



FOURTH GRADE 2017-2018 HANDBOOK



*Parents, this is the Grade Level Handbook.
The Arrow Academy Student/Parent Operational Handbook is available online
and can be printed at the parent's request.

Welcome to Fourth Grade!



We are so happy that you could be a part of this special group. We have many great learning experiences planned for you. It is our pleasure to have you join us for an exciting year.

The Fourth Grade teachers are:

Mr. Alikor, ELA & Social Studies

Ms. Cook, ELA & Social Studies

Dr. Hill, Science

Mr. Roswell, Math

Other Arrow Liberation Staff:

Dr. Sanders, Principal

Ms. De Jear, Instructional Coach

Mrs. West, Learning Academy

Mrs. Giles, Fine Arts

Mrs. Townsend, P.E.

Ms. Long, Intervention Aide

Ms. Rhone, Intervention Aide

Ms. Prevost, Intervention Teacher

Ms. Citizen, Administrative Assistant

Mrs. Trujillo, Administrative Assistant

Mr. Addison, Nutrition Aide

Parent Information

Arrival Procedures:

- Each day parents can walk or send their scholar to the cafeteria to eat breakfast from 7:30 AM – 7:45 AM. Free breakfast is served daily to all students from 7:30 AM until 7:55 AM.
- Teachers pick students up from the cafeteria at 7:45 AM and walk students to the classroom for students to start their warm-up activities.
- Morning Engagement, our Character Education program begins promptly at 8:00 AM daily in the gym or in the classroom via our ALA Radio Station.
- **When a student arrives after 8:00 AM parents should walk the student in and sign in on the Tardy Log.**
- **Students are tardy at 8:01 AM There should be NO parents in the instructional areas after 8:00 AM.**
- When visiting the school, parents should check-in at the Main Office.

Dismissal Procedures:

- School is dismissed at 3:30 PM. Car riders should be picked up in the car pool lane. Car tag (issued by the school) MUST be visible for pick-up in the car pool lane.
- If the car tag is NOT visible, the adult must park, come into building with an ID and sign the student out.
- If a family needs two car tags, the parent/guardian should go to the Main Office for assistance.
- If a student walks or rides a bike home, students will not be allowed to leave the school until 3:50 PM to ensure the safety of the students as they leave going through the parking lot.
- If you need to pick up your child before 3:30 PM, please come to the Main Office to complete a form to check the student out.
- No student will be called to the Main Office after 3:00 PM to leave early. No exceptions.
- **Parents must pick up students by 4:00 PM. There will be a \$25 late fee for every late pick-up.**

Report Cards:

- Report Cards are mailed home every 9 weeks: October 27, 2017, January 12, 2018, March 23, 2018, June 1, 2018
- Notify Ms. Citizen via email if your mailing address changes: alecia.citizen@arrowacademy.org

Curriculum Quick Facts:

- **Reading:** “Go Phonics” is a comprehensive reading program with an emphasis on letter and sound recognition and the utilization of simultaneous multisensory techniques for greater retention. A variety of age appropriate literature is used and discussed including multicultural books. We will have Take-Home Books and Word lists from Raz- Kids- an online Reading Program.
- **ELA: Journeys** is the textbook series used to support the reading and writing program. This is an additional supplement to the “Go Phonics” reading program. Whole group, small group, and individual instruction are used to reinforce skills. The Balanced Literacy framework will be integrated into the curriculum to help students develop their writing skills as well.
- **Math: Go Math** is the math program with textbook support that is used for Kindergarten through 6th Grade. The Go Math program consists of place value & number concepts, estimation & reasonableness, fact families & number lines, measurement of time, temperature & money, geometry & congruency, addition, and subtraction; graphing and interpreting graphs; math vocabulary, and algebra with an emphasis on number patterns.
- **Social Studies:** Each student will have a subscription to **Social Studies Weekly**. This will cover all of the TEKS throughout the year with engaging lessons, online activities and projects. The History Fair will be our culminating activity.
- **Science:** Consists of scientific investigations, inquiry and critical thinking, properties, patterns, and systems, living organisms, and nonliving objects and processes of the natural world. Classroom activities will be used to foster higher order thinking skills. All students will participate in The Annual Science Fair. It is mandatory for students in grades 3-6.
- **Ancillary:** This includes Art, Music integrated in our Fine Arts program and P.E. Fine Arts and P.E. will be offered in an A day B day rotation. Students will participate in school-wide productions throughout the year; as well as, the NFL sponsored program, the Fuel Up to Play 60 Program for P.E. ***For safety reasons, please have your child wear tennis shoes for P.E.***

Attendance:

- Please send a written note to school when your child has been absent.
- After the 3rd absence, the school will contact the parent by phone or with an email notification.
- After the 6th absence, a letter will be mailed home and further truancy action may be taken.

