

# WCPSS HIGH SCHOOL INFORMATION \*

## Rising Ninth Graders

2009-2010

### GRADUATION REQUIREMENTS \*\*

Wake County Public School System's non-magnet high schools utilize a 4 by 4 Block Schedule, except for Enloe which has a 7 period day and Broughton which uses an A/B day. The 4x4 allows students to earn eight credits each year of high school. With thoughtful planning, students may access additional courses in the arts, second languages, Career and Technical Education, and JROTC to complete requirements for more than one Course of Study.

- Graduation from Apex, Athens Drive, Broughton, Cary, East Wake, Fuquay Varina, Garner, Holly Springs, Knightdale, Green Hope, Leesville Road, Middle Creek, Millbrook, Panther Creek, Sanderson, Wake Forest-Rolesville, and Wakefield High Schools requires completion of a minimum of:
  - < 26 credits for students entering ninth grade for the first time in 2003-04.
  - < Students at Broughton High School must complete twenty-five hours of community service per year.
  - < Students at the East Wake High Schools may have additional graduation requirements.
  - < At Enloe, Longview, Phillips, and Wake Early College of Health and Sciences, students entering 9<sup>th</sup> grade before 2009-10 must successfully complete 20 credits in order to graduate. Students entering 9<sup>th</sup> grade in 2009-10 and beyond at Enloe, Longview, Phillips and Wake Early College must complete 21 credits in order to graduate.\*
  - < Students who attend Southeast Raleigh High School must acquire four math credits and four science credits. Students entering 9<sup>th</sup> grade before 2009-10 must successfully complete 20 credits in order to graduate. Students entering 9<sup>th</sup> grade in 2009-10 and beyond will need 26 credits to graduate.
  - < For the Occupational Course of Study, 22 credits are required at all high schools.
  - < **The North Carolina State Board of Education approved new additional high school exit standards requiring students entering the ninth grade for the first time in 2006-2007 and beyond to pass five EOC assessments (Algebra I, Biology, English I, Civics & Economics, and U.S. History) and to successfully complete a graduation project. The exit standards will only apply to students following the Career Preparation, College/Technical Preparation, College/University Preparation, or Future-Ready Core courses of study. Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).**

Students must satisfy all course, credit, and testing requirements to earn a diploma. Ninth grade students entering in 2008-09 and beyond may have earned high school credits in math and second languages at middle school. All other credits must be earned in grades nine through twelve.

Algebra I is a graduation requirement for all students. The only exceptions to the Algebra I requirement are for students who are enrolled in the Occupational Course of Study or have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering Algebra I. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a *present level of performance statement* on the IEP. Wake County Public School students must meet established competency criteria. All students must demonstrate proficiency of computer skills through state testing. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP. In addition, students who have not demonstrated proficiency in reading and/or mathematics on the 8<sup>th</sup> grade End-of-Grade test(s) must pass an equivalent exam. Students entering ninth grade in 2006-07 and beyond will demonstrate proficiency through passing EOC scores in English I and Algebra I.

- \*\*Future-Ready Core graduation requirements for students entering 9<sup>th</sup> grade in 2009-10 are on the following page.
- \*\* <http://www.ncpublicschools.org/gradrequirements>
- \*<http://www.wcpss.net/cass/counseling/registration/>

## Future-Ready Core Graduation Requirements

**Effective with the class entering 9<sup>th</sup> grade for the first time in the 2009-10 school year, the following chart explains what is required for graduation and includes a comparison with previous requirements.**

For Ninth Graders Entering Between 2000 – 2008-09				Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 and Later
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study Requirements (UNC 4-yr college)	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE
<b>English</b>	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> Occupational English I, II, III, IV	<b>4 Credits</b> I, II, III, IV
<b>Mathematics</b>	<b>3 Credits</b> Including Algebra I This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.	<b>3 Credits*</b> Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	<b>4 Credits</b> Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	<b>3 Credits</b> Occupational Mathematics I, II, III	<b>4 Credits</b> (Algebra I***, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Algebra I and Geometry or Algebra I and II, or Integrated Math I and II and two other application-based math courses.</i>
<b>Science</b>	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science	<b>2 Credits</b> Life Skills Science I, II	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science
<b>Social Studies</b>	<b>3 Credits</b> Civics and Economics, US History, World History	<b>3 Credits</b> Civics and Economics, US History, World History	<b>3 Credits</b> Civics and Economics, US History, World History (2 courses to meet UNC minimum admission requirements -US History & 1 elective)	<b>2 Credits</b> Social Studies I (Government/ US History) Social Studies II (Self- Advocacy/ Problem Solving)	<b>3 Credits</b> Civics and Economics, US History, World History
<b>Second Language</b>	Not required	Not required*	<b>2 Credits</b> in the same language	Not required	Not required for graduation. 2 credits required to meet minimum admission requirements for UNC system.

