



North Carolina Schools Pupil Progression Plan

PERFORMANCE LEVELS FOR STUDENT PROMOTION (READING, WRITING, MATHEMATICS, AND SCIENCE)

The School must define specific levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance will be used to identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. No student may be retained solely on the basis of standardized assessments.

Students shall meet the appropriate performance levels for North Carolina Common Core and State Essential Standards as set forth by the State Board of Education.

Various indicators, including but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine performance levels. Each elementary school shall regularly assess the reading ability of each student in grades K-5.

TEACHER JUDGMENT FOR PROMOTION

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to the following:

- previous retentions;
- level of text at which student is independently successful;
- observations;
- checklists;
- student portfolios;
- classroom assessments; and/or
- current grades/marks.

K-5 STUDENT PROGRESSION CHARTS

The Student Progression charts show identified performance levels as they relate to State End of Course and End of Grade assessments, ELA and Mathematics, as well as other assessments and indicators. All grade levels can take into consideration multiple factors with regard to promotion and retention, including performance in all areas, as well as social and emotional readiness. The chart is a guide for teachers and administrators to appropriate target students who may be eligible for retention. The teacher, parent, RtI/MTSS representative, and principal

will work together to ensure a plan is in place to prevent retention during the school year, but the ultimate decision for promotion or retention is made by the principal.

Kindergarten

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records ¹	D+	Promote
	NWEA RIT Score ²	161+	
At Grade Level	Reading Running Records	C	Promote
	NWEA RIT Score	155-160	
Below Grade Level (needs short-term intervention)	Reading Running Records	B	Promote with Progress Monitoring Plan
	NWEA RIT Score	150-154	
Below Grade Level (needs intensive intervention)	Reading Running Records	A or below	Retention Consideration
	NWEA RIT Score	Less than 150	

¹ The School may use other screening instruments in collaboration with the above criteria to determine promotion or retentions.

² NWEA RIT score levels indicated on the K-5 Student Progression Charts are based on the most recent national norm calculation (2011) for ELA. Students above grade level score above the 60th percentile; students on grade level score between 40th and 60th percentile; students below grade level (needs short term-intervention) score between the 25th and 40th percentile; and students below grade level score below the 25th percentile.

First Grade

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records	J+	Promote
	NWEA RIT Score	181+	
At Grade Level	Reading Running Records	H-I	Promote
	NWEA RIT Score	173-180	
Below Grade Level (needs short-term intervention)	Reading Running Records	F-G	Promote with Progress Monitoring Plan
	NWEA RIT Score	167-172	
Below Grade Level (needs intensive intervention)	Reading Running Records	Below E	Retention Consideration
	NWEA RIT Score	Less than 167	

Second Grade

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	500+	Promote
	NWEA RIT Score	193+	
At Grade Level	Lexile Level	400-499	Promote
	NWEA RIT Score	186-192	
Below Grade Level (needs short-term intervention)	Lexile Level	300-399	Promote with Progress Monitoring Plan
	NWEA RIT Score	180-185	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 300	Retention Consideration
	NWEA RIT Score	Less than 180	

Third Grade³

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	700+	Promote
	NWEA RIT Score	203+	
	EOG ELA and Math	4-5	
At Grade Level	Lexile Level	600-699	Promote
	NWEA RIT Score	196-202	
	EOG ELA and Math	3	
Below Grade Level (needs short-term intervention)	Lexile Level	500-599	Promote with Progress Monitoring Plan
	NWEA RIT Score	190-195	
	EOG ELA and Math	2	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 500	Retention Consideration
	NWEA RIT Score	Less than 190	
	EOG ELA and Math	2	

³ Please see page 11 for the statutorily required third grade retention policy.