Tardy:

- Morning Engagement begins at 8:00 AM. Please have your child to school on time so they are able to participate in this Character Education program that helps build motivation and social skills for success.
- School Tardy Policy:
 - 1st- 3rd tardy- the teacher can send home a reminder notice.
 - 4th tardy- parent notification will be sent from the main office.
 - 5th tardy and beyond – parent will be notified to come in for a conference.

Parents make sure your scholar attends school from 8:00 AM until 3:30 PM daily. The instructional day concludes at 3:30 PM; if you pick your scholar up early, they are missing valuable instruction time that can impact the student's learning adversely. Students who miss more than 30 minutes of instruction in class will be counted absent and will not qualify for attendance recognition awards.

Routines:

- **ANY CHANGES IN HOW YOUR CHILD GETS HOME MUST BE IN WRITING! In an emergency, call the Arrow Liberation Academy Main Office before 3:00 PM if your transportation needs change.**
- Special events at school and weekly updates will be communicated on Thursdays in the Weekly Newsletter.
- **PLEASE CHECK STUDENT AGENDA DAILY.**
- If you have any notes or need to let the teacher know something, please put the notification in the Thursday Folder pocket, not just in the backpack. Teachers will look daily in student folders. The Daily Conduct Chart will let you know how your child is behaving. If there is an ongoing problem, the teacher will notify parent(s) for a parent conference.
- Teachers and parents are partners in students' learning. Please keep all communication positive for the best interest of the student. Parents and teachers should work together for a positive resolution.

Birthdays:

- The school day is for instruction. Please do NOT plan to have a classroom birthday party to celebrate your child's birthday. You may drop off birthday treats at the Main Office (there should be enough treats for the entire class). The treat must be a "self-serve" snack like cookies, individually wrapped snacks and/or drinks, etc. to be eaten sometime during lunch or recess at the teacher's discretion. Please do not send or bring cake, ice cream, cupcakes, soda, decorations, supplies, balloons, flowers etc. Do not expect to bring siblings or go into the classrooms for a birthday celebration. All treats should arrive no later than 11:00 AM.
- If any invitations are brought to school to be passed out, there must be one for each child in the homeroom class. Or, one invitation for all the girls or all the boys. We don't want to hurt anyone's feelings; therefore, there will be no personal invitations passed out during school hours.

Field Trips:

- Field trips will be announced as scheduled.
- Students who are habitually disruptive (consistently on red, blue or purple) in the classroom will NOT be allowed to attend any field trips.
- Students with a conduct grade less than Satisfactory will NOT be allowed to attend any field trips.

Toy Policy:

- No toys are to be brought to school! This includes hanging on outside of backpacks.
- If your teacher has Show and Tell or sends a note, then a toy may be brought at the request of the teacher.
- If a toy is taken by the teacher, the parent will need to pick it up from the teacher.
- This also includes lip gloss, slap bracelets, stretch bands, toy jewelry, and other items that will be a distraction in the classroom.
- Electronic devices and other distracting items brought from home will be taken up and given back to parents, or the student may pick them up at the end of the school year.

Read to ME Program:

- Keep a log of books that your scholar reads independently
- 20 books every 9 weeks is required beginning the 2nd 9 weeks.
- Any child that has turned in a reading log of 20 books every 9 weeks will receive an award at the end of the year.

Reminders:

- *Check Student Planners daily and return to school the next day*
- *Review math facts daily*
- *Read daily and record on the Reading Log*
- *Complete all homework Monday-Thursday*
- *Bring a water bottle and a healthy snack daily*

Teacher and School Communication:

- The school phone number is 346-754-5867.
- The District Website www.arrowacademy.org
- The School Website www.la.arrowacademy.org
- Parents will be contacted via email, text message, and phone call when there is inclement weather, important notifications, and school reminders. It is the parent's responsibility to keep contact information up to date and to opt in to receive text messages.
- Parents should opt into Remind classroom messages for important classroom updates.
- Teachers are available via phone during their conference time.
- You may schedule a parent conference with the teacher during their conference time.

