

STUDENT PROGRESS REPORTS TO PARENTS

An important concern of teachers, parents and students is determining and reporting student performance. The goal of any method of determining and reporting student performance from Kindergarten through 12th grade is to establish a flow of communication between the school, student, and the home in the interest of providing feedback and guidance so that each student may achieve and succeed to the degree that his or her talent will allow.

The Board supports staff efforts in developing better ways to measure and report student progress, but requires that the following expectations be met or exceeded:

1. In accordance with the provisions of Title I, parents/guardians shall be provided with reports on their child's progress. In addition, the parents/guardians of PSEN students shall be provided with semi-annual progress reports. Copies of letters sent to parents/guardians relating to a particular situation or problem will be kept in the student's folder. Each student who receives Title I or PSEN services will be monitored and evaluated frequently for academic progress.
2. Parents will be informed four times a year by report card about their children's progress in school. Additional reports, of regular and spontaneous, formal and informal nature, should be provided using appropriate multifaceted formats, including but not limited to: conferences, report cards, progress reports, telephone calls, and notes. It is the responsibility of the school staff to thoroughly explain the meaning of the marks and symbols to students and parents.
3. Parents will be alerted and conferred with any time a marked change in a student's performance is detected. Insofar as possible, distinctions will be made between a student's attitude and his/her academic performance.
4. Within the district's recognized organization for instruction, there will be consistency in grading and reporting except when it is inappropriate for certain classes or certain students.
5. When student progress is evaluated informally, the school staff will provide an appraisal of the student's standing in relation to his/her peers.
6. Reports of student academic development, achievement and effort will be consistent with what students are expected to learn, result from both formative and summative assessments, and indicate areas where additional effort is needed.

Cross-ref: 1900, Parental Involvement
4710, Grading System

Ref: 34 CFR §200.34(c)(1)(i) (ESEA Title I Program in Local Educational Agencies)
8 NYCRR Part 149, subparts 149-1; 149-3

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