



**FULTON SCIENCE ACADEMY**  
— Private School —

## **FSAPS COMPREHENSIVE ASSESSMENT PLAN**

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## FSAPS COMPREHENSIVE ASSESSMENT PLAN

The FSAPS Comprehensive Assessment Plan guides our efforts in assessing and monitoring the academic performance of students in a systematic way. It is reviewed annually and may be revised at any time. Grading and reporting are based on clearly defined criteria and are consistent across grade levels and courses. Over the course of the school year, each student receives eight official report cards communicating their academic and behavioral progress to parents. FSAPS report cards include fifteen to twenty pages of comprehensive data for a better understanding of student grade averages. Within an academic course, grading is determined by a weighted scale of several different targeted learning areas, including conceptual understanding, application of knowledge, process skills, and responsible for own learning. During each reporting period, FSAPS teachers are required to have at least one assignment under each targeted learning area to ensure adequate assessment for a fair evaluation of students' performance.

## TARGET LEARNING AREAS AND WEIGHTS

At FSAPS, assignments are categorized under the following target learning areas to assess specific skills.

### ELEMENTARY & MIDDLE GRADES

Target Learning Areas	Weight	Assignment Types
<b>Conceptual Understanding</b>	40%	Quiz, Test
<b>Application of Knowledge</b>	25%	Classwork, Project, Essay, Book Report
<b>Process Skills</b>	25%	Classwork, Experiment Report, Hands-On Activity, Essay, Project
<b>Responsible for Own Learning</b>	10%	Homework, Binder and Journal Check

### HIGH SCHOOL GRADES

Target Learning Areas	Weight	Assignment Types
<b>Conceptual Understanding</b>	30%	Quiz, Test
<b>Application of Knowledge</b>	20%	Classwork, Project, Essay, Book Report
<b>Process Skills</b>	20%	Classwork, Experiment Report, Hands-On Activity, Essay, Project
<b>Final Exam</b>	20%	Exam
<b>Responsible for Own Learning</b>	10%	Homework, Binder and Journal Check

## FSACONNECT

Using FSACONNECT our students and parents can see their children's academic progress, daily homework, assignments, classroom handouts, projects, conduct logs, commendations, reports cards, attendance records, school calendar, and much other useful information. At the beginning of each school year, students and parents are provided a username and password, which will provide access to ONLY their student's records. We strongly encourage parents to visit

FSACConnect on a daily basis to stay informed of their student’s progress. Families also have the option to use FSACConnect App on their handheld devices for faster access to student data and to receive notifications. Furthermore, FSACConnects sends daily automated summary e-mails at 6pm every day. If you have any difficulty with your login credentials, please contact Mr. Turan at [nturan@fultonscienceacademy.org](mailto:nturan@fultonscienceacademy.org) for help.

## ASSIGNMENT TYPES AND DUE DATES TO ASSIGN/ENTER GRADES

Assignment Type	Out of	Minimum Days between AVAILABLE and DUE dates	Maximum Days after DUE date to enter grades
<b>Classwork</b>	10 to 50	0	3
<b>Book Report</b>	50 to 100	15	10
<b>Quiz</b>	25 – 75	5	5
<b>Test / Exam</b>	100	5	5
<b>Essay</b>	30 - 100	5	10
<b>Experiment Report</b>	50 - 100	1	5
<b>Binder/ Journal Check</b>	10 to 30	5	3
<b>Homework Packet</b>	20 to 100	5	3
<b>Daily Homework</b>	10 – 30	1	2
<b>Short Term Project</b>	50 – 100	5	5
<b>Long Term Project</b>	100	15	10

## STUDY GUIDES & RUBRICS

At FSA, study guides and rubrics are considered as a very important part of the student assessment communication process. Rubrics for any given assignment with the exception of assignments given in class as a classwork can be found on FSACConnect. Study guides will be given for Chapter and Unit Tests and made available on FSACConnect.

## CLASS HANDOUTS

Class handouts are available on FSACConnect, should a student be absent for any reason. Students should access this information via the Internet.

## HOMEWORK POLICY

Homework is an essential part of your successful educational program at FSAPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers assign homework that will foster individual learning and growth and that is appropriate for the subject area. Homework is part of all students’ regular evaluations. It is each student’s responsibility to complete and turn in

homework on time. If students or their parents have questions about homework, immediately contact the teacher who assigned it. Teacher's e-mail is available and daily assignments are posted on FSACconnect at our web site: [www.fultonscienceacademy.org](http://www.fultonscienceacademy.org).

