

EXHIBIT B

R 2314 ACADEMIC PLACEMENT¹

The following describes academic placement criteria for courses for grades 6-12:

Middle Grades 6-8

MATHEMATICS

Grade 5 to 6

All fifth graders take five Grade 5 Common Assessments (CA-5) over the course of the fifth grade. In addition, all students take the Sixth Grade Placement Test (PT-6) in spring of their fifth grade year. Grade 6 students are placed in Acceleration, Honors, or College Preparatory mathematics.

Criteria for student identification for Acceleration in order to skip grade 7

A 93% average on CA-5, a 93% subset score on CA-5, score of 250+ on NJ ASK-4*, and PT-6 score of 90% with 7 points on acceleration items.

-or-

A 90% average on CA-5, a 90% subset score on CA-5, score of 240+ on NJ ASK-4*, and PT-6 score of 90% with 8 points on acceleration items.

-or-

An 88% average on CA-5, an 88% subset score on CA-5, score of 235+ on NJ ASK-4*, PT-6 of 80% with 10 points on acceleration items and participation and successful performance (B average) in summer program.

-or-

New students with a minimum PT-6 score of 90% with 8 points on acceleration items.

*Weight influenced by teacher recommendation

Placement in Grade 6: Criteria for student identification for Honors

An 83% average on CA-5, an 83% subset score on CA-5, score of 250+ on NJ ASK-4*, and PT-6 score of 70%

-or-

An a 83% average on CA-5, an 83% subset score on CA-5, score of 220+ on NJ ASK-4*, and PT-6 score of 85%

-or-

An 80% average on CA-5, an 80% subset score on CA-5, score of 215+ on NJ ASK-4*, and PT-6 score of 65% with 5 points on DAT items and participation and successful performance (B average) in the Summer Program.-or-

New students with a minimum PT-6 score of 85%

*Weight influenced by teacher recommendation

Grade 6 to 7

Grade 7 students are placed in Acceleration, Honors, or College Preparatory mathematics.

Grade 7 to 8

Grade 8 students are placed in Acceleration, Advanced Honors Algebra, Honors Grade 8 Math, or College Preparatory Math.

¹ Index on last page.

Accelerated Mathematics Grade 6 to Grade 8

In grade 6, students are screened to identify viable candidates for acceleration in mathematics to grade 8. Grade 6 students are offered the opportunity to take the Grade 7 Diagnostic Assessment, a District developed paper and pencil test. The results of this assessment identify those students who have demonstrated mathematical proficiency in a substantial portion of the grade 7 mathematical skills and concepts as outlined in the grade 7 mathematics curriculum and the ability to apply and extend their mathematical knowledge to new and varied situations. Students receive two scores on the assessment: an overall score and a score on the critical skills. In order to skip grade 7, students must receive at least a 70% overall score and a score of at least 75% on the critical skills. These students are eligible to skip grade 7 mathematics and be accelerated into grade 8 mathematics.

Once a student is accelerated, they continue with that course sequence as long as an average grade of B or higher is maintained. Students who average a C or C+ in Advanced Honors Algebra in Grade 7 will continue the course sequence in Grade 8, but will likely be recommended for Level 4 for Geometry in Grade 9.

Project Ahead

At the end of grades 5, 6, and 7, all students are screened for placement in Project Ahead Mathematics in grades 6, 7 and 8. The following criteria are used for assessing students in order to identify them for placement in the Project Ahead Program in grades 6, 7, and 8. At all grade levels, teacher recommendation and the use of multiple measures are part of the assessment process.

Transition from Grade 8 to Grade 9

To remain or move to specified levels, the following criteria are considered for each student:

Level 4 (Honors)

- A minimum of a C average for the year
- NJASK score of at least 230
- Teacher recommendation

Level 4 (Honors) to Level 5 (Advanced Honors)

Any student with an average of 93% or higher at the end of Grade 8 Quarter 1 or Quarter 2 will have the option to move to Level 5 at that time. Because the Advanced Honors Algebra Curriculum is rigorous and fast paced, this is the only opportunity for students to move to from Level 4 until after Grade 9.

