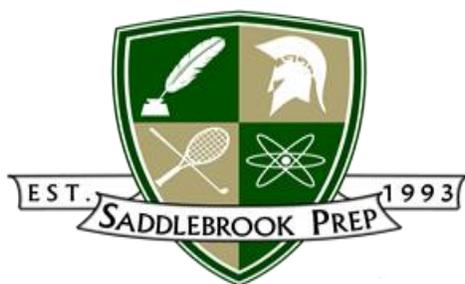




*“Expanding the Mind,
Building the Body,
Shaping the Character”*

Pupil Progression Plan 2016-2017



Revised: August 2016

SECTION 1.0

ELEMENTARY SCHOOL (GRADES 3-5)
PUPIL PROGRESSION PLAN

OVERVIEW

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

- **Requirements For Curriculum, Instruction, and Assessment**

- The curriculum, instruction, and assessment system of Saddlebrook Prep is aligned with the Common Core State Standards (curriculum frameworks). Saddlebrook Prep will offer courses of study and instruction that reflect the Common Core State Standards in grades three through twelve 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.
- Each school will offer instruction, which is based on the Common Core State Standards (statements describing a skill or competency students are expected to learn) and Saddlebrook Prep Curriculum Guide documentation.

- **Student Placement: Promotion, Retention, Administrative Placement**

- Student promotion in grades three through five is based on results of locally determined assessment and, where appropriate, statewide assessment.
- The grade placement of any student transferring from another state or private school will be determined by the Headmaster of the receiving school. Level of English language proficiency may not be the sole criteria for placement of limited English proficient students.
- Under most circumstances, a student may be retained in elementary school (grades three through five) only once. However, on the recommendation of the Headmaster, a student may be retained in elementary school (grades three through five) a second time if, after remediation, the student continues to meet less than minimum proficiency standards.
- 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 towards achieving the identified district levels of performance in reading, writing, and mathematics and the student's results on each statewide assessment test.
- 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.
- Any student who appears to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff.
- 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 Headmaster.

- **Student Rights For Instruction**

- 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.
- 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.
- If a student believes that he/she has been unfairly denied access to a program he/she may notify the Headmaster orally or in writing. This should describe the problem and give all the facts. The student/parent should explain what would be the best solution to the problem. The Headmaster should make a decision within three (3) school days and notify the student.

TRANSFERS

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

- 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:
- Have met age requirements for public schools within the state or country from which the student is transferring.
- Have academic credit that is acceptable under the rules of Saddlebrook Prep.
- Provide required data as indicated below:
 - 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.
 - Official school records which show attendance, academic information, and grade placement.
 - Evidence of immunization.
 - Evidence of date of birth.
 - Evidence of medical examination completed within the last twelve months.
- 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, the Headmaster may administratively place a student to an appropriate grade level or educational setting.

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

- When a student who meets legal age requirements transfers to Saddlebrook Prep from a home education program or private school, the Headmaster 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 will be given to screening results.

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.

RETENTION DECISIONS

- 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.

REQUIRED PROGRAM OF STUDY

- The required program of study for elementary school grades at Saddlebrook Prep reflects state and local requirements for elementary education and addresses the Common Core State Standards. The following areas of study are required for each grade, three through five: art, health, substance abuse prevention, reading/language arts (communications/literature), mathematics, physical education, media, science, social studies, and personal/social development.

REPORTING STUDENT PROGRESS – ELEMENTARY SCHOOL

- 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.
- Report forms are to be scanned quarterly for all students. Parents should monitor Renweb to keep up to date on their child's grades.
- Parents have worldwide access to Renweb 24 hours per day, seven days per week to keep track of their children's grades. Renweb automatically sends an e-mail notification to parents if their child receives any grade lower than 70.
- 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 throughout the year.
- Each teacher shall establish a grading system whereby unexcused absences shall result in no opportunity for credit for the day including no make-up tests, homework, and other assignments for that day. For students in the in-school suspension program, the student will be allowed the opportunity to complete assignments for credit. Students assigned out of school suspension will receive no credit for the work completed in class during the suspension. Each teacher shall submit a written description of his/her grading system to the Headmaster and students at the beginning of the course.
- 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

- If the Headmaster feels it is necessary to change a student's grade in any subject at the end of a quarter, the Headmaster shall consult with the teacher who issued the original report form grade, 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 grade is made, it shall be recorded as the Headmaster's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.
- Grades 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 him/herself in socially acceptable ways.

