

1971-1972 annual report



of the
state board of education
and the
commissioner of education

The Annual Report
of the
State Board of Education
and the
Commissioner of Education
for the
School Year of 1971-1972
Is Respectfully Submitted
to the
Legislature of the State of New Jersey

CARL L. MARBURGER
Commissioner of Education

New Jersey State Library

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DEPARTMENT REORGANIZATION

A reorganization of the State Department of Education, aimed at producing better control and greater operational efficiency, was effected during the year.

In the reorganization, Dr. Victor J. Podesta became deputy commissioner. The Division of Administration, which Podesta had headed as an assistant commissioner, was eliminated and its functions transferred.

The Division of Business and Finance was reconstituted as the Division of Administration and Finance, with Assistant Commissioner Edward W. Kilpatrick continuing as division head.

A new Division of Field Services was created and John Rosser, who had been serving as director of the Educational Improvement Center at Pitman, was named division director. Included in the new division are the offices of Pupil Transportation, School Planning Services, School Food Programs, Teacher Education and Certification, Surplus Property, Adult and Continuing Education, and High School Equivalency.

State Education Commissioner Carl L. Marburger said the reorganization stemmed from recommendations made by the Governor's Management Commission in November, 1970, following its study of New Jersey State government.

In designating Podesta as deputy commissioner, Marburger said he would have full power to act in the commissioner's absence and would have the responsibility of representing the commissioner in the internal administration of the department.

The Division of Administration and Finance as newly aligned has two branches, one is auditing and the other administration and budgeting.

The six other divisions of the department will continue to function as presently organized, with some minor exceptions. They are the divisions of Controversies and Disputes; Curriculum and Instruction; Vocational Education; Research, Planning and Evaluation; State Library, and State Museum.

NEEDS ASSESSMENT

On April 12, 1972, the New Jersey State Board of Education adopted a set of statewide goals for public education. It was the first time ever that such a set of goals had been established by the Board.

The goals were developed through the State Board-sponsored New Jersey Needs Assessment project, popularly known as the "Our Schools" project.

The State Board publicly recognized the need for stated goals at its Feb. 4, 1970, meeting when it adopted a resolution formally initiating the project.

The adoption of the resolution began the project's first phase. Phase one, which was completed with the adoption of the goals, was designed to accomplish two objectives: (1) to develop, through a process of broad-based citizen participation, educational goals for public schools in New Jersey and, (2) to begin the development of citizen interest, support, participation and active involvement in the attainment of those goals.

The project started its public effort April 25, 1970, with a statewide meeting of representatives of education groups, students, business, labor and civic organizations. This meeting was followed by another statewide meeting, 18 regional meetings and a number of local meetings. The regional and local meetings were open to anyone who wished to participate.

An Oct. 2, 1971, Governor's Conference with some 350 invited participants and observers, including teachers, administrators, parents, boards of education and students, served as a summing-up meeting.

The information gathered at the various meetings and the results of a public opinion poll were presented to the State Board by an advisory council which guided the project.

Twenty goals were adopted by the Board, 11 outcome, or learner, goals and nine process, or organizational, goals.

The outcome goals recommended that the public schools of New Jersey should help every person in the state:

To acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.

To acquire a stock of basic information concerning the principals of the physical, biological, and social sciences, the historical record of human achievements and failures, and current social issues.

To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country, and world.

To acquire the knowledge, skills, and understandings that permit him/her to play a satisfying and responsible role as both producer and consumer.

To acquire the ability to form satisfying and responsible relationships with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.

To acquire the capacities for playing satisfying and responsible roles in family life.

To acquire the knowledge, habits, and attitudes that promote personal and public health, both physical and mental.

To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the esthetic expressions of other people.

To acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.

To develop an understanding of his/her own worth, abilities, potentialities, and limitations.

To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

The process goals recommended that the public schools of New Jersey should:

Insure that all instruction bears a meaningful relationship to the present or future needs and/or interests of students.

Insure that each student has significant opportunities, consistent with his/her age, for helping to determine the nature of his/her educational experiences.

Insure that specialized and individualized kinds of educational experiences are available for meeting the particular needs of every student.

Insure that teachers and students have significant opportunities for participating in the decisions affecting the operations of the schools they work in or attend.

Provide comprehensive guidance facilities and services of high quality for every student.

Seek to structure competition among students in ways that are less harmful than present practices are.

Insure that the resources available for education are used with maximum efficiency.

Insure that instructional, administrative and support staffs are of high quality in every respect.

Develop and utilize diverse forms of constructive cooperation with parents and community groups.

Phase One of the "Our Schools"/Needs Assessment Project was completed during the spring of 1972.

When the State Board of Education adopted the goals, it also adopted four additional recommendations submitted by the Needs Assessment Advisory Council:

—first, that a Phase Two of the "Our Schools"/Needs Assessment Project be established to develop, recommend, and/or implement processes

for the purpose of study and assessment of current performance and needs and alternative educational approaches which can help New Jersey's public schools better reach the goals, as adopted by the State Board of Education.

—second, that the Needs Assessment Advisory Council continue on an expanded basis, to approximately 20 members, as Phase Two of "Our Schools" is undertaken and developed.

—third, that the Department develop procedures that can be utilized in the near future to make it possible for citizens interested in education to continue to participate and communicate with the Department in a manner similar to that initiated by the "Our Schools" Project.

—fourth, that the "Our Schools"/Needs Assessment Project, or a similar activity, be repeated again by the State Department of Education for the purpose of determining public and professional response to educational goals and needs in the State three to five years hence, and every five years thereafter.

Results of the statewide public opinion survey, conducted last fall as part of the Project's Phase One endeavors, are being widely circulated through reports and public presentations. The findings of the survey substantiated the recommendations of the Advisory Council to the State Board. In addition, the survey helped to illuminate other related concerns and attitudes of the public with regard to public education and the schools.

A by-product of the statewide goal setting effort was the development of a pilot project involving two local school districts in local goal determination. A set of suggested procedures and materials has been developed as a "source" handbook for districts throughout the state desiring to establish local educational goals through active citizen involvement and participation. This handbook is currently being reviewed and evaluated prior to large-scale dissemination.

A new, enlarged Needs Assessment Advisory Council, with expanded student and citizen membership, has been appointed and has begun its planning and deliberations, meeting monthly.

HIGH SCHOOL CREDIT

A high school credit restructuring policy initially approved by the State Board of Education June 28, 1972, will provide for the replacement of the standard "Carnegie Unit" as a measurement of work done in New Jersey high schools, starting with the ninth grade in the 1972-73 school year.

Under the new system, local school districts have the option of adopting one of two plans, or a combination of the two.

One plan provides for a "uniform credit" system in which credits are assigned equally to all courses in accordance with class hours, rather than

giving heavier weight to academic subjects as provided in the Carnegie system. The graduation requirement of from 76 to 84 credits will be replaced in the "uniform credit" plan with a requirement of from 92 to 100 credits. The increase in the number of credits is a result of equalizing credits for all courses, and giving heavier weight to vocational and other courses not heretofore weighted as high as major academic courses. Each credit will represent 1,440 classroom minutes (24 hours) a year.

