
STANDARDS OF PROFICIENCY

The Superintendent or his/her designee, 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 will 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 Core Curriculum Content Standards identified by the State Department of Education, and will form the basis for the District's grading system. The specific indicators of achievement and standards of proficiency developed for all courses and programs accepted for credit toward high school graduation will be consistent with the provisions of applicable State law and regulation, as well as the Board's Policy and Regulation on High School Graduation Requirements and Evaluation of Individual Student Performance, respectively.

By the date required by law, the Superintendent or his/her designee will 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.

Date: January 18, 1983

Date Revised: May 17, 1988

Date Revised: April 30, 2012

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-2-5	School report card program
<u>N.J.S.A.</u> 18A:7F-46	Review, update of the Core Curriculum Content Standards; 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

See particularly:

N.J.A.C. 6A:8-1.1, -1.3,-2.1,
-4.1, -4.4, -5.1

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

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

Statewide assessment

Bilingual Education

See particularly:

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

N.J.A.C. 6A:23A-9.5

N.J.A.C. 6A:30-1.1 et seq.
Districts

N.J.A.C. 6A:32-2.1

N.J.A.C. 6A:32-12.1 et seq.

Requirement

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

N.J.A.C. 6A:32-14.1 et seq.

Commissioner to ensure achievement of
the Core Curriculum Content Standards
Evaluation of the Performance of School

Definitions

Annual Reporting and Planning

Student Behavior

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, PL. 107-110, 20 U.S.C.A. 6301 et seq.

Possible**Cross References:**

1120	Board of education meetings
5113	Absences and excuses
5120	Assessment of individual needs
5124	Reporting to parents/guardians
5125	Pupil records
6010	Goals and objectives
6140	Curriculum adoption
6141	Curriculum design/development
6146	Graduation requirements
6146.2	Promotion/retention
6147R	Evaluation of Individual Student Performance
6171.1	Remedial instruction
6171.3	At-risk and Title 1
6300	Evaluation of the instructional program