



*Expanding the Mind
Building the Body
Shaping the Character*

**PUPIL PROGRESSION PLAN
2008/2009**

SECTION 1.0

ELEMENTARY SCHOOL (GRADES 3-5)
PUPIL PROGRESSION PLAN

1.1 OVERVIEW

The Pupil Progression Plan is designed to conform to the philosophy and goals of Saddlebrook Preparatory. Thus the plan recognizes the unique characteristics and needs of students. It addresses a number of options including promotion possibilities and assistance.

1.1.1 Requirements For Curriculum, Instruction, and Assessment

1.1.1.1 The curriculum, instruction, and assessment system of Saddlebrook Prep is aligned with the Florida State Education Goals and Standards and the Sunshine State Standards (curriculum frameworks). Saddlebrook Prep will offer courses of study and instruction that reflect the 1996 Sunshine State Standards in grades 4-12 language arts, mathematics, science, social studies, foreign languages, health, and physical education, and the arts. Instruction will address the skills and competencies that a student must learn in order to graduate from high school.

1.1.1.2 Each school will offer instruction, which is based on State Board of Education approved Sunshine State Standards (statements describing a skill or competency students are expected to learn) and Saddlebrook Prep Curriculum Frameworks and National Study of School Evaluation.

1.1.1.3 Saddlebrook Prep will offer instruction for limited English proficient students which complies with the 1990 LULAC/META Consent Decree and in compliance with the LEP Plan.

1.1.2 Student Placement: Promotion, Retention, Administrative Placement

1.1.2.1 Student promotion in grades 4-6 is based on results of locally determined assessment and, where appropriate, statewide assessment.

1.1.2.2 The grade placement of any student transferring from another state or private school will be determined by the Director of Curriculum of the receiving school. Level of English language proficiency may not be the sole criteria for placement of limited English proficient students.

1.1.2.3 Under most circumstances, a student may be retained in elementary school (grades 4-6) only once. However, on the recommendation of the Director of Curriculum, a student may be retained in elementary school (grades 4-6) a second time if after remediation, the student continues to meet less than minimum proficiency standards.

1.1.2.4 No student may be retained solely due to English language proficiency.

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the identified district levels of performance in reading, writing, and mathematics and the student's results on each statewide assessment test.

1.1.2.5 Any student who does not meet the identified school levels of performance in reading, writing, and mathematics or who does not meet the identified levels of performance on statewide assessment must be provided remediation following diagnostic assessments to identify the nature of the student's difficulty and areas of academic need. Based upon the results of the diagnostic assessments an "individual academic improvement plan" shall be developed in consultation with a parent or guardian. This plan is designed to assist the student in meeting the expectations of proficiency.

1.1.2.6 Any student who appears to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff to be certain that the student does not require exceptional student assignment. No student may be retained based solely on his/her level of English language proficiency.

1.1.2.7 Any student whose overall performance suggests he/she would benefit from being officially placed in another grade level may upon the recommendation of the Director of Curriculum be administratively placed. Factors including academic skill levels, intellectual abilities, social maturity and motivation should be considered. In all cases, written parental notification is required with a copy to be filed in the student's cumulative record. Formal notification will be in a language or mode of communication understandable by non-English speaking parents.

1.1.2.8 School personnel should utilize available resources to gain parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement, however, is the responsibility of the Director of Curriculum.

1.2 **TRANSFERS**

1.2.1 **Transfers from Out-of-State Schools**

1.2.1.1 Any student who transfers from an out-of-state school must meet age requirements for admission to Saddlebrook Prep. Any student who does not meet such requirements must:

1.2.1.1.1 Have met age requirements for public schools within the state or country from which the student is transferring.

1.2.1.1.2 Have academic credit that is acceptable under the rules of Saddlebrook Prep.

1.2.1.1.3 Provide required data as indicated below:

1.2.1.1.3.1 Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state or country in which the child was previously enrolled in school.

1.2.1.1.3.2 Official school records which show attendance, academic information and grade placement.

1.2.1.1.3.3 Evidence of immunization.

1.2.1.1.3.4 Evidence of date of birth.

1.2.1.1.3.5 Evidence of medical examination completed within the last twelve months.

1.2.1.2 When a student transfers from another district or state and there is evidence of multiple retentions and/or a drastic discrepancy between chronological age and grade level, the school should evaluate the appropriateness of the current grade placement. The school may review all student educational records, confer with the parents, and use appropriate subject area tests when available to determine the appropriate educational placement. Based on district educational guidelines related to promotion and retention, a Director of Curriculum may administratively place a student to an appropriate grade level or educational setting.

1.2.2 Transfers from Home Education Programs K-5 and Private Schools

When a student who meets legal age requirements transfers from a home education program or private school, the Director of Curriculum is responsible for appropriate placement. Placement in the same grade as that recommended by the former school is not automatic. A four to six week screening period will be allowed from the time of enrollment, in order to assist with placement adjustments. An administrative placement decision may be made in consultation with the teacher (s), other appropriate staff, and parents/guardians. Serious consideration is to be given to screening results.

1.3 PROMOTION

Promotion from one level to the next is based upon each student's progress toward the accomplishment of high standards that are both challenging and achievable.

The student's growth toward the accomplishment of school levels of performance in reading, writing, and mathematics shall be a primary consideration in promotion/retention decisions. Additional consideration should be given to other factors as outlined in 3.4.1.1 – 3.4.1.8.

1.4 RETENTION DECISIONS

1.4.1 Academic Performance

The student's growth toward the accomplishment of school levels of performance in reading, writing, and mathematics shall be a primary consideration in promotion/retention decisions.

