

CHAPTER 8**STANDARDS AND ASSESSMENT****Authority**

N.J.S.A. 18A:7A-10 through 14, 18A:7A-49, 18A:7C-1 et seq.,
18A:7E-2 through 5, 18A:35-4.2, 18A:35-4.7 and 18A:59-5.

Source and Effective Date

R.2011 d.052, effective February 7, 2011.
See: 42 N.J.R. 1769(a), 43 N.J.R. 282(a).

Chapter Expiration Date

In accordance with N.J.S.A. 52:14B-5.1b, Chapter 8, Standards and Assessment, expires on February 7, 2018. See: 43 N.J.R. 1203(a).

Chapter Historical Note

Chapter 8, Standards and Assessment, was adopted as R.2000 d.190, effective May 1, 2000. See: 32 N.J.R. 395(a), 32 N.J.R. 1528(a).

Chapter 8, Standards and Assessment, was readopted as R.2005 d.213, effective June 7, 2005. See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

The chapter Appendix, AYP Targets, was adopted as new rules by R.2009 d.234, effective July 20, 2009. See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

Chapter 8, Standards and Assessment, expired on June 7, 2010, and was adopted as new rules by R.2011 d.052, effective February 7, 2011. See: Source and Effective Date.

Petition for Rulemaking. See: 47 N.J.R. 733(a).

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APPENDIX. (RESERVED)**SUBCHAPTER 1. GENERAL PROVISIONS****6A:8-1.1 Purpose**

(a) To prepare students for college and career, success in life, and work in an economy driven by information, knowledge, and innovation requires a public education system where teaching and learning are aligned with 21st century learning outcomes. The outcomes move beyond a focus on basic competency in core subjects and foster a deeper understanding of academic content at much higher levels by promoting critical thinking, problem solving, and creativity through:

1. The Core Curriculum Content Standards that specify expectations in nine academic content areas: the Common Core State Standards in English language arts and mathematics; and the Core Curriculum Content Standards in the visual and performing arts; comprehensive health and physical education; science; social studies; world languages; technology; and 21st century life and careers;
2. Indicators at benchmark grade levels delineated in the standards that further clarify expectations for student achievement; and
3. Twenty-first century themes and skills integrated into all content standards areas.

(b) District boards of education shall ensure that standards, assessments, curriculum, instruction, and professional development are aligned in a local support system that enables all students to achieve 21st century outcomes through the establishment of student-centered learning environments that provide opportunities for academically diverse students to:

1. Learn in meaningful, real-world contexts through rigorous and relevant curriculum that promotes engagement in learning by addressing varying college and career goals;
2. Access and use quality learning tools, technologies, and resources;
3. Become self directed seekers of knowledge able to evaluate, apply, and create new knowledge in varying contexts; and
4. Use effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in the diverse local and world community.

(c) The Core Curriculum Content Standards, including indicators, enable district boards of education to establish curriculum and instructional methodologies for the purpose of providing students with the constitutionally mandated system

of “thorough” public school instruction that promotes college and career readiness.

(d) The Statewide assessment system is designed to measure college and career readiness and student progress in the attainment of the Core Curriculum Content Standards.

(e) The results of the Statewide assessments shall facilitate program evaluation based on student performance and shall enable district boards of education, the public, and government officials to evaluate the educational delivery systems of all public schools.

Amended by R.2002 d.357, effective November 4, 2002.
See: 34 N.J.R. 2916(a), 34 N.J.R. 3804(a).

In (c), inserted “is designed to” preceding “measure”.
Amended by R.2003 d.430, effective November 3, 2003.
See: 35 N.J.R. 2551(a), 35 N.J.R. 5077(a).

In (a), substituted “progress indicators at benchmark grade levels” for “progress indicators at the benchmark grades of four, eight, and 11-12” following “cumulative” and deleted 3.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

In (a), rewrote 1.

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

Rewrote (a); added new (b); and recodified former (b) through (d) as (c) through (e).

