

ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities and interests and individual patterns of growth and learning.

Therefore, the Board feels it important that teachers have as much and as accurate knowledge of each student as is possible through tests and observations of students' intelligence, achievement, work habits, skills, health, and home environment.

The Board recognizes that many factors which cannot be clinically tested - attitude toward others and work habits, for example - may influence a student's success as much as knowledge of subject areas.

In fairness to all students, then, achievement shall be judged in relation to a student's learning capacity, and in terms of his/her degree of mastery of the course work, as judged by the teacher.