<b>Computer Skills</b>	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	Computer proficiency as specified in IEP	No specific course required; students must demonstrate proficiency through state testing.
<b>Health and Physical Education</b>	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education
<b>Electives</b>	<b>8 Elective Credits</b>	<b>8 Elective Credits</b>	<b>9 Elective Credits</b>	<b>Occupational Preparation: 6 Credits</b> Occupational Preparation I, II, III, IV** Elective credits/completion of IEP objectives/ Career Portfolio required	<b>6 Credits required</b> <b>2 Elective credits of any combination from either:</b> – Career and Technical Education (CTE) – Arts Education – Second Languages <b>4 Elective credits strongly recommended (four course concentration) from one of the following:</b> – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary)
<b>Career Technical</b>	<b>4 Credits in Career/ Technical</b> Select courses appropriate for career pathway to include a second level (advanced) course; <b>OR</b>	<b>4 Credits</b> Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	<b>4 Credits</b> Career/ Technical Education electives	
<b>JROTC</b>	<b>4 Credits in JROTC; OR</b>				
<b>Arts Education (Dance, Music, Theatre Arts, Visual Arts)</b>	<b>4 Credits in an Arts Discipline</b> Select courses appropriate for an arts education pathway to include an advanced course				
	Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	
<b>Additional Electives</b>					5 Elective Credits from any area
<b>Total</b>	26 Credits	26 Credits	26 Credits	22 Credits	26 Credits

\*A student pursuing a College Tech Prep course of study may also meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

\*\*Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

\*\*\*N.C.G.S. 115C-81(b) allows exceptions for students who have an IEP (Individualized Education Plan) that identifies them as Learning Disabled in math and states that the disability will prevent them from mastering Algebra I and above.

## **NORTH CAROLINA GRADUATION PROJECT**

The North Carolina Graduation Project is a multi-faceted, multi-disciplinary performance assessment completed over time and is a requirement for students entering 9<sup>th</sup> grade for the first time in 2006-07. The NC Graduation Project provides students the opportunity to connect content knowledge, acquired skills, and work habits to real world situations and issues. Through the graduation project process, students will engage various specific skills that include: computer knowledge employability skills, information retrieval skills, language skills-reading, language skills-writing, teamwork, and thinking/problem-solving skills. The NC Graduation Project consisting of four components (a research paper, product, portfolio, and an oral presentation) culminates during a student's final year of high school. Student engagement in the graduation project process and the completion of the graduation project demonstrates the integration of knowledge, skills, and performance.

The NC Graduation Project consists of four major components:

1. A research paper demonstrating research skills and writing skills
2. A product created through the use of knowledge and skills in a meaningful way to accomplish a goal
3. A portfolio to catalogue/document tasks, record reflective thinking and insights, as well as demonstrate responsibility for learning as work progresses through the entire process
4. An oral presentation, during which, students become a source of information communicating their project work before a review panel

Because of the multi-faceted, multidisciplinary nature of the graduation project, it is not intended to be housed within one classroom or content area. Although the project culminates in the graduating year, it is benchmarked throughout a student's middle school and secondary school experience, necessitating involvement from the entire program faculty. Graduation project program guidelines should allow for flexibility and input from various stakeholders. Guidelines should provide the opportunity to foster student-teacher relationships, nurture the exploration of new ideas, and encourage student-centered, lifelong learning.

## **HIGH SCHOOL COURSES TAKEN AT THE MIDDLE SCHOOL**

In May 2007, the State Board of Education passed a policy that allows middle school students in grades 6-8 to receive graduation credit for high school mathematics and second language courses taken while the students are in middle school. In accordance with State Board Policy HSP-M-001:

“Beginning in the 2007-08 school year, students who pass mathematics or foreign language courses during grade 6-8 that are described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC, if available, to meet that high school graduation requirement. High school mathematics and foreign language courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study* for grades 9-12. The courses will count toward graduation requirements, but the students' GPA will be computed with courses taken only during the high school years. Students are strongly encouraged to complete at least one unit of mathematics credit in their final year of high school.”

For example, if a student in the eighth grade successfully completes the highest level of Spanish offered at his/her middle school, this student will be able to take Spanish II during his or her ninth grade year. Although course placement is not new for ninth grade students in the Wake County Public School System, this state policy allows for the student to earn high school graduation credit for specific high school courses taken while in middle school. The grade that the middle school student earns in such courses is not calculated in a student's high school grade point average.

