

HIGH SCHOOL

PLANNING GUIDE

2015- 2016



PLANNING FOR THE FUTURE!

Aldine Independent School District

ALDINE INDEPENDENT SCHOOL DISTRICT

VISION

Produce the Nation's Best!

MISSION STATEMENT

We exist to prepare each student academically and socially to be a:

- critical thinker
- problem solver
- responsible and productive citizen

CORE BELIEFS and COMMITMENTS

1. **We believe each student can learn at or above grade level and will have equal opportunity to do so.**
We will provide equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence. We will allocate resources to ensure equity for each student to reach his/her full potential.
2. **We believe Aldine ISD can achieve higher levels of performance through clearly defined goals that set high expectations for student achievement.**
We will eliminate the achievement gaps between and within student groups.
3. **We believe in the value of parents as the first and best teachers and that the community must actively participate in the development of all children.**
We will improve educational outcomes for our students by garnering support from parents, grandparents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, medical and social service agencies, along with the district leaders, staff and students.
4. **We believe in the value of each employee, in his/her personal and professional growth, and in empowering each one to be accountable to make decisions aligned with the vision of the school district.**
We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement.
5. **We believe all environments should be supportive, safe, and secure.**
We will ensure that the learning and work environments are safe and secure so that each student and staff member will achieve high levels of performance.

THE BOARD OF EDUCATION

Dr. Viola M. Garcia.....President
Rose M. Avalos.....Vice President
Rick Ogden.....Secretary
Patricia Ann Bourgeois.....Assistant Secretary
Merlin Griggs.....Member
Steve Mead.....Member
Paul Shanklin.....Member

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Dr. Archie Blanson.....Deputy Superintendent
Dr. Sara Ptomey.....Assistant Superintendent of
Curriculum and Instruction
Dr. Selina Chapa.....Assistant Superintendent of
Human Resources
Anne-Marie HazzanAssistant Superintendent of
Finance
M. Kaye DeWalt.Assistant Superintendent
and General Counsel
Kenneth Knippel... ..Assistant Superintendent of
Administration
Abel Garza.....Assistant Superintendent of
Community & Governmental Relations
Dr. Todd Davis.....Area Superintendent
Mable HoltArea Superintendent
Patricia Leon-WadeArea Superintendent
Dr. Janet Ray.....Area Superintendent
Dr. Rosalinda Rodriguez.....Area Superintendent
Ann StockwellArea Superintendent

HIGH SCHOOL CURRICULUM STAFF

ADMINISTRATIVE TITLE	NAME
Assistant Superintendent of Curriculum & Instruction	Dr. Sara Ptomey
Executive Director of Curriculum and Instruction	Carlos Barron
Executive Director of Special Education	Katherine Seals
Executive Director of Research and Evaluation	Dawn Ayers-Rodriquez
Director of Guidance & Counseling/At-Risk	Dr. Charlotte J. Davis
Director of Athletics	Richard Delgado
Director of Athletic Services	Sandra Mader
Director of Athletic Services	Dre' Thompson
Director of Performing Arts	Dr. Jeff Laird
Director of Career and Technology Education	Franklin Higgins
Program Director of Career and Technology Education	Jaime Guerra
Program Director of Career and Technology Education	Gregory Harper
Program Director of Career and Technology Education	Robert Thomas
Program Director of Career and Technology Education	Angela Whorton
Program Director of Secondary ESL Education	Karen Krall
Program Director of Secondary ESL Education	Christine Kujawa
Program Director of HS Mathematics	Vacancy
Program Director of Secondary Science	Xandra Earlie
Program Director of Secondary Social Studies	Deborah Johnson
Program Director of Visual Arts	Michaelann Kelley
Program Director for Library Media Services	Cynthia Buchanan
Coordinator of Student Financial Services	Denise Keaton
Program Director of Special Education	Tracy Bailey
Program Director of Special Education	Kathy Gray
Director of ESL Education	Betsy Haisler
Director of Advanced Academics	Twiana Collier
Director of Magnet Schools	Olivia Boatner



ALDINE INDEPENDENT SCHOOL DISTRICT

14910 Aldine-Westfield Road - Houston, Texas 77032-3099 - (281) 449-1011

Dear Parent:

The high school years pass so quickly and we want your child to be prepared. That's why the Course Description and Planning Guide may be one of the most important booklets you will receive from Aldine ISD this school year. I urge you to review it with your child and immediately begin developing educational goals and a plan which will have a significant impact on his or her educational future and career.

Research shows that students are more likely to be successful when parents are involved in planning their education. By discussing educational goals with your child, you are emphasizing that you are interested in the subjects he or she takes, the grades that are earned, and the career path that is chosen. To assist you, your school will be happy to arrange a meeting with you, your child, and the school's counselor.

The Course Description and Planning Guide also contains important information about grade level classifications, high school graduation plans, class rank, earning college credit in high school, University Interscholastic League (UIL) and National Collegiate Athletic Association (NCAA) eligibility, testing information, and much more.

During the Texas 83rd Legislative session lawmakers passed a law, House Bill 5 that changed graduation requirements for high school students. House Bill 5 (HB 5) allows students more flexibility in selecting their high school courses to prepare them to pursue a traditional path into colleges and universities or move directly into the workforce.

House Bill 5 also created the new Foundation High School Diploma program with the opportunity for students to earn an endorsement, graduate as "Distinguished," and earn Performance Acknowledgements on their transcripts and diplomas. Current high school students may graduate on the current Minimum (special permission required); Recommended or Distinguished plans, or opt to graduate on the new Foundation High School Diploma plan with an endorsement. Our goal in Aldine is for all of our students to graduate with an Endorsement and as Distinguished.

In addition to changing graduation requirements, HB 5 also reduced the number of State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC) assessments required to receive a high school diploma from 15 assessments. The EOCs now include English I, English II, Algebra I, Biology, and US History. The English assessments combine reading and writing into one assessment for English I, and English II.

Your child's counselor can assist you in monitoring your child's classes, and credits to meet graduation requirements. It is our goal that each child enrolled in Aldine schools receives a high school diploma. Please remember that in order for your child to participate (walk) in graduation ceremonies he/she must pass all necessary high school coursework and meet the qualifying scores on STAAR EOC assessments. It is important for you to keep in touch with your child's school counselor to ensure success in meeting graduation requirements.

Your child's success in high school will play a major role in determining his or her future in college, technical school, the armed services, and, ultimately, the workplace. Your encouraging words and interest in your child's educational goals, plans, and grades may mean the difference between success and failure.

Sincerely,

A handwritten signature in cursive script that reads "Wanda Bamberg".

Wanda Bamberg, Ed.D.
Superintendent of Schools

TABLE OF CONTENTS

HIGH SCHOOL PLANNING GUIDE

Aldine Independent School District Mission Statement	i
Board of Education and Central Office Administration	ii
High School Curriculum Staff	iii
Letter from the Superintendent	iv
Introduction	1
Graduation and Testing Requirements Passed by House Bill 5 - 83rd	2
Aldine ISD Foundation High School Graduation Plan	6
Distinguished Achievement Plan	10
Distinguished Achievement Plan with Advanced Measures	12
Recommended Plan	15
Texas Grant Program	16
Scholarship & Financial Aid Information	16
Minimum Plan	17
High School Graduation Plans	19
Classification & Graduation Credit Requirements	20
STAAR Requirement	20
TAKS Requirement	21
Levels of Course Work	21
Regular	21
Pre-AP Placement	21
Pre-AP Courses Entrance Criteria/Guidelines	22
Encounters: Aldine's Program for the Gifted & Talented	22
Advanced Placement (AP)	25
Special Education	26
Accelerated English Academy	27
Grading and Evaluation	27
Report Cards	27
Transcript Policy	27
Attendance and Absences	27
Truancy	28
Late Arrival and Early Release	28
Honor Roll/Merit Roll	28

Table of Contents.....*Continued*

Course Selection Process	28
Program of Study	28
Schedule Changes	28
Exceptions to Schedule Changes After Deadline	29
Additional Course Information	29
Mathematics	30
Physical Education Waivers	31
Off Campus Waivers	31
Health Education	31
Fitness Wear "Dressing Out" Policy	32
Athletics.....	32
Materials Charge	32
State and Local Credits	32
Fine Arts	32
Career Preparation Courses	32
Dual Credit	33
Testing Information	34
Class Final Exam Exemptions	36
Class Rank	38
Weighted Grade Points for Class Rank	39
Additional Educational Opportunities	40
Articulated Course	40
G.W. Carver High School for Applied Tech., Eng., and The Arts	40
Victory Early College High School	40
International Baccalaureate (IB) Candidate Diploma Programme	40
W.T. Hall Career Academy	40
Virtual School	40
Correspondence Courses	41
Community College Evening High School Classes	41
Summer School Courses	41
Credit for High School Courses Taken in Grades Seven & Eight	41
Tutorials	42
Home Schooled or Non-Accredited Schools	42
Credit by Examination	43
Proficiency Assessment Credit	44
Graduation	45
UIL/NCAA Eligibility	47
Directory of High Schools	56

Aldine Independent School District

HIGH SCHOOL

PLANNING GUIDE

2015 – 2016

INTRODUCTION

This high school planning guide is designed to assist students and parents in planning course selections for the 2015 - 2016 school year.

Course selection and planning for the high school years involve educational decisions that include the student, counselor, teachers, and parents. It is important that these decisions be made carefully with personal objectives, educational goals, and post-high school plans considered.

Assisting students in selecting the appropriate courses is an important function of the counselor. Students and parents should feel free to contact the counseling staff at any time during the course selection process. Counselors' may be contacted by calling or visiting the school. An appointment is preferable for the parent's convenience.

Each student is encouraged to use this guide to plan for his/her total high school program. Using this guide, students will be developing a four year plan of study that includes a career pathway.

Information found in this booklet is subject to change.

Graduation and Testing Requirements Passed by House Bill 5 - 83rd Texas Legislative Session

House Bill 5 (HB 5) is a law passed during the Texas 83rd Legislative session that changed graduation requirements for students entering 9th grade during 2014-15 school year. HB5 is designed to allow students more flexibility in the selection of their high school courses to prepare them to either pursue a traditional path into colleges and universities or move directly into the workforce. The new law created the new Foundation High School Diploma Plan that allows students to earn an endorsement in one of five areas:

- Science, Technology, Engineering, Mathematics (STEM),
- Business and Industry,
- Public Services,
- Arts and Humanities, and
- Multidisciplinary.

Under House Bill 5 a student entering 9th grade, 2014-15 school year, and thereafter must enroll in courses necessary to complete the requirements for the Foundation High School Program and the requirements for at least one endorsement.

The new Foundation High School Graduation Plan replaces the current Minimum, Recommended, and Distinguished Achievement Graduation Plans, but allows for current 9th, 10th, and 11th grade students to choose to graduate under their current plan or opt for the new graduation plan created by House Bill 5.

House Bill 5 also reduced the number of State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC) Assessments students are required to pass for a high school diploma from 15 to 5. They are:

- English I
- English II
- Algebra I
- Biology
- U. S. History

The English exams are a combined reading and writing assessment.

WHAT IS AN ENDORSEMENT?

An endorsement is earned when a student completes a sequence of elective courses in a concentrated area of study. To earn any endorsement, a student must successfully complete the requirements for the Foundation High School Program and:

- An additional advanced mathematics course = 4 total credits in mathematics
- An additional advanced science course = 4 total credits in science
- 2 elective credits in addition to the elective credits required for the FHSP

WHAT IS AN ENDORSEMENT?...*CONTINUED*

Students may earn endorsements in the following areas:

Science, Technology, Engineering, Mathematics (STEM) - The science, technology, engineering, and mathematics (STEM) endorsement includes courses directly related to science, including environmental science, technology, computer science, engineering, and advanced mathematics.

Business and Industry - includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning

Public Services - includes courses directly related to health sciences, human services, education and training, government and public administration, and law enforcement.

