

Student Academic Achievement

The evaluation of the academic achievement of students in the school district is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. It is essential that the professional staff have adequate information to assess a student's education needs, growth patterns and other factors necessary to design instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process.

Through the district's method of student evaluation and parent/guardian-student-teacher communications, the district strives to meet the following objectives:

Parents/guardians are to be informed regularly, at least four times a year, as to the progress their children are making in school.

In addition to the periodic reports, parent/guardians will be notified through mid-quarter progress reports in grades 2-12. When a student is making low marks, this notification, in addition to a parent-teacher conference, will often rectify the situation.

Parents/guardians will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.

Insofar as is possible, distinctions will be made between a student's attitude and academic performance.

At comparable levels, the school district will strive for consistency in grading and reporting, except when inappropriate for certain classes or students.

When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians.

The issuance of grades on a regular basis serves as to promote a process of continuous evaluation of student performance in the school district.

Grading shall not be influenced by pressure from parents/guardians. In addition, grades are not to be used as disciplinary measure.

Adopted: March 19, 1996

Revised: November 21, 2000