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

In the introductory paragraph of (a), inserted “college and career”, deleted “future education,” following “life,” and substituted “The” for “These”; rewrote (a)1 and (a)3; in (a)2, substituted “Indicators” for “Cumulative progress indicators”; in (b)1, substituted “real-world” for “real world”, and substituted “college and career” for “postsecondary”; in (c), deleted “cumulative progress” following “including”, and inserted “that promotes college and career readiness”; and in (d), inserted “college and career readiness and”.

Petition for Rulemaking.

See: 47 N.J.R. 733(a).

Case Notes

Department of Education regulations complied with requirements for standard-based education imposed by Supreme Court to remedy achievement and funding problems in special needs districts, even though task of designing and implementing models and programs to meet the standards was left to school districts and school-based management teams; Supreme Court did not require that district models and standards be codified, and regulations retained in Commissioner of Education the responsibility to ensure that models employed conform to standards. *Abbott v. Burke Regulations*, 348 N.J. Super 382, 792 A.2d 412.

Initial Decision (2008 N.J. AGEN 774) adopted, which determined that a fifth-grade teacher’s performance, even after notice of the charges and assistance and opportunities to improve, was deficient and inefficient as charged so that the teacher should be dismissed and removed from employment. The teacher demonstrated a pattern of carelessness, a lack of dedication, and inefficiency in his teaching, failed to establish and maintain an orderly and supportive learning environment for his class, and continued to refuse and/or fail to efficiently comply with schedules, content, methods, and pacing, and to provide documentation prescribed for instruction and for evaluation of student performance pursuant to the New Jersey Professional Standards for Teachers, N.J.A.C. 6A:9-3.3, and the Core Curriculum Content Standards of N.J.A.C. 6A:8-1.1. In re Tenure Hearing of Jones, OAL Dkt. No. EDU 2152-07, 2008 N.J. AGEN LEXIS 1181, Final Decision (September 29, 2008).

6A:8-1.2 Scope

(a) The Core Curriculum Content Standards apply to all students enrolled in public elementary, secondary, and adult high school education programs within the State of New Jersey.

(b) Unless otherwise noted, “district boards of education” shall be interpreted throughout this chapter to include the governing authorities of all providers of publicly funded elementary, secondary, and adult high school education programs, including county vocational school districts; educational services commissions; jointure commissions; charter schools; alternative schools; regional day schools; adult high schools; county special services school districts; the Marie H. Katzenbach School for the Deaf; the Department of Human Services; the Department of Children and Families; the Department of Corrections; the Juvenile Justice Commission; public college-operated programs; and approved private schools for the disabled.

(c) District boards of education shall align their curriculum and instructional methodologies to assist all students in achieving the Core Curriculum Content Standards and to prepare all students for college and career.

(d) Progress toward meeting the Core Curriculum Content Standards shall be measured by the Statewide assessment system at grade levels three through eight and 11-12, or if ungraded at equivalent ages, and at other grade(s) deemed appropriate by the Commissioner.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

In (b), substituted “public college-operated programs,” for “State facilities, organizations,” following “Juvenile Justice Commission”; rewrote (d).

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Rewrote (b); in (c), substituted “college and career” for “employment or postsecondary study upon their graduation”; and in (d), substituted “at other grade(s)” for “at any other grades”.

Petition for Rulemaking.

See: 47 N.J.R. 733(a).

6A:8-1.3 Definitions

The following words and terms shall have the following meanings when used in this chapter unless the context clearly indicates otherwise.

“Accommodations or modifications to the Statewide assessment system” means changes in testing procedures or formats that provide students with disabilities and English language learners (ELLs) an equitable opportunity to participate in assessment and demonstrate their knowledge and skills in the areas assessed.

“ACTFL” means the American Council on the Teaching of Foreign Languages.

of teachers, principals, and other school personnel in raising student achievement.

"Proficient" means a student-achieved score at or above the cut score, which demarks a solid understanding of the content measured by an individual section of any State assessment.

"QSAC" means the Quality Single Accountability Continuum, which is used pursuant to N.J.A.C. 6A:30 to review and evaluate school district operations.

"Rehabilitation Act" means the Federal Rehabilitation Act of 1973, 29 U.S.C. §§ 701 et seq., as amended in 1992.

