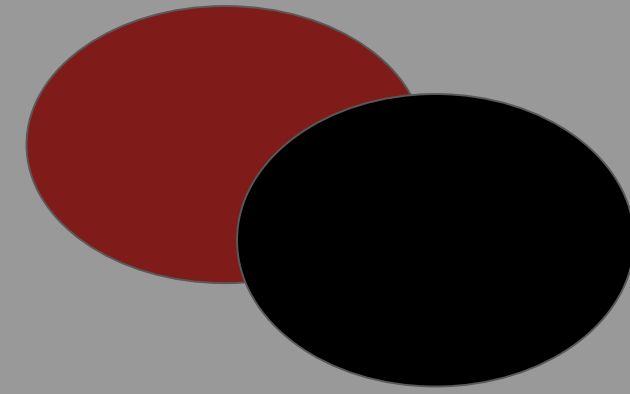
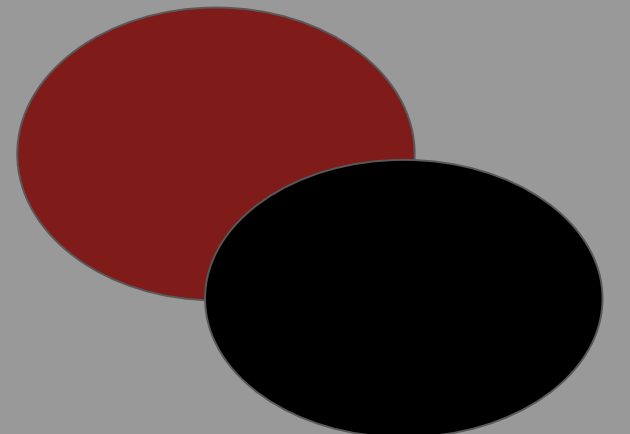




Supporting Your MIDDLE SCHOOL Students

2025-20 26



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Additional Helpful Parent Websites	Additional Helpful Parent Websites NC Department of Public Instruction NCDPI's Page for Parents and Families US Department of Education American Library Association Financial Aid Resources Family Education Federal Aid College Foundation of NC http://www.scholarshipplus.com College Board Big Future http://www.fastweb.com http://www.ncseaa.edu http://www.ipl.org
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HOW TO USE THIS RESOURCE

In this document, we attempt to include all of the information that students, parents, and administrators need to guide students on a successful path in middle school. The information provided is the most accurate available at the time of printing, but it is recommended that you work closely with your school administration to be aware of any changes based on actions of the Davidson County Schools Board of Education, the NC State Board of Education, and the NC General Assembly.

The **Grading, Promotion, and Eligibility** section outlines expectations with academic progress and attendance, as well as information for athletic eligibility.

The **Testing Information section** summarizes the required tests for middle school students in Davidson County Schools.

The *Academic Support* section provides information about Exceptional Children, Academically and Intellectually Gifted, and English as a Second Language programs.

The *Middle School Curriculum* section provides information about classes students take in middle school. In addition to core classes, information is also provided about Healthful Living and PE, Career and Technical Education (CTE) and Technology courses.

The *Parent Guide to Student Achievement section* provides questions and answers about topics associated with helping your student succeed in middle school.

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GRADING

Middle school students receive final grades at the end of each nine weeks. Grades are given based on weights of major and minor as listed in the Davidson County Schools Grading policy. Grade scales are listed in the chart below.

Letter Grade	Numerical Grade
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

PROMOTION STANDARDS

Promotion for middle school students will be determined based on teacher standards and attendance standards. Each year to meet promotion standards in grades 6, 7, and 8, a student must have:

- a final average of at least 60 in English Language Arts **and** Math
- a final average of at least 60 in Science **or** Social Studies
- no more than 16 absences

A principal may use data gained from various assessments to determine a student’s readiness to progress to the next grade. The is referred to as Administrative Promotion and does not meet requirements for athletic eligibility. (NCGS 115C-288)

ATTENDANCE (Policy 6.4)

Middle schools students who exceed 16 absences in a school year will not meet promotion standards. Students will be considered in attendance if present at least half the instructional day. The half day point is 11:30.

ATHLETIC ELIGIBILITY

Davidson County Schools Board of Education Policy 6.5 requires a middle school student to adhere to the following guidelines to be eligible for athletics:

- receive a final grade of 60 or higher in 70% of enrolled classes
- maintain appropriate behavior and meet expectations
- have no more than 8 absences in the semester prior to the season

What is the contact information for the schools and district office?	District phone numbers are located here . Individual school information can be obtained by accessing the DCS Website . The specific contact information for Davidson County Schools is: 250 County School Rd Lexington, NC 27292 (336) 249-8181 www.davidson.k12.nc.us
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What are some resources to support my child’s health and well-being?	Student Services is an integral part of the academic and social-emotional success of our students. School Counselors and School Social Workers advocate for the needs of all students and collaborate and coordinate with staff, parents, and community entities to meet those needs. Student Services include: • Individual and small group counseling • Class guidance and presentations • Academic advising • Career and post-secondary planning • Referrals to outside agencies • Crisis response and management School Counselors and School Social Workers work to ensure that students have the resources they need to grow and learn. School social workers partner with parents, teachers, and students in a combined effort to help all of our students reach their individual goals for growth in academic, social, and behavioral development. School social workers provide a vital link to community resources and services for both schools and families. The board recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student’s physical well-being, growth, development, and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. As part of that commitment, the board directs the superintendent to oversee the development, implementation, and ongoing evaluation of this policy and other school system efforts to encourage students to be healthy and active, including compliance with the State Board of Education’s Healthy Active Children Policy, SHLT-000. More information is located at the following link: 7.11 Student Wellness Policy Helpful Links for Student Wellness NC 211 Facts from the CDC on Electronic Cigarettes Davidson County Health Department Davidson County Social Services Family Services of Davidson County Centers for Disease Control and Prevention Mental Health Resources
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PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

Continued:
What rights do students with disabilities have based on the law?