The second plan that districts may choose provides for specialized programs for individual students based on specified measurable instructional objectives for a particular course. In this plan, districts would not be required to assign credits, but would establish a set number of courses for promotion and graduation purposes.

In implementing the new system, local boards of education will be required to secure the approval of the State Department of Education for the plan they adopt.

The new system was recommended to the State Board of Education by a committee of educators formed by the Department to study alternatives to the Carnegie system, which has been used since 1909 as a yardstick for high school graduation and college admission. The committee noted that there has been increasing criticism over the years that use of the Carnegie system has restricted and hindered the development of a functional high school program.

Both options challenge existing attitudes regarding a hierarchy of subject matter that values some courses more than others. Such attitudes have been responsible for a situation in which students receive more recognition for their school work when enrolled in general or college prep courses. In this structure, students taking vocational and "non-homework" courses are given the impression that these courses are less important than those taken by students in the "academic" tracks. Furthermore, attitudes against the value of work-oriented subjects contradict democratic ideals and undermine efforts towards career education.

* * *

MILLBURN DEAF SCHOOL

The Department of Education took over operation of the Millburn Avenue School for the Deaf in Millburn effective July 1, 1971. The school had been operated in the three previous years by the Millburn Board of Education and provided a program for some 80 deaf and hard-of-hearing students between the ages of 5 and 13 years from that part of the state.

Department plans called for an expansion of the program to provide for an enrollment of 100 students. Building renovations were made to provide additional classrooms.

Under Department management, the school has a staff of 19, including the principal and 15 instructors who had been employed by the Millburn board and who have been appointed as Department employees.

The State is leasing the Millburn Avenue building from the local board of education.

Dr. Daniel Ringelheim, deputy assistant commissioner for special education in the Division of Curriculum and Instruction, said the Department decided to take over management of the school in order to guarantee continuation of an adequate education program for deaf and hard-of-hearing youngsters in that region. The school continues to operate as a day school and on a tuition basis. It becomes the second deaf school under Department operation. The Marie H. Katzenbach School for the Deaf, under Department management for many years, has an enrollment of 600 students between the ages of 4 and 21 coming from 297 school districts. Ninety per cent of the students are boarding residents at the school.

* * *

DEVELOPMENTS IN TEACHER PREPARATION

There are a number of developments in the field of teacher education and certification aimed at helping to improve the quality of teacher education, achieve greater flexibility in teacher education requirements, and upgrade urban education, according to a report of the New Jersey State Department of Education's Bureau of Teacher Education and Academic Credentials.

The report lists developments to improve the quality of teacher education as:

- *Reduction of the number of substandard certificates* — The number of fully trained teachers has been increasing and consequently the bureau has been able to raise the standards for teachers entering the profession by limiting the number of substandard certificates. The issuance of substandard certificates has been limited to those fields in which a pronounced shortage exists. The number of emergency elementary certificates has been reduced from 812 during the 1969-70 school year to 86 during 1971-72. A further reduction in the number of substandard certificates should be evident during the 1972-73 school year as the granting of provisional certificates will be restricted to the fields of vocational education, industrial arts education, teachers of the handicapped and nursery school education. Emergency certificates will be restricted to the fields of industrial arts and vocational education alone.

- *Experimental and innovative programs* — The Department of Education has encouraged the teacher education colleges to enter into experimental and innovative programs. To assist the colleges in this effort

the New Jersey representative to the National Association of State Directors of Teacher Education and Certification sponsored changes in the standards which provide guidelines for new programs.

- *Performance evaluation project* — The purpose of the Performance Evaluation Project is to develop a means of relating performance criteria to teacher certification. The project has 16 task forces which have been refining sets of performance criteria developed for their specific subject area or age group. They have concentrated on clarifying meaning, stating criteria in more specific terms, and adding or deleting criteria based on feedback from other professional and research findings.

Most of the task forces have developed a complete set of criteria for their areas. They have sought state-wide feedback from a variety of professional educators including teachers, administrators, and college personnel. Feedback sessions have been held across the state to discuss the criteria developed by the task forces.

Several activities will take place during the coming year. The refining process and feedback sessions will continue, and an attempt will be made to identify a set of criteria common to all teachers regardless of the subject area or age group they teach. The question of how teacher candidates can be evaluated on the basis of performance criteria will also be explored.

Several task forces hope to field test their criteria during the coming year by having colleges in the state use the performance criteria in observing student teachers. This will not be done to evaluate the student teacher but to evaluate the criteria. Based on the findings of the field studies, the sets of criteria will again be revised.

- *Approval of teacher education programs* — Evaluation of programs in teacher education institutions has continued utilizing the Standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC) as a basis for determining approval. Approval, which is based upon an on-campus visit by a team of representative professional educators using the State NASDTEC Standards as their guide, allows an institution and its programs to be listed in the NASDTEC Certification Reciprocity System List which indicates that graduates of these programs are eligible for certification in each of the participating states. The NASDTEC list is updated each year to include additional states and programs in colleges. A candidate completing an approved college program upon recommendation of the institution will be issued the appropriate teaching certificate.

During the 1971-72 school year a total of five state colleges offering programs in teacher education were evaluated. The 1972-73 school year will involve visitations to ten colleges, three of which will be revisits. These revisits are to determine whether previous team recommendations have been

fulfilled and conditionally approved programs should now be changed to full approval. The 1973-74 school year should complete the first round of visits of colleges in New Jersey.

- *In-service education* — The trained teacher may be well prepared for the problems of today, but the problems of tomorrow will be different. Recognizing that training must never end, the Bureau of Teacher Education and Academic Credentials is promoting programs of mutual benefit between college education staffs and public school staffs.

Of interest are cooperative ventures between urban and suburban school districts. Also of particular interest is any program which serves to "refresh" the college faculty member who has been away from the public school classroom for any period of time.

- *Revisions of certification requirements* — The Department of Education serves as the catalyst and coordinator of programs to review the requirements for teacher certification in all teaching fields. In this work it cooperates with representatives of professional organizations, teacher education college personnel and representatives of the school districts. The results have been the incorporation of new and revised techniques and more exacting requirements to provide more effective teachers.

- *Assessing the effectiveness of teacher education programs* — The Department has embarked upon several research programs to determine the effectiveness of various approaches to teacher education. The results of this study should serve as a guide to the teacher education colleges and will be published for their use.

- *Selection of prospective teachers* — The Department is also establishing a research program to guide the teacher education colleges in selecting candidates for teacher education programs. With the demand for teachers decreasing, there will be a need to be more selective in admitting candidates.

- *School-college teacher interchange* — The Department is establishing a program to encourage the interchange of teachers between the teacher education colleges and the school systems. The college teachers should get a clearer view of problems in the schools, some through first hand experience at the schools and others through their association with public school teachers at the colleges.

