

## 5460 HIGH SCHOOL GRADUATION (M)

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma has met the requirements for graduation.

### A. High School Graduation Requirements

A graduating student must have earned a minimum of 120 credits (130 credits beginning with the class of 2018) in courses designed to meet all of the New Jersey ~~Core Curriculum Content~~ **Student Learning** Standards **(NJSLS)** including, but not limited to, the following credits:

1. At least twenty credits in **English** language arts ~~literacy~~ aligned to grade nine through twelve standards;
2. At least fifteen credits in mathematics, including Algebra I or the content equivalent ~~("content equivalent" is defined at N.J.A.C 6A:8-1.3)~~ including geometry or the content equivalent and including a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers;
3. At least fifteen credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2: five credits in world history, and the integration of civics, economics, geography, and global content in all course offerings;
4. At least fifteen credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;
5. At least three and three-quarters credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8;
6. At least five credits in visual and performing arts;



7. At least five credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2);
8. At least two and one-half credits in financial, economic, business, and entrepreneurial literacy;
9. Technological literacy, consistent with the **NJSLS** ~~Core Curriculum Content Standards~~, integrated throughout the curriculum;
10. At least five credits in 21st century life and careers, or career-technical education; and
11. Electives as determined by the high school program sufficient to total a minimum of one hundred twenty credits (130 credits beginning with the class of 2018).

As defined in N.J.A.C. 6A:8-1.3, “credit” means the award for the equivalent of a class period of instruction which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2.

The high school graduation 120 credit requirement(130 credits beginning with the class of 2018) may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of personalized learning opportunities, as follows:

1. The district shall establish a process to approve individualized student learning opportunities that meet or exceed the **NJSLS** ~~Core Curriculum Content Standards~~.
  - a. Individualized student learning opportunities in all **NJSLS** ~~Core Curriculum Content Standards~~ areas include, but are not limited, to the following:
    - (1) Independent study;
    - (2) Online learning (where prior approval from school administration as well as the Director of Curriculum and Instruction has been received);
    - ~~(3) Work-based programs, internships, apprenticeships;~~
    - ~~(4)~~ **(3)** Study abroad programs;



- ~~(5)~~ (4) Student exchange programs;
  - ~~(6)~~ (5) Service learning experiences; and
  - ~~(7)~~ (6) Structured learning experiences, **including but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.**
- b. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the **NJSLS** ~~Core Curriculum Content Standards~~ shall:
- (1) Be based on student interest and career goals as reflected in the Personalized Student Learning ~~Plans as they are phased in according to the schedule of implementation set forth at N.J.A.C. 6A:8-3.2(a)1;~~
  - (2) Include demonstration of student competency;
  - (3) Be certified for completion based on the district process adopted according to 2. below; and
  - (4) Be on file in the school district and subject to review by the Commissioner or his/her designee.
- c. Group programs based upon specific instructional objectives aimed at meeting or exceeding the **NJSLS** ~~Core Curriculum Content Standards~~ shall be permitted and shall be approved in the same manner as other approved courses.
2. The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the **NJSLS** ~~Core Curriculum Content Standards~~ at the high school level, including those occurring by means of the individualized student learning opportunities enumerated as outlined in N.J.A.C. 6A:8-5.1(a)2. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.



- a. The district shall choose assessments that are aligned with or exceed the **NJSLS** ~~Core Curriculum Content Standards~~ and may include locally designed assessments.
- b. The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the **NJSLS** ~~Core Curriculum Content Standards~~:
  - (1) The Standards-based Measurement of Proficiency (STAMP) online assessment;
  - (2) The ACTFL Oral Proficiency Interview (OPI) or Modified Oral Proficiency Interview (MOPI); or
  - (3) Department **of Education** -approved locally designed competency-based assessments.
3. The district shall establish a process to approve post-secondary learning opportunities that consist of:
  - (1) Advanced Placement (AP) courses;
  - (2) concurrent/dual enrollment at accredited higher education institutions.
  - a. The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the **NJSLS** ~~Core Curriculum Content Standards~~.