Teachers' Email:

donna.cook@arrowacademy.org

joseph.roswell@arrowacademy.org

omeke.alikor@arrowacademy.org

sylvia.hill@arrowacademy.org

3-6 Discipline Plan

In order to guarantee your child, and all of the students in our classroom, the excellent learning climate they deserve, we are utilizing the following discipline plan:

Arrow Liberation Academy Philosophy:

We believe that all of our students can and MUST behave appropriately in the classroom. We will work with students to teach the appropriate social skills. The Social Contract is an agreement for behavior at school.

Consequences:

Students who make good choices by following the Social Contract can be rewarded in the following ways: verbal praise, lunch with the teacher, special privileges, stickers, and the GREEN Party.

The following consequences will be used when students choose to NOT follow the Social Contract:

1. Five Questions to redirect behavior
 - a. What are you doing?
 - b. What are you supposed to be doing?
 - c. Were you doing it?
 - d. What are you going to do about it?
 - e. What will happen if you choose to continue to not follow the Social Contract?
2. Warning
3. Change of color
4. Time-out or loss of privilege and change of color
5. Time-out in another room and change of color
6. Parent contact with an email and change of color
7. Parent conference mandatory for students that have habitually disruptive behavior.
8. Office Referral to Principal (will become a part of the student record).

Fourth Grade Texas Essential Knowledge and Skills (TEKS)

Fourth Grade English Language Arts & Reading TEKS

In fourth grade language arts, your child will learn:

LISTENING/SPEAKING

Students:

- listen to gain information and supporting evidence
- monitor their understanding of a spoken message and appropriately seek clarification
- interpret speaker's messages (both verbal and nonverbal), purposes and perspectives
- monitor their own understanding of the spoken message and seek clarification as needed

READING

Students:

- read and comprehend a variety of fourth-grade-level texts
- adjust reading rate according to the purpose for reading
- monitor their own comprehension and reread, use reference aids, search for clues, and ask questions when understanding breaks down
- use multiple reference aids, including software, to clarify and seek information
- study word meanings across content areas and through current events
- respond to readings and ideas through journal writing, discussion, and media
- paraphrase and summarize text
- represent text information by generating outlines, timelines, and graphics
- offer observations, make connections, react, speculate, interpret, and raise questions after reading

WRITING

Students:

- capitalize, use punctuation, and spell correctly in "published" pieces of writing
- evaluate written compositions using assigned and established criteria
- conduct research and raise new questions for further investigation
- write to express, discover, record, develop, reflect on ideas, and problem solve
- compose journals, letters, reviews, poems, narratives, and instructions

VIEWING/REPRESENTING

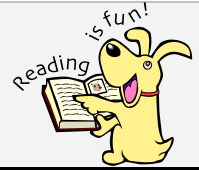
Students:

- understand and interpret visual messages and media
- analyze and critique media
- produce visual images, messages, and meanings that communicate effectively

Before entering fourth grade, students should be able to:

- Listen and respond attentively to multiple-step oral directions, questions, speakers, and presentations.
- Use correct grammar when speaking.
- Read silently and independently daily.
- Show understanding of the content of third grade reading materials.
- Use proper cursive letter formation and spacing.
- Write paragraphs that are grammatically correct, well developed and correctly structured.
- Write stories, instructions, expository (non-fiction), letters, and poems.
- Spell third grade-level high frequency words accurately in written assignments.
- Apply correct capitalization while editing friendly letters, titles, and proper nouns.
- Apply correct punctuation while editing commas in a series, apostrophes in singular possessives, contractions.