Recognizing that teacher certification requirements and teacher education programs have been quite rigid in the past and that such rigidity can frequently work against quality education, the Department has introduced a number of changes to make the requirements and programs more flexible. Some of the developments in this area are:

- *Student teaching requirement* — The previous requirement of 150 clock hours of student teaching has been abolished. This requirement had

gradually become the desideratum rather than a specification of the minimum number of hours which was the original intent. The teachers education colleges can now set their own standard, and are being encouraged to provide considerably more time in the classroom. They are also being encouraged to provide a significant amount of exposure to the classroom situation during the early part of their education rather than wait until the last two years.

- *Undergraduate intern program* — Intern certificates are now available to undergraduate students. This has been done to encourage the colleges to establish intern programs. The goal is to provide as much experience as possible prior to the certification of the prospective teachers.

- *Unusual and exemplary experience* — The colleges are being encouraged to examine carefully the background of teacher education students and to give credit for unusual and exemplary experience equivalent to specific courses in the curriculum.

- *Appeals committee* — The activities of the appeals committee have been expanded. This group recognizes that there may be many paths to become a qualified teacher or administrator. It carefully considers the value of any unusual education or experience on the part of the candidate, and compares these with the standard teacher education programs for possible academic credit.

- *Interstate agreement* — The State of New Jersey has signed an agreement with 20 other states. This agreement makes it easier for New Jersey residents who graduate from out-of-state colleges to obtain certification. It also makes it easier for certified teachers to move from one state to another.

- *Teacher education programs* — The Department has continued to encourage the teacher education colleges to update their curricula with respect to the problems encountered in urban education. They have also been encouraged to include more field experience, and more relevant examples of the urban education classroom situation.

- *Five state effective urban teacher project* — Members of the department fulfill active roles in this project whose immediate goal is to develop a model of an effective urban teacher. Feedback from this project will be disseminated to the teacher education colleges for use in the training of future teachers.

- *Urban Education Corps* — Considerable assistance has been provided to the Urban Education Corps in the establishment of its curriculum for the training of urban teachers.

- *Equal education opportunity* — Members of the Bureau of Teacher Education and Academic Credentials have served on the Equal Educational Opportunity Committee. They have provided close liaison between the

college placement officers to publicize the opportunities for minority teachers.

- *Human and intercultural relations* — The requirements for teacher certification have been modified to include a course in human and intercultural relations. The colleges are being encouraged to institute this course in the curriculum now, but it will be mandatory after 1975.

- *Career ladder concept* — The Department has been a prime force in setting in motion articulation programs in the field of early childhood education. Meetings were initiated by the department, and a committee was established (chaired by a member of the department) which developed a model two-year early childhood education program designed for articulation with a four-year college. Two-year and four-year colleges are being urged to coordinate their efforts to develop articulated programs.

The Department is investigating the certification of paraprofessionals. This includes the early childhood teachers described above, as well as all other instructional aides. Most of the instructional aides are employed in the large urban school systems. Initial preparation of certification requirements is underway at the present time.

- *English as a Second Language* — The Department has been active in the development of certification requirements for teachers of English as a Second Language. Many of these teachers will be employed in the urban areas where large non-English speaking populations reside.

EDUCATIONAL IMPROVEMENT CENTERS

Regional development centers will soon be a reality for all of New Jersey. They come in response to a need for educational development throughout the State. As local budgets become tighter than ever, districts are spending virtually all their funds for the actual operation of schools, thus leaving little or no money for development. Through a grant from Title III of the Elementary and Secondary Education Act, supplemented by a state appropriation, State Education Commissioner Carl L. Marburger and the State Board of Education have authorized the establishment of a network of four regional Educational Improvement Centers.

Each center will be available to assist all schools in its region with such activities as needs assessment, program evaluation, demonstration models, program budgeting, research applications, and a host of related development services.

The first EIC opened in South Jersey several years ago as a pilot. It was founded as an educational research and development agency serving the eight southern counties. This EIC has worked with districts in planning and

conducting activities to assist in change and in the improvement of education in the region. It serves over 215 public school systems plus numerous private and parochial schools. It also responds to development needs identified by the county superintendents of schools and the State Department of Education. Personalized help is available to all South Jersey educators at no cost. This may range from a quick telephone conference to a lengthy involvement in curriculum development or the design of a project proposal. The EIC has particular expertise in proposal development. Since its inception, the center has assisted South Jersey educators in attracting over \$4 million in grants from various funding sources to implement new programs.

Under the supervision of Robert W. Ward, director of state educational program development for the Department of Education, plans are under way to meet similar development needs in other areas of the state. Each EIC will be unique just as the needs of each region will differ. With the help of regional advisory councils, and through a highly-trained staff, programs and activities will be cooperatively planned with local educators in each region. Although these will vary widely, the centers will share as a common goal the improvement of education.

The EIC of Northwest Jersey, whose advisory council is chaired by Morris County Superintendent Leslie V. Rear, has recently appointed a director. Dr. Thomas Hamill of Pennsylvania was selected from a field of 300 applicants. The center expects to become operational within a couple of months. EIC of Central Jersey is currently recruiting a director. Under the chairmanship of Earl Garrison, Monmouth County superintendent, the advisory board has organized several committees to select a site, formulate plans, prepare by-laws, and recruit staff. In the Northeast, an advisory council is expected to form very shortly to plan the organization of an EIC to meet the development needs of the region. Although each EIC is developing somewhat differently, it is projected that all areas of the state will have direct access to the services of an Educational Improvement Center by the end of 1973.

Guide to Student Rights and Responsibilities

The Department distributed "A Guide to Student Rights and Responsibilities in New Jersey" to some 250,000 high school students and school officials.

The 24-page guide was sponsored jointly by the N.J. Association of High School Councils and the N.J. Association of Secondary School Principals. It has been endorsed by the N.J. School Boards Association and

the N.J. Association of School Administrators, as well as the two sponsoring organizations. It was reviewed for printing by the Department of Education's Division of Controversies and Disputes and the Department of Community Affairs' Office of Legal Services.

Annual distribution of the guide to classes entering New Jersey public high schools is planned.

Mobile Testing Unit

The nation's first mobile unit for General Educational Development (G.E.D.) testing was opened officially July 15, 1971, with ceremonies at Cape May Courthouse.

The 57-foot long trailer can accommodate 24 persons for testing and is air conditioned to make it usable year-round. Persons who successfully take the G.E.D. test are awarded a State High School Equivalency Certificate.

More than 13,000 persons took the high school equivalency examination in New Jersey last year. Until the arrival of the mobile unit, all testing was conducted at 23 colleges in the state authorized by the American Council on Education.

The mobile unit and its schedule are the responsibility of the director of the State Department of Education's Office of High School Equivalency.