Arts and Humanities - includes courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts.

Multidisciplinary - allows a student to complete prescribed courses from each of the four foundation subject areas, advanced placement courses from each of the four foundation subject areas or four advanced courses from within one endorsement area or among endorsement areas not in a coherent sequence.

Students must earn 26 credits to graduate under the FHSP with an endorsement.

HOW ARE ENDORSEMENTS SELECTED?

Each 8th grade student completes an educational plan of study (4 year plan) based on his/her career assessment while taking the Exploring Careers course in middle school. The educational plan of study designates which endorsement the student will pursue. Students may earn more than one endorsement and are allowed to change their original endorsement selection as requested. The educational plan of study is sent home for parental input and approval.

SAMPLE COPY OF AN EDUCATIONAL PLAN OF STUDY

Student Name _____ Parent/Guardian Signature _____

ID# _____ Current School _____ Receiving School _____

PLAN: H-1501 ENGINEERING ROBOTICS **ENDORSEMENT:** SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Foundation High School Plan

Year/Grade Level	English	Math	Science	Social Studies	Required Electives	Electives
	<i>See Course Catalog for core course level opportunities.</i>					
1st Year/ 9th Grade	English 1 (EOC)	Algebra 1 (EOC)	Biology (EOC)	World Geography	(These courses may be taken at any Grade Level 9-12) Professional Comm* 0.5 Health* 0.5	Concepts of Engineering 1.0 H8604 Engineering Graphics Design and Presentation 1.0 H8657
2nd Year/ 10th Grade	English 2 (EOC)	Geometry	Chemistry	World History*	Language LOTE 2.0 Physical Ed 1.0	Mechanical Engineering Design and Presentation 1.0 H8607
3rd Year/ 11th Grade	English 3	Algebra 2**	Advanced Science	US History (EOC)	Fine Arts 1.0 Elective 1.0	Robotics and Automation 2.0 HXXXX
4th Year/ 12th Grade	Research & Technical Writing	Engineering Mathematics	Principles of Technology	Government Economics		Engineering Design and Problem Solving 1.0 H8351 Virtual Business 1.0 HXXXX

Graduation Plan Type	Recommended 8th Grade Course(s)	Languages other than English	CTE CERTIFICATION	Legend
Foundation with Endorsement	Career Portals for Technology Education M3373	Span/Span Spkrs H5601/H5602 Spanish VIII H5603/H5606 French VIII H5630/H5633 German VIII (MacArthur) H5654/H5657 Am Sign Lang VIII H6247/H6250	Autodesk	*District requirement for Graduation **Required for DLA Plan *Recommended **Advanced Technical Credit

Aldine Independent School District does not discriminate against persons because of race, creed, national origin, age, sex, disabilities, economic status or language disability in employment, promotion, or educational programming.

For students entering 9th Grade 2014-2015. March 2014

DISTINGUISHED LEVEL OF ACHIEVEMENT

A student may earn a distinguished level of achievement by successfully completing:

- A total of four (4) credits in mathematics which must include Algebra II
- A total of four (4) credits in science, and
- The curriculum requirements for at least one (1) endorsement

PERFORMANCE ACKNOWLEDGEMENTS

House Bill 5 allows a student to earn a performance acknowledgement on his/her diploma and transcript by completing one of the following:

- 12 hours in dual credit courses with a grade of A or B,
- earning an associate degree while in high school,
- in bilingualism and biliteracy,
- an Advanced Placement (AP) test (score of 3 or higher)
- International Baccalaureate (IB) exam (score of 4 or higher),
- PSAT (National Merit/Commended Scholar),
- SAT (combined critical reading and mathematics score of 1250),
- ACT (composite score of 28), or by
- earning an industry-based license or certification.

There is more information about HB 5 graduation plans, endorsements and much more in the following pages. If you have any specific questions about HB 5 or graduation plans and requirements, please contact your child's designated campus counselor.

PERSONAL GRADUATION PLAN CONFERENCES

House Bill 5 mandates counselors and/or campus administrators to review Personal Graduation Plan (PGP) options with each student entering grade nine together with the student's parent or guardian. Each year the 9th grade campuses will host PGP conferences to discuss your student's selected course of study, endorsements, and post-high school (college and career) graduation plans and options.

You will receive a notice of a conference by mail, and the notice will be sent home with the student as well. Please make time to attend this important conference with your student. We look forward to meeting with you and your child as we work together towards a successful plan for your child's educational journey.

ALDINE ISD FOUNDATION HIGH SCHOOL DIPLOMA PLAN WITH ENDORSEMENT

This plan is for students entering 9th Grade 2014-2015 school year
 Optional for students who entered 9th grade prior to 2014-2015 school year if requirements can be met

DISCIPLINE	CREDITS	REQUIREMENTS												
English Language Arts	4.0	<ul style="list-style-type: none"> • English I, II, III, • Advanced English Course selected from : <table border="0" style="margin-left: 20px;"> <tr> <td>English IV</td> <td>College Prep</td> </tr> <tr> <td>Literary Genres</td> <td>Humanities</td> </tr> <tr> <td>Public Speaking III</td> <td>Business English</td> </tr> <tr> <td>Oral Interp. III</td> <td>Debate III</td> </tr> <tr> <td>Research & Technical Writing</td> <td>Independent Study in Speech</td> </tr> <tr> <td>Independent Study in English</td> <td>Independent Study in Journalism</td> </tr> </table> <p style="margin-left: 20px;">Advanced Journalism: Yearbook III, Newspaper III AP English Literature and Composition International Baccalaureate (IB) Lang. Studies A 1 Higher Level Communication Applications Advanced Broadcast Journalism III</p> <ul style="list-style-type: none"> • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. 	English IV	College Prep	Literary Genres	Humanities	Public Speaking III	Business English	Oral Interp. III	Debate III	Research & Technical Writing	Independent Study in Speech	Independent Study in English	Independent Study in Journalism
English IV	College Prep													
Literary Genres	Humanities													
Public Speaking III	Business English													
Oral Interp. III	Debate III													
Research & Technical Writing	Independent Study in Speech													
Independent Study in English	Independent Study in Journalism													
Mathematics	4.0	<ul style="list-style-type: none"> • Algebra I • Geometry • Advanced Mathematics Course - * Algebra II (recommended) • Advanced Mathematics Course selected from: <ul style="list-style-type: none"> PreCalculus Advanced Quantitative Reasoning (AQR) AP Statistics AP Calculus AB AP Calculus BC AP Computer Science IB Mathematical Studies Standard Level (Eisenhower HS) IB Mathematical Standard Level (Eisenhower HS) IB Mathematics Higher Level (Eisenhower HS) IB Further Mathematics Standard Level (Eisenhower HS) Statistics and Risk-Management - Career and Technical Education (CTE) <p>* Algebra II is required for students seeking a STEM endorsement</p>												
Science	4.0	<ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Integrated Physics and Chemistry (IPC) or an Advanced Science Course • 2 Advanced Science Courses selected from: <ul style="list-style-type: none"> * Chemistry, AP Chemistry, or IB Chemistry * Physics, Principles of Technology, AP Physics, or IB Physics Aquatic Science Astronomy Earth and Space Science Environmental Systems, AP Environmental Science IB Environmental Systems (Eisenhower High School) Scientific Research and Design (CTE) Anatomy and Physiology (CTE) Engineering Design and Problem Solving (CTE) Medical Microbiology (CTE) Pathophysiology (CTE) Advanced Animal Science (CTE) Advanced Plant and Soil Science (CTE) Forensic Science (CTE) <p>* Chemistry and Physics are required for students seeking a STEM endorsement</p>												
Social Studies	3.5	<ul style="list-style-type: none"> • World Geography Studies • World History Studies (Aldine ISD Local District Requirement) • United States History Studies Since Reconstruction • U.S. Government 												
Economics with emphasis on the free enterprise system and its benefit	0.5	Economics with emphasis on the free enterprise system and its benefit												

ALDINE ISD FOUNDATION HIGH SCHOOL DIPLOMA PLAN WITH ENDORSEMENT...CONTINUED

Language Other Than English	2.0	The credits must consist of any two levels in the same language.
Physical Education	1.0	<ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses. <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • Credit for any of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Athletics • JROTC • One credit for any one of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading
Health Education	0.5	Health Education (Aldine ISD Local District Requirement) <ul style="list-style-type: none"> • Principles of Health Science or JROTC Level II may satisfy this requirement.
Speech	0.5	Speech - Professional Applications (Aldine ISD Local District Requirement)
Fine Arts	1.0	One credit from any of the following <ul style="list-style-type: none"> • Art Level I, II, III, or IV • Dance Level I, II, III, or IV • Music Level I, II, III, or IV • Theatre Level I, II, II, or IV • Principles and Elements of Floral Design (CTE)
Endorsement/Elective Courses	5.0	Four credits from one of the following Endorsement areas: <ul style="list-style-type: none"> • Science, Technology, Engineering, and Mathematics (STEM) - courses directly related to science, including environmental science, technology, computer science, engineering, and advanced mathematics. • Business and Industry - courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning. • Public Services - courses directly related to health sciences, human services, education and training government and public administration, and law enforcement. • Arts and Humanities - courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts. • Multidisciplinary Studies - prescribed courses from each of the four foundation subject areas, advanced placement courses from each of the four foundation subject areas or four advanced courses from within one endorsement area or among endorsement areas not in a coherent sequence. <ul style="list-style-type: none"> • 1 Credit from list of courses approved by the State Board of Education for grades 9 – 12
TOTAL CREDITS	26	

ALDINE ISD FOUNDATION HIGH SCHOOL GRADUATION PLAN

(Special permission is required for this program)

This plan is available for students entering high school in 2014-2015.

DISCIPLINE	CREDITS	REQUIREMENTS												
English Language Arts	4.0	<ul style="list-style-type: none"> • English I, II, III • Advanced English Course selected from : <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">English IV</td> <td>College Prep</td> </tr> <tr> <td>Literary Genres</td> <td>Humanities</td> </tr> <tr> <td>Public Speaking III</td> <td>Business English</td> </tr> <tr> <td>Oral Interp. III</td> <td>Debate III</td> </tr> <tr> <td>Research & Technical Writing</td> <td>Independent Study in Speech</td> </tr> <tr> <td>Independent Study in English</td> <td>Independent Study in Journalism</td> </tr> </table> <p style="margin-left: 20px;">Advanced Journalism: Yearbook III, Newspaper III AP English Literature and Composition International Baccalaureate (IB) Lang. Studies A 1 Higher Level Communication Applications Advanced Broadcast Journalism III</p> <ul style="list-style-type: none"> • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. 	English IV	College Prep	Literary Genres	Humanities	Public Speaking III	Business English	Oral Interp. III	Debate III	Research & Technical Writing	Independent Study in Speech	Independent Study in English	Independent Study in Journalism
English IV	College Prep													
Literary Genres	Humanities													
Public Speaking III	Business English													
Oral Interp. III	Debate III													
Research & Technical Writing	Independent Study in Speech													
Independent Study in English	Independent Study in Journalism													
Mathematics	3.0	<ul style="list-style-type: none"> • Algebra I • Geometry • Advanced Mathematics Course selected from: <ul style="list-style-type: none"> * Algebra II PreCalculus Advanced Quantitative Reasoning (AQR) AP Statistics AP Calculus AB AP Calculus BC AP Computer Science IB Mathematical Studies Standard Level (Eisenhower HS) IB Mathematical Standard Level (Eisenhower HS) IB Mathematics Higher Level (Eisenhower HS) IB Further Mathematics Standard Level (Eisenhower HS) Statistics and Risk-Management - Career and Technical Education (CTE) <p>* Algebra II is required for students seeking a STEM endorsement</p>												
Science	3.0	<ul style="list-style-type: none"> • Biology • Integrated Physics and Chemistry (IPC) or an Advanced Science Course • 2 Advanced Science Courses selected from: <ul style="list-style-type: none"> * Chemistry, AP Chemistry, or IB Chemistry * Physics, Principles of Technology, AP Physics, or IB Physics Aquatic Science Astronomy Earth and Space Science Environmental Systems, AP Environmental Science IB Environmental Systems (Eisenhower High School) Scientific Research and Design (CTE) Anatomy and Physiology (CTE) Engineering Design and Problem Solving (CTE) Medical Microbiology (CTE) Pathophysiology (CTE) Advanced Animal Science (CTE) Advanced Plant and Soil Science (CTE) Forensic Science (CTE). <p>* Chemistry and Physics are required for students seeking a STEM endorsement</p>												
Social Studies	3.5	<ul style="list-style-type: none"> • World Geography Studies • World History Studies (Aldine ISD Local District Requirement) • United States History Studies Since Reconstruction • U.S. Government 												
Economics with emphasis on the free enterprise system and its benefit	0.5	Economics with emphasis in the free enterprise system and its benefit.												

