

STUDENT GRADING AND THE RECOGNITION OF GRADUATING SENIORS

- I. Waterville CSD Grading System Beliefs
 - A. The Waterville Central School District (the District) believes that grading serves as a measure of academic performance as well as a pathway to growth and development in support of each student's educational journey. The district's approach to grading and how graduating seniors are recognized reflect grading practices that strive to be accurate, bias-resistant and motivational.
 - B. Grading is a tool designed to provide meaningful feedback to students, helping them understand their strengths and areas for improvement. We recognize that students learn uniquely and progress at their own pace. Therefore, our grading system is designed to be inclusive and supportive of diverse learning styles and abilities.
 - C. The Board of Education recognizes that the reporting of grades serves as a key communication channel between educators, students, and families. Through clear and informative grade reports, we aim to empower students to take ownership of their learning, celebrate their successes, and navigate challenges with the support and collaborative efforts of teachers and families working together.
- II. Reporting of Student Performance Report Cards or Forms
 - A. By means of periodic reports from the teachers and conferences with teachers, parents/guardians will be informed as to the progress being made by their children.
 - B. Report card schedule: Grades Pre-K-6 utilize a trimester schedule and report cards are issued at the conclusion of 13, 26 and 40 weeks of school. Grades 7-12 utilize a quarterly schedule and report cards are issued at the conclusion of 10, 20, 30 and 40 weeks of school.
 - C. Parent/Guardian Conferences: Conferences are held for the purpose of discussing student performance or other factors that impact learning.
- III. Grade Point Average
 - A. Grades Pre-K-4: Report cards are Standards-Based and adhere to the following achievement key:

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<p>The following developmental performance scale is used to describe student academic progress</p> <p>4 - Exceeds current grade level expectations 3 - Meets current grade level expectations 2 - Approaching current grade level expectations 1 - Well below current grade level expectations N/A - Not assessed at this time 3+ - Meets current grade level expectations 2+ - Approaching current grade level expectations 1+ - Well below current grade level expectations</p>	<p>Effort Key</p> <p>E - Excellent S - Satisfactory I - Improving U - Unsatisfactory NI - Needs Improvement</p>
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B. Grades 5 & 6:

1. All academic grades are numerical.
2. Marking period averages include the four core content areas of ELA, math, science, and social studies. Upon the conclusion of the school year, a final average is calculated for each course.

C. Secondary Grading

1. All academic grades are numerical except Physical Education
2. Final averages are determined by averaging the four marking period grades equally.
3. Regents exams and finals are calculated into student grades by including the midterm exam grade in the 2nd marking period and the final exam grade in the 4th marking period.
4. Although academic failure is not considered the primary reason that students drop out of high school, course failure is a strong predictor that a student will ultimately drop out. Credit recovery enables students who fail courses to recover the credits they need to stay on track, meet graduation requirements and graduate from high school. Students can earn credit for incomplete or failed coursework via make-up programs (8 CRR-NY §100.5[d][8]).

STUDENT GRADING AND THE RECOGNITION OF GRADUATING SENIORS**Criteria for Participating in Credit Recovery:**

- Any student who has failed a course or who needs additional credits in order to graduate may participate in the Waterville Jr/Sr High Credit Recovery program.
 - Students must obtain written approval from the principal and school counselor before beginning a credit recovery course.
 - Students and parents are required to sign a contract outlining student and parent obligations before approval for the credit recovery course will be granted.
5. Certain coursework for identified students may be graded pass/fail after approval by School Counselor, Director of Special Programs, and Secondary Principal.
 6. A cumulative average is based on Carnegie units excluding Band, Driver Education, Mixed Chorus, and Physical Education.
 7. Advanced Placement, dual-credit and *Honors* courses represent a significant academic challenge, therefore,
 - Grades for advanced placement shall be weighted by adding 6 percentage points **for the purposes of calculating the GPA,**
 - Grades for dual-credit courses shall be weighted by adding 4 percentage points **for the purposes of calculating the GPA,** and
 - Grades for *Honors* courses shall be weighted by adding 2 percentage points **for the purposes of calculating the GPA.**
 8. Except for the last marking period, the lowest grade that can be assigned will be a 50. (Full year or semester courses).
 9. For students who bridge (take courses at college for high school credit) and receive a letter grade, the grade will be converted to pass/fail format and will not be used for cumulative average purposes. Moreover, a student must earn a C or better to be granted credit.
 10. Final averages are rounded up by faculty.
 11. Cumulative grade point averages are carried out to two (2) decimal places.
 12. In an effort to ensure that students are on track to meet the 22 credit requirement for graduation, all students in grades 9-12 must be enrolled in at least 5.5 credits for the school year (or the equivalent). Exceptions may be granted through the Instructional Support Team.

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D. Recognition of Graduating Seniors

1. All students achieving designated levels of excellence will be honored using the weighted grade point average to calculate honors recognitions. Through this honor's benchmarking system, the achievement of standards becomes the goal rather than competition among students. The school is not arbitrarily indicating a finite number of scholars, but is setting various standards for students to achieve. The motivation and quality of the students will determine how many are honored in any given year. Therefore, graduating seniors will be recognized according to the following designations and will be awarded colored stoles for graduation:
 - Any student achieving a 90+ weighted cumulative Grade Point Average will be recognized with *Honors* as a separate and distinct designation.
 - Any student achieving a 94+ weighted cumulative Grade Point Average will be recognized with *High Honors* as a separate and distinct designation.
 - Any student achieving a 97+ weighted cumulative Grade Point Average will be recognized with *Highest Honors* as a separate and distinct designation. These students will be honored by being seated in the front row at the graduation ceremony.
2. The students with the two highest Grade Point Averages will be recognized as the class Valedictorian and Salutatorian. Recognizing the Top Ten students of the graduating class will be phased out and sunset with the Class of 2027. This distinction will be based on grades calculated at the end of the 4th marking period/exam period, or as close to that time as possible. Other than these rankings, the district will not publish any other rankings.

Waterville Central School District

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