MIDDLE SCHOOL TASK FORCE

The State Department of Education early in 1972 published "The Middle School: An Idea Whose Time Has Come." The 30-page publication presented the report of the Middle School Task Force which had been established by State Education Commissioner Carl L. Marburger to study the middle school concept. The need for such a study was prompted by a growing interest in the middle school movement in New Jersey and a widespread desire on the part of local school districts to implement organizational, philosophical and innovative changes in providing programs for the emerging adolescent.

The Task Force consisted of a representative cross section of administrators, teachers and State Department of Education staff members who dedicated themselves to investigating methods that would produce the best program and setting for those transitional grades which lie between basic elementary preparation and the high school. H. Richard Conover, principal of Millburn Junior High School, served as chairman of the Task Force.

The report analyzed and described the middle school: its purposes, its characteristics, its salient features, its potentialities, its curricular and extracurricular opportunities, the distinctive traits and needs of its pupils, its organizational designs and schedules, its instructional needs and styles, and its facilitative building services.

In a foreword in the publication, Commissioner Marburger stated:

“For more than six decades educators have firmly believed in the concept of an intermediate school, to serve as a bridge between the elementary school, with its emphasis on the acquisition of tool skills, and the high school, with its stress appropriately placed upon career responsibilities and the use of those skills. The junior high school, designed to serve the physical, intellectual, psychological, and social characteristics of young folk moving turbulently and rapidly from childhood to adolescence, has long been the major example of the intermediate school. The junior high school will remain with us, for many communities have found that it effectively meets their needs. But now, on the horizon, actively claiming supporters, is an alternative intermediate institution called the middle school, which typically returns the ninth grade to the high school and dips lower into the elementary school to include the sixth grade with the seventh and eighth grades. Sometimes even the fifth grade is included.

“For those districts considering the creation of a middle school, and for districts seeking to adapt their institution more precisely to the researched characteristics of pre-adolescents, this publication will prove eminently valuable. Hence the State Department of Education has believed it to be part of its function to sponsor its preparation and its distribution.”

In its report, the Task Force suggested that decisions concerning the development of a middle school involve administrators, teachers, students, parents and representatives of diverse groups in the community. Appropriate goals of the middle school were categorized as follows:

Self-direction. The child must be encouraged to develop wholesome attitudes toward himself, to discover and accept his strengths and weaknesses, to increase his mental and physical abilities to their full potential, to make rational and responsible decisions, to understand and develop a tentative system of values, to begin to prize himself as a thinking individual with worthwhile opinions and values, and to become aware of the bonds between his emotional needs and his value needs. The school can itself exemplify spiritual dimensions continuously in all of its actions: it can illustrate the force of reason, the power of dominating purpose, the maintenance of faith with accompanying courage and optimism.

Social competence. The emphasis should be placed on interpersonal relationships, wholesome attitudes toward others, effective group working relationships, social and political concepts, desirable social attitudes, effective citizenship, respect for differences in people and opinions, and the

brotherhood of men.

Skills in learning. Those are principally, but not exclusively, communication skills, study skills, manipulative skills, and sensory skills. Students should find that "learning" is a pleasurable experience, worthy of being continued throughout life.

Formal thought. The twin goals are the inter-relationships among disciplines and the relationships of broad concepts to personal life styles.

Creativeness. Goals include the consideration of a variety of options, critical thinking, experiencing new ideas, and the awareness of one's own creative potential. A youngster's vision can be as much a prediction of his future as is his native endowment.

Health. Included are the understanding of causes of sickness and injuries, the principles of wholesome growth and development, and the characteristics of physical maturation.

Significant principles in the construction of the middle school learning program were listed as follows:

Learning activities, because of the nature of the children, must be filled with action and purpose, and must build upon the natural inquisitiveness and limitless energy of this age level.

The school must provide learning opportunities in three major areas: personal development, skills for continual learning, and experiences with organized disciplines.

The progression and variety of learning experiences must articulate comfortably with the basic elementary school structure and the high school program. Undoubtedly such articulation will make advisable a variety of techniques, among which may be traditional and flexible scheduling, cooperative and team teaching, individualized instruction, independent study, and tutorial programs.

Schedules must be flexible, yet cognizant of the almost unstructured and unrostered character of the elementary schools as well as of the highly specialized character of comprehensive high schools.

Since middle schools cover the age when pupils are rapidly changing from children to young adults, the curriculum must provide for a high degree of individualization to accommodate the different rates of change.

Continuous progress, not competition, must be emphasized. Experiences must reinforce identity and self-image to provide a feeling of worth.

The emergent strong influence of the peer group must be recognized in all parts of the program.

Real efforts must be made in fostering the ability to operate without direct supervision by guiding pupils actually to conduct and have a voice in some of their learning situation.

Upon publication of the report, James Van Zoeren, who had been

serving in the Department's Division of Curriculum and Instruction as social studies consultant, was designated as coordinator of middle schools and charged with the task of disseminating the report through roundtable meetings held by county superintendents of schools for their local district superintendents.

STATEWIDE TESTING

A statewide assessment program with emphasis on reading achievement will be instituted in New Jersey's public schools by the State Department of Education beginning in the 1972-73 school year.

The Department will conduct the program in accordance with a directive from Governor William T. Cahill as outlined in his annual message to the State Legislature on January 11. In asking the commissioner of education and the State Board of Education to institute the program, the governor said: "I am alarmed, quite frankly, about reports of the lack of reading ability on the part of children, particularly in the urban areas; and I am concerned that there is no reliable scientific test on a statewide basis to determine reading ability and reading growth of our youth."

The governor added: "The testing program will be conducted annually at appropriate grade levels to be determined by the commissioner. The test results will be combined and compared with other important data to provide a comprehensive body of information about educational needs throughout the state."

In a memorandum to the local school superintendents, advising them of the governor's directive, State Education Commissioner Carl L. Marburger emphasized that the purpose of the program "will not be to indict or criticize the efforts of local school systems in the area of reading instruction, but rather to gather information in sufficient detail and sufficient quantity to enable this Department to adequately plan, design and implement a program which focuses attention on the most critical area of the instructional program."

The commissioner said that in making some preliminary determinations about the needed scope of the governor's program, the Department recently conducted a survey of 20 selected school districts already using the Metropolitan Achievement Tests. The result of this sampling, he said, demonstrates some preliminary findings which reinforce the concerns of the governor that many New Jersey pupils, especially in urban areas and rural districts, are measuring below national norms in reading achievement.

Pointing out that there is a need for caution in generalizing from the

findings, Dr. Marburger said: "Nevertheless, the results of the survey indicate a strong need for a much broader program of assessment throughout the state."

The commissioner told the superintendents that in implementing the statewide assessment program, it is the Department's intention to approach the problem initially on the identification of school districts with established programs which have been successful within their circumstances. "An analysis of these programs," he said, "will hopefully lead us to a point where we will be able to provide meaningful assistance to those districts whose programs stand in the greatest need."

Teacher of the Year

Mrs. Katherine Battista, a sixth grade teacher in Lindbergh School, Palisades Park, was selected by Commissioner Marburger as New Jersey's 1972 Teacher of the Year. She was chosen from among more than 40 nominees.

