

2.011 Student Promotion and Retention

ALA's Managing Director has the authority to promote and to retain students based upon the standards set by the Board of Directors and by the State Board of Education. Students are required to meet promotion standards that include demonstrated grade level proficiency on local assessments, standardized tests, report cards, and student work. In order to be promoted to the next grade levels, students in all grades should be proficient in reading and mathematics, which may be demonstrated through North Carolina End-of-Grade tests, school assessments, student portfolio of work, and report card grades. A promotion decision should not be made solely on the basis of a state assessment.

6th – 8th Grades

The Managing Director shall consider the following criteria when making decisions regarding student promotions:

1. Satisfactory performance on all relevant state End-of-Grade (EOG) assessments
2. Passing final grades in core academic classes
3. Satisfactory performance on PBL project content and presentations
4. Satisfactory classroom performance on all teacher-initiated standards and criteria for advancement and promotion in core academic classes
5. Daily Attendance records

9th – 12th Grades

Classification as Freshman: All students are classified as Freshmen in their first two semesters of high school, regardless of credits earned

Classification as Sophomore: A student must have passed the number of unit equal to his/her maximum potential less than 2 units. One credit must be English I.

Classification as Junior: A student must have passed the number of units equal to his/her maximum potential less than 3 units. One credit must be English II.

Classification as Senior: Enough earned course credits to be within reach of graduation by the end of that school year. One credit must be English IV.

*Maximum potential is defined as an individual student's opportunity to have earned high school credit. For example, a freshman enrolled at ALA for a full academic year has the maximum potential to earn 8 credits per year. To be classified as a sophomore, that student must pass 6 credits, one of which must be English I.

Students With Disabilities

To the extent possible, students with disabilities shall be held to the same promotion standards as all other students. However, for students with IEPs who take alternative assessments in lieu of the EOG or the EOC tests in their respective grades and/or high school courses, promotion decisions shall be based on criteria as recommended by the IEP team. Such decisions may or may not be tied to passing or failing course grades and/or other promotion requirements.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities shall be made available to students with disabilities who are subject to these promotion standards. Such opportunities must be in addition to the special education services provided to students with disabilities.

Each IEP team, with the student's parent(s) or guardian(s) as members (and the student himself/herself as member, also, where appropriate) shall work together to determine the appropriate course of study for that student.

Retention

If a student appears likely to be retained, then the parent/guardian of the student shall receive at least two (2) notices. The first notice may be a conference; the second notice must be in writing and must be provided by the end of the third quarter. The Director's office must provide in writing an official notice of retention to the parent/guardian by the last day of school.