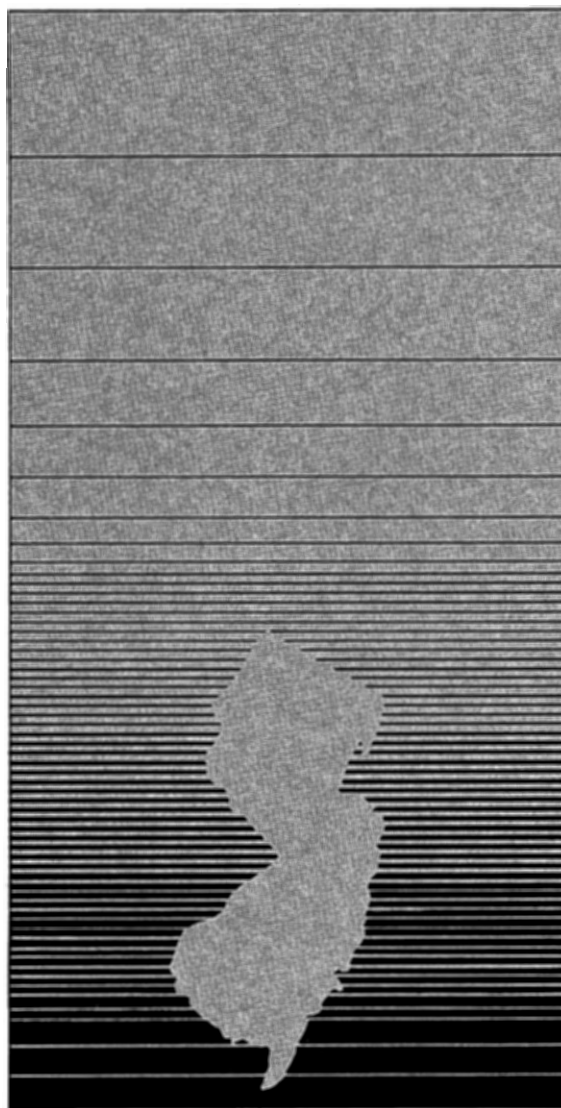


New Jersey State Department of Education



ANNUAL REPORT

1984-1985

New Jersey State Library

1984-85 ANNUAL REPORT
NEW JERSEY STATE DEPARTMENT OF EDUCATION

April 1986

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* * *

PREFACE

This document is the annual report of the Commissioner of Education for the fiscal year beginning July 1, 1984, and ending June 30, 1985, fulfilling the requirements of N.J.S.A. 18A:4-20; 18A:4-40, 18A:7A-11 and 52:14-18.

The report is organized into three major sections: an overview of statewide educational issues, a summary of departmental operations and an appendix of selected educational statistics.

*** * ***

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I. FOREWORD

NEW JERSEY'S DESIGN FOR EDUCATIONAL EXCELLENCE

After much research, consultation and planning, the 1984-85 school year has seen the New Jersey State Department of Education move its programs of educational reform from concept to reality. Action plans were transformed into action. Individual pieces of the total reform effort fell into place, creating a comprehensive design for educational excellence in New Jersey.

This State Department of Education design for excellence concentrates on programs developed to raise educational standards in three key areas: revitalizing the teaching profession, raising expectations for student performance and making educational leadership more effective.

In raising standards for the teaching profession, we have faced several problems. We need more teachers and we need more talented teachers. Furthermore, we need to provide the many fine teachers already in our system with financial incentives, recognition and opportunities for professional renewal.

In 1985, Governor Kean and the New Jersey State Legislature established a minimum starting salary for teachers of \$18,500. This is one of the most significant ways in which New Jersey has encouraged highly qualified candidates to enter the teaching profession. Governor Kean and the state legislature have also acted to honor New Jersey's many fine teachers through a Governor's Teacher Recognition Program.

The Governor's Teaching Scholars program is another important way New Jersey is trying to create a better teacher corps. This program will annually recruit 100 of the state's most qualified high school graduates, and offer them college loans that will be forgiven if they teach in New Jersey's public schools.

New Jersey's Provisional Teacher Program, or the "alternate route" for teacher certification, takes another approach to recruiting strong teachers. Offering educated professionals an opportunity to enter teaching, whether or not they have pursued college teacher-training courses, this program expands the pool of talented candidates from which schools can choose.

In addition to rewarding and recruiting promising teachers, we are recognizing the fine professionals already working in our schools. The Governor's Teacher Grant Program, for example, offers grants to creative teachers who have developed effective classroom strategies. Now their expertise may more readily be shared with others to improve student learning across the state.

Finally, our good teachers need a chance for renewal -- so they can be even better teachers. Our Academy for the Advancement of Teaching and Management has been an unqualified success in helping New Jersey's teachers and administrators refine their skills in classroom instruction and school management.

By raising standards for the teaching profession, we will ultimately improve the learning of New Jersey's students. At the same time, however, we are raising our expectations for the academic performance and behavior of the students themselves.

In 1985, for instance, the senior class was the first in New Jersey history required to pass a test of basic skills in order to graduate. We are now progressing from the Minimum Basic Skills test (MBS), required this year, to a new and more rigorous High School Proficiency Test (HSPT) which will become a requirement for the class of 1989.

The introduction of the HSPT is a major element in our design for educational excellence. It challenges our students to master the more complex skills needed for successful performance on the job or in college.

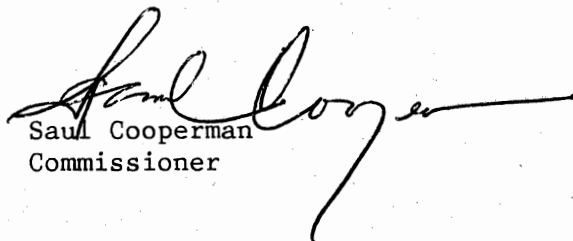
To improve student discipline, a department Grant Program to Reduce Student Disruption will distribute \$1 million among approximately 10 school districts. These grants will fund alternative education programs for chronically disruptive pupils. If successful, the programs will become models for schools throughout the state.

New Jersey has not stopped at revitalizing the teaching profession, however, or at raising standards for student performance. We have also raised standards for educational leaders at both the state and local levels. The new standards call for improved educational planning and accountability and streamlined monitoring of districts by the state. Districts are also now held to the highest standards for effective management and financial responsibility.

In 1984-85, the department appointed its first Director of Compliance Intervention to head a new Office of Compliance Intervention. The unit was established to investigate and intervene in those few local school districts which show evidence of impropriety in their management or fiscal practices.

The State Department of Education is also committed to fostering the development of local solutions for the difficult problems besetting many of the state's urban schools. This year, under the Urban Initiative, we began a major effort to enable educators and students in New Jersey's 56 urban districts to help themselves more quickly and more effectively.

Space limitations here permit me to mention only a few highlights of what we have accomplished in 1984-85. To explore the full scope of New Jersey's efforts to improve education, I invite you to review this annual report. It details the many ways in which Governor Thomas H. Kean, the legislature, the New Jersey State Department of Education, the State Board of Education, the state's school districts and many of its citizens have worked together to turn research and planning for educational improvement into a design for excellence -- and into reality.



Saul Cooperman
Commissioner

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II. EDUCATIONAL ISSUES AND INITIATIVES

A. REVISED STANDARDS FOR A REVITALIZED TEACHING PROFESSION

1. Minimum Starting Salary

A major reason that the teaching profession does not attract large numbers of qualified candidates is the low level of its starting salaries. It is a critical issue which must be addressed if teaching is to compete with careers in other professions.

In New Jersey, research has shown that starting salaries for beginning teachers did not keep pace with increases at the middle and upper ranges of the salary guides. Local teacher associations had been responsive to the needs of the majority of teachers who fall in the middle to higher salary ranges. Increases in the first steps were not a high priority.

To arrest this trend and make the teaching profession more competitive with other professions, a minimum starting salary of \$18,500 for beginning teachers was proposed in New Jersey in 1983. Department of Education staff worked with the Governor and the legislature to develop legislation which would balance the public interests involved.

The program calls for full state funding for three years to defray the districts' initial costs of bringing all full-time teaching staff up to the \$18,500 minimum. Aid allocations will be based on the 1984-85 salary guides, and will provide districts with additional funds to be used for teacher salaries as determined locally.

After three years, recommendations from the State and Local Expenditure and Revenue Policy Commission will be enacted which will determine further funding of the program. If recommendations are not enacted by 1988, the state funding will be phased out based on a formula established in the legislation.

2. Governor's Teacher Recognition Program

The success of the public school system in the State of New Jersey is based upon the quality and dedication of our teaching staff. The Governor's Annual Teacher Recognition Act of 1985 provides \$2.2 million to establish the Governor's Annual Award for Outstanding Teaching. This award will give well-deserved recognition to one outstanding teacher from nearly each school building in the state.

Local panels will select the outstanding teachers from each school in the district with 10 or more teachers or from several schools with a combined faculty of 10. Teachers will be selected because of their knowledge, commitment, creativity and their extraordinary contributions to the quality of education in the district.

Each nominated teacher shall have \$1,000 sent to the district in his or her name to be used for an educational purpose designated by that teacher. In addition, the Governor will sponsor a convocation on "Excellence in Teaching," at which each nominated teacher shall be awarded a certificate in honor of his or her selection as an "Outstanding Teacher."

3. Governor's Teaching Scholars

The Governor's Teaching Scholars Program was announced by Governor Thomas H. Kean in his 1985 address to the legislature as a unique incentive to attract highly qualified students to the field of teaching in the State of New Jersey. The program provides forgivable scholarship loans of up to \$7,500 per year to a minimum of 100 academically talented New Jersey high school seniors. A committee of educators, appointed by the Commissioner, convened in February 1985 to establish criteria for the selection of students for the loan program. Its recommendations became the basis of the program.

The rigorous application procedure requires:

1. A combined S.A.T. (Scholastic Aptitude Test) score of at least 1,100;
2. Class rank at the end of the junior year in the upper one-fifth of the class;
3. Recommendations from two educators who can attest to the applicant's interest in and aptitude for teaching; and
4. An essay completed by the applicant concerning the applicant's specific strengths that will contribute to an effective teaching career.

A goal of the program is to select minority students in equal proportion to the minority population of the graduating class of 1986.

The loans will be forgiven upon successful completion of teaching service in New Jersey public schools, at a rate of a four-year redemption schedule in urban areas and a six-year schedule in other areas.

The program is scheduled to be in operation by October 1, 1985. A brochure describing the program was provided to all high schools, both public and private, in the State of New Jersey. The deadline for application to this program is February 1, 1986.

It is expected that in five years the program will be ready to provide a continuing pool of talented teachers who are redeeming the loans and accrued interest by successful teaching service in the State of New Jersey.

4. Certification Reform

In September 1984, the State Board of Education addressed the crisis of quality in the teaching profession by adopting revised regulations for certification. They provide for an alternate route to certification for talented persons who did not study education in college and introduce a test requirement to assure subject matter competence in all teachers entering the profession.

The most significant result of the revised regulations is the expanded pool of academically talented individuals from which schools may now attract new teachers. Prospective candidates who have not completed formal professional education courses and student teaching programs in college may now be considered for employment through participation in a provisional teacher program for one year.

Revised regulations also preclude the issuance of substandard certification and the "course-counting" approach to certification. These mechanisms, in use for more than 40 years, lacked quality controls and allowed individuals to teach without professional status, training or evaluation of teaching competence.

Regulations now focus on the qualitative dimensions of the teaching profession. They complement standards which were adopted to strengthen teacher education programs in July 1983. New standards require preparation in the liberal arts, use of assessment measures at entry and exit levels and a professional education sequence of preparation including strengthened field experiences. Implementation of revised standards is monitored through an on-site evaluation of teacher preparation programs on a five-year cycle.

Provisional Teacher Program

The Provisional Teacher Program affirms the importance of the school principal in creating an effective learning environment and in enhancing teacher skills. In 1984, seminars were conducted to inform principals of guidelines for training and supervising provisional teachers through rigorous and consistent standards.

The three basic components of provisional teacher programs are: formal instruction covering professional topics; on-the-scene support and supervision during various phases in the internship year; and evaluation by standardized criteria for assessing the beginning teacher's performance.

Local districts must fulfill a requirement for providing 200 hours of formal instruction in the knowledge and skills necessary for effective beginning teachers. They may choose to operate a district-based program of formal instruction or send provisional teachers to one of the department-sponsored regional training centers established in seven locations throughout the state. Provisional teachers who successfully complete provisional teacher programs are eligible to apply for regular certification after one year.

Teacher Preparation

A test requirement for certification was adopted by the State Board of Education in September 1984. Teacher candidates must demonstrate a basic knowledge of subject matter before they are permitted to teach.

A validation study of subject tests of the National Teacher Examinations (NTE) was conducted in cooperation with Educational Testing Service in 1984. Three panels of college professors and teachers reviewed 16 NTE specialty area tests for secondary teachers and the General Knowledge Test of the Core Battery for elementary teachers and recommended cut-off scores. The State Department of Education adopted cut-off scores in January 1985, based primarily on the recommendations of the panels. They will be adjusted following analysis of scores achieved in the first year of testing.

In the teaching areas of psychology and earth science, Graduate Record Examinations (GRE) were required for certification in 1984. Cut-off scores were not determined and further study will be conducted to determine the viability of these tests for certification.

Teacher Recruitment

In an effort to attract and retain highly qualified teachers as a primary intent of certification reform, on-site recruitment was conducted at 13 colleges. Interviews were held at the colleges so that highly educated seniors might consider teaching in New Jersey as an attractive career alternative. The credentials of candidates interviewed were submitted to school districts for employment consideration. Incentive awards and teaching fellowships will be awarded to academically talented individuals recruited to the teaching profession to defray costs associated with provisional teaching programs and for graduate study in teaching content fields.

As a result of certification reform and strengthened academic standards, positive changes in the teaching force are anticipated in New Jersey.

5. Academy for the Advancement of Teaching and Management

The Academy for the Advancement of Teaching and Management recognizes that education is a profession which requires the continuous development of its members. It represents one of the department's major responses to the nationwide demand for educational excellence and to Governor Thomas H. Kean's September 1983 address to the legislature, "Education in New Jersey: A Blueprint for Reform." The academy's goals are to:

- * provide professional growth opportunities for teachers and administrators;
- * develop/select programs that translate theory into practice;
- * incorporate relevant research and practices into programs;
- * promote networking opportunities among educators, educational institutions and states; and
- * encourage community support for the professional development of educators.

Because of its immediate applicability to teaching and because of its proven worth in many states, "Instructional Theory Into Practice" was selected as the first course of the academy. This program is based on the work of Dr. Madeline Hunter.

Between January and June, 1985, 10 workshop sessions were completed. Involved were 314 educators from 61 schools, representing all grade levels of rural, suburban and urban districts from throughout New Jersey. Eleven sessions of the same course, "Instructional Theory Into Practice," are already filled for the 1985-86 school year with 385 participants from 77 districts. There is a waiting list for 1986-87. In addition, three new courses ("Advanced Instructional Theory Into Practice," "Instructional Supervision" and "Central Office Instructional Theory and Supervision Into Practice") began in July 1985; 410 educators have already registered for these offerings.

The academy's programs are implemented by the director and a staff of six education program specialists/trainers. Beginning in September 1985, the academy's staff will also include an Instructional Practitioner, a skilled and experienced teacher who will work with the academy while on a one-year sabbatical from his/her local New Jersey school district.

6. Governor's Teacher Grant Program

In response to Governor Kean's initiative to create new opportunities to recognize teachers, the Division of General Academic Education developed guidelines and procedures for a grant program designed to recognize teachers who had developed effective classroom practices.

The Governor's Teacher Grant Program will provide approximately 30 awards of up to \$15,000 each, for a period of up to two years, to individual teachers or groups of teachers for the development of effective classroom practices. The funding will support the further development and implementation of these classroom practices.

The Governor's Teacher Grant Program is designed:

- to recognize teachers who have developed and implemented classroom practices which have been demonstrated to be effective in enhancing student learning; and
- to make such practices available to other teachers in schools throughout the state as part of New Jersey's continuing efforts to provide the best possible instruction to students.

Application materials were distributed to school districts in early Fall, 1985. The initial grant period is to begin July 1, 1986.

Award recipients will have the opportunity to work with colleagues and experts in their instructional fields. They will also be assisted by the Department of Education in preparing their classroom practice, plans and materials for dissemination through the department's curriculum delivery system.

7. Pilot Master Teacher Program

In Governor Kean's address, "Blueprint for Educational Reform," he stated that New Jersey must offer its teachers support, recognition and career advancement if it is to retain outstanding individuals now teaching in the public schools. With this objective in mind, he appointed a commission to design a Pilot Master Teacher Program.

The Governor's Commission on Master Teachers defined the attributes required of a master teacher, developed specific guidelines for the criteria on which master teachers would be selected, outlined the selection process and determined the responsibilities the position would entail. It also developed the procedures to be followed in selecting the pilot districts.

