



St. John the Evangelist School
Honors Program Guidelines
2021-2022

What Are Honors Classes?

Honors Classes are academic courses that are differentiated for students who are ready for a more rigorous curriculum as indicated by academic achievement in the classroom setting and on assessment data.

The Saint John the Evangelist Honors Program is designed to provide opportunities for our most highly competent and academically talented students to deepen their knowledge and understanding of the course matter and to demonstrate continued excellence.

Entrance into the SJES Honors Program is a rigorous endeavor most appropriate for highly motivated students whose academic abilities and talents are apparent in reading and math.

The goal of the program is to provide students who demonstrate advanced intellectual, academic and/or creative abilities the opportunity to reach beyond grade-level standards. Students are given opportunities to work independently and with peers, in a rigorous learning environment, where they are encouraged to reach their full potential. They are encouraged to develop a deeper understanding of the faith by exemplifying the Catholic virtues in all areas of study. The structure of the program should ultimately prepare middle school participants to easily transition into high school honors classes.

Program Entrance Criteria:

The identification process to determine eligibility for the SJES Honors Program (grades 5-8) relies on standardized test scores from the previous year, grade point average in the reading and/or math discipline, placement test results, and teacher recommendations.

Reading and Math

Students will need to fulfill the following criteria to be considered for the Honors Program:

- End-of- Year Scantron Performance Series NPR scores of 90 or Higher. (SUPERIOR or ABOVE EXPECTATIONS)
- Final GPA in the appropriate discipline (92% in Reading; 93% in Math)
- Placement Test
- Teacher Recommendation in the required discipline

Candidates who fulfill three of the four final requirements are invited to participate in the program. Students who meet some of the requirements will be reconsidered by the Honors Committee (Honors Coordinator and Administration) to determine a possible probationary admission to the honors program. The decision of the Honors Committee is final. All Fifth-Grade students admitted to the program are considered probationary students. Continuation in the program for probationary students is dependent upon their continued success, as demonstrated by work habits and academic performance which must meet the criteria spelled out for the Honors Program.

Candidates eligible for enrollment in the Honors Program must be a SJES student in good standing for the year prior to acceptance, new students must wait until after the administration of a local assessment and Scantron Performance Series standardized testing. Current Honors

students are reevaluated annually for continuation in the Honors Program. Participants must meet eligibility requirements annually.

Program Expectations:

It is the expectation that the SJES Honors Program will benefit the students within the program as well as the school. The program is designed around these expected outcomes –

- Accelerated, extended curriculum;
- Differentiated process, product, and/or learning environment;
- Higher levels of self-confidence and self-reliance among students;
- Higher academic gains on standardized testing measures;
- Increased student responsibility and independence;
- Increased understanding and application of the faith through academics
- Increased teacher expectations for students;
- High School preparation.

* This program does not offer enhanced GPA for students, but early preparation for high school coursework. Report card grades will reflect participation in the HONORS discipline.

Attendance Expectations:

In order to help ensure success, excellent attendance is expected for SJES Honors program participants. It is recommended that students be in attendance at least 90% of the time (equates to 6 allowed absences per trimester) to be successful. Inability to meet attendance criteria could result in dismissal from the program.

Academic Expectations:

Students are expected to complete all assignments and maintain an 85 in every Honors Class. Any score below this level at any interim will signal a review process which begins with the initiation of an immediate 6-week probationary period. During this time, the student will be encouraged to reevaluate study strategies and to prioritize goals. If the student cannot obtain the minimum score at the end of the probationary period, then the student will immediately transition back to the grade level classes, out of the Honors Program. Students who have transitioned to their core class will not be eligible for Honors classes again for the same academic year. All 5th grade Accelerated Math students enter as probationary students and must maintain the minimum score of 85 to remain in the program.

Student work should reflect appropriate pride for each assignment. It should be well organized and neatly presented to the instructors on time.

Behavior Expectations:

Honors students are expected to be leaders both academically and socially. Behavior must be appropriate to the situation and setting. Students in the program are responsible for personal and interactive behavior. They will be expected to display academic integrity and appropriate learning behaviors in all situations. Students should work cooperatively to encourage group learning without interference or disruptive behaviors.

Notification Process:

Parents/Guardians will be notified by letter of their child's eligibility and acceptance into the Honors Program for the following school year. Letters are mailed in the summer for the upcoming academic school year. Questions regarding the Honors Program can be referred to the Honors instructor or the school's administration.

Frequently Asked Questions:

Will my child be in a separate class from his grade-level?

The Honors Program allows for separate classrooms as often as possible. When grade-level size warrants, the class may be differentiated by syllabus, rather than by classroom setting.

Will my child have more assignments due to the advanced course?

The Honors Program does not require additional work but does expect a different kind of work. Students are given more challenging assignments or more in-depth work. Students are encouraged to manage their assignment/activity schedule. Honors students should be able to maintain a balance between academic work and activities. They should demonstrate self-discipline in managing their assignment calendars. This may require them to work ahead on their own rather than fall behind.

What if my child struggles with the assignments?

Due to the nature and format of the Honors Program, students may experience a period of acclimation as they adjust to new learning expectations. Students will be instructed how to review past notes and assessments to gain a deeper understanding of the material. In a spirit of partnership, students are encouraged to seek assistance from their teachers on their own should they have questions. If a student continues to struggle, parents will be notified to arrange assistance with the student's assignment schedule and study habits.

Questions can be directed to Mr. Temple Macdonald, Principal, Mrs. Jill Evans, Assistant Principal, or Mrs. Chris Galvin, Honors Program Coordinator.

Revised 7/20/2021