Homework packets for elementary grades will be assigned every Monday with the expectation that it will be returned the following Monday. In 1<sup>st</sup> grade through 5<sup>th</sup> grade, teachers may assign classwork as daily homework if student(s) were not able to finish it in class. Homework for 6<sup>th</sup> middle and high school can be assigned any day based on the progress in class as determined by the teachers.

## COMMENTS

While our teachers may enter comments anytime for any assignment, FSA students and parents should expect a comment whenever a failing grade (less than 70) is entered. The comment will give specific information on deficiencies with the assignment.

## MISSING ASSIGNMENTS

Missing assignment policies may vary slightly with each class. Please refer to the class syllabus for each individual teacher's policy. Missing assignments will be entered as "zero" on FSACconnect after the due date, which will be changed upon return based on teacher's policy. A maximum deduction of 10% for each day the assignment is late may be taken off the assignment's final grade. A minimum of 3 school days will be permitted to turn in a missing assignment before a zero will be given permanently. For AP classes, please refer to your syllabus for missing assignments/late work policy.

## MAKE-UP WORK FOR ABSENCES – EXCUSED OR UNEXCUSED

An excused or unexcused absence from school, even for several days, does not remove any student from their classroom responsibilities on the day they return to school. Students who have been absent will be given the same number of days that they were absent to make up missed work. Long term assignments given prior to a student's absence will be due on the original due date or upon the student's return to school.

**On the day the student returns to school, it is the student's responsibility (grades 6<sup>th</sup> grade and up) to find out what work is required and when the work needs to be completed – failure to do this will result in a zero for each of those assignments. For grades K-5, parents should email the teacher to find out what work is required and when the work needs to be completed – failure to do this will result in a zero for each of those assignments.**

For students who have been absent, make-up tests will be scheduled at a time designated by the teacher. It is the student's responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for the make-up. If the student fails to make up a test without making other arrangements, the teacher is not required to give the student the test.

For AP classes, please refer to your syllabus for make-up work policy.

## GRADING SCALES

### GRADING SCALE Pre-K & KINDERGARTEN

EX = Exceeds Standard

- MS = Meets Standard
- PR = Progressing
- EM = Emerging
- ND = Not Demonstrated

### **GRADING SCALE 1st GRADE & UP**

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- F = 69 and below
- I = Incomplete
- W = Withdrawal
- NG = No Grade

## **PRE-K GRADING SYSTEM & REPORTING**

Pre-Kindergarten students are assessed on a variety of levels and content including maturity level, social skills, behavior, grasp of learning concepts, and readiness to move to more challenging subject material. All students receive four (4) progress reports and four (4) report cards each year documenting their academic and social/emotional progress, as well as, their school attendance. If you would like to schedule a conference, you may contact your child's teacher at any time. The FSAPS Governing Board, in compliance with State Standards, approves the grading scale.

## **GRADES K-12 GRADING SYSTEM & REPORTING**

Students receive progress reports throughout the semester (in the 5th, 9th, and 14th weeks). Final grades for core academic courses are received at the end of the semester (18th week). Parents should contact their child's teacher if there are any questions concerning grades recorded or information contained on the child's report card. Grades are reported numerically on all progress reports and report cards. Any grade below 70 is failing.

## **GRADES K-8 PROMOTION**

At the end of each academic year students who have made satisfactory progress in academic subjects are promoted to the next grade level. In cases where promotion is questionable, the school notifies parents in advance and a cooperative/partnership approach is implemented to ensure student success. Any student, who receives an average, for both semesters, of 69 and below, shall fail the subject for the year. A failing grade in a subject can be made up by the student earning a passing grade in an appropriate subject during the summer school session/summer project. However, if the student does not attend summer school or complete summer project and fails to earn a passing grade in the appropriate subject(s) the student may be retained in the same grade.

## **GRADES 1-12 RECOGNITION**

Students are recognized on a regular basis and rewarded for accomplishments. Outstanding student achievement will be recognized each semester in two distinct categories:

**Principal's Honor Roll** - students achieving a weighted academic average of 95 (High School- 3.5 weighted GPA) or greater in the current semester for all subjects.

**Honor Roll** - students achieving a weighted academic average of 90 to 94.9 (High School- 3.0 weighted GPA) in the current semester for all subjects.