ALDINE ISD FOUNDATION HIGH SCHOOL GRADUATION PLAN.....CONTINUED

Language Other Than English	2.0	The credits must consist of any two levels in the same language.
Physical Education	1.0	<ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses. <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • Credit for any of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Athletics • JROTC • One credit for any one of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading
Health	0.5	Health Education (Aldine ISD Local District Requirement) <ul style="list-style-type: none"> • Principles of Health Science, or JROTC Level II may satisfy this requirement.
Speech	0.5	Speech - Professional Applications (Aldine ISD Local District Requirement)
Fine Arts	1	One credit from any of the following <ul style="list-style-type: none"> • Art Level I, II, III, or IV • Dance Level I, II, III, or IV • Music Level I, II, III, or IV • Theatre Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses	3.0	Six and one-half credits from any of the following: <ul style="list-style-type: none"> • The list of courses approved by the State Board of Education for Grades 9-12
TOTAL CREDITS	22	

DISTINGUISHED ACHIEVEMENT PLAN

This plan is available for students entering high school in 2010-2011 thru 2013-2014

DISCIPLINE	CREDITS	REQUIREMENTS
English Language Arts	4	<ul style="list-style-type: none"> • English I, II, III, IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics	4	<ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • The fourth credit may be selected from the following after successful Completion of Algebra I, Geometry, and Algebra II: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematical Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Statistics and Risk-Management (CTE)
Science	4	<ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology ▪ Advanced Plant and Soil Science (CTE) ▪ Forensic Science (CTE)
Social Studies	3.5	<ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • United States History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefit	.5	Economics with emphasis on the free enterprise system and its benefit
Language Other Than English	3	The credit must consist of any two levels in the same language

DISTINGUISHED ACHIEVEMENT PLAN...*CONTINUED*

Physical Education	1	<ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses. <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • Credit for any of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Athletics • JROTC • One credit for any one of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading
Health Education	.5	Health Education (local district requirement) <ul style="list-style-type: none"> • Principles of Health Science, or JROTC (Level II) may satisfy this requirement.
Speech	.5	<ul style="list-style-type: none"> • Communication Applications
Fine Arts	1	One credit from any of the following <ul style="list-style-type: none"> • Art Level I, II, III, or IV • Dance Level I, II, III, or IV • Music Level I, II, III, or IV • Theatre Level I, II, II, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses	4	<ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 relating to Texas Essential Knowledge and Skills • State approved innovative courses • JROTC (one to four credits)
TOTAL CREDITS	26	

DISTINGUISHED ACHIEVEMENT PLAN WITH ADVANCED MEASURES

The Distinguished Achievement Program (DAP) recognizes who demonstrate levels of performance equivalent to college students or work done by professionals in the arts, sciences, business, industry, or in community service.

STANDARDS FOR APPROVAL:

- Measures focus on demonstrated student performance at the college or professional level.
- Student performance is assessed through an external review process.

REQUIREMENTS:

To earn a Distinguished Achievement Seal on the transcript, a student must participate in the **distinguished achievement plan program** and receive any combination of four of the following advanced measures.

(Examples: two AP examinations, one college course, one research project; four AP examinations):

- a score of three or above on The College Board Advanced Placement examination;
- a score of four or above on an International Baccalaureate examination;
- a grade of 3.0 (on a 4.0 scale) or higher on courses that count for college credit, including tech prep programs;
- products of professional quality as judged by a panel of professionals in the field that is the focus of the project
- original research/project conducted under the direction of mentor(s) and reported to an appropriate audience; (Students may only use two research projects as part of the four advanced measures.)
- a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Black Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

The students in the Encounters Gifted and Talented Program are expected to attain the Distinguished Achievement Program Seal. The student may begin to acquire the advanced academic measures in the ninth grade.

**DISTINGUISHED ACHIEVEMENT PLAN
WITH ADVANCED MEASURES...CONTINUED**

In addition to completing the requirements of the High School Recommended Plan, students must successfully complete an additional year of foreign language and achieve any combination of four of the following advanced academic measures. These measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process such as original research. Original research projects may not be used for more than two of the four advanced measures.

(A) Original research/project that is:

- (i) judged by a panel of professionals in the field that is the focus of the project; or
- (ii) conducted under the direction of mentor(s) and reported to an appropriate audience;
and
- (iii) related to the required curriculum set forth in chapter 74.1 Essential knowledge and skills

To attain this measure, a student may:

- (a) orally defend an original research project at the state level
- (b) orally defend an original research project meeting the Texas Performance Standards Guidelines.

For group projects, or projects where there are no opportunities for individual oral defense, the student must notify district personnel (the campus G/T coordinator) of the intent to defend. Provisions are then made by the district Gifted and Talented Program Director to provide the individual an opportunity to defend the research product by a panel of experts. In this defense the student documents individual work and advanced understanding of the research.

Or

A student may initiate or continue an original research project, under the direction of a teacher of record. The research may take place during a core class, independent studies or outside of the classroom. In addition to meeting the research requirements, the student must work with a mentor or mentors and orally defend research to a panel of experts.

(B) Test data where a student receives:

- (i) a score of three or above on The College Board advanced placement examination
- (ii) a score of four or above on an International Baccalaureate examination; or
- (iii) a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; Or, as part of the National Achievement Scholarship Program for Outstanding African-American Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student;

Or

(C) College academic courses and tech-prep articulated college courses with a grade of 3.0 or higher.

**DISTINGUISHED ACHIEVEMENT PLAN
WITH ADVANCED MEASURES...*CONTINUED***

No substitutions are allowed in the Distinguished Achievement Program.

Encounters Gifted and Talented Students are placed on the Distinguished Achievement Plan in the beginning of the 9th grade unless the student and the student's parent specifically request in writing that the student not participate in the Distinguished Achievement Plan.

RECOMMENDED PLAN

This plan is available for students entering high school in 2010-2011 thru 2013-2014.

DISCIPLINE	CREDITS	REQUIREMENTS
English Language Arts	4	<ul style="list-style-type: none"> • English I, II, III, IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics	4	<ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • The additional credit may be Mathematical Models with Applications and must be successfully completed prior to Algebra II. • The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematical Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Statistics and Risk-Management (CTE)
Science	4	<ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Forensic Science (CTE)
Social Studies	3.5	<ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • United States History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefit	.5	Economics with emphasis on the free enterprise system and its benefit
Language Other Than English	2	The credits must consist of any two levels in the same language.

RECOMMENDED PLANCONTINUED

Physical Education	1	<ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses. <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • Credit for any of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Athletics • JROTC • One credit for any one of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading
Health Education	.5	Health Education (local district requirement) <ul style="list-style-type: none"> • Principles of Health Science, or JROTC Level II may satisfy this requirement.
Speech	.5	Communication Applications
Fine Arts	1	One credit from any of the following <ul style="list-style-type: none"> • Art Level I, II, III, or IV • Dance Level I, II, III, or IV • Music Level I, II, III, or IV • Theatre Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses	5	<ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 relating to Texas Essential Knowledge and Skills. • State approved innovative courses • JROTC (one to four credits)
TOTAL CREDITS	26	

TEXAS (Toward Excellence, Access, and Success) Grant Program

Graduates with **financial need may** qualify for the TEXAS Grant Program. This program provides funding for students to continue their education at a public college or university in Texas. It is important to note that a student **must have financial need** as determined by individual college or university in order to qualify for this funding. Students can apply for the Texas Grant by filling out the Free Application for Federal Student Aid (FAFSA) after January 1st of their senior year. Funding for this program is limited and is determined by the financial aid office at the college or university. Students must contact the financial aid office at the college or university they will attend for information about the Texas Grant.

Scholarship and Financial Aid Information

Scholarship and financial aid information can be found in the counseling office on each high school campus and/or the Aldine District website. Students are encouraged to apply for scholarships when they meet the requirements. Students can also receive scholarship and financial aid information from their college's financial aid office. Early application is encouraged and essential to qualify for scholarships.

MINIMUM PLAN

(Special permission is required for this program)

This plan is available for students entering high school in 2010-2011 thru 2013-2014.

DISCIPLINE	CREDITS	REQUIREMENTS
English Language Arts	4	<ul style="list-style-type: none"> • English I, II, III, IV • English I and II for Speakers of Other Languages Languages may be substituted for English I and English II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from any of the following: <ul style="list-style-type: none"> ▪ English IV ▪ Research/Technical Writing ▪ Creative/Imaginative Writing ▪ Practical Writing Skills ▪ Literacy Genres ▪ Business English (CTE) ▪ Journalism
Mathematics	3	<ul style="list-style-type: none"> • To include Algebra I and Geometry • The third credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Algebra II ▪ Precalculus ▪ Mathematical Models with Applications ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematical Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Statistics and Risk-Management (CTE)
Science	2	<ul style="list-style-type: none"> • Biology • Integrated Physics and Chemistry (IPC) • Chemistry or Physics may substitute for IPC but the second of these courses must also be taken as an academic credit.
Social Studies	2.5	<ul style="list-style-type: none"> • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) • The final credit may be selected from the following: <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit)
Economics with emphasis on the free enterprise system and its benefit	.5	Economics with emphasis in the free enterprise system and its benefit.
Academic Elective	1	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • World History Studies • World Geography Studies • Any science course approved by SBOE (if submitting Chemistry or Physics for IPC, must use the other as academic elective credit here.)
Physical Education	1	<ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses. <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • Credit for any of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Athletics • JROTC • One credit for any one of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading

MINIMUM PLAN.....CONTINUED

Health Education	.5	Health Education (local district requirement) <ul style="list-style-type: none"> • Principles of Health Science, or JROTC Level II may satisfy this requirement.
Speech	.5	<ul style="list-style-type: none"> • Communication Applications
Fine Arts	1	<p>None for students who entered Grade 9 before 2010-11</p> <p>One Credit for students who enter Grade 9 in 2010-11 or later from any of the following:</p> <ul style="list-style-type: none"> • Art Level I, II, III, or IV • Dance Level I, II, III, or IV • Music Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses	10	<ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 relating to Essential Knowledge and Skills) • State approved innovative courses • JROTC (one to four credits)
TOTAL CREDITS	26	

HIGH SCHOOL GRADUATION PLANS AVAILABLE IN ALDINE I. S. D.

(Based on TEA Requirements)

GRADUATION PLAN	Entered 9th Grade in 2007-2008 thru 2016-2017
DISTINGUISHED ACHIEVEMENT PLAN (to include advanced measures)	26 credits
RECOMMENDED PLAN	26 credits
MINIMUM PLAN (special permission required for this plan)	26 credits
GRADUATION PLAN	Entered 9th Grade in 2014-2015 and beyond, or current high school students who opt to this plan
FOUNDATION HIGH SCHOOL GRADUATION PLAN WITH ENDORSEMENT	26 credits
FOUNDATION HIGH SCHOOL GRADUATION PLAN (special permission required for this plan)	22 credits

ALDINE ISD'S GRADING SCALE

GRADING SCALE	
90 – 100	A
80 – 89	B
75 – 79	C
70 – 74	D
0 – 69	F

TAKS REQUIREMENTS
(Texas Assessment of Knowledge and Skills)
For Students Who Entered 9th Grade in 2001-2002 thru 2010-2011

In addition to earning credits for graduation, students must also pass the exit-level Texas Assessment of Knowledge and Skills (TAKS) in language arts, writing, mathematics, science, and social studies. The TAKS tests are administered in the junior year. Students who do not pass one or more tests may take the test/s again in the summer, fall of the following year and again in the spring. Students who complete their course work but are denied a diploma because they did not pass a test may take it again each time it is offered. In order for a student to receive a diploma in high school, they must pass all portions of the TAKS test.

