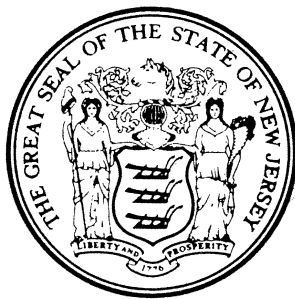


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ANNUAL REPORT



NEW JERSEY STATE
DEPARTMENT
OF
EDUCATION

1983 - 84

New Jersey State Library

1983-84 ANNUAL REPORT
NEW JERSEY STATE DEPARTMENT OF EDUCATION

April 1985

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PREFACE

This document is the annual report of the Commissioner of Education for the fiscal year beginning July 1, 1983, and ending June 30, 1984, fulfilling the requirements of N.J.S.A. 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.

*** * ***

ACKNOWLEDGEMENTS

The Commissioner of Education wishes to express his appreciation to the many members of the State Department of Education staff who contributed their knowledge, expertise and assistance in the preparation of this report for fiscal year 1983-84. A special word of thanks is extended to the division heads, the members of the Editorial Committee, the Word Processing Center and the Office of Printing Operations, for their assistance, and to the Office of Public Information, under the direction of Lenore Greenberg, which prepared, reviewed and edited this document.

* * *

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FOREWORD

Meeting the Challenge

In 1983, a number of national commissions and panels examined the state of American education. Their findings shocked the nation.

America's schools were challenged to improve in educational quality and relevance. Educators were told that their students were not mastering the essential skills needed to prepare for the future.

These commissions called for higher standards in curriculum development and student performance; cautioned that the teaching profession itself required more concern, support and respect; and concluded that ignoring these challenges would imperil the national welfare.

At the New Jersey State Department of Education we had been aware of these issues for some time. During the 1982-83 school year, we began to examine New Jersey's needs and formulated action plans to address them.

In 1983-84, a series of educational initiatives instituting needed reforms and regulatory standards was introduced by the Department of Education, with the support of the Governor and the New Jersey State Board of Education.

These initiatives included: a new statewide testing system with a writing assessment test; revitalization of the Public School Education Act, which introduced improved educational planning by school districts and a new curriculum delivery system; revision of state monitoring procedures and standards; reform of the standards governing teacher preparation and certification; establishment of graduation requirements for limited English proficient students; creation of an Academy for the Advancement of Teaching and Management; introduction of a Pilot Master Teacher Program; development of an urban initiative to address the needs of the inner city school; revisions to the rules and regulations governing special education; and the introduction of a plan to tie tuition rates to actual costs, at private schools for the handicapped.

In developing and implementing these educational reforms, the department has employed a collaborative approach. New Jersey citizens from many spheres, including educators, parents, students, members of the business community and representatives of higher education, have been involved in the process and called upon to help shape the new programs.

Now, as we carry these programs forward, the Department of Education cannot meet the challenges alone. Continued support from the community is needed, and school districts must identify and address their specific educational needs. In the final analysis, only the districts themselves can effectively solve their own problems and meet their own priorities.

The role of the Department of Education, therefore, is to provide leadership and direction, reinforced by back-up support in the form of information, planning assistance and some resources.

With these thoughts in mind, I invite you to review this accounting of New Jersey's efforts and its progress toward providing a high quality of education for its citizens. Working together as a team, Governor Thomas H. Kean, the New Jersey State Department of Education, the State Board of Education, the state's school districts and many of its citizens took significant steps in 1983-84 toward meeting a national challenge. Our commitment continues. We shall pursue this commitment vigorously during 1984-85.

A handwritten signature in cursive script, reading "Saul Cooperman", followed by a horizontal line.

Saul Cooperman
Commissioner of Education

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The first part of the book is devoted to a general introduction to the subject of the history of the English language. It begins with a discussion of the early history of the English language, from its roots in the Germanic languages to its development as a distinct language. The author then discusses the influence of Latin and French on the English language, and the role of the English language in the development of the English nation.

The second part of the book is devoted to a detailed study of the English language in its various stages. It begins with a study of the Old English language, and then proceeds to a study of the Middle English language, and finally to a study of the Modern English language. The author discusses the changes in the English language over time, and the factors that have influenced these changes.

The third part of the book is devoted to a study of the English language in its various dialects. It begins with a study of the English language in the North of England, and then proceeds to a study of the English language in the Midlands, and finally to a study of the English language in the South of England. The author discusses the differences between the various dialects of the English language, and the factors that have influenced these differences.

The fourth part of the book is devoted to a study of the English language in its various varieties. It begins with a study of the English language in the United States, and then proceeds to a study of the English language in Canada, and finally to a study of the English language in Australia. The author discusses the differences between the various varieties of the English language, and the factors that have influenced these differences.

The fifth part of the book is devoted to a study of the English language in its various registers. It begins with a study of the English language in the formal register, and then proceeds to a study of the English language in the informal register, and finally to a study of the English language in the colloquial register. The author discusses the differences between the various registers of the English language, and the factors that have influenced these differences.

The sixth part of the book is devoted to a study of the English language in its various contexts. It begins with a study of the English language in the literary context, and then proceeds to a study of the English language in the scientific context, and finally to a study of the English language in the social context. The author discusses the differences between the various contexts of the English language, and the factors that have influenced these differences.

The seventh part of the book is devoted to a study of the English language in its various functions. It begins with a study of the English language in the communicative function, and then proceeds to a study of the English language in the cognitive function, and finally to a study of the English language in the social function. The author discusses the differences between the various functions of the English language, and the factors that have influenced these differences.

The eighth part of the book is devoted to a study of the English language in its various forms. It begins with a study of the English language in the written form, and then proceeds to a study of the English language in the spoken form, and finally to a study of the English language in the signed form. The author discusses the differences between the various forms of the English language, and the factors that have influenced these differences.

The ninth part of the book is devoted to a study of the English language in its various styles. It begins with a study of the English language in the formal style, and then proceeds to a study of the English language in the informal style, and finally to a study of the English language in the colloquial style. The author discusses the differences between the various styles of the English language, and the factors that have influenced these differences.

The tenth part of the book is devoted to a study of the English language in its various genres. It begins with a study of the English language in the literary genre, and then proceeds to a study of the English language in the scientific genre, and finally to a study of the English language in the social genre. The author discusses the differences between the various genres of the English language, and the factors that have influenced these differences.

I. ISSUES AND INITIATIVES

A. Monitoring

In August 1983, the State Board of Education adopted new monitoring guidelines for evaluating the performance of school districts in the planning and implementation of a thorough and efficient educational process. These new guidelines require that each school district be monitored by the State Department of Education once every five years. Districts which are certified as meeting all requirements of the monitoring process are now freed from extensive annual monitoring. Thus, they can devote more time to educational planning.

One hundred and fifty-two districts were monitored between January and June 1984; of this number 108 were certified. To become certified, a district must evidence acceptable performance in all essential elements of the educational process. These elements are:

- planning
- school/community relations
- comprehensive curriculum/instruction
- student attendance
- facilities
- professional staff
- mandated programs
- achievement in state-mandated basic skills
- equal educational opportunity affirmative action
- financial

Level I Monitoring

Performance is evaluated according to 51 prescribed indicators, 40 of which are mandatory for certification. A district is certified if these 40 indicators are documented as acceptable at the time of monitoring. Performance in the remaining 11 indicators, if not acceptable, must be addressed in the district's annual objectives and in its action plan for the ensuing school year.

Level II Monitoring

Districts which fail to become certified are required to appoint a self-study team to develop a plan to eliminate the deficiencies that were cited through monitoring. This plan is subject to approval by the county superintendent of schools.

If the deficiencies are not eliminated when the plan developed by the district's self-study team is implemented, the county superintendent will appoint an external team to review the district's deficiencies and develop a remedial plan.

Planning and Reporting

The department has also created a new planning process which clearly fixes responsibility for educational planning and builds in public accountability for results. Local districts are now required to develop annual objectives to meet the educational needs of their students. These board-approved plans must be submitted to county superintendents for their approval by September 30 of each year.

At least twice during the school year, county superintendents review the progress of local districts in the implementation of plans and attainment of objectives. By July 1 of each year the districts must submit to their county superintendents a report on the attainment of their annual objectives. A written analysis of the district's progress is then prepared by the county superintendent and transmitted to the district by August 15. The district board of education must report on these findings at a public board meeting prior to September 30 each year.

To assist local districts, the department has established three regional curriculum services units (RCSUs) within the Division of County and Regional Services. All divisions within the Division of Educational Programs work closely with the RCSUs to identify, develop and disseminate programs and materials that districts need. A coordinated effort by county offices of education, RCSUs and the Division of General Academic Education will focus on districts with the greatest needs as identified through Level I monitoring and Level II review processes.

Compliance Intervention

In 1983-84, the department began the development of a compliance intervention plan, scheduled for introduction in 1984-85. It will serve as an extension of present monitoring and auditing capabilities. The purpose of the plan will be to correct fiscal and management irregularities that undermine the efficient operation of some New Jersey school districts, but cannot be addressed through existing departmental procedures. Its intent will be to require local school districts to solve their own problems under department supervision.

B. Quality of Teaching

Evaluation of Teacher Education Programs

Institutions of higher education in New Jersey which prepare candidates to be teachers in the public schools must adhere to standards in the design and operation of their teacher training programs. One set of standards -- the State Standards for Teacher Education -- became effective for incoming freshmen in September 1983. At that time, colleges were requested by the Commissioner to implement the new state standards in good faith, with the explicit understanding that a comprehensive compliance review would be conducted during the spring of 1984.

In May 1984, the departments of Education and Higher Education conducted a joint review of all undergraduate teacher education programs. Under the direction of the respective offices of teacher education, a team of 11 out-of-state consultants analyzed for compliance the program proposals submitted by 26 institutions which offer teacher training.

In early June, following this analysis, letters detailing the compliance status of the colleges were sent to the respective college presidents. Of the 26 institutions reviewed, six had submitted proposals judged to be in full compliance with the standards. Other institutions, some with as many as 30 individual programs, had only one or two program proposals judged to be not yet in compliance. In all, approximately 40 percent of the more than 300 undergraduate program proposals submitted statewide were found to be in compliance.

Institutions with proposals judged not in compliance were given until November 1, 1984 to make the necessary program modifications. Extensive technical assistance and consultation were provided to assist deans of education in making these program adjustments. In most cases, it is expected that institutions will make the called-for revisions and bring their programs into full compliance.

At present, no institution can be said to have been "approved." Approval is granted only after thorough, on-site evaluations of program quality. These on-site evaluations will be conducted over a three-year period.

In summary, it is anticipated that implementation of the state standards will dramatically improve teacher training and certification in New Jersey. Within three years, college teacher preparation programs should be more rigorous and more consistent.

Teacher Certification: Alternate Route

In September 1983, Governor Kean and Commissioner Cooperman introduced a certification plan developed to attract more talented persons into the teaching profession. The plan was formulated to counteract a disturbing trend: a severe decline in the ability levels of college students electing to study education, with talented students choosing majors in other fields. State regulations required local districts to hire only education graduates, but did not set standards for abilities. When college education graduates were not available, districts could hire anyone, without respect to qualifications, under emergency certification.

This alternate certification proposal called for changes which would allow districts to employ college graduates from fields other than education, provided that these graduates could pass a state test of subject matter. The district would then be responsible for arranging an approved, one-year, on-the-job training program for such teachers. Upon successful completion of the program, provisional teachers would be eligible to seek state certification.

Following presentation of this plan, considerable study, research and consultation were devoted to the formulation of its working details. A panel of nationally recognized researchers and educational leaders, chaired by Dr. Ernest L. Boyer, was convened to define the knowledge and skills required by new teachers. The resulting report was issued in March 1984. Later, a second panel of New Jersey educators and private citizens, organized as the State Commission on Alternative Teacher Certification, defined minimum standards needed for district training programs. The reports of the panel and commission provided the basis for new regulations governing teacher certification. These regulations were considered and adopted by the State Board of Education in September 1984.

The Academy for the Advancement of Teaching and Management

The Academy for the Advancement of Teaching and Management was designed to refine and expand the instructional and management skills of New Jersey's teachers and school administrators. 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."

Within the department, the Division of Direct Services was charged with the responsibility of planning, designing and developing the academy.