Fourth Grade Language Arts TEKS



Direction Determines Destination

TIPS FOR PARENTS

- *Read to your child and listen to your child read to you daily.*
- *Play word games with your children to develop vocabulary.*
- *Show the value and enjoyment of reading.*
- *Give books and magazines and writing materials as gifts.*
- *Visit the public library or bookstore regularly to encourage reading a variety of materials.*
- *Read the newspaper to find spelling words, read picture captions, and check the weather.*
- *Schedule a “drop everything and read” (DEAR) time for the family.*
- *Watch family TV shows together and discuss them and write a critique.*
- *Provide time, place and materials to do homework.*



Fourth Grade Texas Essential Knowledge and Skills (TEKS)

Fourth Grade Mathematics TEKS

In fourth grade mathematics, your child will learn:

NUMBER, OPERATION, AND QUANTITATIVE REASONING

Students:

- read, write, compare, and order whole numbers through millions
- read, write, compare, and order decimals through hundredths
- model fractions greater than one generate equivalent fractions using models
- compare and order fractions using concrete and picture models
- relate fractions and decimals for tenths and hundredths
- add and subtract whole numbers and decimals to hundredths
- model factors and products
- represent multiplication and division
- recall and apply multiplication facts
- multiply with two-digit multipliers
- divide with a one-digit divisor
- use addition and subtraction to solve problems
- round to ten, hundred, or thousand
- estimate products and quotients

PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING.

Students:

- use patterns to remember multiplication facts
- solve division problems using fact families
- use patterns to multiply by 10 and 100
- describe the relationship between two sets of data

GEOMETRY AND SPATIAL REASONING

Students:

- use formal language for angles
- identify parallel and perpendicular lines
- describe shapes and solids with vertices, edges, and faces
- demonstrate translations, reflections, and rotations
- verify congruence and symmetry
- locate and name whole numbers, fractions, and decimals on number line

MEASUREMENT

Students:

- estimate and measure weight and capacity
- measure length, perimeter, time, temperature, and area

PROBABILITY AND STATISTICS

Students:

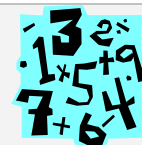
- interpret bar graphs
- list possible outcomes of a probability experiment
- use a pair of numbers to describe the probability of an event

PROBLEM SOLVING

Students:

- identify the mathematics in everyday situations
- use a problem-solving model
- select or develop an appropriate problem-solving strategy
- explain and record observations
- relate informal language to mathematical language and symbols
- make generalizations from patterns

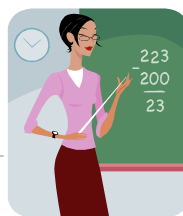
Fourth Grade Math TEKS



Direction Determines Destination

TIPS FOR PARENTS

- Let your child know that you value mathematics and that you believe that s/he can succeed.
- Encourage your child to use a variety of problem solving strategies.
- When shopping, use as an opportunity to count the value of coins. How much is needed? How much change will you receive?
- Attend Family Math Night at the school.
- Encourage your child to compare quantities of objects in terms of more than, less than, or the same.
- Talk with your child's teacher about the math program used at school.
- Visit your child's classroom during math time to observe the curriculum in action.
- Point out math in everyday life, such as games, sports, music, gas mileage, check books, bank accounts, time schedules, and shopping.



Fourth Grade Texas Essential Knowledge and Skills (TEKS)

Fourth Grade Social Studies TEKS

In fourth grade social studies, your child will learn:

HISTORY

Students:

- compare similarities and differences of Native American groups in Texas and the Western Hemisphere before European exploration
- explain causes and effects of European exploration and colonization of Texas and the Western Hemisphere
- explain causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States
- describe political, economic, and social changes in Texas during the last half of the 19th century
- describe important issues, events, and individuals of the 20th century in Texas

GEOGRAPHY

Students:

- use geographic tools to collect, analyze, and interpret data
- describe political, economic, and physical regions in Texas and the Western Hemisphere
- explain the location and patterns of settlement and the geographic factors that influence where people live in Texas
- describe how people in Texas adapt to and modify their environment

ECONOMICS

Students:

- explain basic patterns of work and economic activities of early societies in Texas
- describe the characteristics and benefits of the free enterprise system in Texas
- identify how Texas, the United States, and the world are economically interdependent

GOVERNMENT

Students:

- compare how people organized governments in different ways during the early development of Texas
- identify important ideas in historic documents, such as the Texas Declaration of Independence
- explain the basic functions of the three branches of state government

CITIZENSHIP

Students:

- explain important customs, symbols, and celebrations of Texas
- explain the role of the individual in state and local elections
- identify leaders in state and local government and tell how to contact them