LEVELS OF COURSE WORK

REGULAR

Regular level courses are available to all students.

Regular courses receive the following grade points for each semester grade:

97 - 100	6.6
94 - 96	6.3
90 - 93	6.0
87 - 89	5.6
84 - 86	5.3
80 - 83	5.0
77 - 79	4.3
75 - 76	4.0
73 - 74	3.3
70 - 72	3.0
69 & below	0

PRE-AP PLACEMENT

Pre-AP courses shall provide activities to accelerate and expand the regular course.

Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies. These courses offer students the opportunities to master skills and strategies that will help them in Advanced Placement course participation as they advance in high school. The Pre-AP subject courses are aligned with the AP subject courses. Students are encouraged to take Pre-AP courses in the subject area where they would like to take Advanced Placement courses.

Students who participate in the Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in depth learning, product development, and above grade level responses.

LEVELS OF COURSE WORK...*CONTINUED*

PRE-AP COURSES ENTRANCE CRITERIA/GUIDELINES

Pre-AP courses are designed for students who will be motivated to perform at a higher level of achievement. Students must qualify for enrollment according to district guidelines and must maintain an acceptable level of performance to remain in a Pre-AP class. In general, these entry criteria are:

1. Successful completion of prerequisite course(s). **(A grade of at least an 80 average.)**
2. Meet standard of proficiency on TAKS, or STAAR EOC assessments.
3. Standardized test scores may serve as additional qualifiers.
4. Principals and/or teacher recommendation.

Each course (subject area) has specific requirements which will include such components as number of projects, summer reading, homework, and research.

Students will have to maintain an acceptable level of performance to remain in a Pre-AP course. If the student's progress is unsatisfactory, his/her parents will be notified immediately. If the progress is unsatisfactory by the end of the semester, the student **will** be removed from the Pre-AP course and placed in a regular class.

Pre-AP courses receive the following grade points for each Pre-AP grade:

97 – 100	7.6
94 - 96	7.3
90 – 93	7.0
87 – 89	6.6
84 – 86	6.3
80 - 83	6.0
77 - 79	5.3
75 - 76	5.0
73 - 74	4.3
70 - 72	4.0
69 & below	0

ENCOUNTERS: ALDINE'S PROGRAM FOR THE GIFTED & TALENTED

In accordance with the Aldine district guidelines which reflect the Texas State Education guidelines for Encounters gifted and talented, all Aldine schools implement a selection process which includes three phases: nomination, screening, and placement.

- **Nomination**

Students may be nominated by principals, community members, counselors, librarians, teachers, or parents. In grades five or above, students may nominate themselves. In addition, students will be nominated for a program component as a result of high scores (90% or above) on an achievement test, IQ test, or a cognitive abilities test.

LEVELS OF COURSE WORK...*CONTINUED*

Consideration is given to assure that the following groups have not been overlooked: racial, ethnic, or minority groups, culturally different, handicapped, economically disadvantaged, students who do not take advantage of options because of gender stereotyping, and students who display various types of classroom behavior such as disruptive behavior, extreme shyness, excessively high energy levels, continuous questioning, intense anxiety, and short attention spans.

Identification is ongoing to allow for students to be placed in the program at any time it is determined to be the best placement for the student and to accommodate students not enrolled during the screening process.

- **Screening**

Multiple criteria are reviewed for each student nominated for the program and these criteria must include objective and subjective assessments. Examples of measurements can include IQ tests, achievement tests, academic sub-tests, tests in creativity, grades, teacher nomination scales, cognitive abilities tests, student self-nomination, interview, peer nomination, parent nomination, product-portfolio, and leadership rating scales. Additional data may be brought in for assessment.

The identification process includes the use of a committee that reviews all data on those students who are nominated for the program. The committee will include several of the following: the campus GT coordinator, a school administrator, a teacher, and/or a counselor. The committee members must have a minimum of six hours of G/T training.

- **Placement**

The Aldine District Encounters program provides for identification and curriculum differentiation for general intellectual ability, specific subject matter aptitude, creativity, and leadership areas of giftedness. A student meeting the screening criteria and demonstrating exceptional ability and potential in any of these areas of giftedness is afforded the opportunity for placement and services. Participation in the Encounters program is voluntary on the part of the students and requires written permission of their parents or legal guardians.

- **State goal for services for gifted students**

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovating products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, or experience, and environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

- **Curriculum Differentiation**

The appropriate program delivery for the gifted student is a well articulated scope and sequence of content process and product that embodies a combination of complex, abstract, accelerated, and in-depth approaches to learning experiences. Curriculum for the gifted involves the use of course content, methodology, and materials beyond those essential for other students at the same age and grade level. Differentiating the curriculum so that it is appropriate for the gifted implies modification of student goals and objectives, instructional strategies, learning experiences, and evaluation. All courses for G/T students require learning experiences based on the principles of differentiation.

LEVELS OF COURSE WORK...CONTINUED

These specific principles for the differentiation of curriculum for the gifted and talented have been identified through extensive research by the Curriculum Council of the National/State Leadership Training Institute on the Gifted and Talented. These principles of differentiation provide the basis of the learning environment for the G/T student.

The principles of differentiation are:

- ⇒ Content that is related to broad-based issues, problems, or themes.
- ⇒ Integration of multiple disciplines into an area of study.
- ⇒ Presentations of comprehensive, reinforcing, mutually related experiences within an area of study.
- ⇒ Allowances for in-depth learning of a selected topic.
- ⇒ Development of independent or self-directed study skills.
- ⇒ Development of research skills or self-directed study skills.
- ⇒ Focus on open-ended tasks.
- ⇒ Development of productive, complex, abstract and/or higher-level thinking skills.
- ⇒ Integration of basic and high-level thinking skills within the curriculum.
- ⇒ Encouragement of the development of products that use new techniques, forms, and materials.
- ⇒ Encouragement of the development of self-understanding (i.e., recognizing and using one's abilities, becoming self-directed, appreciating similarities and differences between oneself and others).
- ⇒ Evaluation of student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced, and/or standardized instruments.

Students are provided opportunities to extend and develop attributes such as:

- ⇒ Unusual presentation of an idea
- ⇒ Work advanced beyond age or grade level
- ⇒ Complex or intricate presentations of an idea
- ⇒ In-depth understanding of an idea or skill
- ⇒ Resourceful and/or clever use of materials
- ⇒ Evidence of support of research for an idea

- **Removal**

The final committee decision regarding the exit of a student from the Encounters program is to be made after consultation with the parents. Just as multiple criteria are used to select students to participate in program services, multiple indicators are used to remove identified students. No single factor such as poor grades or poor behavior should serve as the basis for exiting a student. Educational, psychological, and personal reasons are taken into consideration as well.

- **Grade Points**

Gifted and talented classes receive the following grade points for each semester grade:

97 - 100	8.6
94 - 96	8.3
90 - 93	8.0
87 - 89	7.6
84 - 86	7.3
80 - 83	7.0
77 - 79	6.3
75 - 76	6.0
73 - 74	5.3
70 - 72	5.0
69 & below	0

LEVELS OF COURSE WORK...*CONTINUED*

For additional information, refer to the Texas Education Agency Evaluation Plan for G/T, the Encounters Handbook, and Aldine's School Board policy.

- | |
|--|
| <ul style="list-style-type: none">• TEA guidelines permit GT students to take Advanced Placement courses provided they are under the direction of an AP / GT trained instructor. |
| <ul style="list-style-type: none">• It is expected that GT students take the AP exam. |

ADVANCED PLACEMENT (AP)

Some courses are identified as Advanced Placement (AP) courses. These courses are offered for students who wish to pursue college-level studies while in high school. In addition to high school credit, students may receive credit or appropriate placement from participating colleges, provided they make an acceptable score on the College Board Advanced Placement test. **The criteria for entering and remaining in AP classes are as follows:**

1. The student should have an 80 average in a previous Pre-AP or subject area course.
2. The student can be recommended to the screening committee by his Pre-AP or subject area teacher (s) and also by his parent/guardian (s).
3. The screening committee consisting of the principal or designee, the counselor, and the AP teacher will recommend the student to be placed in the AP class.
4. The student may drop the course only during the first two weeks of the semester. After the two weeks have passed, the student must remain in the class until the end of the nine weeks. The counselor, teacher, student and parent/guardian must meet to reach an agreement for exceptions to this policy.
5. Any nine weeks or semester average that is below 80% could result in the student being removed from the AP course.
6. Students enrolled in AP courses are required to take the AP exam. Because of this requirement, the district will pay for the first administration of the AP exam. If a student is absent on the day of the exam, he/she will be expected to take the exam on the make-up day. If the student does not take the exam on the regularly scheduled day, or the make-up day, the student will be expected to pay to take the exam.

ADVANCED PLACEMENT (AP) AND GIFTED AND TALENTED (GT) STUDENTS

1. AP courses are part of the services for identified GT students. GT students are expected to take the AP exam. GT students must take the appropriate AP course/s in the area or areas they are identified. GT students are not limited to taking AP courses in the areas they are identified. They may take any AP course they believe is beneficial to their academic goals.

ADVANCED PLACEMENT
2015 Test Dates
May 4 – 8, 2015
May 11 – 15, 2015

LEVELS OF COURSE WORK...CONTINUED

AP courses will receive the following grade points for each semester grade:

97 - 100	8.6
94 - 96	8.3
90 - 93	8.0
87 - 89	7.6
84 - 86	7.3
80 - 83	7.0
77 - 79	6.3
75 - 76	6.0
73 - 74	5.3
70 - 72	5.0
69 & below	0

LEVELS OF COURSE WORK APPEALS

Parents/guardians may request an appeal hearing regarding placement of a student who does not meet entrance criteria. The appeals committee will be made up of the counselor, department chairperson, present subject area teacher, receiving subject area teacher, and parent/guardian. The principal/assistant principal will chair the meeting, voting only in case of a tie. Appeals will be conducted by the campus where the student will attend classes the next year.

SPECIAL EDUCATION

Students with disabilities whose special needs cannot be met in the general classroom may be eligible for special education services. Aldine ISD offers a wide range of instructional options for students with disabilities in programs designed to meet unique educational needs. These instructional options range from special accommodations for the students within the general classroom to placement in highly specialized classes located at designated centralized campuses.

When certain types of modifications change the content (what is taught) of any State Board of Education approved courses, the student's academic achievement record (AAR) is coded to note the modified curriculum in the TEKS course content. All courses that have a modified curriculum receive basic level grade points, and do not count towards recommended or distinguished achievement plans for graduation.

Students with disabilities may also be eligible for certain related services, which may be necessary for the student to benefit from special education programming.

All special education programming decisions are made for individual students by an Admission, Review, and Dismissal Committee (ARD), which includes parents/guardians, administrators, counselors, teachers, special education personnel, and students as appropriate.

ACCELERATED ENGLISH ACADEMY

The Accelerated English Academy is a special language program designed to assist non-English speaking recent arrivals or newcomers between grades 7-12. The Accelerated English Academy consists of the following:

- Recent arrivals in grades 7-12 who score NES (Non-English Speaking) on the OLPT (Oral Language Proficiency Test) and/or students identified as pre-literate attend the institute one full year if necessary.
- The program is staffed with an English as a Second Language (ESL) teacher (7-12).
- Middle and High School ESL students who qualify for the AEA spend a minimum of 150 minutes to 180 minutes in the AEA program, which provides an English immersion setting. Students participate in hands-on activities, cooperative learning strategies, and ESL methodology that promote English Language development.
- AEA students spend the rest of their school day in sheltered mainstream math, science, and electives with the incorporation of instructional strategies and accommodations whenever necessary.