- Modified materials, including but not limited to books on tape, large-print materials, and specialized equipment and furniture
- Accessible space in schools to meet the needs of students with physical disabilities
- Assistive technology

Individual Education Plan (IEP) teams consider service delivery options based on the needs of each student. Teams may consider regular, resource, or separate settings which are available at every school for students participating in the North Carolina Standard Course of Study. Teams may also consider self-contained classes for students with significant behavioral challenges or students with significant intellectual disabilities who participate in the North Carolina Extended Content Standards.

Special education is designed to be a continuum of services that support student's acquisition of skills within the regular or adapted curriculum. Whenever possible, students are served in schools within their home district with support from special education personnel and related service providers. For those students who require a specialized setting or more intensive services in order to benefit from their special education, classes are based on school campuses that house age-appropriate peers.

The Public Schools of North Carolina Exceptional Children Division provides local units with detailed procedures for the delivery of special education services. These rules and regulations are detailed in Policies Governing Services for Students with Disabilities. Services are provided under the following areas of identification:

- Autism Spectrum Disorder
- Deaf/Blindness
- Deafness/Hearing Impairment
- Developmental Delay
- Intellectual Disability
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Serious Emotional Disability
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

All of our staff members are here to assist students as they learn and progress. If you have questions or need assistance, please don't hesitate to contact your student's teacher or central office staff member. We are happy to consult with parents who need information about specific disabilities, community resources, or have concerns about their child's education. More information can be found at the [Exceptional Children's Assistance Center of NC](#), the [North Carolina EC Parent Rights Handbook](#), [Project Child Find](#) and the [NCDPI EC Website](#)

TESTING INFORMATION

Middle school students take assessments throughout the school year so teachers can determine academic progress. Students will be involved in the following assessments:

- North Carolina Check-ins administered for first, second and third quarters
- Universal Screeners administered at beginning, middle and end of year
- North Carolina End of Grade tests (EOG) are given to all students in grades 6, 7, and 8. Students will take the EOG for English Language Arts and Math. Students in grade 8 will also take the Science EOG. The EOGs are administered within the last 10 days of the school year.

ACADEMIC SUPPORT

EXCEPTIONAL CHILDREN (EC)

Special Education is designed to be a continuum of services that support students within the regular or adapted curriculum. Students who qualify in the Exceptional Children program, receive an Individual Education Plan (IEP). Students participate in the curriculum appropriate to their disability and/or needs. Special Education teachers and classroom teachers provide support that allows students to meet IEP goals and become Career and College Ready.

ACADEMICALLY/INTELLECTUALLY GIFTED (AIG)

The goal of the Academically/Intellectually Gifted program is to provide a challenging and rigorous educational experience for advanced level students. Middle school students who meet program criteria are placed in classrooms that offer differentiated curriculums and support from our AIG Specialists.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL staff assist language learners in the areas of speaking, listening, reading and writing skills in English. English language learners in Davidson County Schools will:

- Attain English language proficiency
- Achieve academic success by meeting grade level promotion standards
- Become Career and College Ready

Supporting Your Student in English Language Arts

The English Language Arts standards for grades 6th-8th are comprised within the following strands: **Reading, Writing, Speaking and Listening, and Language.** Although each strand contains a group of focus standards, students are taught using an integrated approach in order to understand how the standards operate together to create a balanced literacy experience within the ELA classroom. An emphasis is placed on college and career readiness as students progress through each grade level of the NC Course of Study.

Reading Strand

The standards for Reading define what students should understand and be able to do by the end of each grade. Students demonstrate proficiency of these standards both orally and through writing. A key requirement is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students practice and acquire the habits of reading closely and independently for sustained periods of time. They connect prior knowledge and experiences to texts.

The standards are written to encourage college and career readiness, providing a wide range of high-quality, increasingly challenging literary and informational texts.

Writing Strand

Students learn that a key purpose of writing is to communicate clearly and coherently. The Writing standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clearly defined in regards to what students should know and be able to do by the end of each grade.

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences.

Speaking & Listening Strand

The Speaking and Listening standards define what students should understand and be able to do by the end of each grade. Teachers provide students with ample opportunities to communicate their thinking orally while contributing accurate information, responding and building on the ideas of others, using data and evidence effectively, and listening attentively to others.

To become college and career ready, teachers provide structured conversation opportunities either in whole group or in small group settings, or with a partner.

Language Strand

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The Language standards emphasize the use of accurate language skills. A continuum of skills for each grade band clearly defines what students should understand and be able to do in the areas of grammar and conventions.

The separation of skills by grade band offers teachers an opportunity to teach and reteach in an effort to promote college and career readiness.

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

Continued:
What rights do students with disabilities have based on the law?

The goal of the Exceptional Children’s Department is to support students with disabilities while they are in school and ensure that they are prepared for adulthood, including higher education, competitive employment, and independent living. We provide specially designed instruction to meet the unique needs of the learner with a full continuum of services which may include consultation, co-teaching, small group instruction, adapted curriculum programs, as well as a public separate school.

We also provide related services that include, but are not limited to speech, occupational therapy, and physical therapy. Students follow the [North Carolina Standard Course of Study](#) or the [North Carolina Extended Content Standards](#). The Davidson County Schools EC department strives to work as a collaborative team to serve and advocate for students with disabilities through the provision of individualized instruction in the least restrictive environment in order for students to grow academically, socially, emotionally, and vocationally. Programs.

Davidson County Schools offer a variety of academic and support programs to challenge students to be prepared for the 21st century. Exceptional Children teachers use a variety of strategies to help students make progress toward grade-level standards which may include co-teaching with general education teachers. All schools in the Davidson County system provide services to students identified as having special needs. Students with disabilities are served in the least restrictive environment (LRE) by certified professionals and paraprofessional teachers.

