

Regulation

NO CHILD LEFT BEHIND ACCOUNTABILITY

The Bordentown Regional School District will prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students. The following data will be included:

- A. Student academic achievement on state assessments, disaggregated by subgroups;
- B. Economically disadvantaged students;
- C. Students from each major racial and ethnic group as required by the State of New Jersey;
- D. Children with disabilities;
- E. ELL (English language learners) students;
- F. Student gender;
- G. Student's migrant status;
- H. Student achievement at the basic, proficient and advanced levels on state assessments;
- I. Secondary school graduation rates (disaggregated by subgroup), the number, percentage, and names of schools identified for improvement;
- J. How students in each school performed on the state assessment compared to the school district and state as a whole;
- K. The percentage of students who were not tested (disaggregated by subgroup);
- L. The professional qualifications of district teachers.

Adequate Yearly Progress

The school district will educate district employees, families and other members of the public about the meaning of key phrases and terms in the No Child Left Behind Act (NCLBA): adequate yearly progress (AYP), school improvement, corrective action, safe harbor, restructuring, and highly qualified. The district will also publicize the dates and timelines for implementation of the changes in the law that directly relate to testing, instruction, curriculum, and student achievement and employee qualifications.

Schools may be defined as being in need of improvement under the regulations of NCLBA. This designation requires a number of actions over an established time frame. These actions may include:

- A. Collecting and disseminating research-based information on effective school reform and improvement models, and recommending successful strategies to schools that are in need of improvement in the district;
- B. Granting decision-making authority over the selection of school improvement strategies and technical assistance providers to school staff who are able to most closely evaluate the needs of the students in their schools;
- C. Examining district rules, regulations and procedures and modify as necessary, so that principals and

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teachers will have the flexibility and authority they need to effectively identify, secure, and take advantage of private and public resources and opportunities that are designed to promote student achievement;

- D. Supporting the improvement efforts of schools by targeting district resources in a manner consistent with individual school priorities and needs, and by providing effective oversight to ensure that the improvement models and strategies selected by each failing school are appropriately aligned with state assessments in terms of the content knowledge and skills that are measured;
- E. Developing and disseminating “fair and equitable procedures for serving students” who qualify for public choice transportation services and supplemental services. These procedures will specify eligibility criteria, selection priorities, and step-by-step procedures for families to follow in order to secure these services for their children;
- F. Implementing public choice in the district--including a list of designated choice schools- -and use all means available to ensure that school staff and families know and understand eligibility requirements, restrictions on service, and required procedures

Adopted: November 19, 2003
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Readopted: