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Promotions should be based on the progress and performance of individual students. It is imperative that promotion standards be rigorous enough to provide students with the skills, knowledge and confidence that they need to be successful at the next grade level. All students who are not meeting promotion standards should be identified and provided intensive instructional support. The complex dimensions of all promotion/retention decisions make clear that each student’s placement deserves to be decided on its own merits. All children have a right to be placed in the learning environment that best enhances their growth in all areas of development—cognitive, physical, artistic, social and emotional.

The School Principal has the ultimate responsibility for promotion/retention decisions in accordance with General Statute 115C-288(a), and in alignment with local Board policy.

The following guidelines should be utilized in making decisions regarding promotion and retention:

- Teachers are responsible for early identification of students who are at risk of possible retention, for providing an appropriate instructional program, and for seeking assistance of resource personnel (e.g., designated peer, counselor, psychologist, resource teacher). Students failing to meet promotion standards shall be referred to the School Promotion Committee. This committee shall be responsible for reviewing each referral and making recommendations to the Principal.
- Parents should be notified, in writing, at the first sign of problems that may lead to retention. Parents must be notified, in writing, of the possibility of retention no later than the end of the first semester. A second notice will be sent after the third nine weeks if possibility of retentions still remains. A conference must be scheduled with the parents/guardians within two weeks following each notice. The final decision as to promotion or retention will be made by the Principal, in consultation with the teacher(s), parents, and other professional staff.
- Students may be retained twice in the K-2 grade span and once in the 3-5 grade span with no more than two (2) retentions in K-5. With the Superintendent’s approval, students may be retained twice in the 6-8 grade span. Approval of the Superintendent must be obtained for any deviation from this policy.
- Students who miss more than 20 days during the school year will be subject to retention.

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Personal Education Plan (PEP)

The level of a student’s performance in reading, writing, and mathematics should be considered as early as the first nine weeks and throughout the school year. Written notice must be sent to parents/guardians when appropriate performance is not being achieved and a PEP developed. Teachers, parents and other professional staff collaboratively develop and/or modify a student’s PEP. The PEP will be reviewed and signed by the parents/guardians, teacher(s) and school administrator and a copy given to the parents/guardians. Immediate implementation of the PEP is expected continuing throughout the year, subsequent summer, and into the next school year, if necessary. If the student still does not meet grade level standards and is retained, a new PEP must be developed.

For identified exceptional children enrolled in the Special Education Program, an Individual Education Plan (IEP) is developed at the time of placement and reviewed annually. Generally, students with current IEP’s do not require an additional PEP; however, school staff must develop PEP’s to address additional student needs pertinent to reading, writing, math, and computer skills in which the students did not qualify for special education services according to North Carolina State guidelines. Exceptional children’s teachers will confer with the student’s teachers concerning IEP goals, objectives, and modifications at the beginning of the school year.

STUDENTS WITH DISABILITIES

- To the extent possible, all students with disabilities shall participate in the statewide student accountability standards for elementary, middle, and high school levels.
- Students with disabilities may be exempted from the statewide student accountability promotion standards by the IEP Team, including the Principal or school district representative, if it is determined by the team that the students do not have the ability to participate in the State Standard Course of Study. However, they shall be enrolled in a functional curriculum and demonstrate acceptable outcomes or alternate assessments. These students may receive a certificate of achievement or graduation certificate, or a high school diploma with Occupational Course of Study.
- All interventions/remediation and other opportunities, benefits, and resources that are made available to students without disabilities shall be made available to students with disabilities who participate in the student promotion standards. All

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services offered are in addition to the special education services provided to the student.

Promotion Standards

Students must demonstrate mastery of basic skills in reading, writing, and mathematics to exit the elementary grades (K-5). Grade level proficiency in these skills will be measured as follows:

Kindergarten

At the end of kindergarten, a student is expected to demonstrate proficiency on at least 12 out of 15 major math skills from the NC Math objectives, and achieve four out of five of the English Language Arts grade level objectives and expectations listed below to be considered for promotion to the first grade:

1. Read and demonstrate an understanding of text appropriate for the end of kindergarten based on the NC Literacy Assessment (Level D or higher)
2. Recognize upper and lowercase letters (52)
3. Demonstrate an understanding of letter sounds by identifying all basic letter sounds (26)
4. Score at or above proficiency (Level 3) on a Kindergarten Writing Assessment, representing spoken language with temporary and/or conventional spelling, as defined by local or state standards
5. Recognize 80 out of the 97 words on the Kindergarten Sight Word List

First Grade

At the end of first grade, a student is expected to demonstrate proficiency on at least 13 out of 16 major math skills from the NC Math objectives, and achieve three out of four of the English Language Arts grade level objectives and expectations listed below to be considered for promotion to the second grade:

