



**Grading and
Reporting
Handbook
2025-2026**

Ardsley School District
Challenging Minds, Building Character, Inspiring Excellence

Ardsley School District

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Philosophy and Expectations

Ardley School District believes that multiple and varied components of performance should be used to fully assess and monitor a child's progress and development. Timely and specific feedback on a regular basis is a critical component for student growth. Teachers regularly assess students' academic growth and social development and provide timely feedback to students on their progress. Parents are informed on a regular basis so that they can best support their children throughout the school year.

Grading and reporting practices in the Ardsley School District support student academic growth, inform the teaching and learning process for teachers and students, and allow parents to monitor the progress of their child(ren). Our reporting system, through an electronic grade book in eSchool, provides parents and students in grades five through twelve with ongoing information on a student's academic performance. Parents also receive feedback regarding other aspects of their child's development such as citizenship, behavior, effort, independence, and class participation. Our assessment practices and reporting system also afford teachers, parents and students opportunities to help them create personal goals for growth and development. Parents should speak directly to their child's teacher regarding questions and concerns they may have concerning their child's overall progress. Students should be the primary point of contact with teachers to discuss specific grades.

Students receiving services for limited English proficiency, Special Education, health issues, or disabling conditions are afforded appropriate support for their academic achievement and social and emotional development. The accommodations and modifications are documented within individualized programs.

Assessment

The two common forms of assessments, formative or summative, are used to measure student academic achievement and progress as well as to help teachers reflect on their instructional practice. Formative assessment measures learning and the level of understanding of knowledge, concepts and skills on an ongoing basis. It is not frequently used for grading, but can be. Summative assessments are formal measurements conducted to evaluate the learning process. They are typically larger and graded. Common forms of summative assessments include:

- Quizzes, tests and exams
- Presentations and performances
- Essays and writing pieces
- Research projects and papers
- Simulations and graphic displays

All graded assessments will be returned and reviewed and adequate time will be provided for students to analyze their work. It is expected that the results of assessments covering materials used for unit tests or exams will be provided to

students in advance of the unit test or exam. However, teacher discretion may be used in allowing students to take graded assessments home. Formal summative unit tests and final exams cannot be taken home. If an assessment is returned to the student, it is the responsibility of the student to retain the material for future reference.

Timely feedback will be provided to students prior to assessment of similar skills on upcoming assessments. Tests/quizzes should be returned in a timely manner; approximately within ten school days from the assessment date. Projects and essays will be returned in a timely manner, with enough time for students to apply feedback for future assignments. Students who take the assessment or hand in the assignment late will receive feedback accordingly late.

Students should discuss questions or concerns about the feedback on their assessments with their teachers. If a student has a concern about the grading on an assessment, he/she is required to alert the teacher and arrange a time to meet with the teacher to discuss the concerns in more detail. However, once an assessment leaves the classroom, or has been reviewed with the student, the opportunity to make any modifications to answers or responses is no longer available.

When possible, efforts will be made to schedule assessments to allow students time to adequately prepare for and complete assessments over time. It is recognized that administering multiple assessments simultaneously and assigning due dates on the same days is detrimental to students' success, and steps will be taken to minimize the number of assessments and due dates on any one particular day.

Assessments may be retaken when appropriate at the sole discretion of the teacher. If a student retakes an assessment, the score of the initial assessment and the score of the retake will be averaged together and included as the recorded assessment score in the overall marking period grade and/or their final course average. For Regents Exam retakes, the higher of the two scores will be reflected on the students' transcript, but not averaged into the students' final grade.

If a student fails a course for the school year, but successfully recovers the credit through an Ardsley High School-approved means (i.e. summer school), the course grade from the approved program will be included in the students' overall GPA but will not replace the original grade earned for the Ardsley High School course.

Missing Assignments/Assessments

Students who have been absent for one or two days are expected to make up work/tests **within two class days** of returning to school. If the absence is three days or longer, the missed work must be made up **within five class days** after the student returns to school unless previous arrangements have been made with the teacher due to extenuating circumstances. When students have multiple assessments to make up, all efforts will be made to support students in scheduling these make-ups. Missing assignments will count as a zero (0) until the work has been submitted or until the

timeframe for completing the work has expired. A teacher can choose to extend these time periods as needed.

If work is not made up within the designated time frame, a grade of zero on the assignment will be maintained. Teachers/administrators may extend a time frame for completion work when appropriate. If a student has an unusually high rate of absences (chronically absent), the student will be responsible for making up missed work on a timeline agreed to by the student and the teacher.

