

## Reporting Student's Progress

1. The Elementary (Kindergarten through grade 3) Report Card offers an opportunity to provide parents/guardians with information concerning the child's progress. The report card:
  - a. Indicates the reading levels at the end of each reporting period.
  - b. Grading scale N, D, S and X.
  - c. Allows teachers to record pertinent comments which explain the child's progress as the need arises.
  - d. For Grades 1 through 3, Report Cards are published every 10 weeks on the eSchool Parent Portal. Ongoing information on student progress is available online through eSchool Gradebook.
  - e. In Kindergarten, the first Report Card is available at 20 weeks, with subsequent reports available at 30 and 40 weeks.
  - f. Students with Individualized Education Plans: Progress monitoring takes place quarterly to assess student progress toward achieving Individualized Education Plan goals. The Committee on Special Education does not determine promotion or retention.
2. The Elementary (Grades 4 through 6) Report Cards are published every 10 weeks with ongoing student progress available online through the eSchool Gradebook.
  - a. Grades are numeric, on a 0 to 100 scale for all classes with the exception of art which is graded on a 1 to 4 scale.
  - b. Grades are based on the following:
    - i. Mastery of content as represented in Common Core and Content-area standards
    - ii. Meaningful class participation and contribution
    - iii. Assignments are well-prepared, orderly, thorough, and submitted on time
    - iv. Evidence of ability to apply principals demonstrated, either in written or performance assessments
    - v. Sufficient initiative and ability to work independently
  - c. Students with Individualized Education Plans: Progress monitoring takes place quarterly to assess student progress toward achieving Individualized Education Plan goals. The Committee on Special Education does not determine promotion or retention.
3. The Secondary (Grades 7 through 12) Report Cards are published every 10 weeks on the eSchool Parent Portal, with progress reports (positive or negative) available every 5 weeks. Ongoing information on student progress is available online through eSchool Gradebook.
  - a. Grades are numeric, with 65% considered a passing grade.
  - b. Grades are based on the following:
    - i. Mastery of content as represented in Common Core and Content-area standards
    - ii. Meaningful class participation and contribution
    - iii. Assignments are well-prepared, orderly, thorough, and submitted on time
    - iv. Evidence of ability to apply principals demonstrated, either in written or performance assessments
    - v. Sufficient initiative and ability to work independently
  - c. Students with Individualized Education Plans: Progress monitoring takes place quarterly to assess student progress toward achieving Individualized Education Plan goals. The Committee on Special Education does not determine promotion or retention.

## Promotion/Retention Policy

The possible retention of a student is carefully considered and discussed with parents on an individual basis. In grades kindergarten through eight, parents must be in agreement with decisions to retain students. The New York State Assessment results are not used as the sole determinant for retention or promotion. Parent input and multiple sources of information are used to make such decisions.

### Grades Kindergarten through six – Considerations for Retention

1. Early Birthday
2. Developmental Concerns
3. Parent Recommendation
4. Screening Results
5. Student receives a final failing grade in three or more core subjects (Grades 1 to 6)
6. Documented Team Meeting including Parents and Administrators **required**.

### Proactive Measures

1. Students must be referred to the Student Support Teams/Response to Intervention Team to identify appropriate interventions and instructional support plans.
2. Plans must include measurable goals and will be monitored by teachers and Support Teams.
3. Tier 2 and 3 interventions include Academic Intervention Services, Summer School, and Special Education services.

### Grades 7 to 8 – Considerations for Retention

1. Student is failing two or more classes
2. Student receives a final failing grade in three or more core subjects
3. Documented Team Meeting including Parents and Administrators **required**.

### Preventative Actions

1. Students must be referred to the Student Support Teams/Response to Intervention Team to identify appropriate interventions and instructional support plans.
2. Plans must include measurable goals and will be monitored by teachers and Support Teams.
3. Tier 2 and 3 interventions include Academic Intervention Services, Summer School, and Special Education services.

### Grades 9 through 12 – Considerations for Retention

1. Twenty-two Credits are Required for Graduation which include State-Required Regents exams (Regents Diploma requirements are mandated by the State Education Department).
2. Minimum passing score on a Regents examination is 65%. Minimum passing course average is 65%.
3. Credits needed for high school grade-level status:
  - a. English – 4 credits
  - b. Mathematics – 3 credits
  - c. Social Studies – 4 credits
  - d. Science – 3 credits
  - e. Art or Music – 1 credit
  - f. Health – ½ credit
  - g. Physical Education – 2 credits
4. Student's cohort year is aligned with grade level year
5. State Assessments are Commencement level – not used for promotion or retention
6. Students who do not pass the Regents may still get course credit, but at least three attempts to pass the Regents are required

### Preventative Actions

1. Students must be referred to the Student Support Teams/Response to Intervention Team to identify appropriate interventions and instructional support plans.
2. Plans must include measurable goals and will be monitored by teachers and Support Teams.

3. Tier 2 and 3 interventions include Academic Intervention Services, Gradpoint Credit Recovery Program (offered during the school year and in summer school), Summer School, and Special Education services.

#### Requirements for Participation in Gradpoint Credit Recovery

1. Regents course(s): Student failed a course, but passed the corresponding Regents examination.
2. Non-Regents (local) course(s): Student failed the course, and may have passed the corresponding examination with a score of 55-65%.
3. Students must be recommended by the Response to Intervention committee.
4. Students who do not meet the above criteria must be approved by the Response to Intervention committee.

#### Guidelines for Promotion/Retention of Students with Individualized Education Plans

1. Students with Individualized Education Plans: Progress monitoring takes place quarterly to assess student progress toward achieving Individualized Education Plan goals. The Committee on Special Education does not determine promotion or retention.