

POLICY

5460 HIGH SCHOOL GRADUATION

In order to become eligible for graduation, a Nutley High School student must fulfill the following requirements:

1. Pass the High School Proficiency Assessment (HSPA).
2. Pass state and Nutley High School course requirements.
3. Achieve a minimum of 120 credits.

HIGH SCHOOL PROFICIENCY ASSESSMENT

The HSPA is an examination in reading, writing, and mathematics. It is administered in the spring of the junior year. A student is required to pass all three sections.

COURSE REQUIREMENTS

Students may fulfill the course requirements as described utilizing one or both of the following two options:

I. Earn a minimum of 120 credits by successful completion of the prescribed courses listed in the chart on the following page. This requirement may be met in whole or in part through a traditional program where a "credit" means the award for student participation in the equivalent of a class period of instruction (commonly referred to as option i). Each full year course that meets routinely for one non-extended class period shall yield 5 credits. Semester courses that meet routinely for one non-extended class period shall yield 2.5 credits and quarter courses meeting routinely for one class period shall yield 1.25 credits. Courses meeting for extended periods, a portion of a year, or a portion of a week shall be prorated. For example, a lab course shall be awarded 1.0 additional credit if that class routinely meets an additional 20 minutes per four-day cycle.



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Required Courses

Subject Area	Required Credits
English	At least 20 credits
Social Studies US History World History	At least 10 credits for US History At least 5 credits for World History
Mathematics ¹	At least 15 credits
Science ²	At least 15 credits
World Languages	At least 5 credits
Physical Education, Health and Safety	At least 5 credits for each year of enrollment
Visual and Performing Arts	At least 5 credits
21st Century Life and Careers Education (Practical Arts)	At least 5 credits
Financial Literacy ³	At least 2.5 credits
Computer Applications ⁴	At least 5 credits or At least 2.5 credits
Total Minimum Credits Required	120

¹ **Mathematics:** Fifteen (15) credits including at least five (5) credits in Algebra I, five (5) additional credits in Geometry beginning with the Class of 2014, and an additional five (5) credits in a math course which builds upon Algebra I and Geometry beginning with the class of 2016.

² **Science:** Fifteen (15) credits including at least five (5) credits in laboratory biology/life science or the content equivalent, at least five (5) additional credits in a laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics beginning with the class of 2014, and at least five (5) additional credits in a lab/inquiry-based science course beginning with the class of 2016.

³ **Financial Literacy:** Beginning with the Class of 2014.

⁴ **Computer Applications:** The five (5) credit requirement ends with the class of 2013 and the two and a half (2.5) credit requirement begins with the Class of 2014.



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Or

II. The 120-credit requirement set forth above may be met in whole or in part through program completion (commonly referred to as option ii).

The Board of Education, in developing their graduation requirements, may use a combination of option i and option ii, rather than limiting themselves to only one of the options. Under option ii, the Board of Education is empowered to use performance or competency assessment to approve, as fulfilling requirements for high school graduation, the completion of educational programs or activities occurring all or in part before students enroll in high school. Models for developing option ii activities or programs linked to the Core Curriculum Content Standards include interdisciplinary or theme-based programs, independent study, co-curricular or extra-curricular activities, magnet programs, student exchange programs, distance learning opportunities, internships, community service, or other structured learning experiences. Activities and programs developed in accordance with option ii shall include appropriate assessments and that student achievements may meet or exceed the Core Curriculum Content Standards.

Depending on their individual interests, abilities, and career plans, many students will and should develop knowledge and skills that build upon and go beyond the specific indicators in the Core Curriculum Content Standards. The content-area coordinator shall certify completion of curricular activities or programs based upon specified instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards. Group programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be approved in the same manner as other approved courses. Individual programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be on file in the local district and subject to review by the Commissioner or his or her designee. The Board of Education may utilize performance or competency assessment to approve student completion of programs aimed at meeting or exceeding the Core Curriculum Content Standards at the secondary level, including those occurring all or in part prior to a student's high school enrollment.

Students may begin taking high school level courses through the option ii process upon graduation from grade 8. These courses may be used to meet prerequisites or advancement in a particular subject area.

The Board of Education may recognize successful completion of an accredited college course that assures achievement of knowledge and skills as delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.



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CREDITS

Students must successfully complete a minimum of 120 credits for graduation. In order to be assigned to a 10th grade homeroom, students must have earned at least 30 credits; to an 11th grade homeroom, 60 credits; and to a 12th grade homeroom, 90 credits. To ensure having enough credits for graduation, it is strongly recommended that students take 35 credits for at least two years.