A committee of staff members of the New Jersey Education Association assisted the commissioner in reviewing the nominations.

Other finalists with Mrs. Battista were David Carl, social studies teacher at Jonathan Dayton Regional High School, Springfield; Mrs. Marcia Holtzman, Metuchen High School English teacher; Charles Ivory, seventh grade social studies teacher in Voorhees Township, and Philip Miller, seventh grade English teacher in Stratford.

Mrs. Battista became the state's candidate in the 1972 National Teacher of the Year awards program conducted by the Council of Chief State School Officers, the Encyclopedia Britannica and Ladies Home Journal and was among the five finalists in the national competition.

The commissioner cited Mrs. Battista's outstanding ability to reach her students and stimulate them to learn. Her classes are marked by informality and enthusiasm.

Mrs. Battista was the fourth New Jersey Teacher of the Year. Previous honorees were George Cureton, then in the Newark school system (1969); Mrs. Genevieve Collins of Montclair (1970); and Joseph M. Pirrello of Verona (1971).

Venereal Disease Education

The Department stepped up its efforts to assist local school districts with their educational programs regarding the problem of venereal disease.

The Department urged districts to make venereal disease education part of a comprehensive K-12 health curriculum. The Department offered its services in constructing the curriculum and organizing in-service teacher training. The state departments of education and health updated the venereal disease teaching reference guide, which was last revised in 1968.

Teacher Innovation Program

The State Teacher Innovation (Mini-Grant) Program, in its fourth year, awarded funds for 115 projects to begin in September for the year 1971-72. The program, supported by a \$100,000 appropriation by the State Legislature, awards up to \$1,000 for individual projects aimed at trying out new methods of instruction. The program has attracted increased teacher interest each year. This year there were more than 900 applications, 300 more than last year.

Hispanic School Experience Report

A report on the problems of Spanish-speaking students, titled "The Hispanic Experience in New Jersey Schools," was published in February, 1972, by the Department's Division of Research, Planning and Evaluation.

The 16-page report was written by Diego Castellanos, state coordinator for educational activities involving the Spanish-speaking community.

Assistant Commissioner Stanley Salett said the report is the first in a series of issue papers planned to stimulate consideration and discussion of important educational issues. Other topics scheduled to be treated include educational assessment, merit pay, early childhood education and local school district planning.

NEW OFFICE OF URBAN EDUCATION

The establishment of an Office of Urban Education became effective September 1. It is designed to extend the Department's commitment to the improvement of urban education through the consolidation of the functions of the Department dealing with urban education.

Ronald H. Lewis was named director of the new office. He had been serving the last two years as director of program management in the Department's Division of Research, Planning and Evaluation and before that was a school principal in Camden.

The new office is situated within the Division of Curriculum and Instruction. Units included in the office are the N.J. Urban Education Corps, Model Cities education assistance, Education Professions Development Act administration, and the administration of programs under the Elementary and Secondary Education Act, including Title I (compensatory education), Title VII (bilingual education) and Title VIII (dropout prevention).

The office also will assume with state funding some of the functions of the former Urban Schools Development Council, a 10-district consortium which operated the last three years with federal funds that expired.

A major goal of the consolidation will be to help local districts in the form of technical assistance, program monitoring, program development, research and evaluation.

New Careers Project

The New Careers in Education Project began during the 1971-72 academic year when 20 schools in New Jersey initiated Individually Guided Education (IGE) through the Multiunit School (MUS) design. The project aims to facilitate the reorganization and reorientation of school staff in order to promote individualized instruction.

Basically, IGE/MUS encourages the educational system to meet the needs of each child — rather than having the individual child adapt to the system. The multiunit organizational pattern replaces the self-contained classroom with a non-graded instructional and research unit. In order to foster individualized instruction, the innovations of team teaching, multi-age grouping, peer instruction, open classroom, inquiry-directed learning, and continuous progress learning are employed.

East Orange Study

The Department agreed to undertake an evaluation of the East Orange public school system, as requested by the East Orange Board of Education. In conducting the study, the Department will use the School Improvement Program model it developed for the pilot evaluation of 13 school districts during the 1970-71 school year. The model emphasizes a self-study by the district with an outside educational audit by the Department. The district spells out its goals and methods for reaching the goals. The Department evaluation is focused on how well the district is accomplishing its aims.

In the East Orange study, the Department will place heavy emphasis on

the evaluation phase, covering such areas as analysis of test data, classroom performance, accountability and community involvement. Representatives of all divisions of the Department will be involved in the study, evaluating such things as financing, facilities, vocational programs and special education programs.

The Department's Division of Research, Planning and Evaluation will monitor the study to determine cost effectiveness and to determine how many such school district evaluations could be conducted annually within the present Department budget.

Prison Education

The New Jersey State Department of Education was notified early in 1972 of federal funding of more than \$494,000 for the first year of a two-year education program to be conducted in eight state and county correctional institutions.

Funded through the Teacher Corps of the U.S. Office of Education, the program will establish six teams of teachers who will work with prisoners and former prisoners. It is expected to be funded to the same almost half million dollar level in its second year.

The State Department of Education's Urban Education Corps, Montclair State College and the State Department of Institutions and Agencies will collaborate on the program which is scheduled to be operating by September, 1972, in the state prisons at Rahway and Trenton, the Annandale, Bordentown, Clinton and Yardville correction centers and at the Passaic County Probation Office and the Essex County Corrections Center.

Education Commissioner Carl L. Marburger said that this is the first comprehensive correctional education effort in New Jersey.

"The program will focus on designing new and realistic teaching and learning patterns and approaches for correctional institutions. It will also create new professional career opportunities in the field of corrections.

"The program will use the personal experience of inmates and ex-inmates to serve the educational needs of some 500 young and adult offenders, ex-offenders and parolees," the commissioner said.

The program will have six team leaders, who will be designated adjunct professors at Montclair State College, and 36 teacher interns. Team members will include prisoners, ex-prisoners, recent college graduates, military veterans and retiring Peace Corps and Vista volunteers.

The program will offer appropriate college credit and certification to its interns while they work both inside and outside the correctional institutions. It was developed by the Urban Education Corps and the Division of Community Services of Montclair State College.

High School Approvals

The State Board of Education, at its November, 1971, public meeting, approved a resolution extending the maximum approval period for a high school from five to seven years.

In the past, all public high schools were visited every five years by Department staff members and were required to meet certain state standards to have state approval renewed.

The State Board's resolution, filed as an emergency resolution to take effect immediately upon filing with the State Division of Administrative Procedures, was to provide time for the Department's planned change from evaluation of high schools to a school improvement program which would be district-wide, K-12.

The Department had planned to visit this year all secondary schools that were scheduled for regular approval visits both this year and last year, when a moratorium was in effect. In view of the Board's extension of the approval period, these visits were not made this year. The only schools visited were those which had received limited approvals and those seeking initial approval.