1.5 ADMINISTRATIVE PLACEMENT

Any student whose overall performance suggests he/she would benefit from being officially placed in another grade level may upon recommendation of the Director of Curriculum be administratively placed. Factors including academic skill levels, Intellectual abilities, social maturity, and motivation should be considered. In all cases, written parental notification is required with a copy to be filed in the student's cumulative record. Formal notification will be in a language or mode of communication understandable by non-English speaking parents.

1.6 REQUIRED PROGRAM OF STUDY

The required program of study for elementary school grades at Saddlebrook Prep reflect state and local requirements for elementary education and addresses the Sunshine State Standards. The following areas of study are required for each grade 3-5:

Art, health, substance abuse prevention, reading/language arts (communications/literature), mathematics, general music, physical education, media, science, social studies, developmental guidance, and personal/social development.

Time guidelines for these areas of study are prescribed in the Elementary Course Descriptions.

1.7 REPORTING STUDENT PROGRESS – ELEMENTARY SCHOOL

1.7.1 Report forms are to provide students with an objective assessment of their scholastic achievement, work habits, and social growth and behavior. All elementary schools shall use a standard report form appropriate for the school level. Only those curriculum areas listed shall be assessed. No other curriculum areas should be added. Students are to receive marks in all areas each report period if enrolled for more than 20 days.

- 1.7.2** Report Forms are to be issued for all students four times a year.
- 1.7.3** Every student will receive a mid-term report each quarter to indicate satisfactory progress and areas in need of improvement. However, parents must be notified any time the student is in danger of failing.
- 1.7.4** Students and parents are to be advised of the grading criteria and promotion standards at the beginning of the school year or upon enrollment and continuously during the year.
- 1.7.5** If the Director of Curriculum feels it is necessary to change a student's mark in any subject at the end of a quarter, the Director of Curriculum shall consult with the teacher who issued the original report form mark, give the reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the student's cumulative folder. If a change of a mark is made, it shall be recorded as the Director of Curriculum mark and not the teacher's mark. Students and their parents shall be notified of all such changes.
- 1.7.6** Marks in work habits and social growth/behavior are to reflect the student's progress independent of academic achievement. Standards for marking in these areas are to be explained to the students. Social growth/behavior implies the degree to which a student relates to others and to himself in socially acceptable ways.
- 1.7.7** A portfolio will be kept for each student. A portfolio is a collection of student work that exhibits the student's efforts, progress, and achievements in all areas determined by the teacher. The collection may include student participation in selecting contents.

SECTION 2.0

MIDDLE SCHOOL (GRADES 6-8)
PUPIL PROGRESSION PLAN

2.1 OVERVIEW

The Pupil Progression Plan is designed to conform to the philosophy and goals of Saddlebrook Preparatory. Thus, the plan recognizes the unique characteristics and needs of students.

2.1.1 Requirements for Curriculum, Instruction, and Assessment

- 2.1.1.1** The curriculum, instruction, and assessment system of Saddlebrook Prep is aligned with the Florida State Education Goals and Standards, the Sunshine State Standards (curriculum frameworks), and the National Study of School Evaluation. Courses of study and instruction will be offered in each school which reflect the 1996 Sunshine States Standards in Pre-K–12 Language Arts, Mathematics, Science, Social Studies, Foreign Languages, Health and Physical Education, and The Arts. Instruction will address the skills and competencies that a student must learn in order to graduate from high school.
- 2.1.1.2** Instruction will be based on the Student Performance Standards of Excellence for Florida Schools in Mathematics, Science, Social Studies, and Writing when such standards are authorized by law, developed by the Florida Commissioner of Education and the National Study of School Evaluation.
- 2.1.1.3** Saddlebrook Prep will offer instruction for limited English proficient students.

2.1.2 Promotion, Retention, and Placement

- 2.1.2.1** Student promotion in grades 6-8 is based on an evaluation of each student's individual educational needs.
- 2.1.2.2** Under most circumstances, a student may be retained only once in grades 6-8; however, on the recommendation of the Director of Curriculum, a student may be retained a second time in 6-8.
- 2.1.2.3** Parents(s) must be notified at any time during a grading period when it is apparent that the student may fail a course or courses, or is doing unsatisfactory work in any course. In addition to report cards and progress reports (that must indicate unsatisfactory OR may indicate satisfactory progress), notifications include letters, documented telephone calls and parent conferences. The opportunity for a conference with the teacher or Director of Curriculum must be provided to the parent of any student who may be retained.

2.1.2.4 Any student who has been retained may be administratively placed during the next school year to the next grade if the Director of Curriculum determines that the student will be able to benefit from instruction at the next grade.

In all cases the student's cumulative record must have "administrative placement" written on it.

Parents are to be notified formally in writing that their child is being administratively placed in the next grade. A copy of this notification should be placed in the student's record.

2.1.2.5 School personnel should utilize available resources to achieve parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement, however, is the responsibility of the Director of Curriculum.

2.1.2.6 The assignment of a student to a higher grade which results in the student's skipping a grade or part of a grade should be based on evidence that the student will benefit from the instructional program at the advanced grade level. The Director of Curriculum has the responsibility for making such an assignment. This decision should consider factors including academic skill levels, intellectual abilities, social maturity, and motivation. In all cases parental/student conference and consent is required.

2.1.2.7 Any student who appears to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff.

2.1.2.8 The grade placement of any student transferring from another state, country, or private school will be determined by the Director of Curriculum.

