

STANDARDS OF PROFICIENCY

The superintendent, 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 identified by the State Department of Education and shall 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 shall be given to students and parents/guardians, in writing, at the time the student registers for the course.

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

Low student 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: June 1999  
NJSBA Review/Update: April 2012  
Readopted: April 29, 2014

Key Words

Proficiencies, Standards of Proficiency

<b><u>Legal References:</u></b> <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	Student promotion and remediation; policies and procedures
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:8-1.1, -1.3,-2.1, -4.1, -4.4, -5.1	Standards and Assessment
<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> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:15-1.11	Bilingual Education
<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the Core Curriculum Content Standards

STANDARDS OF PROFICIENCY (continued)

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-2.1 Definitions  
N.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning Requirement  
N.J.A.C. 6A:32-13.1 et seq. Student 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**

**Cross References:** \*1120 Board of education meetings  
 \*5113 Absences and excuses  
 \*5120 Assessment of individual needs  
 \*5124 Reporting to parents/guardians  
 \*5125 Student 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.