

**Policy**

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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 notified 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 New Jersey Student Learning 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 pupils and parents/guardians, in writing, at the time the pupil registers for the course.

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 pupil 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 approved statewide proficiency assessment, the alternative high school assessment (AHSA) and the alternate proficiency assessment (APA) for students with severe cognitive disabilities. The Statewide assessments shall be administered according to a schedule prescribed by the Commissioner.

All district high school English language learners (ELLs) shall satisfy both state and district requirements for graduation, except that any English language learners may demonstrate attainment of State minimum levels of proficiency through passage of the alternative high school assessment (AHSA) process in his/her native language and an English fluency assessment approved by the Department of Education or passage of the AHSA process in English with appropriate accommodations.

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

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.

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Readopted: August 29, 2016

Key Words

STANDARDS OF PROFICIENCY (continued)

## Proficiencies, Standards of Proficiency

<b><u>Legal References:</u></b> <u>N.J.S.A. 18A:7C-1</u>	Commissioner of Education to develop a program of standards and guidelines
<u>N.J.S.A. 18A:7C-2</u>	Establishment of standards for graduation from secondary schools for graduation from secondary schools
<u>N.J.S.A. 18A:7E-2</u> through -5	School report card program
<u>N.J.S.A. 18A:7F-46</u>	Review, update of the Core Curriculum Content Standards; Educational Adequacy Report
<u>N.J.S.A. 18A:35-4.9</u>	Pupil promotion and remediation; policies and procedures
<u>N.J.A.C. 6A:8-1.1 et seq.</u>	Standards and Assessment
<u>See particularly:</u> <u>N.J.A.C. 6A:8-1.1, -1.3,-2.1, -4.1, -4.4, -5.1</u>	
<u>N.J.A.C. 6A:14-4.10,11</u>	Statewide assessment
<u>N.J.A.C. 6A:15-1.1 et seq.</u>	Bilingual Education
<u>See particularly:</u> <u>N.J.A.C. 6A:15-1.11</u>	
<u>N.J.A.C. 6A:23A-9.5</u>	Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-2.1</u>	Definitions
<u>N.J.A.C. 6A:32-12.1 et seq.</u>	Student Behavior
<u>Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)</u>	
<u>Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)</u>	
<u>Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)</u>	
<u>Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.</u>	

**Possible**

<b><u>Cross References:</u></b> *1120	Board of education meetings
*5113	Attendance, absences and excuses
*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
*5125	Pupil 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.