GRADING AND EVALUATION

Report Cards

Report cards will be sent home each nine weeks for high schools. Parents/guardians of students making a failing grade in any subject will be notified and offered the opportunity for a conference with the teacher who issued the failing grade. Error in notification will not necessarily constitute a change of grade.

Parents/guardians will be contacted by the teacher at any time during the reporting period that there is a clear indication the student is doing unsatisfactory work. In addition to the nine weeks' report cards, a progress report will be sent home at the mid point of each three weeks.

Transcript Policy

For high school students enrolled in Aldine high schools, transcripts are provided at no charge. Students graduating from Aldine high schools are provided transcripts throughout the summer following their graduation until the first day of the next school year. After the first day of the school year following their graduation, graduates must pay a \$3.00 fee for transcripts.

Attendance and Absences

Official school attendance is taken each day at second period. Students must be present at second period in order to be counted present for the day. However, if the student has a medical appointment and returns to school with the doctor's note the same day, he/she will not be counted absent.

If for some reason the student needs to be taken out of school during the day, the parent/guardian should send a note to the attendance office that morning stating the reason and the time your child will be picked up. If the student returns to school, he/she must be readmitted through the attendance office.

GRADING AND EVALUATION... CONTINUED

Truancy

All students are expected to be in school unless they have parental/guardian approval to be absent (refer to ATTENDANCE POLICY – *Pages 8-10 of General Policies*). Attendance is primarily a student and parental/guardian responsibility. Any absence which occurs without the knowledge and approval of the student's parents/guardians is truancy. In addition, leaving school without school authorities' permission and not signing out in the attendance office is considered truancy.

When a student is truant, the work missed can be made up, but the maximum grade will be a 70. A parent/guardian conference will be held with a school administrator before the student will be allowed to return to school. Under the State Compulsory Attendance Law, truancy may result in court action for a student and parents/guardians.

Late Arrival and Early Release

Late arrival and early release times are granted to graduating seniors who qualify based on campus criteria. Late arrival allows a student to arrive to school late usually at 2nd period. Early release allows a student to leave school early. A student may not miss more than 2 periods for late arrival or early release. Students must apply for late arrival or early release and must meet the campus criteria to qualify for the program.

Honor Roll/Merit Roll

Each nine weeks, students in Aldine are recognized for their academic excellence by their selection to the Honor Roll or Merit Roll. The district uses the following guidelines in each school throughout the district:

Students receiving all A's to all A's and up to 2 B's will be placed on the Honor Roll.

Students receiving all A's and 3 or more B's will be placed on the Merit Roll.

COURSE SELECTION PROCESS

Programs of Study/Course Plan

Students are scheduled for the following year during the spring semester of each school year based on their Programs of Study/Course Plans. A "Course Selection Verification Form" will be distributed to students to take home for parent/guardian verification. The student must return the verification form on or before the designated deadline, and necessary changes/adjustments will be made based upon student and parent/guardian requests. A preliminary schedule will be mailed home with each student's report card in June. Students and parents/guardians should review this form for accuracy.

Schedule Changes

If there is a need to make a change and/or correction to the final course selection form after the last day of school, the parent/student may contact a counselor during the summer for assistance. NOTE: After the first day of school for the new school year, **there will be no schedule changes.**

COURSE SELECTION PROCESS...CONTINUED

Exceptions to Schedule Changes After Deadline:

- Approved additions / deletions from special programs such as athletics, drill, band, choir, and career & technology programs.
- Bodily injury or illness that would necessitate a schedule change.
- If a student does not continue to meet the requirements of an advanced or Encounters program, the student may be put on probation and ultimately removed from the class.
- Inappropriate placement in a course. (Example: when a course has been made up in summer school).
- Leveling of classes or other administrative changes.

All schedule change rules and considerations apply to students with disabilities; however, any schedule change that adds or drops a special education class, or change a student's placement needs to be approved by the Admission, Review, and Dismissal (ARD) Committee. Please contact the diagnostician prior to making any schedule changes.

**Please contact the building principal for the summer dates and times
a counselor will be available at your school.**

ADDITIONAL COURSE INFORMATION

1. A student who has not met the prerequisites and entry criteria for a course will not be allowed to enroll in that course. The student's counselor will change any student's course request to comply with this policy.
2. The grade level counselor may delete a requested elective course in order to include a course required for graduation in a student's schedule.
3. If a course change is made after the first grading period, grading marks from the previous grade report will be used to determine the semester average for the new course.
4. Every effort is made to meet the needs and requests of each student; however, some students must be placed in alternate courses.
5. Courses listed on the Program of Study will be offered only if a sufficient number of students select the course.
6. Students are not allowed to audit courses.

ADDITIONAL COURSE INFORMATION...CONTINUED

MATHEMATICS:

Mathematics courses must be taken in an ascending sequence of difficulty. Gifted and Talented (GT), Advanced Placement (AP), and International Baccalaureate (IB) students who complete Algebra 1 in middle school are expected to take four years of math in high school. Examples of sequencing for Mathematics courses are as follows:

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Algebra 1 (1 State Math Credit)	Geometry (1 State Math Credit)	Mathematical Models w/ Applications (1 State Math Credit)	Algebra 2 (1 State Math Credit)
Algebra 1 (1 State Math Credit)	Geometry (1 State Math Credit)	Algebra 2 (1 State Math Credit)	Pre-Calculus (1 State Math Credit)
Pre-AP (1 State Math Credit)	Pre-AP (1 State Math Credit)	Pre-AP (1 State Math Credit)	Pre-AP (1 State Math Credit)
*Pre-AP, GT, IB (1 State Math Credit)	Pre-AP, GT, IB (1 State Math Credit)	Pre-AP, GT, IB (1 State Math Credit)	AP Calculus (1 State Math Credit)
*	This option is for students who have completed Algebra 1 in middle school. These students enter high school with one Mathematics credit toward graduation, but not toward NCAA Clearinghouse athletic eligibility.		

PHYSICAL EDUCATION WAIVERS

Students may earn no more than (4) state credits in Physical Education. Credit may be earned through participation in Athletics, JROTC, Drill Team, Cheerleading and Marching Band.

OFF CAMPUS WAIVERS:

A student, who is enrolled in a state and district approved private or commercially sponsored physical activity program whose primary purpose is to train students in Olympic-level sports, may receive physical education credit for off-campus participation.

The following guidelines apply for Category I and Category II waivers:

CATEGORY I:

- ❶ High school students applying for CATEGORY I waivers (**15+** hours per week) may be permitted to arrive at school after the official start of school in the morning.
- ❷ Students may leave before the conclusion of the official school day in order to participate in the approved program. The student may not miss any class period other than P.E.

CATEGORY II:

- ❶ Students applying for CATEGORY II waivers (more than **5+** hours per week) will receive physical education credits on their academic achievement record on a pass/fail basis. Adjustments in the student's daily schedule will reflect an additional elective course. Students are not permitted to leave early or arrive late to school.

Please see your school counselor for more information about waivers for physical education.

Waiver applications are available from the school counselors or the Program Director of Wellness.

- Students must **re-apply each year** for physical education off campus waivers.
- Physical education waivers **do not carry over** from year to year.
- Spring waiver applications are due by December 1.
- Fall waiver applications are due by July 1.
- All applications should be returned to the school counselor.

HEALTH EDUCATION:

Courses that waive health are:

- Health Science Technology
- JROTC - Level II (all year)

Students must successfully pass these courses before the health credit will be waived.

FITNESS WEAR “DRESSING OUT” POLICY:

All secondary students are required to dress in purchased or issued Aldine fitness wear. The fitness wear is black and ash gray and is generic to the district. Students may purchase the uniform (shirt and pants) for approximately \$20.00; this fee may vary from year to year. Tennis Shoes are required.

ATHLETICS

A student-athlete must pay an athletic fee once he/she makes the respective team. If he/she does not pay, they cannot participate. The athletic fee is as follows:

- If the athletic fee is not paid, the student can not participate.

High School Student-Athlete

- \$50.00 for the first high school student attending in the family
- \$30.00 for each additional high school student athlete in the same family

Materials Charges:

Students are required to pay “materials charges” for materials used in classes such as Performing & Visual arts.

State and Local Credits:

A district may offer one or more courses for local credit only. These courses may not be counted toward state graduation requirements except for special education students whose IEPs designate them for state graduation credit. (TAC 75.165). Refer to course description book for designations.

Fine Arts:

Art, dance, music, and theatre are fine arts courses. Students will receive one credit for Fine Arts after passing both semesters of one of these courses.

Career Preparation Courses

For a student participating in paid work-based learning experiences, employment must begin within 15 instructional days of the student’s enrollment date. If a student’s employment at an approved work site does not begin by the 16th instructional day after enrollment, the student may be placed at an unpaid work site. At no time is a student to remain in a career preparation course if the student is not in a paid or unpaid work based training site program.

DUAL CREDIT

The Dual Credit Admission Program provides high school students the opportunity to enroll in college-level courses provided applicants meet admission provisions. Students interested in enrolling in dual credit courses are admitted to the college district under special provisions designated by the Texas Higher Education Coordinating Board or Texas Higher Education Assessment Guidelines (THEA).

DUAL CREDIT COURSES: Dual credit courses are offered on the high school campus during the regular school day, or on the college campus. AP grade points will be issued for all courses except for P.E., health, and electives. To participate in the credit program in a semester, and to be eligible to enroll and be awarded credit toward state graduation requirements, **a student must pay for the courses and meet the eligibility requirements** as follows:

- Complete a Lone Star College System application online for admission and an Exceptional Admission Program application obtained from high school counselor. The application must be completed and signed by the applicant, the parent or guardian, and the high school principal or designate.
- Submit an official high school Transcript.
- Meet both the State TSI requirements and college-level placement requirements.
- Complete Dual Credit orientation online.

ADMISSION CRITERIA

A high school student is eligible to enroll in dual credit courses if the student meets the following requirements relevant to the courses attempted. For specific enrollment requirements and prerequisites, please refer to the Lone Star College System catalog for Description of Courses to determine required TSI subject area compliance. Eligibility for enrollment in a dual credit course requires the high school student to meet all of the College's regular prerequisite requirements for that course, such as a minimum score on a specified placement test and/or minimum grade in a specified previous course.

DUAL CREDIT...CONTINUED

COLLEGE PLACEMENT REQUIREMENTS

The student must attain college level scores in writing and reading and/or mathematics on any of the following assessment instruments:

TSI	Writing	Reading	Math
	363-390 and 4 on Essay or 5+ on Essay	351-390	350-390
ACT/PLAN	W 19 + Composite 23	English 19 + Composite 23	19 + Composite 23
SAT	Critical Reading 500+ Combined 1070	Critical Reading 500+ Combined 1070	500+ Combined 1070
PSAT/NMSQT	Critical Reading 50+ Combined 107	Critical Reading 50+ Combined 107	Critical Reading 50+ Combined 107
STAAR*EOC	English II Level II 2000+	English II Level II 2000+	
	TAKS 2200+ and a 3 or 4 on the Essay	TAKS 2200+ and a 3 or 4 on the Essay	TAKS 2200+

(NOTE: Test information is current as of the date of this document. Changes will require appropriate updating.)

TSI INFORMATION:

The Texas Success Initiative (TSI) is a state legislated program designed to improve student success in college. Prior to enrolling in college, TSI requires all entering college students to be assessed for college readiness in reading, writing and math. Students will be informed of the policy regarding TSI guidelines by college and/or high school officials.

PSAT / NMSQT

In order to assist students in making college preparations, the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is taken in October. Aldine ISD pays for all sophomore students to take PSAT. In the junior year, the PSAT is the qualifying test for the National Merit Scholarship Program. The PSAT is administered during the regular school day according to the calendar below.