Level 3 (College Prep) to Level 4 (Honors)

- A consistent A average for the year*, and
- NJASK score of at least 230 and
- Teacher recommendation

Level 2 (General) to Level 3 (College Prep)

- A consistent A average for the year*, and
- NJASK score of at least 200 and
- Teacher recommendation

*Weight influenced by teacher recommendation

LANGUAGE ARTS, SCIENCE, SOCIAL STUDIES

All students are heterogeneously grouped in grade 6, grade 7, and grade 8.

Acceleration in Language Arts Grade 8

Students completing Grade 7 Language Arts demonstrating a high degree of proficiency are eligible to accelerate to a Grade 9 English during their 8th grade year. The following criteria are used to identify eligible students:

- A final average of A (90% or better) in Grade 7 Language Arts, and
- A score of 270 or higher on the NJASK 6 (NJASK 7 data is reviewed again in the fall as it becomes available)
- Scored samples of student writing completed in Grade 7 Language Arts
- Teacher recommendation may be included if necessary to provide a more complete view of student eligibility

Project Ahead

At the end of grades 5, 6, and 7, all students are screened for placement in Project Ahead Language Arts in grades 6, 7 and 8. The following criteria are used for assessing students in order to identify them for placement in the Project Ahead Program in grades 6, 7, and 8. At all grade levels, teacher recommendation and the use of multiple measures are part of the assessment process.

Fifth Grade Students Entering Sixth Grade

The student's score on the NJASK5 and grades are used to determine placement in Project Ahead language arts and/or mathematics:

If the student's score is less than:

- 200 in language arts
- 200 in mathematics

she/he is identified for Project Ahead placement.

Sixth Grade Students Entering Seventh Grade

The student's score on the NJASK6 and grades are used to determine placement in Project Ahead language arts and/or mathematics:

If the student's score is less than:

- 200 in language arts
- 200 in mathematics

she/he is identified for Project Ahead placement.

Seventh Grade Students Entering Eighth Grade

The student's score on the NJASK7 and grades are used to determine placement in Project Ahead language arts and/or mathematics:

If the student's score is less than:

- 200 in language arts
- 200 in mathematics

she/he is identified for Project Ahead placement.

High School Grades 9-12***Course levels and the corresponding series in the high school course numbering system:***

Levels	Course Level Definition	Numeric System
Level 6	An "advanced placement level" designed for students who are doing college level work in a particular subject area.	6000
Level 5	An "advanced honors level" designed for students with exceptional academic ability in a particular subject area.	5000
Level 4	An "honors" level	4000
Level 3	An academic "college preparatory" level	3000
Level 2	An academic "general" level for students in need of additional skill development	2000

The English Department, the Fine Arts Department, the Mathematics Department, the Science Department, the Social Studies Department, and the World Languages Department have leveled courses for which students must meet certain criteria. What follows are the criteria/descriptors by department that presently exist for these leveled courses:

ENGLISH

The English Department offers courses at levels 3 (College Prep), 4 (Honors), and 6 (AP)

Level Four Courses

Current students in level 4 courses must have a final B- average in order to remain in a level 4 course.

For a student moving into Grade 9, Level 4 (English I Honors):

- A- average or higher in Language Arts
- Graded writing sample

For a student moving into Grade 10, Level 4 (English II Honors):

- A- average or higher in Language Arts
- Graded writing sample

For a student moving into Grade 11 OR 12, Level 4

Non-AP Electives are open to all students not recommended for English III or English Essentials. The elective courses are taught, graded and weighted as honors-level courses, equivalent to Level 4.

Level Three Courses

Current students in Level 3 courses must have a final C- average in order to remain in a level 3 course. Students in Grade 10 who receive a D in Level 3 English will be counseled to consider placement in English III or Senior Essentials.

For a student moving into Grade 9, Level 3 (English I)

- B - average in English
- Graded writing sample

Course Entry Criteria for Advanced Placement (Level 6)

The English Department offers two Advanced Placement courses:

- Advanced Placement Language and Composition (Juniors only)

- Advanced Placement Literature and Composition (Seniors only)

All students must complete an "English Department Advanced Placement Application and Teacher Recommendation Form" available from current English teachers, the English Writing Lab (Room B207) or the English Department Office (Room B203). Students who do not meet the AP entry grade criteria must sit for the AP Qualifying Exam.

Current Sophomores with a B+ average at the end of semester one in Level 4 may enroll in AP Language and Composition; (Current juniors in a Level 4 course with a B+ average may enroll in AP Literature and Composition.) If a student falls below a B+ average by the end of the year, he/she loses eligibility for automatic placement in the AP classes.

