Merchantville Board of Education 130 South Centre Street Merchantville, NJ 08109	File Code : 6147 Adopted : 09/27/1988 Revised : 10/25/2016 Reviewed : 07/15/2024

Standards of Proficiency

Measuring student achievement contributes to improvements and reform in education. The empirical data collected from the statewide assessment program provides valuable information about individual performance, class performance, school and district performance and ultimately statewide performance. This data helps school leaders identify problems and implement specific interventions that benefit individual students and the district's educational program. Therefore in compliance with law requiring the Merchantville School District to administer the Department of Education approved proficiency assessment, students are required to participate in the statewide standardized assessments.

The district shall administer formative assessments. Formative assessments specifically benefit the educational program and each student by providing teachers with data on the individual student achievement and on class performance. This data provides insight into areas that need improvement. This information enables teachers to differentiate instruction and implement strategies to improve individual student performance and improve class achievement.

The district shall administer summative assessments. The statewide summative assessments (PARCC) provide valuable statewide and national data that enables the district to assess how student achievement in our educational program compares to other schools in New Jersey. Additionally, the summative assessments provide data on how New Jersey schools compare to other state education systems. This information is essential for making district and statewide changes to improve student achievement. On the state level, it enables the Department of Education to identify schools in need of improvement and to direct resources and funding for the improvement of education in New Jersey

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 Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy 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.

Key Words

Proficiencies, Standards of Proficiency

Legal References:

N.J.S.A. 18A 7C-1 et seq: Commissioner of education to develop a program of standards and guidelines
N.J.S.A. 18A 7C-2: Establishment of standards for graduation from secondary schools
N.J.S.A. 18A 7E-2: School Report Card Program
N.J.S.A. 18A 7F-46: Review, update of core curriculum content standards; Educational Adequacy Report, development of T & E standards.
N.J.S.A. 18A 35-4.9 Pupil promotion, remediation policies, procedures
N.J.A.C. 6A 8-1.1 Purpose

N.J.A.C. 6A 8-1.3 Definitions
N.J.A.C. 6A 8-2.1 Authority for educational goals and standards
N.J.A.C. 6A 8-4.1 Statewide assessment system
N.J.A.C. 6A 8-4.4 Annual review and evaluation of school districts
N.J.A.C. 6A 8-5.1 Graduation requirements
N.J.A.C. 6A 14-4.10 Statewide assessment
N.J.A.C. 6A 14-4.11 Graduation
N.J.A.C. 6A 15-1.1 et seq General requirements
N.J.A.C. 6A 15-1.11 Graduation requirements for English language learners
N.J.A.C. 6A 23A-9.5 Commissioner to ensure achievement of the Core Curriculum Content Standards; corrective actions
N.J.A.C. 6A 30-1.1 Purpose and scope
N.J.A.C. 6A 32-12.1 Student attendance
N.J.A.C. 6A 32-2.1 Definitions
20 U.S.C. 6301 et seq Every Student Succeeds Act (Formerly NCLB)

Cross References

1120 - Sample Policy: Board of Education Meetings
5113 - Sample Policy: Attendance, Absences and Excuses
5120 - Sample Policy: Assessment of Individual Needs
5124 - Sample Policy: Reporting to Parents Guardians
5125 - Sample Policy: Student Records
6010 - Sample Policy: Goals and Objectives
6140 - Sample Policy: Curriculum Adoption
6141 - Sample Policy: Curriculum Design, Development
6146 - Sample Policy: Graduation Requirements
6146.2 - Sample Policy: Promotion, Retention
6171.1 - Sample Policy: Remedial Instruction
6171.3 - Sample Policy: At-Risk, Title 1
6300 - Sample Policy: Evaluation of Instructional Program

*Indicates policy is included in the Critical Policy Reference Manual.