

STUDENT PROMOTION AND RETENTION PROCEDURES

Statement of Purpose

The purpose of these procedures is to give direction to the implementation of the policy on promotion and retention.

Statement of Policy

The following procedures are established to implement the policy on promotion and retention of students at each grade level within the Sanborn Regional School District.

BAKIE AND MEMORIAL SCHOOLS, GRADES K-5

Progress Reports and Report Cards are sent home each trimester. A letter will be sent home to notify the family if a student, who is not on an Individualized Education Plan, is working significantly below grade level in two or more subjects and may be considered for retention.

ELEMENTARY SCHOOL STANDARDS

EXCEEDING	The student consistently exceeds the performance standards for the trimester. The student with relative ease, grasps, applies, generalizes, and extends key concepts, processes, and skills consistently and independently.
MEETING	The student consistently meets the performance standards for the trimester. The student, with limited errors, grasps key concepts, processes, and skills for the grade-level and understands and applies them effectively.
INCONSISTENT PROGRESS	The student is progressing toward meeting the performance standard for the trimester. The student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.
LIMITED PROGRESS	The student is making some progress toward meeting the performance standard. The student is not demonstrating understanding of trimester key concepts, processes and skills and requires additional time and support.
NOT MET	The student has not yet met the standard.
NOT ASSESSED	Not assessed during this reporting period.

SANBORN REGIONAL SCHOOL DISTRICT

SRSD FILE: IKE-R

- 3 = Proficient Student *consistently* demonstrates grade-level expectations.
- 2 = Progressing Student is *beginning* to demonstrate grade-level expectations.
- 1 = Needs Improvement Student *rarely* demonstrates grade-level expectations.

COOPERATION	Follows school and classroom rules; Listens attentively; Follows oral directions; Works productively in a group.
ASSERTION	Seeks help when needed; Works to their ability; Displays a positive attitude; Shows initiative and effort.
RESPONSIBILITY	Completes assigned tasks; Completes homework; Participates in class; Accepts responsibility for his or her choices.
EMPATHY	Shows respect for others and their property; Shows respect for other's opinions; Values the community of the classroom and school.
SELF- REGULATION/ CONTROL	Works independently; Self-directed learner; Stays on task; Demonstrates self-control in structured settings; Behaves appropriately outside the classroom.

SANBORN REGIONAL MIDDLE SCHOOL GRADES 6 - 8

Progress Reports and Report Cards are sent home each trimester.

1. To receive a recognized middle school promotion to the next grade, a student must pass three of his/her four major subjects.
2. A student can make up a failed course by participating in a previously-approved tutorial program or by passing an approved summer school course.
3. The counselor communicates with parents (when child does not live with both parents, each parent) in writing, to discuss the issue and seek parental input at a conference.
4. The counselor and the principal meet with the parent(s) to review all options.
5. The principal will make the final decision on whether or not a student is to be promoted. If retention is the final decision, a formal letter will be sent to the parent(s).

MIDDLE SCHOOL STANDARDS

EXCEEDING	3.50-4.00	A	90-100	The student consistently exceeds the performance standards for the trimester. The student with relative ease, grasps, applies, generalizes, and extends key concepts, processes, and skills consistently and independently.
MEETING	2.50-3.49	B	80-89	The student consistently meets the performance standards for the trimester. The student, with limited errors, grasps key concepts, processes, and skills for the grade-level and understands and applies them effectively.
INCONSISTENT PROGRESS	1.50-2.49	C	70-79	The student is progressing toward meeting the performance standard for the trimester. The student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.
LIMITED PROGRESS	1.25-1.49	D	65-69	The student is making some progress toward meeting the performance standard. The student is not demonstrating understanding of trimester key concepts, processes and skills and requires additional time and support.
NOT MET	Less than 1.25	NM	Below 65	The student has not yet met the standard.
NOT ASSESSED	X	X		Not assessed.
ZERO	Z	Z		A score of zero “0” is recorded for a student.

General Learning Outcomes (GLOs)

The six General Learner Outcomes are the essential goals of standards-based learning for students in all grade levels.

3 = Proficient

2 = Progressing

1 = Needs Improvement

GLO 1: Self-Directed Learner - The ability to be responsible for one’s own learning.

GLO 2: Community Contributor - The understanding that is essential for human beings to work together.

GLO 3: Complex Thinker - The ability to demonstrate critical thinking and problem solving strategies.

GLO 4: Quality Producer - The ability to recognize and produce quality performance and quality products.

GLO 5: Effective Communicator - The ability to communicate effectively.

GLO 6: Effective and Ethical User of Technology - The ability to use a variety of technologies effectively and ethically.