To the maximum extent appropriate, children with disabilities are educated in their home school. Reassignment of children with disabilities from the regular educational environment only occurs if the nature and/or severity of the disability is such that the student is unable to access the general curriculum even with the use of supplementary aids and services.

Individualized instruction and student achievement are valued in Davidson County Schools. This is evident through the services that are available, including:

- Specially designed instruction to meet the needs of all students with disabilities
- Access to the general curriculum and intervention programs designed to provide maximum opportunities for instruction in the general education setting
- Full continuum of service, including: consultation, co-teaching, small group classes per core area, self-contained settings and public separate schools
- Curriculum-driven instruction: North Carolina Standard Course of Study and North Carolina Extended Content Standards
- Related services that include but are not limited to speech, occupational and physical therapy

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

What school choices are available for my child?	Students in public school districts are assigned to certain schools based on a local assignment plan approved by the Local Board of Education. Davidson County Schools has one option that allows secondary students and families to choose to go to a school that is not within their attendance zone. This opportunity is to go to South Davidson Middle/High School. More information can be found at the following link: DCS School Board Policy 6.1.1 School Assignment and Student Residence Requirements. There are additional options for families to choose for their education: Charter schools are public schools of choice that are authorized by the State Board of Education and operated by independent non-profit boards of directors. State and local tax dollars are the primary funding sources for charter schools, which have open enrollment and cannot discriminate in admissions, associate with any religion or religious group, or charge-tuition. Charter schools operate with freedom from many of the regulations that govern district schools, but charter schools are held accountable through the State assessment and accountability system. If you are interested in NC charter schools, visit NC charter school for information, resources, and contacts. Davidson County has one charter school, Davidson Charter Academy. Nonpublic education is overseen by the NC Division of Non-Public Education. For a list of private schools, visit this website: NC Private Schools. For information on how to start a homeschool visit: Homeschool Information Scholarship grant programs/voucher information is available via the NC State Education Assistance Authority.
What rights do students with disabilities have based on the law?	Davidson County Schools is committed to providing a free and appropriate public education designed to meet the unique needs of students with disabilities. Programming for exceptional learners provides the support and related services necessary to implement the student's educational plan and assure that students' and parents' rights are followed in the process. It is the policy of the Davidson County Schools to comply with applicable federal and state laws relating to the education of children with special needs, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and applicable amendments thereto. Information regarding procedures for compliance will be made available to the public at each school and in the office of the Exceptional Children's Program.

Supporting Your Student in English Language Arts

The table below represents the **ANCHOR standards of Reading** for each grade level - demonstrating the nuances of complexity through progression of skills. The Anchor standards are assessed at the End of Grade (EOG) when students will demonstrate proficiency in independent reading over a sustained period of time. The integration of Reading, Writing, Speaking and Listening, and Language is most conducive to college and career readiness.

Grade Level	Anchor Standards and Focus Elements
6th Grade	Reading Literary (RL) and Informational (RI) Texts: Key Ideas and Details • Text Evidence/Inferences • Development of ... Theme (RL) Central Idea (RI) • Analysis of ... Plot and Character Interaction (RL) Individuals, Events (RI) Craft and Structure • Word/Phrase Meaning • Impact of ... Structure: sentence, chapter, scene, stanza (RL) Structure: sentence, paragraph, chapter, section (RI) • Point of View (RL) Point of View/Purpose (RI) Integration of Ideas and Analysis • Arguments/Claims (RI) - Trace Relevant evidence
7th Grade	Reading Literary (RL) and Informational (RI) Texts: Key Ideas and Details • Text Evidence/Inferences • Development of ... Theme (RL) 2 or more Central Ideas (RI) • Analysis of ... story elements (RL) Interactions of individuals, events, and ideas (RI) Craft and Structure • Word/Phrase Meaning (rhyme/repetition) (RL) • Impact of ... Structure: poem, drama, literary genre (RL) Structure: organization - chapters and subsections (RI) • Character Perspective (RL) Point of View/Purpose (RI) Integration of Ideas and Analysis • Arguments/Claims (RI)
8th Grade	Reading Literary (RL) and Informational (RI) Texts: Key Ideas and Details • Text Evidence/Inferences • Development of ... Theme as related to story elements(RL) Central Ideas as related to supporting details (RI) • Impact of ... dialogue and/or incidents (RL) connections and Distinctions (RI) Craft and Structure • Word/Phrase Meaning, including analogies and allusions (RL and RI) • Impact of ... Structure: 2 texts - side by side (RL) Structure: key concepts within paragraphs (RI) • Perspective of characters and audience (RL) Point of View/Purpose (RI) Integration of Ideas and Analysis • Arguments/Claims (RI) - Recognition of Relevant and irrelevant evidence
6th - 8th Grades	Writing Routine writing provides a basis for building knowledge and deep understanding. Speaking and Listening Communication provides a basis for scholarly dialogue supported by sound reasoning, higher-order thinking, and contribution of accurate details. Language Grammar and conventions at the middle grade levels are correctly demonstrated in both writing and speaking as students become proficient and college and career ready.

Supporting Your Student in Math

The mathematics standards for grades 6 & 7 are composed of the following strands: Ratio and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. In 8th grade, students take either 8th Grade Math or Math 1. In both courses, students continue their study of The Number System, Expressions and Equations/Algebra, Geometry, Statistics and Probability and extend their understanding of proportional relationships to Functions.

The Standards for Mathematical Practice are another essential component of math instruction in the middle grades. The Standards for Mathematical Practice are critical ways of acting and communicating in classrooms instilled in students throughout the school year. The Standards for Mathematical Practice are: Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, Conduct viable arguments and critique the reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structure, and Look for and express regularity in repeated reasoning.

