

Instruction

Graduation Requirements

I. Introduction

To graduate from Thomaston High School Public Schools a student must have satisfactorily earned a minimum of 21.50 units of credit and must have met the credit distribution requirement. Students must also meet three performance standards: writing, mathematics, and technology. The district's performance standards in writing, mathematics and technology shall take effect for the class of 2006.

II. Credit Distribution (Required)

a.	English	4 credits
b.	Mathematics	3 credits
c.	Science	3 credits
d.	Social Studies	3 credits
	1. US History (1 credit)	
	2. Civics (.5 minimum)	
e.	Physical Education/Health	1 ½ credits
f.	Vocational Education/Fine Arts	1 credit
g.	Computers 101	½ credit

III. District Performance Standards

- a. **Writing:** Students will respond to prompts about fictional and non-fictional pieces of literature. The fictional pieces will be literature based and will meet the standards of the English Department; the non-fictional piece will be information based and will meet the standards of the Social Studies Department. The essays will be focused, organized, detailed and edited according to standard English conventions.
- b. **Mathematics:** Within the content of the course in which the student is enrolled, he/she will satisfactorily complete multi-step mathematical problems, which require demonstration of basic math operations including fractions or decimals. The student will be provided with any required formulas and may use a calculator in completing the task. The student shall also explain in writing either how he/she arrived at each answer or justify each answer in writing.
- c. **Technology:** Each student must successfully complete a multi-media presentation that demonstrates computer competencies. The student must select the appropriate technology and software and use the technology independently. The graduation requirement is taught within an existing course (U.S. History), or may be completed in another course with the teacher's approval in advance.

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Graduation Requirements (continued)

IV. Exemption Situations

a. Writing:

1. Students will be exempt from the district performance standard in fictional writing if they achieve Level 3 (Proficient) or above on the CAPT Writing Assessment.
2. Students will be exempt from the district performance standard in non-fictional writing if they achieve Level 3 (Proficient) or above on the CAPT Writing Assessment, or score a 3 or better on the AP US History exam in their Junior year.

b. Mathematics:

1. Students will be exempt from the district performance standard in mathematics if they achieve Level 3 (Proficient) or above on the CAPT Math Assessment.

c. Transfer students into Thomaston High School, having completed three years of high school in another district, may be exempt from the district performance standards in mathematics and writing.

d. Students with Individual Education Plans (IEP), may be exempt from the district performance standards in mathematics, writing and technology if so indicated by their IEP, or if they have met pre-established goals.

V. Meeting the District Performance Standard

a. Writing: Students failing to achieve Level 3 (Proficient) or above on the CAPT Writing Assessment will receive remediation and retake the CAPT in their Junior year. Students who have not demonstrated the district's performance standard in Writing by the end of their Junior year, or who do not qualify for an exemption, will be required to successfully complete an alternative assessment in their Senior year.

b. Math: Students failing to achieve Level 3 (Proficient) or above on the CAPT Math Assessment will receive remediation and retake the CAPT in their Junior year. Students who have not demonstrated the district's performance standard in Math by the end of their Junior year, or who do not qualify for an exemption, will be required to successfully complete an alternative assessment in their Senior year.

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V. Meeting the District Performance Standard (continued)

- c. **Technology:** Students who have not passed their technology requirement by the end of their junior year will be required to successfully complete an advanced computer course. (Information Processing, Microcomputer Applications, Mini-Micro Computer Applications, Digital Media)

VI. Notification

- a. The CAPT Coordinator will provide a list to Guidance and Program Coordinators of students who did not meet graduation requirements by means of their CAPT scores, prior to the beginning of the school year.
- b. The Social Studies Program Coordinator will notify in writing the Guidance Department of Juniors who have not successfully completed the Technology requirement within the U.S. History course.
- c. The Guidance Department will notify in writing the parents of Juniors who have not met the Mathematics, Writing, or Technology Performance standards prior to the beginning of the second semester.