PSAT / NMSQT Test Dates 2015 - 2016
October 14, 2015
October 17, 2015

COLLEGE ENTRANCE TESTING

Most colleges and universities require an entrance examination as a part of the college application process. There are two entrance examinations predominant use at colleges/universities. These are the Scholastic Aptitude Test (SAT) of the College Entrance Examinations Board and the American College Test (ACT).

Aldine ISD administers the SAT exam during the regular school day in February of the current school year. The district pays for all junior level students to take the SAT during this administration of the exam. Students are encouraged to prepare for the exam by taking the College Board practice exam, and by attending any preparation workshops that the District offers. If a student is absent on the day of testing, the student will be required to register, and pay to take the exam according to the calendar below. Additional information about the SAT can be found online at www.collegeboard.com. Preparation is the key to success.

Plan ahead! Registration deadlines may be as much as 5 weeks prior to test dates.

Dates for SAT 2015 - 2016	
<i>Test Dates</i>	<i>Registration Deadlines</i>
October 3, 2015	September 4, 2015
November 7, 2015	October 08, 2015
December 5, 2015	November 06, 2015
January 23, 2016	December 28, 2015
March 5, 2016	February 4, 2016
May 7, 2016	April 8, 2016
June 4, 2016	May 6, 2016

Dates for ACT 2015 - 2016	
<i>Test Dates</i>	<i>Registration Deadlines</i>
September 12, 2015	August 7, 2015
October 24, 2015	September 18, 2015
December 12, 2015	November 6, 2015
February 6, 2016	January 8, 2015
April 19, 2016	March 4, 2015
June 12, 2016	May 6, 2016

PLEASE NOTE: A high school student who fails to achieve the minimum required scores set by the Texas Higher Education Coordinating Board may be required to take developmental classes and may not take collegiate-level classes related to portions of the test that have not been passed.

Contact the school counselor for more information concerning these programs

FINAL EXAM EXEMPTIONS

Completing a final exam is a course requirement and must be taken in order to pass the course and receive credit for that course. Students must take final exams unless they qualify for an exemption under current policy. Final exams will be given on the last four days of each semester. No more than 2 tests will be administered each day (this may not apply to graduating seniors). Final exams will be given in 2 hour blocks with 30 minutes for review and 1.5 hours for testing.

A grade of “zero” may be given for a final exam in high school if the student attends school to take the exam, but makes no effort on the exam, or is determined to have cheated on the exam. A grade of “T” will be issued if a student is absent or has a valid reason for not taking the final exam on exam day. The student must make arrangements with the teacher to make up the exam based on district guidelines.

Exemptions for Courses with Benchmark Assessments

The Aldine Independent School District final exam and exemption plan is designed to promote academic achievement, regular attendance, and responsible behavior. The primary consideration in designing this plan is to ensure that all students gain experience in taking final examinations throughout their high school years.

Students in grades 9-12 at all ability and performance levels are eligible for an attendance exemption for courses with benchmark assessments. Students must take final exams unless they qualify for an exemption under current policy. Students who have earned an attendance exam exemption will take the benchmark exam at a time prior to the exam day, **and will not have to attend class on the day of the scheduled exam.**

The following levels of achievement, attendance, tardiness, and conduct will be used to determine eligibility for exemptions for each course taken.

PER EACH SEMESTER

GRADE AVERAGE	EXCUSED ABSENCES	TARDIES	CONDUCT
80 - 100	No more than 2	No more than 2	E/S

FINAL EXAM EXEMPTIONS...CONTINUED

- **NINTH GRADERS** - may be exempt from no more than one final exam in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two-semester course in the same school year.
NOTE: Students may not exempt out of English I, Algebra I, Biology, Successmaker, Graduation Prep, or Star Lab courses.

- **TENTH GRADERS** - may be exempt from no more than two final exams in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two-semester course in the same school year.
NOTE: Students may not exempt out of English II, Successmaker, Graduation Prep, or Star Lab courses.

- **ELEVENTH GRADERS** - may be exempt from no more than three final exams in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two-semester course in the same school year.
NOTE: Students may not exempt U. S. History, Successmaker, Cosmetology, Concurrent Credit, Graduation Review, Graduation Prep, or Star Lab courses.

- **TWELFTH GRADERS** - may be exempt from no more than four final exams in a semester as determined by the parent and student. A student may not be exempt from more than one final in any two semester course in the same school year. **Exception:** Graduating seniors who are in their final semester may exempt from all final exams except for the Graduation Review, Graduation Prep, or Star Lab finals if all eligibility criteria are satisfied.

OTHER QUALIFICATIONS REGARDING EXEMPTIONS:

1. School related absences do not count against a student for purposes of this rule.
2. Students may not have any unexcused absences.
3. An exemption from a final exam will not be granted if the student is placed in In-School Suspension or suspended from school.
4. Students who register after the first day of a semester are not eligible for final exam exemptions. Transfer students have the responsibility to provide attendance and disciplinary information from the previous school to be considered for exemptions.

CLASS RANK

1. Class rank is determined by a student's academic record.
2. The grade in each course is assigned grade points according to the level of the course taught (i.e. Regular, Pre-AP, Encounters Gifted and Talented).
 - Grade points are assigned at the end of each semester based on the semester average for the course.
3. The district's grading scale and grade points are found in the student handbook, and the high school planning guide.
4. Senior class rank will be determined by adding all grade points earned from the 9th grade through the **last day of the 1st nine weeks of the second semester of the student's senior year**. The total number of grade points will be divided by the total number of semester courses attempted. This determines the student's grade point average.
5. All the students in a senior class are then listed in numeric order based on grade point average to determine rank.
6. The student with the highest grade point average is valedictorian; the second highest is salutatorian.
7. Honor graduates are the top 15% of the total number in the class. The top 5% are designated magna cum laude, and the next 10% are cum laude graduates. The valedictorian and salutatorian are included in these percentages. Honor graduates are determined by the senior class rank which is calculated through the last day of the 1st nine weeks of the second semester of their senior year.
8. The total number of graduates is divided by 4 to determine the number of students in each quarter of the class. For example, in a class of 400 students, the top quarter is the first 100 and the top half includes the first 200 seniors.
9. Class rank and college entrance scores (SAT and ACT) determine admission to most colleges and universities. Therefore, the importance of academic achievement begins in the 9th grade and continues throughout the four years of high school.

A student must have earned credits at a high school for at least three (3) full consecutive semesters, including the first semester of the senior year, to be eligible for valedictory or salutatory honors.

Exception: Students attending **W. T. Hall High School** must have earned credits for two (2) full consecutive semesters, including the first semester of the senior year.

The top 10% of the graduating class will be accepted to any Texas public college or university provided all of the required application materials are on file with the college or university prior to the stated deadlines. University of Texas at Austin will accept the top 7 percent of eligible freshmen applicants.

WEIGHTED GRADE POINTS FOR CLASS RANK

The following chart details the numeric range (course grade), and weighted grade points that a course receives depending on the course grade and the designation of the course. Courses may be designated as standard, honors (Pre Advanced Placement), IB (International Baccalaureate), or DC (Dual Credit). The points given for a numeric grade based on a 4.0 scale are detailed and are used for calculating rank for college applications.

<u>Numeric Range</u> <i>Course Grade</i>	<u>Standard</u> <i>Regular</i>	<u>Honors</u> <i>Pre-AP/Pre-IB</i>	<u>GT/AP/IB/DC*</u>	<u>Regular</u> <i>4-Pt Collegiate</i>
97-100	6.6	7.6	8.6	4
94-96	6.3	7.3	8.3	
90-93	6.0	7.0	8.0	
87-89	5.6	6.6	7.6	3
84-86	5.3	6.3	7.3	
80-83	5.0	6.0	7.0	
77-79	4.3	5.3	6.3	2
75-76	4.0	5.0	6.0	
73-74	3.3	4.3	5.3	1
70-72	3.0	4.0	5.0	
00-69	0	0	0	0

*Includes dual credit courses approved for AP grade points

ADDITIONAL EDUCATIONAL OPPORTUNITIES

ADVANCED TECHNICAL CREDIT - ARTICULATED COURSE

Community Colleges throughout Texas have agreed to provide advanced placement and college credit for successful completion of selected career and technical education courses. A course covered by such agreements is designated as an Articulated Course in the course description section. When a student successfully completes a course designated as an articulated course, Community Colleges will award credit for that course after the following requirements have been met:

- TSI status and all credit admission criteria have been verified in the student's electronic files
- Approved Articulation Agreement is on file
- The requested course is part of student's certificate or degree plan
- Student has completed six (6) semester hours at the community college from courses listed in the certificate or degree plan
- Student has enrolled in and applied for articulated credit within 15 months of high school graduation
- Student attained a grade of "80" or better in high school articulated course (validated on official high school transcript)
- Teacher at the high school level has been certified to teach that articulated course

G. W. CARVER HIGH SCHOOL FOR APPLIED TECHNOLOGY, ENGINEERING AND THE ARTS

Carver High School is a Magnet School with special programs in applied technology, engineering and the arts. There is an application requirement for enrollment at Carver for students who are not zoned to attend Carver.

VICTORY EARLY COLLEGE HIGH SCHOOL

Victory Early College High School in collaboration with Lone Star College System - Carver Center provides students with the opportunity to pursue a high school diploma and an Associate's Degree or two years of college credit towards a Baccalaureate Degree. This concept blends high school and college into a coherent educational program. There is an application requirement for enrollment at Victory Early College High School.

INTERNATIONAL BACCALAUREATE (IB) CANDIDATE DIPLOMA PROGRAMME

The IB Diploma Programme is designed for highly motivated students who take courses specifically intended to prepare them for international examinations at the end of their junior and senior years. Students who successfully complete the prestigious IB Diploma Programme can meet the academic challenges of the best domestic and foreign colleges and universities. The IB Diploma Programme will be offered to students who apply and meet admission requirements. The IB Diploma Programme is offered only at specific Eisenhower vertical area school campuses.

W. T. HALL CENTER FOR EDUCATION

W. T. Hall Center for Education is a high school designed to meet the needs of at-risk students by preparing them for graduation from high school with skills that will provide them the opportunity to be employed or obtain employment after receiving their high school diploma. Students interested in attending Hall Center for Education must complete an application, and meet program requirements. For more information, see your school counselor.

VIRTUAL SCHOOL

Aldine's Virtual School is an online learning opportunity for students who; want to enhance their school experience, want to graduate at an accelerated pace, are experiencing scheduling difficulties on their home campus, or need to recover credits for graduation. Virtual School provides flexibility and connectivity to meet student's individual needs. Go to Aldine's official website under the *Students* tab, or contact your home campus counselor for more information about Virtual School.

ADDITIONAL EDUCATIONAL OPPORTUNITIES....CONTINUED

CORRESPONDENCE COURSES

Correspondence courses are available for emergency or enrichment purposes and may not become a substitute for residence work. Courses must be taken from the University of Texas Division of Extension at Austin or the Extension Division of Texas Tech University if they are used to meet state-required credits for graduation. Only two of the state-required credits for graduation may be earned through correspondence courses for resident students.

COMMUNITY COLLEGE EVENING HIGH SCHOOL CLASSES

Houston Community College offers a special school for high school students needing to repeat a course or schedule a course for graduation. An enrollment card must be signed by the principal/counselor before the student may register. Contact your school counselor for information concerning summer school.

SUMMER SCHOOL COURSES

Summer school courses are offered for remediation, acceleration, or enrichment. Courses offered for credit are comparable to the same courses taught in the regular semester in reference to content, achievement standards, and time requirements. An enrollment card must be signed by the principal/counselor before the student may register. Contact your school counselor for information concerning summer school.