Ratio and Proportional Reasoning	In 6th and 7th grades, pattern generalization continues from K-5 as students investigate ratios and proportions. In 8th grade, students are introduced to a formal definition of function and experience how functions describe relationships between quantities using words, variables, and graphs. Particular attention is given to linear relationships in the form $y=mx+b$
The Number System	Students extend their previous understanding of numbers to the system of rational numbers. They extend their understanding of numeric operations to perform operations with fractions, decimals, and integers. The use of exponents first appears in 6th grade when students use whole-number exponents to represent powers of 10. 8th graders also explore expressions involving square and cube roots, evaluating the radical values of perfect squares or perfect cubes.
Expressions and Equations	Students begin generalizing mathematical relationships using variables. Initially, students expand on their 5th-grade understanding and utilize variables to create expressions from verbal descriptions or equations in which a variable represents a missing value. Students also see variables in equations where they can truly vary and variables describing relationships in which the value of one determines the value of another. By 8th grade students build on prior knowledge to solve equations, inequalities, and a system of two linear equations.
Geometry	Students extend their understanding of 2-dimensional and 3-dimensional figures exploring how geometry is used in the real world. Students solve problems involving perimeter, area, surface area, and volume. In 7th and 8th grade students analyze angle relationships which lay the foundation for future studies of geometric relationships.
Statistics and Probability	The study of statistics and probability in the middle grades lays the foundation for developing students' abilities to think statistically and to apply calculated statistics to reasoning through questions best answered with data.

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

What are the rigorous academic programs available to my child? How can I learn more about them?

Advanced-level Davidson County Schools students are often provided the following services:

- Differentiated curriculum and instruction with flexible student groups;
- Accelerated opportunities;
- Enrichment experiences, which may be during the school day or beyond, and may be within the regular calendar year or may include summer opportunities; and
- Other opportunities for extension of content standards.

Below is a list of programs that contain more rigorous content:

AIG Program:
Advanced-level students may be served by the AIG program. Student [placement information](#) guides all decisions. The goal of the Davidson County Schools Academically/Intellectually Gifted Program is to provide a challenging and rigorous educational experience for advanced level students. Gifted Education will be integrated into the total school community by actively involving educators, students, parents and the community in extending and enriching the learning opportunities of advanced learners. The DCS AIG Department provides AIG Specialist support at each school. The program is structured around the NC State AIG Program Standards:

Identification

- Differentiated Curriculum
- Professional Development
- Comprehensive School-wide Programming
- Ongoing Program Accountability.

The current DCS [AIG plan](#) provides more detail regarding this program. Services for AIG students may be provided by AIG personnel or within the regular classroom by teachers trained to meet the needs of gifted students.

Career and Technical Education (CTE):
NC has made a significant investment in developing students and programs to meet the needs of the future workforce. Through Career and Technical Education (CTE) programs, public schools offer opportunities for students to develop career awareness in 5th grade, explore careers in grades 6-8, and experience leadership, career development, and career-aligned content in grades 9-12. Many CTE courses are offered at the honors level. To learn about [Career Clusters](#), Pathways, and Course Information, Standards, and applicable Credentials please visit the [NC Course Management System](#).

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

What services are available for parents and their children?	Student Health Services The board recognizes the link between student health and learning. The goals of student health services are: - to encourage the physical well-being of all students; - to integrate health-related services provided in the school setting, including those provided by counselors and health specialists; - to provide health services in a manner that reinforces the objectives of the healthful living education curriculum; - to work cooperatively with other governmental agencies and professional associations interested and involved in the health of students; - to use up-to-date research findings to develop and provide health services to students; - to meet all legal obligations; and - to provide courteous service to students and parents. Student Counseling Services Individual & group counseling is provided to students as needed by school counselors and the school social worker. Referrals are made to outside agencies when it appears students are in need of ongoing services. Access a comprehensive list of links to community services here. Student Accident insurance information can be located at this link: Student Insurance Before and/or after-school tutoring and remediation services are offered at certain schools. Parents can contact their child’s school to obtain information about these services.
What are opportunities for parents to participate with school?	Parents are partners in the education of their children. Parents are encouraged to attend Open House and Meet the Teacher nights, sporting events, fine arts opportunities, and other events at the school. Parents can participate in parent teacher organizations as well. Davidson County Schools has established a comprehensive Parent Involvement policy (6.39.1) promoting effective communication between schools and parents, outlined in the Parental Involvement Policy, and Title I Parent and Family Engagement at Title I Schools. More information about Title I is located in the DCS board policy Title I Parent and Family Engagement (7.8) NCDPI-developed parent guides offer suggestions for building strong relationships with your child’s teacher and supporting communication between home and school, including guides such as "Building Strong Relationships with Your Child’s Teacher" and "How You Can Use Questions to Support Your Child’s Learning" from the NC Rethink Education Program

Supporting Your Student in Math

6th Grade	Ratio and Proportional Relationships - Understand ratio concepts and use ratio reasoning to solve problems. The Number System - Apply and extend previous understandings of multiplication and division to divide fractions by fractions. - Compute fluently with multi-digit numbers and find common factors and multiples. - Apply and extend previous understandings of numbers to the system of rational numbers. Expressions and Equations - Apply and extend previous understandings of arithmetic to algebraic expressions. - Reason about and solve one-variable equations. - Reason about one variable inequalities. - Represent and analyze quantitative relationships between dependent and independent variables. Geometry - Solve real-world and mathematical problems involving area, surface area, and volume. Statistics and Probability - Develop an understanding of statistical variability. - Summarize and describe distributions.
7th Grade	Ratio and Proportional Relationships - Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Expressions and Equations - Use properties of operations to generate equivalent expressions. - Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities. Geometry - Draw, construct, and describe geometrical figures and describe the relationships between them. - Solve real-world and mathematical problems involving angle measure, area, surface area, and volume. Statistics and Probability - Use random sampling to draw inferences about a population. - Make informal inferences to compare two populations. - Investigate chance processes and develop, use, and evaluate probability models.
8th Grade	The Number System - Know that there are numbers that are not rational and approximate them by rational numbers. Expressions and Equations - Work with radicals and integer exponents. - Analyze and solve linear equations and inequalities. - Analyze and solve pairs of simultaneous linear equations. Geometry - Understand congruence and similarity using physical models, transparencies, or geometry software. - Analyze angle relationships. - Understand and apply the Pythagorean Theorem. - Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Statistics and Probability - Investigate patterns of association in bivariate data. Functions - Define, evaluate, and compare functions. - Use functions to model relationships between quantities.
Math 1	Number - Extend the properties of exponents Algebra - Seeing structure in expressions - Perform arithmetic operations on polynomials - Creating Equations - Reasoning with equations and inequalities Functions - Interpreting Functions - Building Functions - Linear, Quadratics, and Exponential Models Geometry - Expressing geometric properties with equations Statistics and Probability - Interpreting Categorical and Quantitative Data