1. Read text appropriate for the end of first grade based on the NC Literacy Assessment (Level J I or higher)
2. Demonstrate an understanding of text read appropriate for first grade through retelling using NC Literacy Assessment (Level I or higher)
3. Score at or above proficiency (Level 3) on a First Grade Writing Assessment, representing spoken language with temporary and/or conventional spelling, as defined by local or state standards
4. Recognize 180 out of the 225 words on **the First Grade Sight Word List**

Second Grade

At the end of second grade, a student is expected to demonstrate proficiency on 8 out of 10 major math skills from the NC Math objectives, and achieve three out of four of the English

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Language Arts grade level objectives and expectations listed below to be considered for promotion to the third grade:

1. Read text appropriate for the end of second grade based on the NC Literacy Assessment (Level M or higher)
2. Demonstrate an understanding of text read appropriate for second grade through retelling using NC Literacy Assessment (Level M or higher)
3. Score at or above proficiency (Level 3) on a Second Grade Writing Assessment, representing spoken or language as defined by local or state standards
4. Recognize at least 400 out of 500 **words on the Second Grade Sight Word List**

Third Grade

At the end of third grade, a student must demonstrate grade level proficiency in reading and math as defined by state and local standards and assessments (scoring a Level III or above on the state End of Grade tests in reading and math, scoring at set proficiency levels in other state and local approved alternate assessments). A student is also expected to achieve 2 of the 3 standards listed below in order to be considered for promotion to the fourth grade.

1. Have a yearly average of 70 or above in math
2. Have a yearly average of 70 or above in reading
3. Score at or above proficiency level on a third grade writing assessment as defined by State or local standards

Fourth Grade

At the end of fourth grade, a student must demonstrate grade level proficiency in reading and math as defined by state and local standards and assessments (scoring a Level III or above on the state End of Grade tests in reading and math, scoring at set proficiency levels in other state and local approved alternative assessments). A student is also expected to achieve 2 of the 3 standards listed below in order to be considered for promotion to the fifth grade.

1. Have a yearly average of 70 or above in math
2. Have a yearly average of 70 or above in reading
3. Score at or above proficiency level on a fourth grade writing assessment as defined by state or local standards

Fifth Grade

At the end of fifth grade, a student must demonstrate grade level proficiency in reading and math as defined by state and local standards and assessments (scoring a Level III or above on the state End of Grade tests in reading and math, scoring a set proficiency levels in other state and local approved alternate assessments). A student is also expected to achieve 2 of the 3 standards listed below in order to be considered for promotion to the sixth grade.

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1. Have a yearly average of 70 or above in math
2. Have a yearly average of 70 or above in reading
3. Score at or above proficiency level on a fifth grade writing assessment as defined by state or local standards

Sixth Grade

At the end of sixth grade, a student must demonstrate grade-level proficiency by scoring at or above Level III on State end-of-grade tests in reading and mathematics. Of the four core subjects (Language Arts, Math, Science, Social Studies) students must pass Language Arts, Math, Science or Social Studies with a yearly average of 70 or above. Local promotion standards require passing four of six classes. Students must also score at or above proficiency level on a sixth grade writing assessment as defined by State or local standards.

Seventh Grade

At the end of seventh grade, a student must demonstrate grade-level proficiency by scoring at or above Level III on State end-of-grade tests in reading and mathematics. Of the four core subjects (Language Arts, Math, Science, Social Studies) students must pass Language Arts, Math, Science or Social Studies with a yearly average of 70 or above. Local promotion standards require passing four of six classes. Students must also score at or above proficiency level on a seventh grade writing assessment as defined by State or local standards.*

Eighth Grade

At the end of eighth grade, a student must demonstrate grade-level proficiency by scoring at or above Level III on State end-of-grade tests in reading and mathematics. Of the four core subjects (Language Arts, Math, Science, Social Studies) students must pass Language Arts, Math, Science or Social Studies with a yearly average of 70 or above. Local promotion standards require passing four of six classes. Students must also score at or above proficiency level on an eighth grade writing assessment as defined by State or local standards.

*Students who do not have this score will be given intervention and assistance to develop their writing skills. The principals and teachers of these students will use locally developed and scored writing samples during the eighth grade to determine whether students have made adequate progress in order to be promoted to the ninth grade. (See K-8 Writing Plan)

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Ninth - Twelfth Grades

Each grade level has a specific number of units to be promoted with a total of 27 out of 32 units to receive a diploma. Students must make a 70 or better to pass a course and receive the designated units. Units are cumulative.

Grade 9	-	6 units
Grade 10	-	12 units
Grade 11	-	19 units
Grade 12	-	27 units

- Students must achieve a passing score on an exit exam of essential skills given to students in the spring of their 11th grade.
- Students must achieve a passing score on a computer test.