B. Additional Graduation Requirements

1. Attendance requirements as indicated in Policy No. 5200.
2. Any statutorily mandated requirements for earning a high school diploma;
3. **Any Statewide Assessment graduation requirements as determined by the New Jersey Department of Education (NJDOE), and as outlined in**



**C. below.** Demonstrate proficiency on required state assessments, or approved substitute assessments; and

4. Those students graduating from an adult high school shall demonstrate proficiency in all sections of the required state assessments, applicable Competency Assessments, or designated approved substitute assessments for any subjects not yet passed on a previously approved Statewide assessment required for graduation.

## C. Statewide Assessment Graduation Requirements

1. The New Jersey Department of Education (NJDOE) is transitioning from the High School Proficiency Assessment (HSPA) to the Partnership for the Assessment of Readiness for College and Careers (PARCC) End of Course assessments for students, including students with disabilities, in the classes of 2016, 2017, 2018, and 2019.

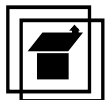
2. Students in the classes of 2016, 2017, 2018, and 2019 will be able to demonstrate proficiencies in English Language Arts (ELA) and Mathematics required by State statute by either meeting the “cut score” on the PARCC assessments or meeting the “cut score” on a substitute assessment or by meeting the criteria of the NJDOE portfolio appeal process.

3. A student with a disability, whose Individualized Educational Plan (IEP) team determines the student is exempt from these requirements, would be required to achieve the alternative proficiency in his/her IEP.

4. The NJDOE has developed “concordant” cut scores for additional substitute assessments. For the classes of 2016, 2017, 2018, and 2019, students will be able to demonstrate proficiency in both ELA and Mathematics by meeting one of the criteria under English Language Arts and Mathematics as indicated below:

### a. English Language Arts

- PARCC ELA Grade 9  $\geq$  750 (Level 4); or
- PARCC ELA Grade 10  $\geq$  750 (Level 4); or
- PARCC ELA Grade 11  $\geq$  725 (Level 3); or



Prior to 3/1/16 SAT Critical Reading  $\geq 400$ ; or  
3/1/16 or later SAT Evidence Based Reading and Writing  
Section  $\geq 450$  or SAT Reading Test  $\geq 16$ ; or  
ACT Reading or ACT PLAN Reading  $\geq 16$ ; or  
Accuplacer Write Placer  $\geq 6$ ; or  
Accuplacer Write Placer ESL  $\geq 4$ ; or  
PSAT10 Reading or PSAT/NMSQT Reading\*\*  $\geq 40$ ; or  
PSAT10 Reading or PSAT/NMSQT Reading\*\*\*  $\geq 22$ ; or  
ACT Aspire Reading  $\geq 422$ ; or  
ASVAB – AFQT Composite  $\geq 31$ ; or  
Meet the Criteria of the NJDOE Portfolio Appeal

**b. Mathematics**

PARCC Algebra I  $\geq 750$  (Level 4); or  
PARCC Geometry  $\geq 725$  (Level 3); or  
PARCC Algebra II  $\geq 725$  (Level 3); or  
Prior to 3/1/16 SAT Math  $\geq 400$ ; or  
3/1/16 or later SAT Math Section  $\geq 440$  or SAT Math Test  
 $\geq 22$   
ACT or ACT PLAN Math  $\geq 16$ ; or  
Accuplacer Elementary Algebra  $\geq 76$ ; or  
PSAT10 Math or PSAT/NMSQT Math\*\*  $\geq 40$ ; or  
PSAT10 Math or PSAT/NMSQT Math\*\*\*  $\geq 22$ ; or  
ACT Aspire Math  $\geq 422$ ; or  
ASVAB – AFQT Composite  $\geq 31$ ; or  
Meet the Criteria of the NJDOE Portfolio Appeal

Note\*\* PSAT taken prior to October 2015; \*\*\* PSAT taken after October 2015.