As a first step, existing exemplary staff development programs throughout the country were reviewed. Using the information gained from this review, and other current educational findings, a position paper outlining the intent and organization of the academy was developed and approved by the Governor and the Commissioner of Education.

In brief, the academy's objectives are designed to:

- improve the instructional methods of teachers and the management skills of administrators;
- develop highly practical, proven solutions, working from a strong theoretical base;
- enable its students to learn both "what to do" and "why it works;"
- encourage effective and accomplished educators to build upon successful practice; and
- expand the program by equipping those already trained to train their peers.

During 1984-85, the first teams of successful teachers, drawn from the same building, together with their building principals, will be trained by the academy staff. In addition, on-site visits to the participants' classrooms by the instructors will provide them with additional reinforcement and support.

An instructional teaching skills program, based on the work of Dr. Madeline Hunter, was chosen as the first course offered by the academy. Future courses will include instructional supervision, administrative management and "training the trainers."

Because of its organization and delivery system, it is anticipated that the academy will be a unique and powerful force in improving the quality of instruction in New Jersey's schools.

Pilot Master Teacher Program

In September 1983, Governor Thomas H. Kean proposed the establishment of a state pilot master teacher program. He appointed the Governor's Commission on Master Teachers, which began its work in December 1983. Its mission was to develop specific guidelines for: selection criteria; the selection process; defining the master teacher's responsibilities in the position; and procedures to be followed in selecting pilot districts.

The commission's membership was drawn from department staff, the state's educational community and the private sector. It created a forum for an exchange of ideas on the issue.

The Governor and Commissioner endorsed the commission's report, which recommended that a three-year pilot master teacher program be implemented in five school districts across the state. Under the proposal, the pilot master teacher program would begin in the 1985-86 school year.

To govern the selection of participating school districts and master teacher candidates, the following guidelines were developed:

- Districts interested in participating in the pilot program should submit proposals to the Commissioner. A seven-member panel appointed by the Commissioner reviews each proposal and makes the final selections by December 15, 1984. All districts selected for the pilot program must make a three-year commitment to the project.
- Once the pilot districts are chosen, nominations for candidates are accepted from those local school systems and communities. Tenured, full-time teachers with at least seven years of teaching experience are eligible for nomination.
- Local review committees, a simple majority of which must be teachers, submit slates of nominees to local boards of education for final selection. In April 1985, the local boards may select up to 5 percent of their teaching staffs for the program. Each master teacher will receive a \$5,000 annual stipend.
- In order to be considered a master teacher, a teacher must demonstrate the wide range of professional skills and attributes characteristic of outstanding teachers, such as the ability to: inspire the respect of the school community; contribute to the quality of life in the school; serve as mentors for their peers; show a deep knowledge of their subjects; effectively communicate that knowledge to students; exhibit a love of learning; promote a student's feelings of self-worth; and set high expectations for themselves and for their students.

All master teachers will continue to teach, serve as advisors to newer members of the professional staff and encourage their colleagues to follow their lead. They will also be asked to participate in a number of additional projects during the summer or school year. These projects may include: performing research in their fields; conducting workshops for other teachers; developing curricula; or participating in the Academy for the Advancement of Teaching and Management. At the end of the year, a master teacher must also pass a performance review, conducted by an immediate supervisor, in order to continue in the program.

The Commission recommended that the state fully fund the Pilot Master Teacher Program for the initial three years. At the end of three years, an independent review of the pilot program will be conducted. If the program is deemed successful, the Commission has recommended that the state give consideration to expanding the program and that money be set aside in the state budget for this purpose.

Mathematics and Science Teacher Shortage

The Advisory Council on Mathematics/Science Teacher Supply and Demand, formed in the fall of 1982 by the Commissioner of Education and Chancellor of Higher Education, presented its final report in November 1983. The report contained 39 recommendations which called for the improvement of mathematics, science and computer science instruction related to teacher training, teacher certification and curriculum development. The report was presented to the State Board of Education at its December 1983 meeting.

The Commissioner responded to this report at the state board's April 1984 meeting -- accepting most of the recommendations but rejecting those that called for having state supervisors of mathematics and of science, and for having state-developed curriculum guides in mathematics and science. Since that time, the departments of Education and Higher Education have engaged in joint planning in the fields of mathematics, science, and computer science.

A project developed as a result of this joint planning is the Pilot Consortium for the Improvement of Secondary Science Instruction. Originally funded by the Department of Higher Education, the project consists of computer conferencing and face-to-face in-service training in the fields of physics, chemistry, earth science and biology for teachers from 16 school districts in the northern region of the state. The computer conference functions within the Electronic Information Exchange System operated by the New Jersey Institute of Technology. The in-service training and continuing guidance over the computer network is provided by the four state colleges in the northern region of the state. The project has met with success and, at the teachers' request, funding will be continued by both the departments of Education and Higher Education through May 15, 1985.

The departments of Education and Higher Education also have cooperated in planning training institutes in the fields of mathematics, science and computer science. Seventeen colleges and universities throughout the state have been awarded grants by the Department of Higher Education to train elementary and secondary science and mathematics teachers in those areas. Approximately 350 teachers will receive training through these workshops during 1984-85.

Staff from the two departments also reviewed proposals from colleges and universities in the state to create regional consortia in mathematics, science and computer science to increase student involvement in those fields. These projects were funded by the Department of Higher Education.

C. Integrity of the High School Diploma

1983-84 Statewide Testing System

The 1983-84 school year marked the seventh administration of the Minimum Basic Skills Test (MBS) and the first use of the new, more rigorous, High School Proficiency Test (HSPT).

The MBS test measures ninth-grade students' grasp of minimum basic reading and math skills. Students graduating in 1984-85 and through 1987-88 must pass that test as one of the requirements to receive a state-endorsed diploma. The state is raising its educational standards and phasing in the HSPT as the graduation requirement for freshmen entering in 1985-86 and graduating in 1988-89. The HSPT, which was first administered statewide in March 1984, asks students to apply reading, writing and mathematics skills in solving more complex problems.

This year, New Jersey's ninth-grade students posted the best MBS test scores since the test was introduced in 1977-78 with 91.2 percent passing the reading test, compared with 87.9 percent last year. In math, 93.3 percent passed this year, up from 89.3 percent in 1983.

Among students who were re-tested because they did not pass in previous years, 71.9 percent of those in 10th grade passed the reading test and 78.7 percent passed the math test. Among the 11th grade students, 77.7 percent passed the reading test and 80.9 percent passed the math test. Approximately 1,700 of the state's 90,300 12th grade students have not yet fulfilled the reading test requirement, and 1,300 have not yet passed the math test.

The MBS test results were very encouraging. The districts have worked hard since 1978 to make sure students were being taught the basic skills, and their success is clear. More students than ever before are passing the test. These MBS results provide further evidence that it is the proper time to raise standards so New Jersey's high school graduates are better prepared to join the work forces of the 1980s and 1990s.

The HSPT measures some of the same skills as the MBS, and some ninth-grade skills which are different from those on the MBS. The HSPT is more difficult because it asks students to apply those skills in a more sophisticated way. Therefore, results of the two tests cannot be compared.

The HSPT includes a math, reading and writing test. On the math test, students statewide answered an average of 62.6 percent of the items correctly. On the reading test, students posted an average score of 77.3. The writing test included both a multiple-choice and an essay portion. On the multiple-choice test, the average score statewide was 77.7. The average essay score was 7.6 on a scale of two to 12.

Cautious optimism must be exercised about the HSPT results. Local school districts were informed last fall about the skills to be tested,

and had little time to prepare their students. The expectation is that a comparable improvement trend will emerge with the HSPT results as with the MBS tests.

Students in the state's 56 urban districts experienced more difficulty with the HSPT than did the suburban and rural groups, and produced lower average scores than did students in non-urban districts. In the 56 urban districts, students scored an average of 68.3 on the reading test, and 52.2 on the math test. The average score was 6.5 on the essay test and 70.1 on the multiple-choice writing test. Students in those same districts continued to raise their scores on the MBS test. This year, 81.1 percent of urban ninth-grade students passed the reading test, compared with 74.6 percent in 1982-83. Nearly 86 percent passed the math test, up from last year's 77.7 percent.

Using the first year's HSPT results, local school districts will be able to pinpoint student strengths and weaknesses. Districts can then revise their curricula as needed. Local districts also will use their own standardized testing programs in the elementary and intermediate grades to spot achievement problems before students take the HSPT in 9th grade. In addition, students in need of remediation will be offered appropriate assistance through local compensatory education programs which are supported by state funding.

Graduation Requirements for LEP Students

With the growing realization that the high school graduation requirements and the new, more rigorous state testing program would have considerable impact upon limited English proficient (LEP) students, the Division of Compensatory/Bilingual Education assisted in the development of graduation requirements for this student population.

Central to the creation of the policy was discussion regarding the length of time needed to become proficient in the English language. Language acquisition research indicates that it takes two to three years in a transitional bilingual program for a student to attain competency in English. It also indicates that an additional two to three years is necessary to become fully proficient in a second language and to be able to master or perform higher-level academic tasks in a second language. Accordingly, it could take up to five years of English instruction before a student could be expected, or required, to pass a basic skills test in English.

After considerable debate and a public hearing, the State Board of Education adopted the policy on March 7, 1984. The following is a brief review:

- All LEP students entering New Jersey schools prior to ninth grade must meet all graduation requirements in English. These students will have sufficient time to acquire English-language skills and, therefore, should be required to satisfy the graduation requirements in English.

- For those LEP students who enter New Jersey schools in grades nine through 12, the requirements ensure that they demonstrate fluency in English and mastery of the same reading, writing and mathematics skills as their English-speaking peers. These students must:
 - . meet all credit, curricular and attendance requirements;
 - . take the state graduation test each year when it is regularly administered until they pass; and
 - . if unable to pass the state graduation test at the end of the 11th grade, they must be further evaluated through the Special Review Assessment when they must:
 - . demonstrate mastery of basic skills in the native language and/or English;
 - . pass an English fluency test.

On June 6, 1984 the state board adopted a resolution establishing the graduating class of 1987 as the first class to be affected by this policy. This will allow time for: parents and students to become familiar with the requirements; the department to complete all of the required implementation activities; and school districts to expand programs at the secondary level.

Joint Statewide Task Force on Pre-College Preparation

Appointed in the spring of 1983, the Joint Statewide Task Force on Pre-College Preparation was created in response to growing public concern and continuing evidence that many students entering the state's colleges are deficient in English and mathematics.

The group's major tasks were to define the English and mathematics skills college-bound students should master in preparation for college-level course work and to suggest ways of easing the transition from high school to college.

In January 1984, the recommendations of the task force were published. The report was released jointly by the Commissioner and the Chancellor of Higher Education. They expressed the shared opinion that the accomplishments of the task force would make it easier for the departments of Education and Higher Education to work cooperatively toward higher educational standards at all levels.

The task force report outlined essential English and mathematics skills, and identified courses needed to develop those skills. It called for amendment of the high school graduation law, to require a new, more rigorous graduation test in the 11th grade. It also suggested that the 9th grade test be used as an early warning indicator of student deficiencies in English and mathematics. This early test information should

enable high schools to develop appropriate intervention and remediation strategies.

Another recommendation called for more college-level testing. Under this proposal, students would be expected to pass tests in English and mathematics at the end of the sophomore year. Then, as a graduation requirement, they would be tested again in the senior year in their major programs.

The report further stressed the importance of developing better channels of communication among colleges, schools and parents. With the aid of such communication, students would know by the beginning of 8th grade exactly what skills they must acquire and what courses they must take to be admitted to a four-year college in New Jersey. The task force recommended that all four-year colleges raise their admissions standards at least to the level suggested in the report and that they also be responsible for remediation of those students they accept who need such help.

During the months following the release of the report, the Department of Education set into motion a number of planned programs. The report dovetailed with and reinforced the initial administration of the High School Proficiency Test (HSPT) in March 1984. The HSPT places strong emphasis on the development of critical thinking and reasoning skills and also applies a common set of minimum standards and expectations to all students -- two of the report's major recommendations.

The department also implemented another recommendation -- that both students and their parents be made aware of the need to strive for academic excellence, to select rigorous courses and to set challenging but realistic goals. To this end, eighth grade students and their parents received a brochure and letter communicating this message.