2.1.2.9 A student in grade 8 who is enrolled in a course listed in the 9-12 section of the Course Code Directory shall receive graduation credit if they receive an A in the course. That student shall be classified as a 9th grade high school student for that portion of the school day for which he/she is enrolled in the 9-12 course.

2.1.2.10 In instances where a student's placement in a particular class or program is in the best interest of the student but is not allowed by Pupil Progression Plan policies, the Director of Curriculum may make an exception. If such exception is approved, it shall be so documented in the student cumulative student record.

2.1.3 STUDENT RIGHTS FOR INSTRUCTION

- 2.1.3.1** The rights of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, handicap, religion, national origin, pregnancy, parenthood, marriage, or for any other reason not related to his/her individual capabilities.
- 2.1.3.2** The English for Speakers of Other Languages (ESOL) program is designed to meet the communication, academic, and social needs of Limited English Proficient students by providing them with English language skills and curriculum content comprehension necessary for them to function effectively and actively participate in the regular school program.
- 2.1.3.3** If a student believes that he/she has been unfairly denied access to a program he/she may notify the orally or in writing. This should describe the problem and give all the facts. The student should tell what would be the best solution to the problem. The Director of Curriculum should make a decision within three(3) school days

2.2 PROMOTION AND PLACEMENT IN THE MIDDLE SCHOOL (6-8)

Student promotion is based upon an evaluation of each student's achievement. Retention is based on the judgment of a team of educators consisting of the student's teachers and the Director of Curriculum concluding that a student will benefit from repeating the currently assigned grade.

In determining if a student should repeat a grade the primary criterion will be whether or not retention will increase the probability of the student's completing high school. No limited English proficient student will be retained based solely upon the level of English language proficiency.

2.3 MIDDLE SCHOOL COURSE REQUIREMENTS (6-8)

- 2.3.1** Three years in mathematics.
- 2.3.2** Three years in communications, which shall be defined to include experience in reading, writing, and speech.
- 2.3.3** Three years in comprehensive science.
- 2.3.4** Three years in Social Studies, which shall include the study of the United

States and World Geography.

2.3.5 Physical Education shall be regularly scheduled each year as determined by Academy Athletic Staff.

2.3.6 Regularly scheduled comprehensive health education (such education shall include, but not be limited to, Substance Abuse Prevention, Acquired Immune Deficiency Syndrome and Communicable Disease prevention, Human Growth and Development, and Personal Health and Hygiene).

2.4 REQUIRED PROGRAM OF STUDY – MIDDLE SCHOOL (6-8)

Required Academic Courses

Grade

6	Mathematics, Language Arts, Science, Social Studies, Elective
7	Mathematics, Language Arts, Science, Social Studies, Elective
8	Mathematics, Language Arts, Science, Social Studies, Elective

Reading will be offered at each grade level either as a course or by integrating within the core curriculum.

Elective and Other Courses

Grade

9	One elective
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2.5 REPORTING STUDENT PROGRESS – MIDDLE SCHOOL (6-8)

2.5.1 Report Cards

2.5.1.1 The primary means of reporting student progress is the report card.

2.5.1.2 A standard report card appropriate for the school level; middle or senior high, will be used to report progress.

2.5.1.3 Report cards are to be issued for all students, 6-8, four (4) times per year.

2.5.1.4 The academic progress for limited English proficient students will be officially reviewed in accordance with the school's report card

schedule.

2.5.2 Grades and Grading

2.5.2.1 Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parents are also to be advised of standards and promotion and graduation as applied to the student's placement.

Parents may be notified when, during a reporting period, it is apparent that the student is failing or in danger of failing. In addition to report cards and progress reports, notifications include letters, documented telephone calls and parent conferences.

2.5.2.2 Each teacher shall establish a grading system whereby a minimum of 25% of the quarter grade will be based on attendance and participation. Only unexcused absence shall result in no opportunity for credit for the day for attendance and participation, as well as no make-up tests, homework, and other assignments for that day. For students in the In-School Suspension program, the classroom attendance/participation credit will be based on work and attitude in the In-School Suspension Program. Each teacher shall submit a written description of his/her grading system to the Director of Curriculum and students at the beginning of the course.

2.5.2.3 The following scale will be used to determine report grades for each quarter:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

2.5.2.4 To determine semester and yearly grades, quarter numerical grades will be averaged. A quarter or semester grade of F may be averaged with a higher numerical value, not to exceed 59, when circumstances concerning the educational welfare of the student warrants it in the professional judgment of the teacher. The Director of Curriculum shall have the right to review the decision.

2.5.2.5 Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement and conduct.

2.5.2.6 If a student has not been enrolled in a program for sufficient time

for the teacher to evaluate the student's performance, an appropriate notation should be made on the report card.

2.5.2.7 Grades in conduct are to reflect the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students. Conduct implies the degree to which a student relates to others and to himself in socially acceptable ways.

2.5.2.8 Students are to receive grades in all required programs in elementary school and in all courses in which they are enrolled in a secondary school.

2.5.2.9 If the Director of Curriculum of a school feels it is necessary to change a student's grades in any subject at the end of a quarter, the Director of Curriculum shall consult with the teacher who issued the original grade; give the reasons in writing for the necessary change to the teacher; and place a copy of the reasons in the pupil's cumulative folder. If a change in grade is made, it shall be recorded as the Director of Curriculum's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

2.6 HONOR ROLL STUDENT SELECTION – MIDDLE SCHOOL (6-8)

Each semester, using:

- 4.0 = A
- 3.0 = B
- 2.0 = C
- 1.0 = D
- 0 = F

Grades will be averaged. Those students averaging a 3.2 (rounded to nearest tenth) – 3.99 will be on the Honor Roll. Those students averaging 4.0 will be on the Meritorious Honor Roll.

