



# Public Schools Student Progression Report

As required by Florida Statue 1008.25

School Year 2024-2025

Superintendent Buddy L. Brown

The district school board must annually publish on the district website and in the local newspaper, the following information on the prior school year:

1. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 through 5 on ELA portion of the FAST Reading
2. By grade, the number and percentage of all students retained in grades 3 through 10.
3. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).

Student Enrollment/Retentions 22-23 data			
Grade Level	End of Year Membership	Total Students Retained	Percentage Retained
3	252	5	1.9%
4	235	1	.4%
5	256	0	0%
6	239	3	1.2%
7	227	3	1.3%
8	236	2	.8%
9	257	5	1.9%
10	239	1	.4%
<b>Total</b>	<b>1978</b>	<b>42</b>	<b>16.7%</b>

Good Cause Exemptions from Retention – Grade 3 22-23 data	
Cause	# Students
1	0
2	0
3	4
4	14
5	12
6	N/A
7	0
<b>Total</b>	<b>41</b>

## Holmes District School Retention Policy (Section I, General Provisions of the Holmes District Schools Pupil Progression Plan)

<p><b>RETENTION OF STUDENTS</b></p> <p>Student progression from grade to grade will be based primarily on achievement of district and state proficiency levels. Retention decisions should be based on more than a single test score except when mandatory retention is required by state law. At the beginning of the second semester, elementary, middle, and high school teachers must notify parents/guardians of students who are in danger of being retained at the end of the year.</p> <p>Evidence of staffing is required for all students who are retained or placed for good cause. A staffing committee consisting of the principal/designee, the guidance counselor, the student's classroom teacher(s), and any other personnel deemed necessary by the principal, shall review the student's records to determine if retention should occur. The committee members should agree that decisions made are in the best interest of the student, and that all other alternatives have been exhausted or would be ineffectual.</p> <p>Prior to the time that a student is retained, a conference with the parent or legal guardian will be held to review the student's progress, progress monitoring plan or individual education plan. Retention will only be made following a parent conference. If parent contact is impossible, the principal must approve the retention. A student may not be promoted based on age or other factors that constitute social promotion.</p> <p>When a student is retained, he or she must receive an intensive program that is different from the previous year's program and must take into account the student's learning style. Any student who has been retained one year and is recommended for retention a second year is to be referred for further assessment/evaluation and an alternative placement considered.</p> <p><b>Promotion in Grades K-5</b></p> <p>To be promoted to the next instructional level the following requirements must be met or the Pupil Progression Staffing form must be completed:</p> <p>*Students in grades K-2 must receive a grade "D" or above on the report card in language arts.</p>	<p>*Students in grades K-2 must receive a grade "D" or above on the report card in mathematics.</p> <p>*Students in grades 3-5 must receive a grade "D" or above on the report card in language arts.</p> <p>*Students in grades 3-5 must receive a grade "D" or above on the report card in mathematics.</p> <p>*Students in grades 4-5 must receive a grade "D" or above on the report card in science.</p> <p><b>Third Grade Mandatory Retention</b></p> <p>Any student who exhibits substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten through third grade, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of third grade as demonstrated by scoring at Level 2 or higher on the statewide assessment test (FAST Reading), or at the 45<sup>th</sup> percentile or higher on the SAT 10 norm referenced test, 50<sup>th</sup> percentile or higher on their Exact Path, 50<sup>th</sup> percentile or higher on their STAR Reading or passing their reading portfolio the student must be retained.</p> <p><b>Third Grade Good Cause Exemptions</b></p> <p>The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:</p> <ol style="list-style-type: none"> <li>1. Limited English Proficient students who have less than two (2) years of instruction in an English for speakers of other languages program,</li> <li>2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate consistent with requirements of State Board of Education rule,</li> <li>3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education,</li> <li>4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida B.E.S.T. Standards in reading equal to at least a Level 2 performance on FAST Reading.</li> </ol>	<p>5. Students previously retained in Kindergarten, grade 1, 2, or 3 with an IEP or Section 504 plan who participate in the FSA ELA and have received intensive remediation for more than two years but still demonstrate a deficiency,</p> <p>6. N/A</p> <p>7. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade one (1), or grade two (2), or grade three (3) for a total of two (2) years.</p> <p>The school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.</p> <p><i>Authority: FL Stat. 1001.41</i>  <i>Law Implemented: 1008.25 FL Stat.</i>  <i>History: New, June 12, 1989</i></p>
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READING 22-23 data		Level 1		Level 2		Level 3		Level 4		Level 5	
	Total # of										
Grade	Students	# of	% of	# of	% of	# of	% of	# of	% of	# of	% of
Level	Tested	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
3	223	46	21%	50	22%	56	25%	50	22%	21	9%
4	214	60	28%	62	29%	46	21%	33	15%	13	6%
5	223	55	25%	78	35%	48	22%	33	15%	9	4%
6	202	39	19%	56	28%	52	26%	35	17%	20	10%
7	206	42	20%	50	24%	42	20%	51	25%	21	10%
8	211	34	16%	62	29%	49	23%	26	12%	40	19%
9	212	47	22%	54	25%	52	25%	37	17%	22	10%
10	203	50	25%	28	29%	51	25%	28	14%	16	8%
<b>Total</b>	<b>1906</b>	<b>373</b>		<b>440</b>		<b>396</b>		<b>293</b>		<b>162</b>	

**Number of students tested at each achievement level is rounded to the nearest whole number.**

Additional information may be obtained on the Holmes District Schools web site, [www.hdsb.org](http://www.hdsb.org) or at the school district offices,  
701 East Pennsylvania Avenue, Bonifay, Florida