REPORT ON NEW COURSES

There has been an almost ten-fold increase in applications for state approval of new courses in the last seven years according to an analysis of curriculum trends in New Jersey secondary schools prepared by the Department of Education's Division of Curriculum and Instruction.

A study of new courses done at the request of the State Board of Education, showed 2,226 applications for new courses were processed by the Divisions of Curriculum and Instruction and Vocational Education in the 1970-71 school year. In 1963-64, the Department handled only 230 requests.

There has been a dramatic jump, recently. In 1968-69, the number of applications reached 622 and in 1969-70, it was 1,115.

The report says that that the mini-type course is among the most noteworthy changes in curriculum in recent years. The mini-course technique is to break down a course of a full-year length into shorter time segments, such as four nine-week courses rather than the one academic year. Variations worked within this program permit a great deal of flexibility in selection of courses and in the number of courses offered.

According to the report, schools have reported a high degree of success in the reduction of failures and an increase of course selections within areas of the curriculum long ignored by pupils.

“The Division of Curriculum and Instruction is, of course, well aware that fragmentation of the curriculum has many pitfalls,” the report says. “The mini-course approach may not be the panacea for curriculum problems. In many cases, it may be detrimental. Consequently, one step has been to develop guidelines, in cooperation with statewide professional associations, to assist local districts in the development of such an approach.”

The ten-fold growth in numbers of applications received by the Department for approval of new courses is reflected in those processed by the Division of Vocational Education. The figures for 1970-71 showed an increase from 87 applications in the school year 1963-64 to 852 in 1970-71.

Vocational requests jumped more than 100 per cent in the last year, going from 356 in 1969-70 to the 852 figure last year.

There were only five applications for approval of new English courses in the 1963-64 school year. The number multiplied some 14 times to 72 applications in 1968-69, went to 188 in 1969-70 and 254 in 1970-71.

The report says that social studies courses continue to expand at a rapid rate, spurred by dissatisfaction on the part of administrators, teachers, parents and students with programs stressing memorization and relying on a single text and spurred by the results of 127 nationwide tests whose results have produced a redesign and refocus on social studies course content, methodology and materials.

The report shows 348 applications for new social studies courses for 1970-71, following 136 in 1969-70, 77 in 1968-69 and 30 in 1963-64.

The figures, varying only in degree, show the same story in other fields:

Science, 15 in 1963-64, 39 in 1968-69, 89 in 1969-70, 158 in 1970-71; mathematics, 16 in 1963-64, 52 in 1968-69, 112 in 1969-70, and 177 in 1970-71; foreign language, 45 in 1963-64, 47 in 1968-69, 72 in 1969-70 and 103 in 1970-71; music and art, 18 in 1963-64, 32 in 1968-69, 113 in 1969-70 and 193 in 1970-71.

The report also showed 72 applications for humanities courses last year and explained that this was the first year that courses had been placed in this category. In the past when a humanities course application was reported, it was placed in the category, English, social studies, etc., which received the most emphasis.

Concerning physical education, health and safety, the report says since it is a mandated course, changes are not reflected in applications.

“An example is the mandatory 10 clock hours of instruction in drugs which has been absorbed in the already established health instruction curriculum,” the report says.

It also reported that there is presently only one public secondary school not offering some phase of driver education, that is, either classroom instruction or behind-the-wheel instruction.

In addition, the report says, 15 schools reorganized their curriculums to insure diploma programs for special education pupils and there were 14 schools which completely revised their curriculums. In eight schools, independent study programs were instituted that did not fall within a particular discipline. It was reported that the Department identified independent study programs in 211 schools and that it expects a substantial increase in this number.

The report adds, "Not reported is the number of schools operating programs by way of experimental-developmental approvals. It is estimated that 250 programs operating under this method are in existence at the present time. Experimental-developmental approval is extended to schools who wish permission to try new approaches, programs and techniques without formal approval. It gives the school an opportunity to evaluate and change, if necessary, the program as it develops. It is becoming an acceptable method by schools who are going through or anticipating radical changes in their programs."

The report concludes that further indication of the state's secondary schools' serious attempts to provide more varied curriculums is the number of programs not here-to-fore found in New Jersey's secondary schools. These include pre-education courses, comparative religion, leadership training, criminology and police science and community service programs.

THE STATE LIBRARY

Demand for State Library services reached an all time high in Fiscal 1972 with a 23 per cent increase in reference questions recorded by the Law and Reference Bureau, a 32 per cent increase in the Archives and History Bureau, and almost 28 per cent more questions, referred to this agency from the various public, college, and special libraries throughout the state. In all, 58,134 questions were answered in person, over the phone, or through the mail.

While many reference questions are answered quickly from available reference sources, others of a more substantive nature, which may affect the outcome of a court case or the design of a new legislative bill, may require hours or days of searching. It is virtually impossible to measure the impact of this kind of service, but the rapid growth in demand indicates as surely as any measure can that the service is successful and appreciated for its quality.

In addition to its role as an operating library service of considerable complexity and sophistication, the State Library, through its Library Development Bureau, exerts leadership and extends assistance to several thousand public and school libraries in New Jersey, and to those in

institutions of higher education as well as in business and industrial concerns. It administered the distribution of \$7 million in state aid and over \$4½ million in federal funds. In doing so, its staff reviewed applications, negotiated contracts, enforced regulations, and met with literally thousands of librarians, library trustees, school administrators, county and municipal officials. The library consultants attended almost 700 conferences, institutes and workshops: they made 801 field trips totalling 69,000 miles.

The impact of this activity, again, is difficult to record statistically, but certain vignettes indicate that it does make a difference. For example, approximately half the target population of 800,000 disadvantaged persons in the state were "reached" with hand-tailored library programs: sidewalk services, Spanish language materials, programs for migrant workers, reading readiness sessions, negro history resources, and basic library services and appropriate books for prisons, mental hospitals, convalescent homes, housing developments, and community centers. Service outlets have even been placed in bars, barber shops, beauty shops and laundromats. Included in a very broad concept of the "disadvantaged" are the elderly and the institutionalized, as well as those whose cultural and economic backgrounds have kept them from the opportunities for self-realization and continuing education which library services offer in a unique way.

For another perspective on the accomplishments of the library extension efforts, one can see at first hand the physical improvements in school libraries which are a direct result of consultation and advice by school library consultants; the media collections which have been enriched and balanced; the story hours for children which have been inspired or improved by workshops at which experts demonstrate their skills and new techniques.

Library development is a never-ending activity which must be aggressively pursued to maintain awareness of opportunity on the part of readers and the librarians who serve them. In combination with professional guidance, the funds administered by the Library Development Bureau have helped reduce the number of pupils served by each librarian from 1,461 to 966 in the last five years, and have increased the ratio of books per pupil from 4.9 to 8.0. In the public library area, they have contributed to the acquisition of 1,260,000 volumes in 1972; the employment of almost 2,500 full-time librarians; and the circulation of more than 4 books per capita for over 7,000,000 New Jersey residents.