Each course has 100 percent weight with the exception of connection classes. Connection courses (Art, Computer, Music, Physical Education, and Project Lead the Way) carry 20 percent weight.

## **PERFECT ATTENDANCE**

Students are recognized if they maintain perfect attendance. Perfect attendance is considered as zero absences and zero tardies to school, as well as, zero absences and zero tardies to each assigned class. Whether the absence/tardy is excused or unexcused is not a consideration.

## **DETERMINATION OF GRADES**

Teachers should use a variety of on-going, developmentally appropriate methods to measure student progress such as tests, exams, rubrics, quizzes, projects, reports, homework, class participation, and other assignments. Teachers shall follow the FSAPS written guidelines for grade composition, including the categories comprising a student's overall grade in each subject, number of assignments per category type per semester, and weight designation for each category of assignments that comprise a student's overall final grade.

Grades should be based on the individual student's mastery of standards and skills in the grade level or individual course in which the student is placed. Grades shall not be determined by a bell curve. Academic grades shall not be lowered as a result of unsatisfactory conduct except in cases of cheating.

Careful consideration should be given to all work. Failure on one test or one assigned task except for instances of cheating or failing a final exam is not sufficient basis to prevent receiving a passing grade overall.

At the conclusion of a semester, with the approval of the principal, teachers may give students who are absent for extended periods of time an 'Incomplete Grade' (I). The student will be given the opportunity to make up the work and have the 'Incomplete' grade changed to a numerical grade. The principal is responsible for establishing procedures and forms for the removal/change of an 'Incomplete' grade designation.

'No Grade' (NG) is required on a progress report or a report card if the student has been enrolled in the school fewer than twenty (20) school days of the grading period and/or there have been no grades received from the previous school for that time period.

Final grades are issued for each semester in each subject and then all semester grades are averaged together based on their weights for the annual overall GPA. For 1st through 8th grades the GPA is reset each year.

For High School grades, final grades are issued for each semester in each subject and then all semester grades are averaged together for an annual GPA for each year of high school. Additionally, a cumulative overall weighted and unweighted GPA will be reported on the transcript that encompasses all grades earned in all semesters for grades 9th through 12th.

## MODIFIED CURRICULUM REPORTING

Progress Reports and Report Cards will indicate 'modified' curriculum where appropriate through the use of course title, course number, or other suitable means. This may, also, be used in cases of transfer students' prior school course descriptions, State of Georgia course code/description changes, and or in the cases described under Course Rigor Points above.

## DOCUMENTATION OF STUDENT GRADES

All student work considered in the calculation of grades that is not returned to students, including tests, papers, homework, project, rating rubrics, and other graded assessments or assignments must be retained for one year. The items may be returned to parents after one year per request.

## GRADE REVIEW

1. Teachers should make every effort to grade and report student work as fairly and accurately as possible. However, a student and/or parent(s)/guardian(s) who believe that a grade has been erroneously issued may ask the teacher to review the grade or report and to modify it if the teacher determines that a modification is warranted. If the student and/or parent(s)/guardian(s) is not satisfied with the teacher's response, he/she may ask the principal for a review. However, a teacher cannot be required to change a grade provided that FSAPS school policies and guidelines were followed. The principal's decision is final.
2. Courses will not be removed from a student's transcript unless an error is discovered. No course substitutions will be made on a student's transcript. A student may retake a course in which he/she was not successful, but the grades for both student attempts will appear on the student's transcript. This does not apply where the course description/number has been modified to a lower level course or grade level subject designation on a grade report or transcript to reflect the skills and standards actually mastered by a student where additional student rigor points caused a student's mastery level not to be consistent with FSAPS standards for advanced and above level placement.
3. If a parent contends that a grade was recorded inaccurately, he or she should contact the teacher, guidance counselor, and/or the principal. Documentation may be required.

## GRADE /CLASS / COURSE LEVEL PLACEMENT

1. Grade/Class/Course Level Placement is a multi-faceted process encompassing many factors such as age, social maturity, former transcripts, former state/national test results, interviews, reference letters, academic placement exams administered by FSAPS, and discussions with parent(s)/guardian(s).
2. Above Grade Level and/or Course/Class Placement may require parent(s)/guardian(s) to submit written documentation of their understanding of the student's responsibilities, course requirements, grading criteria related to that course, and possible transcript GPA implications.
3. AP or Dual Enrollment Course Placement shall require both the student's and the parent(s)/guardian(s) to submit written documentation of their understanding of the student's responsibilities, course requirements, grading criteria related to that course, and possible transcript GPA/HIGH SCHOOL Credit implications.
4. Any student who wishes to move from an honors level course to an advanced placement course, will have to demonstrate success by having a **FINAL GRADE** average of a 91 or above and a positive teacher recommendation.