SECTION 2.0

MIDDLE SCHOOL (GRADES 6-8)
PUPIL PROGRESSION PLAN

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.

• Requirements for Curriculum, Instruction, and Assessment

- The curriculum, instruction, and assessment system of Saddlebrook Prep is aligned with the Common Core State Standards curriculum frameworks, and the National Study of School Evaluation (2004). Courses of study and instruction will be offered in each school which reflects the most current Common Core States Standards in Pre-K through twelve 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.
- Instruction will be based on the Common Core State Standards 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.
- Saddlebrook Prep will offer English for Speakers of Other Languages (ESOL) instruction for limited English proficient students.

• Promotion, Retention, and Placement

- Student promotion in grades seven through eight is based on an evaluation of each student's individual educational needs.
- Under most circumstances, a student may be retained only once in grades six through eight; however, on the recommendation of the Headmaster, a student may be retained a second time in grades six through eight.
- 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 Headmaster.
- The grade placement of any student transferring from another state, country, or private school will be determined by the Headmaster.
- A student in grade eight who is enrolled in a course listed in the nine through twelve section of the Course Code Directory shall receive graduation credit if he/she earns an A in the course for both semesters. 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 Headmaster may make an exception. If such exception is approved, it shall be so documented in the student's cumulative record.

• Student Rights For Instruction

- 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.
- 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.

- If a student believes that he/she has been unfairly denied access to a program he/she may notify the Headmaster orally or in writing. This should describe the problem and give all the facts. The student should explain what would be the best solution to the problem. The Headmaster should make a decision within three (3) school days and notify the student.

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 Headmaster concluding that a student would 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.

MIDDLE SCHOOL COURSE REQUIREMENTS (6-8)

- Three years in mathematics.
 - If a student takes Algebra 1 in the 8th grade to earn high school credit, a student must earn an A in each semester to receive the full credit.
- Three years in communications, this shall be defined to include experience in reading, writing, and speech.
- Three years in comprehensive science.
- Three years in social studies, including United States History and World Geography.
- Regularly scheduled physical education as determined by academy athletic staff.
- Regularly scheduled comprehensive health education, including but not limited to: substance abuse prevention, acquired immune deficiency syndrome and communicable disease prevention, human growth and development, and personal health and hygiene.

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

- Required Academic Courses
 - Grade 6 – Mathematics, Language Arts, Reading, Science, Social Studies, PE/fitness
 - Grade 7 – Mathematics, Language Arts, Reading, Science, Social Studies, PE/fitness
 - Grade 8 – Mathematics, Language Arts, Reading, Science, Social Studies, PE/fitness

REPORTING STUDENT PROGRESS – MIDDLE SCHOOL (6-8)

- **Report Cards**
 - The primary means of reporting student progress is the report card.
 - A standard report card appropriate for the school level, middle or senior high, will be used to report progress.
 - Report cards are to be issued for all students, grades six through eight, and scanned and e-mailed to parents each quarter.
 - The academic progress for limited English proficient students will be officially reviewed in accordance with the school's report card schedule.
- **Grades and Grading**
 - 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 or upon enrollment. Students and parents are also to be advised of standards and promotion and graduation as applied to the student's placement.