The commission defined the master teacher as a teacher who demonstrates the wide range of professional skills and attributes characteristic of outstanding teachers. These attributes include: ability to inspire the respect of the school community; contribution to the quality of life in the school; service as mentors to their peers; knowledge of their subjects; effective communication of knowledge to students; a love of learning; promotion of a student's feelings of self worth; and high expectations for themselves and for their students.

As designed, the pilot program called for the selection of five pilot districts, with each district selecting up to five percent of its teaching staff as master teachers. It provides each master teacher with a \$5,000 stipend for an additional month of work plus other year-long educational projects and services.

The Pilot Master Teacher Program began with invitations to local school districts to apply by submitting proposals developed and jointly approved by local school board members, administrators and the majority representative teacher organization. The Commissioner appointed a seven-member panel to review the proposals and select five pilot districts.

Initially, five districts were selected for the opportunity to serve as pilot districts starting with the 1985-86 school year. They included Newark School District, Pinelands Regional School District, Eatontown School District, Bloomfield Township School District and Woodbury School District. Three districts withdrew their applications due to teacher organization non-approval and two districts, Newark and Pinelands Regional, proceeded to the next step of nominating teachers for master teacher designation.

The Commissioner could not, however, give final approval to the Newark district due to allegations raised -- and reviewed by a Department of Education study team -- concerning the district's master teacher selection process. The district refused to honor the Commissioner's request for written rationale verifying the selection of individual master teachers. The remaining program, Pinelands Regional, did receive final approval by the Commissioner to initiate three components of its program: a teacher resource center, student leadership training and a computers-in-business program.

B. RAISED STANDARDS FOR STUDENTS

1. Mastery of Basic Skills

The Minimum Basic Skills (MBS) Test and the new High School Proficiency Test (HSPT) were administered in the secondary schools during March 1985.

The MBS test, in use since 1978, is the basic skills test currently required for high school graduation. The HSPT, first administered in 1984, will be phased in as the new graduation requirement beginning with the graduating class of 1989.

MBS test performance has improved significantly since its inception in 1978. Today, most students not only pass the test, but also complete most test items correctly.

From 1978 to 1984, the percentage of students passing the reading test jumped from 76.3 to 92.6 and the percentage passing the mathematics test increased from 74.5 to 93.3. During the same interval, the mean scores in reading climbed from 82.6 to 93.1 and in mathematics from 75.5 to 86.4.

The ninth grade class entering in the 1981-82 school year was the first class for which the MBS test was required for graduation. Approximately 100,000 students were tested in that year. Students who failed one or both parts of the test were provided with remediation and retested in each subsequent year until both parts of the test were passed satisfactorily.

By the time this class reached the 12th grade, all but 0.3 percent of the original test group had passed the reading test and all but 0.2 percent had passed the mathematics test. These results show that almost every student had mastered the minimum basic skills prior to the scheduled graduation.

The HSPT was administered to the incoming ninth grade class for the second year in 1985. Comparisons are available for the mean scores, year to year, although no passing grade has been established as yet. This more rigorous test includes sections on reading, mathematics and writing/essay.

Between 1984 and 1985, HSPT mean scores improved in reading (from 77.3 to 79.9), in mathematics (from 62.6 to 64.4), and in writing (from 77.7 to 78.0). However, in the essay section of the writing test the mean score held at 7.6.

Although the change in HSPT performance from the first to second year was not substantial, it should be noted that a similar pattern occurred between the first two years of MBS testing. Many districts used the results from the first year's HSPT to identify the strengths and weaknesses of their programs and to initiate the necessary curricular revisions for modification of the instructional programs to focus on the HSPT skills. The 1985 results will also be used by school districts to refine the curricular and instructional revisions currently underway.

It is anticipated that once the curriculum and instruction are completely aligned to the skills being assessed, performance will improve further. To assist school districts in adjusting their curricula to the skills tested by the HSPT, a training program was developed. Through a series of workshops and follow-up sessions, 31 school districts in southern New Jersey and 26 urban school districts statewide are being trained to perform the curriculum alignment. The training will occur in the northern and central regions during the 1986 school year. A publication entitled Getting the Most from the New Jersey HSPT has also been developed to assist school personnel as they align their curricula.

Training institutes have been developed to equip teachers in grades seven through nine to teach the skills tested by the HSPT in their math and language arts classrooms. Training scheduled for 1985 will be offered again during the 1986 school year by the regional curriculum services units (RCSUs). The institute training is accompanied by instructional materials developed by the department and will include the following products upon their completion:

- * High School Proficiency Test Skill Array, Mathematics;
- * High School Proficiency Test Skill Array, Writing;
- * High School Proficiency Test Skill Array, Reading;
- * Understanding the Writing Process: Introducing Students to Composing;
- * Conferencing: Assessing Growth and Change in Students' Writing;
- * Improving Students' Abilities to Read and Think: A Resource Guide for Reading Teachers of Junior High School Students; and
- * Improving Mathematical Skills Assessed by the HSPT (a series of six publications).

These products will be distributed to schools through the training and to chief school administrators during the 1986 school year. Similar institutes are being developed for the elementary grades for the 1986 summer and will be re-run during the 1987 school year.

2. Adult Basic Skills

The Division of Adult Education is addressing the educational problems of young dropouts (16 to 21 years of age) through special adult education programs. The division has provided special adult basic skills programming to young adult dropouts, ages 16 to 21, in seven districts, namely East Orange, Elizabeth, Newark, New Brunswick, Orange, Paterson and Perth Amboy.

For FY 1985-86, the division received an increased state appropriation of \$1.136 million for these programs, issued a request for bids, and awarded contracts to 12 districts which developed appropriate program plans to assist young adults in gaining high school diplomas and jobs. The districts are Asbury Park, East Orange, Elizabeth, Gloucester City, Neptune Township, Newark, New Brunswick, Orange, Paterson, Plainfield, Trenton and Vineland.

The division issued a request for proposals in cooperation with the Department of Community Affairs to provide the educational component of the New Jersey Youth Corps. Five projects were funded: Gloucester City; Neptune Township; Paterson; Trenton; and the Middlesex Consortium, consisting of the Middlesex County Economic Opportunity Corporation's members (Middlesex County College, New Brunswick Public Schools and the Community Mental Health Center). These projects are designed to develop sound work habits and attitudes in young high school dropouts to assist them in completing a high school program.

3. Compensatory/Bilingual Education

The New Jersey State Department of Education anticipates that more students will fail the new High School Proficiency Test (HSPT) than failed the Minimum Basic Skills test. The HSPT requires students to demonstrate their knowledge of higher level basic skills such as problem solving and critical thinking. Students who are presently participating in federally and state-funded remedial basic skills programs are at high risk of failing the HSPT. In addition, limited English proficient students are likely to experience great difficulty with the HSPT. The Division of Compensatory/Bilingual Education recognizes that in the light of the new testing requirement, it is even more important to strengthen compensatory basic skills and bilingual/English as a second language (ESL) programs.

The Division of Compensatory/Bilingual Education is involved in two major initiatives to help districts to improve their programs. Both efforts aim at translating research findings into practice. The Basic Skills Program Improvement Process (BSPIP) helps districts take a critical look at their remedial programs and make plans to improve them. The Bilingual Education Training Institute offers in-service training to improve instruction in bilingual and ESL classrooms.

The Basic Skills Program Improvement Process (BSPIP) enables schools to analyze their programs in relationship to the research about effective basic skills programs. The division will provide two-day training sessions periodically throughout the 1985-86 school year to prepare teams of teachers

and supervisors to conduct the program review. Division staff will also provide on-site assistance as the teams visit their assigned schools to gather data on the basic skills improvement programs. The visiting team members interview staff and students, observe classes and school climate, and review relevant documents. Then, they analyze the data and develop recommendations for program improvement. A BSPIP manual has been developed to guide the program reviews. The following products have been developed to help districts implement the BSPIP recommendations:

- Resources for Basic Skills Program Improvement, a manual of "effective schools" resources and descriptions of model basic skills programs;
- Catalog of Program Descriptions, a description of basic skills programs, project settings, and essential elements with statistical information about New Jersey programs;
- Basic Skills Improvement Programs: Case Studies of Effective Practices, a compendium describing effective secondary school basic skills programs in surrounding states, including strategies for improving instruction and the management of programs;
- Improving Mathematical Problem-solving Skills in the Middle Grades, a manual which helps district supervisors conduct in-service workshops for teachers;
- Writing in the Content Areas, a guide which helps teachers in subject areas increase their use of writing as a tool for learning; and
- Writing, A Process Approach, a manual which helps district supervisors use the Maryland Instructional Television series on writing to train teachers.

The Bilingual Education Training Institute offers in-service workshops designed to improve the quality of instruction of limited English proficient students. The division will offer a series of training sessions regionally and in selected pilot districts. The focus of the training will be on language acquisition. The division will present up-to-date theory and research about language learning and instructional strategies which assist students in making the transition from learning in their native languages to learning in English. A manual on effective instructional practices in bilingual classes is being developed as a resource. The division has:

- conducted regional awareness sessions;
- identified five pilot districts to participate in the institute; and
- conducted planning for implementation by the institute facilitator team together with outside consultants.

Graduation Requirements for Limited English Proficient (LEP) Students

With new, rigorous graduation requirements for limited English proficient students set for the graduating class of 1987, the Division of Compensatory/Bilingual Education completed one of the more important tasks of this policy, that of selecting an English fluency test. This test will become a part of the Special Review Assessment for twelfth grade limited English proficient students eligible for that process.

An English Fluency Test Committee, composed of test experts, linguists, representatives from industry and business, and broad representation from the educational community, completed the following:

- expanded the definition of English fluency by describing the language areas of listening, speaking, reading and writing;
- reviewed the language proficiency tests selected for study;
- selected the Maculaitis Assessment Program, (Alemany Press Ltd.) as the test that best measured English fluency; and
- recommended a method to establish a passing score or standard level of English fluency.

Compensatory Education

The Division of Compensatory/Bilingual Education designed activities to enable the Urban Initiative through compensatory and bilingual secondary students to fulfill high school graduation requirements. Actions included:

- development of the basic skills program improvement process (BSPIP), including the Basic Skills Program Improvement Process Training Manual and the Resources for Basic Skills Program Improvement Guide;
- development and statewide dissemination of the Basic Skills Program Improvement Process brochure inviting districts to participate in training to conduct the basic skills program review process;
- presentation to district educators at three statewide regional awareness forums for the broad-based initiative;
- conducting visits to state educational agency (SEA) recommended school districts in Region I states to observe effective secondary instructional and management strategies. The visits were in conjunction with an initiative grant received by New Jersey from the United States Department of Education and the development of a compendium of mini case studies; and
- development and dissemination of Individual Student Improvement Plans, A Guide for the Development and Use of ISIPs.

4. Student Behavior

Codes of Conduct and Expectations for Student Behavior

In a comprehensive approach to problems of student behavior, discipline and motivation, the department has initiated several projects designed to help local districts achieve and maintain well-disciplined, orderly and safe environments for all students. Included among the department's major activities are:

1. Student Codes of Conduct: A Guide to Policy Review and Code Development. This publication was developed to assist school districts in developing and implementing clear and fair codes of conduct and policies for student rights and responsibilities. It encourages districts to update their policies and, if necessary, to make them more stringent, so that the rules which govern the behavior of students, as well as the responsibilities of staff and parents for enforcing these rules, are clear to all.
2. New Jersey Project on Student Expectations. To emphasize the positive aspects of student behavior which are critical to high standards of learning, the department launched the New Jersey Project on Student Expectations in partnership with the New Jersey Principals and Supervisors Association. The goal of the project is to provide the necessary leadership and resources to assist New Jersey educators in fostering widely-accepted standards of positive student behaviors which are conducive to improved learning.

Using background material developed by the department, a representative group of educators, parents and students was appointed to study the issue of student behavior and academic performance and recommend a set of behavioral expectations which might be shared by all concerned parties. The validity of these expectations was subsequently tested through local critiques in typical school districts in the state, and revised accordingly. The final statement of behavioral expectations will be disseminated widely throughout the state during 1985-86 through a variety of training activities and special programs designed to help local communities promote improved student behavior and learning.

3. Grant Program To Reduce Student Disruption In Schools. The department has designed a \$1 million grant program to reduce student disruption in schools. Local districts will compete for grants to develop alternative school programs for chronically disruptive students in grades 7 to 12. These grants will enable districts to begin alternative education programs that are not generally available in conventional school settings.

The alternative programs will provide instructional strategies and support services to help disruptive students learn the responsible behavior and basic competencies they need to lead productive lives. Grants ranging from approximately \$100,000 to \$250,000 will be awarded to school districts during the 1985-86 school year.

Successful alternative education programs that prove effective in reducing disruptive student behavior will become demonstration models for other school districts. Training activities and materials leading to the use of the program by other districts will be provided through the regional curriculum services units.

5. Urban Initiative

During 1985, the Urban Initiative began to show its significant impact on New Jersey's urban districts. Progress was made in both Operation School Renewal, a concentrated effort at school improvement in three districts, and in the broad-based component, available to the remaining 53 urban districts.

Operation School Renewal

The three districts selected for participation in Operation School Renewal were East Orange, Neptune Township and Trenton. They worked collaboratively with department staff to develop comprehensive three-year plans to serve as an instrument of policy for the districts. Planning teams -- consisting of teachers, administrators, students, parents, community activists and staff from the Division of Educational Programs -- were organized for all Operation School Renewal objectives and two special areas of focus. Operation School Renewal related activities are underway in all three districts. Some of these are highlighted below.

Principal Effectiveness

To increase the effectiveness of building principals, Operation School Renewal districts are participating in two types of programs. First, statewide seminars for principals are held quarterly. These sessions focus on such common issues as the skills tested by the HSPT, programmatic approaches for disruptive youth and school effectiveness. Second, districts operate seminars for principals tailored to special district needs. In Neptune Township, for example, a major training focus is school and community relationships. Trenton and East Orange focus their principal training on curriculum alignment and coverage, instructional time and clinical supervision.

Student Attendance

An Operation School Renewal objective is to increase student attendance in each project school to the statewide average of 92 percent. In order to expedite the rapid identification of students with attendance problems, all three districts are improving computerized attendance data collection,

entry, and reporting systems. Community agents and attendance counselors will work with those students and families that are identified. In addition, attendance incentive programs are being instituted at each project school.

Pupil Performance

The objectives involving raising student performance in reading, mathematics and writing have resulted in a variety of program offerings in the three districts. East Orange and Trenton offered a special summer program for middle and junior high school students who were "at risk" of failing the HSPT. All three districts offered summer training opportunities for teachers that focused on curriculum and instruction in areas of particular concern, e.g., mathematics problem solving, reading in the content areas and the writing process. Each district is devoting much of its staff development resources throughout the year to the student performance objectives.

Disruptive Youth

In order to reduce by 40 percent the reported incidence of disruptive behavior, self-contained alternative programs that include counseling, academic instruction and a variety of activities in the community have been established for students who are chronically disruptive. Further, schools established time-out rooms and in-school suspension classes to deal with specific incidents of disruption. Counseling services are provided to students as a means of preventing serious behavior problems. Finally, teachers are improving their classroom management skills through in-service training.

Vocational Education

The Division of Vocational Education is providing funding to Operation School Renewal districts to strengthen their vocational education programs as a means of reducing youth unemployment. Cooperative education programs are particularly targeted for improvement. Operation School Renewal districts are receiving funds for partial support of job placement coordinators, career counseling programs and career resource services.

Educational Technology

One special area of focus within Operation School Renewal is educational technology. Each district has established computer centers in middle, junior and senior high schools. The centers are used to teach computer applications and to increase the use of computers for instructional purposes. Up to 30 teachers in each district have received intensive training in educational technology.

Secondary Special Education

Operation School Renewal districts are participating in the Division of Special Education's initiative that focuses on the improvement of special education offerings for secondary school students. The programs increase opportunities, particularly in vocational education, for high school students classified as emotionally disturbed.

Urban districts, other than Operation School Renewal districts which receive funding from the Secondary Special Education Initiative, are included in the broad-based component of the Urban Initiative.

Broad-Based Component of the Urban Initiative

The broad-based component of the Urban Initiative is being implemented within the existing organizational structure of the department.

Young Dropouts

The Division of Adult Education has funded special projects to address the problems of young dropouts. In addition to receiving a portion of state adult literacy funds, some projects have received money from the Department of Community Affairs to provide jobs and job-related skills.

Educational Technology

Regionally located educational technology centers make a variety of microcomputers and related hardware available for preview, evaluation and training. They also offer a comprehensive library of educational software and computer-related curriculum materials. By establishing and expanding networks of educational computer users, the department is able to deepen the impact of the information and training.

Vocational Education

Materials specifically targeted to the needs of urban vocational educators have been distributed. In addition, the Division of Vocational Education provides a series of motivational workshops to help urban districts. Urban educators receive help in developing high school career resource centers, increasing cooperative educational placements and developing new cooperative education programs. Finally, the department encouraged applying for competitive grants to use federal vocational education funds for equipment necessary to train students in such fields as typesetting, electronics, data processing and robotics. They waived the requirement for district matching funds for the 53 urban districts involved in the broad-based component of the Urban Initiative.