Supporting Your Student in Science

The science standards for grades 6-8 are designed to allow students to develop a conceptual understanding of the core concepts drawn from Physical Science, Earth Science, and Life Science. As we stress the importance of scientific inquiry, experimentation, and technological design, your child will be provided with “hands-on/minds-on” activities. Students will be provided with laboratory experiences that demonstrate how science is constant, historic, probabilistic, and replicable. In middle school, students will be building content knowledge to prepare themselves for the 8th-grade science End-of-grade test.

Physical Science		
6	7	8
Matter and its Interactions		Matter and its Interactions
Energy		
	Motion and Stability- Forces and Interactions	
Waves and Their Applications		
In 6th grade, students study light waves and their role in sight and sound. They also study the physical properties of matter. 6th and 7th grade students study the conservation and transfer of energy. 8th-grade students dive deeper into matter with properties and changes, the Law of Conservation, and utilize the periodic table to determine element properties. Renewable and nonrenewable energy resources and conservation are also explored.		
Life Science		
6	7	8
From Molecules to Organisms: Structures and Processes		
	Heredity: Inheritance and Variation of Traits	
Ecosystems: Interactions, Energy, & Dynamics		Ecosystems: Interactions, Energy, & Dynamics
		Biological Evolution- Unity & Diversity
In 6th grade, students learn the structures, processes, and behaviors of plants that enable them to survive and reproduce. In 7th grade, students explore how body systems work as well as genetic change over time. 8th-grade students study disease-causing organisms and how diseases are prevented, treated, and spread. The energy flow through ecosystems is specifically studied in 6th and 8th and referenced in 7th when discussing how the human body obtains and uses energy.		
Earth Science		
6	7	8
Earth's Place in the Universe		Earth's Place in the Universe
Earth's Systems		
Earth and Human Activity		
In 6th grade, students study the properties, structures, and predictable motions of the Earth/moon/sun as well as the changing of the Earth's surface over time. 7th-graders study atmospheric processes in weather and climate and how human actions impact air quality. In 8th grade, students examine the structure of the hydrosphere and how all human actions impact the water quality on Earth. Students also build on the concepts from 6th and 7th grade and study how the Earth has changed over time by evaluating the fossil and rock evidence.		

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

Continued:
How can a parent help their child develop citizenship, social skills and respect for others?

By incorporating these elements into your parenting approach, you can contribute to the development of your child's citizenship, social skills, and respect for others. Consistency, open communication, and leading by example are key components of this process. Parents can model high expectations and mutual respect for each other as students learn to be productive citizens who interact well with others. Students will attend school with students who may have differing opinions, but it is imperative that, although we may not always agree, we can still treat one another with respect.

Students learn about citizenship in their social studies courses and are taught to apply those skills in their everyday lives. Lifelong learning and the importance of being actively involved in the community are stressed in the total school curriculum.

Davidson County Schools utilizes the [Character Strong](#) curriculum to teach and reinforce responsibility, increase social and emotional skills, and character development. Character Strong is a multi-tiered approach to support whole child success.

The [North Carolina Portrait of a Graduate](#) defines durable skills that students need to be able to use prior to graduation.

How can a parent strengthen communication with the school/teacher?

The DCS board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress.

The board also encourages parents to participate in their children's education and in activities designed by school personnel to involve them, such as parent conferences, in order to foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children's compliance with board policies concerning homework, school attendance, and behavior.

The Davidson County School District Communications Department serves as the connection between the school system, parents, students, staff, and our community at large. The Communications Department is responsible for directing and managing all district communications. The Communications Department promotes district, school and student successes, builds parent and community support, and strengthens public confidence in the district as a whole.

A comprehensive list of resources for strengthening school to home communications is located at the following [link](#).

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

Continued:
How can a parent help their child develop citizenship, social skills and respect for others?

- Teach Empathy:
- Encourage your child to consider others' perspectives and feelings.
 - Engage in activities that promote empathy, such as volunteering at a local shelter or visiting elderly neighbors.
 - Discuss real-life scenarios to help them understand the impact of their actions on others.
- Respect for Diversity:
- Celebrate diversity within your family and community.
 - Introduce your child to different cultures, traditions, and customs.
 - Teach them the importance of respecting differences and embracing diversity.
- Problem-Solving Skills:
- Help your child develop problem-solving skills to resolve conflicts peacefully.
 - Encourage them to think critically about solutions and consider the consequences of their actions.
 - Model effective conflict resolution in your own relationships.
- Digital Citizenship:
- Educate your child about responsible internet use and online etiquette.
 - Discuss the impact of cyberbullying and the importance of treating others with respect online.
 - Set guidelines for screen time and monitor their online activities.
 - Visit the [DCS Digital Citizenship website for more information](#) and a [Parent Resource Guide](#) for more information
- Community Involvement:
- Engage in community service projects as a family.
 - Support local organizations and charities together.
 - Help your child understand their role in contributing to the well-being of the community.
- Encourage Leadership:
- Foster leadership skills by involving your child in group activities or clubs.
 - Support their involvement in school or community leadership roles.
 - Teach them to lead with integrity and a sense of responsibility.
- Reflect and Reinforce:
- Regularly reflect on experiences and discuss the lessons learned.
 - Provide positive reinforcement for acts of kindness, empathy, and good citizenship.
 - Adjust your approach based on your child's individual needs and developmental stage.