High School Proficiency Assessment

In order to receive a diploma, a pupil must demonstrate proficiency at or above the state levels in reading, writing, and mathematics on the state mandated High School Proficiency Assessment (HSPA).

A twelfth grade pupil who has satisfied all other state and local graduation requirements but performs below the state minimum level of proficiency in one or more of the HSPA areas will be provided with the Alternative High School Assessment (AHSA) conducted in accordance with rules of the State Board of Education. The findings of the AHSA will be recorded on a student profile form and will be independently evaluated by a review panel of at least three teaching staff members not currently instructing the pupil. A review panel's recommendation that the pupil's demonstrable skills meet state standards must be endorsed by the Principal, the Superintendent, and the County Superintendent before the Board may award the pupil a diploma. This review procedure is intended to protect pupils who do not test well and shall not be used to excuse unmotivated or careless pupils or to elevate the number of diplomas awarded by this Board.

A person eighteen years of age or older not enrolled in a school who has attended the high school of this district and has met all state and local graduation requirements except the demonstration of basic skills may take the HSPA, at the time and place announced by this or another Board, and, on certification that he or she has passed the test, shall be awarded a state endorsed diploma by this Board.

Attendance

Regular attendance is essential to the successful completion of a course of study, and pupils are expected to be present in every scheduled class except as their attendance is excused in accordance with Board Policy Nos. 5200 and 5240. A pupil absent from a class scheduled for a course of study more than twenty days on which the class meets shall not receive credit for that course except that a pupil whose absence is for good cause and has demonstrated the required proficiencies may apply for and receive course credit notwithstanding an excessive number of absences.



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Remediation Services

Pupil progress shall be assessed in accordance with Policy No. 2622. Pupils deemed to be at risk of failure shall be identified and offered services in accordance with Policy No. 2414.

A pupil who fails to acquire the course proficiencies required by the Board will be given the opportunity in each academic year to demonstrate mastery of failed proficiencies and will be assessed at least once each year to attempt to remediate identified deficiencies.

Pupils with Educational Disabilities

In order to graduate, pupils with educational disabilities must meet all the graduation requirements established by State Board rules and this policy, including minimum proficiency levels on the HSPA, curriculum requirements, and attendance standards, unless the pupil's individualized education program (IEP) exempts the pupil from the requirements.

A pupil with educational disabilities may be exempted from the HSPA and curricular proficiencies if the IEP sets goals and objectives that do not include the range of HSPA skills and curricular proficiencies; a pupil may be exempted from taking the HSPA if the IEP establishes that the pupil would be adversely affected by taking the HSPA. An IEP that does not include the proficiencies measured by the HSPA and the curriculum generally required for graduation must include a rationale for the exemptions and alternate proficiencies required for the pupil's graduation.

A pupil with educational disabilities who has not been exempted from the proficiencies or has performed below the State minimum levels of proficiency in one or more areas on the HSPA shall participate in the Alternative High School Assessment (AHSA).

Pupils of Limited English-Speaking Ability

Pupils of limited English-speaking ability who have entered a New Jersey school district before grade 9 must satisfy all graduation requirements in the English language. Any such pupil who fails to pass the HSPA must demonstrate mastery of basic skills to the review panel in English.

Pupils of limited English-speaking ability who have entered a New Jersey school district after the beginning of grade 9 must meet all credit, curriculum, and attendance requirements established by this policy and must take the HSPA until it is passed or, if unable to pass the HSPA, must demonstrate basic skills in the AHSA process.



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Notification

A copy of all state and local high school graduation requirements shall be distributed to each pupil who enters or transfers into the high school and to the pupil's parent or legal guardian. A copy of the list of proficiencies established for a course of study required for graduation shall be distributed to each pupil enrolled in that course and to the pupil's parent or legal guardian.

Each pupil and his or her parent or legal guardian will be notified during the school year of the pupil's progress toward meeting graduation requirements. The parent or legal guardian of a pupil who demonstrates significant deficiencies in meeting course requirements will be so notified within ten days of the date on which the deficiencies are discovered and will be offered an opportunity for immediate consultation with appropriate teaching staff members.

The Superintendent shall report annually, at a public meeting not later than September 30, the numbers of pupils graduated, denied graduation, graduated under an IEP, and graduated under the special review assessment procedures.

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:8-4.1; 6:8-7.1; 6:28-3.6; 6:28-1.4; 6:28-4.8; 6:39-1.3

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