Disruptive Youth

A facilitator team composed of staff of the regional curriculum services units and the Division of General Academic Education are working with five districts (Camden, Paterson, Asbury Park, New Brunswick and Belleville) to develop alternative education programs for disruptive youths.

Substance Abuse

Pilot projects have been established in 10 urban districts. They are designed to improve policy, procedures and educational programs related to student abuse of drugs and alcohol.

Cognitive Skills (Reading, Writing, and Mathematics)

School sites in urban districts are participating in pilot projects related to improving student performance in reading, writing and mathematics. Newark, Asbury Park, Jackson, Plainfield and Vineland are the sites of programs in mathematics. Participating schools in reading are located in Newark, Elizabeth, Perth Amboy, Hoboken, and Pleasantville. Writing projects are being implemented in West Orange, Irvington, Asbury Park, Plainfield and Atlantic City.

Compensatory and Bilingual Education

In order to increase the graduation rates of compensatory and bilingual students in urban districts, the Division of Compensatory and Bilingual Education developed two major programs for the Urban Initiative. The first is the Basic Skills Program Improvement Process (BSPIP) which provides guidance for strengthening secondary basic skills programs. Second, the division offered three week-long Bilingual Education Training Institutes. Among the participating districts were Camden, Perth Amboy, Newark, East Orange and Trenton.

6. Programs for Special Education Students

Secondary Special Education

The goal of the secondary special education initiative is to improve and expand special education program options for handicapped, secondary school-aged pupils by improving basic skills achievement, reducing their dropout rate and absenteeism, and providing vocational training leading to post secondary school employment. First year efforts concentrated on identifying existing programs and practices, convening a statewide steering committee, distributing a request for proposals (RFP) and selecting 10 districts to pilot innovative and effective programs. During the current implementation year, the Division of Special Education sponsored the following activities:

- funded projects, implemented by the 10 participating districts;
- technical assistance provided through bi-monthly meetings with specialists in the field, on-site visits and monitoring;
- information disseminated through newspapers and presentations at state and national conferences;
- a statewide conference on secondary special education, conducted to showcase New Jersey's secondary programs for the handicapped as well as others from throughout the nation. Topics included innovative secondary mainstreaming programs, new techniques in teaching emotionally disturbed adolescents and using the regular high school setting to provide special education programs and services; and
- an evaluation of the effectiveness of the project.

Parent/Professional Partnerships

The Division of Special Education began implementing an action plan for improving parent/professional communication and cooperation in New Jersey at both the state and local levels. Two consultants, both parents of handicapped children, were employed to coordinate some of the activities of the action plan.

A State Parent Advisory Council for the Handicapped was established with a representative from each county. The council advises the director of the Division of Special Education on policies and regulations that directly affect the education of handicapped children. Four subcommittees will address the following issues during the next school year:

- parent/professional partnerships;
- Turning Point - the Special Education Study Commission Report;
- implementation of rules and regulations; and
- secondary programs and adult services for the handicapped.

Special Education Study Commission Report

In April 1982, the New Jersey Special Education Study Commission was formed to initiate a comprehensive review of the current special education delivery system in the public schools of New Jersey. The commission's report (Turning Point) was presented to the Department of Education and the Division of Special Education in January 1985 for study and consideration. A task force within the Division of Special Education was appointed to analyze the Commission's recommendations. The division is now in the process of completing its review and analysis with the results to be made public in January 1986.

Higher Standards for Federal Grants

The Division of Special Education raised the standards for grant applications for federal funds for handicapped pupils which are distributed by the department. To support these new standards, the special education consultants from the four learning resource centers provided in-depth training in the various components of the grants for more than 300 districts. The consultants also reviewed these funding priorities: cooperative arrangements among districts; transition programs for "graduates" of preschool handicapped classes; programs for severely handicapped pupils, secondary school-aged, handicapped programs; and services for mainstreamed handicapped pupils. More than \$5 million in competitive grants were awarded to about 100 school districts to support special education programs. In addition, more than \$30 million was awarded in entitlement monies to support a variety of services to handicapped children.

State Plan for the Hearing Impaired

The Division of Special Education adopted a state plan to improve programs and services for hearing-impaired children. During the first year of the plan's implementation, the division established a special collection of curricula and instructional materials on loan from the learning resource

centers. The division also conducted the first statewide conference on the education of hearing-impaired children for about 500 parents and professionals and funded a child study team with special expertise in assessing and evaluating hearing impaired children. The state plan provides for additional child study teams for the hearing impaired, a coordinator for regional programs and expansion of regional programs to assure a full range of program options.

7. Categorical Aid

Multiple Excess Costs Committee

In December 1984, a committee of senior staff was appointed by the Commissioner of Education to conduct a comprehensive study of dual and multiple funding of state categorical aid. The major issue underlying the study is whether state categorical aid should be distributed to local school districts for students whose needs result in a combination of bilingual, compensatory reading, compensatory math, vocational and/or special education. Currently, students receiving categorical aid are counted only once to generate state categorical aid dollars.

The committee, known as the Multiple Excess Costs Committee, was given the following charge: To review the present categorical aid factors and to determine the impact upon state funding for all students who may be eligible for dual or multiple funding.

The tasks of the committee are as follows:

1. to identify the number of students by category who may be eligible for dual or multiple funding;
2. to survey other state agencies to identify other methods of funding categorical aid;
3. to survey local school districts to determine the differences in cost for students in a single category, dual categories or multiple categories;
4. to review the current method of defining the excess costs for categorical aid and to identify alternate methods of defining these excess costs; and
5. to identify funding options to meet the multiple special needs of children and to provide adequate state accounting of program expenditures.

The committee is composed of: assistant commissioners from the divisions of Finance, Executive Services, Educational Programs and Vocational Education; the directors of Compensatory/Bilingual Education and Special Education; and county superintendents of schools. Commentary has been sought and received from various advisory boards, professional and lay association members and district administrators. The target date for completion of the committee's work is January 1986.

C. RAISED STANDARDS FOR EDUCATIONAL LEADERS

1. State Assistance to School Districts

The department's reorganization in 1982-83 resulted in the creation of three regional curriculum services units (RCSUs). Each unit is designed to serve seven counties in the northern, central and southern regions of the state. The RCSUs help districts define their educational needs through planning, provide the department with information on local needs that require the attention and resources of the state and distribute products and provide local districts with services developed by the state.

The RCSUs, as units of the New Jersey State Department of Education, provide vital links between the department and local school districts. Since the department's 21 county offices of education serve as the first level of assistance to local districts, districts must submit requests for assistance to their county superintendents of schools. Depending on resources available at this first level of assistance, the request may then be referred to the RCSU in the region.

The assistance that is provided by the RCSUs is determined through an analysis of needs. A major component of this analysis is the review of local district planning objectives which are submitted annually to the county superintendents. Additionally, other source materials such as test results, professional research, state directives and state and federal legislation are reviewed for their implications in providing assistance to local districts. Needs that are statewide in nature receive the highest priority. Regional and county needs are serviced as resources permit.

On the basis of identified needs, the RCSUs (within the limits of their resources) provide training, consultation and "brokered" services to local school districts.

Linking districts to successful educational and administrative practices used elsewhere is often referred to as brokering. RCSUs provide brokering services in response to district needs for alternative approaches. RCSU staff members keep themselves informed on educational issues and practices through affiliation with national and statewide associations. They also provide training, consultation and brokered services to local school districts.

In providing training, the RCSUs distribute materials developed by the department or acquired from other sources. Training encompasses groups of districts within the region for a common strand of curriculum development, instruction or administration.

Consultation services to local districts provide guidelines for program implementation or evaluation. These services aim to provide specific strategies to meet local needs or to refer district personnel to other resources.

2. State Regulation and Review of Districts

During the 1982-83 school year, the department introduced a series of initiatives and action plans to improve the quality of education in New Jersey's schools. Among these was the development of a new monitoring procedure designed to reduce the burdensome annual review of all school districts through the implementation of a rigorous monitoring of all districts once every five years.

The monitoring process requires districts to document, for review teams of the county superintendents' offices, acceptable performance in 51 key indicators comprising 10 essential elements of a thorough and efficient education. Districts which meet these criteria are certified by the State Board of Education upon recommendation of the Commissioner.

Districts which fail to achieve certification must institute the Level II monitoring procedure. These districts are required to develop and implement district improvement plans containing specific actions and dates by which to remedy the deficiencies identified by county monitoring teams. The improvement plans must receive approval of the county superintendent.

Should a district fail to achieve certification after completion of the improvement plan, the county superintendent will then appoint an external team to review the district's deficiencies. The team is charged by the county superintendent to design a new remedial plan for the district.

In addition to the five-year certification process, each district is annually required to develop three to five objectives for the ensuing school year through a district-wide planning process. The objectives are submitted by September 30 for review and approval by the county superintendent. Progress of districts in attaining their objectives is reviewed at least twice during the school year by the county superintendent. At the conclusion of the school year, each district submits a report to the county superintendent on the attainment of its objectives. The county superintendent prepares an analysis of the report and responds to each district by August 15, citing its performance. These reports are released by districts at a public meeting of the board prior to September 30.

3. School District Fiscal and Management Practices

During the 1984-85 school year, the department established an Office of Compliance Intervention. This investigatory unit provides the capability to investigate serious fiscal and management irregularities that prevent efficient operation of some New Jersey school districts. The unit will be called upon to identify suspected illegal or improper fiscal, personnel and administrative practices; to investigate these practices to determine the facts and circumstances of possible violations and abuses of law and regulation; and to intervene where and when necessary to provide corrective measures.

4. Educational Programs

Science, Mathematics and Computer Education

Just as school districts must be financially responsible, New Jersey wants to ensure that school districts' instructional programs meet high standards.

In that effort, the Division of General Academic Education:

- developed and implemented procedures for the allocation of \$1.3 million to school districts for strengthening mathematics and science instruction. The funds, provided under Title II of the Education for Economic Security Act, will be available to districts for the period July 1, 1985, through June 30, 1986; and
- developed procedures for awarding \$370,000 to districts for competitive and sole source demonstration and exemplary projects under Title II of the Education for Economic Security Act.

Science Education

In the area of science education, the following activities were undertaken to address the national and state need to improve science education:

- the Division of General Academic Education, in coordination with the New Jersey Science Supervisors Association, conducted a science education needs assessment which helped the department establish priorities in this area; and
- a plan to improve elementary science education was formulated. Several products were designed to assist local school districts in developing and improving their science programs. These products, described below, are currently being developed or disseminated:

* the Department of Education and the New Jersey Science Supervisors Association jointly developed the Elementary Science Curriculum Guide for Grades K-6. It will assist districts with defining, developing and enriching their local elementary science curricula;

* the Secondary Science Safety Manual and the Elementary Science Safety Manual were a joint effort by the Department of Education and the New Jersey Science Supervisors Association. They will provide all science classroom personnel with the most up-to-date information related to laboratory and classroom safety;

* a joint proposal with the New Jersey Network to the National Science Foundation for science television programming; and

* the Pilot Consortium for Secondary School Science, a computer network which joins 25 public school teachers and college

professors in like subject areas and provides opportunities for the participants to develop curricula and avail themselves of inservice training opportunities.

Mathematics Education

A needs assessment committee convened by the department reviewed seven broad recommendations from the National Council of Teachers of Mathematics (NCTM). The NCTM report, Recommendations for the 80's, advises the Division of General Academic Education in the area of mathematics. Following their recommendations, the division:

- began to develop a series of six monographs with instructional strategies for use in seventh, eighth and ninth grades to improve student performance on the High School Proficiency Test;
- prepared teacher training materials for use in High School Proficiency Test Institutes. The institute informs teachers about the skills tested by the HSPT and the appropriate instructional strategies and materials;
- continued its support of the New Jersey Algebra Project which trains junior high and high school algebra teachers from 16 school districts. This curriculum/training project, directed by Dr. Charles Pine, professor at Rutgers, the State University, is developing teacher training materials, student texts and other materials designed to improve students' understanding and achievement in basic algebraic concepts. The project is funded jointly with the Department of Higher Education;
- cooperated with Trenton State College to retrain teachers for mathematics certification in response to the need for more qualified mathematics teachers, especially in urban areas; and
- joined with New Jersey Network to support the production of MATHWORKS, a series on problem-solving skills produced by the Agency for Instructional Technology. These programs will be aired on public television during the 1985-86 school year.

Technology and Education

In the area of technology and education, the division:

- published data collected during the spring of 1984 in its Report on the Survey of Educational Uses of Computers;
- conducted a survey to ascertain the brands of computer hardware used by districts and the training needs of the teachers and district administrators. The data were collected and collated during the spring of 1985 and will be published and distributed during the fall of 1985;

- negotiated a contract with the Educational Products Information Exchange (EPIE) to provide all school districts in New Jersey with free information on evaluation of hardware and software. Negotiations are now under way to continue the services during fiscal year 1986;
- continued its efforts to build an information network among the various districts and departmental units. Three issues of a quarterly newsletter, NewsCLIPS, were published and distributed to all superintendents, technology coordinators and other interested parties;
- asked the county superintendents and RCSU directors to identify school and/or district programs that use computers or other technologies for the Identified Programs Project. A list of 40 schools and/or districts was compiled, and 25 sites were visited by the department's technology unit staff;
- planned and opened three Educational Technology Training Centers, associated with the three RCSU's, to provide computer-related in-service training. The first center opened in December 1984, the second in January 1985 and the third in February 1985;
- set up 30 classroom computer laboratories, fully equipped with computers, disk drives, printers and software for the three districts participating in Operation School Renewal;
- cooperated with the Cable Television Network to plan the 1985-86 schedule on the state-wide cable channel;
- developed, organized and directed two conferences for school leaders in educational technology to provide an on-going dialogue between central office, regional and county office staffs and educators in the field; and
- designed, developed and began implementation of a statewide Educational Technology Network to link together staffs of the central office, RCSU, county office and school districts in a computer-based communication network.

6. Effective Schools Initiative

The Effective Schools Initiative was developed to respond to increasing concerns about the quality of our schools. To implement the initiative, two bills were presented to the legislature for support of school improvement during a three-year period.

When the legislation is passed, the department will help 10 to 20 schools to implement the principles of the effective schools research. These schools will include urban, suburban and rural sites at elementary and secondary levels. They will become demonstration centers and serve as models for helping other schools to become more effective.

In preparation for implementation of the 1985-86 effective schools initiative, the division conducted a number of activities. A Manual for the Development of Classroom Management Skills was published which incorporates research on effective instructional strategies for improved student learning and academic performance. Information is provided to assist teachers with establishing rules and routines, maximizing instructional time, setting clear, high expectations and monitoring student progress. Training on these issues is provided for districts through the RCSU's.

Other activities included the following projects:

- training and technical assistance were offered to two urban school districts which adopted the Achievement Directed Leadership Program (ADL). The ADL model includes the research findings on effective instructional strategies, student learning behavior, principals' instructional leadership, participatory supervision and on-going monitoring of student achievement; and
- extensive training was provided to department and participating district staff by Research for Better Schools, Inc., a non-profit, Philadelphia-based, educational research organization, and by department trainers.

7. Vocational Education Placement Awards Program

The Vocational Education Placement Awards Program is designed to recognize successful vocational education programs which culminate in employment for students. A Commissioner's Cup will be awarded to the school district in the state that places the highest percentage of vocational education graduates in the occupations for which they were trained. A similar trophy will be awarded to the individual school in the state that also achieves this distinction. Certificates of merit will be conferred on schools and school districts in which all vocational education programs place 85 percent or more of their graduates in the occupations for which they prepared.

The first awards program began during the 1984-85 school year. Criteria for the program were communicated to all local educational agencies in September 1984. Participating districts or schools were asked to submit the required data to county offices of education by October 26, 1985. The county offices will forward all approved submissions to the Division of Vocational Education. Winners will be announced by Commissioner Cooperman and Assistant Commissioner Ascher at the December 1985 State Board of Education meeting.

While the division will use the data exclusively for the awards program, local administrators may choose to use the data to identify their program's strengths and weaknesses.

III. SCHOOL FINANCE

1. State Aid

State aid is awarded to school districts for specific children or programs. The state equalization aid program is designed to assist districts in which property wealth is insufficient to maintain programs comparable to other wealthier districts without employing an extraordinary tax rate. In 1984-85, state education aid to school districts was \$2.4 billion, representing 42 percent of the estimated 1984-85 expenditures of \$5.6 billion. (See Table 6)

In 1984-85, state equalization aid was allocated to districts with property wealth below \$223,100 per resident student. Approximately \$1.2 billion in equalization aid was distributed to districts.

State aid also was allocated for categorical programs. State aid appropriated for handicapped students was \$206.1 million dollars in 1984-85. Compensatory education aid for programs, designed to raise the reading, writing and mathematics scores of students through additional programs and tutoring, was \$88.1 million in 1984-85. \$21.2 million in aid was targeted for bilingual programs, and \$7.6 million assisted local vocational programs.

Additional aid for specific purposes included \$129 million for transporting students and \$535.8 million for local school districts' payments to the teachers' pension fund. Building aid and building debt service (principal and interest) aid to local school districts was \$102 million in 1984-85. Seventy-one million dollars was distributed in other specific state aid to local school districts.