CREDIT FOR HIGH SCHOOL COURSES

TAKEN IN GRADES SEVEN AND EIGHT

Students who satisfactorily complete high school courses (Algebra I or higher, French, and/or Spanish) in grades seven and eight shall receive high school credit for those courses. These credits shall apply to satisfy both state graduation requirements and unit requirements in subject areas. **(Grade points shall not be awarded for high school courses taken in grades seven and eight. These courses will not be considered in determining class rank and in designating the valedictorian and salutatorian.)**

Students who are academically ready have the opportunity at grades 7 and 8 to take Algebra I for high school credit. If students pass these classes with meeting only minimum passing standards, they will not be successful in the subsequent high school math classes. For this reason, students taking Algebra I must maintain an 80 average to remain in the course. Students who do not maintain this average will be placed in an 8th grade math class and have the opportunity to take Algebra I in the 9th grade.

Students who take Algebra I for high school credit in 7th or 8th grade will be expected to continue in math through the following sequence of courses: Geometry, Algebra II, Pre-Calculus, and possibly AP Calculus.

(Please note: NCAA does not accept any high school credit courses taken during the middle school years.)

TUTORIALS

- Tutoring is offered at no charge to students failing or near failing;
 - Tutoring may be offered in math, science, English, and social studies;
 - Transportation will be provided for those sessions.
 - Tutoring sessions may be held according to a subject schedule selected by each campus.
- ➔ Students who are failing or near failing in any of the four major areas of study are encouraged to attend tutoring. Some campuses may require failing students to attend tutorials.

HOME SCHOOLED or NON-ACCREDITED SCHOOLS

CERTIFICATION OF CREDIT FOR COURSES TAKEN AT NON-ACCREDITED SCHOOLS

The Aldine Independent School District certifies as valid any credits earned for courses equivalent to those listed in the Texas Administrative Code if the courses were taken at institutions accredited by the Texas Education Agency. Credits earned from non-accredited or foreign schools, or credits earned through home schooling, are not automatically certified.

A student may receive certification of credits for high school courses taken under any of the above situations if the following conditions are met:

- The student must request certification for courses earned at the sending institution or through home schooling;
- The courses for which the student is requesting credit certification must be equivalent to courses listed in the Texas Administrative Code;
- The student may provide a copy of the sending institution's course curriculum for certifications of the course in question by the district's curriculum area program director.
- The student must furnish official documentation (e.g. a transcript) from the institution showing that credit was earned for the courses for which certification is being requested; and
- A committee (administrator, counselor, subject area teacher, etc.) will use a variety of methods to determine certification of credit on an individual basis. The methods may include standardized test, course final exams, student portfolios, etc.

District curriculum personnel should be contacted to assist with any concerns.

CREDIT BY EXAMINATION

Credit by Examination provides an alternative process for grade placement and for granting course credit.

(Not all subjects or courses are eligible for Credit by Examination testing.)

A. ELIGIBILITY REQUIREMENTS

Students in grades 6-12 who wish to place out of a subject or course (provided they have never previously taken the course) must meet the following requirements:

1. The student must be state and district requirements for enrollment in Aldine Independent School District.
2. The student's parent or legal guardian **must apply in writing to the school principal.**
3. The student must not have previously taken the district test in the subject for that grade level.
4. The application must be approved by the principal or assistant principal and a counselor.
5. The student must score 80% or above on a board approved criterion reference test for the applicable course.

B. RECORDING CREDIT(S)

If the student passes the examination and is awarded course credit, the examination score is entered on the permanent record or the academic achievement record in the appropriate semester grade column. If the student does not receive course credit on the examination, no entry is made on the transcript.

C. USE OF CREDIT

The credit by exam may not be used for Pre-AP or advanced credit. Passing of the credit by examination does convey credit in a course or subject, but will not be used in determining class rank.

No section of this policy shall be construed as in conflict with the normal testing and placement options exercised by the district. For more information please contact the office of Research and Evaluation.

PROFICIENCY ASSESSMENT CREDIT

Aldine Independent School District shall permit high school students to earn proficiency assessment credit toward graduation. Approval to participate in the Proficiency Assessment Credit program will be considered/approved by the high school principal.

A. ELIGIBILITY REQUIREMENTS

1. Students who have had prior formal instruction and failed a course may use proficiency assessment credit procedures.
2. Proficiency assessment credit shall not be used to gain eligibility for participation in extra-curricular activities.
3. Students who apply for proficiency assessment credit must have an average of at least 60-69 in that course.
4. Students must meet the attendance requirement allowed by the Texas Education Code.
5. Students must fulfill all departmental requirements of the course, such as research papers projects, and laboratory exercises.
6. Students may take only one retest for a particular course. Exceptions to this are subject to approval by the building principal and area superintendent.

B. MASTERY OF ESSENTIAL KNOWLEDGE AND SKILLS

A test constructed in the discipline for which proficiency assessment credit is sought will be used to test mastery of the essential knowledge and skills. Students must make at least 70 on the test covering the essential knowledge and skills in order to receive proficiency assessment credit.

C. RECORDING CREDIT(S)

Credit earned by proficiency assessment will be recorded on the student's academic achievement record (AAR) and clearly labeled proficiency assessment credit. The test grade is recorded on the AAR in the appropriate semester grade column if the student passes the assessment. If the student fails the assessment, no grade entry is made.

D. USE OF CREDIT

The credit earned by proficiency assessment will not be used in the computing of class rank. The NCAA does not recognize credits earned by proficiency assessment.

GRADUATION

The graduation ceremony is a school function and a dignified, formal exercise. If a student is in violation of school policies, the administration may take the appropriate disciplinary measure of restricting a student from participating in the graduation ceremony.

Students will not participate in the ceremony unless they:

- are attired in the appropriate cap and gown,
- meet all district dress code policies, **and**
- attend the graduation practice at the home school.

The exception to the dress code policy is that students may NOT wear shorts.

Ample time for orders to be placed for the appropriate cap, gown, and invitations will be made available to all seniors eligible for graduation.



Graduation Ceremonies

Aldine ISD hosts three graduation ceremonies to meet the needs of graduating seniors; summer (August), mid-year (January), and regular (June). In order for students to participate (walk) in graduation exercises, the following graduation requirements must be met:

- **Students must pass all courses required to receive a high school diploma.**
- **Students entering 9th grade prior to 2011-2012 school year must pass all portions of the TAKS Exit Level Exam) language arts, math, science, social studies).**
- **Students entering 9th grade 2011-2012 school year must meet passing standards on the State of Texas Assessment of Academic Readiness End of Course assessments (STAAR EOC) for English I, English II, Algebra I, Biology, and U.S. History.**

Please note: In order to ensure coursework has been successfully completed before graduation ceremonies, graduating seniors will take final exams early. Any graduating senior who does not successfully complete (pass) all coursework, earn the number of required credits, and pass the state mandated assessment (TAKS/STAAR EOC) will not be allowed to participate (walk) in graduation exercises.

Mid-year graduates must have fulfilled all graduation requirements by the end of the fall semester. Mid-year graduates are allowed to participate in the June ceremony and in spring activities on campus. All school rules apply for participation in these activities.



Three Year Graduates

A three year graduate may qualify for valedictorian and salutatorian if:

- The student declares, to the principal, his/her intention to graduate in three years by the end of the first semester of the sophomore year and
- The student meets all of the requirements for ranking and graduation.

GRADUATION...CONTINUED

A student may graduate in three years and never declare the intent, but this student will not be considered for valedictorian or salutatorian.



Classification/Graduation Requirements for New Students

Everyone who has the opportunity to earn the required number of credits by graduation would enroll under the current credit and classification guidelines.

Upon enrollment, classification status from the sending school will be honored by the Aldine Independent School District provided the student has passed all the courses he/she had the opportunity to pass while attending the sending school. If the student has not passed all courses he/she had the opportunity to pass while attending the sending school, classification will be determined by the Aldine Independent School District classification guidelines.



Senior Graduation Lists

Names of graduating seniors who have open records may be given to the following upon request:

- Two year and four year colleges and universities accredited trade and Business schools
- Military Services, and
- Federal, State, County, City and school officials or agencies

A great deal of caution is necessary in handing out students' names and addresses. In many cases unscrupulous salesmen have claimed to be an agent of the school system or have led students and parents/guardians to believe that the school system recommends their product.

CREDIT AND GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student in grades 9 - 12 may participate in extracurricular activities on or off campus at the beginning of the school year only if the student has earned the number of credits in state-approved courses as follows:

- Beginning at the 9th grade year....student has been promoted (not placed) from the previous grade.
- Beginning at the 10th grade year...has earned at least five (5) state credits toward graduation.
- Beginning at the 11th grade year...has earned at least ten (10) state credits toward graduation (*or during the preceding twelve months, has earned (5) state credits.*)
- Beginning at the 12th grade year... has earned at least fifteen (15) credits toward graduation (*or during the preceding twelve months, has earned (5) state credits.*)
- All credits must count toward state graduation requirements.

The following excerpt is taken from Senate Bill I 33.081 - EXTRACURRICULAR ACTIVITIES:

(c) A student who is enrolled in a school district in this state or who participates in a University Interscholastic League competition shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the school district or the University Interscholastic League after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified Pre-AP or advanced class. A suspension continues for at least three weeks and is not removed during the school year until the conditions of Subsection (d) are met. A suspension does not last beyond the end of a school year. For purposes of this subsection, “grade evaluation period” means:

- (1) The six-week grade reporting period; or
- (2) The first six weeks of a semester and each grade reporting period thereafter, in the case of a district with a grade reporting period longer than six weeks.

(d) Until the suspension is removed under this subsection or the school year ends, a school district shall review the grades of a student under Subsection (c) at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student’s grade **in each class**, other than an identified Pre-AP or advanced class, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student’s teachers shall make the determination concerning the student’s grades.

(e) Suspension of a student with a disability that significantly interferes with the student’s ability to meet regular academic standards must be based on the student’s failure to meet the requirements of the student’s individualized education program. The determination of whether a disability significantly interferes with a student’s ability to meet regular academic standards must be made by the student’s admission, review, and dismissal committee. For purposes of this subsection, “student with a disability” means a student who is eligible for a district’s special education program under (b) of Section 29.002 in Senate Bill I.

(f) A student suspended under this section may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance.

NCAA ELIGIBILITY REGULATIONS

In order to practice and play as a freshman at an NCAA Division I or Division II college, the student-athlete must satisfy the requirements of NCAA Bylaw 14.3. Student-athletes first entering a collegiate institution will have eligibility for practice and competition in the freshman year certified by the NCAA Initial-Eligibility Clearinghouse. Informational brochures/forms have been made available to every high school.

The NCAA Initial-Eligibility Clearinghouse has been established for a review of core courses and high school transcripts for all prospective Division I and Division II student-athletes, who must complete a “Student Release Form” and submit it with payment of a \$70.00 fee to the Clearinghouse.

This fee may be waived only if the student-athlete has received a fee waiver for the ACT or SAT (student-athletes should contact their school counselor about this fee waiver.) The official high school transcript and ACT or SAT scores must be submitted to the Clearinghouse, which will issue a preliminary certification report that will be available to the student-athlete and the colleges that he/she has selected to receive this information. After graduation the Clearinghouse will review the final Transcript and make a final certification decision. You must register online at www.ncaaclearinghouse.net.

New NCAA Division I Initial-Eligibility Standards

The initial-eligibility standards for NCAA Division I college-bound student-athletes are changing. College-bound student-athletes first entering a Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

Full Qualifier: A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

Academic Redshirt: A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

UIL/NCAA ELIGIBILITY...CONTINUED

New requirements:

Full Qualifier must:

1. Complete 16 core courses;

- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be English, math or science.

New NCAA Division I Initial Eligibility Standards

2. Have a minimum core-course GPA of 2.300;

- Grades earned in the 10 required courses required before the senior year are “locked in” for purposes of GPA calculation.
- A repeat of one of the “locked in” courses will not be used to improve the GPA if taken after the seventh semester begins.

