

### 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 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 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.

Student achievement may 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.

<b>Legal References:</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-4	Periodic review of core curriculum content standard by state Board; establishment of thoroughness and efficiency standards and cost per student
	<u>N.J.S.A.</u> 18A:7F-29	Academic achievement reward program
	<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 <i>et seq.</i>	Standards and Assessment
	See particularly: <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:10A-1.1 <i>et seq.</i>	<i>Improving Standard-Driven Instruction and Literacy and Increasing Efficiency In Abbott School Districts</i>
	<u>N.J.A.C.</u> 6A:14-4.11	Statewide assessment
	<u>N.J.A.C.</u> 6A:15-1.1 <i>et seq.</i>	Bilingual Education
	See particularly: <u>N.J.A.C.</u> 6A:15-1.11	
	<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <i>et seq.</i>	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 <i>et seq.</i>	Annual Reporting and Planning Requirement
	<u>N.J.A.C.</u> 6A:32-13.1 <i>et seq.</i>	Student Behavior
	<u>N.J.A.C.</u> 6A:32-14.1 <i>et seq.</i>	State and Federally Mandated Programs and Services

**STANDARDS OF PROFICIENCY (continued)**

**Legal References: (continued)**

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.

**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.

**Key Words**

Proficiencies, Standards of Proficiency

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