Supporting Your Student in Social Studies

6th grade: The standards and objectives for the 6th grade course, World Studies I, will examine the beginnings of human society to the Age of Exploration (1400 CE). Students will use the themes of geography, religion, achievements, politics, economics, and social structure to understand the emergence, expansion, and decline of civilizations. Various societies and regions from around the world will be studied, including Mesopotamia, India, Egypt, Kush, China, Greece, Rome, Middle Ages Europe and Japan, African Kingdoms, Maya, Aztec, and Inca.

- Focus:
- Government: Understand the purpose of government and authority.
 - Culture: Understand ways in which cultures, religions, and traditions influence civilizations.
 - Economics: Understand the economic activities (trade routes and economic networks) of civilizations prior to 1400.
 - Geography: Understand the geographical factors that influence human migration and settlement.
 - History: Understand the development of civilizations and societies from various perspectives by examining societal roles and achievements.

7th grade: The standards and objectives for the 7th grade course, World Studies II, will examine aspects of World History from the Age of Exploration to Globalization/Current Events. Students will discuss how history and culture influence a society and connect these to current world events and topics.

- Focus:
- Government & Economics: Discuss different types of government and economic systems in order to understand future units of study.
 - Renaissance: How the Renaissance movement impacted the world through art and science.
 - Reformation: Examine the key figures that brought about reform in Europe
 - Exploration of the New World
 - Revolutions: American, French, Russian, and The Industrial Revolution
 - Imperialism: Examine The Motivating Factors for the Industrialization of other Countries
 - WWI & WWII: Examine causes of both wars, the countries involved, and factors that led to the end of each war
 - Cold War: Examine the causes, the timeline of events, and their impact on the world.

8th grade: The standards and objectives for the 8th grade course, North Carolina and United States History, will examine the events, people, issues, and developments in North Carolina from the Colonial Era to contemporary times. Students will also understand the relationship of geography, events, and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time.

- Focus:
- NC Geography & Historical Thinking: How Geography Affected Early Land Settlement and Social/Economic Developments
 - NC Colonization & Settlement (1492-1763)
 - The American Revolution
 - How the US Constitution/U.S. Government Was Created
 - Westward Expansion: Louisiana Purchase/Lewis & Clark
 - Civil War/Reconstruction Period (1860-1876)
 - The Industrialization of The United States & North Carolina
 - North Carolina's Role In Early Technology Development
 - The Roaring 20s and The Great Depression
 - WWII & The Cold War
 - Civil Rights (1954-1968)
 - Contemporary American History: Watergate, Vietnam War, Kuwait, Gulf War, 9/11
 - Economics and Personal Finance

Supporting Healthful Living in Middle School

Students participate in Healthful Living throughout the year.
Objectives covered include:

- Understand and apply strategies to manage stress and other emotions
- Understand the structure and function of the male and female reproductive systems
- Understand how nutrition, fitness and healthy choices affect wellness and disease prevention
- Understand healthy and effective communication and relationships
- Understand the risks associated with tobacco and other drug use In addition to these objectives, students participate in physical education in order to create and maintain a healthy body.

General Statute 115C-81.30, also known as the *Reproductive Health and Safety Education* law, outlines the family life educational program that begins in the seventh grade and continues through ninth grade. Each school year, before students may participate in any portion of a program that pertains to the prevention of sexually transmitted diseases, including HIV/AIDS, or to the avoidance of out-of-wedlock pregnancy, or a reproductive health and safety education program, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. DCS School Board Policy 7.7 *Comprehensive Health Education Program* outlines the details for this process. A copy of all objectives and materials are available for review in the media center of each school.

Supporting Arts Education in Middle School

Middle school students in Davidson County Schools have the opportunity to grow and thrive through participation in arts education. Arts courses are taught through the comprehensive arts education framework which includes the standard course of study, arts integration, and arts exposure. Participation in the arts help create opportunities for success in many areas of learning and life for all students.

Middle school students have several options for participation in the arts. Davidson County Schools offers instruction in visual art, band (music), choir (music), or in general music. Band and chorus are year long programs for middle school students.

In June 2020 Senate Bill 681 directed the State Board of Education to modify high school graduation requirements to require one credit of arts education to be completed at any time during grades six through twelve. This new requirement began with students entering Grade 6 in 2022-2023.

Participation in a student’s selected arts education course as a year-long experience is encouraged but required for at least a semester to earn the graduation credit. Middle school arts education courses prepare students for continued study in high school arts education and afford them the opportunity to make the arts a part of their life beyond their public school experience.

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

Continued:
How can a parent help their child learn and make progress?

- Utilize local resources such as homework assistance and refer to parent guides for academic standards.
- Utilize state resources such as the NCDPI [Parent’s Corner](#) website

Feel free to ask for a conference with your child’s teacher(s), counselors, or principal at any time. Middle school parents need to be highly involved in their child’s education. Parents can help by keeping the lines of communication open with both their child and his/her teachers. It is best to be involved from the beginning and not wait until an issue arises.

Teachers are expected to update grades weekly, and parents can stay informed by accessing the Student Information System (SIS). It is also very important that parents are aware of and understand the attendance policy. Middle school students may not miss more than 16 days (excused or unexcused) each year.

Parents are encouraged to visit the school and district websites frequently and listen to messages sent via School Messenger, the tool we use for sending weekly and emergency messages via phone. Parents can also [opt in for SMS text alerts](#) from Davidson County Schools.

The following DCS board policies are helpful in understanding the importance of monitoring and celebrating student progress:
[6.8.1 Students at Risk of Academic Failure](#)
[6.8.3 Recognizing Excellence](#)

How can a parent help their child develop citizenship, social skills and respect for others?

