

Policy

STANDARDS OF PROFICIENCY

The chief school administrator, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the district. The criteria, indicators and standards must be related to district goals and objectives. Parents/guardians shall be informed in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to the Common Core State Standards for mathematics and language arts and literacy and the Core Curriculum Content Standards identified by the State Department of Education and shall form the basis for the district's grading system.

By the date required by law, the chief school administrator shall annually report to the board and the community at a regularly scheduled meeting an evaluation of pupil achievement toward meeting district and school goals and objectives.

Low pupil achievement shall be regarded by the board as an indication that revisions are needed in educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

Adopted: May 24, 2005
NJSBA Review/Update: June 2013
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Key Words

Proficiencies, Standards of Proficiency

Legal References: <u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
<u>N.J.S.A.</u> 18A:7E-2	
through -5	School report card program
<u>N.J.S.A.</u> 18A:7F-46	Review, update of the CCCS, Educational Adequacy Report
<u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation; policies and procedures
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-1.1, -1.3,-2.1, -4.1, -4.4, -5.1	
<u>N.J.A.C.</u> 6A:14-4.11	Statewide assessment
<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual Education
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:15-1.11	
<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement

STANDARDS OF PROFICIENCY (continued)

N.J.A.C. 6A:32-13.1 et seq. Pupil Behavior

N.J.A.C. 6A:32-14.1 et seq. State and Federally Mandated Programs and Services

Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)

Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)

Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	*1120	Board of education meetings
	*5113	Attendance, absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Pupil records
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1
	*6300	Evaluation of the instructional program

*Indicates policy is included in the Critical Policy Reference Manual.