Fourth Grade

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	800+	Promote
	NWEA RIT Score	210+	
	EOG ELA and Math	4-5	
At Grade Level	Lexile Level	750-799	Promote
	NWEA RIT Score	203-209	
	EOG ELA and Math	3	
Below Grade Level (needs short-term intervention)	Lexile Level	700-749	Promote with Progress Monitoring Plan
	NWEA RIT Score	197-202	
	EOG ELA and Math	2	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 700	Retention Consideration
	NWEA RIT Score	Less than 197	
	EOG ELA and Math	1	

Fifth Grade

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	800+	Promote
	NWEA RIT Score	210+	
	EOG ELA and Math	4-5	
At Grade Level	Lexile Level	750-799	Promote
	NWEA RIT Score	203-209	
	EOG ELA and Math	3	
Below Grade Level (needs short-term intervention)	Lexile Level	700-749	Promote with Progress Monitoring Plan
	NWEA RIT Score	197-202	
	EOG ELA and Math	2	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 700	Retention Consideration
	NWEA RIT Score	Less than 197	
	EOG ELA and Math	1	

MIDDLE AND HIGH SCHOOL PROGRESSION

The credit requirements prior to entry into high school are as follows:

Course	Credits	Requirements
English Language Arts	3 ⁴	<ul style="list-style-type: none"> • Can be middle or high school level courses. • Shall emphasize literature, composition, and technical text.
Mathematics	3	<ul style="list-style-type: none"> • Can be middle or high school level courses (each school must offer at least one high school level math course. • To earn high school credit for Algebra 1, a middle school student must pass the EOC assessment, which counts for 30% of the student's grade in that course.
Science	3	Can be middle or high school level courses.
Social Studies	3	One of these courses must be at least one year of US History.
Physical Education	1.5	Students must take physical education for two semesters.
Electives	4.5	<ul style="list-style-type: none"> • Offered in the areas of reading, art, music, world language, and others. • Elective options will be determined based on teacher certification and student interest. Students that are participating in course recovery to meet promotion criteria may waive their elective course.

⁴ This is the minimum requirement for promotion. The CSUSA model allows for two periods of ELA courses per year in the schedule to emphasize the importance of literacy.

The credit requirements for high school graduation are as follows:

Subject Area	Credit Requirements North Carolina	Credit Requirements CSUSA
English Language Arts <ul style="list-style-type: none"> • I, II, III, IV 	4	4
Mathematics <ul style="list-style-type: none"> • Algebra I, Geometry, Algebra II, student's choosing 	4	4
Science <ul style="list-style-type: none"> • Physical, Biology, Environmental 	3	3
Social Studies <ul style="list-style-type: none"> • Civics/Economics, World History • Either American History I and II OR AP History and additional SS course 	4	4.
Health and Physical Education	1	1
World Languages ⁵ <ul style="list-style-type: none"> • 2 credits from any combination of CTE, Arts, World Languages 	-	2
Electives <ul style="list-style-type: none"> • 8 credits strongly recommended four course concentration from one of the following: CTE, JROTC, Arts, ELA/Math/Science/SS 	6	8

⁵ World Languages: not required for high school graduation, but a 2-credit minimum is required for admission to a university in the UNC system.

Students must pass each semester with a grade of "D" or higher in both semesters in the core subject areas to be promoted to 9th grade. Below are options that each student will be offered in order to recover their grades and pass each course.

- If a child fails the first two quarters, he or she may:
 - Participate in course recovery for the second semester and be assigned content from the entire first semester to re-take
 - Participate in course recovery over the summer and be assigned content from the entire first semester
- If a child fails the second two quarters, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire year
 - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she **must** participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is completed.

In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has scored an acceptable level (3, 4, or 5 in Reading, Math, Science or Math I) on subject related EOG or EOC.
- Student has completed the course through a summer or tutorial program.
- Student has documented mastery of course requirements by receiving a grade of C or better on a final exam, semester exams, or an EOC exit exam.

Students completing eighth grade will be promoted to ninth grade following successful completion of the above requirements. Students will be retained in eighth grade if any of the above requirements are not met. If a student does not pass a required core semester class in sixth, seventh or eighth grade, and does not meet one of the alternate documentation methods, parents will be notified that the student will not be eligible for promotion to high school and will be retained in 8th grade unless the courses are successfully completed through credit recovery options. The final decision regarding grade placement is the responsibility of the principal.