## TRANSFER CREDITS AND/OR TRANSFER STUDENT CLASS/COURSE PLACEMENT

1. Students transferring from another accredited school are given the grade the sending school indicates. The final grade is determined by combining the transfer grade and the grades earned at Fulton Science Academy Private School. If a 100 point scale numeric grade cannot be determined through objective documentation issued by the previous school, then an A will be recorded as 95, B as 85, C as 75, and F as 69 when recorded in our system. Additionally, for high school student's grades and High School credits are transferred as they appear on the sending school's transcript.

Accredited schools are defined as an elementary, middle or secondary school accredited by or holding provisional status from one of the following Georgia or regional accrediting agencies and/or their successors:

- AdvancED;
  - The Georgia Accrediting Commission (GAC);
  - The Georgia Association of Christian Schools;
  - The Georgia Private School Accreditation Council;
  - The Association of Christian Schools International;
  - The Southern Association of Colleges and Schools (SACS);
  - The Southern Association Independent Schools (SAIS);
  - Middle States Association of Colleges and Schools (MSA)
  - New England Association of Schools and Colleges (NEASC)
  - North Central Association of Colleges and Schools (NCA)
  - Northwest Association of Schools and Colleges (NASC)
  - Western Association of Schools and Colleges (WASC)
  - The Alabama Independent School Association
  - International School Accrediting Agencies (may be accepted depending on accreditation criteria)
  - Other School Accrediting Agencies (may be accepted depending on accreditation criteria)
2. Since other school's course rigor, instructional levels, and grading policies vary, Elementary, Middle School and High School Students transferring from another accredited school may be required to pass FSAPS final grade level subject and/or course exams (testing out) or take other national standardized exams where academic proficiency of FSAPS corresponding course standards can be sufficiently demonstrated for academic course and class level placement.

Carnegie Credits will be transferred to the HS transcript from accredited schools. However, students may be required to demonstrate course proficiency if placement test scores are inconsistent with transferring transcript documentation for the student's Carnegie Credits to satisfy ELA, Math, Science, or Social Studies graduation requirements. If inconsistencies are found to exist, then the corresponding transferred Carnegie Credit will be counted only as an elective credit for the purposes of satisfying graduation requirements. Dual enrollment courses, IB courses where the IB Exam score was a 5 or higher, and/or AP courses where the AP Exam score was a 3 or higher will not be questioned.

3. Elementary and Middle School Transfer Students from a home school environment or a non-accredited high school must pass FSAPS final grade level subject and/or course exams (testing out) or take other national

standardized exams where academic proficiency of FSAPS corresponding course standards can be sufficiently demonstrated for academic course and class level placement.

4. High School Transfer Students from a **home school environment or a non-accredited high school** must pass FSAPS final course exams (testing out), AP Exam with 3 or higher, IB Exam with a 5 or higher, or take other national standardized exams where academic proficiency of FSAPS corresponding course standards can be sufficiently demonstrated to receive a Carnegie Unit on their FSAPS transcript. A Carnegie Unit will be awarded for those high school courses where a determination of skill mastery has been demonstrated., however 'No Grade' will be assigned for those courses not taken at FSAPS. For courses where sufficient mastery of standards associated with a specific course cannot be demonstrated to the satisfaction of the course teacher and the guidance counselor, the course and Carnegie units will not be added the FSAPS High School Transcript and the student will not receive credit for that course toward satisfying FSAPS graduation requirements.
5. High School Transfer Students, regardless of their former educational environment, are not eligible for FSAPS Valedictorian or Salutatorian if they transfer to FSAPS with more than six (6) HS Transcript Carnegie Units.
6. Students withdrawing from FSAPS are given the grade they have earned in each subject up to the date of their withdrawal.