The Department of Higher Education followed up on other suggestions, including the request that the report be distributed to the appropriate personnel in all of the state's colleges and school districts.

D. Urban Initiative

The urban initiative, a concentrated, long-term effort to address the problems associated with urban education, was presented to the New Jersey State Board of Education by the Governor and the Commissioner in March 1984. The urban initiative employs an array of strategies, programs and processes to meet specific needs of urban education in New Jersey. Activities are implemented by the department in collaboration with urban school districts and schools throughout the state.

The urban initiative is comprised of a concentrated component called Operation School Renewal, which is focusing initially on three selected districts, and a broad-based component with statewide impact. Both segments complement the new state monitoring system.

Broad-based Component

The broad-based component is implemented through the department's curriculum delivery system, whose curriculum products and related training services are made available to urban districts in support of their improvement efforts. The component's nine objectives require the direct involvement of five educational programs divisions and concern the following areas:

- math and reading skills
- writing instruction
- employment opportunities
- program offerings for compensatory and bilingual students
- development of sound disciplinary programs and policies
- prevention and treatment of drug and alcohol abuse
- enabling young dropouts to earn high school diplomas
- fostering computer literacy

Operation School Renewal

The second element of the urban initiative -- Operation School Renewal -- seeks to improve the quality of education in three selected urban school districts. It deals directly with issues identified by the Commissioner's Urban Education Advisory Committee as "symptomatic of urban districts' problems." Its objectives represent a firm commitment by the department to help selected urban districts achieve the following measurable though difficult goals:

- improve pupil attendance in each project school to the statewide average of 92 percent;
- raise pupil performance in mathematics, reading and writing to state standards;
- increase the effectiveness of the building principals in participating schools;
- reduce by 40 percent the reported incidence of disruptive behavior of pupils;
- reduce youth unemployment through vocational education.

To participate in this three-year improvement program, districts had to submit an application verifying: demonstrated need; an existing code of conduct policy; a strong desire and commitment to participate; acknowledgement from the local school board that the program would be top priority; and a commitment to collaborate with the department's School Renewal Team for a minimum of three years.

A Selection Advisory Committee, whose 14 members represented major educational organizations and businesses, reviewed the 15 applications received and conducted on-site visits to those districts. Based upon an evaluation of criteria, the unanimous choices were Trenton, East Orange and Neptune Township.

School Renewal Team

The School Renewal Team, an integral part of Operation School Renewal, is responsible for providing the human and fiscal resources needed to support the three-year commitment of participating urban districts. Headed by the assistant commissioner of educational programs, the team's core members include a full-time director, five division heads, and division personnel who will work directly with participating districts. Each district, in turn, provides a local director to work full-time as a member of the School Renewal Team, as well as other district administration and staff. Department specialists, higher education faculty, business and industry advisors and other experts are utilized as needed.

Resources upon which the School Renewal Team can draw to assist the districts in Operation School Renewal include, but are not limited to: Chapter 2 discretionary funds for staff training and other project activities; special grants from discretionary funds for vocational, special education, and adult education; a special state allocation of \$1 million for projects to improve pupil attendance and alternative programs for disruptive youth; and a special state allocation of \$1.2 million for computer education programs. Training fellowships and management consultants may also be provided by the corporate sector.

A summary of the work done by five of the Educational Programs divisions and the project planning teams follows.

Division of Adult Education

The Division of Adult Education identified \$300,000 for special adult education programs for dropouts (16 to 21 years of age). A Request for Proposal (RFP) was issued; 15 urban districts submitted proposals. Grants were awarded to seven districts which developed acceptable program plans to assist young adults in gaining high school diplomas and jobs. The districts are East Orange, Elizabeth, Newark, New Brunswick, Orange, Paterson and Perth Amboy.

Division of Vocational Education

Technical assistance will be provided by the Division of Vocational Education, with priority given to districts participating in Operation School Renewal. Also available will be assistance in developing applications for federal entitlement funds under P.L. 94-482 to meet the urban initiative goals.

More than 20 printed products dealing with vocational guidance and counseling and prevocational education are being developed or revised. Most of the products will be printed, field tested and made available to participating urban districts during the 1984-85 school year. Training plans are being developed to aid in the presentation of the new products by the regional curriculum services units with support from the Division of Vocational Education staff.

Division of Special Education

The special education component of the urban initiative evaluated the secondary program offerings for educationally handicapped pupils identified as emotionally disturbed or socially maladjusted. It concluded that improvements in program quality and quantity will be necessary in academic and vocational training. An intervention program to improve the learning environment and to increase post-high school employability was established. The component will duplicate the secondary special education project using a Request for Proposal (RFP) model that addresses secondary vocational and special education programs for selected urban districts.

Division of Compensatory/Bilingual Education

The Division of Compensatory/Bilingual Education, concerned with high school graduation for compensatory and bilingual secondary students, has addressed the components of the urban initiative.

Actions included:

- implementation of the basic skills program review process as a pilot program in three urban districts;
- identification of effective secondary instructional and management strategies in conjunction with an initiative grant received by New Jersey from the United States Department of Education;
- implementation of the Achievement Directed Leadership Program in two urban districts;
- conducting of a Chapter 1 Awareness Conference highlighting successful National Diffusion Network (NDN) secondary basic skills programs;
- development of Special Review Assessment Process guidelines for implementation by districts.

To help students fulfill graduation requirements in writing, districts were given three training options. They were prepared by consultants from writing projects conducted in coordination with the Division of General Academic Education and the regional curriculum services units (RCSU). A staff training manual also was developed to use with the Maryland Instructional Television Series.

The migrant program participated in the Interstate Secondary Credit Exchange Program coordinated by the State of New York, and implemented the Goals for Youth project for secondary migrant youth. The Office of Bilingual Education developed a policy on graduation requirements for limited English proficient (LEP) students. (See p. 10 for further detail.)

Division of General Academic Education

The Division of General Academic Education, which is primarily responsible for developing products to assist department and district training staff in educational improvement, directly addressed the objectives of the urban initiative.

The division's process for product development requires staff to identify and define needs, conduct a review of literature and research, and determine what proven strategies and programs exist to address the problems. During the 1983-84 fiscal year, product design in each of the curriculum areas identified in the urban initiative objectives was initiated in the division with specific concentration on urban needs. Furthermore, product design anticipated urban problems related to the new High School Proficiency Test. The training materials currently being drafted were structured so that they would be useful in the concentrated and broad-based urban initiative as well as relevant to statewide needs. The unit's research and development activities included the following:

- An extensive review of the current research on effective reading instruction was conducted. A summary of the research and specific instructional strategies for its application in the classroom were identified. These will be included in a teacher's resource guide to be delivered to districts in conjunction with training sessions.
- Mathematics skills information was drawn from student performance on the pilot High School Proficiency Test (HSPT) to determine the specific areas where students have problems. These areas (such as multi-step problems, computation sequences and fractions) will be covered in a videotape offering district curriculum personnel recommended strategies for improving student performance in these skills.
- In writing, both field and central staff in the department were trained in the process approach to writing instruction. Several models of in-service training were identified. Materials to assist in teacher in-service training are currently being prepared. These materials, which include documents on such topics as the composing process and conferencing as a method of assessment of student skills, were designed and drafted for use in both urban and non-urban settings.
- Project planning teams comprised of staff from the regional curriculum services units, and the Divisions of General Academic Education and Special Education identified resources to assist districts in the creation of sound disciplinary practices, policies and educational objectives for disruptive students. State funds were allocated to support programs for disruptive youth in the three Operation School Renewal districts and the Division of General Academic Education completed publication of a resource guide, Alternative Education Programs for Disruptive Youth, which is now available for all school districts.
- In cooperation with the New Jersey State Department of Health, two publications were prepared to assist districts in dealing with student substance abuse. Program Models for the Prevention, Intervention and Treatment of Student Substance Abuse was completed and is available for state and local personnel. A Desk Reference Manual on Student Drug and Alcohol Use was compiled for publication in 1985. Project planning teams, comprised of staff from the RCSUs and general academic education developed strategies and programs for districts to use as means for reducing the incidence of substance use. Three regional planning forums were held at the RCSUs to make districts aware of programs and services available from the departments of Education and Health. Twenty-three districts indicated a commitment to 1984-85 pilot implementation projects; nine are urban districts.
- The division's educational technology unit was charged with planning and developing the computer activities related to the urban initiative. As a component of the broad-based initiative, three teacher training laboratories were designed to begin operation in the 1984-85

school year. These labs, operating in conjunction with the regional curriculum services units, will provide in-service training to teachers and administrators in instructional uses of computers.

The technology unit staff designed plans to equip 30 classroom computer laboratories in three Operation School Renewal districts with computers, disk drives, printers and software. They began development of a computer literacy course outline, with sample lesson plans and supplementary materials. An action plan to provide staff training and to operate these labs by January 1985 was completed.

E. New Regulations to Support Education for the Handicapped

Private School Tuition Rates

In July 1983, the Commissioner of Education directed that a study be undertaken to develop a new system for establishing maximum tuition rates for private schools for the handicapped.

The Division of Special Education, in cooperation with the Division of Finance, developed new rules regarding the tuition rate approval process for private schools for the handicapped. The regulations were adopted on August 8, 1984, and were developed on the basis of extensive dialogue with representatives of both the public and private sectors. The regulations establish a new formula to determine maximum tuition rates and set forth budget and accounting requirements. The previous formula was tied to the 85th percentile of public school special education program costs and had led to great fluctuation in tuition rates. The new system is based on the net current expense budget (NCEB) and will provide for steady and predictable increases in the maximum tuition rates. Increases in the cost of education will be reflected in the tuition rates for private schools for the handicapped. The new system will move toward a single rate per school and will allow for tuition adjustments based on audited allowable costs.

Adoption of New Jersey Administrative Code 6:28-1.1 et seq.

During the 1983-84 school year, the Division of Special Education revised the administrative code for special education. The effort included extensive public involvement through written comment and public hearings. With the adoption of these rules on June 6, 1984, the state board established a higher standard for handicapped pupils' educational rights in a more clearly written code than previously available. Various technical assistance documents also have been developed by the division to aid staffs of local districts in implementing the administrative code.

Early Childhood Projects

Chapter 415 of the Laws of 1981 mandated the provision of programs and services to handicapped children, ages birth through five.

During 1983-84, approximately 1,000 infants (ages birth to three) received early intervention services in 34 programs statewide. During this second year of its funding, the State Department of Education contributed approximately \$1.75 million toward a total budget of \$3.2 million.

The Department of Education also manages two projects intended to help local districts provide special educational services to handicapped children, ages three to five. The Preschool Resource System identified and funded 12 programs statewide to provide technical assistance to other preschool programs in specified service areas. The Preschool Incentive Grant provides financial support to new or expanding preschool programs.

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II. SCHOOL FINANCES

State Aid

State aid is awarded to school districts for specific children or programs. The state 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 1983-84, state education aid to school districts was \$2.2 billion, representing 42 percent of the estimated 1983-84 expenditures of \$5.3 billion.

In 1983-84, state equalization aid was allocated to districts with property wealth below \$199,996 per resident student. Approximately \$1.1 billion in equalization aid was distributed to districts.

State aid also was allocated for categorical programs. State aid for handicapped students totaled \$191.7 million dollars in 1983-84. Compensatory education aid for programs, designed to raise the reading and writing scores of students through additional programs and tutoring, was \$80.1 million in 1983-84. \$14.7 million in aid was targeted for bilingual programs, and \$7.6 million assisted local vocational programs.

Additional aid for specific purposes included \$116 million for transporting students and \$500 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 \$91 million in 1983-84. Fifty 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, is currently pending before the State Supreme Court.

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.

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 a cap waiver if they experience an unanticipated increase in enrollment, or an inability to achieve their local goals and objectives in providing a thorough and efficient education for their students.

In 1983-84, 44 districts requested cap waivers, and 40 had at least a part of their request approved. Seventeen million dollars of \$20 million in requested waivers was approved. The number of cap waivers approved has risen from 30 in 1982-83 to 38 in 1983-84, and from \$6.6 million to \$16.9 million.

This rise in requests may be a product of the operation of the cap formula, which is based upon the three previous years' property wealth growth. If the economy sags and then inflates, districts will be trying to raise expenditures when the cap, being based on previous years, is stringent.

As a result of this experience, 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.

