

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 those 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.

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-4	Periodic review of core curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil
<u>N.J.S.A.</u> 18A:7F-29	Academic achievement reward program
<u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation; policies and procedures
<u>N.J.A.C.</u> 6:8-1.1 <u>et seq.</u>	Thorough and Efficient System of Free Public Schools
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6:8-2.2	
<u>N.J.A.C.</u> 6:19-1.1	Comprehensive Educational Improvement and Financing Program - Purpose
<u>N.J.A.C.</u> 6:19-2.3	Commissioner to ensure achievement of the Core Curriculum Content Standards

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N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment

See particularly:

N.J.A.C. 6A:8-1.1, -1.3, -4.1, -4.4, -5.1

N.J.A.C. 6A:14-4.11 Statewide assessment

N.J.A.C. 6A:15-1.1 et seq Bilingual Education

See particularly:

N.J.A.C. 6A:15-1.11

N.J.A.C. 6A:24-1.1 et seq Urban Education Reform in the Abbott Districts

See particularly:

N.J.A.C. 6A:24-1.5, 2.2, 4.1, 4.2

N.J.A.C. 6A:30-1.1 et seq Evaluation of the Performance of School Districts

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)

Manual for the Evaluation of Local School Districts (August 2000)

<u>Cross References:</u>	1120	Board of education meetings
	5113	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

Key Words

Proficiencies, Standards of Proficiency

Date: Revised: First Reading – March 22, 2005
Second Reading and Final Adoption – May 24, 2005

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