## COMMUNICATIONS TO PARENT(S)/GUARDIAN(S)

1. Student progress reports and report cards are to be used to communicate with parent(s)/guardian(s) concerning student grades. Communications in addition to written progress reports or report cards by teachers is encouraged. Informal notes, telephone calls, and conferences are effective and often necessary follow-ups to formal grade reports.
2. FSAconnect is FSAPS's real time communication tool with parent(s)/guardian(s) and students. It relates upcoming tests, upcoming quizzes, homework/project assignments, worksheets, rubrics, grades, attendance, etc. Teachers shall follow the FSAPS written guidelines for its use and entry of information, as well as, communication parameters. Parent(s)/guardian(s) and students should check their child's page daily.
3. A daily email relating recent grades and missing assignments will be sent for each student.

## CARNEGIE CREDITS AND DIPLOMA REQUIREMENTS

1. At a ***minimum***, FSAPS will award Carnegie Credit for courses and/or programs as may be allowed by the state of Georgia through legislation, DOE rule, and/or Title 20 for public school students, including driver's education, postsecondary credit, internships and apprenticeships. However, this in no way limits FSAPS from awarding additional Carnegie Credit units for other courses and/or programs as determined by approved FSAPS Board Policy.
2. At a ***minimum***, FSAPS will require the same number of Carnegie credit units, by category, to receive a high school diploma as may be required by the state of Georgia through legislation, DOE rule, and/or Title 20 for public school students. However, this in no way limits FSAPS from setting additional requirements and/or higher standards to receive Carnegie Units in order to award a FSAPS High School Diploma as determined by approved FSAPS Board Policy.

3. Rules and Legislation for reference of minimum Carnegie credit are as follow:
  - *SBOE Rules IHF(6)160-4-2-.48 High School Diploma*
  - *O.C.G.A. § 20-2-159.5 Awarding Dual Credit*
  - *O.C.G.A. § 20-2-159.4 Awarding HS credit based on demonstrated proficiency*
  - *O.C.G.A. § 20-2-149.2 Awarding a High School Diploma for Postsecondary Programs*
  - *O.C.G.A. § 20-2-151.2 Driver’s Education .5 Credit*
  - *O.C.G.A. § 20-02-0161.2 Youth Apprenticeship Program 1.0 Elective Credit*

## **PROVISION FOR IMPROVING GRADES**

1. Opportunities designed to allow students to recover from a low or failing grade will be allowed when all work required to date has been completed and the student has demonstrated legitimate effort to meet all course requirements including attendance. Students should contact teachers regarding recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed, at the latest, ten (10) days prior to the end of the semester.
2. Teachers will determine when and how students with extenuating circumstances may improve their grades.

## **PRE- KINDERGARTEN GRADING PRACTICES**

1. Student’s progress is reported through formal and informal conferencing.
2. Pre-K students receive four (4) progress reports per year documenting their academic and social/emotional progress, as well as, their attendance. See grading scale in previous section.
3. Pre-Kindergarten students are not issued numeric grades, but rather letters depicting their progress toward mastering a skill or academic standard.
4. At the beginning of the year, teachers shall provide their student’s parent(s)/guardian(s) with a syllabus, containing at a minimum, a description of the material to be covered and evaluation activities to be used, including how the overall final level of progress is determined.
5. A copy of the syllabus will be shared on FSACconnect.
6. Teachers are expected to base the final level of progress on at least twelve (12) graded activities per semester, per subject, of which at three (3) must be evaluation methods other than tests.
7. Summer reading should be strongly encouraged.

## **KINDERGARTEN GRADING PRACTICES**

1. Student’s progress is reported through formal and informal conferencing.
2. Kindergarten student reports document their academic and social/emotional progress, as well as, their attendance.
3. Kindergarten Students are not issued numeric grades, but rather letters depicting their progress toward mastering a skill or academic standard. See grading scales in previous section.
4. At the beginning of the year, teachers shall provide their student’s parent(s)/guardian(s) with a syllabus, containing at a minimum, a description of the material to be covered and evaluation activities to be used, including how the overall final level of progress is determined.
5. A copy of the syllabus will be on file with the department lead, if applicable, and curriculum assistant principal. It will be made available upon parent request.

6. Teachers are expected to base the final level of progress on at least one assignment under each target learning area per each reporting period for each subject.
7. Progress reports will be issued at approximately the 4 ½ week , 9 week, and 13 ½ week points of each semester and a report card will be issued at the end of each semester.
8. Summer reading should be strongly encouraged.