Other courses that fall under this policy are Spanish IB, Advanced Spanish, Spanish III--magnet elective, French IB, Advanced French, French III--magnet elective. Algebra I, Geometry, Algebra 2, and other high level math courses also fall under this policy.

In order to graduate in the College/ University Course of Study, students are required to have two credits of a Second Language and four credits of mathematics.

## **Second (Foreign) Language Courses for High School Credit Frequently Asked Questions**

**1. Do exploratory second language classes (6<sup>th</sup> grade, 9 week) count towards earning the high school credit?**

No. Exploratory second (foreign) language classes do NOT count towards earning high school credit due to the limited amount of instructional time.

**2. Which course(s) must students successfully complete in order to earn one unit of high school credit?**

Successful completion of Spanish 1B or Advanced Spanish and French 1B or Advanced French

**3. When will the placement exam be given?**

The placement exam will be given in May, preferably during the week of EOG test administration.

**4. To whom will the exam be given?**

The exam will be given to eighth grade students enrolled in Spanish 1B or Advanced Spanish and French 1B or Advanced French.

**5. Are students required to take the exam?**

Yes. Students enrolled in Spanish 1B and Advanced Spanish (French 1B and Advanced French) are required to take the exam to assist with placement in the appropriate high school level Spanish (or French) course.

**6. Is passing the placement test a requirement for earning course credit?**

Yes. A student must pass the placement test in order to earn the course credit.

**7. Can a student repeat Level I of a second language for credit at the high school level?**

No. While a student may repeat a course that he/she has passed, he/she may not receive credit for the same course twice.

**8. If a student earns one credit at the middle school level, will he/she have to take second language courses at the high school level as well?**

Yes. Students who have earned one unit of credit in middle school and wish to graduate on the College/University Course of Study must take an additional unit at the high school level. Students are advised to continue their study of second languages in high school since Honors level courses are recommended for college/university admissions.

**9. Will the grades earned in second language courses appear on the high school transcript?**

Yes. The grade will be listed on the transcript under Grade 8 with one unit of credit.

**10. Will the grade earned be included the student's high school grade point average (GPA)?**

No. Only courses taken during the high school years will be included the student's grade point average.

## **Middle School Mathematics Courses for High School Credit Frequently Asked Questions**

**11. Which course(s) must students successfully complete in order to earn one unit of high school credit?**

Students must successfully complete Algebra I, Geometry, Algebra 2, or another higher level math course.

**12. Is there a placement exam?**

No. Students who successfully complete mathematics courses may be placed in the next level of mathematics.

**13. Are students required to take an exam?**

Yes. Students enrolled in Algebra I, Geometry, or Algebra 2 must score level III or IV on the EOC exam. Students enrolled in any higher level mathematics course will take a teacher-made final exam.

**14. Can a student repeat a mathematics course for credit at the high school level?**

No. While a student may repeat a course that he/she has passed, he/she may not receive credit for the same course twice. The one exception is Algebra I Plus. Since the content of Algebra I Plus incorporates portions of the Geometry content, Algebra I Plus may be taken after Algebra I for elective credit if the student feels a need to strengthen his/her algebra skills.

**15. If a student earns credit at the middle school level, will he/she have to take additional courses at the high school level as well?**

Yes. Students who have earned one (or more) units of credit in middle school and wish to graduate on the College/University Course of Study or the Future Ready Core Course of Study must take three (or fewer) additional mathematics units at the high school level, to total four math credits.

**16. Will the grades earned in mathematics courses appear on the high school transcript?**

Yes. The grade will be listed on the transcript under Grade 8 with one unit of credit.

**17. Will the grade earned be included the student's high school grade point average (GPA)?**

No. Only courses taken during the high school years will be included the student's grade point average.

## NORTH CAROLINA ACADEMIC SCHOLARS RECOGNITION

Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition, such as a seal attached to their diplomas.

