

**ACADEMIC ACHIEVEMENT AND STUDENT PROGRESS REPORTS**

It is the philosophy of this district that students and parents respond constructively to receiving truthful and meaningful data on student performance, attitudes and behavior. Further dissemination of data relating to performance must provide time for corrective action, when such is deemed to be appropriate.

- A. Student progress will be formally reported four times a year, delivered to parents/guardians by the students who will be properly instructed by the teachers. Such reports, however, shall not be considered the total contact between teachers and parents. In the elementary schools, two parent-teacher conferences will be scheduled and may be during the school day. Teachers are encouraged to contact parents to report positive, as well as negative progress of students. Report cards shall be the notice to parents of current progress toward proficiency.

Teachers will communicate directly with the parent/guardian of students in the secondary school. However, that shall not relieve guidance counselors of their professional responsibility to communicate independently and regularly with parents/guardians.

- B. Grading Symbols – except for primary grades (K-3), letter or numerical grades shall be used with the following meanings:

A	100-92	highly proficient
B	91-84	proficient
C	83-77	partially proficient
D	76-70	minimally proficient
F	69-0	not proficient

K-12 grade level expectations and learning objectives will be provided at the start of the school year in all subjects. Students above the primary grades K-3 must be made aware of course expectations at the beginning of the course and the grades assigned to them on the basis of success in achieving course expectations. Teachers will make clear the basis upon which grades are assigned and be consistent, not limited to, but including:

- Student growth
- Student effort
- Daily class work, taking into account written and oral work, attendance and attention
- Tests and quizzes, taking into account both formal tests and periodic quizzes

- Homework and outside assignments, taking into account punctuality, independence and quality
- C. Students will have the opportunity to complete work following absence. Teachers shall have procedures for individual student correction of errors as a means of learning and progression toward demonstrating proficiency.
- D. Academic Problems – It is the policy of the district to identify children with academic problems as early as possible for remediation or appropriate placement.
- E. This policy does not exclude the possibility of mid-term progress reports.

Cross Reference:   IKE – Promotion and Retention of Students  
                          IL – Testing Philosophy

Approved: February 6, 2014