- Parents should monitor Renweb to keep up on their children's academic program
- Each teacher shall establish a grading system whereby unexcused absences shall result in no opportunity for credit for the day including no make-up tests, homework, and other assignments for that day. For students in the in-school suspension program, the student will be allowed the opportunity to complete assignments for credit. Students assigned out of school suspension will receive no credit for the work completed in class during the suspension. Each teacher shall submit a written description of his/her grading system to the Headmaster and students at the beginning of the course.
- The following scale will be used to determine report grades for each quarter:
 - 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
- Report card grades are to provide the student and/or the student's parents with an objective evaluation of scholastic achievement and conduct.
- 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.
- 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 at the beginning of the year or upon enrollment. Conduct implies the degree to which a student relates to others and to himself in socially acceptable ways.
- If the Headmaster of the school feels it is necessary to change a student's grades in any subject at the end of a quarter, the Headmaster 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 Headmaster's grade and not the teacher's grade. Students and their parents shall be notified of all such changes in writing.

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

- Identification of students for honor roll will be determined by averaging all grades using the grading scale found under "Grades and Grading" above.
- Honor Roll = 3.5 GPA or above

HOME EDUCATION

- When a student transfers from a home education program to Saddlebrook Prep, the Headmaster shall be responsible for making an appropriate grade placement of the student based on at least the following variables:
 - Age and maturity
 - Academic skills and abilities
 - Previous record in public and private schools
 - 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

OVERVIEW

The Pupil Progression Plan is designed to conform to the philosophy and goals of Saddlebrook Preparatory School. 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.

• Requirements for Instruction

- Instruction will be offered which complies with the Common Core State Standards in Reading, Writing, Mathematics, Science, Computer Literacy, History, Government, Geography, and Economics.
- Instruction will be offered which is based on the Common Core State Standards 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.

• Promotion, Retention, and Placement

- Student performance in grades nine through twelve is based on an evaluation of each student's individual educational needs.
- The time required to complete senior high school will depend upon the time necessary to earn the required credits.
- Parents are encouraged to monitor Renweb to keep up with academic grades. Notification of academic status should include progress reports as well as letters, documented phone calls and parent conferences. This shall also apply to conduct.
- 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 Headmaster.
- Any student who appears to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff.
- No student shall be retained based solely on his/her level of English language proficiency. The grade placement of any student transferring from another state, country, or private school will be determined by the Headmaster (or designee) of the receiving school.
- 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 Headmaster may make an exception. If such exception is approved, it shall be so documented in the student's cumulative student record.

• Student Rights for Instruction

- 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.
- 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.

- 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 parent) must give the Headmaster a written and signed grievance. A copy of the grievance is to be given by the Headmaster to any other person involved. This should describe the problem and give all the facts. The student/parent should explain what would be the best solution to the problem. The Headmaster should make a decision within three (3) school days and notify the student. No student, parent, or employee shall be subject to adverse action.

HIGH SCHOOL GRADE CLASSIFICATION (F.S.232.245)

- Credits needed to be considered a student at each high school grade level:
 - Grade 9/Freshman – fewer than 6 credits
 - Grade 10/Sophomore – 6 - 11 credits
 - Grade 11/Junior – 12 - 17 credits
 - Grade 12/Senior – 18+ credits
 - Each student is to be provided information on his/her credit standing each year.

CREDIT EARNING

- Credit for high school graduation will be earned on a one-half credit system.

CORRESPONDENCE COURSE CREDITS

- While enrolled at Saddlebrook Prep, a student may earn up to a total of twelve high school core course credits through on-line courses or virtual school programs. Courses must parallel the State Course Code Directory and Common Core Standards and be approved in advance by the Headmaster. These courses shall not count in place of full time high school attendance requirements.

HIGH SCHOOL REPORT CARDS

- 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.
- Report cards are distributed to all students, grades three through twelve, each quarter. Report cards are also available to view and print on RenWeb. A final report card will be mailed to all parents at the close of the school year.

GRADES AND GRADING

- 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.