During the fiscal year, the state librarian, with the cooperation of the commissioner of education and the chancellor of higher education, initiated a study of library education in the state. In October, a preliminary conference was held to identify needs and outline plans for further study. By May, the committees and subcommittees had completed a report including recommendations for better articulation, guidelines for developing new programs, and the creation of a permanent library education advisory

council within the Department of Higher Education. The report, *Library Education in New Jersey: Report and Recommendations*, was unanimously approved at a second conference representing all New Jersey institutions offering library courses, and was forwarded to the chancellor early in the new fiscal year.

Limitations of space in this summary report prohibit adequate accounting of the many accomplishments of the Library for the Blind and Handicapped, the New Jersey Historical Commission, the Records Management Program and the many other behind-the-scenes activities of the State Library. All these units were extremely active and productive despite staff shortages and minimal funding.

New Jersey has one of the few state library agencies in the country which combines almost all the library responsibilities at the state level. These diverse interests complement and reinforce each other and facilitate the development of a true network of library and information services throughout the state. The Division of the State Library, Archives and History stands at the center of this network, as a general public resource, a special service agency to state government, and as a "library's library."

Bus Safety in the Curriculum

The State Board on June 28, 1972, gave initial approval to a proposed rule that would make school bus safety a required part of health and safety education programs in New Jersey schools. The rule would provide that instruction in safety factors involved in school bus transportation be included in the curriculum from kindergarten through twelfth grade. The educational program, as developed by the Department, would stress road hazards and safe behavior around a school bus.

SCHOOL BUS SAFETY CONFERENCE

Following recommendations made by some 30 experts in various fields and from throughout the country, the State Board of Education established a committee to study and recommend the design and construction of safety seat and other safety features for New Jersey school buses.

The State Department held a two-day conference, Jan. 25, 26, 1972, in Trenton and heard opinions of safety and structural engineers, physicians and a member of the Auto Safety Committee, a national consumer advocate group.

The conference, which was called by the State Board of Education and

which attracted national attention, recommended development of a safety seat with upholstered backs and sides, strengthened supports and a higher back.

It also recommended that some new buses be equipped with a safety seat package, some with lap restraints and some with seats facing to the rear and that the newly-equipped vehicles be placed in research study for a year with the results presented to the State Board for evaluation.

The study committee selected by the State Board included state and federal officials, construction engineers, safety consultants, a bus driver, a busing contractor, an orthodontist, a pediatrician, members of the state legislature and two representatives of parents.

The committee was charged with making suggestions for action on the conference's recommendations and with exploring the possibility of federal aid to help finance the installation of new equipment on test buses.

The January conference was sponsored by the Bureau of Pupil Transportation in the Department's Division of Field Services.

The bureau has the responsibility for helping the local school districts with a transportation effort which statewide involves some 9,000 vehicles, 21,000 licensed school bus drivers and 580,000 public and private school children.

FESTIVAL '72—TEEN ARTS FESTIVAL

In May, the attention of many persons interested in the arts was focused on the State Museum and the Cultural Center. Festival '72 Week, May 19-26, and the Teen Arts Festival, May 1-5, were the attractions.

Festival '72 Week, planned, managed and sponsored by the Association for the Arts through the Festival '72 Committee, drew more than 29,000 visitors.

The annual Teen Arts Festival had more than 60,000 participants in local programs and attracted more than 20,000 students and teachers to the Cultural Complex (State Library, Museum, Museum Auditorium and adjacent outdoor areas) for Teen Arts Festival Week.

The Festival '72 Week was part of a longer program, titled Festival '72 Focus on the Arts, which had as a primary objective fund-raising to support expansion of State Museum collections.

Festival '72 activities included four touring shows of fine and decorative art which operated throughout the summer and were attended by more than 95,000 persons and the Magic Muse, a traveling exhibit providing an art environment designed to develop the tactile, visual and audio senses through

playful art experience. The Magic Muse was visited by more than 27,000 at five locations in the state during its summer tour.

The Magic Muse made its debut in Trenton during Festival '72 Week. Other features of the week were performing arts programs in 14 disciplines, including drama, dance, light, sound and music; 21 New Jersey artists and craftsmen involved in lectures, demonstrations and workshops and the Teen Arts Showcase with performance and recognition of 75 outstanding programs from the statewide Teen Arts Festival.

Among the many art activities of Teen Arts Festival Week was the painting of a mural which was later presented to the State Department of Education.

An op-art mural, it measured four feet by eight feet, was painted by students from throughout the state while attending daily workshops held outdoors in an area adjacent to the State Museum. The students, some 200 in all, used their own ideas of op-art in their individual contributions to the mural.

NON-PUBLIC SCHOOL AID

The Office of Non-Public School Secular Education began in January, 1972, to administer the non-public school aid program under Chapter 336, P.L. 1971 enacted by the legislature in December, 1971. For the remainder of the school year some \$3.4 million was distributed to parents in \$10 and \$20 reimbursements for the cost of textbooks, instructional materials, and supplies which they purchased for use in school.

Approximately \$5.9 million was allocated to more than 700 non-public schools for the acquisition of instructional materials, supplies, equipment and auxiliary services. No money was actually distributed to the schools. Rather, the instructional materials and services were authorized by the Department and then made available to schools that requested them. Virtually all of the funds allocated were used to purchase instructional materials, equipment, and supplies.

The Non-Public Elementary and Secondary Education Act (Chapter 336, P.L. 1971) will be in effect for 1972-73, implemented by an appropriation of \$19.5 million. Approximately \$3.5 million again will be distributed in parental reimbursements. However, with the increase in the total appropriation, approximately \$15 million will be available for the acquisition of instructional materials, equipment, supplies, and auxiliary services. It is anticipated that a large portion of these funds will be used to provide much needed auxiliary services over the whole school year.

It is in the provision of auxiliary services that the local public school

district becomes involved. State Board rules and regulations indicate that auxiliary services are to be provided on the basis of mutually satisfactory arrangements between the public school district board and the non-public school located in the district. The eligible auxiliary services, as defined in the rules and regulations, may be performed only by personnel employed by the public school board who hold appropriate state certification. The Department of Education will reimburse public school district boards in full for providing the authorized auxiliary services.