Designing a process to strengthen a child’s citizenship, social skills, and respect for others involves incorporating various elements into their upbringing. A comprehensive plan parents can follow:

- Lead by Example:
- Demonstrate positive citizenship by engaging in community service or volunteering.
 - Exhibit respectful behavior towards others, including neighbors, friends, and strangers.
 - Share stories of your experiences that highlight the importance of empathy and social responsibility.

- Open Communication:
- Establish an open and honest line of communication with your child.
 - Encourage them to express their thoughts and feelings without fear of judgment.
 - Discuss current events, social issues, and ethical dilemmas to promote critical thinking.

- Civic Engagement:
- Involve your child in age-appropriate civic activities, such as local community events or clean-up initiatives.
 - Attend town hall meetings or community gatherings together to instill a sense of civic responsibility.
 - Discuss the importance of voting and staying informed about local and global issues.

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

How can a parent help their child learn and make progress?	The primary mission of Davidson County Schools is to ensure that students receive the best education possible. The goal of our team of dedicated professionals is to work closely with families to see that this mission is accomplished. We encourage parents to visit their child's school and meet with our team of teachers, administrators, and staff who are there to help. An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance, informs the student and the student's parents or guardians about the student's performance and progress, and provides a system of notice which allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress. The superintendent or designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education. Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course. We understand that parents are their child's first teacher, and we need a strong cooperative partnership between families and the school team to ensure that students reach their ultimate potential. Active involvement in student education is crucial for their learning journey. Below are some ways that parents can help their child learn and make progress: • Regularly ask your child about their school day, discussing the topics and assignments they are currently working on. • Connect with their teacher(s) to gain insights into his/her progress and inquire about ways to support his/her learning. • Attend various school events to stay connected and learn more about how to assist your child. • Create a dedicated space at home for homework and studying, if possible, and encourage a reading culture by modeling reading behavior. Discuss your child's progress and efforts, being an engaged participant in their education. • Maintain open communication with your child's teacher and keep a diverse range of texts at home to encourage reading at different levels.
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Supporting Career and Technical Education in Middle School

Middle school students will participate in classes focused on career and technical skills, technology systems, engineering design processes and problem solving.

A variety of courses offered include:

- Robotics
- Computer skills
- Shop and tool safety
- Healthcare
- Exploring career decisions
- Leadership
- Team Building
- Production Software
- Keyboarding

Middle school students will create Career Development Plans (CDP). A CDP includes a self-assessment of the student's interests, skills, values, and personality, as well as an exploration of career pathways that align with those interests. Students also align their academic courses and extracurricular activities with their career interests.

Beginning 2024-25, all students must have a CDP created prior to promotion from eighth grade.

Parents will be notified of student CDP creation, provided with information necessary to access the student CDP plan, and encouraged to monitor the CDP through post-secondary plans and provide guidance for student.

Supporting Technology in Middle School

All middle schools are issued a chromebook to use during the year. Students are responsible for maintaining and caring for the device. They must adhere to DCS policy 7.6 ACCEPTABLE COMPUTER AND INTERNET USE in regards to appropriate use of technology. A permission form for Internet use must be signed by the student and parent or guardian before access is permitted.

Middle school students will...

- Use various resources to gather information for an assigned task.
- Use email as a form of communication to send and receive messages for educational purposes.
- Use digital tools to collaborate and discuss learning with their peers.
- Use a variety of tools to create and share original content.
- Effectively research academic topics.
- Understand and model safe, ethical, and legal online behavior.

PARENTS GUIDE TO TO STUDENT ACHIEVEMENT (PGSA)

Based on Parents’ Bill of Rights - SB 49; Session Law 2023-106

As a public school system, we want you to have this information which is consistent with the way we have always operated. We respect parents' right to raise and nurture their children and have always invited and valued parent participation. Davidson County Schools will work to implement the elements of this bill as expected. The objective of Davidson County Schools is to offer parents and guardians access to information regarding student achievement via the district's Parent's Guide to Student Achievement (PGSA). Should you wish to obtain paper copies of this document and its contents, you can make a request through your child's respective school.

North Carolina Senate Bill 49: Parents' Bill of Rights

Parents have legal rights with regards to their child's education, including the following:

- (1) The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30.
- (2) The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S. 130A-156 and G.S. 130A-157.
- (3) The right to review statewide standardized assessment results as part of the State report card.
- (4) The right to request an evaluation of their child for an academically or intellectually gifted program, or for identification as a child with a disability, as provided in Article 9 of this Chapter.
- (5) The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter.
- (6) The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements.
- (7) The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.
- (8) The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements.
- (9) The right to participate in parent-teacher organizations.
- (10) The right to opt in to certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter.
- (11) The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article.
- (12) The right to review all available records of materials their child has borrowed from a school library. Public school units shall (i) allow parents to exercise these rights and (ii) make the rights contained in this section available to parents electronically or by displaying the information on the website of the public school unit.

In the section that follows, specific questions are answered to promote understanding and provide open communication with parents and families.

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

What are the requirements for school enrollment? What are the immunizations needed or recommended for children?	Enrollment: State admissions requirements are based on North Carolina law. Requirements for enrollment in Davidson County Schools can be found on the DCS website under School Board Policy 6.1 Student Admissions, 6.1.1 School Assignments and Student Residence Requirements. An FAQ document for parents can help provide assistance with enrollment questions. the McKinney-Vento Act includes the following provisions specifically for unaccompanied youth: • Unaccompanied homeless youth shall be immediately enrolled without proof of guardianship. • During a dispute over school selection or enrollment, unaccompanied homeless youth shall receive a written statement explaining the school’s decision, the youth’s right to appeal the decision, and a referral to the local liaison. Local Liaisons shall assist unaccompanied homeless youth in: • Selecting a school of attendance and enrolling in school. • Requesting transportation to and from the school of origin. • Enrolling in school immediately while disputes are resolved. More information regarding unaccompanied homeless youth can be found at the National Center for Homeless Education. Immunizations The DCS Board of Education requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization and health assessments. The principal or designee shall maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments in accordance with state and federal law. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction. Health requirements for immunizations can be located on the DCS website under school board policy 6.1.3 Immunization and Health Requirements for School Admission. Additionally the NC Immunization Requirements document outlines the specific details.
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PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

