

**Academic Achievement and Progress**

The extent of each student's progress toward school adopted goals shall continually be of central concern to the school staff. Within the assumptions inherent in the graded system, student progress shall be viewed comprehensively in the light of such factors as the student's age, mental health, social needs, and level of maturity, ability as determined by objective and subjective data, educational achievement and environmental influences.

The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities and interests and individual patterns of growth and learning.

Therefore, the Board feels it important that teachers have as much and as accurate knowledge of each student as is possible through tests and observations of student's intelligence, achievement, work habits, skills, health, and home environment.

The Board recognizes that many factors which cannot be clinically tested-attitude toward others and work habits, for example-may influence a student's success in school as much as his/her knowledge of subject areas.

In fairness to each student, achievement will be judged by assessing each student's work in relation to his or her own progress, and also in terms of his or her degree of mastery of the course work in relation to his or her peer group.

Retention or acceleration decisions will be the responsibility of the professional staff with final authority residing in the Superintendent or designee. Parents, teachers, the student involved, and other concerned persons must be included in the discussions leading to a decision.

The Board may request that the guidance director make an annual presentation on:

1. How student progress is being determined and reported
2. Selected statistics on student progress in various grades and subject areas

Revised: May 12, 1997; January 11, 2010