2.7 HOME EDUCATION

When a student transfers from a home education program, the Director of Curriculum shall be responsible for making an appropriate grade placement of the student based on at least the following variables:

- (1) Age and maturity
- (2) Academic skills and abilities
- (3) Previous record in public and private schools
- (4) Evidence of work achievements while in home education

In no instance shall the placement be automatic, based solely on the recommendation of the home educator. A passing grade in basic subject areas is sufficient documentation of mastery of standards.

SECTION 3.0

SENIOR HIGH SCHOOL (GRADES 9-12)
PUPIL PROGRESSION PLAN

3.1 OVERVIEW

The Pupil Progression Plan is designed to conform to the philosophy and goals of Saddlebrook Preparatory. Thus the plan recognizes the unique characteristics and needs of students. It addresses a number of options including promotion possibilities, summer school assistance, and special assignment opportunities.

3.1.1 Requirements for Instruction

3.1.1.1 Instruction will be offered which complies with the State Board of Education adopted Student Performance Standards in Reading, Writing, Mathematics, Science, Computer Literacy, History, Government, Geography, and Economics.

3.1.1.2 Instruction will be offered which is based on the Student Performance Standards of excellence for Florida Schools and the National Study of School Evaluation in Mathematics, Science, Social Studies, and Writing. Such instruction will be aimed at those students who demonstrate progress toward academic excellence in the areas of Mathematics, Science, Social Studies, and Writing.

3.1.2 Promotion, Retention, and Placement

3.1.2.1 Student performance in grades 9-12 is based on an evaluation of each student's individual educational needs.

3.1.2.2 The time required to complete senior high school will depend upon the time necessary to earn the required credits.

3.1.2.3 Parent(s) should be notified in writing at any time during a grading period when it is apparent that the student may fail. Notification should include progress reports as well as letters, documented phone calls and parent conferences. This shall also apply to conduct.

3.1.2.4 School personnel should utilize available resources to achieve parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement, however, is the responsibility of the Director of Curriculum.

3.1.2.5 The assignment of a student to a higher grade which results in the student's skipping a grade or part of a grade should be based on evidence that the student will benefit from the instructional program at the advanced grade level. The school

Curriculum Head (or Heads when two schools are involved) has the responsibility for making such an assignment. This decision should consider factors including academic skill levels, intellectual abilities, social maturity, and motivation. In all cases, parental/student conference and consent is required.

- 3.1.2.6** Any student who appears to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff to be certain that the student does not require exceptional student assignment.

No student shall be retained based solely on his/her level of English language proficiency.

- 3.1.2.7** The grade placement of any student transferring from another state, country, or private school will be determined by the Director of Curriculum (or designee) of the receiving school.

- 3.1.2.8** In instances where a student's placement in a particular class or program is in the best interest of the student but is not allowed by Pupil Progression Plan policies, the Director of Curriculum may make an exception. If such exception is approved, it shall be so documented in the student's cumulative student record.

3.1.3 Student Rights for Instruction

- 3.1.3.1** The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities.

- 3.1.3.2** The English for Speakers of Other Languages (ESOL) program is designed to meet the communicative, academic, and social needs of limited English proficient students by providing them with English language skills and curriculum content adapted appropriately for them to function effectively and actively participate in the regular school program.

- 3.1.3.3** Any student who believes that he/she has been denied

participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance.

Step 1: A student should first take the complaint to the person(s) involved and try to solve the problem informally. If this does not work, then he/she may go on the next step. In cases which involve alleged harassment, including sexual harassment, the student may begin the process at the second step.

Step 2: The student (or parents) must provide the Director of Curriculum a written and signed grievance. A copy of the grievance is to be given to any other person involved. This should describe the problem and give all the facts. The student should tell what would be the best solution to the problem. The Director of Curriculum should make a decision within three (3) school days. No student, parent, or employee shall be subject to adverse action.

3.2 HIGH SCHOOL GRADUATION

3.2.1 Graduation Requirements

A total of **24 credits** are required in the following areas:

English	4 credits with concentration in composition and literature. (ESOL I-IV may satisfy English graduation requirements.)
Mathematics	3 credits. For students entering ninth grade in the 1997-98 school year and thereafter, one of which must be Algebra 1, a series of courses equivalent to Algebra 1 or a higher level course.
Science	3 credits. (at least 1 from physical, 1 from biological science. 2 credits must be earned in courses with laboratory components.)
Social Studies	1 credit in World History 1 credit in American History ½ credit in American Government ½ credit in Economics or Comparative Economics
Physical Education	4 credits (2 in fitness and 2 in tennis or golf)

Required credits 17

Electives 7

Total Credits 24

3.3 HIGH SCHOOL COURSES, PROGRAMS, AND COURSE MODIFICATIONS

Saddlebrook Prep approved courses and programs are to be the means for granting credits.

3.3.1 A course taken by a student below grade nine may be used to satisfy a high school graduation requirement if the course taken has a 9-12 course number if a grade of A is earned.

3.3.2 Credit for courses that have been combined, shortened, or modified, will be awarded for those students who have demonstrated mastery of the combined course performance standards with the approval of the Director of Curriculum.

3.4 ADULT EDUCATION COURSES

3.4.1 High school students who are concurrently enrolled in the adult education secondary program may earn up to three Director of Curriculum-approved credits which may be applied to requirements for graduation from Saddlebrook Prep. Any non-elective course which is taken in the adult program must be one which is also offered in the regular 9-12 high school program. Students enrolled in a secondary school program desiring to audit an adult program course must secure administrative approval. Courses may be taken for purposes of acceleration or remediation.