SANBORN REGIONAL HIGH SCHOOL GRADES 9 -12

A. Guidelines:

1. Students in grades 9-11 must carry a full course-load each semester. Students in Grade 12 may apply for a one period course reduction each semester with parental permission. The principal shall determine eligibility to take less than the full course load.
2. In order to be eligible for Honors with Distinction, High Honors or Honors, a student must carry a minimum of five (5) graded courses (credit hours).
3. A student must earn a grade of 65 or above to receive credit in any course.
4. Independent study requires permission of the sponsoring teacher, Instructional Team Leader, Guidance Counselor and Principal.
5. If a student fails a required course, he/she may make the course up by attending summer school, night school, or by repeating the course provided there is appropriate space available.
6. Beginning with the class of 2014, to achieve sophomore (Grade 10) status, students must pass 1 credit each in English, Social Studies, Science, and Math and have accumulated 6 credits.
7. Beginning with the class of 2013, to achieve junior (Grade 11) status, students must pass all previous requirements in addition to 1 credit each in English, Social Studies, Science, and Math and have accumulated 12 credits.
8. Beginning with the Class of 2013, to achieve senior (Grade 12) status, students must pass all the previous requirements in addition to 1 credit each in English, Social Studies, and Math and have accumulated 18 credits.

B. Procedures:

1. Each student is assigned to a counselor at his/her entrance into Sanborn Regional High School. Counselors will do “credit checks” at least annually and issue reports to students and parents.
2. Students receive formal progress reports and report cards quarterly.

3. Parent conferences are held formally twice each year as well as individually scheduled conferences upon request.
4. Students who have credit issues will confer with their counselors to discuss options appropriate for their chronological age, interest, and future goals.
5. High school administration will notify all parents/students in writing if a student is in danger of not having sufficient credits to graduate.

HIGH SCHOOL STANDARDS

Exceeding	3.50-4.00	A	90-100	The student consistently exceeds the performance standards for the grade-level. The student with relative ease, grasps, applies, generalizes, and extends key concepts, processes, and skills consistently and independently.
Meeting	2.50-3.49	B	80-89.9	The student consistently meets the performance standards for the grade-level. The student, with limited errors, grasps key concepts, processes, and skills for the grade-level and understands and applies them effectively.
Inconsistent Progress	1.50-2.49	C	70-79.9	The student is progressing toward meeting the performance standard for the grade-level. The student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.
Limited Progress	1.25-1.49	D	65-69.9	The student is making some progress toward meeting the performance standard. The student is not demonstrating understanding of grade-level key concepts, processes and skills and requires additional time and support.
Not Met	Less than 1.25	NM	Below 65	The student has not yet met the standard.
Not Assessed		NA		The standard has not yet been assessed.

SCHOOL-WIDE EXPECTATIONS FOR LEARNING

Self-Directed Learner:

The ability to be responsible for one's own learning

Community Contributor:

Resolving conflict, assuming responsibility for behavior, demonstrating diversity and tolerance, maintaining a safe and supportive environment, and contributing responsibility to one's school, community, and world

Complex Thinker:

The ability to demonstrate critical thinking and problem solving strategies

Quality Producer:

The ability to recognize and produce quality performance and quality products

Effective Communicator:

The ability to communicate effectively through reading, writing, speaking, viewing, and listening

Effective and Ethical User of Technology:

The ability to use a variety of technologies effectively and ethically

Effective: June 8, 1983
Revised: March 5, 2003
Revised: June 4, 2008
Revised: December 1, 2010
Reaffirm: March 5, 2014

Sanborn Regional School District 2015-16

High and Middle School Grading Scale					Elementary Grading Scale			
	Level	Code	Performance Descriptor	Score Range	Level	Code	Performance Descriptor	Score Range
Competent	Exemplary	E	The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task.	3.50 – 4.00	Exemplary	E	The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task.	3.60 – 4.00
	Proficient	P	The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills in a new task.	2.50 – 3.49	Proficient	P	The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills in a new task.	3.59-2.70
	Basic Proficiency	BP	The student demonstrates the ability to comprehend and apply essential content, knowledge and skills in a familiar task.	1.50 – 2.49	In Progress	IP	The student demonstrates the emerging ability to apply and transfer essential content, knowledge and skills.	2.69-1.7
Not Competent	Limited Proficiency	LP	The student is not demonstrating the application and transfer of essential content, knowledge and skills.	0.50 – 1.49	Limited Proficiency	LP	The student is not demonstrating the application and transfer of essential content, knowledge and skills.	1.69-0.0
	Override Codes	NYC	NYC: The student is not yet competent in the performance standard(s).	0.0 – 0.0	Override Codes	NYC	NYC: The student is not yet competent in the performance standard(s).	0.0 – 0.0
		IWS	IWS: The student has not produced a sufficient amount of evidence to determine the level for which they have met the performance standard(s).	0.00		IWS	IWS: The student has not produced a sufficient amount of evidence to determine the level for which they have met the performance standard(s).	0.00