Despite the size of the aid distributed, a number of children from urban school districts have, through their parents or guardians, filed suit challenging the funding of equalization aid as insufficient. The case, Abbott v. Burke, was remanded in July 1985 by the State Supreme Court to the Office of Administrative Law for development of a record as a "contested" action. All relevant evidence is to be presented thereto, including claims and defenses in the constitutional issues. These proceedings, and the proceedings before the Commissioner and State Board of Education that must follow, can and will be expedited.

As a result of allegations of insufficiency and inequity, the Division of Finance has prepared extensive studies regarding the operation of the current equalization aid and simulations of possible modifications to the formula.

2. Budget Caps

In addition to the state aid component of the Public School Education Act of 1975 (Chapter 212), the law sets a limit upon the amount a school district may raise its budget in any given year. The intent is to permit poor and low-expenditure districts to raise their spending at a faster rate than wealthy, high-expenditure districts.

Districts may request cap waivers if they experience an unanticipated increase in enrollment or are unable to achieve their local goals and objectives in providing a thorough and efficient education for their students.

For FY 1985-86, 51 districts requested cap waivers, and 50 had at least a part of their requests approved. Eighteen million dollars of \$21 million in requested waivers was approved. The number of cap waivers approved has risen from 30 in 1982-83 to 50 in 1985-86, and from \$6.6 million to \$18.2 million.

The Division of Finance is conducting research to determine if computer analysis of district budgets can be used to predict future requests for cap waivers.

IV. SCHOOL LAW DECISIONS

MAJOR LAW DECISIONS, 1984-85

1. Retroactivity Issue Decided for Title I, Compensatory Education and Supplemental Teachers

The issue of entitlements for remedial teachers serving in Chapter I (Title I), Compensatory Education, and Supplemental programs moved one step closer to full definition during the 1984-85 school year without having fully arrived at that status. For the past two years, the status of remedial teachers serving in the programs named above has figured prominently in legal decisions emanating from the Commissioner, the State Board of Education and the courts.

The 1982-83 Spiewak decision held that persons employed as remedial teachers whose certification was a condition of employment were eligible to obtain tenure. The 1983-84 major law decision section of this report indicated a number of still unresolved issues growing out of the original Spiewak determination. Among these issues was the question of what persons involved in litigation over tenure eligibility were entitled to retroactive benefits.

A further issue unresolved by the original decision in Spiewak was exactly what salary and benefits were due to persons who had successfully established their claims to tenure in the Spiewak-type cases. The first of these unresolved issues arose from the language contained in a footnote to the Spiewak decision which provided that retroactive benefits should be limited to those persons "...before the Court." Persons not before the court would not be entitled to be rehired if terminated before the date of the decision or to any back pay if still employed at the time of the decision.

Because Appellate Division panels of judges interpreted the "before the Court" term differently, the New Jersey Supreme Court was required to further clarify its meaning in a decision handed down on April 11, 1985, which consolidated a number of cases on the same issue under the caption of Rutherford Education Association v. Board of Education of the Borough of Rutherford and New Milford Education Association v. Board of Education of the Borough of New Milford. In these combined cases, the Supreme Court finally settled the issue of retroactivity by providing that retroactivity of benefits would be accorded to any supplemental or Title I teacher employed as such who had a pending petition for relief as of the date of the Spiewak decision. Such retroactivity of benefits would be limited, however, to benefits due and owing during the six years prior to the date of the decision in Rutherford (April 11, 1985).

2. Hyman and Salary Entitlements (1985).

The remaining unresolved issue arises from the language in Spiewak which stated:

"We do not decide what, if any, additional benefits the teachers in these cases are entitled to, either retroactively or prospectively. That is primarily a matter of contract and the relevant collective bargaining agreements are not part of the record.***"

Based upon the foregoing, the Commissioner in a number of decisions beginning with Frances Hyman et al. v. Board of Education of the Township of Teaneck, decided August 15, 1983, had determined that while local boards of education were not precluded from negotiating differences in salary compensation for different categories of tenured teaching staff members, it was free to do so only when there was a clear recognition and acceptance on both sides in the negotiating process that the supplemental and remedial teachers involved are by law teaching staff members eligible to obtain tenure.

A number of subsequent decisions by the Commissioner found the teachers involved to be entitled to the same salary and benefits due all other regular classroom tenured teaching staff members either because there was no other negotiated agreement upon which to base their salary and benefits rights or because the factual circumstances did not indicate that the petitioners had been accorded recognition as tenured or tenure-eligible teaching staff members at the time the agreements were negotiated. While the Supreme Court in Rutherford did not decide the issue of benefits due the prevailing petitioners, it did call attention to the fact that the question relating to benefits entitlement was under consideration by the State Board of Education.

On March 5, 1985, the State Board of Education affirmed the Commissioner's conclusion in Hyman that local boards of education may negotiate different levels of compensation and benefits, apart from those prescribed by statute, for different categories of employees. They reversed the determination of the Commissioner that the so-called "auxiliary" teachers in Teaneck were entitled to placement on the same salary guide as all other tenured teaching staff members.

The state board held that, while tenure entitlement is a matter of law, benefits are a function of contractual agreement. Thus, it concluded, salary guide placement is not a statutory concomitant of tenure but dictated by the provisions of N.J.S.A. 18A:29-1 et seq. First and foremost, the state board noted that the provisions of N.J.S.A. 18A:29-1 apply by definition to full-time teaching staff members. (N.J.S.A. 18A:29-6) Hyman goes on to point out that a salary schedule is not mandated by statute. If a board elects to "...adopt a salary policy pursuant to N.J.S.A. 18A:29-4.1, it may, but is not required to include salary schedules for all full-time teaching staff members." (Hyman, pg. 9.)

Salary schedules which may be adopted pursuant to law need not be the same salary schedule for all full-time teaching staff members.

"However, because the statute specifically authorizes the inclusion of salary schedules for all full-time teaching staff members, if a board adopts a salary policy that includes a schedule covering one group of full-time members, it must provide schedules for all such members." (Hyman, pg. 9)

Hyman, it would appear, has provided guidance to local districts as to the salary and benefits entitlement of Title I and Supplemental teachers and possibly put the final piece of this puzzle in place. It must be emphasized, however, that the decision of the State Board of Education in this matter is on appeal to the Appellate Division and it is possible that the New Jersey Supreme Court may once again be called upon to write the final decision.

3. Seniority of Elementary Endorsed Teachers Teaching in Departmentalized Grades Seven and Eight Clarified

The rules for determining seniority as revised in September 1983 define the elementary category as being limited to "...Kindergarten, grades one-six and grades seven-eight without departmental instruction." (N.J.A.C. 6:3-1.10(e)(16)) Additionally, the authorization of the elementary endorsement had been interpreted for many years as permitting persons holding such endorsement to teach any subject in grades kindergarten-eight. As a consequence of these two circumstances, some confusion arose as to where seniority would accrue under the new rules for persons holding elementary endorsements who taught in departmentalized grades seven and eight prior to September 1, 1983, and who continued to teach in these grades thereafter.

The Commissioner, in a declaratory judgment entitled In the Matter of the Seniority Rights of Certain Teachers in the Edison and Old Bridge Public Schools, interpreted the intent of the rules to permit those persons who taught in departmentalized grades seven and eight under elementary endorsement to count all time served prior to September 1, 1983, in the elementary category for seniority purposes. Further, the Commissioner's decision provided that those persons who continued to serve or who were subsequently assigned under elementary endorsement in departmentalized grades seven and eight after September 1, 1983, would begin accruing seniority in the secondary category limited to grades seven and eight and to the specific subject taught.

In January 1985, the State Board of Education affirmed the Commissioner's interpretation but recommended that the seniority rules be revised to provide explicit language to assure clarity and conformity with that interpretation.

4. Standards for the Conducting of School Searches

Although not a decision arising from the Commissioner's jurisdiction, the case of State v. T.L.O. was a matter which has impacted significantly upon school operations. This case arose as a result of an appeal from a

conviction for delinquency against a teenage high school student for possession of a controlled and dangerous substance. The appeal arose on a motion to suppress the evidence obtained from what was claimed to be an illegal search of her purse by the assistant principal. The significant issues in this case as delineated by the New Jersey Supreme Court were:

- a. Does the Fourth Amendment exclusionary rule apply to searches of students made by school administrators?
- b. If the rule does apply, what standard is to be used to determine reasonableness of the search?

In its ruling, the Court held that the Fourth Amendment right to be free from unreasonable searches and seizures applies to students in school although the standard that must be met to justify a search in a school setting is less stringent than the "probable cause" standards which apply to police. The standard which applies to searches by school officials is that there must exist reasonable grounds to believe that a student possesses evidence of illegal activity or activities that would interfere with school discipline and order. Based upon the factual circumstances in the case, the Court determined that the search conducted by the vice principal in this matter was unreasonable. The New Jersey Supreme Court held:

"In the case of T.L.O., the assistant principal did not have reasonable grounds to believe that the student was concealing in her purse evidence of criminal activity or evidence of activity that would seriously interfere with school discipline or order. A student has an expectation of privacy in the contents of her purse. Mere possession of cigarettes did not violate school rule or policy, since the school allowed smoking in designated areas. The contents of the handbag had no direct bearing on the infraction.

"The assistant principal's desire, legal in itself, to gather evidence to impeach the student's credibility at a hearing on the disciplinary infraction does not validate the search. Moreover, there were not reasonable grounds to believe that the purse contained cigarettes, if they were the object of the search. No one had furnished information to that effect to the school official. He had, at best, a good hunch. No doubt good hunches would unearth much more evidence of crime on the persons of students and citizens as a whole. But more is required to sustain a search.

"In addition, although not necessary to our decision, even conceding the reasonableness of the purse opening, we would be hard pressed to sustain the balance of the search. The sight of rolling papers might justify looking for drugs but not 'wholesale rummaging or browsing through a person's papers in the unparticularized hope of uncovering evidence of a crime.' State v. Smith, 113 N.J. Super. 120, 135 (App. Div. 1971)."

On January 15, 1985, the United States Supreme Court on appeal by the State of New Jersey rendered a decision in the T.L.O. matter. In most respects, the United States Supreme Court and the New Jersey Supreme Court were in agreement. The U.S. Supreme Court agreed that students in a school setting were protected by the Fourth Amendment and also agreed that the standard to be applied in school searches was the less strict standard of "reasonable grounds" and not the "probable cause" standard applied to police officers.

Despite the essential agreement on the two major issues, the United States Supreme Court differed by finding the search conducted by the vice principal in the T.L.O. matter to be "reasonable." In a further and somewhat more subtle distinction the Supreme Court did not limit the authority to search on reasonable grounds to suspected "evidence of criminal activity or evidence of activity that would seriously interfere with school discipline or order."

The United States Supreme Court majority recognized that a school may enforce all of its rules and code of conduct, and not just those rules designed to deter the severe misconduct of violence or criminal conduct. The U.S. Supreme Court did go on, however, to say that the reasonableness of the individual search would be dictated by the objectives of the search, the age and sex of the student and the nature of the suspected infraction.

5. "Moment of Silence" Law Remains in Limbo

In June 1985 the Supreme Court of the United States handed down a decision which declared unconstitutional an Alabama statute mandating a moment of silent meditation or voluntary prayer in the public schools of the state (Wallace v. Jaffree). In reaching its conclusion that the law was in violation of the First Amendment, the majority court opinion applied the traditional three part Lemon v. Kurtzman test requiring that a statute have a secular purpose, have a primary effect that neither advances nor inhibits religion and avoid excessive governmental entanglement.

In applying the aforesaid test, the court majority concluded that the inclusion of the words "voluntary silent prayer" was intended to endorse religion and therefore could not pass the secular purpose test. The Court majority further pointed out that if the purpose of the Alabama legislature had been secular, the statute would have been unnecessary since a 1978 Alabama law already permitted a moment of silence which a student who so desired could have used for purposes of voluntary silent prayer.

The examination of the intent of the lawmakers in developing a "moment of silence" statute becomes significant in light of the finding of Judge Debevoise in the New Jersey case of May v. Cooperman. In that decision the federal district judge declared unconstitutional a New Jersey law C. 205, L. 1982 by stating:

"...I conclude that Bill 1064 does not have a bona fide secular purpose and, in fact, has a religious purpose."

When one views the exact language utilized by the New Jersey legislature in the context of the U.S. Supreme Court's decision in Jaffree, it would appear that the New Jersey "moment of silence" statute might stand constitutional muster since it never mentions the word prayer. However, when viewed in the larger context of the requirement that a statute have a secular purpose and further in light of the careful examination by federal district Judge Debevoise as to the actual statements and arguments raised by the statute's supporters during the debate over passage, the question of the constitutionality of that statute becomes unclear.

In any event, the New Jersey "moment of silence" law is presently on appeal before the Third Circuit Court of Appeals which will have to apply the constitutional test laid down in Jaffree to that law. Thus several New Jersey school districts under order from the Commissioner of Education and the Attorney General to cease and desist from carrying out local policies which require or permit moments of silence remain undisturbed in that practice pending the outcome of the case before the Third Circuit Court of Appeals.

6. Other Significant Decisions:

Colavita v. Hillsborough

While the standard adopted in Kopera which requires a board only to establish that there is a reasonable basis for withholding of a salary increment under 18A:29-14 continued to be sustained by the Appellate Division, the court re-emphasized the residuum rule, namely that hearsay evidence which is admissible in administrative proceedings, must be supported by a residuum of "legally competent evidence."

Thus an increment withholding based solely upon the testimony of the superintendent who reported upon what he was told by students concerning the classroom behavior of a teacher was declared by the court not to meet the "reasonable basis" standard.

Lois Shelko v. Board of Education of the Mercer County Special Services School District

This case decided by the New Jersey Supreme Court broadened the protection accorded to teaching staff members under N.J.S.A. 18A:28-16 when it held that the takeover by an educational services commission of a "program" previously operated by a local board of education preserved the sick leave, tenure and pension rights of all teaching staff members transferred to the commission.

This decision affirmed the Commissioner's finding that the decision to assume the program by the educational services commission represented a "tacit understanding and agreement" that the program was being transferred from the local school district to the educational services commission and that a "school program" was within the statutory intentment to guarantee the rights of teaching staff members when a school was taken over by a state agency. In reaching its conclusion, the Supreme Court reversed a finding of both the State Board of Education and the Appellate Division that no takeover agreement existed and that the word "school" in the statute did not include "school program."

V. DEPARTMENTAL OPERATIONS

A. DIVISION OF EDUCATIONAL PROGRAMS

Bureau of Teacher Preparation and Certification

The Bureau of Teacher Preparation and Certification recommends and maintains standards for the education and licensing of school personnel. The teacher preparation unit of the bureau conducts periodic evaluations of all collegiate programs which lead to state certification. The certification office coordinates the issuance, revocation and suspension of licenses for school professionals.

The Office of Teacher Certification and Academic Credentials issues and also revokes or suspends certificates in accordance with the statutory authority of the State Board of Examiners. It prepares for review by the board the applications of individuals to determine alternatives or equivalent experience for certification. Legal matters associated with licensure are resolved by the board, based on statutory authority and standards and regulations for certification.

Operational Highlights for 1984-85

During the past year, the division:

- introduced national teacher test requirements for certification;
- implemented other policy initiatives to restructure the teaching profession. Included were the alternate route to certification, and recruitment of talented individuals to the profession. The bureau conducted on-site evaluations of teacher preparation programs in accord with revised standards to strengthen academic preparation, professional training and field experiences;
- designed the components of an alternative route to certification, the Provisional Teacher Program, to provide for the certification of highly qualified individuals who have not completed professional teacher preparation courses or student teaching;
- recruited talented teachers to the profession by means of visitations to colleges with traditionally strong academic programs. A program is administered by the bureau to award fiscal incentives or fellowships to outstanding candidates for teaching; and
- provided diverse services to applicants, county offices of education, school districts, professional organizations, colleges, and state-operated schools in matters that involve teacher preparation, credentials, seniority, reduction in force, testing and the monitoring of schools. The Interstate Certification Project was used for certification reciprocity among member states.

Division of General Academic Education

The Division of General Academic Education is responsible for producing curriculum and training materials to support school improvement efforts in a wide array of academic areas. These products are designed to accompany training and other technical assistance programs provided through the curriculum delivery service system. The division is also responsible for managing and implementing programs authorized by state statute or federal programs.