3.5 DUAL ENROLLMENT

Students may earn high school and college credit simultaneously by taking dual enrollment courses as specified by the Director of Curriculum.

Dual enrollment credits may affect a student's application status and the number of credit hours available in the lower division program of some colleges and universities.

3.6 FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

3.6.1 Florida Bright Futures Scholarship Program

- Enacted by the 1997 Florida Legislature.
- This restructured the state's two existing scholarship programs – the Florida Undergraduates Scholars' and the Gold Seal Vocational

Endorsement Scholarship Awards into the Florida Bright Futures Scholarship Program.

- This program subsumes the Florida Academic Scholars Award, the Florida Merit Scholars Award, and the Florida Gold Seal Vocational Scholars award.
- Effective July 1, 1997 and for 1997-98 school year graduates and beyond, the following general eligibility requirements for the Florida Bright Futures Scholarship Program must be met:
 - Complete a Florida Bright Futures Scholarship Program Student Authorization form by spring graduation.
 - Be a Florida resident.
 - Earn a standard high school diploma or its equivalent from a public or private high school, or complete a home education program.
 - Be accepted by and enrolled in an eligible Florida public or independent post secondary educational institution.
 - Be enrolled for at least six semester credit hours per term or the equivalent.
 - Not have been found guilty of or pled nolo Contendere to a felony charge.
 - Use the award within three years of graduation.

3.6.2 Florida Academic Scholars Award

3.6.2.1 Award Level

- Public Institution – 100% of tuition and fees (including lab fees up to \$300 per semester), plus \$300 per semester for college-related expenses (excluding summer term) prorated by term and hours.
- Private Institution – Fixed award amount based on 100% of average tuition and fees covered at a comparable Florida public institution including the \$300 per semester provided for college-related expenses prorated by terms and hours.

3.6.2.2 Required Grade Point Average (GPA)

- 3.5 weighted GPA (based on the Statewide Florida Bright Futures Scholarship Weighting System) using the 15 credits listed below.
- May use up to 3 additional credits for courses listed below and/or AP or Fine Arts courses to raise the GPA.

3.6.2.3 Required Credits – Must include 15 credits of college preparatory academic courses.

- 4 English (3 with substantial writing)
- 3 Mathematics (Algebra I and above)

- 3 Natural Science (2 with substantial lab)
- 3 Social Science (any)
- 2 Foreign Language (in same language)
- 15 total credits

3.6.2.4 Community Service

- 75 hours

3.6.2.5 Required Test Scores

- 1270 SAT or 28 ACT (Best composite scores)

3.6.2.6 Other Ways to Qualify

- National Merit or Achievement Scholars and Finalists
- National Hispanic Scholars
- IB Diploma recipient
- Students who have completed the IB curriculum with a 1270 SAT or 28 ACT.
- Students who have attended a home education program according to F.S. 1002.41, during grades 11 and 12 with a 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits.
- Early admissions with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the curriculum courses completed.
- 3-year standard college preparatory program with best composite score of 1270 SAT or 28 ACT and 3.5 weighted GPA in the above required credits.

3.6.3 The Florida Medallion Scholars Award

3.6.3.1 Award Level

- Public Institution – 75% of tuition and fees (including lab fees up to \$300 per semester)
- Private Institution – Fixed award based on 75% of the average tuition and fees covered at a comparable Florida public institution prorated by terms and hours.

3.6.3.2 Required Grade Point Average (GPA)

- 3.0 weighted GPA (based on the Statewide Florida Bright Futures Scholarship Weighting System) using the 15 credits listed below.
- May use up to 3 additional credits from courses in the academic areas listed below and/or AP or IB Fine Arts courses to raise the GPA.

3.6.3.3 Required Credits

- 4 English (3 with substantial writing)
- 3 Mathematics (Algebra I and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science (any)
- 2 Foreign Language (in same language)
- 15 total credits

3.6.3.4 Community Service

- No requirements

3.6.3.5 Required Test Scores

- 970 SAT or 20 ACT (Best composite scores)

3.6.3.6 Other Ways to Qualify

- National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service.
- Students who have completed the IB Curriculum with a 970 SAT or 20 ACT.
- Students who have attended a home education program according to F.S.1002.41, registered with the district during grades 11 and 12 with best composite score of 1070 SAT or 23 ACT.
- Early admissions with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in curriculum courses completed.
- 3-year standard college preparatory program with best composite score of 970 SAT or 20 ACT and 3.0 weighted GPA in the above 15 required credits.

3.6.4 The Florida Gold Seal Vocational Scholars Award

3.6.4.1 Award Level

- Public Institutions – 75% of tuition and fees(including lab fees up to \$300 per semester)
- Private Institution – 75% of the average tuition and fees at a comparable Florida public institution prorated by term and hours.

3.6.4.2 Required Grade Point Average (GPA)

- 3.0 weighted GPA using the core 15.5 credits required for graduation excluding electives.
- 3.5 un-weighted GPA in a minimum of 3 credits from the same vocational program.

3.6.4.3 Required Credits – Must be the 15.5 core credits required for high school graduation.

- 4 English
- 3 Mathematics
- 3 Natural Science
- 3 Social Science (American History, World History, American Government, and Economics).
- 1 practical art OR performing art OR ½ credit in each.
- ½ Life Management skills
- ½ Personal Fitness
Total of 15 ½ credits
- plus a minimum of 3 vocational job preparatory or technology education program credits from the same vocational programs.

