

Middle School Honors & High Ability Program Handbook

Current "Handbook" Information is located on the CG Website under [High Ability Programming - MS](#)

MS Honors & 8th Grade High School Course Offerings	1
Screening	1
Recommendation Process to enroll in Honors Classes	2
New to Center Grove Middle School Students	2
Movement into Honors Sections from Regular Sections during the Year	2
High School Course Credit	3
Honors Course Expectations	4
Probation and Discontinuation	4
Grading Scale	4
High Ability Identification	5
Middle School Honors to High School Honors FAQ	5

MS Honors & 8th Grade High School Course Offerings

	ELA	Math	Science	World Language
6th grade	Honors Language Arts 6	Honors Math 6 Honors Pre-Algebra 6		
7th grade	Honors Language Arts 7	Honors Math 7 Honors Algebra Topics 7	Honors Science 7	
8th grade	Honors Language Arts 8	Honors Math 8 Honors Algebra I (HS)	Honors Science 8 Honors Biology I (HS)	Chinese I (HS) French I (HS) German I (HS) Spanish I (HS)

Screening

All students are screened for enrollment in honors courses. See the High Ability Identification section of this document for information on our multifaceted assessment plan to identify students for high-ability services.

Recommendation Process to enroll in Honors Classes

The following criteria are considered for enrollment in...

- 6th grade honors courses:
 - High Ability Identification (in the course subject or in general intellect)
 - Standardized test scores from state assessments, NWEA, and CogAT
 - and Teacher Recommendations
- 7th & 8th grade Honors Courses:
 - Teacher Recommendation for continuation and removal from the program
 - Grades
 - Standardized test scores from state assessments, NWEA

Students do NOT have to be identified as High Ability in order to be recommended for enrollment in an honors class. School administration uses a matrix to review the criteria to help determine students to recommend for enrollment in honors courses. Each spring, all students are included in the review for recommendation for honors courses for the next school year.

For students who will enter 6th grade in the fall, course recommendation letters are sent to all families in early June. Students entering 7th and 8th grade in the fall, who are recommended to move up to an honors course are contacted in late spring and summer. Center Grove invites students who will move up a level in math to a Summer Ramp-Up course to support the student in the transition. An appeal process is provided to parents who wish for their child to be reconsidered for enrollment in an honors course.

New to Center Grove Middle School Students

Students who are new to Center Grove will be enrolled in grade level courses.

Students who were previously enrolled in honors courses in another district or who were identified as high ability in another district may be considered for high ability identification and/or honors course enrollment in Center Grove.

- Middle school students who are new to Center Grove who wish to be *considered for high ability identification* may provide comparable test data to the Center Grove High Ability Coordinator for review.
- Middle school students who are new to Center Grove who wish to be *considered for enrollment in an honors course* may make this request to the building principal who will review available student performance data provided by the family and space in the requested course(s). If a student is enrolled in an honors course, a review of the student's performance will occur at the end of each nine weeks to determine if the enrollment is appropriate.

Movement into Honors Sections from Regular Sections during the Year

- Sometimes a student begins to perform at higher levels than demonstrated in the past. In those cases, a move from a regular section of Language Arts and/or Math to an honors section may be warranted as the best academic placement for the child. For those CG students who begin sixth, seventh, or eighth grade in regular sections, but whose performance is outstanding, a change to an Honors class may be in order. For such a change to occur, the following criteria must be met:
 - The student consistently demonstrates strong performance in the language arts, math or science class and earns all A's.

- The student scores Above Proficiency on the ILEARN for the subject in question.
 - The student's teacher of the core subject recommends the student for honors placement. The teacher should contact the building principal to discuss new placement.
- Using the above data, the principal or designee approves placement in the honors section. Such changes in placement will only occur at the end of a nine-week grading period.

High School Course Credit

Middle School students who complete a high school course during middle school should be aware of the following information:

High School courses taken during Middle School will:

- Appear on the student's High School Transcript
- Factor into the student's High School Grade Point Average.

Other information to note:

- Any high school course intended to fulfill an Academic Honors Diploma Requirement must have a minimum grade of C-.
- In the event that the student is unhappy with the grade they earned in the high school course while in middle school, they have the opportunity to replace that grade by retaking the exact same course during the next academic school year.

Grade Replacement Guidelines

- The student must retake the exact same course for grade replacement.
 - Please note, this means that students may not replace Spanish I with another first year world language. They may only replace Spanish I with Spanish I, etc.
- The most recent grade will appear on the high school transcript and factor into the student's high school GPA. The first grade will not appear on the high school transcript but will appear on the middle school report card.
- The student must submit a written request to retake the high school course to the CGHS Director of Guidance prior to July 1 of the next academic school year.

Continuing to Second Year World Language Courses

In addition, eighth grade students who complete the first year of a World Language must meet the following grade requirements to continue to the next level course as they enter high school:

- Students must receive a C+ or higher on their first semester grade (the average of the first and second nine weeks grades) and second semester grade (the average of the third and fourth nine weeks grades) in order to be allowed to enroll in the second year of that language as a freshman.
- Students who receive a C at either semester must obtain their teacher's recommendation to enroll in the second year course as a freshman.
- Students with a C- or below at either semester will not be allowed to enroll in the second year of that language but will be allowed to retake or audit the course as a freshman.

Honors Course Expectations

It is desired that students will continue in the honors classes throughout the middle school years. The guidelines below have been set to ensure that students are appropriately placed for their academic and social emotional needs.