Operational Highlights for 1984-85

During the past year, the division:

- developed administrative code subsequently adopted by the State Board of Education regarding the medical examination of school athletes;
- developed and implemented procedures for awarding \$190,000 to school districts to support exemplary and demonstration projects for gifted education;
- designed reading, mathematics, writing and classroom management products for use in the HSPT implementation plan and Urban Initiative;
- conducted forums for the Cognitive Skills component of the Urban Initiative;
- conducted a statewide forum on gifted education for 300 educators;
- conducted surveys in the following areas:
 - * gifted education;
 - * utilization of the HSPT Skills Arrays;
 - * impact of the first year of the high school graduation law; and
 - * grades three and six standardized test results;
- reviewed and favorably evaluated 53 non-public secondary school programs;
- recorded nearly 21,000 non-public school students as receiving compensatory education, English as a second language, supplementary instruction and/or home instruction; and 13,000 non-public evaluation/classifications at corrective speech services;
- prepared an administrative code for the State Board of Education for re-adoption of the Family Life Education mandate (N.J.A.C. 6:29-7.1) for a period of five years;

- co-sponsored a state conference on Family Life Education with the New Jersey Network on Family Life Education, Rutgers University, for 500 educators, in New Brunswick;
- revised the Guidelines for School Health Services, to be published during 1985-86;
- distributed policy on administering medication and updated information on immunization requirements to all school districts;
- trained school health personnel at three regional workshops on proper methods of conducting mandated scoliosis screening and two workshops on vision and eye health;
- coordinated the Nutrition Education and Training Program, which offered training to more than 1,200 educators and school food service directors through the regional curriculum services units;
- prepared a resolution on the responsibilities of school personnel for reporting suspected child abuse, adopted by the State Board of Education in November 1984;
- conducted a state-level conference on fitness and nutrition for 117 educators, and carried out awareness activities for 400 educators through van visits to all counties in observance of nutrition month (March 1985);
- cooperated with field unit staff to design and conduct five training sessions to help local districts in their decisions to lengthen the kindergarten day; completed preparation of a publication, All-Day Kindergarten: Resources for Decision Making, available in the fall of 1985;
- cooperated with other state agencies to design and conduct three awareness sessions on child care for school-age children;
- responded to more than 350 requests for information and assistance from local districts on school health programs and health screening procedures, and to approximately 200 requests for information regarding school entry and early childhood education;
- completed distribution of Program Models for the Prevention, Intervention and Treatment of Student Substance Abuse to all school districts;
- prepared a Desk Reference Manual on Student Drug and Alcohol Use: A Comprehensive Planning Guide for School Administrators, available in fall 1985, in cooperation with the New Jersey Department of Health;

- provided technical assistance to pilot districts participating in the broad-based Urban Initiative to reduce disruptive behavior and substance abuse. Five urban districts are pilot implementation sites for alternative education programs to reduce student disruption, while 28 school districts are pilots for substance abuse programs;
- conducted regional awareness forums in cooperation with the regional curriculum services units to introduce school districts to the department's initiatives in the areas of alternative education as well as drug and alcohol education;
- distributed a second printing of the publication Adolescent Suicide Awareness Training Manual to school districts;
- co-sponsored the fifth annual Governor's Awards in Arts Education Ceremony with the Alliance for Arts Education/New Jersey to recognize the outstanding arts achievements of 95 educators and students;
- cooperated with the New Jersey Education Association to conduct four training sessions on drug and alcohol abuse prevention for 168 school staff representing 101 districts; and
- prepared an interagency agreement with the Department of Health in which resources and staff from both agencies were targeted to provide training and technical assistance to school districts in the prevention of student drug and alcohol abuse.

Division of Adult Education

The Division of Adult Education administers state and federal grants and develops state plans, procedures and guidelines for the provision of adult education services through 209 school districts and eligible agencies. State and federal grants support instructional programming for adult basic skills, the General Educational Development (GED) Test, English as a second language (ESL), citizenship classes for immigrants and skill training for refugees and entrants.

The division is responsible for developing guidelines for adult high schools and for the administration of the GED test in 35 testing centers. It also trains teachers and administrators, and provides technical assistance to promote effective adult education programs throughout the state.

Operational Highlights for 1984-85

During the past year, the division:

- provided adult basic skills programming to approximately 42,000 adults and out-of-school youths, 16 years and older, in 155 school districts, colleges and other institutions and agencies;
- provided special adult basic skills programming to 664 young adult dropouts, ages 16 to 21, in seven urban districts with the following results: 128 (19%) of those enrolled passed the GED examination by July 1985 and obtained high school diplomas; 193 (29 percent) of those enrolled were placed in jobs;
- developed and implemented a formula-based competitive funding process for state and federal adult basic skills program funds through which funding decisions are based on criteria relating to district needs and prior program performance;
- monitored 34 adult high schools as part of the final approval process for these programs. This concluded the monitoring process for all of the state's 60 adult high schools, so that a comprehensive review of the program could also be conducted during the 1985-86 school year. The adult high school is sponsored by school districts and offers a high school completion program leading to a locally-issued state endorsed diploma;
- administered 19,509 GED tests and issued 10,198 high school diplomas through the 35 testing centers from July 1, 1984, through June 30, 1985;
- awarded 13 special projects (approximately \$300,000) for developmental programs under the Federal Adult Education Act. Content areas for these projects included adult literacy, career counseling for adults and programs for young dropouts;

- concluded two projects with the Department of Human Services which assisted 1,222 adult refugees in developing English language skills, in seeking employment and in coping with a new society;
- issued a joint request for proposals with the Department of Human Services for the purpose of continuing English language instruction and counseling for refugees and entrants. As a result, 12 agencies were awarded a total of \$674,143 to serve 1,744 refugees; and
- issued a request for proposals, as part of the Urban Initiative, to provide the educational component of the New Jersey Youth Corps, a cooperative project with the Department of Community Affairs. The project was designed to develop sound work habits and attitudes in young high school dropouts and assist them in completing school. Five programs were funded to serve 400 out-of-school youths.

The Division of Compensatory/Bilingual Education

The Division of Compensatory/Bilingual Education administers five federal programs:

- 1) The Education Consolidation and Improvement Act (ECIA), Chapter 1 (for the educationally disadvantaged) including P.L. 89-313/750 (State Operated Facilities for Neglected, Delinquent and Handicapped Students);
- 2) Migrant Education;
- 3) Title VII (for bilingual students);
- 4) Transitional Programs for Refugee Children; and
- 5) Emergency Immigration Education Assistance as part of P.L. 98-151.

In addition, the division administers the state compensatory and bilingual education programs. In meeting these responsibilities, the division provides educational leadership to public and non-public school districts and state agencies with compensatory, bilingual and migrant education programs that develop communication and computation competencies. In cooperation with other state agencies, the division assists school districts in bilingual and migrant education programs using local, state and federal categorical funds.

The Compensatory Education Office manages the federal ECIA Chapter 1 P.L. 89-313/750 programs for State Operated Facilities and the State Compensatory Education programs. Office activities include: providing technical assistance to public and non-public school districts and other state agencies; monitoring basic skills improvement programs in accordance with state and federal law and code; administering state and federal funds; and collecting program evaluation summary data.

The Migrant Education Office operates the program of supplemental educational services for children of migratory farm workers and fishermen. Office activities include: identifying, recruiting, validating and enrolling migrant students; transferring inter- and intrastate student records; delivering instruction; and providing health and supportive services. All activities are coordinated with migrant programs in 49 states, Puerto Rico and the District of Columbia.

The Office of Bilingual Education administers the state statute (NJSA 18A:35-15 to 26) governing bilingual education. The office's main objective is to ensure that students of limited English proficiency receive appropriate educational programs and opportunities. Major activities include technical assistance, compliance monitoring, coordination of in-service training programs and dissemination of information.

The Office of Research, Planning and Marketing is responsible for: reviewing research and legislation; identifying staff needs; data collection and analysis; developing and implementing surveys; developing alternative funding sources; preparing federal and state reports and developing and disseminating curriculum and training materials.

The Office of Program Improvement Services is responsible for developing, implementing and disseminating curriculum materials, resources on effective practices and training materials in the areas of compensatory, bilingual and migrant education.

Operational Highlights for 1984-1985

During the last year, the division:

- disseminated Basic Skills Improvement Program: An Information Booklet for Parents;
- developed and disseminated Structured Immersion Strategy Projects: Description, Guidelines, and Proposal Format and Into the Second Decade ... A Strategy for Improving Bilingual Education in New Jersey, which details the department's initiatives in bilingual education;
- prepared the Bilingual/ESL Education Program Technical Evaluation Report, 1982-83, which concluded that bilingual and ESL programs in New Jersey were achieving their objectives during that school year;
- developed and disseminated Effective Practices for Successful Bilingual Parent Involvement Programs: An Administrator's Handbook, which explored the benefits of an effective parental involvement program;
- conducted a review of the research in the field, which is being compiled into Effective Classroom Practices for Bilingual/ESL Teachers;

- developed and disseminated Guidelines for Development of Application for Basic Skills Improvement Programs and Compensatory/Bilingual Education Program Evaluation Summary FY 1985;
- implemented the process for approval and implementation of State Agency Chapter 1 Handicapped (formerly P.L. 89-313) and Delinquent (formerly P.L. 89-750) projects. Twenty-five early intervention projects totalling \$411,766.00 were approved. This marked the first time pre-school handicapped Chapter 1 programs were operated in state-supported schools;
- developed a process to assist county office staff in the review of district plans to analyze and improve the rate of exit of students from the bilingual and ESL program to the regular program;
- completed the study on the certification status of bilingual/ESL teachers in New Jersey;
- participated in a comprehensive study of the present state categorical aid factors to determine the impact of state funding for all students who may be eligible for dual or multiple funding;
- assisted 215 districts to provide bilingual and ESL programs for approximately 35,687 students from approximately 100 language backgrounds. State categorical aid to these programs was \$21,194,999 (See Table 10);
- administered \$233,226 in federal funding under the Transition Program for Refugee Children to 146 school districts. These funds assisted 1,258 eligible children;
- received a Title VII grant award for \$65,864 to coordinate technical assistance to the 10 districts with Title VII projects in the areas of program improvement, teacher training and parental involvement. School districts received a total of \$1,703,764 for Title VII projects (See Table 10);
- received a Title VII grant award of \$43,102 for the training of selected state education agency staff in the area of bilingual and ESL education;
- administered \$887,695 in federal funding under the Emergency Immigrant Education Act for 10 school districts with significant numbers of immigrant children. The program provided supplemental education services to 9,371 eligible students;
- coordinated the revision and readoption by the State Board of Education of the Administrative Code for Bilingual Education;
- developed and disseminated the FY 1986 state-operated facilities application and instructions manual;

- conducted monitoring visits in 168 local school districts to review basic skills, bilingual and migrant education programs in cooperation with the county office staff;
- reviewed applications for compensatory programs. During school year 1984-85, 576 school districts operated Chapter 1 programs for 188,164 students and 558 districts operated State Compensatory Education programs for 174,550 students;
- participated in the annual monitoring visit by the U.S. Department of Education and the U.S. Accounting Office to gather data for a report to Congress on identification and selection procedures which meet federal legislative compliance requirements;
- participated in a national survey for the U.S. Department of Education, General Accounting Office, on Chapter 1 funding levels, district participation, monitoring methods and strategies for implementing technical assistance; and
- operated 28 migrant winter projects and 16 summer projects through contractual arrangements with local educational agencies.

(See also section on Raised Standards for Students: Division of Compensatory/Bilingual Education, for additional information.)

Division of Vocational Education

The Division of Vocational Education is committed to ensuring that vocational education leads to employment. Efforts are concentrated on:

- supporting programs which enable vocational education students to develop the skills, attitudes and knowledge required for making informed and meaningful occupational choices, entry into currently available jobs and employment in emerging occupations;
- providing programs which require vocational education students to develop the ability to adapt to future occupational changes which will allow for career mobility within emerging occupations;
- encouraging vocational educators to form partnerships with business and industry to develop task analyses to be used as the basis for curriculum development;
- establishing programs that afford vocational education students opportunities for work experience as a part of their vocational training; and
- encouraging administrators to provide vocational education students with the needed support services, special programs, guidance and counseling activities and placement services.

Operational Highlights for 1984-85

During the last year, the division:

- provided a wide range of services to students, teachers and administrators through its staff of occupational program specialists in agriculture, business, health, home economics, marketing, trade and industrial and technical occupations;
- supported, in cooperation with the Division of County and Regional Services, the delivery of over 3,300 local vocational and prevocational programs;
- sponsored leadership development activities for more than 22,400 vocational student organization members;
- developed a state plan for vocational education to comply with the new federal vocational education legislation. The state plan included state policies and procedures governing vocational education and provided vocational education with a blueprint for the development of quality vocational education programs in New Jersey;
- established the Vocational Education Placement Awards Program to honor schools and school districts that place the highest proportion of their graduates in full-time jobs for which they have been trained; and

- implemented the vocational course/program application process through which more than \$15 million in federal vocational education funds and approximately \$5 million in state vocational education funds were distributed to eligible recipients to run quality vocational education programs.

The Division of Vocational Education participated in efforts for joint planning and coordination among employment training providers. Emphasis was placed on coordinating training efforts conducted under the Carl D. Perkins Vocational Education Act with programs conducted under these acts:

- Job Training Partnership Act;
- Adult Education Act;
- Education of the Handicapped Act; and
- Rehabilitation Act of 1973.

In addition, the division has continued to coordinate apprenticeship training programs throughout the state.

Division of Special Education

The Division of Special Education is responsible for implementing state and federal statutes governing special education to ensure that handicapped children in New Jersey receive full educational opportunities. Its Bureau of Policy and Planning analyzes enforcement of federal regulations, designs and implements research, coordinates the application of due process requests and processes statistical reports. Its Bureau of Programs and Services designs improvement projects, ensures that programs and services are provided in compliance with regulations and conducts due process settlement conferences.

Operational Highlights for 1984-85

During the past year, the division pursued the following programs:

New Code for Special Education

- conducted a series of training sessions regarding the implementation of the newly adopted special education code (N.J.A.C. 6:28). Approximately 5,000 district special education personnel, parents and school board members attended sessions held at various locations throughout the state. Topics included discipline of handicapped pupils, procedural safeguards for parents of the handicapped, expanded role of the child study team and expanded options for handicapped students in high school.

Implementation of the Private School Tuition Rate System

- implemented the recently adopted tuition regulations for private schools through cooperative efforts with the Division of Finance. The implementation phase included a series of statewide in-service workshops for private schools for the handicapped, preparation of new budget forms, development of a chart of accounts and an audit

manual for certified public accountants. Data are being collected in preparation for a report to the State Board of Education on the impact of the regulations. The report will concentrate on determining whether or not services for handicapped pupils have improved in private schools as the result of the new tuition rate setting system.

Early Intervention Programs

- sponsored several federally funded projects for handicapped children birth to age five. Project Child Find continued to provide statewide information and referral services for all handicapped children. These efforts were expanded with a grant from the Developmental Disabilities Council for an outreach campaign to identify handicapped infants ages birth to age three; and
- developed a management model and trained administrators of Early Intervention Programs (EIP) in that model. These EIP programs served over 2,500 handicapped infants in 1984-85. Program implementation guides for early intervention and preschool programs were revised to reflect changes in the new special education code. The division also received a two-year federal planning grant to develop a comprehensive state plan for the improvement and expansion of programs and services for handicapped children birth to age five.

Preschool Handicapped Resource Centers

- sponsored 12 preschool handicapped resource centers throughout the state. Districts operating these federally funded centers aided other districts in their areas to develop new programs and/or to expand existing programs for preschool handicapped children and their families. The grant also provided incentive money to individual districts establishing new preschool programs.

State Agencies: Programs for the Handicapped

- made significant progress in improving educational programs for the handicapped in state agencies through implementation of the State Facilities Education Act of 1980. Educational programs throughout the Department of Corrections and the Department of Human Services became more diversified and better organized, employed more appropriately certified staff, provided more staff training and were better supplied with instructional materials and equipment; and
- resolved issues involving: 1. provision of child study team services; 2. related services delivery systems; 3. computer technology; 4. staff development and certification; 5. provision of educational programs for preschool pupils, ages three to five years; 6. transitional education programming; and 7. adult education programs for the handicapped. About 4000 handicapped pupils were served in programs run by the departments of Corrections and of Human Services during 1984-85.

B. DIVISION OF COUNTY AND REGIONAL SERVICES

The Division of County and Regional Services is primarily responsible for overseeing the operation of the state's public school system and providing assistance to districts in meeting their identified needs. These responsibilities are accomplished through the division's 21 county offices and three regional curriculum services units (RCSUs).

The staffs of the county offices, under the supervision of the county superintendent, monitor each district once every five years for acceptable performance in 51 prescribed indicators of a thorough and efficient public school system. In addition, the county superintendent annually reviews and approves each district's objectives for the current school year. District progress in achieving the objectives is monitored throughout the school year culminating in an analytical report by the county superintendent to the district.

Districts receive assistance in meeting their objectives from county offices' staff to the extent of available resources at the county level. The RCSU located within a specified seven-county region provides additional assistance. The RCSU's services include: in-service training; curriculum planning; adaptation and development of materials; dissemination of curriculum materials and information; networking of successful programs and practices; and brokering (linking districts to successful educational and administrative practices used elsewhere) of other educational resources.

The division's Office of Equal Educational Opportunity provides districts with technical assistance in the development of race desegregation plans, resolution of educational problems resulting from implementation of a race desegregation plan, and development of instructional materials and methods for teaching pupils of limited English proficiency. A unit of this office also monitors districts for civil rights compliance with federal regulations precluding discriminatory practices in vocational education programs.

During the 1984-85 school year, an Office of Compliance Intervention was created and assigned to the division. This unit provides investigatory services of suspected or alleged irregularities in the fiscal management or administrative procedures of school districts.