3.6.4.4 Community Service

- No requirements

3.6.4.5 Required Test Scores

- CPT: (Reading – 83, Sentence – 83, Algebra – 72) or
- SAT: (Verbal – 440, Math – 440) or
- ACT: (Reading – 18, English – 17, Math – 19)

3.6.4.6 Other Ways to Qualify – The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 vocational credits in one vocational program and minimum test scores as listed above.

- GED with 3.0 weighted GPA using the core credits (excluding electives) required for your selected high school graduation option.

3-year standard college or career preparatory program with 3.0 weighted GPA using the core credits (excluding electives) required for your selected high school graduation option.

3.7 HONORARY DIPLOMAS

The Director of Curriculum may recommend a student to be awarded an honorary high school diploma. This recommendation is appropriate when it is not feasible for the student to complete all graduation requirements, yet the Director of Curriculum believes that the student has made significant contributions to the school and student body.

3.8 HIGH SCHOOL HONOR STUDENTS

- 3.8.1** Honor students will be those who have earned 3.75 grade point average or above in grades (9-11) and first semester of the 12th grade on board approved courses.
- 3.8.2** Graduation Ceremonies. When honoring honor students during graduation, the following may be used: Seals on diplomas, cords and medallions, and highlighted names on program. Additional sashes to recognize other honor societies are optional.

3.9 HIGH SCHOOL GRADUATION CEREMONIES

- 3.9.1** Beginning with the class of 2000, students must satisfy Saddlebrook Preparatory graduation requirements by the graduation date in order to participate in the graduation ceremony. The following must be done by the school staff to allow students to participate in graduation ceremonies:
- 3.9.1.2** The student is notified during the first month of school as to his/her credit standing in order that he/she can plan for graduation activities. A written graduation credit check **will** be completed and discussed with each student able to complete all required course work prior to the beginning of the next school year. For transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the guidance counselor.

3.10 HIGH SCHOOL VALEDICTORIAN AND SALUTATORIAN

- 3.10.1** The valedictorian will be that student who has the highest grade point average (GPA) at the end of the first semester of his/her senior year.
- 3.10.2** The salutatorian will be that student who is second highest in GPA based on Class Rank GPA.
- 3.10.3** Membership Requirement:
In order to be considered for valedictorian or salutatorian:
- 3.10.3.1** A student must have been awarded grades earned from the high school from which the student will graduate for senior high course work attempted for a minimum of two (2) semesters by the end of the first semester of their senior year,
and
- 3.10.3.2** Must be a member of the graduating class at the time of graduation,
and

3.10.3.3 Must receive a diploma from Saddlebrook Prep.

3.10.4 Computation of Grade Point Average (GPA)

3.10.4.1 GPA = 4 (# of A grades) + 3 (# of B grades) + 2 (# of C grades) + 1 (#of D grades) + 0 (# of F grades)] divided by the total number of semester grades.

*Note: If a year long course is passed, and one of the semester grades is an F, then the final grade will be doubled for GPA calculations.

3.10.4.2 Identified courses will be weighted as specified in Appendix 7.5.

*Note: all calculations should be carried to five decimal places and rounded back to the fourth decimal place.

3.10.5 Tied Ranks

In the event of tied ranks for valedictorian and/or salutatorian, the Director of Curriculum shall award co-valedictorian and/or co-salutatorian positions.

3.10.6 Class Rank

Refer to section 3.22

3.11 HIGH SCHOOL GRADE CLASSIFICATION (F.S.232.245)

3.11.1 Students entering 9th grade during 1999/2000 and after will be classified as follows:

Freshman (fewer than 6 credits)

Sophomore (6 credits)

Junior (12 credits)

Senior (18 credits)

Each student is to be provided information on his/her credit standing each year. See Appendix 7.11.

3.12 TRANSFER OF CREDITS (F.S. 230.23(6)(A))

3.12.1 When students transfer into Saddlebrook Prep from another district or private school or from another country, an official transcript will be obtained and credits for graduation will be approved by the Director of Curriculum (or designee) as follows:

- 3.12.1.1** Credit from other accredited schools will be automatically approved;
- 3.12.1.2** Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content; in some cases, communications with the previous school will be necessary, and a translation of transcripts required.
- 3.12.1.3** The Saddlebrook Prep grade weighting system (See sections 3.12 and 3.21.3) will apply to all courses that are equivalent to or are identified in the State Course Code Directory.
- 3.12.2** The Director of Curriculum (or designee) may evaluate transferred credits to the advantage of the student in cases where other schools award fractional credits not compatible with local course credit standards.
- 3.12.3** The requirements of Saddlebrook Prep shall not be retroactive for transfer students, provided the student has met all requirements of the school district, state, or country from which he/she is transferring. However, the student still must pass the HSCT or the FCAT.

3.13 TRANSFER OF HOME EDUCATION CREDITS

Credit previously awarded for home education programs must meet the requirements of home education legislation in the states in which they are conducted. For Florida residents, registration and compliance with regulations for Florida home Education Programs is required.

- 3.13.1** Parent(s) shall provide to the school a detailed course description for each course, indicating instructional objectives, instructional materials, methods as student performance evaluation.
- 3.13.2** The Director of Curriculum will review the course description and determine that it matches a course listed in the State Course Code Directory and that it is parallel in terms of curriculum frameworks and performance standards.
- 3.13.3** For each course, the student shall be required to take and pass the final examination given at the school from which the awarding of credit is sought, or, otherwise, demonstrate course competencies in courses not including an examination.
- 3.13.4** Home education students transferring the Saddlebrook Prep must earn a

minimum of six credits during their last full academic year prior to graduation in order to receive a diploma from Saddlebrook Prep.