CULTURE

Students:

identify the contributions of people of various racial, ethnic, and religious groups to Texas

SCIENCE, TECHNOLOGY, AND SOCIETY

Students:

describe the impact of science and technology on life in Texas

SOCIAL STUDIES SKILLS

Students:

apply critical-thinking skills, communicate effectively, and use problem-solving and decision-making processes

Fourth Grade Texas Essential Knowledge and Skills (TEKS)

Fourth Grade Science TEKS

In fourth grade science, your child will learn:

FIELD AND LABORATORY INVESTIGATIONS

Students:

- demonstrate safe, environmentally appropriate, and ethical practices
- learn to use and conserve, dispose and recycle resources

SCIENTIFIC INQUIRY

Students:

- plan and implement descriptive and simple investigations, ask well-defined questions, formulate hypotheses, select and use appropriate equipment and technology, collect, analyze and interpret information, observe and measure, and communicate valid conclusions
- construct graphs, tables, maps, charts to organize, examine, and evaluate information

CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING SKILLS.

Students:

- analyze, review, and critique scientific explanations/hypotheses/ theories, including strengths and weaknesses, and draw inferences on promotional materials for products and services
- evaluate research on scientific thought, society, and the environment
- connect science concepts with history of science and contributions of scientists

TOOLS AND MODELS

Students:

- collect information, measure, and compare using tools, including safety goggles, microscopes, sound recorders, computers, hand-lenses, thermometers, meter sticks, balances, and compasses
- represent the natural world using models and analyze their limitations
- demonstrate that repeated investigations may increase the reliability of results

SYSTEMS, CYCLES, PATTERNS, AND CHANGE

Students:

- identify and describe roles of organisms in living systems and parts in nonliving objects and predict and draw conclusions when part of a system is removed
- identify patterns of change and use reflection to verify symmetry

MATTER AND PHYSICAL PROPERTIES

Students:

observe and record changes in states of matter caused by heat and conduct tests, compare data, and draw conclusions about physical properties of matter-states, conduction, density, and buoyancy

ADAPTATIONS

Students:

- identify characteristics that allow survival and reproduction of species
- compare adaptive characteristics of species and identify and compare species that lived in the past to existing species
- distinguish inherited and learned characteristics providing examples

PAST, PRESENT, AND FUTURE EVENTS

Students:

identify and observe effects of events that require time for change to become noticeable

PROCESSES OF THE NATURAL WORLD

Students:

test properties of soils, effects of oceans on land, and the sun as our major source of energy










GAMES

Family games are a wonderful way to stimulate your student's thinking and a positive way to spend your extracurricular time as a family. Many of these fun games will help build skills in reading and math.

The following games are suggestions for the whole family! What is your family's favorite game? If you don't have one, try a game at your next "family night in".

Marbles
 Trouble
 Tic Tac Toe/SOS
 Dominoes
 Candy Land
 Crossword Puzzles
 Card Games (UNO,
 Speed, Go Fish, etc.)
 Sorry
 Bingo
 Chess

Puzzles
 Connect Four
 Coloring Books
 Backgammon
 Hop Scotch
 Simon Says
 Monopoly
 Scrabble
 Life
 Checkers
 Word Finds

 CHANCE	The following games are suggestions for the whole family! What is your family's favorite game? If you don't have one, try a game at your next "family night in".				SHORT LINE  PAY \$200
CHESS  PAY \$300					LUXURY TAX  PAY \$75
LUXURY TAX  PAY \$75					JACKS  PAY \$100
COMMUNITY CHEST FOLLOW INSTRUCTIONS ON CARD 					CHANCE 
NORTH CAROLINA AVENUE PAY \$300					BOARDWALK PAY \$400
GO TO JAIL 					PARK PLACE PAY \$350

ARROW LIBERATION ACADEMY
TITLE I, PART A PARENTAL INVOLVEMENT POLICY
2017-2-018

Statement of Purpose

Arrow Liberation Academy is committed to ensuring the highest quality K-6 education for all students. Arrow Liberation Academy recognizes that parents are valued partners in the educational process, serving as the child's first teacher in the early years of child development. As a result, parents play an extremely important role as children's first teachers. Partnerships with parents and the community are vital. It is a winning combination when school and home work together to promote high student academic achievement. Parents' support for their children and for the school is critical for students' success throughout their K-12 educational experience.