What are the qualifications of my child’s teachers?	Only teachers who hold or those who are eligible to hold an appropriate license in the field of an existing vacancy are to be considered initially as candidates for employment. All professional employees in public schools must hold a professional educator's license for the subject or grade level they teach or for the professional education assignment that they hold. The standard basis for professional educator's licensure is the completion of either: a) state approved educator preparation program (EPP) or b) a state approved alternative route to professional educator's licensure. Parents may verify their child’s teacher licensure status at this website. Please note this site does not provide personal information about teachers. Parents/guardians are encouraged to contact their child’s principal if they have additional questions about teacher qualifications. In Title I schools, a staff qualifications letter is a federal requirement for Title I schools, and is sent at the beginning of the school year regarding parents' rights to request and be provided with the information regarding the qualifications of their child’s classroom teacher and paraprofessionals. This letter is a federal requirement for Title I schools. The letter includes: • Whether the teacher has met the state qualifications for the grade levels and subject areas in which the teacher provides instruction; • Whether the teacher is teaching under an emergency or other provisional status through which the state qualifications have been waived; • What baccalaureate degrees have been earned by the teacher, along with the field of study and any other certifications; • Whether your child is provided services by paraprofessionals and, if so, their qualifications; and • Whether your child has received four weeks or more of instruction by a non highly-qualified teacher. Please contact the office of Human Resources with any questions you may have regarding an educator’s licensure status.
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PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

How can my child be promoted to the next grade level?	Promotion for middle school students will be determined based on teacher standards and attendance standards. Additionally, a principal may use data gained from various assessments to determine a student's readiness to progress to the next grade. Each year to be promoted in grades 6, 7, and 8, a student must have: • a final average of at least 60 in English Language Arts and Math, • a final average of at least 60 in Science or Social Studies, and • no more than 16 absences.
What is my child learning at school? How can a parent review these materials?	A successful educational program depends on innovation at the individual school level. The DCS Board of Education is committed to allowing administrators at individual schools to develop and implement plans necessary to ensure the educational success of their students. The board will provide an educational program that offers students the opportunity to receive a sound basic education. The program will meet statewide instructional standards as prescribed by the State Board of Education. Every school follows a Standard Course of Study developed by the North Carolina Department of Public instruction (NCDPI). These standards outline the knowledge and skills that students are expected to master by the end of each course. The NCDPI Office of Academic Standards website contains the standards for various subjects, such as • Arts Education • Career Technical Education • Computer Science • English Language Arts • English Language Development • Student Success Standards • Healthful Living • Information and Technology • Mathematics • Science • Social Studies, and World Language. Local districts, schools, and teachers have the autonomy to decide the instructional methods for these standards, including curriculum, supplementary materials, books, and other resources. The Department of Curriculum and Instruction of Davidson County Schools supports schools as they rigorously challenge all students to achieve their academic potential.

PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

Continued: What is my child learning at school? How can a parent review these materials?	Curriculum and Instruction supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the State-adopted standards in support of a balanced curriculum for the whole child. Teachers utilize materials aligned with best practices are supported by the district in the following ways: • Providing targeted professional development • Supporting and facilitating PLC teams • Building relationships and ensuring rigor and relevance within instruction • Creating partnerships with schools • Modeling research-based pedagogical practices and resources • Promoting the belief that all students can learn and advocating for students • Facilitating the use of data to drive instruction • Providing social and emotional supports to students • Providing a common instructional framework • Supporting school administrators According to DCS school board policy 7.5 Selection of Instructional Materials, parents may review all instructional materials. Instructional materials do not include academic tests or assessments. Parents who would like to inspect and review instructional materials should make a request in writing to the principal. The principal shall schedule a mutually agreeable date and time for the parent to come into the school to review the materials. All efforts should be made to schedule the time as soon as possible but no later than 10 business days from the date of the request. All materials used in reproductive health and safety education shall be available for review at any time. The family life curriculum can be accessed via the DCS website. Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught. The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child’s participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, awareness of sexual assault and sexual abuse, and sex trafficking prevention and awareness. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must do so in writing to the principal.
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PARENTS GUIDE TO STUDENT ACHIEVEMENT (PGSA)

Continued: What is my child learning at school? How can a parent review these materials?	Davidson County Schools gives parents the opportunity to withdraw their child from this instruction and instead receive an alternative health assignment, in an appropriate learning environment during this instructional time, and without any repercussions or negativity from staff. For more information, see DCS School Board Policy 7.7 Comprehensive Health Education. Following DCS procedures, principals will furnish parents with physical or digital versions of specific supplementary instructional materials for examination at home. However, for most copyrighted materials, access for inspection may be limited to in-person viewing. Typically, requests to inspect school library materials will be accommodated by notifying parents of designated hours for browsing the library collection. You can find each school’s library catalog online at Destiny Discover. A Request for Consideration of Digital Instructional Materials is located at the following link. For more information regarding inspection of and objection to instructional materials, reference DCS Board Policy 7.5.1 Parental Inspection of and Objection to Instructional Materials.
How will a parent learn about my child’s progress in school or with a class?	Davidson County Schools communicates students' progress through various channels, including quarterly report cards, progress reports, and feedback on assignments/tests. Quarterly report cards detailing grades and attendance are distributed, with specific quarter-end dates outlined in the school calendar. Direct communication with the teacher(s) via email, phone, or in person is always best. Parents can review up-to-date information about grades and assignments through the student information system (SIS). Parents can access attendance, grades, and testing information through the student information system (SIS). For assistance with access, parents can contact the school data manager. The DCS board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness. Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate. For more information, parents can review the DCS School Board 7.2 Testing and Assessment Program. In middle school, students take end-of-grade assessments in English Language Arts, Math, and Science.