3.13.5 Validation of home education course credit by review of the course content, materials and process, and administration and evaluation of the final course examination or other indication of competency attainment in courses for which there is no examination, shall be determined at the discretion of the Director of Curriculum.

3.13.6 Parent(s) shall provide evidence that each course eligible for one high school credit consisted of at least 150 hours of instruction.

3.14 CREDIT EARNING

Credit for high school graduation will be earned on a one-half credit system. Such credit will be earned at one-half credit for both semester and full-year (year long) courses.

3.15 CORRESPONDENCE COURSE CREDITS

3.15.1 A student may earn up to a total of two high school credits through correspondence course programs approved in advance by the Director of Curriculum. These courses shall not count in place of full time high school attendance requirements.

3.15.2 The courses must parallel the State Course Code Directory, Curriculum Frameworks, and Performance Standards.

3.16 CREDIT BANK PROGRAM

3.16.1 The Credit Bank Program is a way for freshmen, sophomores, juniors, and seniors to earn college credit while in high school. These credits will be “banked” until the student graduates from high school; then they can be applied to a program at Pasco Hernando Community College or another institution of higher learning.

3.16.2 The high school Director of Curriculum shall make the final approval on all applications, giving consideration to the potential negative effects on the student’s performance in high school. Freshmen may apply during their second semester if they have a 3.5 cumulative grade point average. A minimum of 3.0 overall grade point average for sophomores, juniors, and seniors is required for participation in the program. Students must discuss course selections with a college counselor before registration. A credit bank form must be obtained from the counselor or from a high

school counselor. This form must be signed by the high school Director of Curriculum, the student, and parent, and returned to the college at the time for each registration.

3.16.3 The cost to the student will be the standard credit hour rate as determined by the college.

3.16.4 Credit Bank credits may affect a student's application status and the number of credit hours available in the lower division program of some colleges and universities.

3.17 HIGH SCHOOL REPORT CARDS

3.17.1 Saddlebrook Prep shall use a standard report card appropriate for the school level; elementary, middle, or senior high, as the primary means of reporting student progress.

3.17.2 Report cards are to be issued for all students K-12, four times a year.

3.18 GRADES AND GRADING

3.18.1 Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parents are also to be advised of the district-wide standards for promotion and graduation as applied to the student's grade placement.

3.18.2 The following scale will be used to determine report grades for each quarter (F.S.232.2463):

Grade	Percent Range	GPA Value
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	0-59	0.0

Note: If a year long course is passed and one of the semester grades is an F, then the final grade will be doubled for GPA calculations.

3.18.3 To determine semester and yearly grades, in non-weighted courses, quarter numerical grades will be averaged. A quarter or semester grade of F may be averaged with a higher numerical value, not to exceed 59 when circumstances concerning the educational welfare of the student warrants it

in the professional judgment of the teacher. The administrator shall have the right to review the decision and change the decision.

The computation for semester grades is as follows:

42.5% times Quarter 1 Percentage Grade, plus
42.5 % times Quarter 2 Percentage Grade, plus
15% times Semester Assessment Percentage Grade

- 3.18.4** A student enrolled in a full-year courses shall receive one-half credit if the student successfully completes the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade for the year.
- 3.18.5** A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade.
- 3.18.6** Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement and conduct.
- 3.18.7** Grades in subjects taken at the remedial level may reflect a student's progress toward remediation of their basic skills deficits and do not reflect expected achievement for the grade level. If the student has not been enrolled in a program for sufficient time for the teacher to evaluate the student's performance, an appropriate notation should be made on the report card.
- 3.18.8** Grades in conduct are to reflect the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students. Conduct implies the degree to which a student relates to others and to self in socially acceptable ways.
- 3.18.9** Physical Education

The grading for all middle and high schools will be divided into the following areas:

25% - skill development
25% - knowledge (tests)
50% - participation (full credit for dressing and participating, ½ credit for participation)

3.18.10 Students are to receive grades in all courses in which they are enrolled.

3.18.11 If the Director of Curriculum feels it is necessary to change a student's grade in any subject at the end of a quarter, the Director of Curriculum shall consult with the teacher who issued the original grade; give the reasons in writing for the necessary change to the teacher; and place a copy of the reasons in the pupil's cumulative folder. If a change in grade is made, it shall be recorded as the Director of Curriculum's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

3.18.12 The final grade earned during summer school for any course repeated for credit will replace both semester grades and the year grade for that course in grade point calculations unless it is to the disadvantage to the student. However, all grades will still be documented in the cumulative record.

3.18.13 Incomplete Grades: The student will no longer receive an I grade. The grade entered for missing work will be a zero until the work is made up. The student will be given a reasonable amount of time to make up missing work. The Director of Curriculum may extend the time requirement for extreme hardships.

3.18.14 Grade Replacement: The final grade earned for any course repeated for credit will replace both semester grades and the year grade for that course in grade point calculations unless it is to the disadvantage to the student. However, all grades will still be documented in the cumulative record. Students may not take a Dual Enrollment course for a second time for grade replacement.

3.19 **GRADE POINT AVERAGES**

3.19.1 **Computation of Grade Point Average**

3.19.1.1 Interscholastic extracurricular activities are those organized student activities between or among schools which are carried on outside the curriculum or regular course of study in school.

These activities may involve displays of talent which include, but are not limited to, sports, speech, debate, and fine arts interscholastic competitions or festivals.