"Service learning experience" means a method that allows students or participants to learn and develop through active participation in thoughtfully organized activities that are conducted in and meet the needs of a community, and that help foster civic responsibility. Service learning experiences shall be coordinated with the community and with an elementary or secondary school, institution of higher education, or community-services program; shall be integrated into and enhance the school district's academic curriculum; and shall provide structured time for students to reflect on the service experience.

"STAMP" means Standards-based Measurement of Proficiency, which is a test that is delivered, graded, and reported online, and that assesses students' language proficiency from the "Novice-Low" to the "Intermediate-Mid" benchmark levels.

"Standards support materials" means documents published by the Department that include and elaborate on the CCCS for preschool through grade 12 education, and that may assist in the development of local curricula.

"State Board" means the New Jersey State Board of Education.

"State-endorsed diploma" means a locally-issued document awarded to an exiting student indicating successful completion of high school graduation requirements.

"State-issued high school diploma" means a diploma issued by the State of New Jersey.

"Structured learning experience" means as defined in N.J.A.C. 6A:19-1.2.

"Study abroad programs" means programs that enable New Jersey students to attend a high school in another country for a semester or full academic year to acquire academic and cross-cultural skills that will help them live and work in a globally interdependent world.

"Technological literacy" means students meeting CCCS 8.1 Educational Technology, obtained through the integration of effective educational technology practices, strategies, and tools throughout all curricular areas.

"Transcript" means a document for all students exiting the public education system that describes a student's progress toward achievement of the CCCS and other relevant experiences and achievements.

"Twenty-first century careers" means careers and occupations that have been impacted by technological and global forces and are in an ongoing state of reinvention due to technological advances and e-commerce.

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amended by R.2002 d.357, effective November 4, 2002.

See: 34 N.J.R. 2916(a), 34 N.J.R. 3804(a).

Rewrote "All students" and "APA"; added "GED"; in "Core Curriculum Content Standards" and "IEP team" amended the N.J.A.C. references.

Amended by R.2003 d.430, effective November 3, 2003.

See: 35 N.J.R. 2551(a), 35 N.J.R. 5077(a).

In "APA", deleted "Core Curriculum Content Standards for Students with Severe Disabilities and/or the" following "specified by the" and amended the N.J.A.C. reference; in "Core Curriculum Content Standards", deleted reference to benchmark grades four, eight, and 11-12; deleted "Core Curriculum Content Standards for Students with Severe Disabilities"; in "WIB", deleted "Governor Christine Todd Whitman's" preceding "Executive Order".

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote the section.

Amended by R.2006 d.315, effective September 5, 2006.

See: 38 N.J.R. 2253(a), 38 N.J.R. 3530(b).

Updated the N.J.A.C. references in definitions "APA", "IEP" and "IEP Team".

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

In definitions "Accommodations or modifications to the Statewide assessment system" and "All students", substituted "English language learners (ELLs)" for "students with limited English proficiency"; added definitions "AHSA", "CLEP", "Competency Assessment", "Content equivalent", "ELL", "Individualized student learning opportunities", "Interdisciplinary connections", "Laboratory/inquiry-based science course", "Pacing guide", "Personalization", "Personalized Student Learning Plan", "QSAC", "Service learning experience", "STAMP", "Standards support materials", "State-issued diploma", "Study abroad programs", "Twenty-first century careers", "Twenty-first century skills" and "Twenty-first century themes"; in definition "Credit", deleted a comma following "week" and inserted "or as approved through N.J.A.C. 6A:8-5.1(a)2"; deleted definitions "Curriculum frameworks", "LEP", "LLS" and "SRA"; and in definition "Instructional adaptation", substituted "ELLs" for "students with limited English proficiency".