The operation of the cap mechanism tends to require greater amounts of state aid when state revenues are insufficient. The division is attempting to predict the levels of state aid that will be required at least a year prior to the need to fund entitlements, in order that the state budget can accommodate the growth in state education aid.

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III. MAJOR EDUCATIONAL LAW DECISIONS, 1983-84

1. Spiewak Revisited

The 1982-83 annual report on major educational law decisions highlighted the Spiewak determination, which held that persons employed as remedial teachers, where certification was a condition of employment, were eligible for tenure. The report also indicated that the issue of whether persons improperly compensated prior to Spiewak were entitled to retroactive benefits, was a matter that still needed final adjudication by the New Jersey Supreme Court. While that issue has not been resolved, a number of important decisions have been rendered by the Commissioner during the 1983-84 school year which have attempted to apply the principles established in Spiewak to several subsidiary issues that have arisen as a consequence of that landmark decision.

Spiewak found Title I remedial and supplemental teachers to be teaching staff members and entitled to the right to tenure and those benefits that teaching staff members are contractually accorded. This finding raised the subsidiary question of whether it is permissible for a local board of education and a teacher bargaining representative to agree to salary and benefit entitlements which are different for different categories of teachers.

In Frances W. Hyman et al. v. Board of Education of the Township of Teaneck, Bergen County, decided August 15, 1983, the Commissioner concluded that, while Spiewak required recognition of tenure rights of remedial teachers and directed that such compensation and benefits be determined by the negotiated contractual agreement, the decision did not necessarily mandate that all teaching staff members must be compensated in exactly the same manner. While setting aside the separately negotiated salary agreement for Title I and so-called "auxiliary" teachers, the Commissioner was careful to note "****the above determination is not intended to preclude the board from negotiating differences in salary compensation between supplemental or auxiliary teachers and regular teachers. However, the board is free to do so when there is a clear recognition and acceptance on both sides in the negotiating process that auxiliary teachers are, by law, teaching staff members eligible to obtain tenure.****" (Hyman at p. 27)

In a series of subsequent decisions, the Commissioner continued to apply to specific circumstances the principle relating to negotiated agreements laid down in Hyman. (See Linda Bassett v. Board of Education of the Borough of Oakland, Bergen County, decided March 19, 1984 and Margaret Wentworth v. Board of Education of the Township of Parsippany-Troy Hills, Morris County, decided April 13, 1984.)

A significant corollary issue raised in the Wentworth case is whether it is permissible for different categories of teaching staff members to be represented by two distinct units and bargain separately. While the Commissioner raised this issue in Wentworth, he pointed out that jurisdiction to decide that question resided with the Public Employment Relations Commission, not the Commissioner of Education.

2. Disqualification of Elected Board Members is Invalid

In an unusual controversy, the Commissioner was petitioned to render a declaratory judgment as to whether a local board of education may disqualify duly elected members on the grounds that those members were in violation of N.J.S.A. 18A:12-2 which provides that "[n]o member of any board of education shall be interested directly or indirectly in any contract with or claim against the board***" (See Board of Education of the City of Newark v. Edgar Brown and Oliver Brown Edgar Brown and Oliver Brown v. Board of Education of the City of Newark: Wilnora Holman et al. v. Board of Education of the City of Newark, decided May 2, 1984).

In the matter in question, the Board of Education of the City of Newark refused to swear in two newly elected members on the grounds that those individuals were parties to a suit against the Newark board, in which they were seeking, among other relief, compensation for legal fees. Based upon advice of counsel, the Newark board found that the suit represented a claim against the board and thus constituted an inconsistent interest on the part of those individuals which rendered them disqualified to serve. After declaring the individuals disqualified, the board proceeded to appoint and swear in two former board members who had been defeated in their bid for re-election.

In construing the meaning and intent of N.J.S.A. 18A:12-2, the Commissioner concluded that a board of education does not have the authority to refuse to seat duly elected members. The Commissioner concluded that a board may not exercise the authority to disqualify a member for inconsistent interest pursuant to N.J.S.A. 18A:12-2, but that only he had the authority to do so pursuant to a due process procedure. The Commissioner pointed out that, although allegations of N.J.S.A. 18A:12-2 violations had been heard and decided before, no board of education had ever sought to deny duly elected members a seat on the board. All previous challenges to the qualification of board members have come through petitions to the Commissioner invoking his authority to decide controversies and disputes under N.J.S.A. 18A:6-9.

After having disposed of the issue of the illegal action of the board, the Commissioner determined the substantive issue of whether the two board members were disqualified by virtue of their suit seeking reimbursement for legal fees. In deciding that issue, the Commissioner reviewed the case law relating to the matter of whether a claim against a board resulted in automatic disqualification.

The Commissioner concluded that, while a suit for reimbursement of legal fees does constitute a claim against the board, such claim does not result in automatic disqualification of the board member. The Commissioner found that a considerable body of case law held to the proposition that disqualification is only required when such claim can result in substantial and material benefit to the person or persons pursuing such claim. (See Thomas D. Hogan et al. v. Kearny Board of Education and Kearny Board of Education v. Thomas D. Hogan et al., decided April 12, 1982, aff'd State Board of Education August 4, 1982 and In the Matter of the Election of Dorothy Bayless to the Board of Education of Lawrence Township, Mercer County, 1974 S.L.D. 595, reversed State Board 603.)

As a result of the finding in this case, the Commissioner directed that the two elected board members be seated and the two improperly appointed members be removed from their seats.

3. Seniority Credit for Military Service Limited to Tenured Staff Members Whose Careers Were Interrupted by Military Service

In a decision certain to have wide-ranging impact if eventually upheld on appeal, the Commissioner found that N.J.S.A. 18A:28-12 did not provide seniority entitlement to all veterans for time spent in military service. Based upon an exhaustive study of the history of the statute involved, the Commissioner held that the original intent of the statute was to safeguard the seniority rights of tenured persons whose careers were interrupted by military service during a period of national emergency and to ensure that the time spent in the military would count toward their accumulated seniority.

This new interpretation by the Commissioner grew out of a case entitled Andrew T. Corrado v. Board of Education of the Borough of Newfield, Gloucester County, decided May 24, 1984. Corrado, a 20-year veteran of the military with four years of service as a teacher, sought to displace another tenured teacher with 10 years of teaching service in the school district. Corrado contended that, pursuant to the "clear" intent of N.J.S.A. 18A:28-12, he was entitled to count all military service for seniority, thus giving him a total of 24 years of seniority.

By reversing the long-held interpretation of N.J.S.A. 18A:28-12, the Commissioner limited the application of that statute solely and exclusively to persons whose careers were interrupted by military service.

In rendering his decision, the Commissioner recommended a legislative remedy which would provide all veterans with seniority credit for military service, but limited to a total of four years, as was provided by the legislature for salary purposes in N.J.S.A. 18A:29-11.

4. When is a Substitute a Substitute?

In a decision overturning both the Commissioner and the State Board of Education, the Appellate Division of the Superior Court definitively clarified when a certified person hired to serve as a teacher may be characterized as a teaching staff member and eligible to accumulate time served toward tenure, and when that individual may properly be classified as a "substitute." In a case entitled Sayreville Education Association et al. v. Board of Education of the Borough of Sayreville, Middlesex County, N.J. Superior Court, Appellate Division, April 12, 1984, the court reviewed the exact definitions of both a teaching staff member and a substitute as defined in N.J.S.A. 18A:1-1 and N.J.S.A. 18A:16-1.1 which provides:

"In each district the board of education may designate some person to act in place of any officer or employee during the absence, disability or disqualification of any such officer or employee subject to the provisions of section 18A:17-13.

"The act of any person so designated shall in all cases be legal and binding as if done and performed by the officer or employee for whom such designated person is acting but no person so acting shall acquire tenure in the office or employment in which he acts pursuant to this section when so acting." (Emphasis supplied.)

In construing the meaning of the statute, the court made clear that a substitute was one who replaced a teaching staff member because of a temporary absence, even a protracted one. However, when a properly certificated person is hired, if even for a short time to fill a vacant position, that individual cannot by definition be classified as a substitute, and the time served in the vacant position is accruable to tenure. In reaching the conclusion recounted here, the court reiterated the formula regarding tenure eligibility laid down by the Supreme Court in Spiewak; namely the requirement of a certificate to fill a position, possession of that certificate, service under such certificate for the statutorily required time period and service in a capacity which is not by statute specifically excluded from tenure. While substitutes, as defined by N.J.S.A. 18A:16-1.1, are excluded from tenure, persons who fill vacant positions are, therefore, not substitute and are thus eligible to acquire tenure for such periods of service.

While recognizing the possibility of the need to provide some flexibility for local districts to appoint short-term, temporary substitutes in order to determine the best course to follow in assigning the duties of the former teacher for the balance of a school year, the court's insistence upon firm adherence to the statutory language should serve as a guide to local districts when hiring replacements for a relatively substantial balance of a school year.

5. Other Significant Decisions

Jerry M. Johnson v. Board of Education of the Township of Piscataway, decided September 29, 1983, affirmed State Board of Education June 6, 1984 and Newark Teachers Union and Edna Smith v. Board of Education of the City of Newark, decided June 13, 1984. Retroactive withholding of teacher increments pursuant to N.J.S.A. 18A:29-14 is not permitted. A withholding of increment must be accomplished prior to the start of the school year in which it is to take effect, the onset of the school year being September 1 for salary purposes.

Daniel Gibson v. Board of Education of the City of Newark, decided March 30, 1984. The Commissioner determined that the provisions of N.J.S.A. 18A:17A-3 explicitly required that "****all officers and employees, professional and nonprofessional, of the district****" should be under the supervisory authority of the executive superintendent. This decision overturned action of the board which had required a consultant who was actually an employee, the Office of Legal Counsel and the Office of Board Affairs to report directly to the board. The Commissioner pointed out that the entire thrust of N.J.S.A. 18A:17A-1 et seq. was to reduce political influence by a board of education on the educational process.

Board of Education of the Borough of Merchantville v. Joan R. Nolan: Joan R. Nolan v. Board of Education of the Borough of Merchantville, N.J. Superior Court, Appellate Division, decided June 15, 1984. "****The Commissioner acted properly in rejecting the board's action in settling a case in order to cut expenditures when the result would allow someone charged with the offense of misappropriation of public funds to avoid prosecution by resigning and thus seek employment elsewhere.****" (Nolan, Slip Opinion at p. 5)

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IV. OPERATIONS

A. DIVISION OF EDUCATIONAL PROGRAMS

The Division of Educational Programs is responsible for the overall coordination and control of the six educational divisions and bureaus which develop products for use in local districts and administer appropriate federal funds and regulations. These are:

- Teacher Preparation and Certification
- Vocational Education
- General Academic Education
- Adult Education
- Special Education
- Compensatory and Bilingual Education

The division also is responsible for the implementation of the curriculum delivery system, in conjunction with the Division of County and Regional Services. Under the supervision of the assistant commissioner of educational programs, senior managers analyze local planning objectives and statewide critical issues to determine department priorities and the most effective way of allocating available resources.

Operational Highlights for 1983-84

During the past year the division launched the urban initiative, a major statewide educational improvement program composed of a broad-based component focusing on nine objectives statewide; and Operation School Renewal, a concentrated focus on five objectives in three districts (see Urban Initiative p.13).

Bureau of Teacher Preparation and Certification

The Bureau of Teacher Preparation and Certification is responsible for recommending and maintaining 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 is responsible for coordinating the issuance, revocation, and suspension of licenses for school professionals.

During the past year, major efforts of the bureau have included a comprehensive overhaul of college programs and creation of an alternative route to certification.

Division of Vocational Education

The Division of Vocational Education is committed to ensuring that vocational education programs lead to employment directly or closely related to the occupations for which training is provided. This commitment is evidenced by the support of programs which:

- develop the skills, attitudes and knowledge required for entry into currently available jobs, and employment in emerging occupations;
- adapt to future occupational changes; and
- help students obtain work experience as a part of their vocational training.

The division also is committed to forming partnerships with business and industry to establish program standards, identify emerging training needs and provide job placement services for vocational education graduates.