The NJDOE has developed “concordant” cut scores for additional substitute assessments. For the classes of 2016, 2017, 2018 and 2019, student will be able to demonstrate proficiency in both ELA and Mathematics by meeting one of the criteria under English Language Arts and Mathematics in accordance with the current NJDOE approved “concurrent” cut scores for additional substitute assessment.

- 1. The requirement that all students demonstrate proficiency in the high school end-of-course Partnership for Assessments of Readiness for College and Careers (PARCC) assessment in ELA 10 and Algebra I, or through the alternate means set forth at N.J.A.C. 6A:8-5.1(f) through (i);**



**2. The Board of Education will provide students who have not demonstrated proficiency on the high school end-of-course PARCC assessments in ELA 10 and Algebra I with the opportunity to demonstrate such competence through one of the alternate means set forth below:**

**a. For the graduating classes of 2016, 2017, 2018, and 2019, students who do not take both the ELA 10 and the Algebra I end-of-course PARCC assessments or who take, but do not achieve a passing score on both assessments, as required by N.J.A.C. 6A:8-5.1(a)6, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics in one of the following ways:**

**(1) Achieve a passing score, as determined by the Commissioner, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or**

**(2) Meet the criteria of the portfolio appeals process; and**

**b. For the graduating class of 2020, students who take all applicable high school end-of-course PARCC assessments for all courses in which they are enrolled, including those students who received a waiver for ELA 11 pursuant to N.J.A.C. 6A:8-4.1(c)3i, as of September 6, 2016, and thereafter, but do not achieve a passing score on both the ELA 10 and Algebra I end-of-course PARCC assessments pursuant to N.J.A.C. 6A:8-5.1 (a)6, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics in one of the following ways:**



- (1) Achieve a passing score, as determined by the Commissioner, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or
  - (2) Meet the criteria of the portfolio appeals process.
2. Beginning with the graduating class of 2021, students who take all applicable high school end-of-course PARCC assessments for all courses in which they are enrolled, including those students who received a waiver for ELA 11 pursuant to N.J.A.C. 6A:8-4.1(c)3i, as of September 6, 2016, and thereafter, but do not achieve a passing score on both the ELA 10 and Algebra I end-of-course PARCC assessments pursuant to N.J.A.C. 6A:8-5.1(a)6, by the conclusion of their senior year and after multiple opportunities to take the assessments, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics by meeting the criteria of the portfolio appeals process.
3. In accordance with a NJDOE Memorandum dated January 24, 2017, students in the graduating cohort of 2020 and 2021 who completed an Algebra I course prior to September 6, 2016 and:
  - a. Took the PARCC Algebra I assessment, but did not pass and are now in an advanced mathematics course (e.g. Geometry or Algebra II); or
  - b. Did not receive a valid test score, but are now in an advanced mathematics course (e.g. Geometry or Algebra II); or
  - c. Did not have an opportunity to take the PARCC Algebra I assessment because the NJDOE did not offer a summer test administration, but are now in advanced mathematics course (e.g. Geometry or Algebra II). Only students in the graduating cohorts of 2020 and





**2021 described in the three specific groups above in a. b., and c. are eligible to utilize the following pathways to demonstrate proficiency in mathematics:**

- (1) Take or retake the PARCC Algebra I assessment and pass; or**
- (2) Utilize the NJDOE portfolio appeals process, provided they take the PARCC Geometry assessment and the PARCC Algebra II assessment (if enrolled in the Algebra II course) and receive valid scores; or**
- (3) Take and pass the Geometry or Algebra II assessment.**

**4. All English Language Learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a Department of Education-approved English fluency assessment.**

**5. Students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities are not required to participate in repeated administration of high school end-of-course PARCC assessments.**

D. Attendance

Regular attendance is required for the successful completion of a course of study and graduation. Students are expected to be present in every scheduled class except as their attendance is excused in accordance with Board Policy 5200.