VII. Service Learning

The Thomaston High School Administration is currently working on a Community-based Service Learning/Senior Project segment that will be phased into the existing graduation requirements document upon completion.

Course Requirements

Course Load

All students must be enrolled in a minimum of five (5) major courses, including English, each semester. Students are encouraged to exceed these minimal requirements. Six courses are recommended each year.

Promotion

- To be promoted to grade ten a student must earn 4.5 credits.
- To be promoted to grade eleven a student must earn 9.5 credits.
- To be promoted to grade twelve a student must earn 15 credits.

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Graduation Requirements (continued)

To graduate from Thomaston High School, a student must have earned a total of 21.5 credits including courses in the following subject areas:

Course	Credits
English	4
Math	3
Science	3
Social Studies*	3 (U.S. History required in 11 grade)
Fine Arts/Vocational Ed.**	1
Physical Education/Health	1½ (½ credit per year for 3 years)
Computers 101	<u>½</u>
	16
Electives ***	<u>5 ½</u>
Total	21 ½

*Must include one course which meets Civics requirement beginning with class of 2004.

**The Fine Arts/Vocational Education credit includes courses in the following departments: Art, Business, Technology Education, Family and Consumer Science, and Music.

***School-to-Career credit may account for no more than .5 of the 21 ¼ total. (Beginning with the Class of 2009)

Legal Reference: Connecticut General Statutes

10-18 Courses in United States history, government and duties and responsibilities of citizenship

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome

10-220 Duties of boards of education

10-220a High school graduation requirements

10-233a Promotion and graduation policies. (As amended by PA 01-166)

Policy adopted: October 15, 2007

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

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Grading System

The primary purpose of grading is to keep parents and students fully informed of a student's progress and to provide a continuous and accurate record of each student's achievement for use in instruction.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon recommendation of the Superintendent of Schools.

The Board of Education is in favor of weighted grading for honors and advanced placement courses. The grading system developed by the administration, subject to Board approval shall reflect this position. Parents and students shall be notified annually of this position via the parent/student handbook.

(cf. 5124 - Reporting to the Parents)

Legal Reference: Connecticut General Statutes

P.A. 99-81 An Act Concerning Weighted Grading for Honors Classes

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Statewide Proficiency/Mastery Examinations

Each student enrolled in grades three through eight inclusive and grade ten shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts, science and mathematics). The mastery examination shall be provided by and administered under the supervision of the State Board of Education.

Student scores on each component of the statewide tenth grade mastery test (CAPT) may/shall be included on the permanent record and transcripts of students. Students who meet or exceed the statewide mastery goal on any component of the statewide tenth grade mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).

The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

Limited English proficient (LEP) students, including those also identified as requiring special education, who are in their first year of enrollment in a U.S. school and have been in attendance for one school year or less may be permitted to be exempt from one administration of the reading/language arts portion of the Connecticut Mastery Test (CMT) and the Connecticut Academic Progress Test (CAPT). These students must take the Language Assessment Scales (LSS-Links). No such exemption is permitted, based on federal guidelines, from the mathematics and science assessments of the CMT and CAPT. Accommodations, as provided in classroom instruction may be used.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on the CMT/CAPT Skills Checklist, regardless of the one school year exemption option.

Any alternate assessment, including the CMT/CAPT Skills Checklist, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

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Statewide Proficiency/Mastery Examinations (continued)

In compliance with federal legislation, a participation standard of 95 percent of the total school population, as well as for each subgroup (e.g. race/ethnicity, gender, special education, bilingual/ESL, eligibility for free and reduced lunch), will be the participation goal.

(cf. 5121 - Examination/Grading/Rating)

(cf. 5125 - Student Records; Confidentiality)

(cf. 6146 - Graduation Requirements)

(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174 and PA 03-168)

10-14o Compensatory education grant. Financial statement of expenditures.

10-14p Reports by local and regional boards re instructional improvement and student progress.

10-14q Exceptions (as amended by PA 01-205)

PL 107-110 – Title I, 34 CFR Part 200

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

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