Students in AP Language and Composition (current juniors) with a B average at the end of semester one (including the mid-term grade) may enroll in AP Literature and Composition (the senior course) for next year without going through any application process. They are required, however, to maintain the B average for the rest of the year. Students who do not meet the required criteria by January, but meet it by the end of the school year, will be able to enroll in an AP class if there is a seat available.

Any student may appeal the placement recommendation of the English Department by meeting with the department supervisor. Next, the department supervisor will contact the student's parent/guardian for further discussion.

FINE ARTS DEPARTMENT

The Fine Arts Department offers non-leveled courses and level 3 performance courses in music: Chamber Choir, Wind Ensemble, and Chamber Orchestra. These courses require a student audition. The department also offers level 6 (AP) courses in music and art.

Course Entry Criteria for Advanced Placement (Level 6)

The Fine Arts Department offers three Advanced Placement courses:

- Advanced Placement Studio Art
- Advanced Placement Art History
- Advanced Placement Music Theory

Advanced Placement Studio Art

Entrance Requirements:

- Completion of Art 1, 2, 3/4 with a grade of A is recommended
- Recommendation from Art 3/4 teacher
- Interview with AP teacher in early May
- Review of portfolio by AP teacher
- Ability to create a large portfolio of artwork in various media

Advanced Placement Art History

Entrance Requirements:

- Open to students in grades 10-12
Students must complete a writing sample, comparing two artworks. This should be done after school under the supervision of the AP Art History teacher, and must be typed.
- The AP teacher will give each applicant a complete outline explaining the requirements of the essay.

Advanced Placement Music Theory

Entrance Requirements:

- Ability to read and write music and to hear musical details.
- Membership in other music courses is not a requirement, although it is recommended.
- Students must complete a take-home pre-test and a short listening test to be arranged with the AP teacher.

MATHEMATICS

The Mathematics Department offers courses at levels 2, 3, 4, 5, and 6 (AP).

Course Entry Criteria for Levels 2, 3, 4, and 5

Level placement in mathematics classes at Columbia High School is primarily contingent on the student's performance in the previous developmental mathematics class. Generally, students remain in their assigned level if they have a B or C, move up a level if they have an A, or are recommended to move down a level in the subsequent year if they have a D or F.

The level change process in math can be initiated by the student, parents, counselors, or teachers, provided the student's average in his/her current class meets the criteria identified above.

Students may move up or down based on their early performance in a mathematics class based upon performance.

Grade 8 to Grades 9-12 Level Criteria

To remain in the specified levels, the following criteria are considered for each student:

Level 5

- NJASK 8 score of at least 250
- A minimum of a C average for the year
- Teacher recommendation

Level 4

- NJASK 8 score of at least 230
- A minimum of a C average for the year
- Teacher recommendation

Level 3

- NJASK 8 score of at least 200
- A minimum of a C average for the year
- Teacher recommendation

To move from the specified levels, the following criteria are considered for each student:

Level 4 to Level 5

- NJASK 8 score of at least 250
- A minimum of an A average for the year
- Teacher recommendation

Level 3 to Level 4

- NJASK 8 score of at least 230
- A minimum of an A average for the year
- Teacher recommendation

Level 2 to Level 3

- NJASK 8 score of at least 200
- A minimum of an A average for the year
- Teacher recommendation

Please note:

- A teacher's recommendation may outweigh a lower NJASK 8 score that is out of the acceptable range.
- If a student is recommended to move up a level, s/he may need to learn additional prerequisite material.
- Appeals based on improved test scores and/or grades may be submitted to the Supervisor of Mathematics 6-12 in writing in late spring (after testing results and final grades are available) for possible adjustment by September.

Course Entry Criteria for Advanced Placement (Level 6)

The Mathematics Department offers two Advanced Placement courses:

- Advanced Placement Statistics
- Advanced Placement Calculus (AB or BC)

The process of identifying candidates for Advanced Placement courses in mathematics is primarily dependent on successful performance in prerequisite math courses.