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

In the introductory paragraph, deleted "when used in this chapter," following "terms", and inserted "when used in this chapter"; added definitions "Adult education assessment test", "Annual measurable objectives" or "AMOs", "Career and technical education", "Indicator", "Professional development", and "Technological literacy"; rewrote definitions "Advanced Placement courses", "Advanced proficient", "APA", "Approved private schools for the disabled", "Career awareness, exploration, and preparation", "Charter school", "Chief school admin-

istrator", "CLEP", "Content equivalent", "Core Curriculum Content Standards", "Credit", "ELL", "ESL", "Evaluation", "504 student", "504 team", "Gifted and talented students", "HSPA", "IEP", "Individualized student learning opportunities", "Instructional adaptation", "Interdisciplinary connections", "MOPI", "OPT", "Partially proficient", "Performance level", "Personalization", "Personalized Student Learning Plan", "Proficient", "QSAC", "Service learning experience", "STAMP", "Standards support materials", "State-endorsed diploma", "Structured learning experience", "Study abroad programs", and "Transcript"; deleted definitions "Commissioner", "Competency Assessment", "Cumulative progress indicators", "District boards of education", "ECPA", "Performance assessment", "SETC", "Twenty-first century themes", "Vocational-technical education program", and "WIB"; substituted definition "Cut score" for definition "Cut scores"; definition "English language development standards" for definition "English Language Proficiency Standards"; definition "IEP team" for definition "IEP Team"; definition "State-issued high school diploma" for definition "State-issued diploma"; and definition "Twenty-first century themes and skills" for definition "Twenty-first century skills"; and rewrote definitions "Cut scores", "English language development standards", "IEP team", "State-issued high school diploma", and "Twenty-first century themes and skills".

Petition for Rulemaking.

See: 47 N.J.R. 733(a).

SUBCHAPTER 2. THE CORE CURRICULUM CONTENT STANDARDS

6A:8-2.1 Authority for educational goals and standards

(a) The State Board of Education is responsible for establishing State educational goals and standards according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62.

1. In June 2009, the State Board adopted revised CCCS and associated indicators in visual and performing arts, comprehensive health and physical education, science, technology, 21st century life and careers, and world languages.

2. In September 2009, the State Board adopted revised CCCS and associated indicators in social studies.

3. In June 2010, the State Board adopted revised CCCS and associated indicators reflecting the Common Core State Standards for English language arts and mathematics.

4. The State Board on or before May 2008 initiated a review and reoption process for the CCCS and the Preschool Teaching and Learning Expectations: Standards of Quality. The process will be repeated every five years thereafter, based on recommendations by the Commissioner according to the following procedure:

i. The Commissioner shall convene an advisory panel of public school educators, higher education representatives, business representatives, and other citizens, to review and, if necessary, to recommend modifications to the CCCS and the associated indicators within a scheduled period of time established by the Commissioner.

ii. The Commissioner shall present to the State Board for consideration at a public meeting any recom-

mended revision(s) to the CCCS and the associated indicators.

iii. Advanced notice(s) of the State Board meeting at which the recommended CCCS will be considered shall be published in the New Jersey Register.

iv. The State Board will conduct public hearings on the Commissioner's recommendations at dates, times, and locations announced in the New Jersey Register.

v. Upon State Board adoption, the Commissioner shall publish and distribute to district boards of education and the general public the revised CCCS.

Amended by R.2001 d.182, effective June 4, 2001.

See: 33 N.J.R. 943(a), 33 N.J.R. 1912(a).

In (a), added a new 3, recodified former 3 as 4 and inserted "and the Early Childhood Education Program Expectations: Standards of Quality" following "Disabilities".

Amended by R.2002 d.357, effective November 4, 2002.

See: 34 N.J.R. 2916(a), 34 N.J.R. 3804(a).

Rewrote (a)2.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote the section.

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

Added new (a)5; recodified former (a)5 as (a)6; and in the introductory paragraph of (a)6, substituted "initiated" for "will initiate".

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Rewrote the section.

Public Notice: Public Meeting and Public Hearings—Draft Revisions to the Core Curriculum Content Standards.

See: 46 N.J.R. 883(b), 1719(b).

6A:8-2.2 Authority for the State Plan for Career and Technical Education

(a) The State Board shall serve as required by P.L. 109-270 and designated by N.J.S.A. 18A:59-5 as the sole agency responsible for the administration of the State Plan for Career and Technical Education and the legally constituted State Board for Career and Technical Education.