E. Students with Disabilities



1. Through the **Individualized Educational Plan** IEP process and pursuant to N.J.A.C. 6A:14-4.11 - Graduation, the district may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3.
  - a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.
  - b. The district shall develop and implement procedures for assessing whether a student with a disability has met ~~any~~ **the specified** alternate requirements for graduation individually determined in an IEP.
2. If a student with a disability attends a school other than that of the school district of residence, which is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.
  - a. If the school the student is attending declines to issue a diploma to the student, the district of residence Board of Education shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.
3. Students with disabilities who meet the standards for graduation according to the school district's graduation requirements shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.
4. A student with a disability whose IEP prescribes continued special education programs beyond the fourth year of high school shall be permitted to participate in commencement ceremonies with his/her graduating class and shall receive a certificate of attendance, provided the student has attended four years of high school.
5. When a student with a disability graduates or exceeds the age of eligibility, the student shall be provided a written summary of his or her academic achievement and functional performance prior to the date of the



student's graduation or the conclusion of the school year in which he or she exceeds the age of eligibility. The summary shall include recommendations to assist the child in meeting his or her postsecondary goals.

F. High School Diploma

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with State and local Board of Education requirements.
2. The Board of Education shall not issue a high school diploma to any student not meeting the criteria specified in State and local requirements.
  - a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty, or until the requirements for a State-endorsed diploma have been met, whichever comes first.
  - b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements, but has failed to **pass high school end-of-course PARCC assessments to demonstrate proficiency as set for in N.J.A.C. 6A:8-5.1(f) pursuant to the standards applicable to the student's graduating class. Student in graduating classes prior to 2016 shall demonstrate proficiency as set for in N.J.A.C. 6A:8-5.1(f).1** ~~meet the Statewide assessment graduation requirements, to return to school at scheduled times for the purpose of meeting the Statewide assessment graduation requirements.~~ Upon certification of **passing the test applicable to the student's class in accordance with N.J.A.C.6A:8** ~~meeting these requirements~~, a State-endorsed diploma shall be granted by the high school of record.



3. The Commissioner of Education shall award a State-issued high school diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(c) and (d).
4. The Board of Education shall award a State-endorsed high school diploma to any currently enrolled student, **regardless of grade level, who;**  
~~formally requesting an early award of the diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(e) and Board Policy 5465.~~
  - a. **Has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA 10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f);**
  - b. **Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and**
  - c. **Has formally requested such early award of a State-endorsed high school diploma.**

G. Notification

Each student who enters or transfers into the high school and the student's parent(s) will be provided a copy of the school district's requirements for a State-endorsed diploma, and the programs available to assist students in attaining the State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.

H. Reporting

The Superintendent, in accordance with N.J.S.A. 18A:7C-7 and 18A:7E-3, shall report annually to the Board of Education **at a public meeting not later than September 30,** and to the Commissioner of Education the number of students who completed the twelfth grade course requirements and were denied a diploma and the number of students who received State endorsed diplomas.

1. **The total number of students graduated;**
2. **The number of students graduated under the substitute competency test process;**
3. **The number of students graduated under the portfolio appeals process;**



4. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternative requirements for graduation as specified in their IEP's;
5. The total number of students denied graduation from the twelfth grade class; and
6. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.

- I. The Superintendent shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through the Quality Single Accountability Continuum (QSAC) and update the filed copy each time the graduation policy **is** and requirements are revised.

N.J.S.A. 18A:7C-1 et seq.; 18A:35-1; 18A:35-4.9; 18A:35-7; 18A:36-17

N.J.A.C. 6A:8-1 et seq.; 6A:8-5.1; 6A:8-5.2; 6A:14-4.11 et seq.

Cross reference: Policy Guide Nos. 5200, 5240, 5410, 5465

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