3. Meet the competition sliding scale requirement of GPA and ACT/SAT score (this is a new scale with increased GPA/test score requirements); and

4. Graduate from high school

Academic Redshirt must:

1. Complete 16 core courses (same distribution as in the past);

2. Have a minimum core-course GPA of 2.000;

3. Meet the academic redshirt sliding scale requirement of GPA and ACT/SAT score; and

4. Graduate from high school.

Nonqualifier is a college-bound student-athlete who fails to meet the standards for a qualifier or for an academic redshirt.

Divisions I and II Initial-Eligibility Requirements

Core Courses

• **NCAA Division I and II requires 16 core courses.**

• **NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the seventh semester and cannot be retaken for grade improvement

- *Beginning August 1, 2016 it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 courses requirement but would not be able to compete*

UIL/NCAA ELIGIBILITY...CONTINUED

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements can be found at the end of this section.
- **Division II** requires a minimum SAT score of 820 or an ACT score of 68.
- The SAT score used for NCAA purpose includes **only** the critical reading and math sections. The writing section of the SAT is not used.

Core courses must include a minimum of:

CORE COURSES	DIV. I RULES
English	4 years
Mathematics – Algebra I or higher	3 years
Science – Natural/Physical Science (1 year of a laboratory class)	2 years
Social Science	2 years
Additional courses in English, mathematics, or natural or physical science	1 year
Additional Academic Courses (English, math, science, social studies, foreign language, philosophy, nondoctrinal religion)	4 years
TOTAL	16

CORE COURSES	DIV. II	DIV.II 2013 & AFTER
English	3 years	3 years
Mathematics – at the level of Algebra I or above	2 years	2 years
Science - at least one laboratory class	2 years	2 years
Social Science	2 years	2 years
Additional courses in English, mathematics, or natural or physical science	2 years	3 years
Additional Academic Courses (English, math, science, social studies, foreign language, computer science, philosophy, comparative religion)	3 years	4 years
TOTAL	14	16

A “core course” is defined as a recognized academic course (as opposed to a vocational or personal-service course) that offers fundamental instructional components in a specified area of study. Courses that are taught at a level below the high school’s regular academic instructional level (e.g. remedial, special education, or compensatory) shall not be considered core courses regardless of course content. “Credit by Exam” courses do not count as core courses.

UIL/NCAA ELIGIBILITY...CONTINUED

- **English** shall include instructional elements in: grammar, vocabulary development, composition, literature, analytical reading, or oral communication.
- **Mathematics** shall include instructional elements in: algebra, geometry, trigonometry, statistics (algebra-based), or calculus.
- **Social Studies** shall contain instructional elements in: history, social studies, economics, geography, psychology, sociology, government, political science, and anthropology.
- **Natural or Physical Science** shall include instructional elements in: biology, chemistry, physics, environmental science, physical science or earth science. (Must include at least one full year of laboratory classes if offered by the high school.)

Use for Division I prior to August 1, 2015

Core GPA	ACT (new sum of subscores)	SAT (new scoring system)
3.550 & above	37	400
3.525	38	410
3.500	39	420
3.475	40	430
3.450	41	440
3.425	41	450
3.400	42	460
3.375	42	470
3.350	43	480
3.325	44	490
3.300	44	500
3.275	45	510
3.250	46	520
3.225	46	530
3.200	47	540
3.175	47	550
3.150	48	560
3.125	49	570
3.100	49	580
3.075	50	590
3.050	50	600
3.025	51	610
3.000	52	620
2.975	52	630
2.950	53	640
2.925	53	650
2.900	54	660
2.875	55	670
2.850	56	680
2.825	56	690
2.800	57	700
2.775	58	710
2.750	59	720
2.725	59	730
2.700	60	730
2.675	61	740-750
2.650	62	760
2.625	63	770
2.600	64	780
2.575	65	790

UIL/NCAA ELIGIBILITY...*CONTINUED*

2.550	66	800
2.525	67	810
2.500	68	820
2.475	69	830
2.450	70	840-850
2.425	70	860
2.400	71	860
2.375	72	870
2.350	73	880
2.325	74	890
2.300	75	900
2.275	76	910
2.250	77	920
2.225	78	930
2.200	79	940
2.175	80	950
2.150	80	960
2.125	81	960
2.100	82	970
2.075	83	980
2.050	84	990
2.025	85	1000
2.000	86	1010

UIL/NCAA ELIGIBILITY...*CONTINUED*

Use for Division I beginning August 1, 2015

GPA For aid and practice	GPA For competition	ACT (new sum of subscores)	SAT (new scoring system)
3.550	4.000	400	37
3.525	3.975	410	38
3.500	3.950	420	39
3.475	3.925	430	40
3.450	3.900	440	41
3.425	3.875	450	41
3.400	3.850	460	42
3.375	3.825	470	42
3.350	3.800	480	43
3.325	3.775	490	44
3.300	3.750	500	44
3.275	3.725	510	45
3.250	3.700	520	46
3.225	3.675	530	46
3.200	3.650	540	47
3.175	3.625	550	47
3.150	3.600	560	48
3.125	3.575	570	49
3.100	3.550	580	49
3.075	3.525	590	50
3.050	3.500	600	50
3.025	3.475	610	51
3.000	3.450	620	52
2.975	3.425	630	52
2.950	3.400	640	53
2.925	3.375	650	53
2.900	3.350	660	54
2.875	3.325	670	55
2.850	3.300	680	56
2.825	3.275	690	56
2.800	3.250	700	57
2.775	3.225	710	58
2.750	3.200	720	59
2.725	3.175	730	60
2.700	3.150	740	61
2.675	3.125	750	61
2.650	3.100	760	62
2.625	3.075	770	63
2.600	3.050	780	64
2.575	3.025	790	65
2.550	3.000	800	66
2.525	2.975	810	67
2.500	2.950	820	68
2.475	2.925	830	69
2.450	2.900	840	70
2.425	2.850	850	70
2.400	2.850	860	71
2.375	2.825	870	72
2.350	2.800	880	73
2.325	2.775	890	74
2.300	2.750	900	75
2.275	2.725	910	76
2.250	2.700	920	77
2.225	2.675	930	78
2.200	2.650	940	79
2.175	2.625	950	80
2.150	2.600	960	81

UIL/NCAA ELIGIBILITY...*CONTINUED*

2.125	2.575	970	82
2.100	2.550	980	83
2.075	2.525	990	84
2.050	2.500	1000	85
2.025	2.475	1010	86
2.000	2.450	1020	86
	2.425	1030	87
	2.400	1040	88
	2.375	1050	89
	2.350	1060	90
	2.325	1070	91
	2.300	1080	93

ACT or the SAT used to establish Initial-Eligibility must be taken under national testing conditions on a national testing date. The test may be taken on any number of occasions, utilizing the best score (for each section). Each of the best scores then may be combined to meet the necessary test score requirement. It is suggested that the student plan early to take the test. Some students are beginning to take the ACT / SAT as early as their 10th grade year

Nonstandard Test Administration — The NCAA Academic Requirements Committee may approve the use of scores achieved during a nonstandard administration of the SAT or ACT for learning-disabled or handicapped students. A student who takes a nonstandard SAT or ACT still must achieve the minimum required test score; however, the test does not have to be administered on a national testing date.

Important Points

- These requirements do not apply to NCAA Division III institutions.
- This legislation establishes a minimum standard for athletic eligibility.
- It is not a guide to a student's admission to the institution.
- Under NCAA legislation, a student's admission is governed by the regularly published entrance requirements of each college.

If you have questions about the certification process or the status of your certification documents, you can contact the NCAA Initial-Eligibility Clearinghouse at:

NCAA Initial-Eligibility Clearinghouse
P.O. Box 4043
301 ACT Drive
Iowa City, IA 52243-4043
www.ncaaclearinghouse.net

Students, parents/guardians, counselors, and coaches seeking answers regarding initial eligibility may call **1-877-262-1492**.

NAIA ELIGIBILITY REGULATION

To be eligible to participate at an NAIA (National Association of Inter-Collegiate Athletics) college, an entering freshman must meet two of the three entry level requirements:

1. A minimum score of 18 on the ACT or 860 on the SAT. Tests must be taken on a national testing date. Scores must be achieved on a single test.
2. Achieve an overall high school grade point average of 2.000 on a 4.000 scale, or
3. Graduate in the top half of his/her high school graduating class.

NJCAA ELIGIBILITY REGULATION

To be eligible to participate in a member college of the National Junior College Athletic Association the entering student-athlete must meet the following requirements:

1. Students must be high school graduates or one who has received a high school equivalency diploma or has been certified as having passed a national test such as the General Education Development Test (GED).
2. Non-high school graduates can establish eligibility for athletic participation by completing one semester of college work passing twelve credits with a 1.75 GPA or higher. This must be taken after the student's high school class has graduated.
3. Non-high school graduates who have earned sufficient credit for high school graduation status can establish eligibility for athletic participation by completing one semester of college work, passing twelve credits with a 1.75 GPA or higher. This semester can be completed before the student's high school class has graduated.
4. Students classified under #2 or #3 above may be added to the eligibility roster at any time after completion of the requirements in the respective #2 or #3.
5. Students who are completing high school and are simultaneously enrolled in twelve or more credits at a college are eligible for athletic participation with the completion of the NJCAA High School Waiver Form (Form 3-3). This form must be signed by the student's high school Principal and the College President. This provision is applicable to only those students whose high school class has not graduated at the time of college enrollment.

For further information, please contact your school counselor or campus athletic coordinator.

HIGH SCHOOLS

Grades 9 - 12

AREA SUPERINTENDENT: TODD DAVIS – (281) 985-6430

Aldine Senior High School (281) 448-5231

11101 Airline Drive

Houston, TX 77037-1183

Principal: Walter Stewart

Aldine Ninth Grade School (281) 878-6800

10650 North Freeway

Houston, TX 77037

Principal: Jennifer Merryman

**G. W. Carver High School for Applied Technology,
Engineering, and the Arts** (281) 878-0310

2100 South Victory Street

Houston, TX 77088-7699

Principal: Laura Hunter

Eisenhower Senior High School (281) 878-0900

7922 Antoine Drive

Houston, TX 77088-4398

Principal: Benjamin Ibarra

Eisenhower Ninth Grade School (281) 878-7700

3550 West Gulf Bank

Houston, TX 77088

Principal: LaTonia Amerson

MacArthur Senior High School (281) 985-6330

4400 Aldine Mail Road

Houston, TX 77039-5999

Principal: Dr. Kristin Craft

MacArthur Ninth Grade School (281) 985-7400

12111 Gloger Road

Houston, TX 77039

Principal: Craig Mullinex

Victory Early College High School..... (281) 878-7885

2100 S. Victory St.

Houston, TX 77088

Principal: Dr. Phyllis Cormier

HIGH SCHOOLS

Grades 9 – 12 continued

ASSISTANT SUPERINTENDENT: KENNETH KNIPPEL – (281) 985- 6645

Davis Senior High School (281) 539-4070
12525 Ella Boulevard
Houston, TX 77067
Principal: Thomas Colwell

Davis Ninth Grade School (281) 539-4038
12211 Ella Boulevard
Houston, TX 77067
Principal: Heather Kirk

Nimitz Senior High School (281) 443-7480
2005 W. W. Thorne Drive
Houston, TX 77073-3301
Principal: Dr. Crystal Watson

Nimitz Ninth Grade School (281) 209-8200
2425 W. W. Thorne Drive
Houston, TX 77073-3403
Principal: Tonya Landry

W. T. Hall Center for Education (281) 985-7446
15014 Aldine Westfield
Houston, TX 77032
Principal: Anthony Watkins

COMPASS (281) 985-6685
1617-B Lauder Road
Houston, TX 77039
Principal: James Metcalf

It is the policy of Aldine ISD not to discriminate or engage in harassment on the basis of race, color, national origin, sex, religion, age, disability, or any other legally protected status in its educational and vocational programs, services or activities or matters related to employment as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Age Discrimination in Employment Act; Americans with Disabilities Act, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.