(b) The State Board will be guided by the CCCS and, particularly, Standard 8: Technology and Standard 9: 21st Century Life and Careers, in developing the State Plan for Career and Technical Education required under P.L. 109-270.

Amended by R.2002 d.357, effective November 4, 2002.

See: 34 N.J.R. 2916(a), 34 N.J.R. 3804(a).

In (a)5vi, amended the N.J.A.C. reference.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote the section.

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Section was "Authority for the State Plan for Vocational Education". Rewrote the section.

6A:8-2.3 (Reserved)

Recodified from N.J.A.C. 6:19-3.1 and amended by R.2001 d.182, effective June 4, 2001.

See: 33 N.J.R. 943(a), 33 N.J.R. 1912(a).

Rewrote the section.

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

In (b)1, substituted "thorough" for "solid" and deleted "eight and 11 through" preceding "12"; rewrote (c); in the introductory paragraph of (d), deleted "eight and 11-" preceding "12"; in (d)1, substituted "ELLs" for "limited English proficient (LEP) students"; in (d)1i, substituted "AHSA" for "SRA" and "ELLs" for "LEP students" and inserted "when available,"; in (d)1ii, substituted "ELL" for "LEP student" and "middle school" for "grade eight"; and in (d)4, substituted "AHSA" for "SRA" twice and inserted "and to students failing to demonstrate proficiency on High School Competency Assessments required for graduation".

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Rewrote the section.

Petition for Rulemaking.

See: 47 N.J.R. 733(a).

Case Notes

Board did not meet its burden of proving unbecoming conduct against a school principal on its charge relating to improprieties in the Special Review Assessments (SRA) process where the principal's reliance on the SRA coordinator in matters concerning certification of staff involved in scoring the tests was not unreasonable, especially where the principal's role in the SRA was not clearly defined in the regulations (adopting 2009 N.J. AGEN LEXIS 126). In re Tenure Hearing of Tracy, OAL Dkt. No. EDU 6213-08, 2009 N.J. AGEN LEXIS 635, Final Decision (April 8, 2009).

6A:8-4.2 Documentation of student achievement

(a) After each test administration, the Department shall provide to chief school administrators the following:

1. Rosters of student performance in each content area;
2. Individual student reports; and

3. School and school district summary data, including school and school district means, numbers tested, and percent achieving at each performance level. The school district summary data shall be aggregated and disaggregated, and school summary data shall be disaggregated, for students with disabilities as defined by N.J.A.C. 6A:14-1.3 and for ELLs.

(b) District boards of education shall transmit within 10 business days any official records, including transcripts, of students who transfer to other school districts or institutions.

(c) District boards of education shall maintain an accurate record of each student's performance on Statewide assessments, including the AHSA.

(d) District boards of education shall maintain for every student a ninth-grade-through-graduation transcript that contains the following, as available:

1. Results of all applicable State assessments, including the AHSA;
2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(f)1i;
3. Evidence of instructional experience and performance in the CCCS;

4. Evidence of technological literacy;

5. Evidence of career education instructional experiences and career development activities;

6. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in Department-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and

7. Any other information deemed appropriate by the district board of education.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote the section.

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

In (a)3, substituted "are ELLs" for "have limited English proficiency"; in (c), inserted "including the AHSA,"; and in (d)1, inserted "including the AHSA".

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Rewrote the introductory paragraph of (a), (a)3, (c), the introductory paragraph of (d), and (d)6; in (b), inserted "business", and deleted "those" preceding "students"; in (d)2, substituted "N.J.A.C. 6A:8-5.1(f)1i" for "N.J.A.C. 6A:8-5.1(f)3"; and in (d)3, substituted "CCCS" for "Core Curriculum Content Standards".

6A:8-4.3 Accountability

(a) Chief school administrators shall report preliminary and final results of annual assessments to district boards of education within 60 days of receipt of information from the Department.

(b) District boards of education shall provide parents, students, and citizens with the results of annual assessments according to N.J.A.C. 6A:8-4.2.