Operational Highlights

During the 1983-84 fiscal 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 and distribution, trade and industrial, and technical occupations;
- developed a comprehensive planning and evaluation process for the operation of 4,500 local vocational and prevocational programs and sponsored leadership development activities to complement and expand the formal instructional programs for more than 22,000 vocational student organization members; and
- modified the vocational course/program application process used to distribute approximately \$16 million of federal vocational education funds, as follows:
 - . distributed program-purpose entitlements to each local educational agency (LEA) prior to the application due date.
 - . introduced at the local level a decision-making process to determine the use of federal vocational education funds.

- . created a new system for the review of all applications which includes review by county office of education staff.
- . established, in cooperation with the Division of County and Regional Services, a comprehensive county-level planning and review process to ensure that federal vocational education funds distributed for the 1985-86 school year are used to meet local, county and state needs.
- . surveyed more than 200 business and industry members/ representatives to identify instructional needs for jobs that are currently available in the labor market. This planning component will be formalized in 1984-85 by the formation of statewide program area advisory councils. The councils will identify current and emerging training needs for use in state, county and local planning efforts.

The Division of Vocational Education also worked with staff from the New Jersey State Department of Higher Education and Department of Labor to implement the cooperative agreements between the education departments and each of the 19 service delivery areas (SDAs). Activities under the agreements included the development of vocational training programs for those eligible under the Job Training Partnership Act (JTPA) and the provision of technical assistance in identifying local matching funds required by the act.

The division participated in the dissemination of a special RFP for demonstration/innovative training activities, using funds provided by the departments of Education and Higher Education from the "Education Coordination and Grants" (8 percent) section of the act. In cooperation with the Division of Adult Education, the division is developing, for program year 1984, training programs that link basic skills programs with vocational training for JTPA trainees.

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 1983-84

During the last year, the division:

- conducted the Minimum Basic Skills Test and the High School Proficiency Test;

- designed eight products for use in the urban initiative effort and in statewide training activities to improve the quality of education. These are described in the urban initiative section earlier in this report;
- researched and identified information on model programs for dealing with disruptive student behavior for RCSU and local district personnel;
- identified and trained department and more than 100 local district staff in three effective instructional strategies for improving writing instruction in elementary and secondary schools;
- conducted a statewide Policy Forum on Gifted Education for more than 100 educators;
- awarded nearly \$90,000 to districts through incentive grants to support the development of model programs for gifted and talented students;
- drafted proposed administrative code for submission to the state board in the areas of family life education, school health and physical education;
- responded to more than 300 requests for information and assistance from local districts on school health programs and health screening procedures;
- conducted a survey of 589 local districts to determine the existing educational uses of microcomputers;
- provided services from the Educational Products Information Exchange (EPIE) to all local districts, through a collaborative effort with the Geraldine R. Dodge Foundation and the New Jersey School Boards Association. These services include access to software evaluation, monthly updates of information and reduced rates for use of a national electronic database.
- cooperated with field unit staff to design and conduct five training sessions to help local districts in their decisions to lengthen the kindergarten day. Materials on this issue were prepared and field tested and a resource guide was drafted for publication in 1985;
- planned and coordinated the Governor's Awards in Arts Education, and a ceremony to honor science and mathematics teachers;
- trained more than 120 school health personnel through three regional workshops in proper methods of conducting mandated scoliosis screening;

- ensured compliance with state mandates related to non-public school services and recorded 22,000 non-public school students as receiving compensatory education, English as a second language, supplementary instruction and/or home instruction; and 12,000 non-public school students as receiving evaluation/classification and corrective speech services;
- reviewed and favorably evaluated 40 non-public secondary schools programs.

Division of Adult Education

The Division of Adult Education administers state and federal grants, and develops state plans, procedures and guidelines for the conduct of adult education services provided by 220 school districts and eligible agencies. State and federal grants support instructional programming for adult basic skills, the General Education Development test (GED), English as a second language (ESL), citizenship classes for immigrants, and skill training for refugees and entrants. The division also is responsible for developing guidelines for adult high schools and for the administration of the GED test in 40 testing centers. In addition, the division trains teachers and administrators and provides technical assistance to promote effective adult education programs throughout the state.

Operational Highlights for 1983-84

During the last year, the division:

- recommended three adult high schools to the State Board of Education for final approval: Matawan-Aberdeen Regional (Monmouth), North Plainfield (Somerset), and Union Township (Union). Sixty adult high schools are sponsored by district boards of education. An approved adult high school offers a high school completion program leading to a locally issued, state-endorsed diploma;
- provided adult basic skills programming to 42,641 adult and out-of-school youths, 16 years of age and older, in 158 school districts, colleges and other institutions. These funded programs produced for participants 3,660 high school diplomas, 2,707 new jobs and 1,150 better jobs. One hundred sixty-three students left public assistance rolls and 1,925 went on to further education or training. A total of \$5.2 million in state and federal funds was expended for programming, at an average cost per adult of \$122;
- conducted a statewide contractual compliance review of adult basic skills programs and initiated a program improvement cycle for those programs found in non-compliance. This process was

based on programmatic standards which were included in the State Plan for Adult Education and were made part of contracts with school districts and other agencies providing instructional programs. The process resulted in the on-site evaluation of 144 of 158 funded programs. Of the programs evaluated, 72 are now in full compliance. The remaining 72 programs are being provided with technical assistance in the implementation of approved program improvement plans;

- administered 17,594 GED tests and issued 10,177 high school diplomas, through the 40 testing centers;
- conducted research to profile the high school dropout. Developed data on New Jersey's dropout population. The need for this information resulted from the increased enrollments of younger students in basic skills classes (42 percent of all students in 1983-84) and in the adult high school classes (25 percent of all students in 1983-84);
- awarded 14 special projects under Section 310 of the Adult Education Act. Content areas for these projects included programs for recent dropouts, career counseling for adults, adult literacy training and basic skills program improvement;
- in 1983-84, the division concluded two projects through the Department of Human Services. Under these programs, more than 3,000 adult refugees were aided in developing skills needed for learning a new language, seeking employment and coping with a new society.
- with the New Jersey State Department of Human Services, issued a joint request for proposals (RFP) for the purpose of continuing language instruction/counseling programs for adult refugees. As a result, seven agencies were awarded a total of \$330,000 to provide English as a second language classes and counseling/employment services.

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 1983-84

- received \$37,069,160 from P.L. 94-142, a federal act providing funds to support educational programs for handicapped children. Based upon the numbers of handicapped students, each district was entitled to a portion of this award. A total of \$27.8 million was awarded statewide. An additional \$7.4 million was made available to local school districts on a competitive basis to meet specific local, county, regional or statewide needs in the area of education for handicapped children.
- concentrated efforts to improve and expand special education program options for the secondary school population. Particular attention focused on the emotionally disturbed population, vocational special education, and the high school as an educational environment for handicapped students;
- identified, through a staff task force, existing programs, practices and needs in New Jersey regarding the secondary educationally handicapped student; convened a statewide steering committee to review and provide direction and assistance in project activities; established a system for identifying and measuring effective programs and strategies that have demonstrated evidence of or potential for the secondary educationally handicapped populations; collected and disseminated data and information regarding programs and strategies that have demonstrated evidence for meeting the needs of the secondary school handicapped population; and provided, through a request for proposal and application process, \$1.5 million to 10 school districts to facilitate the development of innovative programs or practices that demonstrate evidence of meeting the needs of secondary school educationally handicapped students.
- completed a three-year monitoring project to visit each New Jersey approved private school for the handicapped. The purpose of the monitoring system is to meet the regulatory responsibility of the department while at the same time improving programs through a systematic approach of self-evaluation, program verification by a monitoring team, and the development of individual private school improvement plans. One unique feature of this system is the extensive use of peer monitors as well as staff from private schools, higher education and local school districts. More than 250 monitors visited a total of 158 private schools during the past three years.

Division of Compensatory/Bilingual Education

The Division of Compensatory/Bilingual Education is responsible for administering four federal programs:

- 1) The Education Consolidation and Improvement Act (ECIA), Chapter I (for the educationally disadvantaged)
- 2) Migrant Education
- 3) Title VII (for bilingual students)
- 4) Transitional Programs for Refugee Children

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. To do so, the division coordinates regular developmental programs and compensatory services with categorical local, state and federal funds.

Office of Compensatory Education

- Technical Amendments to Chapter 1 ECIA became effective December 8, 1983, rescinding some requirements, changing some options that were available under Title I of ESEA and adding other requirements.
- Current 1980 census poverty data were released by the U.S. Department of Education for state department use in sub-county allocations of ECIA Chapter 1 basic grants increasing the Chapter 1 state entitlement for 1983-84 from \$74.1 million to \$87.0 million.
- During school year 1983-84, 566 districts operated Chapter 1 programs for 186,466 students and 560 districts operated state compensatory education programs for 172,146 students to develop competency in communication and computation skills.
- The bureau staff, in cooperation with the county office staff, conducted coordinated monitoring visits in 100 local school districts for the purpose of reviewing basic skills, bilingual and migrant education programs.

Office of Research, Planning and Marketing

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; budget accounting activities; developing alternative funding sources; preparing federal and state reports; and developing and disseminating curriculum and training materials. (See Urban Initiative Section II, both broad-based initiative and Operation School Renewal, for further details.)

Office of Bilingual Education

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, through technical assistance, compliance monitoring, coordination of in-service training programs and dissemination of information.

Operational Highlights for 1983-84:

During the last year, the division:

- assisted 206 districts that provide bilingual and ESL programs for approximately 33,925 students from more than 125 language backgrounds. State categorical aid to these programs was \$14,470,215 (See Table 10);
- administered \$232,090 in federal funding under the Transition Program for Refugee Children to 145 school districts. These funds assisted 1,548 eligible refugee children;
- coordinated the seventh Statewide Conference on Bilingual/ESL Education. Approximately 1,000 administrators, teachers and parents attended some 60 workshops on a variety of topics;
- received a Title VII grant award for \$79,889 to coordinate technical assistance to the 11 districts with Title VII projects in the areas of program improvement, teacher training, and parental involvement. The grant brings the total for such activity to \$1,269,830 (See Table 10);
- received a Title VII grant award of \$43,102 for the training of selected state education agency staff in the bilingual and ESL areas;
- conducted 13 monitoring visits of districts with state and federal bilingual programs in conjunction with county offices;
- wrote and disseminated The Special Review Assessment Process: Guidelines for District Implementation and developed the Student Special Review Assessment (SRA) Profile; and
- coordinated the development of the graduation requirements policy for LEP students, including: the writing of the proposal, presentations to the state board, coordination of the review process and the implementation plan.

Office of Migrant Education

During 1983-84, the Office of Migrant Education operated 30 winter projects and 17 summer projects through contractual arrangements with local educational agencies and through two statewide projects, in cooperation with the New Jersey State Department of Health and the New Jersey Commission for the Blind.

The Office of Migrant Education operated the Migrant Bilingual Resource Laboratory (MBRL), a project that provides in-service training to local district staff where eligible migrant children are in residence. This project was designed to assist local school districts in increasing the awareness of teachers regarding the special educational needs of bilingual migrant students who are enrolled in their classrooms. Sixteen districts and 418 individuals participated in these activities. An additional 479 individuals participated in presentations at conferences and 102 participated through requests for information via mailings.

The New Jersey Office of Migrant Education participated in the following interstate migrant education projects which are funded by the U.S. Department of Education, Division of Migrant Education, Interstate and Intrastate Coordination Program, Section 143:

- Eastern Stream Child Abuse Prevention and Education Project (ESCAPE)
- Challenging Option in Career Education (CHOICE)
- College Assistance Migrant Project (CAMP)
- High School Equivalency Project (HEP)
- Mississippi Materials Resource Center Project.
- National Migrant Student Record Transfer System (MSRTS)

B. DIVISION OF COUNTY AND REGIONAL SERVICES

The Division of County and Regional Services provides regulatory oversight of the state public education system through its 21 county offices of education. These offices are responsible for conducting the evaluation of districts and the annual review of district goals and objectives. They are also responsible for the delivery of products, programs and services to assist districts in meeting their identified needs and annual objectives.

In addition to the 21 county offices, the division oversees three regional curriculum services units (RCSUs) situated in the northern, central and southern regions of the state. Each serves a seven-county region. The services of these units are made available to local school

districts through the county offices of the region. Services include: in-service training; curriculum planning; adaptation and development; dissemination of curriculum materials and information; networking of successful programs and practices; and brokering of other educational resources.