To be eligible to participate in interscholastic extracurricular student activities, a student entering the 9th grade during the 1997-1998 school year and thereafter, must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the

courses required by F.S..232.246(1). In order to be eligible under this section, students who entered the 9th grade prior to the 1997-1998 school year must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by F.S.232.246(1) that are taken after July 1, 1997, or have an overall cumulative grade point average of 2.0 or above.

Additionally, a student must maintain satisfactory conduct and, if a student is convicted of or is found to have committed a felony or delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published Saddlebrook Prep policy.

3.19.1.2 Class Rank GPA: At the end of the seventh semester, the Class Rank GPA will be calculated by the following:

Including semester grades earned in all courses during the regular school day (including replacement grades, Section 3.22.1.5).

Note: If a year long course is passed, and one of the semester grades is an F, then the final grade will be doubled for GPA calculations.

Excluding courses taken prior the ninth grade, or in approved Summer programs, or in approved college or university programs, or in adult education, these grades will be a part of the transcript, but will not be calculated in the class rank grade point average.

Class Rank GPA will be carried out to five (5) decimal places and rounded to the fourth decimal place.

3.19.1.3 Graduation GPA:

3.19.1.3.1 For students entering 9th grade in the 1996-1997 school year or thereafter, the achievement of a cumulative un-weighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required.

3.19.1.3.2 The GPA computation will be based on all courses used by the student to complete graduation requirements. Semester grades will be averaged for the GPA calculations.

3.19.1.3.3 If a year long course is passed, and one of the semester grades is an F, then the final grade will be doubled for GPA calculations.

Note: All calculations should be rounded to the nearest tenth.

3.19.1.4 Pass/Fail grades will not be included in GPA calculations

3.19.1.5 Any grade for a course repeated for credit (regular school, summer school, or adult education) will replace the former grade in GPA calculation; however, all course outcomes will still be documented in the cumulative record and automated system.

3.19.1.6 Semester Assessment:

The purpose of giving the assessments are to provide instruction and experience in preparing for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college course work; and to serve as a validation of mastery of the course content.

The design of the semester assessments should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the course work and is not limited to any one method.

The semester assessments will be 15% of the semester grade. The computation of the semester assessment for weighted courses will be:

First Quarter Percentage Grade times 42.5%
Second Quarter Percentage Grade times 42.5%
Semester Assessment Grade times 15%

3.19.2 Grade Point Average Concerns

At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, and 12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation, shall be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district has put in place to assist the student in meeting the grade point average requirement.

Special advising services/assistance will be provided to these students to help them achieve the GPA graduation requirement, including completion of summer school, adult education, and correspondence courses to replace failed or low grade courses. They will also be considered for participation in educational alternatives programs.

3.20 HONOR ROLL STUDENT SELECTION – SENIOR HIGH

3.20.1 Identification of students for honor roll will be determined as follows:

$$\text{GPA} = \frac{\text{Quality Points}}{\text{Total number of grades}}$$

3.20.2 Two levels of honor roll will exist:

3.20.2.1 Meritorious Honor Roll – 4.0 and above GPA

3.20.2.2 Honor Roll – 3.75 – 3.99 GPA

3.21 DROP/ADD PROCEDURES FOR CONTINUING STUDENTS

3.21.1 A student may drop a semester course and add a semester course within two weeks of the beginning of the semester. One-half will be awarded for successfully completing the added course.

3.21.2 A student may drop a semester course and add a year course within two weeks of the beginning of the school year. One credit will be awarded for successfully completing the added course.

3.21.3 A student may drop a year course and add a semester course within two weeks of the beginning of the school year. One-half credit will be awarded for successfully completing the added course. Some exceptions exist for ESE courses.

3.21.4 A student may drop a year course and add a year course within two weeks of the beginning of the school year. One credit will be awarded for successfully completing the added course.

3.21.5 No drop/adds will be allowed after two weeks from the beginning of the school year when adding a semester course.

3.21.6 No drop/adds will be allowed after two weeks from the beginning of the school year when adding a year course.

3.21.7 If a student drops a year course and adds a semester course during the first two weeks of the second semester, the student earns one-half credit for successfully completing the second semester course. One-half credit is earned for the first semester if the student successfully completed the first semester.

3.21.8 In a drop/add situation, the receiving teacher assigns the grade. The teacher of the dropped course will not assign a grade.

3.21.9 When a student adds a year course and a first quarter grade has already been assigned, that grade will be carried forward as an “incomplete”. At

the end of the second quarter, the “incomplete” grade will be changed to be equal with the second quarter grade.

3.21.10 Courses, which are dropped, may appear on report cards; however, the student data form will retain all drop/add changes.

3.21.11 Exceptions to these rules may be made only by written request to the Director of Curriculum.

3.22 ATTENDANCE REQUIREMENTS

3.22.1 Definitions

3.22.1.1 Excused Absences:

3.22.1.2 Students serving in-school suspension will be entitled to complete make-up work while in the ISS program.

3.22.1.3 Following an excused absence, a student will have two (2) school days to request make-up work. Teachers must provide appropriate assignments within one (1) week and allow the student a minimum of one(1) school day per each day of absence to complete the work.

3.22.1.4 Excused absences shall be determined by the Director of Curriculum. Unexcused absences shall be referred to the Director of Student Affairs for confirmation or appeal by the student.

3.22.2 High School Attendance

3.22.2.1 School attendance is extremely important to success in school. Regular attendance is one of the most important factors in making good grades. It is also an important quality for success in the job market.

3.22.2.2 All high school students enrolled in Saddlebrook Prep are obligated to attend classes regularly and punctually and to satisfy all course requirements.