- Students enrolled in Honors courses are expected to maintain grades of C+ (77%) or better throughout their enrollment.
- In those instances where a student receives a C (73-76%) or lower on their report card, the student will be placed on probation. Please see the Probation and Discontinuation section of this document for details.

Probation and Discontinuation

If a student earns less than a C+ (77%) on a **semester report card** the following steps will be taken:

- The student will be placed on probation and notified that if improvement does not occur by the **second semester** report card that he/she will be moved down a course level at the **start of the following school year**.
- The student will meet with an assigned school staff member (ex. teacher, team, etc.) to review their course progress monthly.
- Parents will be contacted with updates throughout the semester.
- If the student is identified as high ability in the subject area, the CG High Ability Coordinator will be notified of the student's probation.
- Parents, teachers or students who have concerns about waiting until the start of the next school year to move down a course level may contact the school counselor to discuss their concerns.
 - In some situations, it may be appropriate to make a course change at the start of the second nine weeks or the start of second semester. Course level changes are not made during the second semester.
 - If a student is identified as high ability, the CG High Ability Coordinator will be involved in the consideration of moving down a course level.
- If the student's grade is a C (73-76%) or lower at the end of the school-year, the school counselor will collaborate with the middle school principal, team teacher, parent, and CG High Ability Coordinator (if the student is identified as high ability) to determine a better course placement for the student in the next school year.
- Note: The student, parent, teacher, school administrator, or central office administrator reserves the right to request a student be removed from an honors course at other times of the year. When this happens the Assistant Principal (and High ability Coordinator, if the student is high ability) will review the request to determine if removal is appropriate. Additional High School parameters may apply for high school courses.

5/22/23 - Proposed change to clarify what happens when the second semester grade is below a C+ but the first semester grade was ok.

Probation and Discontinuation

If a student earns less than a **C+ (77%)** on a **first semester report card** the following steps will be taken:

- The student will be **placed on probation** and the following will occur:
 - The student will meet with an assigned school staff member (ex. Teacher, team, etc.) to

review their course progress monthly.

- Parents will be contacted with updates throughout the second semester.
- If the student is identified as high ability in the subject area, the CG High Ability Coordinator will be notified of the student's probation.
- The student will be notified that *if improvement does not occur by the **second semester report card** that he/she will be moved down a course level at the start of the following school year.*

If a student earns less than a **C+ (77%)** on a **second semester report card** the following steps will be taken:

- Regardless of the first semester grade, the school counselor will **collaborate** with the middle school principal, team teacher, parent, and CG High Ability Coordinator (if the student is identified as high ability) **to determine the best course placement for the student in the next school year.**
 - If there are factors beyond the low second semester grade that clearly indicate the student is not well matched to staying in the current honors level, they may decide to place the student down a course level at the start of the following school year.
 - Or, they may decide to place the student on probation during the first semester of the next school year. If the student is placed on probation the following will occur:
 - The student will meet with an assigned school staff member (ex. Teacher, team, etc.) to review their course progress monthly.
 - Parents will be contacted with updates throughout the semester.
 - If the student is identified as high ability in the subject area, the CG High Ability Coordinator will be notified of the student's probation.
 - The student will be notified that their probation will continue during the second semester unless their first semester grade is a C+ (77%) or higher.

Concerns throughout the school year:

- In some situations, it may be appropriate to make a course change at times other than at the start of the school year. Parents, teachers or students who have concerns about waiting until the start of the next school year to move down a course level may contact the school counselor to discuss their concerns.
 - The school counselor will determine whether or not the request should move on to be considered by the Assistant Principal (and High Ability Coordinator, if the student is high ability).
- The student, parent, teacher, school administrator, or central office administrator reserves the right to request a student be removed from an honors course at other times of the year (ex. at the start of the second nine weeks or the start of second semester).
 - When this happens the Assistant Principal (and High Ability Coordinator, if the student is high ability) will review the request to determine if removal is appropriate. Additional High School parameters may apply for high school courses.
 - Please note that course level changes are not made during the second semester.

Grading Scale

CENTER GROVE MIDDLE SCHOOL GRADING SCALE				
A 100-93 A- 92-90	B+ 89-87 B 86-83 B- 82-80	C+ 79-77 C 76-73 C- 72-70	D+ 69-67 D 66-63 D- 62-60	F 59 and below

High Ability Identification



The High Ability Identification Process includes a multifaceted assessment plan to identify students for high-ability services and occurs during pathway years in Center Grove. Grades K, 2, 5, and 8 are designated as pathway years. In these years, all students are considered for identification. A parent may request that their **high school** student be considered for services through the CGCSC referral process ([High Ability Referral From](#)). The referral will be reviewed by the High Ability Coordinator and the Identification Team for a final decision. Details on the full identification process is available on the Center Grove website (See [High Ability Identification and Placement](#)).

Please note that enrollment in Middle School and High School Honors Courses is not limited to students who have been identified as High Ability students.

Middle School Honors to High School Honors FAQ

How do middle school honors classes impact high school classes?

The primary difference is in the area of math. Students in 6th grade Honors Pre-Algebra typically take high school Honors Algebra I in eighth grade, while students enrolled in 6th grade Honors Math typically take Honors Algebra I in ninth grade.

Will a student who takes middle school Honors classes during the middle school years automatically qualify for Honors or Advanced Placement classes at the high school?

No. Students are recommended by a review committee for placement in high school honors classes. However, students may also request to enroll in honors or Advanced Placement courses. Our experience has taught us that students can be very successful in advanced courses if they are motivated to work hard.

Will middle school students who do not take honors classes be excluded from Honors and Advanced Placement courses in high school?

No. The above answer pertains to this question as well.