During the 1983-84 school year, the Office of Equal Educational Opportunity (OEEO) was transferred to the division from the Division of General Academic Education. This office provides technical assistance to local school districts in the development of race desegregation plans, resolution of educational problems resulting from race desegregation plans, and development of instructional materials and methods for teaching limited English proficient pupils. OEEO also oversees implementation and continuance of approved school desegregation plans.

Operational Highlights for 1983-1984

During the last year, the division:

- co-sponsored, with the New Jersey Association of School Administrators, six seminars throughout the state. The seminars provided a basic planning model for chief school administrators and local school board members to use in identifying needs, establishing annual objectives and writing action plans;
- working through the county superintendents, met individually and collectively with local district administrators to assist districts in setting annual objectives and writing action plans;
- published guidelines for use by county offices in monitoring local districts, as prescribed in the Manual for the Evaluation of Local School Districts Pursuant to the Public School Education Act of 1975, adopted by the State Board of Education, August 1983;
- held monitoring awareness sessions with local districts prior to monitoring visits, which began in January 1984;
- established the three regional curriculum services units (RCSUs). Each was charged with providing services to a seven-county region as follows: RCSU-Northern Region (counties of Bergen, Essex, Hudson, Morris, Passaic, Sussex and Warren); RCSU-Central Region (counties of Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset and Union); and RCSU-Southern Region (counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester and Salem); and
- held workshops, through the RCSUs, for all local districts in evaluation techniques for better planning in setting annual educational goals and objectives.

C. DIVISION OF DIRECT SERVICES

The Division of Direct Services is responsible for those units which provide educational programs directly to the public. The units include the regional day schools, the Center for Occupational Education Experimentation and Demonstration (COED), the Newark Skills Center (NSC), the Marie H. Katzenbach School for the Deaf, and the New Jersey School for the Arts. The division also handles the research and development phases of new programs in which the department has an interest. As a result of an extensive study to determine the optimal governance arrangement, units such as Katzenbach and COED are being continued within the department's operation.

Operational Highlights for 1983-84

During the last year, the division:

- opened two more regional day schools at Hamilton and Newark, bringing the number of completed schools to nine. The last two schools, Winslow and Jersey City, were scheduled to open in September 1984;
- by June 1984, recorded the enrollments at the regional day schools at 653 pupils, including a growing number of pre-school handicapped (up to three years of age) pupils;
- placed five of the nine operational regional day schools under contract to local districts to operate, while four are managed by the department.
- through COED, enrolled 1,200 pupils. The regular school year program attracted 800 students from 26 sending schools, with students working in 23 occupational areas. The two-week vocational assessment session brought in 130 pupils; the summer school, 333 pupils;
- expanded the COED program, with 151 handicapped pupils mainstreamed into the regular school program;
- through COED, established pilot programs for pupils from the Department of Corrections, Division of Youth and Family Services, the Division of Vocational Rehabilitation Services, the Newark Regional Day School, and the Teaneck school district. The pilots were aimed at using COED's Individual Vocational Plan (IVP) process to conduct assessments and plan programs for pupils;
- through the Newark Skills Center (NSC), conducted a federally funded occupational training program for 280 economically disadvantaged and unemployed adults. Two-thirds of all trainees were placed in regular jobs after completing the program;

- through NSC, trainees, in a cooperative venture with a local community agency, renovated a gutted warehouse, creating a new community center;
- through the Marie H. Katzenbach School for the Deaf, conducted its pre-K to 12 program for 416 pupils. In addition, the school expanded to 15 infants its pre-nursery program for deaf infants, up to three years of age;
- expanded the use of microcomputers at the lower, middle, vocational and academic high schools at the Katzenbach School, with 34 microcomputers being used in educational programs. Included are courses in computer literacy, computer programming and in classroom applications. More than 50 staff members received in-service training in the use of microcomputers for student instruction;
- developed new curricula for deaf students at Katzenbach School in seven subject areas. At the vocational high school, the printing curriculum was modified with emphasis on computerized equipment. Fourteen seniors participated in the school's work-study program;
- improved the quantity and quality of the Katzenbach staff in-service program, with 1,850 training hours provided in sign language and 850 training hours given in associated professional programs.
- recorded an enrollment of 145 students at the New Jersey School for the Arts, created by statute for high school pupils exceptionally talented in the visual and performing arts. The Summer Arts Program, a five-week residential program at Rutgers University, attracted 110 students. The weekend program at Glassboro, serving the eight southern New Jersey counties, enrolled 35 students for fall 1984.

Special initiatives developed by the division included the Local District Planning Model and the Academy for the Advancement of Teaching and Management. In both cases, after the programs were planned, designed and developed, they were transferred to other units for operation and implementation.

D. DIVISION OF THE STATE LIBRARY

The function of the State Library is to supply information services and resources on the broad range of subjects which affect the educational, cultural, economic and political life of New Jersey. These services are provided to governmental units at state, county and local levels and, as the libraries' library, to all the people of the state. The State Library is responsible for planning, promoting and coordinating

a statewide system of library services through the new library network. This mission is accomplished through: a law library; general reference services; inter-library loan service; a library development program, which includes the statewide library network; and direct public library services to blind and physically handicapped residents.

Operational highlights for 1983-84

During the last year, the division:

- won passage of the Library Network Law, which authorized the creation of a statewide, multitype library network involving public, academic, school and corporate libraries. Implementation of the new library network involved staff from every bureau of the State Library. Nine public meetings were held throughout the state to present information about the network legislation. Staff worked with the Division of Executive Services to develop draft regulation for the Library Network Law.
- purchased and put into use a microcomputer-based acquisition/fund accounting system to facilitate the purchase of library materials;
- installed a computerized legislative alerting service to provide immediate information about legislative activities;
- added two electronic mail services, ALANET and ONTYME, to transmit information and rush letters between libraries;
- acquired dedicated word processors to permit more rapid production of reports, publications and bibliographies;
- observed rapid growth in the use of LEXIS, the legal data base installed in 1982-83;
- added 16,000 titles to the OCLC national union catalog data base. Efficient use of OCLC by member libraries has produced a marked increase in the library's ability to fill inter-library loan requests while reducing significantly the number of blind requests -- those made without knowing whether or not the State Library possesses the materials;
- Under the new legislation, geographic boundaries for six regions were defined and six Interim Planning Committees (IPC) were formed. Each IPC is responsible for developing a plan of service specific to its region, and for preparing an operational plan and budget for the first year of the Regional Library Cooperative;

- distributed state aid to New Jersey libraries at its highest levels since 1975. Regular state aid of \$7,715,000 was increased by a supplemental appropriation of \$2,040,000, for a grand total of \$9,755,000;
- opened a New Jersey Reference Room, which offers historical and genealogical reference services, to the public in January 1984;
- created an Institutional Library Services Advisory Committee to complete a survey of institutional libraries and to develop a plan for institutional library services;
- closed the stack area of the Library for the Blind and Handicapped (LBH) for six months following the August 3, 1983 collapse of stack area shelving at the Records Storage Center. (LBH shares a new building with Records Storage.) During this interval, the library continued to provide some materials to its readers by using the resources of libraries for the blind in other states and by immediate re-circulation of books as they were returned;
- met with an architect to develop plans for renovating the State Library; and
- was granted permission by the U.S. Olympic Committee to reproduce its educational activities manuals and to use, statewide, its copyrighted phrase "a library educational Olympic program." Only New Jersey received this special permission, making the State Library unique among libraries in the United States.

E. DIVISION OF EXECUTIVE SERVICES

The Division of Executive Services includes five units: Bureau of Controversies and Disputes; Office of Legislative Services; Office of Strategic Planning; Public Information Office; and State Board Office. Each is charged with separate and distinct, yet at times overlapping, responsibilities for providing support services to the Commissioner, members of the State Board of Education, department division heads and their respective staffs.

Implementation of the Commissioner's new initiatives required extensive executive services participation at all staff levels. Liaison was maintained with the legislature, the Governor's counsel, state educational associations, the citizens network, speakers bureau audiences and statewide news media.

Staff members played a key role in developing and articulating the department's position on some of the state's critical educational issues and needs, such as: the alternate route to teacher certification, the urban initiative, high school graduation requirements for students of limited English proficiency, the rules governing a "Thorough and Efficient System of Free Public Schools" and the proposed system to establish tuition rates for private schools for the handicapped.

Operational Highlights for 1983-84

During the last year, the division:

- through the assistant commissioner, provided leadership in resolving governance and budgetary determinations for the Marie H. Katzenbach School for the Deaf. Direction also was given to funding and programmatic considerations related to the New Jersey School of the Arts;
- as the department staff member appointed to the Governor's Commission on Master Teachers, the assistant commissioner served as a commission member. With the chairman, he coordinated many of the commission's activities highlighted earlier in this report;
- through the assistant commissioner, organized citizens' networks around two specific initiatives: new seniority regulations, and the alternate route to teacher certification. Each network was composed of representatives of the state's educational community, the private sector and the general public;
- at the Commissioner's request, prepared a staff study on the issue of establishing a minimum teacher salary of \$18,500. A proposal was developed for recommendation to the Governor on the implementation of a state-mandated minimum salary;
- through the Office of Strategic Planning, introduced a six-stage Strategic Planning Model that included an operational planning and control system. The system was designed to assure that timelines were being met and objectives accomplished in achieving stated goals. Other newly introduced planning methods included new assignment work plans to facilitate interdivisional assignments;
- through the Office of Legislative Services, attention was focused on legislative initiatives and their impact on educational initiatives. Staff created opportunities for legislative interaction by arranging for the Commissioner to meet with legislators, including members of the Senate and Assembly Education committees; offering a special orientation for newly elected legislators; and providing testimony on behalf of the Commissioner in committee sessions. Joint planning was undertaken with the Division of Administration on the 1984-85 education budget, and its subsequent presentation before the Joint Appropriations Committee. Significant staff time was devoted to analyzing new bills. Additionally, a report was prepared summarizing the status of national legislation and code on student violence;

- provided technical assistance on the legislative and legal implications of the new and amended administrative code. Monthly meetings of the Administrative Code Review Committee, a group representing the state's educational associations, were effective in bringing together the best thinking on code initiatives;
- assisted in a review of the operation and practices of the Office of Administrative Law (OAL), as part of staff representation on the Governor's Administrative Law Committee. A final report and recommendations were made to the Governor regarding OAL's future operation;
- through the Bureau of Controversies and Disputes, designed and implemented a process for internal review of the unique and controversial nature of pertinent legal issues before the Commissioner's decisions were rendered;
- guided implementation of the new seniority regulations, beginning in July 1983, and again in June 1984, when the state board adopted additional amendments.
- through the Public Information Office, developed and instituted an improved communications process to support its responsibilities. It provided an effective communications program to implement the department's initiatives. One of its special projects, the "Teacher of the Year" program, was expanded to ensure a good cross-representation of entries from around the state. The office managed this campaign through the county offices of education.

F. DIVISION OF FINANCE

In 1983-84, the Division of Finance supervised the allocation and payment of \$1.7 billion dollars in state aid and \$207 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 by assessing: the fiscal impact of new education initiatives by the Governor, Commissioner or legislature; the equity of the current funding formulas; and the efficiency and efficacy of school district expenditures.

Operational Highlights for 1983-84

During the 1983-84 year, the division:

- approved 697 construction or rehabilitation projects in local school districts, with anticipated costs of \$96.8 million dollars. This included 280 asbestos removal projects at a projected cost of \$21.4 million.
- approved payment for transportation services for 473,164 regular pupils, 77,517 non-public students, and 44,754 handicapped pupils. In all, students were transported more than 120 million miles utilizing 12,387 school vehicles operated by 23,000 licensed bus drivers.
- reimbursed districts for 499,324 lunches or breakfasts per day, for 47 percent of students attending New Jersey public schools. Fifty-two percent of the meals were served to children eligible for free or reduced price meals.
- through the Audit Bureau performed 48 attendance register audits; 99 audits of child nutrition programs; 48 audits of pupil transportation programs; 15 audits of federal programs, and 17 audits of private school tuition. In addition, eight special assignments called for a full scope audit of East Orange, the New Jersey School for the Arts, and four non-public textbook programs, and a review of the adult education program in Camden City. These audits resulted in a recovery of \$1 million in state funds in 1983-84 with projected recoveries of \$500,000 in 1984-85 and \$2.1 million in 1985-86;
- reviewed applications by seven school districts for participation in the computerized bus scheduling program, which assists in creating efficient, multi-fleet operations. Approximately 115 districts participated in this cost-saving program;
- created a system to monitor school attendance submitted by districts on school register cards. Attendance is one criterion used in evaluating districts through the revised monitoring process; and
- provided assistance to other divisions in calculating compensatory education entitlements, special education cost factors and private school tuition reimbursements.