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

Grade	Percent Range	GPA Value	Honors
A	90-100	4.0	4.5
B	80-89	3.0	3.5
C	70-79	2.0	2.5
D	60-69	1.0	1.5
F	0-59	0.0	0.0

- 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
- 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.
- 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 by their teachers. Conduct implies the degree to which a student relates to others and to self in socially acceptable ways.
- 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 all courses will be:
- **Physical Education**
 - The grading criteria for all middle and high school students 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)
- Students are to receive grades in all courses in which they are enrolled.
- If the Headmaster feels it is necessary to change a student's grade in any teacher's class who issued the original grade, he/she will 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 Headmaster's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.
- The final grade earned during summer school for any course repeated for credit will replace the 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.

- Grade Replacement: The final grade earned for any course repeated for credit will replace the 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.

GRADE POINT AVERAGES

- **Computation of Grade Point Average**

- Class Rank GPA:
 - At the end of the seventh semester, the class rank GPA will be calculated, including semester grades earned in all courses during the regular school day (including replacement grades), using the quality points guideline found in “Grades and Grading” above. Pass/Fail grades will not be included in GPA calculations
 - Class rank GPA will be carried out to five (5) decimal places and rounded to the fourth decimal place.
- Graduation GPA:
 - In order to graduate, students must have a cumulative weighted grade point average of 2.0 or higher on a 4.0 scale. The GPA computation will be based on all courses used by the student to complete graduation requirements, using the quality points guideline found under “Grades and Grading” above. Pass/Fail grades will not be included in GPA calculations
 - All calculations should be rounded to the nearest tenth.
 - Any grade for a course repeated for credit (regular school, summer school, or adult education) will replace the former grade in GPA calculation unless it is to the student’s disadvantage; however, all course outcomes will still be documented in the cumulative record and automated system.

- **Grade Point Average Concerns**

- At the end of each semester, the parent or guardian of each student in grades nine, ten, eleven, and twelve 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 school has put in place to assist the student in meeting the grade point average requirement.
- To be eligible to participate in interscholastic extracurricular student activities, a student, must maintain a cumulative grade point average of 2.5 or above on a 4.0 scale (or its equivalent) in the courses required by Florida Statute. 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.

HONOR ROLL STUDENT SELECTION – SENIOR HIGH

- Identification of students for honor roll will be determined as follows:
 - $GPA = \frac{\text{Total Quality Points}}{\text{Total Credits Earned}}$
 - Honor Roll = 3.5 GPA or above

HIGH SCHOOL GRADUATION

• Graduation Requirements

- A total of **24 credits** are required in the following areas:
 - English: 4 credits total, comprised of:
 - *1 credit English 9*
 - *1 credit English 10*
 - *1 credit English 11*
 - *1 credit English 12*
 - Mathematics: 4 credits to include
 - *1 credit algebra I*
 - *1 credit algebra II*
 - *1 credit geometry*
 - *1 credit in either probability/statistics, pre-calculus, or calculus*
 - Science: 3 credits
 - *1 credit physical science/physics*
 - *1 credit biology*
 - *1 credit chemistry*
 - **2 credits must be earned in courses with laboratory components.*
 - Social: 3 credits
 - *1 credit world history*
 - *1 credit American history*
 - *1/2 credit American government*
 - *1/2 credit economics*
 - Physical Education: 1 credit personal fitness/sport
 - Required credits 15
 - Electives 9
 - **Total Credits 24**

HIGH SCHOOL COURSES, PROGRAMS, AND COURSE MODIFICATIONS

- Saddlebrook Prep approved courses and programs are to be the means for granting credits.
- 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 grade nine through twelve course number and if a grade of A is earned in both semesters.

HONORARY DIPLOMAS

- The Headmaster may recommend a student to the Chairman of the Board 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 Headmaster believes that the student has made sufficient academic achievement and significant contributions to the school and student body.

HIGH SCHOOL HONOR GRADUATES

• Honor Students

- Honor students will be student's who have earned a 3.50 grade point average or above in grades nine through eleven and the first semester of the twelfth grade in board-approved courses.