For each year in which a student scores at Level 1 on the EOG for ELA, the student must receive remediation the following year in the form of an intensive reading course. If the student scores

at Level 2 in ELA, the school must enroll the student, based on a diagnosis of the student's reading needs, in either an intensive reading course or a content area course in which reading strategies are incorporated into the course. For each year in which a student scores at Level 1 or 2 on the EOG for Mathematics, the student must receive remediation the following year, which may be integrated into the student's required math course.

Middle school students must have the equivalent of one class period per day of physical education for one semester of each year. Students in grade K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

The student is enrolled or required to enroll in a remedial course.

The student's parent indicates in writing to the school that the parent requests the student be enrolled in another course from among the courses offered as options by the School.

The student is participating in physical activities outside the school day, equal to or in excess of the mandated requirement.

COURSE RECOVERY

Students in grades 6-8 may validate mastery of the content standards in the failed courses through the following options:

- Retaking the course through course recovery offered by the School. The students will waive the right to an elective course and enroll in the appropriate remedial course(s).
- On-line competency based course in the summer on school grounds
- Repeating the course at the school during the elective period.

PROGRESS MONITORING PLAN (PMP) PROCESS

The Progress Monitoring Plan was designed to provide students, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade. This is included as part of the RTI process. The PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student performing below grade level must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area.

Student data will be compiled which identifies students below grade level in the School from benchmark data and individual student EOG scores. The data is generated in order to assist teachers in targeting students who need immediate remedial instruction. The benchmark test, and any other diagnostic assessment, will be given within the first month of school so that individual student strengths and opportunities for growth can be identified quickly and a PMP can be generated in order to make sure classroom instruction is geared toward meeting the needs of every student. This allows students, parents, teachers, and administrators to re-evaluate individual student's academic achievement in a more time efficient manner.

Recognizing areas of strengths and weaknesses in a timely manner is vital to ensure students

have enough instructional time and practice to solidify their understanding before reassessment occurs. Students deficient in reading will be provided daily immediate intensive intervention and progression monitoring a minimum of 3 times per year.

If a student should need multiple specialized plans, such as PMPs for reading intervention, Individual English Language Learner Student Plans, or Individual Education Plans for EC Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

- Components to be included in the PMP are:
- Student assessment data
- Targeted interventions
- Frequency and setting of interventions
- Other information deemed necessary to track progress

The PMP is to be signed by the classroom teacher, parent, and administrator, as well as guidance counselor and ESOL designee or EC teacher, as appropriate.

English Language Learners (ELLs) - If a student has an ELL Plan, this Plan may include strategies and the student may not need a PMP. However, if the ELL Plan does not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL Plan can be amended to include the strategies so that a PMP would not be necessary.

Exceptional Children's Education (EC) Students - The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires that the Individual Education Plan (IEP) for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. If the student is not progressing toward IEP goals, the IEP Team shall convene to review the IEP. The student's IEP must address the student's priority educational needs including the below grade level student's performance. The IEP Team may consider a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

REMEDICATION AND INTENSIVE INSTRUCTION

This school has established a comprehensive program for student progression which must include specific levels of performance in reading, writing, mathematics, and science for each grade level, including the levels of performance on statewide assessments which a student must receive remediation, or be retained within an intensive program. This intensive program must be different from the previous year's program and must take into account the student's learning style. School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Remedial and supplemental (academic) instruction resources must be allocated to students based on student data and the needs of the school.

Reading Remediation

Any student in kindergarten through third grade who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading instruction, immediately following the identification of the reading deficiency.

K-3 Reading Deficiency and Parental Notification

Pursuant to North Carolina's Read to Achieve, the parent(s) of any 3rd grade student who exhibits a deficiency in reading, based upon statewide assessments conducted at the beginning of 3rd grade, or based on teacher observations, must be immediately notified in writing. In addition to informing the parents that their child has been identified as having a substantial deficiency in reading the following information must be provided:

- a description, understandable to the parent(s), indicating the exact nature of the difficulty in learning and lack of achievement in reading
- a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency
- a description of the current services that are provided to the student that if the child's reading deficiency is not remediated by the end of 3rd grade, the child must be retained unless he/she is exempt from mandatory retention for Good Cause;
- that the North Carolina End of Grade Test, or new state mandated assessment, is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school in knowing when a child is reading at or above grade level and ready for grade promotion
- strategies for parent(s) to use in helping their child succeed in reading proficiency. Per North Carolina, the child must be retained unless he/she is exempt from mandatory retention for Good Cause, if the student's reading deficiency is not remediated by the end of 3rd grade. The parent(s) will be aware of and consulted in the development of the strategies and interventions of the PMP at the school.