STATE SUMMARY

Area in Square Miles 7,506.70

Type

Plan

AVERAGE ENROLLMENT: District Schools 1,487,515.6 Total

Resident Daily 1,488,261.9

Spec. Classes 2,881 Home Instr. Pupils 8,911

ENROLLMENT		PERSONNEL		ADDITIONAL DATA	
K	120,895	6	119,238	Buildings Owned	2,754
Pre 1st	1,202	7	120,340	Classrooms Used	61,855
1	124,117	8	117,344		
2	124,196	9	125,949	Apportment Valuation 1972	\$ 66,937,287,979
3	122,912	10	116,214	Avg. Equalized Valuation on	
4	121,657	11	102,628	Real Property 1969-70-71	\$
5	122,088	12	95,489	School Debt	\$ 1,615,968,416
Special			31,684	Ratio: Assessed To True Value	%
Ungraded Vocational			9,249		
Total Day School	1,575,202				
PERSONNEL					
Administration		Full Time		Part Time	
Superintendent		416			
Asst. Superintendent		221.4			
Secretary		442	162		
Business Manager		12			
Sec't. & Cler. Assists.		2,593	319		
Other		91	635		
INSTRUCTION					
Principals		2,856.9			
Supervisors		1,080.4			
Teachers		77,890.3	7,374		
Other Instr. Staff		5,162	831		
Sec't. & Cler. Assists.		1,089	3,477		
Attendance & Health Services		2,464	1,612		
Transportation		2,244	1,775		
Operation		10,469	1,841		
Maintenance		1,725	490		
Sundry Accounts		1,474	9,604		
Evening & Summer Schools			9,821		
ADDITIONAL DATA					
Tax Rate: 1972					
School					\$
Type I Debt Service					
Regional					
Total					\$
Day School Cost Per Pupil:					
Excluding Transportation					\$ 974.54
Including Transportation					\$ 1,012.73
Equalized Valuation Per Pupil in Resident A.D.E.					\$46,905

REVENUES & EXPENDITURES 1971-1972

Free Balance 7/1/71		Instruction		Sundry Accounts	
Current Operating	\$ 119,394,734	Salaries		Salaries	\$ 4,210,370
Federal—E.S.E.A.	8,102,464	Supv. of Instruction	52,931,707	Other Expenses	3,926,607
Improv. Authorizations	232,072,454	Teachers	856,529,968	Exp. to Cover Def.	1,464,841
Capital Reserve Fund	3,432,886	Other Instr. Staff	67,949,234		
Total	\$ 363,002,538	Sec. & Cler. Assists.	32,096,273	Student Body Activities	
State Aid		Other Sal. for Inst.	6,793,142	Salaries	7,650,850
Minimum or Equalization	\$ 243,427,292	Textbooks	13,551,173	Other Expenses	7,300,827
Transportation	31,674,903	Schl. Lib. & Audio-Vis.	11,713,314	Exp. to Cover Def.	1,861,774
Atypical Pupils	32,655,949	Teaching Supplies	27,482,339		
Building Aid	20,708,895	Other Expenses	12,181,955	Community Services	
Emergency Aid	257,000			Salaries	3,697,524
Additional Building Aid	1,199,694	Attendance & Health Services		Other Expenses	705,194
Evening Vocational	1,016,653	Salaries-Attendance	4,699,186		
Eye School Foreign Born	76,800	Other Expenses-Attend.	170,838	Special Projects	
Vocational-Day	1,058,274	Salaries-Health Serv.	22,844,011	Regular—Salaries	876,602
Other	9,504,548	Other Exp.-Health Serv.	1,707,929	Other	2,517,574
Federal Aid		Transportation		Federal—	
Vocational	3,906,022	Salaries	14,923,101	E.S.E.A. (P.L. 89-10)	50,905,282
P.L. 815 (Bldg. Aid)	1,070,082	Contracted Services	33,722,909	Manpower Development	3,487,045
P.L. 874 (Current Exp.)	14,911,215	Replacement Vehicles	3,416,775	Other	19,468,693
N.D.E.A.	572,228	Insurance-Pupil Trans.	841,979	Special Schools	
E.S.E.A. (P.L. 89-10)	51,984,230	Other-Oper. & Maint.	3,891,110	Accredited Evening	832,111
Manpower Development	3,578,533			Adult Education	3,845,718
Other	21,637,838	Operation		Regular Evening	120,040
Local Aid: District Tax		Salaries	83,631,845	Summer School	3,607,687
Current	1,224,359,252	Contracted Services	1,930,562	Vocational Evening	3,487,562
Capital	22,852,566	Heat	15,868,208	Foreign Born Evening	264,851
Debt Service	87,029,356	Utilities	24,683,067	Sub Total Current Expense	\$ 1,685,656,679
Evening Schools:		Supplies	6,401,006	Capital Outlay (Budget)	
Vocational	1,885,875	Other Expenses	1,278,064	Sites—	3,025,609
Other	1,109,179	Maintenance		Buildings—	4,793,478
Municipal Surplus	3,932,984	Salaries	15,524,118	Equipment—	17,011,780
Tuition	52,215,908	Contracted Services	21,024,077	Improvement Authorizations	
Bonds and Notes (Const.)	221,624,155	Other Expenses-Attend.	7,955,499	Sites	6,024,234
Notes (Current Loans)	57,848	Replacement of Equip.	6,907,430	Buildings	160,183,017
Miscellaneous	22,943,281	Other Expenses	6,907,430	Equipment	13,524,538
Total Revenues	\$ 2,077,250,560	Fixed Charges		Debt Service	
Adjustments	\$ (14,048,905)	Emp'l. Retire. Contr.	24,177,742	Principal—	62,947,455
TOTAL FUNDS AVAILABLE	\$ 2,426,204,193	Insur. & Judgments	46,818,328	Interest—	48,564,226
EXPENDITURES		Rental of Land & Bldg.	4,697,014	Sinking Fund—	83
Administration		Interest/Current Loans	59,618	Additional Bldg. Aid	
Salaries	\$ 43,968,849	Other Fixed Charges	459,347	Principal	325,811
Contracted Services	5,350,186	Day School Expenditures	\$ 1,506,444,914	Interest	873,883
Other	7,795,532	Exp. to Other Districts		TOTAL EXPENDITURES	\$ 2,002,930,793
		Tuition	58,980,613	Free Balance 6/30/72	
		Sub Total	\$ 1,565,425,527	Current Operating	\$ 141,474,721
				Special Projects	9,403,364
				Improv. Authorizations	(b) 269,944,223
				Capital Reserve Fund	2,453,092
				Total Balance	\$ 423,273,400
				TOTAL EXPENDITURES & BALANCE	\$ 2,426,204,193

CAFETERIA FUND	ATHLETIC FUND	OTHER FUNDS	REVENUES AND EXPENDITURES IN MUNICIPAL BUDGET FOR SCHOOL PURPOSES SCHOOL YEAR 1971 - 1972			
Bal. 7/1/71	\$ 3,210,873	\$ 318,665				
Income	47,906,648	6,355,933				
Adjustments	740,097	26,381				
	\$ 51,857,618	\$ 4,427,419				
Expenses	\$ 47,774,957	\$ 4,094,243				
Bal. 6/30/72	4,082,661	333,176				
	\$ 51,857,618	\$ 4,427,419				
			Debt Service			
			State Bldg. Aid	\$ 8,288,540	Principal	\$ 17,722,739
			Additional Bldg. Aid	2,992,393	Interest	12,239,936
			Local Tax Levy	21,109,961	Sink. Fund	324
			Other Revenue	564,498		
					Local	Additional Bldg. Aid
						907,000
						2,085,393

(a) Net Debt adjustment (\$143,059,748).

(b) Net Improvement Authorization adjustment (\$4,020,597).