HIGH SCHOOL GRADUATION CEREMONIES

- In order to participate in the graduation ceremony, students must enter twelfth grade on target to meet all graduation requirements by the end of the academic year. Exceptions to this are at the discretion of the Headmaster. Prior to graduation, the faculty and staff will complete the following:
 - Notify the student during the first month of school as to his/her credit standing so that he/she can plan for graduation activities.
 - Complete a written graduation credit check and review it with each student able to enable him/her to complete all required course work prior to the end of the academic year.
 - For students with transfer credits from other high schools, the graduation credit check will be completed upon receipt of official transcripts and documentation of annual course hours from the prior schools.

HIGH SCHOOL VALEDICTORIAN AND SALUTATORIAN

- The valedictorian will be that student who has the highest cumulative, weighted grade point average (GPA) at the end of the first semester of his/her senior year.
- The salutatorian will be that student who has the second highest cumulative, weighted GPA at the end of the first semester of his/her senior year.
- Eligibility Requirements:
 - In order to be considered for valedictorian or salutatorian:
 - A student must have been awarded grades earned from Saddlebrook Prep a minimum of two (2) semesters, by the end of the first semester of their senior year, **AND** must be a member of the graduating class at the time of graduation, **AND** must be on track to receive a diploma from Saddlebrook Prep.
 - Computation of Cumulative Weighted Grade Point Average (GPA)
 - $GPA = \text{Total Quality Points} / \text{Total Credits Earned}$
 - To calculate quality points earned, multiply the number of credits earned for each course by the quality points assigned to the grade and course level (see “Grades and Grading above”).
 - Example: An “A” in English 9 Honors (semester 1) is 0.5 credits x 4.5 points = 2.25 quality points.
 - All calculations should be carried to five decimal places and rounded back to the fourth decimal place.
 - In the event of tied ranks for valedictorian and/or salutatorian, the Headmaster shall award co-valedictorian and/or co-salutatorian positions.

TRANSFER OF CREDITS

- 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 Headmaster (or designee) as follows:
 - Credit from other accredited U.S. schools will be automatically approved;
 - 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.
 - The Saddlebrook Prep grade weighting system will apply to all courses that are equivalent to or are identified in the State Course Code Directory.

- The Headmaster (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.
- 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.

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.
- Parent(s) shall provide to the school a detailed course description for each course, indicating instructional objectives, instructional materials and methods of student performance evaluation.
- The Headmaster shall, in consultation with the Chairman of the Board, 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.
- 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.
- Home education students transferring to 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.
- 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 in courses for which there is no examination, shall be determined at the discretion of the Headmaster.
- Parent(s) shall provide evidence that each course eligible for one high school credit consisted of at least 150 hours of instruction.

DROP/ADD PROCEDURES FOR CONTINUING STUDENTS

- A student may drop a semester course and add a semester course within two weeks of the beginning of the semester. One-half credit will be awarded for successfully completing the added course.
- No drop/adds will be allowed after two weeks from the beginning of the school year when adding a semester course.
- In a drop/add situation, the receiving teacher assigns the grade. The teacher of the dropped course will not assign a grade.
- When a student drops a semester course and a first quarter grade has already been assigned, that grade will be transferred to the new course.
- Exceptions to these rules may be made only by written request to the Headmaster.

ATTENDANCE REQUIREMENTS

- Absences
 - Excused absences
 - Students serving in-school suspension will be entitled to complete make-up work while in the ISS program.
 - Following an excused absence, a student will have a reasonable amount of time determined by the individual teacher to make-up missed work. It is the responsibility of the student, immediately upon his/her return, to meet with each teacher and make arrangements to complete missed assignments. Failure to do this could cause the work to be disallowed.