Mathematics Remediation

Students in grades K-5 who are identified as being below grade level on school-level assessments must receive remediation in one (1) of the following ways:

- remediation in a before or after school tutorial program;
- small group instruction, based on documented student deficiencies;
- one-on-one instructions, based on documented student deficiencies; and/or
- computer software programs that work on fluency in basic skills.

Third Grade Intensive Instruction

Grade 3 students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in 3rd Grade Summer School at the school. Interventions and strategies may include:

- small group instruction;
- integration of science and social studies content within the ninety (90) minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- transition classes containing 3rd grade and 4th grade students; and/or
- extended school day, week, or year.

Third grade students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation.

MANDATORY THIRD GRADE RETENTION

In accordance with North Carolina statute, students in 3rd grade who score below a level 3 on the EOG Reading must be retained unless exempted from retention for Good Cause as described in House Bill 950/S.L. 2012---142 Section 7A, which provides that students who score below a level 3 on the Grade 3 EOG Reading may be promoted to 4th grade, if designated Good Cause criteria is met. For a full explanation refer to <http://www.dpi.state.nc.us/docs/k--3literacy/resources/guidebook.pdf>

Third Grade Good Cause Exemption Documentation

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one (1) of the Good Cause Exemption criteria. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio.

In the case of Good Cause Exemptions due to academic performance (mandatory retention at 3rd grade only), the teacher will complete the Third Grade Reading Assessment Portfolio Recording Sheet for each student. The school principal and regional director shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained.

Mid-Year Promotion of Retained Third Grade Students

In accordance with House Bill 950/S.L. 2012---142 Section 7A students retained in 3rd grade that can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading and language arts may be promoted midyear. Midyear promotions should occur during the first semester of the academic year. Documentation for midyear promotion should include successful completion of portfolio elements that meet State criteria or satisfactory performance on a locally selected standardized assessment.

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS ACTIVE SECTION 504 ACCOMMODATION PLANS

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent of a student with an active Section 504

Accommodation Plan must be notified of any proposed changes to the 504 Accommodation Plan. In addition, a parent must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School's levels of performance in order to be promoted. Parent(s) must be notified if a student with a 504 Accommodation Plan is being considered for retention. The Team must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the Team determines that the below grade level performance is caused by the disability, the student's placement must be re-evaluated.

The re-evaluation must include a review of the student's: records, the intellectual and academic abilities, and other pertinent information provided by the teachers. Comprehensive documentation regarding student placement must be provided each time re-evaluation occurs.

If the Section 504 Team determines that the below grade level performance is not caused by the disability, the student is treated in the same manner as any General Education student.

Exceptional Children's Education (EC) Students

In order to be promoted to the next grade level, a student with a disability who is enrolled in an EC program must meet the School's performance indicators for the grade level in which he or she is enrolled. The primary responsibility for determining each student's level of performance is that of the Special Program teacher and the General Education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered to determine if promotion requirements have been met may include the following:

- previous retention history;
- current goals and objectives on the student's IEP;
- social/emotional behavior;
- attendance;
- placement and a possible change in the current placement;

- grades; and/or
- current accommodations/modifications/services.

In accordance with North Carolina Statute, it is the responsibility of the School to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the IEP for each child with a disability must include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. The IDEA requires the School to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade-to-grade. Generally, a FAPE must be available to all children with disabilities residing in the State between the ages of three (3) and twenty-one (21), inclusive, including children with disabilities who have been suspended or expelled from school. State law requires that EC students who are included in the General Education curriculum must meet the School's and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with EC course requirements and benchmarks.