## ELEMENTARY SCHOOL GRADING PRACTICES

1. At the beginning of each grade level or subject, as applicable, teachers shall provide their students with a syllabus, containing at a minimum, a description of the material to be covered and evaluation activities to be used, including how the final grade will be derived and opportunities for recovery.
2. A copy of the syllabus will be on FSACConnect.
3. Teachers are expected to base the final level of progress on at least one assignment under each target learning area per each reporting period for each subject.
4. Progress reports will be issued at approximately the 4 ½ week , 9 week, and 13 ½ week points of each semester and a report card will be issued at the end of each semester.
5. Homework shall not count for more than 10% of a student's grade.
6. Summer reading should be strongly encouraged and may be required.
7. Final grades are issued for each semester in each subject and then all semester grades are averaged together for the annual overall GPA. The GPA is reset each year.
8. For elementary students taking middle school or high school courses, they will follow the grading practice guidelines for that course unless otherwise stipulated.

## MIDDLE SCHOOL GRADING PRACTICES

1. At the beginning of each course, teachers shall provide their students with a syllabus, containing at a minimum, a description of the material to be covered and evaluation activities to be used, including how the final grade will be derived and opportunities for recovery.
2. A copy of the syllabus will be shared on FSACConnect.
3. Teachers are expected to base the final level of progress on at least one assignment under each target learning area per each reporting period for each subject.
4. Progress reports will be issued at approximately the 4 ½ week , 9 week, and 13 ½ week points of each semester and a report card will be issued at the end of each semester.
5. Homework shall not count for more than 10% of a student's grade.
6. Summer projects may be required and may be counted as a first semester grade.
7. Summer reading should be strongly encouraged and may be required.
8. Final grades are issued for each semester in each subject and then all semester grades are averaged together for the annual cumulative GPA. The GPA is reset each year.
9. *Grades for High School Level courses completed by middle school students will not be included in the cumulative High School transcript GPA average. However, the grades earned for High School Level courses will be reported on the high school transcript for informational purposes provided that the student earns the Carnegie units.*
10. *Parents must sign the Carnegie Unit Credit Approval form for students to earn high school credit for approved high school level courses taken in middle school. This form must be completed prior to the end of the school year that the course(s) were taken. Upon submission of the form, the decision is finalized.*

# HIGH SCHOOL SPECIFIC POLICIES

## FSAPS High School Graduation Diploma Requirements

1. Minimum Credits Required (23 credits)
  - English (4 credits)
  - Mathematics (4 credits)
  - Science (4 credits)
  - Social Studies (3 credits)
  - Foreign Language (3 credits in a single language)
  - PE / Health (1 credit -.5 credit of each)
    - Students participating in a competitive physical sport for a minimum of 3 hours per week until 90 hours are reached (18 weeks x 5 hours) or a minimum of 2 hours of a weekly recurring exercise classes until 90 hours are reached (18 weeks x 5 hours) will satisfy the PE requirement. Documentation of attendance and participation is required for credit.
  - Electives (minimum 4 credits)
  - Community Service (100 Hours Required)
2. Students may exceed the minimum number of credits required. This especially possible with the inclusion of credits earned in middle school and dual enrollment credits.

## GRADING Practices

1. At the beginning of each course, teachers shall provide their students with a syllabus, containing at a minimum, a description of the material to be covered and evaluation activities to be used, including how the final grade will be derived and opportunities for recovery.
2. A copy of the syllabus will be shared on FSACConnect.
3. Teachers are expected to base the final level of progress on at least one assignment under each target learning area per each reporting period for each subject.
4. Progress reports will be issued at approximately the 4 ½ week , 9 week, and 13 ½ week points of each semester and a report card will be issued at the end of each semester.
5. Homework shall not count for more than 10% of a student's grade.
6. Summer projects may be required and may be counted as a first semester grade.
7. Summer reading should be strongly encouraged and may be required as a first semester grade.

## Comprehensive Evaluation Activity (Final Exams)

1. An appropriate and comprehensive final evaluation activity should be given at the conclusion of every course. In unusual or specific circumstances the principal may waive this rule.
2. The grade for the final evaluation activity may count for no more than 20% of the final grade.
3. A written final evaluation activity shall last no longer than two (2) hours.
4. For AP Courses: AP exams MUST be taken for AP courses.
5. Students may not be scheduled for more than two (2) final exams in a single day.
6. A missed final exam may result in a student receiving an 'Incomplete' for the course and a loss of their high school Carnegie unit for the course. Students are required to be present and on time for all midterm and final exams at the time scheduled. In case of illness or other emergency, a student will be considered excused from a midterm or a final exam if a parent contacts the school the same day as the scheduled exam and provides acceptable documentation for a valid absence. The student must then make arrangements with the teacher to makeup the exam. In all other situations the student shall receive a "0" for a missed exam.

