.
- The student is receiving MTSS (Multi-Tiered System of Supports) outside of the classroom, indicating targeted interventions beyond the regular curriculum.
- The student's Portfolio work is assessed within the Level 1 Grading Rubric, indicating performance below proficiency standards.
- There has been outreach to parents to ensure that the Plan of Action created for the student's improvement is successful, or adjustments are needed based on progress monitoring



The New York City Department of Education

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