State law prohibits social promotion for any public school student, including EC students. Social promotion occurs when a student is promoted based on factors other than the student achieving School and state levels of performance for student progression. The law mandates that "No student may be assigned to a grade level based solely on age or other factors that constitute social promotion."

This law includes specific Good Cause Exemptions to the state's promotion requirements. With specific reference to EC students, the law exempts Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.

EC students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements.

Likewise, EC students must meet the School's and/or state's performance standards, unless their current IEP specifies that they are unable to meet the grade level performance standards because of the following:

- A student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving the North Carolina Common Core and State Essential Standards, even with appropriate and allowable class work modifications.
- A student is unable to apply or use academic skills at a minimal competency level in the home or community.

Each student's IEP must address the student's priority educational needs, including the

student's below grade level performance. When an IEP Team determines that an EC-eligible student is not progressing towards the goals of the IEP, the IEP Team shall be convened to review the IEP. Where appropriate, the IEP Team may recommend a Progress Monitoring Plan (PMP) to address a student's educational need(s) in reading, writing, mathematics, and/or science. In order to be promoted to the next grade level, a student with EC students must meet the School's performance indicators for the grade level in which he or she is enrolled. An EC student's Special Program teacher and the General Education teacher have primary responsibility for determining the student's present level of performance and achievement. In all cases, the IEP Team must work to reach consensus. A school principal may, upon recommendation of the student's instructional staff and consensus of the IEP Team, determine that a student has satisfied the School's promotion requirements.

Summer Reading Academy

In accordance with North Carolina's statute, the purpose of the Third Grade Summer Reading Academy, provided by the local school district, is to provide extended instructional services and support to students who score below a level 3 on North Carolina Grade 3 End of Grade Reading Assessment, by providing them with extended intensive interventions that must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Extended School Year (ESY) for Exceptional Children's Education (EC) Students

Extended School Year (ESY) services means specially designed instruction and related services that are provided to an EC student beyond the normal school year of the School in accordance with the student's IEP. ESY services must meet State Educational Standards and are always at no cost to the parent.

At least annually, an IEP Team for each EC student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. ESY services may not be limited to particular categories of disability or unilaterally limit the type, amount, or duration of those services. An EC student who fails a General Education course would follow the same guidelines for promotion and retention as stated in the Performance Levels for Student Promotion, beginning on page 27.

REPORTING STUDENT PROGRESS

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character education, which measures student performance

based on conduct, participation, and effort. Attendance reports will also be included, noting absences and tardies.

Parent Notification Requirements

Parent(s) must be notified in writing of the School's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School's promotion requirements.

All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.

School personnel will notify parent(s) in writing of student progression requirements within the first two (2) months of school. The requirements may be included in the parent/student handbook or sent home in some other written form.

The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student's report card. An annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency:

Frequency of Grade Reports/Progress Reports

All students in grades K-5 and 6-8 will receive the Report Card at the end of each marking period. The Progress Report will be distributed to families at the mid-point of every quarter.

Parent(s) of students with disabilities enrolled in Exception Children's Education (EC) must also be informed of their child's progress toward his or her annual Individual Education

Plan (IEP) goals at least as often as their non-disabled peers receive progress reports and report cards. A statement specifying the method and frequency of the progress of an EC student with a disability is reported and included in the student's IEP.

Grading Scale Academic Grades

Kindergarten through 2nd Grade*

Scale: E, S, N, U

E= Excellent (90-100%)

S= Satisfactory (75-90%)

N= Needs Improvement (65-74%)

U=Unacceptable (0-64%)

*Note: Second grade teachers will see E, S, N, or U in the gradebook, but percentages are what appear on the student's report card.

Grade 3 – 12

Scale: A, B, C, D, F

A = 90-100%

B= 80-90%

C = 70 – 79%

D = 60 – 69%

F = 0 – 59%

Citizenship Grades

The Citizenship Grade is comprised of three personal development skills: conduct, effort, and participation.

Scale: E, S, N, U

E= Excellent

S= Satisfactory

N= Needs Improvement

U=Unacceptable