A student who is present in school when an assessment is given is expected to complete the assessment at the time the assessment is administered (unless they are entitled to extended time). Failure to attend the assigned class will result in an automatic reduction of one grade from the assessment.

Students who miss school due to an extraordinary opportunity, vacation, or due to parent discretion are responsible for their work. It is not expected that a teacher will provide assignments in advance or individual instruction prior to or upon the student's return for material presented during their absence. If, due to the absence from school, a student misses a scheduled assessment, the student must make up that assessment on the next day the student is present in school (for all or part of the day). The students' assessment grade will be decreased by one letter grade for each day they are present and fail to complete the assessment. Exceptions can be made for assessment make-up in extraordinary circumstances at the teachers' discretion.

Students who are suspended from school are responsible for their work and must turn in all assignments on time. Assessments must be made up immediately upon return to school without a lateness penalty applied.

Grading Guidelines and Reporting System

Electronic Grade Book

Parents and students in grades five through twelve have open access to GradeBook in eSchool. Parents are encouraged to access their child's grades on a regular basis. If a parent has a question regarding information posted in his/her child's grade book, they should *first* discuss the issue with his/her child. Initial communication must be between the teacher and the student. If further clarification is needed, the parent can contact his/her child's teacher *directly* via a phone call or an email message.

Classroom Grading Practices

General guidelines regarding course specific expectations and grading practices will be disseminated by each teacher at the beginning of the course. Teachers should post due dates/deadlines clearly for student consumption. Teachers using assignment-specific rubrics should front load them to students.

Assigning homework should serve one of the following purposes:

- a) to prepare students for instruction;
- b) as a form of reinforcement to deepen student understanding of concepts presented in class;
- c) to extend or expand on the learning process; and
- d) at times, as a form of assessment.

Homework can account up to, but no more than, 15% of a student's marking period grade in any course. Students have individual eSchool accounts, which will enable them to view all assignments and due dates. Homework not completed or submitted will count for zero points.

For the purpose of monitoring your child, homework should take approximately 10 minutes times the grade level in total per day. This may vary based on the challenge level of courses taken. Students will be encouraged to pace out longer term assignments.

Extra Credit

Ardasley's Schools do not offer extra credit assignments to individual students for grade enhancement. Teachers, at their discretion, however, may offer all students optional opportunities to show content mastery. Assignments must be accessible to each student and should not require cost or travel.

Report Cards

Report cards are issued four times per year in grades 5-12 and are available in the Parent Portal of eSchool. Beginning in the second marking period of *5th grade, middle and high school students receive traditional letter grades for all core curriculum, cycle, electives, and health/physical education courses.

**In the 5th Grade students receive a letter grade (conversion of their calculated numeric average) for all courses . This includes Pass or Fail for quarterly courses at AMS.*

Grades reflect what students know, understand, and can do in relation to grade-level and/or course expectations on multiple tasks and assessments. These tasks or assessments may include: tests, quizzes, essays, exhibits, projects, presentations, graphic displays, performances, discussions and simulations.

All teachers will communicate grading procedures to students and parents at the beginning of the school year/course.

Parent Communication

It is anticipated that teachers will communicate both celebrations and concerns with parents via telephone or email. Parents should also check their child's grades and work completion through the online gradebook, Google Classroom, and review feedback. Parents should talk to their child and then communicate with the teacher. If at mid-marking period or later in the marking period, a student's grade drops to a D, teachers will communicate with parents via telephone and/or email.

Ardasley High School Advanced Placement / Honors Courses

Parents and students should consider every Advanced Placement (AP) and Honors selection carefully to ensure success and avoid dramatic schedule changes. Students are expected to maintain the pace of an AP and Honors course throughout the year. Students who earn a grade below a C- during the first marking period in an AP and Honors course will have the option of switching into the lower-level course (as the schedule allows), but they will not be moved automatically. Communication will be prioritized in making this decision and will include teachers, School Counselors, and/or administrators meeting with students and families to assist individuals in making good decisions and determining a plan for moving forward in the school year. In specific cases, administrative discretion will be used as necessary, including decisions regarding future scheduling. Students choosing to drop the course during the last schedule change window will have a Withdraw, "WP" or "WF," noted on their transcript for the dropped class. Any student who signed the Path to Access form will be beholden to the language on that form. The Path to Access parameters supersede the information above.