7. Final exams will be given in ELA, Math, Science, Social Studies and World Language courses.

### Course Level Placement

1. AP or Dual Enrollment Course Placement shall require both the student's and the parent(s)/guardian(s) to submit written documentation of their understanding of the student's responsibilities, course requirements, grading criteria related to that course, and possible transcript GPA/Carnegie Credit implications.
2. Any student who wishes to move from an honors course to an advanced placement course, will have to demonstrate success by having a **FINAL GRADE** average of a 91 or above and a positive teacher recommendation.

### Schedule Adjustments

Any student requesting a change of schedule must do so within 2 weeks of the start of the school year. This is called "ADD/DROP Week" and students are allowed to change their elective class(s) during this time. The dropped course will not become a part of the student's permanent record. Teacher change requests will not be honored. All course changes are subject to seat and schedule availability. A student dropping a course after the 2 week period will have the course printed on his/her permanent record. The course will appear on the student's transcript as W (Withdraw). This policy is strictly enforced.

### Online Courses

All online courses taken must be approved by the administration prior to enrollment. Online courses are approved on a case by case basis. FSA utilizes GA Virtual School for online courses. In order to receive high school credit, the exams and finals must be administered by FSA faculty and at FSA. If a student drops a GAVS online course after the 2 week "ADD/DROP" period the course will be printed on his/her permanent record. The course will appear on the student's transcript as W (Withdraw). This policy is strictly enforced.

### Advanced Placement Program

The Advanced Placement Program is a rigorous academic program built on the commitment, passion, and hard work of students and teachers. The Advanced Placement Program allows students to participate in a college level course and possibly earn college credit while still in high school. Advanced Placement courses may require summer work which will be due on the first day of school, graded and included in their course grade.

**AP REMOVAL POLICY:** At the end of the first 9 weeks the student must have an 80 or higher raw score to maintain good standing in the AP level class. If a student's grade is below an 80, they will be placed on probation for the next 9 week period each semester. The student is required to bring the grade up to an 80 raw score by the end of the semester or they will be removed from the AP level course for the next semester.

**AP EXAMS:** All students enrolled in Advanced Placement courses are required to take the Advanced Placement Examinations in May. Students who have not met the AP course policy and attendance policy agreements will not be allowed to take the AP Exam. Students who do not take the required AP Exam in May shall be required to reimburse the school for the cost of the exam.

### High School Transcripts

1. Transcripts will reflect a student's 4.0 weighted and unweighted GPA and corresponding 100 point scale course grades.
2. Course names and numbers will be reflected. Every attempt will be made to use Georgia DOE course codes and descriptions when possible.

3. The student's annual unweighted GPA on a 4.0 scale will be reflected for each year.
4. The student's overall cumulative weighted and unweighted GPA on a 4.0 scale will be reflected.
5. High School Credits earned will be reflected on the transcript.
6. High School Credits earned prior to a student's 9<sup>th</sup> grade year will be reflected on the transcript but WILL NOT be included in determining the student's overall cumulative weighted and unweighted GPA.
7. There is no class ranking on transcript.
8. High School Students who receive a failing grade of less than 70 in any course will have to retake the course for High School credit. Both courses taken will be reflected on the HS transcript and the corresponding grade earned for each course will be reflected in GPA.

### High School Courses taken prior to 9<sup>th</sup> grade

Students may earn High School credit at FSA for passing the following approved courses taken while in Middle School. Students must pass the course with a 70 or higher.

Spanish 1 (comprised of Spanish 1A and Spanish 1B)  
 Spanish 2  
 Physical Science  
 Algebra 1  
 Accelerated Algebra 1/Geometry A  
 Geometry  
 Accelerated Geometry B/Algebra 2  
 Algebra 2  
 Pre-Calculus

1. Parent must sign a waiver at the end of the school year that the course(s) was taken indicating that the grade for the course(s) taken will count for middle school credit and high school credit.
2. Courses that earn a high school credit and a grade in middle school will be listed on the high school transcript but the final yearly average will not be used in the grade point average (GPA) calculation for high school.
3. Courses that earn a high school credit and a grade in middle school will not be used in GPA calculations for the HOPE scholarship according to current Georgia Student finance commission rules for HOPE.