The Arrow Blended Instructional Model is more than advanced technology and web-based instructional tools. It means adopting a new learning environment that works better for students and their families as well as teachers. This model integrates technology driven lessons for a portion of the instructional day. Students have an opportunity for more individualized instruction and more control over pace, path and time. This instructional flexibility extends from the school to the home connection when students have internet access at home or in their community. The goal is a home-school partnership that will empower parents and students for future academic success.

Parental Involvement in Developing the Policy

The Community Advisory Board (CAB) and the Parent Eagles Nest (PEN) consisting of parents, members with the partnership, administrators, members of the community and other staff will meet to update the Liberation Academy's Parental Involvement Policy. All parental comments and feedback are welcomed. The goal is to have parents play a vital role in decision making regarding the Title I program and other school improvement initiatives.

Capacity Building and Coordination

Capacity building activities will be provided to increase student achievement through school activities and programs. Liberation Academy will coordinate these efforts and strategies with other federal and state programs in a variety of ways.

School-Parent Compact

Each school must share responsibility with parents for high student academic performance by developing a school-parent-student compact jointly with the parents. This compact will include how parents, staff, and students will share responsibility for improved student academic achievement. Parents will be involved in designing these compacts. The compact will be shared with all parents at the Annual Registration Drive and at the Annual Parent Meeting as needed. Parents will receive the compact from their child's school with a list of responsibilities that teachers, parents, and students will each have for helping students achieve their goals. Student responsibilities may vary by grade level. The School-Parent Compact will be discussed throughout the year to ensure a scholarly school climate as well as improved student academic achievement.

Types of Parental Involvement

There are many ways in which parents can become involved with their children's education. Arrow Liberation Academy values both the at-home contributions and those, which take place at school and in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership to ensure that all children succeed.

Matching Programs to the Needs of the Community

Each year, Arrow Liberation Academy will determine the needs of parents and children in the community through a variety of measures. This includes an annual consultation with parents to ensure that the Title I, Part A program will be tailored to meeting those needs. Parent meetings and other programs will be available for parents and the school to help form partnerships which will improve the involvement of families in order to increase student academic achievement. Parents will be notified about these opportunities through Thursday Communication Day. Parents may call the school office at any time to express an interest in a particular type of workshop or to make other suggestions. Parents are always welcome to volunteer. Please come to the Main Office for a volunteer opportunity.

Staff-Parent Communication

Communication with parents will include a weekly newsletter distributed throughout the year. There will also be notices and activity packets sent home with children. Phone calls and parent/teacher conferences will be scheduled as needed. Parents are encouraged to take the initiative in calling their child's teacher to monitor their child's progress as well as when they are concerned about a problem. They may also call the school office and ask for a translator for conferences. As much as possible, notices will be sent home in a language parents understand.

Annual Meeting for Title I, Part A (Will be held with Open House)

At the annual meeting for parents, information about Title I, Part A guidelines will be distributed. Parents will be given copies of the current Parental Involvement Policy and offered a chance to become involved in revising that policy as needed. Volunteers may serve on the CAB, the Community Advisory Board that meets quarterly or the PEN, Parents Eagles Nest that meets every other month. Translation (when needed) will be provided so that all parents may participate.

Evaluation

The CAB or the PEN will be involved in the process of school review and improvement. Parents will participate in this group. The goal is to evaluate the school by collecting information in a variety of ways, including parent surveys, program evaluations and the school's report card.

The survey evaluation will include an assessment of how much parental involvement is increasing and what the barriers are to effective parental participation. Arrow Liberation Academy will revise its Parental Involvement Policy as needed on the basis of this annual review.

Conclusion

Arrow Liberation Academy is committed to ensuring that parents are partners in the school. Arrow Liberation Academy is dedicated to building relationships with students and their families based on mutual respect and self-management of behavior. Through the relationships that are built with students and their families at Arrow Liberation Academy, the school culture is a caring and motivating environment where critical thinking and learning are evident in our small class sizes.

Direction Determines Destination!

ARROW ACADEMY GRADE LEVEL PROMOTION STANDARDS

Kindergarten:

Generally students in Kindergarten are not retained unless a parent request retention, teacher recommendation and there is academic data that the student would benefit from an additional year in Kindergarten.