(c) District boards of education shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on the Statewide or local assessments.

(d) All students shall be expected to demonstrate the knowledge and skills of the CCCS as measured by the Statewide assessment system.

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

In (a), substituted "preliminary and final" for "the".

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

In (a), substituted "60" for "30" and deleted "of Education" following "Department"; and in (d), substituted "CCCS" for "Core Curriculum Content Standards".

6A:8-4.4 Annual review and evaluation of school districts

The Department shall review the performance of schools and school districts by using a percent of students performing at the proficient level as one measure of AMO and

incorporating a progress criterion indicative of systemic reform. The review shall include the performance of all students, including students with disabilities as defined by N.J.A.C. 6A:14-1.3, students from major racial and ethnic groups, economically disadvantaged students, and ELLs. The review shall take place at each grade level in which Statewide assessments are administered, using the AMO targets.

Amended by R.2002 d.357, effective November 4, 2002.

See: 34 N.J.R. 2916(a), 34 N.J.R. 3804(a).

Rewrote (a); in (b), substituted "8" for "6" preceding "above" in the introductory paragraph; in (c), substituted "8" for "6" preceding "above" in 1.

Amended by R.2003 d.430, effective November 3, 2003.

See: 35 N.J.R. 2551(a), 35 N.J.R. 5077(a).

Rewrote (a); in (b), substituted "3" for "8" preceding "above" in the introductory paragraph; in (c), substituted "3" for "8" preceding "above" in 1 and deleted 2.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote the section.

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

In the introductory paragraph of (a), deleted "as defined in (a)1iv, 2iv, and 3iv below" following "reform", substituted "ELLs" for "students who have limited English proficiency" and "Adequate Yearly Progress Targets, as found in the chapter Appendix, incorporated herein by reference" for "following criteria"; deleted (a)1 through (a)4; and in the introductory paragraph of (b), substituted "the Adequate Yearly Progress Targets, as found in the chapter Appendix" for "(a)1 through 3 above".

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Rewrote the section.

6A:8-4.5 Public reporting

(a) The Department shall report annually to the State Board and the public on the progress of all students and student subgroups in meeting the CCCS as measured by the Statewide assessment system by publishing and distributing the Department's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5.

(b) After each test administration, the Department shall report to district boards of education on the performance of all students and of student subgroups.

(c) The Department shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students.

(d) In public reporting of school and district performance data, the Department shall not compromise the confidentiality of individual students.

Amended by R.2002 d.357, effective November 4, 2002.

See: 34 N.J.R. 2916(a), 34 N.J.R. 3804(a).

In (c), substituted "2002" for "2001".

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

Rewrote the section.

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

In (d), deleted "only publicly report summary performance data if doing so would" following "shall" and inserted "; in public reporting of school and district performance data,".

Amended by R.2013 d.144, effective December 16, 2013.

See: 45 N.J.R. 1323(a), 45 N.J.R. 2545(a).

Rewrote the section.

SUBCHAPTER 5. IMPLEMENTATION OF GRADUATION REQUIREMENTS

6A:8-5.1 Graduation requirements

(a) For a State-endorsed diploma, district boards of education shall develop, adopt, and implement local graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:

1. Participation in a local program of study of not fewer than 120 credits in courses designed to meet all of the CCCS, including, but not limited to, the following credits:

- i. At least 20 credits in English language arts, aligned to grade nine through 12 standards, effective with the 2009-2010 grade nine class;

- ii. At least 15 credits in mathematics, including algebra I or the content equivalent effective with the 2008-2009 grade nine class; geometry or the content equivalent effective with the 2010-2011 grade nine class; and 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 effective with the 2012-2013 grade nine class;

- iii. At least 15 credits in science, including at least five credits in laboratory biology/life science or the content equivalent effective with the 2008-2009 grade nine class; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics effective with 2010-2011 grade nine class; and one additional laboratory/inquiry-based science course effective with 2012-2013 grade nine class;

- iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;

- v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class;

- vi. At least 3 3/4 credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8;

- vii. At least five credits in visual and performing arts;