NC ACADEMIC SCHOLARS PROGRAM (Effective for students entering ninth grade for the first time in 2003 -2004)
<b>English:</b> 4 credits English I, II, III, and IV
<b>Math:</b> 4 credits Algebra I, Geometry, Algebra II, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as a prerequisite
<b>Science:</b> 3 credits Biology An Earth/Environmental Science course Chemistry or Physics
<b>Social Studies:</b> 3 credits World History Civics and Economics U.S. History
<b>Healthful Living:</b> 1 credit
<b>Languages other than English:</b> 2 credits Level I Level II of the same language
<b>Career and Technical Education:</b> 1 credit
<b>Arts Education:</b> 1 credit (Dance, Music, Theatre Arts, or Visual Arts)
<b>Electives:</b> 5 credits Elective credits to include at least two second-level or advanced courses (Examples include JROTC and other courses of interest to the student.)
<b>GPA: 3.5 Unweighted</b>
<b>TOTAL: 24 credits</b>

## UNIVERSITY OF NORTH CAROLINA SYSTEM ADMISSION REQUIREMENTS

While these are minimum requirements in the UNC system, some campuses require a more competitive transcript for final admission. Starting in the fall of 2009, students admitted to the UNC system will have to show a minimum of 2.0 high school grade point average and at least 700 on the SAT or 15 on the ACT. Private colleges may have different admission requirements. Students should consult their school counselors and college catalogs for further information.

UNC SYSTEM ADMISSION (Effective Fall 2006)
Six (6) credits in <b>language</b> , including <ul style="list-style-type: none"> <li>• Four (4) credits in <b>English</b> emphasizing grammar, composition, and literature, and</li> <li>• Two (2) credits of a <b>language other than English</b></li> </ul>
Four (4) credits in <b>mathematics*</b> in any of the following combinations: <ul style="list-style-type: none"> <li>• Algebra I and II, Geometry, and one credit beyond Algebra II</li> <li>• Algebra I and II, and two credits beyond Algebra II, or</li> <li>• Integrated Mathematics I, II, and III and one credit beyond Integrated Mathematics III</li> </ul> <p><i>*It is recommended that prospective students take a mathematics credit in the twelfth grade.</i></p>
Three (3) credits in <b>science</b> , including <ul style="list-style-type: none"> <li>• At least one (1) credit in a life or <b>biological</b> science (for example biology),</li> <li>• At least one (1) credit in a <b>physical science</b> (for example, physical science, chemistry, physics), and</li> <li>• At least one (1) <b>laboratory course</b></li> </ul>
Two credits in <b>social studies</b> , including, <ul style="list-style-type: none"> <li>• One (1) credit in United States history**</li> </ul> <p><i>**An applicant who does not have a credit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.</i></p>

By 2011, the requirements will rise to a 2.3 GPA, 750 SAT or 16 ACT. By 2013, they will be a 2.5 GPA and 800 SAT or 17 ACT.

## PROMOTION REQUIREMENTS

High school students shall be promoted by attaining credits that are earned through successful completion of specific required courses as illustrated in the following (Note: The appropriate English credit is required for promotion each year.):

**Apex, Athens Drive, Broughton, Cary, East Wake, Fuquay Varina, Garner, Green Hope, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Sanderson, Wake Forest-Rolesville, Wakefield High Schools – beginning with the Class of 2007 (Students entering ninth grade for the first time in 2003-2004) Southeast Raleigh will follow these promotion requirements for 9<sup>th</sup> graders entering in 2009-2010.**

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and three additional credits	6

**Enloe, Longview, Phillips and Wake Early College of Health and Sciences**

**This also applies to 9<sup>th</sup> graders entering Southeast Raleigh before 2009-10.**

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and one additional credit	4

## MAGNET HIGH SCHOOL PROGRAM DESCRIPTIONS

### **BROUGHTON INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL**

All 9th and 10th grade students at Broughton High School are a part of the International Baccalaureate Middle Years Program. All freshmen and sophomores are required to take classes each year in the eight subject areas, which are Language A (English), Language B (a second language), Math, Science, Humanities, Arts, Physical Education, and Technology. The IBMYP incorporates international understanding and the following five areas of interaction into the core curriculum: approaches to learning, community service, health and social education, environment, and *homo faber*. During the last year of the IBMYP (10th grade), all sophomore students complete a personal project, which demonstrates initiative, organization, and creativity. In addition Broughton provides for the continuation of the International Baccalaureate Middle Years Program (IBMYP) offered at East Millbrook and Daniels Middle Schools. The International Baccalaureate Diploma Program is offered to those qualified 11th and 12th grade students who wish to pursue an International Baccalaureate Diploma. In addition to academic rigor, emphasis is placed on the ideals of international understanding, responsible citizenship, and service. Students with an International Baccalaureate Diploma can gain admission to colleges around the world.

### **ENLOE GIFTED & TALENTED/INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL**

The Enloe Gifted & Talented program allows all students opportunities to pursue advanced study in both core and elective areas. The elective courses include extensive work in the visual and performing arts, foreign languages, humanities, sciences, audio and television production, and advanced computer sciences. Twenty-six Advanced Placement courses are offered in various subjects. Enloe also offers the International Baccalaureate Diploma Program to qualified 11<sup>th</sup> and 12<sup>th</sup> grade students. Emphasis is placed on the ideals of international understanding, responsible citizenship, and service.