G. DIVISION OF ADMINISTRATION

The Division of Administration is responsible for directing 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 1983-84

During the last year, the division:

- established a formal fiscal and program audit resolution process to be used whenever outside federal or state agencies conduct audits of grants to the department. This process includes the use of the internal audit unit established in fiscal year 1983;
- designed an improved data base management system, to be implemented in fiscal year 1985, to replace the system in use at the New Jersey State Department of Transportation (DOT). The new system is more closely attuned to this department's needs, provides faster access of data and is more cost-effective;
- received a \$480,000 grant from the Governor's Data Processing Initiative Fund to purchase a mini-computer for the department. The purchase will result in a \$400,000 savings during fiscal year 1985 and additional savings of \$1.2 million through fiscal year 1987;
- received a \$95,000 grant from the Governor's Data Processing Initiative Fund to purchase microcomputers for the county offices. The microcomputers will provide data processing services to the county offices and a computer link between these offices and the department;
- received an \$85,000 grant from the Governor's Data Processing Initiative Fund for the purchase of office automation hardware and software for the Office of the Commissioner, Division of Executive Services and the Division of Educational Programs. Additionally, printers were upgraded in the four word processing centers and a local area network to link all four systems was installed;
- developed and implemented a full-range, multi-level training and development program for all levels of employees. Forty-five courses were offered in-house and dozens of others outside. Technical programs were also made available. Forty managers were enrolled in the state's Certified Public Managers program which showed close to a 500 percent increase in participation over last year. In all, 1,009 individuals enrolled in department or external courses; and
- designed and implemented a computerized physical and fixed assets inventory system to allow for the full accounting and control of the department's real property.

* * *

V. APPENDIX

Selected Educational Statistics

TABLE 1-A
1983-84 MINIMUM BASIC SKILLS TEST RESULTS

TEST	NUMBER TAKING THE TEST IN 1983-84	NUMBER MEETING OR EXCEEDING STATEWIDE STANDARD IN 1983-84	PERCENT MEETING OR EXCEEDING STATEWIDE STANDARD IN:							CHANGE IN % STUDENTS MEETING OR EXCEEDING STATEWIDE STANDARD 77-78 TO 83-84***	MEAN TEST SCORE IN:							CHANGE IN THE MEAN TEST SCORE 77-78 TO 83-84
			1983-84*	1982-83*	1981-82*	1980-81*	1979-80*	1978-79*	1977-78**		1983-84	1982-83	1981-82	1980-81	1979-80	1978-79	1977-78	
9 READING	86691	79081	91.2	87.9	85.4	82.7	79.4	76.0	76.3	+ 14.9	92.51	90.05	88.24	86.13	83.75	81.90	82.60	+ 9.91
9 MATH	86626	80797	93.3	89.3	88.0	85.3	80.9	77.2	74.5	+ 18.8	85.63	83.72	83.29	81.07	78.85	76.89	75.53	+ 10.1
10 READING	12010	8632	71.9	63.5	-	-	-	-	-	+ 8.4†	82.79	78.70	-	-	-	-	-	+ 4.09†
10 MATH	10777	8481	78.7	67.3	-	-	-	-	-	+ 11.4†	74.96	71.69	-	-	-	-	-	+ 3.27†
11 READING	7699	5983	77.7	-	-	-	-	-	-	-	85.24	-	-	-	-	-	-	-
11 MATH	6885	5572	80.9	-	-	-	-	-	-	-	77.27	-	-	-	-	-	-	-

*This mean is expressed in MBS score units. The MBS score is completely comparable to the percent correct score in 1977-78.

**This figure is the mean percent of items correctly answered.

***This figure represents the difference between the MBS score for 1983-84 and the percent correct for 1977-78.

† For grade 10 these figures represent the difference between the 1982-83 and 1983-84 results.

TABLE 1-B

NEW JERSEY STATEWIDE TESTING SYSTEM
1983-84 HIGH SCHOOL PROFICIENCY TEST - GRADE 9
STATEWIDE RESULTS

READING - MEAN PERCENT CORRECT: 77.3

	PERCENTAGE OF ITEMS ANSWERED CORRECTLY				
	0-20%	21-40%	41-60%	61-80%	81-100%
*Number Tested: 86,416					
Number of Students	79	3753	10262	27803	44519
Percentage of Students	0.1	4.3	11.9	32.2	51.5

WRITING - MEAN TOTAL TEST SCORE: 80.8

TOTAL TEST

	DISTRIBUTION OF TOTAL TEST SCORES				
	40-52	53-64	65-76	77-88	89-100
*Number Tested: 86,509					
Number of Students	358	4754	20187	42858	18352
Percentage of Students	0.4	5.5	23.3	49.5	21.2

ESSAY TEST - MEAN ESSAY SCORE: 7.6

	DISTRIBUTION OF HOLISTIC SCORES											
	0	2	3	4	5	6	7	8	9	10	11	12
*Number Tested: 87,090												
Number of Students	821	789	1676	3794	6363	11010	14142	17317	13599	10059	5299	2221
Percentage of Students	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 TEST - MEAN PERCENT CORRECT: 77.7

	PERCENTAGE OF ITEMS ANSWERED CORRECTLY				
	0-20%	21-40%	41-60%	61-80%	81-100%
*Number Tested: 86,561					
Number of Students	82	1838	9263	32559	42819
Percentage of Students	0.1	2.1	10.7	37.6	49.5

MATHEMATICS - MEAN PERCENT CORRECT: 62.6

	PERCENTAGE OF ITEMS ANSWERED CORRECTLY				
	0-20%	21-40%	41-60%	61-80%	81-100%
*Number Tested: 86,515					
Number of Students	522	12419	27241	26900	19433
Percentage of Students	0.6	14.4	31.5	31.1	22.5

* 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>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
Operating districts		596	596	597	593	592
Non-operating districts		21	23	22	23	24
Total districts		617	619	619	616	616
Regional districts		69	69	69	69	69
Consolidated districts		8	8	8	7	7
Special services districts and commissions		12	14	14	13	13
<u>SCHOOLS</u>						
Elementary schools		1,971	1,951	1,929	1,884	1,855
Secondary schools		446	445	435	434	433
Total schools		2,417	2,396	2,364	2,318	2,288
Instructional rooms		69,828	69,763	69,029	69,106	69,005
<u>ENROLLMENTS</u>						
Pre-kindergarten		4,941	5,537	5,638	5,243	5,345
Elementary		793,388	768,764	747,710	738,245	725,703
Secondary		489,930	471,707	451,370	434,275	422,138
Male		660,202	638,703	618,473	602,770	590,083
Female		628,057	607,305	586,245	569,245	557,758
White		944,624	901,101	862,334	828,750	802,055
Black		229,616	223,568	218,971	215,171	213,033
Hispanic		95,263	99,586	99,778	103,395	105,327
Other		18,756	21,753	23,635	25,204	27,426
Total Enrollments		1,288,259	1,246,008	1,204,718	1,172,520	1,147,841
Drop-outs:	Minority	8,139	8,115	7,811	7,394	N/A
	Total	21,468	20,373	18,882	16,606	N/A
High School	Minority	16,567	N/A	17,764	18,207	N/A
Graduates:	Total	94,564	93,168	93,750	90,048	N/A
<u>CERTIFIED PERSONNEL</u>						
Administrators/Supervisors:	Total	7,109	7,161	7,150	7,114	7,219
	Female	1,365	1,393	1,425	1,425	1,531
	Minority	644	671	685	695	750
Classroom teachers:	Total	77,443	76,550	75,231	74,303	73,593
	Female	49,582	49,281	48,722	48,361	48,286
	Minority	8,163	8,388	8,405	8,535	8,666

	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
Special services personnel: Total	12,421	12,688	12,322	12,270	12,267
Female	9,275	9,464	9,176	9,137	9,112
Minority	1,307	1,291	1,243	1,311	1,376
Total certificated personnel	96,973	96,399	94,703	93,687	93,079
Entering: Administrators/supervisors	860	810	803	706	669
Teachers	11,495	11,315	11,310	9,860	9,380
Special services personnel	1,994	2,100	2,179	1,790	1,667
Average Salary*: Teachers	17,159	18,261	20,013	21,536	23,264

*Data supplied by the New Jersey Education Association.

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TABLE 3

PUBLIC SCHOOL ENROLLMENT BY COUNTY

	<u>1982-83</u>		<u>1983-84</u>	
<u>COUNTY</u>	<u>ELEMENTARY</u>	<u>SECONDARY</u>	<u>ELEMENTARY</u>	<u>SECONDARY</u>
Atlantic	22,284	9,483	22,086	9,234
Bergen	66,725	47,164	64,828	45,292
Burlington	42,268	21,935	41,605	21,362
Camden	50,951	30,328	51,787	28,472
Cape May	7,551	3,878	7,644	3,776
Cumberland	17,385	8,687	17,301	8,300
Essex	86,087	48,145	84,959	46,919
Gloucester	21,624	15,277	21,159	15,131
Hudson	50,823	22,944	50,213	22,579
Hunterdon	10,971	6,223	10,675	6,226
Mercer	26,581	19,214	26,031	18,602
Middlesex	52,713	38,578	50,783	37,584
Monmouth	54,041	32,454	52,966	31,618
Morris	46,116	25,947	43,888	25,778
Ocean	40,115	18,884	40,039	18,787
Passaic	46,896	23,394	46,198	22,949
Salem	8,097	4,177	8,028	4,278
Somerset	18,905	13,850	18,250	13,304
Sussex	15,963	8,168	15,775	8,206
Union	42,370	29,552	43,015	27,723
Warren	<u>9,739</u>	<u>5,993</u>	<u>9,473</u>	<u>6,018</u>
STATE	738,245	434,275	725,703	422,138

TABLE 4

DEPARTMENT OF EDUCATION APPROPRIATIONS

	<u>1981-82</u>		<u>1982-83</u>		<u>1983-84</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	\$ 32,965,992	1.59%	\$ 34,153,147	1.50%	\$ 28,703,912	1.17%
State aid	1,802,533,362	87.07%	2,002,832,427	87.90%	2,178,517,340	88.70%
Federal aid	226,672,845	10.95%	233,973,141	10.27%	241,855,950	9.85%
Other funds (including debt service & capital construction)	8,115,804	.34%	7,577,178	.33%	6,849,764	.28%
Total	<u>\$ 2,070,288,003</u>	<u>100.00%</u>	<u>\$2,278,535,893</u>	<u>100.00%</u>	<u>\$2,455,926,966</u>	<u>100.00%</u>
Total education state appropriations	\$ 1,843,615,158	32.16%	\$2,044,562,752	32.51%	\$2,214,071,016	32.56%
Total state appropriations	\$ 5,733,339,897	100.00%	\$6,288,610,781	100.00%	\$6,799,583,869	100.00%
	<u>1982-83</u>		<u>1983-84</u>		<u>1984-85</u>	
<u>BUDGET COMPONENTS</u>						
Direct state services	\$ 27,841,000	1.23%	\$ 28,424,000	1.14%	\$ 29,299,000	1.09%
State aid	1,986,576,000	88.10%	2,178,517,000	87.82%	2,387,002,000	88.58%
Federal aid	232,922,000	10.33%	266,976,000	10.76%	270,446,000	10.04%
Other funds (including debt service & capital construction)	7,601,000	.34%	6,864,000	.28%	7,959,000	.29%
Total	<u>\$2,254,940,000</u>	<u>100.00%</u>	<u>\$2,480,781,000</u>	<u>100.00%</u>	<u>\$2,694,706,000</u>	<u>100.00%</u>
Total education state appropriations	\$2,022,018,000	32.29%	\$2,213,805,000	32.15%	\$2,424,260,000	32.01%
Total state appropriations	\$6,262,471,000	100.00%	\$6,886,132,000	100.00%	\$7,574,630,000	100.00%

TABLE 5

FEDERAL AID TO LOCAL DISTRICTS

<u>FEDERAL PROGRAMS</u>	<u>1982-83</u>	<u>1983-84</u>
Chapter 1 block grant (formerly ESEA Title I)	\$ 82,310,088.	\$ 93,575,145.
Title IV-B	*	*
Title IV-C	*	*
Title VI-B handicapped	34,741,396.	37,106,757.
Pre-school handicapped	686,375.	680,330.
Teacher training-special education	-0-	-0-
Special education resource training center	-0-	-0-
Title VII-bilingual	84,656.	123,106.
Basic skills (Right to Read)	*	-0-
Vocational Education Act	15,379,738.	17,031,716.
Library Services & Construction Act (Titles I & III)	1,206,503.	1,305,687.
Child nutrition	73,000,000.	75,000,000.
Indochinese Ref. Act (Cuban-Haitian)	269,730.	232,100.
Adult basic education	2,875,165.	2,649,836.
Community education	*	*
Civil Rights Act	769,399.	761,173.
Impact aid	7,300,000.	7,300,000.
E.S.A.A.	*	*
Chapter 2 block grant	<u>11,487,930.</u>	<u>11,374,562.</u>
<u>TOTAL</u>	\$230,110,980.	\$247,140,412.