Operational Highlights for 1984-1985

During the past year, the division:

- monitored 334 districts from January 1984 through June 1985. Of these, 274 achieved state certification. The remaining 60 failed to become certified and were required to undergo additional monitoring;
- introduced a prescribed format for districts' use in writing their annual objectives and county superintendents' use in analyzing the objectives;

- aided in the readoption by the State Board of Education, regulations governing a thorough and efficient public school system, with amendments for a new district planning process and state monitoring procedure;
- established new reporting procedures for districts in reporting incidents of violence and vandalism at the local district level and for compiling an aggregate annual report to the Department of Education;
- developed a compliance intervention model to deal with districts experiencing severe fiscal or management problems;
- amended the regulation extending the period of district monitoring to December 1986, thereby permitting county office staff to assist districts that have failed to become certified;
- appointed a fiscal monitor in the East Orange School District to develop a sound fiscal plan to overcome a fiscal deficit of more than \$5 million. The plan has received approval of New Jersey Legislature;
- implemented an application procedure for the Governor's School through county offices in conjunction with the New Jersey Department of Higher Education;
- conducted reviews by the county superintendents of 1,105 pupil Special Review Assessments (SRAs) submitted by districts attesting to the attainment of minimum proficiency level for high school graduation;
- operated awareness sessions conducted by RCSUs to help districts understand the requirements of the High School Proficiency Test (HSPT); and
- completed on-site civil rights compliance reviews in 20 percent of those districts having vocational education programs.

C. DIVISION OF DIRECT SERVICES

The Division of Direct Services administers the units which provide educational programs directly to the public. Those units include 11 Regional Day Schools for the Handicapped, the Center for Occupational Education/Experimentation and Demonstration (COED), Newark Skills Center (NSC), Marie H. Katzenbach School for the Deaf and the New Jersey School of the Arts.

Using the resources of other state agencies as well as divisions within the Department of Education, the division is actively engaged in the development and improvement of educational programs.

Operational Highlights for 1984-85

During the last year, the division:

- conducted a study with the cooperation of the Division of Administration on job comparability, including titles, work assignments and pay rates of professional staff. Department recommendations will be made to the Department of Civil Service, Division of Classification and Compensation;
- conducted six sessions of the executive academy program for educational leaders throughout the state. The academy is designed to increase understanding and sensitivity among local and state education officials. Participants totaled 83 and represented superintendents, school board members, school business officials, principals, supervisors and teachers;
- divested two regional day schools to local school districts. Division staff also negotiated a renewal contract for one of the schools. Currently nine of the 11 schools are operated under contract by educational agencies and two are managed by the department;
- requested that the Division of Administration conduct an internal audit of regional day school fiscal policies and procedures. Recommendations were received and implemented immediately;
- increased enrollment in the 11 regional day schools by over 25 percent. Enrollment data as of June 30, 1985 are reported below:

<u>School</u>	<u>Enrollment</u>
Bleshman (Paramus)	144
Corbin City	20
Hamilton	122
Jackson	107
Piscataway	76
Morristown	72
Millburn	71

Mannington	75
Newark	76
Winslow	48
Jersey City	51

Marie H. Katzenbach School for the Deaf

- increased enrollment in the nursery and lower school programs. This increase is consistent with previous enrollment projections;
- monitored and supervised the Facilities Inventory and Master Plan for Katzenbach. The report will assist in long-term planning for efficient use of the Katzenbach facility;
- worked closely with the Division of Management Services, Office of Management and Budget, in analyzing the operational services of Marie H. Katzenbach School for the Deaf. Recommendations of the study are currently under review;
- responded to a recommendation of the Federal Office for Civil Rights, conducted a self-evaluation of policies and procedures and developed a transition plan for facilities to ensure compliance with Section 504 of the Rehabilitation Act of 1973. (PL93-112). This plan ensures program access to the handicapped;
- enrolled 390 students in programs offered for infants through high school age;
- instituted a regular schedule of office hours for the department's Affirmative Action Officer at Katzenbach. This schedule is in response to the department's commitment to affirmative action and will result in improvements in personnel procedures and policy implementation;
- co-sponsored, with the Division of Special Education, a Conference on Education of Hearing Impaired Children and Youth for parents and professionals. More than 400 parents and professionals from throughout the state participated in this Saturday workshop;
- planned and conducted an extensive in-service program for Katzenbach staff which focused on sign language and child abuse/neglect;
- expanded a work study/job placement program for 16 seniors at Katzenbach. Upon graduation several students were employed full-time by the cooperating agencies;

**Center for Occupational Education/Experimentation and
Demonstration (COED) and Newark Skills Center (NSC)**

- enrolled 702 students, representing seven school districts in the regular school year program at COED. Students participated in one or two of 23 occupational areas. Additionally, 239 students were enrolled in the summer program and 231 students participated in the vocational assessment component;
- surveyed COED's 1984 graduating class to determine employment status. Of the respondents, 54 percent are working full-time, 31 percent are in post-secondary education and 15 percent are in military service;
- conducted in-service training for COED instructional staff in classroom management, interpersonal relationships, methodology with special education students and articulation among program staff members;
- assisted in the certification of the COED Medical Lab Technician Program by The American Society of Clinical Pathologists. The program is also certified by the International Society of Clinical Laboratory Technology;
- developed promotional television productions for the Newark Skill Center. COED students prepared the productions to be used for monthly cable television programs;
- developed a plan to provide compensatory education at COED. This will result in increased enrollment of Newark students because basic skills remediation will be available at COED;
- established a relationship with the new Hospitality Care Center, a facility for elderly persons in Newark. The relationship is intended to establish training opportunities and job linkages for COED and the Newark Skills Center;
- conducted a federally funded occupational program for 290 economically disadvantaged and unemployed adults at the Newark Skills Center. Approximately two thirds of all trainees were placed in competitive employment upon program completion;

New Jersey School for the Arts

- named Dr. Rose Castellano as its director;
- gave instruction in visual art, music, theater, dance and creative writing at a summer site in New Brunswick serving 92 students and a winter site in Glassboro serving 80 students; and
- expanded and developed new programs in the northern New Jersey area.

D. DIVISION OF STATE LIBRARY

The mission of the State Library is to provide and promote excellent library information services to state government and to all the people of New Jersey. This mission is accomplished through the division's:

- law library;
- reference and interlibrary loan service;
- library development program; and
- program of direct services to blind and physically handicapped residents.

The State Library:

- provides library and information services to state government;
- purchases, acquires and maintains a general collection of books, periodicals, newspapers, maps, films and other library materials for the use of state and local governments, libraries and the public;
- administers a New Jersey documents depository network throughout the state;
- mobilizes library resources and services through a statewide network of interlibrary relationships;
- provides reading materials for the blind and handicapped, and a radio reading service to the blind and physically handicapped of central New Jersey;
- stimulates and promotes library programs for economically, socially and culturally deprived citizens;
- gathers and publishes data which document the conditions of libraries and library services in New Jersey;
- stimulates research into problems of librarianship and makes the findings and recommendations known;
- provides in-service training for librarians and others involved in library management and services; and
- promotes effective programs of education for librarianship.

Operational Highlights for 1985-86

During the past year, the division:

- planned for the complete renovation of the State Library and for the acquisition of an automated, Integrated Library System;

- administered grants of \$10.8 million in state aid funds and \$3.1 million in federal funds to libraries in New Jersey;
- conducted a two-day, national symposium on The Role of Youth Services in Public Libraries, with participants from 25 states;
- gained approval by the State Board of Education of regulations governing the new library network;
- organized interim planning committees (IPC's) in each of the six regions identified in the new library network;
- established an Interim Library Network Review Board representing all types of libraries (academic, institution, public, school and special) to oversee the organization of the six regional library cooperatives;
- designated the University of Medicine and Dentistry of New Jersey (UMDNJ) as the first "State Contract Library" in the new library network. UMDNJ agreed to provide specialized interlibrary loan and photocopy services to all librarians in the state;
- recognized two of six Regional Library Cooperatives (Region 4, Middlesex and Union counties and Region 2, Bergen and Passaic counties) in the new statewide library network;
- extended hours of service by remaining open until 8:30 p.m. Monday through Thursday;
- reorganized the Library Development Bureau into two administrative units (contracts and support services) and two service sections (state and regional services and local and community services);
- received a grant of \$18,500 from the National Endowment for the Humanities to support a Let's Talk About It book program throughout the state;
- contracted with the Northeast Document Conservation Center for development of a statewide blueprint for conservation of library and related materials. In addition, a Conservation Study Advisory Committee was established to assist with development of the blueprint;
- sponsored three conservation workshops for the library community;
- held a day-long workshop for the statewide library community to demonstrate how to create a positive public image under stressful conditions;
- held a three-day goal-setting retreat for the State Library management team. The team developed a mission statement, goals and objectives;

- held a Fall Festival at the Library for the Blind and Handicapped (LBH) for the library's users;
- put Audiovision, a radio reading service for the blind and handicapped, on the air over a subcarrier channel of NJPTV. The station provides listeners with readings from five daily newspapers, 29 weekly newspapers and current magazines and books;
- closed the stack area at the Library for the Blind and Handicapped for two weeks until structural engineers determined that the area was safe for occupancy. Engineering tests showed that shelving in the stack area of the Library for the Blind and Handicapped is inadequate and must be replaced; and
- prepared to implement new state legislation on the confidentiality of library records.

E. DIVISION OF EXECUTIVE SERVICES

The Division of Executive Services aids in the formulation of educational policy by providing strategic support services to the Commissioner, members of the State Board of Education, the department's division heads and their respective staffs. The division serves as liaison with the legislature, the Governor's counsel, state educational associations and statewide and national news media.

The five units of the division are: Bureau of Controversies and Disputes, Office of Legislative Services, Office of Strategic Planning, Public Information Office and State Board Office.

The Office of Legislative Services (OLS) staff analyzes and recommends department positions on education legislation, testifies on such legislation before the committees of the legislature and seeks support and understanding of the department's position on the bills.

The Bureau of Controversies and Disputes processes petitions alleging violations of education law statutes and rules of the State Board of Education and develops recommended written decisions for approval by the Commissioner. Additionally, bureau staff provide assistance on legal issues to all divisions and county offices as well as to the general public and members of the press.

The Public Information Office serves as an information link with news media, organizations, other government agencies and the general public. It provides communications assistance to other divisions of the department in the form of news releases, speeches, news conferences, position statements, newsletters, magazine articles, op-ed pieces and arrangements for appearances on broadcast media.

The Office of Strategic Planning, in coordination with other units of the division, develops comprehensive action plans to support the reform efforts of the department and participates in the development of a number of initiatives.

The State Board Office assists the State Board of Education in meeting its responsibilities for the supervision and control of public education in the state.

The division's staff works to assure that educational initiatives are understood and favorably received by the department's various constituencies.

Operational Highlights for 1984-85

During the past year, the division:

- conducted a divisional retreat to analyze the division's structure, effectiveness, current responsibilities and future directions;
- participated in the annual meeting of the Education Commission of the States (ECS), a forum for bringing together schools, colleges, business and government to focus on emerging education issues and new strategies for coping with them;
- participated as a member of the Commission on Business Efficiency of the Public Schools and aided in the selection of 50 school districts to take part in an econometric study. The study, a review of non-instructional services that divert financial resources from traditional education programs, is being carried out by ECS under the direction of the commission;
- streamlined the State Department of Education's internal rulemaking process. Staff provided coordination and technical support in administrative code initiatives which had increased over the past year. This was due to meeting the requirements of expiring code under the state's sunset provisions and the new activities initiated by the Commissioner and the Governor requiring new code development;
- supported department activities related to the school asbestos issue, such as the design and enactment of a special state aid program to facilitate asbestos removal and abatement in the public schools. In cooperation with the Division of Finance and the Departments of Health and Community Affairs, staff planned and presented regional seminars on the new asbestos protocol;
- developed publications, including brochures on the State Board of Education and the Teacher of the Year program. A brochure outlining the major initiatives, entitled New Jersey's Design for Educational Excellence was distributed to major national and state news media, organizations and participants at various conventions and meetings;
- gave technical support leading to enactment of the 1984-85 state education budget;

- amended, modified and worked toward enactment of legislation in critical areas of education. These include:
 - * effective schools (S-419);
 - * fiscal correction bills for East Orange and Garfield (A-3217, A-3373);
 - * youth suicide (S-2025);
 - * the State Facilities Education Act (A-836) dealing with children whose district of residence is undetermined;
 - * extension of the training and reporting requirement of the Community and Worker Right-to-Know Act (S-3142/A-3296);
 - * the school budget cap law to eliminate the penalty for appropriating surplus in school budgets (S-534);
 - * minimum salary for teachers (A-634/A-645);
 - * Governor's Annual Award for Outstanding Teachers (A-3738);
 - * asbestos aid (A-622);
 - * proof of residency for students (A-586);
 - * State and Local Expenditure and Revenue Policy Commission (S-1228).
- participated in discussions leading to the report of the Governor's Committee on Administrative Law;
- took part in deliberations leading to the development and publication of a policy on school attendance for children with AIDS and designed a policy implementation procedure for the Commissioner of Education;
- developed a revised standard petition for candidates seeking election to local boards of education to correct specific problems which have arisen during past elections;
- developed criteria governing the awarding of pre-and-post-judgment interest as part of any money judgment entered in favor of a petitioner. The Commissioner's authorization to award such interest will be incorporated into a general rule amendment of N.J.A.C. 6:24;
- formulated position papers for review by the Commissioner in areas related to interscholastic athletics;
- drafted policy positions on issues emerging from State Board of Education decisions relating to the approval of transportation contracts by county superintendents and the defining of "public walkways" for student transportation purposes;
- assisted in policy and position development on issues requiring action by the Commissioner (bilingual project, teacher certification, East Orange budget crisis, master teacher pilot

program, vocational education issues, student records, adult education, dual funding of categorical aid, teacher recognition, etc.);

- developed policy papers which helped clarify certification and staffing issues as they relate to departmental grades seven and eight. A comprehensive study concerning the K-8 endorsement was conducted, but it was decided not to make any changes at this time;
- developed guidelines to assist the state board and local districts responding to claims of possible Hatch Act violations;
- developed and distributed to management staff a speakers' handbook containing speeches outlining each of the department's initiatives; and
- implemented special projects such as the NASA Teacher in Space program, an expanded Teacher of the Year program and an exhibit and interactive video information program on education used in Jersey Jubilee, a traveling mall exhibit about state government.

New Jersey State Board of Education

During the past year the New Jersey State Board of Education carried out its responsibilities for the supervision and control of public education by meeting monthly to conduct business and to listen to public opinion on educational matters. During its public sessions, the state board and the Commissioner discussed and enacted many reforms in education such as:

- the alternate route to teacher certification;
- the plans for the Urban Initiative involving three select districts in Operation School Renewal program and 53 districts in the broad-based component;
- the report which launched the Commissioner's Vocational Placement Awards program to build incentives for districts to find jobs for vocational students;
- the opening of the Academy for the Advancement of Teaching and Management, a highly successful state program for training local district staff;
- the presentation by former Assemblyman Albert Burstein of the findings of the Special Education Study Commission which examined the fiscal and program aspects of the state and local systems for providing special education services;
- the formation of a statewide Study Panel on High School Graduation Requirements.

At the board's annual policy retreat, the Commissioner and the board agreed to conduct policy studies in the areas of:

- the performance of school administrators;
- gifted and talented education;
- administrator/teacher relationships.

In other actions, the board approved resolutions on topics such as child abuse prevention, bias in textbooks and implementation of Holocaust/Genocide curricula.

The board amended Title VI, the education section of the administrative code, in 21 separate actions. Examples of changed regulations include certification, tuition reimbursement to private schools for the handicapped, family life education and special education.

Board Member Changes

P. Paul Ricci of Vineland and Ruth H. Mancuso of Glassboro, having served nine and 12 years respectively on the board, resigned this year.

James M. Seabrook, Sr., president of Seabrook Brothers and Sons, Inc., of Cumberland County was chosen by Governor Kean to fill one of the vacated seats. Dr. Robert Marik of Princeton filled the remaining chair. Dr. Marik is the vice-president for Public Affairs for Merck and Company and is on sabbatical to study international affairs.

Dr. Gustavo Mellander, president of Passaic County College, also resigned from the board. He was named president of Mission County College in Santa Clara, California.

F. DIVISION OF FINANCE

In 1984-85, the Division of Finance supervised the allocation and payment of \$2.4 billion dollars in state aid and \$247 million dollars in federal aid to 602 school districts. The division retains the responsibility for ensuring that these resources are properly accounted for and expended.

The division also administers the Bureau of Facility Planning Services, the Bureau of Pupil Transportation and the Bureau of Child Nutrition. These bureaus offer technical assistance in their respective program areas to local districts and other state agencies.

The division is also actively engaged in research to assess the fiscal impact of the new education initiatives, the equity of the current funding formulas and the efficiency and efficacy of school district expenditures.

