

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 New Jersey Student Learning 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 student achievement toward meeting district and school goals and objectives.

The chief school administrator shall consider additional factors contributing to student achievement such as indicators of student and educator engagement, school climate and/or safety. The chief school administrator may consult with the appropriate staff member in the development and assessment of indicators of engagement, school climate and/or safety, such as teaching staff, the affirmative action officer and the anti-bullying coordinator and/or specialist.

The board shall administer the applicable Statewide assessments, including the six major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight, the Department of Education and the alternate proficiency assessment for students with severe cognitive disabilities. The Statewide assessments shall be administered according to a schedule prescribed by the Commissioner.

Through the individualized education program (IEP) process the board may specify alternative requirements for a state-endorsed diploma for individual students with disabilities.

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.

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NJSBA Review/Update: December 2008, August 2016, August 2018
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Revised: September 27, 2016
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Key Words

Proficiencies, Standards of Proficiency

Legal References: N.J.S.A. 18A:7C-1
N.J.S.A. 18A:7C-2
N.J.S.A. 18A:7E-2

Commissioner of Education to develop a program of standards and guidelines
Establishment of standards for graduation from secondary schools for graduation from secondary schools

STANDARDS OF PROFICIENCY (continued)

- through -5 School report card program
- N.J.S.A. 18A:7F-46 Review, update of the Core Curriculum Content Standards; Educational Adequacy Report
- N.J.S.A. 18A:35-4.9 Student promotion and remediation; policies and procedures
- 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,-2.1, -4.1, -4.4, -5.1
- N.J.A.C. 6A:14-4.10,11 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:23A-9.5 Commissioner to ensure achievement of the Core Curriculum Content Standards
- 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. Student Behavior

- 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)

- Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

- Cross References:**
- *1120 Board of education meetings
 - *5113 Attendance, 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.