Ardasley High School Course Changes and Calculations

During the first half of the school year a change in the level of a specific subject may only be made after a thorough discussion is held with the student, parent/guardian, counselor and teacher. The level change must be approved by an administrator. A drop in a course level will not result in a grade bump. The current course average will carry over to the new course. The new course grades will then be averaged with the grade carried over from the previous course.

The dates for the windows for course changes will be indicated in the student handbook. There will be strict adherence to course change windows. Please make sure that you keep the dates in mind when making course change decisions.

Academic Integrity

Students may not engage in any form of academic misconduct. Examples of academic misconduct include: plagiarism, cheating, copying, altering records, unapproved use of Artificial Intelligence, and assisting another student in any of the above actions.

Cheating on any assignment/assessment will result in a zero. Make-ups or re-dos for partial credit can be allowed on a first offense at the teacher's discretion. Plagiarism, a form of cheating, is considered stealing and will result in the student losing full credit on the assignment per the parameters set above. More than two instances of academic dishonesty in any single class may result in removal from that class or other disciplinary action. Any student who engages in academic dishonesty will be ineligible to be selected to the National Honor Society at Ardsley High School.

This information, including consequences, is available in the student handbooks.

Grading System

Grades 5-12

The grading system includes pluses and minuses to more accurately report a student's achievement (Note: the highest grade attainable is an "A+").

A+	97-100	I	Incomplete
A	93-96	N	No Grade
A-	90-92	N/C	No Credit
B+	87-89	P	Passing
B	83-86	S	Satisfactory
B-	80-82	U	Unsatisfactory
C+	77-79	Z	Exempt
C	73-76	WP	Withdraw Passing
C-	70-72	WF	Withdrawn Failing
D	65-69	X	Medical Excuse
F	40-64		

* Scores on graded assignments with scores less than 40% will be recorded as 40%.

* Marking period grades less than 40% will be recorded as 40% each marking period.

Grade Point Average:

For every student who has completed at least one full year at Ardsley High School, a Grade Point Average (GPA) is computed at the end of each school year and the first semester of the senior year. Final class grades for all high school credit courses, excluding Physical Education, are used in GPA calculation. Middle school courses with HS credit are included in the calculation. The GPA is calculated by dividing the numeric equivalent (listed below) by the total number of credits earned.

A+ = 4.3

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 1.7

D = 1.0

F = 0

Grades 9-12

Two "F" Failure Policy

In a quarter or semester course, a student who receives a grade of 'F' for the final marking period and grade 'F' for the final exam/project, will be assigned a final grade of 'F' regardless of the grade received during the first marking period.

Three “F” Failure Policy

In a full-year course, a student who receives a grade of ‘F’ for the third and fourth marking periods and grade of ‘F’ on the final exam/project will be assigned a grade of ‘F’ as the final course grade regardless of the grades received during the first and second marking periods. In physical education, a final grade of ‘F’ will be assigned if a student receives a grade of ‘F’ for the last two of the three marking periods of the course regardless of the grade received during the first marking period.

Incomplete Classes

If a student fails to complete all of the major assignments during the marking period for a legitimate reason, the student will, regardless of the grades accrued during the marking period, be assigned a grade of “Incomplete” by the teacher. The student will be given **five (5) school days** from the close of the marking period to submit work and have a grade assigned. If the student fails to submit the required work within five (5) school days, the student will be given a zero (0) and that grade will be averaged in with other grades earned for the marking period.

- The five (5) school day period may be extended with permission of an administrator under special circumstances.
- Teachers must notify any student who will receive an “Incomplete” and provide the student with a list of the outstanding assignments prior to the opening of the eSchoolData Parent/Student Portals of the report card.
- During the fourth marking period, students who have not completed assignments for legitimate reasons and who may be assigned a grade of “Incomplete” will be notified of this fact in writing by the last day of the fourth marking period. Students must complete all outstanding work by the normal completion of the school year or receive a grade of zero (0) for the work.

Grade Calculations

Marking Period and Final Exam grades are converted based on the calculated numeric grade for marking period and final grades to a Grade Point Average (GPA). The GPA is then given a percentage weight based upon the marking period and type of course (full year or semester only) in which it was earned. The products of those calculations are then added together and the Grade Range is then used to determine the final grade for the course.

Rank In Class

Ardasley High School does not provide Rank in Class (RIC) on any school record. RIC is calculated, but is only utilized when applying to service academies, certain college honors programs, and in determining graduation honors. In order for a student to be included in the RIC, he/she must have been enrolled at Ardsley High School for a minimum of five semesters, and have met the district's residency requirement.