Operational Highlights for 1984 - 1985

During the past year, the division's bureaus pursued the following activities:

Facility Planning

Chapter 373, Laws of 1983, requires the bureau of facility planning to evaluate substandard facilities whose use has been approved by the county superintendent of schools for two consecutive years. From July 1, 1984, to June 30, 1985, 1,482 substandard facilities were evaluated in 12 counties. The bureau is also statutorily responsible for the review of all plans involving the educational adequacy of school buildings. Three hundred and six facility plans were reviewed in 1984-85.

At the request of the county superintendent or the local district, the bureau conducts safety evaluations of school buildings. In 1984-85, 180 districts had safety evaluations performed by the bureau.

Audit Bureau

The audit bureau performed 203 audits during 1984-85. Seventeen audits involving pupil registers or pupil transportation recovered \$458,842 due to the state. Additional register audits of six districts recovered \$2,281,744. Ninety-nine child care food program audits found overclaims of \$67,178, and sixty-three audits of child nutrition programs found overclaims of \$84,616. Total funds recovered in 1984-85 amounted to \$2,892,380.

Child Nutrition

In 1984-85, the school lunch program served 511,118 children daily, of which 48 percent were from low income families, thus receiving this program at reduced prices or at no cost. The program expended \$57,580,772 in federal funds and \$7,263,526 in state funds.

Three hundred day care centers also participated in the Child Care Food Program, which serves breakfast, lunch, dinner and supplemental meals. The program was supported with \$9,447,793 in federal funds during 1984-85.

The following meals were served under the Child Care Food Program:

Breakfast	340,416
Lunches	4,546,636
Dinners	35,169
Supplemental	401,996
Total meals	5,324,217

One hundred local agencies participated in a summer food service program that served children in low income areas. The program provided \$4,852,017 in federal funds for the following meals:

Breakfast	904,971
Lunches	2,170,418
Dinners	160,984
Supplemental	349,411

Pupil Transportation

The bureau approved payment for transportation services for 474,689 regular pupils, 69,267 non-public pupils and 37,785 handicapped pupils. In all, students were transported 120 million miles in 13,489 school vehicles operated by 23,000 licensed bus drivers. The bureau also reviewed applications by 15 school districts for participation in the computerized bus scheduling program, which assists in creating efficient, multi-fleet operations. Approximately 146 districts participated in this cost-saving program in 1984-85.

G. DIVISION OF ADMINISTRATION

The Division of Administration directs the internal management and operations of the department. It delivers a wide range of services and products, including budget and accounting, data processing and information resources management, equal employment opportunity/affirmative action, human resource management, central services and grants and contracts administration.

Operational Highlights for 1984-85

During the past year, the division:

- received a \$425,000 grant from the Governor's FY 85 data processing initiative and purchased a Digital VAX 11-785 minicomputer for the department. During the first year of operation, 45 systems were transferred from remote data centers to this computer. This resulted in cost savings exceeding \$550,000. In addition, the VAX computer has allowed the development and production of 33 new systems. The additional system production reflects a 66 percent increase in computer usage which was accomplished without additional cost to the department;

- outfitted each county office with microcomputers. These computers perform various stand-alone office automation tasks for the counties. They connect operations at Trenton to each county office through telecommunication links to the central VAX computer. Applications thus far encompass electronic mail and various database inquiries. In addition, 20 word processing work stations and central processing units were installed across the department. These units further increased the distribution of word processing capabilities to all divisions;
- completed training of more than 150 supervisors and managers in the first five modules of the Effective Management Series. In addition, 70 individuals from the department have completed or are participating in the Governor's Certified Public Managers Program;
- completed the first comprehensive statewide evaluation of the Chapter 2 Education Block Grant Program. The report concluded that all New Jersey schools had complied with the requirements of Chapter 2 in using the funds to support programs of general or special educational improvement;
- instituted a twice monthly county office/RCSU delivery system to provide a more efficient distribution network to all county offices and department satellite offices. The system has provided for the timely and efficient delivery of materials while avoiding \$12,500 in shipping and mailing costs;
- implemented a divisional reorganization in response to an organizational audit. The major change was the consolidation of the division's data processing, office automation and management information systems into a new Bureau of Information Resource Management; and
- began renovations to the basement area to provide for the expansion of printing and distribution services. Installation of a Xerox 9900 has resulted in a 50 percent reduction of turnaround time on "short run" photocopying jobs while increasing the rate of production by 12 percent.

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V. APPENDIX
Selected Educational Statistics

TABLE 1
1984-85 MINIMUM BASIC SKILLS TEST RESULTS

TEST	NUMBER TAKING THE TEST IN 1984-85	NUMBER MEETING OR EXCEEDING STATEWIDE STANDARD IN 1984-85	PERCENT MEETING OR EXCEEDING STATEWIDE STANDARD IN:								CHANGE IN % STUDENTS MEETING OR EXCEEDING STATEWIDE STANDARD 77-78 TO 84-85***
			1984-85	1983-84	1982-83	1981-82	1980-81	1979-80	1978-79	1977-78	
9 READING	87895	81394	92.6	91.2	87.9	85.4	82.7	79.4	76.0	76.3	+ 16.3
9 MATH	87757	81846	93.3	93.3	89.3	88.0	85.3	80.9	77.2	74.5	+ 18.8
10 READING	9281	6949	74.9	71.9	63.5	—	—	—	—	—	+ 11.4
10 MATH	7932	6008	75.7	78.7	67.3	—	—	—	—	—	+ 8.4
11 READING	5618	4372	77.8	77.7	—	—	—	—	—	—	+ 0.1
11 MATH	4841	3848	79.5	80.9	—	—	—	—	—	—	- 1.4
12 READING	1528	1136	74.3	—	—	—	—	—	—	—	—
12 MATH	1223	1004	82.1	—	—	—	—	—	—	—	—

Table 1-A

***For grades 10 and 11, these figures represent the difference between the results for the first administration in that grade and the 1984-85 results.

Table 1-B

NEW JERSEY STATEWIDE TESTING SYSTEM
1984-85 HIGH SCHOOL PROFICIENCY TEST - GRADE 9
STATEWIDE RESULTS

READING TEST - MEAN HSPT SCORE 1985: 79.9
MEAN HSPT SCORE 1984: 77.3

	DISTRIBUTION OF HSPT SCORES				
	0-20	21-40	41-60	61-80	81-100
*Number Tested 1985: 88558					
Number of Students 1985	61	2119	9047	26325	51006
Percent of Students 1985	0.1	2.4	10.2	29.7	57.6
Percent of Students 1984	0.1	4.3	11.9	32.2	51.5

MATHEMATICS TEST - MEAN HSPT SCORE 1985: 64.4
MEAN HSPT SCORE 1984: 62.6

	DISTRIBUTION OF HSPT SCORES				
	0-20	21-40	41-60	61-80	81-100
*Number Tested 1985: 88552					
Number of Students 1985	170	10086	28684	27932	21680
Percent of Students 1985	0.2	11.4	32.4	31.5	24.5
Percent of Students 1984	0.6	14.4	31.5	31.1	22.5

WRITING TEST - MEAN HSPT SCORE 1985: 80.0
MEAN HSPT SCORE 1984: 80.8

	DISTRIBUTION OF HSPT SCORES				
	40-52	53-64	65-76	77-88	89-100
**Number Tested 1985: 88291					
Number of Students 1985	885	4501	23994	43534	15377
Percent of Students 1985	1.0	5.1	27.2	49.3	17.4
Percent of Students 1984	0.4	5.5	23.3	49.5	21.2

ESSAY SECTION - MEAN SCORE 1985: 7.6
MEAN SCORE 1984: 7.6

	DISTRIBUTION OF ESSAY SCORES											
	0	2	3	4	5	6	7	8	9	10	11	12
*Number Tested 1985: 89025												
Number of Students	1193	196	108	2401	3575	17464	12525	26845	12468	8087	2985	1178
Percent of Students 1985	1.3	0.2	0.1	2.7	4.0	19.6	14.1	30.2	14.0	9.1	3.4	1.3
Percent of Students 1984	0.9	0.9	1.9	4.4	7.3	12.6	16.2	19.9	15.6	11.6	6.1	2.6

MULTIPLE CHOICE SECTION - MEAN SCORE 1985: 78.0
MEAN SCORE 1984: 77.7

	DISTRIBUTION OF SCORES				
	0-20	21-40	41-60	61-80	81-100
*Number Tested 1985: 88316					
Number of Students	101	1562	8159	36070	42424
Percent of Students 1985	0.1	1.8	9.2	40.8	48.0
Percent of Students 1984	0.1	2.1	10.7	37.6	49.5

* Excluding Special Education and limited English-speaking students, and voided answer documents.

** Excluding Special Education and limited English-speaking students, and answer documents voided on either or both portions of the Writing test.

TABLE 2

VITAL EDUCATION STATISTICS: FIVE YEARS

<u>PUBLIC SCHOOL DISTRICTS</u>		<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
Operating districts		596	597	593	592	592
Non-operating districts		23	22	23	24	24
Total districts		619	619	616	616	616
Regional districts		69	69	69	69	69
Consolidated districts		8	8	7	7	7
Special services districts and commissions		14	14	13	13	13
<u>SCHOOLS</u>						
Elementary schools		1,951	1,929	1,884	1,855	1,833
Secondary schools		<u>445</u>	<u>435</u>	<u>434</u>	<u>433</u>	<u>422</u>
Total schools		2,396	2,364	2,318	2,288	2,255
<u>ENROLLMENTS</u>						
Pre-kindergarten		5,537	5,638	5,243	5,345	5,739
Elementary				733,002	720,358	710,984
Secondary		471,707	451,370	434,275	422,138	412,500
Male		638,703	618,473	602,770	590,083	580,569
Female		607,305	586,245	569,245	557,758	548,654
White		901,101	862,334	828,750	802,055	781,828
Black		223,568	218,971	215,171	213,033	209,805
Hispanic		99,586	99,778	103,395	105,327	107,758
Other		21,753	23,635	25,204	27,426	29,832
Total Enrollments		<u>1,246,008</u>	<u>1,204,718</u>	<u>1,172,520</u>	<u>1,147,841</u>	<u>1,129,223</u>
Drop-outs:	Minority	8,115	7,811	7,394	7,452	N/A
	Total	20,373	18,882	16,606	16,519	N/A
High School Graduates:	Minority	N/A	17,764	18,207	18,592	N/A
	Total	93,168	93,750	90,048	85,569	N/A
<u>CERTIFIED PERSONNEL</u>						
Administrators/Supervisors:	Total	7,161	7,150	7,114	7,219	7,325
	Female	1,393	1,425	1,425	1,531	1,606
	Minority	671	685	695	750	789
Classroom teachers:	Total	76,550	75,231	74,303	73,593	73,774
	Female	49,281	48,722	48,361	48,286	49,047
	Minority	8,388	8,405	8,535	8,666	8,850

	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
Special services personnel: Total	12,688	12,322	12,270	12,267	12,537
Female	9,464	9,176	9,137	9,112	9,277
Minority	1,291	1,243	1,311	1,376	1,418
Total certificated personnel	96,399	94,703	93,687	93,079	93,636
Entering: Administrators/supervisors	810	803	706	669	791
Teachers	11,315	11,310	9,860	9,380	10,170
Special services personnel	2,170	1,876	1,643	1,667	1,710
Average Salary: Teachers	18,261	20,013	21,536	23,222	25,079

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TABLE 3

PUBLIC SCHOOL ENROLLMENT BY COUNTY

	<u>1983-84</u>		<u>1984-85</u>	
<u>COUNTY</u>	<u>ELEMENTARY</u>	<u>SECONDARY</u>	<u>ELEMENTARY</u>	<u>SECONDARY</u>
Atlantic	22,086	9,234	21,794	9,197
Bergen	64,828	45,292	63,779	42,818
Burlington	41,605	21,362	39,810	22,207
Camden	51,787	28,472	52,016	27,513
Cape May	7,644	3,776	7,835	3,831
Cumberland	17,301	8,300	17,054	8,371
Essex	84,959	46,919	83,885	44,760
Gloucester	21,159	15,131	21,340	14,960
Hudson	50,213	22,579	49,356	21,627
Hunterdon	10,675	6,226	10,559	6,308
Mercer	26,031	18,602	25,800	18,364
Middlesex	50,783	37,584	51,687	34,868
Monmouth	52,966	31,618	52,153	31,866
Morris	43,888	25,778	42,063	25,470
Ocean	40,039	18,787	40,004	19,127
Passaic	46,198	22,949	45,507	23,091
Salem	8,028	4,278	7,944	4,111
Somerset	18,250	13,304	17,822	12,894
Sussex	15,775	8,206	15,664	8,318
Union	43,015	27,723	41,372	26,854
Warren	<u>9,473</u>	<u>6,018</u>	<u>9,279</u>	<u>5,945</u>
STATE	725,703	422,138	716,723	412,500

3086b

TABLE 4

DEPARTMENT OF EDUCATION APPROPRIATIONS

	<u>1983-84</u>		<u>1984-85</u>		<u>1985-86</u>	
<u>BUDGET COMPONENTS</u>	<u>Actual</u>	<u>Percent</u>	<u>Adjusted</u>	<u>Percent</u>	<u>Budgeted</u>	<u>Percent</u>
Direct State Services	\$ 28,933,000	1.18%	\$ 32,516,000	1.20%	\$ 32,513,000	1.09%
State Aid	2,169,419,000	88.65%	2,403,672,000	88.52%	2,653,609,000	89.03%
Federal Aid	241,782,000	9.88%	271,378,000	9.99%	286,169,000	9.60%
Other Funds (Including Debt Service & Capital Construction)	6,943,000	.29%	7,959,000	.29%	8,259,000	.28%
Total	\$ 2,447,077,000	100.00%	\$2,715,525,000	100.00%	\$2,980,550,000	100.00%
Total Education State Appropriations	\$ 2,205,295,000	32.14%	\$2,444,147,000	30.85%	\$2,694,381,000	30.53%
Total State Appropriations	\$ 6,860,672,000	100.00%	\$7,923,016,000	100.00%	\$8,824,520,000	100.00%

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TABLE 5

FEDERAL AID TO LOCAL DISTRICTS

<u>FEDERAL PROGRAMS</u>	<u>1983-84</u>	<u>1984-85</u>
Chapter 1 block grant (formerly ESEA Title I)	\$ 93,575,145.	\$101,636,973
Title IV-B	X	-
Title IV-C	X	-
Title VI-B handicapped	37,106,757.	37,212,487
Pre-school handicapped	680,330.	554,700
Teacher training-special education	-0-	-
Special education resource training center	-0-	108,957
Title VII-bilingual	123,106.	109,164
Basic skills (Right to Read)	-0-	-
Vocational Education Act	17,031,716.	10,877,216**
Library Services & Construction Act (Titles I & III)	1,305,687.	1,381,403*
Child nutrition	75,000,000.	74,925,810
Indochinese Ref. Act (Cuban-Haitian)	232,100.	232,375
Adult basic education	2,649,836.	2,082,000**
Community education	X	-
Civil Rights Act	761,173.	732,582
Impact aid	7,300,000.	10,271,225
E.S.A.A.	X	-
Chapter 2 block grant	11,374,562.	10,786,458
EEAA - Math & Science		-
<u>TOTAL</u>	<u>\$247,140,412.</u>	<u>\$250,911,350</u>

X Consolidated into Chapter 2 block grant, July 1, 1982.

* Library Services & Construction Act makes awards to public libraries and colleges.