AP Statistics

- Prerequisite: B- average or better in Honors Pre-calculus (course 12-4) or a C average or better in Advanced Pre-calculus Honors (course 11-5)
- Co-requisite: registered for Pre-calculus (course 12-4 or 11-5)
- Performance on Statistics Qualifying Test (an objective test, with open-ended items) administered in late January or early February
- Recommendation of the current math teacher

AP Calculus (AB or BC)

- Prerequisite: B- average or better in Honors Pre-calculus (course 12-4) or a C average or better in Advanced Pre-calculus Honors (course 11-5)

Supplemental Mathematics

Students are scheduled for supplemental mathematics in grades 10, 11, and 12 if they fall below the District's Minimum Level of Proficiency based on their NJASK 8 scores, District placement Test scores (for new students), and HSPA scores respectively. These classes are in addition to the student's regularly scheduled mathematics class and do not carry a level designation.

SCIENCE

The Science Department offers courses at levels 2, 3, 4, 5, and 6 (AP).

Course Entry Criteria for Levels 2, 3, 4, and 5

It is and always has been the policy of the science department that students be placed in the highest level class in which they can be successful. This policy includes making recommendations for the coming year or moving students during the course of a year. In general, students who are getting A's in a class move to the next level for the subsequent year. Students must maintain at least a C- average to remain in their current level. The previous year's grade and teacher recommendation have the greatest weight in determining the following year's placement.

Level 2

- Student recommended by previous year's teacher
- Student needs consistent reinforcement and teacher support
- Student exhibits significant difficulty with abstract thinking and problem solving
- Student demonstrates inconsistent completion and quality of homework assignments and special projects

Level 3

- Student recommended by previous year's teacher
- Student demonstrates motivation to achieve, but may require some individual teacher direction
- Student exhibits some difficulty with abstract thinking and problem solving

Level 4

- Student recommended by previous year's teacher
- Student demonstrates motivation to excel and the ability to work independently
- Student exhibits the ability for abstract thinking and problem solving
- Student demonstrates consistent and timely completion of homework assignments and special projects

Level 5

- Student recommended by previous year's teacher
- Student demonstrates motivation to excel and ability to work independently
- Student exhibits ability for abstract thinking and problem solving
- Student demonstrates consistent and timely completion of homework assignments and special projects

Additional Information:

- 8th grade to 9th grade teacher recommendation: Science teachers consult with math teachers when making their recommendation. In general, if a student is not maintaining a B average in a Level 4 science class, he/she is moved to a 3 level class. Students may be moved to Level 4 if they raise their average to a B by the end of the year, are successful in our summer Biology Step Up program, or score Advance Proficient on the NJASK 8.
- All 9th grade students will be placed either in Honors Biology (Level 4), College Prep Biology (Level 3) or Biology for English Language Learners.
- Advanced Honors Chemistry (Level 5) uses the same prerequisites and selection criteria as AP Chemistry (see below).

- Because of class size and section limitations of level 5 classes in physics and chemistry, there are times when all the students who may be qualified to advance to these classes cannot be accommodated. When this occurs students are selected based upon all available data including grades in science and math as well as standardized tests and teacher recommendations.
- The elective program in science is an open enrollment program.

Course Entry Criteria for Advanced Placement (Level 6)

The Science Department offers four advanced placement classes:

- Advanced Placement Chemistry for 11th graders
- Advanced Placement Physics for 12th graders
- Advanced Placement Biology for 12th graders
- Advanced Placement Environmental Science for 12th graders

The AP qualifying test is one component of the decision making process that is used to determine who is admitted to the Advanced Placement Science Program. The physics, environmental science and biology qualifying tests are tests of content knowledge and the application of that knowledge. The chemistry qualifying test is a test of physics knowledge from marking periods 1 and 2.

Advanced Placement Chemistry

Prerequisites

- Successful completion of biology and physics

Selection Criteria

- First and second marking period grades in physics
- Qualifying physics test (This is a test of first semester physics knowledge)
- Physics teacher recommendation

Advanced Placement Biology

Prerequisites

- Successful completion of biology, physics, and chemistry

Selection Criteria

- Grades in all prior science classes
- PSAT Performance Data
- Recommendations of science teachers

Advanced Placement Physics

Prerequisites

- Successful completion of biology, physics, and chemistry
- Concurrently enrolled in Calculus

Selection Criteria

- Grades in physics and chemistry
- Qualifying Physics test (This is an objective test of physics knowledge)
- Recommendations of science teachers

Advanced Placement Environmental Science

Prerequisites

- Successful completion of biology, physics, and chemistry

Selection Criteria

- Grades in all prior science classes
- PSAT Performance Data
- Recommendations of science teacher

SOCIAL STUDIES

The Social Studies Department offers courses at level 3 (College Prep), 4 (Honors), and 6 (AP).