- Excused absences shall be determined by the Headmaster.
 - Unexcused absences shall be referred to the Headmaster for confirmation or appeal by the student.
- **High School Attendance**
 - 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.
 - All high school students enrolled in Saddlebrook Prep are obligated to attend classes regularly and punctually and to satisfy all course requirements.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

- **General program information**
 - Initial eligibility requirements
 - Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution.
 - Complete the *Florida Financial Aid Application* (FFAA) during the final year of high school.
 - Apply during the final year of high school, before graduation.
 - Not owe a repayment or be in default under any state or federal grant, loan, or scholarship program unless satisfactory arrangements to repay have been made.
 - Meet the Community Service requirement for the desired award level, as described below.
 - Meet specific coursework and minimum grade point average (GPA) and test score requirements as outlined below.
 - 2016-17 Academic year updates for award amounts and eligibility requirements will be available in summer 2016.
- **Awards**
 - Florida Academic Scholars (FAS) including Academic Top Scholars (ATS) award
 - Award amounts per semester for the 2016-17 academic year
 - Private 4-year colleges - \$103/credit hour
 - FL public 4-year colleges - \$71/credit hour
 - 2-year colleges - \$63/credit hour
 - Career/Technical colleges - \$52/credit hour
 - Specific eligibility requirements
 - 3.5 weighted GPA using the credits listed below. Weighting for more challenging, higher level courses is prescribed by law as .50 per course per year. (Note: GPAs are not rounded.)
 - 16 credits of college preparatory academic courses
 - 4 English (3 with substantial writing)
 - 4 Mathematics (Algebra I level and above)
 - 3 Natural Science (2 with substantial lab)
 - 3 Social Science
 - 2 World Language (sequential, in the same language)
 - May use up to two additional optional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA if necessary
 - 100 hours community service, as approved by the district or private school

- Best combined score of **1290** SAT I/SAT Reasoning Test (based on the combined Critical Reading and Math sections only) or best composite score of **29** ACT (excluding the writing section)
 - Other ways to qualify (must still meet community service requirement)
 - National Merit or Achievement Scholars and Finalists
 - National Hispanic Scholars
- Academic Top Scholars award
 - One Florida Academic Scholar (FAS) award recipient in each district (including public and private high schools) will be designated as the ATS award recipient. The ATS recipient will receive a cost per credit hour award (established by the Florida Legislature in the General Appropriations Act) in addition to the Florida Academic Scholars award.
 - To be designated an Academic Top Scholar, a student must:
 - Meet the eligibility requirements for an initial FAS award.
 - Have received funding at an eligible Florida postsecondary institution during the fall term of the academic year following high school graduation.
 - Be the highest ranked FAS award recipient in the county where the student last attended high school. For this determination, FAS award recipients will be ranked based on the product of their Bright Futures' grade point average (GPA) and combined SAT score, or equivalent ACT score.
- Florida Medallion Scholars Award
 - Award amounts per semester
 - Private 4-year colleges - \$77/credit hour
 - FL public 4-year colleges - \$53/credit hour
 - FL public 2-year colleges - \$63/credit hour
 - Career/Technical colleges - \$39/credit hour
 - Specific eligibility requirements
 - 3.0 weighted GPA using the credits listed below. Weighting for more challenging, higher level courses is prescribed by law as .50 per course per year. (Note: GPAs are not rounded.)
 - 16 credits of college preparatory academic courses
 - 4 English (3 with substantial writing)
 - 4 Mathematics (Algebra I level and above)
 - 3 Natural Science (2 with substantial lab)
 - 3 Social Science
 - 2 World Language (sequential, in the same language)
 - May use up to two additional optional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA if necessary
 - 75 hours community service, as approved by the district or private school
 - Best combined score of **1170** SAT I/SAT Reasoning Test (based on the combined Critical Reading and Math sections only) or best composite score of **26** ACT (excluding the writing section)
 - Other ways to qualify (must still meet community service requirement)
 - National Merit or Achievement Scholars and Finalists
 - National Hispanic Scholars