** Awards to school districts only

WF/pe:1/1504d

TABLE 6

STATE SCHOOL AID TO LOCAL DISTRICTS

<u>MAJOR ACCOUNTS</u>	<u>1983-84 Expenditures</u>	<u>1984-85 Appropriations</u>
Current expense equalization aid	\$1,107,997,000	\$1,217,001,000
Formula	1,028,745,000	1,123,897,000
Minimum	79,252,000	93,104,000
School facilities aid	91,443,000	102,161,000
Capital outlay	7,886,000	8,591,000
Debt service type 2	34,573,000	39,004,000
Debt service type 1	24,925,000	28,147,000
State debt service	24,059,000	26,419,000
Transportation aid	115,959,000	128,633,000
Categorical aid	305,799,000	337,973,000
Special education	191,399,000	206,076,000
County special services districts	12,449,000	15,000,000
Compensatory	79,732,000	88,058,000
Bilingual	14,591,000	21,195,000
Local vocational	7,628,000	7,644,000
Sub-total	\$1,621,198,000	\$1,785,768,000
Other grants-in-aid	45,304,000	71,392,000
Pension fund contributions	492,833,000	535,800,000
Total state aid	\$2,159,335,000	\$2,392,960,000
From general fund	890,593,000	838,901,000
From property tax relief fund	1,268,742,000	1,554,059,000
Total school expenditures (including pension contributions)	\$5,369,290,000	\$5,591,699,000*
Percent of state support	40.2%	42.8%

*Estimated

TABLE 7
BUDGET CAP WAIVERS

COUNTY	1985-86				1984-85			
	No. of Districts Requesting Cap Increases	Total Waiver Requested	Districts That Received Cap Waivers	Total Waiver Approved	No. of Districts Requesting Cap Increases	Total Waiver Requested	Districts That Received Cap Waivers	Total Waiver Approved
Atlantic	3	\$ 734,723.00	3	\$ 648,839.00	3	200,743.00	3	200,743.00
Bergen	11	3,165,404.17	11	2,616,610.17	6	\$1,891,364.72	6	1,606,400.72
Burlington	3	547,133.00	3	505,612.00	1	78,254.00	1	61,257.00
Camden	1	40,711.00	1	40,711.00	-	-	-	-
Cape May	3	1,016,857.00	3	1,011,730.00	3	721,297.00	3	681,097.00
Cumberland	-	-	-	-	1	68,105.00	1	68,105.00
Essex	1	5,719,513.00	1	4,660,856.00	2	6,072,711.00	2	5,182,882.00
Gloucester	1	1,158,133.00	1	1,158,133.00	1	380,687.00	1	303,717.00
Hudson	-	-	-	-	1	419,254.00	1	146,000.00
Hunterdon	3	111,428.00	2	95,344.00	1	87,291.00	1	87,291.00
Mercer	2	841,838.00	2	834,917.00	3	784,069.00	3	745,934.00
Middlesex	7	3,804,662.00	7	3,130,256.00	2	589,289.00	2	589,289.00
Monmouth	1	743,829.00	1	567,271.00	3	597,720.00	3	565,780.00
Morris	2	753,985.00	2	753,985.00	3	527,020.00	3	487,520.00
Ocean	4	725,208.50	4	720,208.50	6	3,341,454.00	6	3,189,942.00
Passaic	1	124,908.80	1	114,583.00	1	500,000.00	1	457,400.00
Salem	-	-	-	-	-	-	-	-
Somerset	6	1,114,936.00	6	1,110,669.00	1	142,427.00	1	142,427.00
Sussex	1	168,494.00	1	165,868.00	-	-	-	-
Union	-	-	-	-	2	1,393,809.00	2	1,101,827.00
Warren	1	57,602.00	1	57,602.00	1	33,301.35	1	33,301.35
TOTAL	51	\$20,829,365.47	50	\$18,193,194.67	41	\$17,828,796.07	41	\$15,650,913.07

TABLE 8

APPROVED SCHOOL BUILDING CONSTRUCTION
July 1, 1984 to June 30, 1985

COUNTY	SCH DIST	PROJ	NEW CONSTRUCTION			ADDITIONS & ALTERATIONS			REPAIRS & REHABILITATIONS			Total
			Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	
Atlantic	2	2				1,068,025			5,000			1,073,025
Bergen	10	13				675,200			330,866	378,333		1,384,399
Burlington	2	2							35,000		64,311	99,311
Camden	7	18				2,020,000			156,300	274,000	108,680	2,558,980
Cape May	1	2							3,000	25,000		28,000
Cumberland	1	1							10,000			10,000
Essex	4	23							291,600	27,000	28,500	347,100
Gloucester	5	14							121,800	438,000		559,800
Hudson	2	12							166,000	55,000		221,000
Hunterdon	2	2					317,630		8,500			326,130
Mercer	2	2					13,000	469,908				482,908
Middlesex	3	23							166,855	133,571	123,571	423,997
Monmouth	6	8							44,585	257,000	6,000	307,585
Morris	5	8							64,150	15,000	40,200	119,350
Ocean	4	8							754,500	185,340	22,000	961,840
Passaic	1	1							5,000			5,000
Salem	2	8							24,875	12,460	3,660	40,995
Somerset	4	5							19,450	40,000	30,000	89,450
Sussex	3	3					800,000	1,429,500		58,000		2,287,500
Union	3	4							19,000	10,000		29,000
Warren												0
Totals	69	159	0	0	0	3,763,225	1,130,630	1,899,408	2,226,481	1,908,704	426,922	11,335,370
1983-84	277	795	0	2,920,000	0	9,733,927	13,055,428	5,598,428	39,856,235	34,712,427	3,317,197	109,193,214
1982-83	290	854	7,543,000	3,000,000	225,000	5,358,000	12,168,000	105,000	38,766,878	37,943,946	6,544,546	111,654,370

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TABLE 9

COMPENSATORY EDUCATION DISTRICT EXPENDITURES: 1984-85

<u>COUNTY</u>	<u>ECIA Chapter 1</u>		<u>State Compensatory Education</u>		<u>ECIA Chapter 1 Migrant</u>		
	<u>Number of Districts</u>	<u>Fiscal Allocation</u>	<u>Number of Districts</u>	<u>Total Allocation</u>	<u>Number of Districts</u>	<u>Fiscal Allocation Winter</u>	<u>Fiscal Allocation Summer</u>
Atlantic	23	\$ 3,324,956	22	\$ 3,431,074	7	\$ 269,691	\$114,162
Bergen	70	3,694,917	72	2,608,584	-	-	-
Burlington	42	3,075,676	41	3,218,836	1	81,247	33,097
Camden	40	7,627,647	38	8,262,386	3	79,245	45,179
Cape May	16	877,907	15	733,872	1	25,000	-
Cumberland	15	3,096,498	15	3,269,588	7	344,525	110,109
Essex	20	23,784,351	20	18,177,636	1	13,478	-
Gloucester	28	2,204,327	27	2,081,260	3	183,488	72,358
Hudson	12	13,593,271	12	11,717,257	-	-	-
Hunterdon	24	370,380	26	363,847	-	-	-
Mercer	9	3,746,614	9	4,259,167	-	-	-
Middlesex	24	4,708,623	24	4,640,924	2	299,277	58,704
Monmouth	53	5,238,698	50	5,192,146	1	82,617	66,032
Morris	40	1,817,030	39	1,380,402	-	-	-
Ocean	29	3,509,173	28	3,791,371	-	-	-
Passaic	20	8,889,456	20	6,996,006	-	-	-
Salem	13	1,043,728	12	983,054	2	22,814	38,332
Somerset	22	817,029	18	924,535	-	-	-
Sussex	26	835,895	25	661,254	1	32,662	144,494
Union	21	5,057,901	21	4,675,455	-	-	-
Warren	25	683,334	24	720,266	1	6,278	-
N.J. Dept. of Health	-	-	-	-	-	116,250	-
N.J. Commission for the Blind	-	-	-	-	-	76,863	-
TOTALS	566	\$97,997,411	558	\$88,088,920	32	\$1,633,430	\$582,467

TABLE 10

BILINGUAL EDUCATION: 1984-85

<u>COUNTY</u>	<u>Number of Programs</u>	<u>Students Served</u>	<u>Total LEP</u>	<u>Local Funds</u>	<u>State Funds</u>	<u>Title VII ESEA Federal Funds</u>
Atlantic	10	511	522	\$ 593,125	\$ 308,619	\$ -0-
Bergen	50	2,480	2,567	989,217	1,445,903	88,350
Burlington	11	242	327	158,518	158,134	-0-
Camden	7	1,621	1,646	1,340,260	1,032,874	88,014
Cape May	2	32	49	17,157	18,044	-0-
Cumberland	4	911	922	145,893	578,272	173,151
Essex	15	8,882	9,003	6,084,781	5,545,973	514,053
Gloucester	2	42	85	10,488	24,890	-0-
Hudson	12	7,072	7,134	6,903,817	4,464,135	787,370
Hunterdon	1	4	16	3,042	4,978	-0-
Mercer	7	972	1,162	1,031,829	676,948	-0-
Middlesex	17	2,445	2,871	2,154,143	1,443,857	-0-
Monmouth	19	818	896	478,163	449,857	-0-
Morris	15	539	612	326,684	368,757	-0-
Ocean	5	209	235	310,864	150,576	-0-
Passaic	11	5,054	5,274	2,669,559	2,822,356	-0-
Salem	1	30	34	48,150	25,511	-0-
Somerset	7	198	236	310,484	116,354	-0-
Sussex	2	28	53	2,000	18,044	-0-
Union	13	2,379	2,420	1,706,707	1,525,665	52,826
Warren	1	8	25	21,847	15,555	-0-
TOTALS	212	\$ 34,477	36,100	\$25,306,728	\$21,194,999	\$1,703,764

TABLE 11

VOCATIONAL EDUCATION: 1984-85 FEDERAL AND STATEALLOCATIONS FOR PROGRAMS AND SERVICES

<u>PROGRAM</u>	<u>Funding Source (P.L. 94-482) or Other</u>	<u>State and Federal Total Funds</u>	<u>Federal Funds</u>	<u>State Funds</u>
National Priorities				
1. Handicapped	Sec. 110 a	1,965,738	1,965,738	
2. Post secondary/adult	Sec. 110 c	3,383,336*	3,383,336*	
3. Disadvantaged	Sec. 110 b, 1	3,615,977	3,615,977	
	Subtotal	8,965,051	8,965,051	
Basic Grants				
1. Sex bias supr. F/T	Sec. 104 b, 2	50,000	50,000	
2. Displaced homemakers	Sec. 120 b, 1, L			
3. Secondary	Sec. 120 b, 1, A	6,795,720	2,580,458	4,215,262
4. Supv. & Adm. Voc. Ed.	Sec. 120 b, 1, A, 1	2,888,750	1,452,920	1,435,830
5. Adult	N.J.S.A. 18A:54-9			
	18A:54-32	2,000,000		2,000,000
6. Work study	Sec. 120 b, 1, B	496,897		496,897
	Subtotal	12,231,367	4,083,378	8,147,989
Program Improvement and Supportive Services				
1. Research development	Sec. 130 b, 1	465,444	465,444	
2. Exemplary	Sec. 130 b, 2	515,606	345,222	170,384
3. Curriculum development	Sec. 130 b, 3	158,167	158,167	
4. Guidance and counseling	Sec. 130 b, 4	842,277	842,277	
5. Pre and in-service	Sec. 130 b, 5	440,809	440,809	
6. Sex role stereotyping	Sec. 130 b, 6	105,647	105,647	
7. Supv. and Admin.	Sec. 130, a	527,416	265,416	262,000
	Subtotal	3,055,366	2,622,982	432,384
Special Programs for the Disadvantaged				
1. Special program dis.	Sec. 140 a	379,819	379,819	

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<u>PROGRAM</u>	<u>Funding Source (P.L. 94-482) or Other</u>	<u>State and Federal Total Funds</u>	<u>Federal Funds</u>	<u>State Funds</u>
National Priorities				
Consumer and Homemaking Education				
1. Consumer ed & homemaking	Sec. 150 b, 1	413,768	413,769	
2. Depressed area programs	Sec. 150 d	206,884	206,884	
Subtotal		620,653	620,653	
Planning and Evaluation	Sec. 102 (d)	93,440	93,440	
Grand Total		25,345,696	16,765,323	8,580,373

*This allocation is divided equally between the Adult Plan and the Post-Secondary Collegiate Plan.

Source: New Jersey State Department of Education, Division of Vocational Education as of 9/23/85.

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Table 12

ENROLLMENT OF HANDICAPPED PUPILS BY COUNTY
1980-1984

County	Total Handicapped				
	1980	1981	1982	1983	1984
Atlantic	4,395	4,695	4,838	4,991	4,973
Bergen	16,225	16,223	16,019	15,792	15,427
Burlington	7,835	8,240	8,173	8,060	8,080
Camden	10,537	11,805	12,134	12,097	12,444
Cape May	1,506	2,000	1,847	1,569	1,756
Cumberland	3,407	3,483	3,471	3,353	3,477
Essex	16,150	16,271	16,003	16,905	16,930
Gloucester	4,108	4,311	4,530	4,700	4,898
Hudson	7,645	9,850	9,272	9,827	10,508
Hunterdon	2,006	2,055	1,994	2,056	2,011
Mercer	6,256	6,134	6,175	6,157	6,435
Middlesex	12,685	12,683	12,498	12,618	12,773
Monmouth	10,758	11,297	11,903	12,003	12,153
Morris	9,655	9,816	9,373	9,528	9,272
Ocean	6,756	7,208	8,095	8,361	9,033
Passaic	9,947	10,288	10,378	10,390	10,565
Salem	1,381	1,705	1,716	1,563	1,644
Somerset	4,245	4,203	4,099	4,351	4,190
Sussex	3,141	3,503	3,384	3,516	3,599
Union	9,523	9,516	10,080	9,803	9,896
Warren	2,314	2,486	2,469	2,645	2,482
Total	150,475	157,772	158,451	160,285	162,546

Source: Annual Plan, December 1, 1980, 1981 and 1982.
1983-84 and 1984-85 Program Plan for all Handicapped Children.
1984-85 Special Education Plan.

Table 13

**ADULT POPULATION, NUMBER OF HIGH SCHOOL DROPOUTS
AND ENROLLMENTS IN ADULT EDUCATION PROGRAMS: 1984-85**

<u>County</u>	<u>*Total Adult Population</u>	<u>*Total Adult Population With Less Than 8th Grade Education</u>	<u>*Total Adult Population With Less Than 12th Grade Education</u>	<u>Total Dropouts</u>	<u>Total Adult Programs</u>	<u>Total Enrollments Adult Basic Education Programs</u>	<u>Total Enrollments Adult High Schools & General Educational Development Programs</u>	<u>Total Enrollments Evening School for Foreign Born Programs</u>	<u>Total Adults Enrolled</u>
Atlantic	120,411	24,538	46,508	555	8	522	889	32	5,149
Bergen	552,080	79,394	145,394	791	18	3,866	1,430	709	84,935
Burlington	206,050	24,240	52,871	600	13	381	1,254	147	22,694
Camden	277,983	46,923	95,875	903	21	801	1,805	259	41,566
Cape May	53,926	10,413	20,241	204	3	168	210	0	3,986
Cumberland	77,571	21,119	36,231	488	6	264	973	86	16,495
Essex	510,889	107,421	189,992	2,651	12	4,946	2,013	1,147	33,806
Gloucester	113,641	17,802	38,464	462	9	331	451	8	12,654
Hudson	343,115	102,659	166,251	1,734	11	2,784	2,502	1,474	30,020
Hunterdon	52,929	6,751	12,652	82	1	72	55	39	32,663
Mercer	186,680	31,758	60,185	808	10	1,309	1,347	297	33,300
Middlesex	354,978	56,830	106,372	1,272	20	1,355	2,758	472	57,340
Monmouth	305,233	40,107	79,313	1,110	11	1,276	2,031	257	21,352
Morris	246,933	24,438	48,894	517	12	549	2,450	111	32,044
Ocean	244,199	39,196	78,010	1,021	12	565	1,205	58	71,935
Passaic	270,255	67,664	112,710	1,391	8	3,502	2,033	1,018	21,643
Salem	38,539	8,012	14,445	168	6	258	980	0	8,247
Somerset	126,214	16,017	28,974	267	5	1,234	819	248	23,013
Sussex	68,115	7,996	16,688	234	5	195	127	0	4,801
Union	323,219	55,619	101,377	1,027	10	1,853	1,661	665	30,683
Warren	51,332	9,038	17,129	234	1	50	288	0	4,383
Departments of Corrections & Human Services						281	399		680
TOTALS	4,504,292	797,935	1,468,349	16,519	202	26,562	27,680	7,027	593,389

Table 14

STATE LIBRARY STATISTICAL INFORMATION

UTILIZATION

LAW & REFERENCE BUREAU:

Visitors to reading room	63,600
Reference questions	6,050
Computer searches	301
Law	
Reference	1,595
Circulation	44,505
Photocopies in lieu of circulation	484,546
Interlibrary loan requests	
Received	16,644
Filled or located by State Library	12,974

LIBRARY FOR THE BLIND AND HANDICAPPED:

Active registration	10,632
Circulation	370,023

LIBRARY DEVELOPMENT BUREAU:

Consultant services:	
Field visits	337
In-office	149
Telephone	2,713
Meeting/workshops:	
Planned or conducted	150
Participant or speaker	448

TECHNICAL SERVICES BUREAU:

Titles catalogued	13,522
Volumes catalogued	18,789
Restrospective conversion	
project - holdings added to OCLC data base	17,423

PUBLICATIONS:

<u>Impressions</u>	40,000
<u>Grapevine</u>	1,280
State Library brochure	8,000
Program Announcements:	
NJLA Institute Announcement	4,000
Films for Kids	4,000
National Youth Symposium	1,000
Young Adult Workshop	700
Fine Art of Children's Literature	700

STATE LIBRARY STATISTICAL INFORMATION

DISTRIBUTION/DISSEMINATION

INFORMATION

LAW & REFERENCE:

Checklist of Official New Jersey Publications	3,600
New Jersey Depository Documents Shipping List	1,800
New Law Book List	5,400
New Law Book List	6,600
Special Bibliographies	8,400
Directory: New Jersey OCLC-ILL libraries	65
New Jersey Congressmen List	600
New Jersey Legislators List	700
Test Book Collection Catalog	200
Exclusionary Zoning Bibliography	200
Law and Reference Brochure: Serving You Right	1,250

LIBRARY FOR THE BLIND AND HANDICAPPED:

Broadcast Hours - Audiovision	1,372
Children's Newsletters	2,700
LBH Newsletter	33,000
Large Print Catalog	800
Juvenile Cassettes Catalog	250
Adult Cassettes Catalog	500

LIBRARY DEVELOPMENT BUREAU:

Network News	80,000
Grants Booklet	3,000
ALA Bibliography	500
Notebooks for the Interim Network Review Board	15



New Jersey State Department of Education
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