Ninth grade students will be enrolled either in World History for English Language Learners, World History, or Honors World History. Students in Grade 8 must have an end-of-course average of B+ or higher to be eligible for Honors World History.

Tenth grade students will be enrolled in American History and Culture for English Language Learners, US History I, US History 1 Honors, or US History 1 Advanced Placement. Students who are recommended by the previous year's teacher or achieved a grade of C or better in the previous year course will be placed in the Honors class. Students who have a first semester grade of B or better in grade 9 are considered for Advanced Placement United States History.

Eleventh graders will be enrolled in American History and Culture for English Language Learners, US History 2, US History 2 Honors or US History 2 Advanced Placement. In addition, students have the option to take Advanced Placement or Honors electives.

Elective Program

Social studies electives are heterogeneously grouped. All social studies electives are Honors level courses.

Course Entry Criteria for Advanced Placement (Level 6)

The Social Studies Department offers five advanced placement classes:

- Advanced Placement United States History (a two year course beginning in sophomore year)
- Advanced Placement European History (offered to juniors and seniors)
- Advanced Placement Government and Politics U.S. (offered to juniors and seniors)
- Advanced Placement Government and Politics Comparative (offered to seniors)
- Advanced Placement Psychology (offered to seniors)

The criteria for acceptance in these courses are current and previous teacher recommendation and academic performance. The teacher recommendation is in the form of a rubric and asks teachers to rate the following traits for each student applicant:

- possesses strong passion to ensure a lasting commitment to the subject
- has the ability to engage in critical analysis of complex issues/problems related to the subject matter
- is consistently a resourceful, independent, and responsible learner
- has the ability and willingness to actively and constructively participate in intellectually demanding classroom activities and discussions
- has the ability to comprehend, analyze, and evaluate a variety of materials in history and the social sciences
- has the ability to perform thorough and sophisticated research in the subject area
- has the ability to construct compelling and mechanically sound essays

For each criterion a student receives a score based on the following key which ranges from 4 to 1:

4 = this student exhibits these traits to an unusually high degree

3 = this students consistently exhibits these traits

2 = this students sometimes exhibits these traits

1 = this student does not exhibit these traits

Advanced Placement United States History

- Present teacher recommendation
- Grade of B or higher in a Level 4 class

Advanced Placement European History;

Advanced Placement Government and Politics (U.S. or Comp);

Advanced Placement Psychology

- Demonstrated success in Advanced Placement United States History, or
- Previous and present teacher recommendation
- Previous and present grades of B or better in a level 4 class

WORLD LANGUAGES

The World Languages Department offers courses at level 2, 3, 4, and 6 (AP).

Course Entry Criteria for Levels 2, 3, and 4

The previous year's grade and teacher recommendation have the greatest weight in determining the following year's placement.

Level 2

- Student recommended by previous year's teacher
- Student is achieving a grade of C or lower in previous course
- Student needs consistent reinforcement and teacher support
- Student exhibits significant difficulty with abstract thinking and problem solving
- Student demonstrates inconsistent completion and quality of homework assignments and special projects

Level 3

- Student recommended by previous year's teacher
- Student is achieving a grade of B or C in previous course
- Student demonstrates motivation to achieve, but may require some individual teacher direction
- Student exhibits some difficulty with abstract thinking and problem solving

Level 4

- Student recommended by previous year's teacher
- Student is achieving a grade of A or B in previous course
- Student demonstrates motivation to excel and the ability to work independently
- Student exhibits the ability for abstract thinking and problem solving
- Student demonstrates consistent and timely completion of homework assignments and special projects

Course Entry Criteria for Advanced Placement (Level 6)

The World Languages Department offers four advanced placement classes:

- Advanced Placement French Language and Culture
- Advanced Placement Italian Language and Culture
- Advanced Placement Spanish Language and Culture
- Advanced Placement Spanish Literature and Culture

Advanced Placement French Language and Culture

Prerequisite

- Completion of French 3 or French 4 achieving a grade of B or better

Selection Criteria

- Oral assessment - responses are evaluated by a team of French teachers using a rubric
- Written essay
- Teacher recommendation

