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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 SDOE and approved by the state board 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 pupils and parents/guardians, in writing, at the time the pupil 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 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.

Dated: September 18, 2002

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 et seq.	Thorough and Efficient System of Free Public Schools
See particularly:		
<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
<u>N.J.A.C.</u>	6A:8-1.1 et seq.	Standards and Assessment
See particularly:		
<u>N.J.A.C.</u>	6A:8-1.1, -1.3, -1.4, -4.4, -5.1	
<u>N.J.A.C.</u>	6A:14-4.11	Statewide assessment
<u>N.J.A.C.</u>	6A:15-1.1 et seq.	Bilingual Education
See particularly:		
<u>N.J.A.C.</u>	6A:15-1.11	
<u>N.J.A.C.</u>	6A:24-1.1 et seq.	Urban Education Reform in the Abbot Districts
See particularly:		
<u>N.J.A.C.</u>	6A:24-1.5, 2.2, 4.1, 4.2	
<u>N.J.A.C.</u>	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)

Cross References:

1120	Board of education meetings	6140	Curriculum adoption
5113	Absences and excuses	6141	Curriculum design/development
5120	Assessment of individual needs	6146	Graduation requirements
5124	Reporting to parents/guardians	6171.1	Remedial instruction
5125	Pupil records	6171.3	At-risk and Title I
6000	Concepts and roles in instruction	6300	Evaluation of the instructional program
6010	Goals and objectives		
6140	Curriculum adoption		