1st Grade Level - for students to promote to the next grade, the student must:

- Reading on J or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Pass the High Frequency Word Test
- Teacher Recommendation

2nd Grade Level - for students to promote to the next grade, the student must:

- Reading on P or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Pass the High Frequency Word Test
- Teacher Recommendation

3rd Grade Level - for students to promote to the next grade, the student must:

- Reading on T or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Satisfactory performance on STAAR tests (2)
- Teacher Recommendation

4th Grade Level - for students to promote to the next grade, the student must:

- Reading on W or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Satisfactory performance on STAAR tests (3)
- Teacher Recommendation

5th Grade Level - for students to promote to the next grade, the student must:

- Reading on Z or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Satisfactory performance on STAAR tests (3)
- Teacher Recommendation

6th Grade Level - for students to promote to the next grade, the student must:

- Reading beyond the Z level
- Satisfactory growth on MAP
- An average of 70 in all core subjects on grade level
- Satisfactory performance on STAAR tests (2)
- Teacher Recommendation

Direction Determines Destination!

Arrow Academy Elementary Report Card: A Parent's Guide to Understanding Student Progress

This parent guide will provide information about where to locate information on the report card about your child's progress.

Communication Progress to Parents

Student progress is reported to parents in a variety of ways throughout the year. The purpose is to communicate effectively how each student is developing, both individually and according to district expectations. The report card is just one component of the reporting process. The combined process will help parents and students understand how the skills and content work together to determine performance.

Elements of Reporting Process	Formal Opportunities for Communication	State and District assessments
Report Cards	August / September – Meet & Greet, Open House, Annual Title I Parent Meeting	MAP Assessments
Progress Reports for all students with a grade 74 and below	October – Report card	Reading Level Assessments
Written and verbal communication from the teacher	January – Report card	ASTROS district content based Benchmark assessments
Conferences including Telephone Conferences	March – Report card	STAAR Reading (Grades 3-6)
Newsletters	June – Final report card	STAAR Math (Grades 3-6)
Samples of student work	Parent Meetings hosted throughout the year	STAAR Writing (Grade 4)
State and district assessments	Monthly Updates from the Principal	STAAR Science (Grade 5)

- The MAP test is administered 3 times per year to measure growth in specific content areas / objectives. This score is independent of the age or grade of the student but reflects the instructional level at which the student is currently performing.
- The Reading A-Z Reading Assessment is used to determine progress in reading and monitoring growth. Students are assessed multiple times per year. The benchmark indicator is the **expected level** for the specific grade at the time of the report card. **The current level** is the **instructional reading** level for the student at the time of the report card. Classroom teachers are always able to share specific information about the Reading Level descriptions. The chart below lists the benchmarks for K-6 grade levels per grading period in Arrow Academy School District.

Direction Determines Destination!

Kindergarten – 6 Grade Reading A-Z Assessment Benchmark Chart				
Grade	GP 1 Benchmark	GP 2 Benchmark	GP 3 Benchmark	GP 4 Benchmark
K	AA/A	B	B	C/D
1	E	F/G	H/I	J
2	K	L/M	N/O	P
3	Q	R	S	T
4	U	V	V	W
5	X	Y	Y	Z
6	Z	Z	Z	Z

Level of Academic Performance for 1st- 6th Grade

Grading Scale	
A	90%-100%
B	80%-89%
C	70%-79%
Incomplete/Failing	Below 70%

Level of Performance for Fine Arts & P.E

The evaluation codes defined below are guidelines for grading academic content and work habits in Fine Arts and Physical Education for grades Kinder through 6th.

E – Excellent: The student demonstrates mastery/understanding above that which is normally expected and has an exemplary attitude, is always cooperative, and always observes school expectations and works diligently on assigned tasks.

S – Satisfactory: The student demonstrates mastery/understanding that is normally expected and has a good attitude, is cooperative, and generally observes school expectations and works on assigned tasks.

N – Needs Improvement: The student does not yet demonstrates mastery/understanding and the student's attitude needs to improve. Infractions of school and classroom expectations exist and the student does not complete assigned tasks.

Direction Determines Destination!

Direction Determines Destination!