Advanced Placement Italian Language and Culture

Prerequisite

- Completion of Italian 3 or Italian 4 achieving a grade of B or better

Selection Criteria

- Oral assessment – responses are evaluated by a team of Italian teachers using a rubric
- Written essay
- Teacher recommendation

Advanced Placement Spanish Language and Culture

Prerequisite

- Completion of Spanish 3 or Spanish 4 achieving a B or better

Selection Criteria

- Oral assessment - responses are evaluated by a team of Spanish teachers using a rubric
- Written essay
- Teacher recommendation

Advanced Placement Spanish Literature and Culture

Prerequisite

- Completion of Spanish 4 or Spanish 4 Advanced Placement Language or student is a native speaker with a high level of written and oral fluency

Selection Criteria

- Students who successfully complete Advanced Placement Language and Culture automatically qualify for Advanced Placement Literature and Culture.
- All other students are required to write an analytical essay based on a short literary text. Responses are evaluated by a team of Spanish teachers.

Levels and a Student's Grade Point Average (GPA)

A student receives two GPAs at Columbia High School—a non-weighted GPA and a weighted GPA. All courses that a student takes become part of the non-weighted GPA. Only those courses that have a level designation of 2, 3, 4, 5, or 6 (AP) as has been described in this report become part of the weighted GPA. The numerical value for each letter grade as a non-weighted or a weighted grade appears in the chart below.

Grade	Non Weighted	Weighted			
		College Prep		Honors (Level 4)	Advanced & AP (Levels 5 & 6)
		Level 2	Level 3		
A+	4.33	4.33	4.67	5.00	5.33
A	4.00	4.00	4.33	4.67	5.00
A-	3.67	3.67	4.00	4.33	4.67
B+	3.33	3.33	3.67	4.00	4.33
B	3.00	3.00	3.33	3.67	4.00
B-	2.67	2.67	3.00	3.33	3.67
C+	2.33	2.33	2.67	3.00	3.33
C	2.00	2.00	2.33	2.67	3.00
C-	1.67	1.67	2.00	2.33	2.67
D+	1.33	1.33	1.67	2.00	2.33
D	1.00	1.00	1.33	1.67	2.00
D-	0.67	0.67	1.00	1.33	1.67
F	0.00	0.00	0.00	0.00	0.00

Notification Process in Academic Placement

- End of Marking Period 2 (Students currently in Grade 5 and Grades 8 through 11): Provide general notification to parents about the process of academic placement, with placement criteria, in a letter to parents of students in grades 5, 7 and 8 and in the Curriculum Guide for students in Grades 9-11, including written notification to any student in any grade recommended for a level change.
 - ◆ Elementary teacher recommendations for academic placement of fifth grade students who will be moving to grade six made by late April.
 - ◆ Middle school teacher recommendations for academic placement of seventh grade students who will be moving to grade eight made by late April.
 - ◆ Middle school teacher recommendations for academic placement of eighth grade students who will be moving to grade nine made by early March and students recommended for a level change will be notified in writing.
 - ◆ CHS teacher recommendations made by early February to facilitate scheduling process and students recommended for a level change will be notified in writing.
 - ◆ Parental input that may impact final level placement decisions is welcomed and encouraged at this time; and
 - ◆ Copy of appeal process included in notification to any students recommended for a level change.

- End of Marking Period 3: Provide notification of placement recommendations for middle school students who will remain at the middle school for the next school year.
 - ◆ Parental input that may impact final level placement decisions is welcomed and encouraged at this time.
 - ◆ Recommendations for change of level to be accompanied by written explanation and suggestions for student performance improvement.
 - ◆ Appeals must be made in writing to the middle school counselor by June 1.
 - ◆ Appeals conference involving the subject area teacher(s), team leader, counselor, and parent will be held before the end of school in June.
 - ◆ Appeals requests will be granted or denied.
 - Granted appeals will result in placement adjustment.
 - For middle school students denied appeals will result in either of two options:
 - Parent accepts appeals decision and no placement adjustment is made.

- Parent rejects appeals decision and invokes Contract for Choice. A placement adjustment is made and process of monitoring student performance is established.
- By the End of Marking Period 4: Professional staff makes placement adjustments based on evidence of academic improvement and review of standardized test results and students and parents will be notified of any adjustments.
- Recommendations for academic level placement may be appealed in writing.
 - At the middle school level, appeals should be directed to the middle school counselor by June 1.
 - Appeals will be acted upon at the middle school level prior to the end of school in June.
 - At CHS, appeals should be directed to the subject area supervisor by July 15.
 - CHS appeals will be acted upon prior to the completion of final student schedules in mid-August.