### Course Rigor/Quality Points

Course Rigor Points otherwise known as Bonus Quality Points will be added not to the final course grades but to the GPA for HS Honors, AP, IB, and DE courses. (.5) bonus quality points will be added for HS Honors courses. (1.0) bonus quality points will be added for all AP, IB, and DE courses.

### GPA Calculation

#### CALCULATING A STUDENT'S GRADE POINT AVERAGE (GPA)

**Quality Points** – When a student completes a course, a final grade is determined and recorded on the student's high school transcript. A Grade Point Average can be determined when a grade is given a number of **Quality Points**. FSA is on a 4.0 Grade Point System. An "A" earns 4 quality points, a "B" earns 3 quality points, a "C" earns 2 quality points, and an "F" earns no quality points.

Quality Points:

A (90-100) = 4.0  
 B (80-89) = 3.0

C (70-79) = 2.0

F (Below a 70)= 0.0

**Bonus Quality Points (BQP's)** – At FSA, Honors courses are given .5 BQP. AP, Dual Enrollment and IB courses are given 1.0 BQP.

Letter Grade and Quality Points	Honors Quality Points	AP, DE, IB Quality Points
A (90-100) = 4.0	4.5	5.0
B (80-89) = 3.0	3.5	4.0
C (70-79) = 2.0	2.5	3.0
F (below a 70)	0	0

**How to calculate an unweighted GPA:**

1. To calculate an unweighted GPA, begin with the Quality Point (QP) value for each grade. Ex: If a student earns the following grades (90,85,82, 92) then assign a quality point to each grade. 90 becomes 4.0, 85 becomes a 3.0, an 82 becomes a 3.0, and a 92 becomes a 4.0.
2. Multiply the QP value by the credits attempted, which is 1 for each full year course, .5 for a semester/half year course. Ex- (4.0 x 1.0 + 3.0 x 1.0 + 3.0 x 1.0 + 4.0 x 1.0)
3. The total (QP x credits attempted) is divided by the credits earned for the year to determine yearly GPA. (ex- 14.0 divided by 4 credits= 3.5 GPA)
4. The cumulative total (QP X credits attempted) is divided by the total cumulative credits earned to determine the Cumulative GPA. (14.0 divided by 4 credits= 3.5 GPA)

**Weighted GPA-** To calculate the weighted GPA, assign Bonus Quality Points to each final grade on the transcript.

**Bonus Quality Points:**

GAVS (Virtual School)= no BQP's added to GPA

Middle School courses taken in HS= not factored into GPA

Honors courses= .5 BQP's added to GPA

AP Courses and AP GAVS Courses=1.0 BQP's added to GPA

Dual Enrollment Courses= 1.0 BQP's added to GPA

IB Courses= 1.0 BQP's added to GPA

1. To calculate GPA, begin with the Bonus Quality Point (QP) value for each grade. Ex: If a student earns the following grades (90 in an honors course, 85 in an AP course, 82 in an online course, 92 in a dual enrollment course) 90 in an honors class becomes 4.5, 85 in an AP class becomes a 4.0, an 82 in an online course becomes a 3.0, and a 92 in a dual enrollment course becomes a 5.0.
2. Multiply the QP value by the credits attempted, which is 1 for each full year course, .5 for a semester/half year course.
3. The total (QP x credits attempted) is divided by the credits earned for the year to determine yearly GPA.
4. The cumulative total (QP X credits attempted) is divided by the total cumulative credits earned to determine the Cumulative GPA.

**HOPE Scholarship GPA:**

Students must earn a 3.0 GPA for the College Preparatory Diploma. The GPA for the HOPE Scholarship is calculated by averaging ALL academic courses (English, Math, Science, Social Studies, and World Language) taken in high school, including failing grades on a 4.0 scale (A = 90-100 = 4.0, B = 80-89 = 3.0, C = 70-79 = 2.0, F = 0-69 = 0).

**Note: Grades from high school courses taken in elementary /middle school are not calculated in the HOPE GPA.**



- Please note: A 2.99 GPA does NOT qualify for the HOPE scholarship.
- Course Rigor Points are removed from final grades (unweighted grades) are used for HOPE calculations
- All calculations are done by the Georgia Student Finance Commission.

**FSAPS recommends this website for the most accurate HOPE Scholarship Program and Zell Miller Scholarship information:**

- Georgia Student Finance Commission (GSFC): <http://gsfc.georgia.gov/hope>