### **GARNER MAGNET HIGH SCHOOL (Prospective International Baccalaureate School)**

Garner High School provides ninth and tenth grades the continuation of the International Baccalaureate Middle Years Program (IBMYP) offered at East Garner and North Garner Middle Schools. The IBMYP incorporates international understanding and the following five areas of interaction into the core curriculum: approaches to learning, community service, health and social education, environment, and *homo faber* (man the maker). During the last year of the IBMYP (10<sup>th</sup> grade), students complete a personal project, which demonstrates initiative, organization, and creativity. The International Baccalaureate Diploma Program is offered to those qualified 11<sup>th</sup> and 12<sup>th</sup> grade students who wish to pursue an International Baccalaureate Diploma. Students with an International Baccalaureate Diploma can gain admission to colleges around the world.

### **SOUTHEAST RALEIGH MAGNET HIGH SCHOOL: CENTER FOR LEADERSHIP AND TECHNOLOGY**

Southeast Raleigh High School is “Creating Tomorrow’s Leaders” by developing in students a strong sense of citizenship and service and by incorporating the application of technology for work, learning, and leisure. The school uses current and emerging research on leadership and technology to create an environment where all students are able to select and secure the most appropriate post-secondary endeavor for reaching their goals. Students plan a program of study with the assistance of Academic Coaches who meet with them daily. While there is a focus on math, science, leadership and technology, students are able to select from a challenging array of 90-minute classes from across all disciplines. An array of “Career-Focused Learning Communities” (CFLCs) provides students with the opportunity to focus on their specific career interests while working with other students and faculty who share the same interests. The CFLCs reflect the top employment fields for the coming decade: medicine/biotechnology, information technology, engineering, law and human service, and education.

## GRADING SYSTEM

### QUALITY POINTS

LETTER GRADES	STANDARD COURSES	HONORS COURSES	AP COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0
FF	0	0	0

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA)\*. Independent college and UNC system courses (100 and 200 level courses) will also earn one extra quality point. Official AP and IB courses and upper division courses (300 and 400 level courses) will earn two extra quality points.

\*<http://sbepolicy.dpi.state.nc.us/policies/HSP-L-004.asp?pri=01&cat=L&pol=004&acr=HSP>

### BOARD POLICY 5520 GRADING SYSTEM

5520

The formal issuance of grades through symbols on a regular basis is authorized by the board in order to promote a process of continuous evaluation of student performance, to inform the student, her/his parents, and counselor of the student's progress, and to provide a basis for bringing about improvement in student performance, where such change seems necessary.

5520.1

Meaningful evaluation shall include consideration of all activity that has occurred during the particular evaluation period. Such activities should include (1) homework, (2) projects, (3) reports, (4) class participation, and (5) tests which shall include unit tests. In addition to the above activities, examinations shall be administered at the conclusion of each course which offers credit toward high school graduation. In traditional schedule schools and other schools that offer year long courses, an examination shall also be administered at the mid-point of the course. A teacher made examination, a state required end-of-course assessment, or a CTE postassessment shall satisfy these requirements. The relative value attached to any activity shall be determined by the importance of the activity toward achieving the course objectives.

### GRADING SCALE

A = 93 – 100      B = 85 – 92      C = 77 – 84      D = 70 – 76      F = less than 70  
I = incomplete      WP = withdrawal, no penalty      WF = withdrawal with an F      FF = failed for violation of attendance policy

## NORTH CAROLINA END-OF-COURSE TEST REQUIREMENTS

End-of-Course (EOC) tests will be administered for the following courses:

Algebra I	Biology	Civics & Economics	Geometry	Physics
Algebra II	Chemistry	English I	Physical Science	U. S. History

In all courses with an End-of-Course test, the EOC test shall count as 25% of the student's final grade. In courses without an End-of-Course test, the final exam shall count as 20% of the student's final grade.

Students entering the ninth grade for the first time in 2006-07 and beyond will be required to meet new exit standards. The exit standards will only apply to students following the Future-Ready Core, Career Preparation, College Technical Preparation, or College University Preparation courses of study. These students will be required to pass five end-of-course (EOC) assessments and a graduation project. The specific courses are: English I, Algebra I, Biology, Civics & Economics, and United States History. Students will be given a maximum of two retest opportunities on EOCs. The second retest opportunity must be preceded by focused intervention/remediation.