Consistency of Terminology

The following system of course terminology will be utilized at the middle schools and CHS:

- Academic placement terminology will be the same for the middle schools and high school.
- The middle schools and CHS will utilize a common course numbering system, and it will serve as an indicator of academic level placement.
- Academic courses, designated as Levels 2, 3, and 4, provide students with the academic preparation necessary to continue their educational pursuits beyond high school. All course levels are designed to challenge and prepare students for a successful college experience.
 - Level 4 - Considered to be an "honors" level.
 - Level 3 - Considered to be an academic "college preparatory" level.
 - Level 2 - Considered to be an academic "general" level for students in need of additional skill development as they prepare for further educational pursuits, including college.
- Small numbers of students may be identified as exceptional and may be grouped in classes either above Level 4 or below Level 2 to address their unique academic needs.
 - Level 5 - Considered to be an "advanced honors/advanced placement" level designed for students with exceptional academic ability in a particular subject area. At the middle schools, this designation is reserved for eighth grade mathematics only and is in sequence with the CHS math program.

- Level 1 - This designation is intended for CHS students only whose skill level is considerably below the minimum level of proficiency and who require intense individualized instruction to succeed.

The key elements of improvement in the academic placement process are:

1. Early and improved communication with parents and students about changes in level placement.
2. Clarity of academic performance expectations relative to academic levels.
3. Common and consistent terminology among the schools.
4. An appeals process that is clear, open, and timely.

Middle School Contract for Choice

If a parent/guardian wishes to discuss his/her child's placement (level) recommendation, as assigned by the middle school staff, a letter must be written to the child's guidance counselor outlining the rationale for a level change. This letter must also include suggestions for student performance improvement. The guidance counselor will contact the parent to review the student's eligibility for Contract for Choice. If the student does not meet the Contract for Choice eligibility criteria, he/she will remain in the recommended level.

If the student is eligible for Contract for Choice, a level appeal conference will be held at the conclusion of the first marking period for the respective school year. The parents/guardians, guidance counselor, team leader and subject area teacher(s) for the subject(s) for which the appeal is being heard will participate in the conference. During this conference, the requirements and standards for Contract for Choice will be reviewed and a contract will be signed identifying the commitments of the student, parent and school.

Contract for Choice Criteria

- The student must have earned a final grade of A- or better for the prior academic year in the subject(s) where the level change is requested.
- The student must have earned a grade of A- or better during the first marking period of the current academic year in the subject(s) where the level change is requested.
- There is no Contract for Choice option for fifth grade students entering sixth grade.
- No student receiving Project Ahead services can contract for a level higher than where they were recommended for those subjects.
- No request to contract up a level in all four core subjects will be considered. The maximum contract request will be for two core academic subjects.
- No request to contract two levels above the recommended section will be considered.

- If Contract for Choice is granted, the student must maintain the grade of C or higher for each marking period for the balance of the school year. If the student earns a grade of C- or lower for any individual marking period (2nd, 3rd or 4th), he/she will be reassigned to his/her original level placement.
- Class size will comport with Board policy 2412-Class Size.

All parents will be notified of their child's preliminary level placement by early June. Parent requests for Contract for Choice must be submitted to the student's guidance counselor by June 30th.

Transition Program: Grade 6 Only

- Student possesses at least one of the following criteria:
- Previously and/or currently below the District's MLP (Project Ahead student)
- Poor or failing academic performance as evaluated and by core curriculum teachers
- Instructionally would benefit from smaller class sizes, more individual attention, and fewer transitions in the school day
- Socially and/or emotionally would benefit from smaller class sizes, more individual attention, and fewer transitions in the school day

Exceptions to Level Placements

As indicated above, teacher recommendations, student performance, grades, and standardized test scores are strongly considered in level determination. There are occasionally, however, mitigating circumstances which warrant a level placement is higher than the criteria met by the student. Examples of those extenuating circumstances could include a student who performs poorly on standardized tests but whose grades and ability level are high, or a student affected by life circumstances of a temporary nature, who otherwise would meet the criteria. In these situations, counselor recommendations will be factored in as the level placement is decided.

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