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

TABLE 6

STATE SCHOOL AID TO LOCAL DISTRICTS

<u>MAJOR ACCOUNTS</u>	<u>1982-83 Expenditures</u>	<u>1983-84 Appropriations</u>
Current Expense Equalization Aid	1,017,975,000	1,108,119,000
Formula	943,592,000	1,028,888,000
Minimum	74,383,000	79,231,000
School Facilities Aid	83,615,000	89,792,000
Capital outlay	7,164,000	7,861,000
Debt Service Type 2	30,759,000	34,545,000
Debt Service Type 1	25,302,000	24,902,000
State Debt Service	20,395,000	22,466,000
Transportation Aid	115,276,000	115,133,000
Categorical Aid	280,511,000	307,435,000
Special education	165,646,000	191,674,000
County special services districts	10,674,000	13,150,000
Compensatory	79,546,000	80,053,000
Bilingual	13,326,000	14,722,000
Local vocational	11,319,000	7,836,000
Compensatory research and development	-0-	-0-
Sub-Total	1,497,377,000	1,620,479,000
Other grants-in-aid	39,722,000	50,327,000
Pension fund contributions	444,602,000	499,996,000
Total state aid	1,981,701,000	2,170,802,000
From general fund	933,294,000	902,028,000
From property tax relief fund	1,048,407,000	1,268,774,000
Total school expenditures (including pension contributions)	4,945,019,000	5,242,336,000*
Percent of state support	40.1%	41.4%

*Estimated

TABLE 7

BUDGET CAP WAIVERS

COUNTY	<u>1983-84</u>				<u>1984-85</u>			
	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	4	913,211	4	913,211	3	200,743	3	1,722,901
Bergen	10	\$ 1,005,652	4	\$ 526,743	6	\$1,891,365	6	\$ 200,743
Burlington	-	-	-	-	1	78,254	1	61,257
Camden	-	-	-	-	-	-	-	-
Cape May	1	741,063	1	741,063	3	721,297	3	706,097
Cumberland	-	-	-	-	1	68,105	1	68,105
Essex	1	8,650,357	1	6,311,719	2	6,072,711	2	5,813,374
Gloucester	-	-	-	-	1	380,687	1	325,717
Hudson	1	1,672,211	1	1,672,211	1	419,254	1	146,000
Hunterdon	1	27,687	1	27,687	1	87,291	1	87,291
Mercer	2	771,871	2	697,821	3	784,069	3	745,934
Middlesex	1	570,703	1	570,703	2	445,024	2	445,024
Monmouth	6	989,259	6	960,909	3	597,720	3	597,720
Morris	6	1,770,385	6	1,770,385	3	527,020	3	487,520
Ocean	4	1,317,323	4	1,107,866	6	3,341,454	6	3,280,540
Passaic	1	548,600	1	274,299	1	500,000	1	457,400
Salem	1	113,885	1	113,885	-	-	-	-
Somerset	2	610,668	2	600,668	1	142,427	1	142,427
Sussex	3	352,907	3	336,476	-	-	-	-
Union	-	-	-	-	2	1,393,809	2	1,221,827
Warren	-	-	-	-	1	33,301	1	33,301
TOTAL	44	\$20,055,782	38	\$16,625,646	41	\$19,761,303	41	\$15,432,746

TABLE 8

APPROVED SCHOOL BUILDING CONSTRUCTION
July 1, 1983 to June 30, 1984

COUNTY	SCH	PROJ	NEW CONSTRUCTION			ADDITIONS & ALTERATIONS			REPAIRS & REHABILITATIONS			Total \$
	DIST		Elementary	Secondary	Misc.	Elementary	Secondary	Misc.	Elementary	Secondary	Misc.	
	\$		\$	\$	\$	\$	\$	\$	\$	\$	\$	
Atlantic	11	19					1,812,000		572,962	442,225	18,000	2,845,187
Bergen	32	75		2,920,000					4,662,334	1,895,986		9,478,320
Burlington	19	39				2,110,277			1,423,761	2,024,820	47,700	5,606,558
Camden	19	106							3,144,998	2,669,199	12,362	5,826,559
Cape May	6	10							149,398	67,750	317,375	534,523
Cumberland	5	14							534,920	244,600		779,520
Essex	10	49							5,023,810	6,052,550	404,000	11,480,360
Gloucester	10	20						5,338,000	548,980	637,106		6,524,086
Hudson	10	60				3,896,650	5,579,158		9,684,103	1,996,030	120,925	21,276,866
Hunterdon	12	18				3,125,000			478,737	1,246,580		4,850,317
Mercer	10	29							1,804,280	765,193	41,000	2,610,473
Middlesex	16	58				602,000	2,498,000		954,180	2,100,941	1,412,335	7,567,456
Monmouth	24	64							2,059,831	2,250,210	345,000	4,655,041
Morris	21	53							1,981,375	937,900		2,919,275
Ocean	12	25					345,980		673,160	1,890,917		2,914,057
Passaic	11	31					2,816,290	260,000	1,784,631	91,000	9,000	4,960,921
Salem	3	12							159,225	354,186		513,411
Somerset	13	22							928,850	272,605	379,500	1,580,955
Sussex	8	11							756,500	502,800		1,259,300
Union	16	65							2,236,200	7,884,175	60,000	10,180,375
Warren	9	15							294,000	385,654	150,000	829,654
Totals	277	795		2,920,000		9,733,927	13,155,428	5,598,000	39,856,235	34,712,427	3,317,197	109,193,214
	Projects			1		6	5	2	509	210	42	795
1982-83	290	854	7,543,000	3,000,000	225,000	5,358,000	12,168,000	105,000	38,766,878	37,948,946	6,544,546	111,654,370
			1	1	1	4	5	1	542	240	50	854

TABLE 9

COMPENSATORY EDUCATION DISTRICT EXPENDITURES: 1983-84

<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	\$ 2,955,929	22	\$ 3,102,949	7	\$ 335,324	\$102,189
Bergen	70	3,165,390	74	1,998,398	-	-	-
Burlington	42	2,604,331	41	2,716,243	1	101,557	38,469
Camden	40	6,799,370	39	7,697,769	3	88,565	39,033
Cape May	16	763,215	15	637,993	1	19,550	-
Cumberland	14	2,396,236	15	2,796,693	6	392,810	83,982
Essex	20	19,776,924	20	17,164,542	1	13,478	-
Gloucester	27	1,936,884	27	1,660,594	2	220,451	56,477
Hudson	12	11,921,576	12	11,731,719	-	-	-
Hunterdon	23	304,543	26	259,581	-	-	-
Mercer	9	3,319,920	9	3,907,018	-	-	-
Middlesex	25	4,169,200	24	3,969,004	1	361,716	107,332
Monmouth	52	4,517,395	50	4,497,244	1	85,350	52,000
Morris	40	1,600,757	38	1,032,980	-	-	-
Ocean	29	3,069,840	28	3,058,499	-	-	-
Passaic	20	7,478,892	20	6,917,507	-	-	-
Salem	13	922,270	12	819,829	3	50,860	30,621
Somerset	22	710,166	18	779,626	-	-	-
Sussex	26	705,956	25	496,930	1	35,208	17,800
Union	20	4,300,701	21	4,210,600	-	-	-
Warren	23	559,378	24	597,486	1	6,273	-
N.J. Dept. of Health	-	-	-	-	-	127,835	-
N.J. Commission for the Blind	-	-	-	-	-	72,524	-
TOTALS	566	\$84,016,796	560	\$80,053,204	28	\$1,911,501	\$527,903

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TABLE 10

BILINGUAL EDUCATION: 1983-84

<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	496	522	445,482	217,631	-
Bergen	52	2,256	2,502	820,699	850,810	88,350
Burlington	9	231	356	139,537	108,385	-
Camden	8	1,660	1,706	1,087,221	582,629	-
Cape May	1	29	55	8,157	9,425	-
Cumberland	3	918	940	331,820	379,137	174,115
Essex	15	8,914	9,155	6,741,329	3,751,470	220,900
Gloucester	2	40	79	16,860	10,710	-
Hudson	11	7,164	7,475	6,116,918	3,332,123	728,604
Hunterdon	1	6	27	3,614	2,999	-
Mercer	7	1,088	1,148	103,897	450,253	-
Middlesex	16	2,320	2,387	2,117,699	1,004,809	-
Monmouth	16	715	732	381,797	297,755	-
Morris	16	586	648	359,469	306,968	-
Ocean	5	241	283	323,558	102,818	-
Passaic	11	4,536	4,761	655,365	1,708,000	-
Salem	1	38	61	18,418	19,278	-
Somerset	6	187	238	131,606	95,643	-
Sussex	2	29	49	3,947	14,566	-
Union	13	2,452	2,488	1,603,187	1,216,238	57,861
Warren	1	19	29	18,469	8,568	-
TOTALS	206	33,925	35,641	21,429,049	14,470,215	1,269,830

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TABLE 11

VOCATIONAL EDUCATION: 1983-84 FEDERAL AND STATE

ALLOCATIONS 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	2,126,271	2,126,271	
2. Post secondary/adult	Sec. 110 c	2,987,672	2,987,672*	
3. Disadvantaged	Sec. 110 b, 1	3,885,135	3,885,135	
Subtotal		8,999,078	8,999,078	
Basic Grants				
1. Sex bias supr. F/T	Sec. 104 b, 2	50,000	50,000	
2. Displaced homemakers	Sec. 120 b, 1, L	146,771	146,771	
3. Secondary	Sec. 120 b, 1, A	7,017,858	3,455,942	3,561,916
4. Supv. & Adm. Voc. Ed.	Sec. 120 b, 1, A, 1	2,620,009	1,321,039	1,298,970
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	965,048	475,886	489,162
7. Cooperative ed.	Sec. 120 b, 1, C	635,232	300,531	334,701
8. Energy education	Sec. 120 b, 1, D	66,990	69,990	
9. Industrial arts	Sec. 120 b, 1, 1	499,305	276,759	222,546
Subtotal		14,001,213	6,093,918	7,907,295
Program Improvement and Supportive Services				
1. Research development	Sec. 130 b, 1	648,241	647,850	391
2. Exemplary	Sec. 130 b, 2	343,097	181,729	162,168
3. Curriculum development	Sec. 130 b, 3	110,280	110,280	
4. Guidance and counseling	Sec. 130 b, 4	458,173	442,822	15,351
5. Pre and in-service	Sec. 130 b, 5	360,196	360,196	
6. Sex role stereotyping	Sec. 130 b, 6	92,625	92,625	
7. Supv. and Admin.	Sec. 130, a	460,991	232,083	228,908
Special Programs for the Disadvantaged				
1. Special program dis.	Sec. 140 a	384,988	384,988	

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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	562,437	562,437	
2. Depressed area programs	Sec. 150 d	282,002	282,002	
Subtotal		844,439	844,439	
Planning and Evaluation	Sec. 102 (d)	94,486	94,486	
Grand Total				

*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 1/18/85.

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TABLE 12

STATE LIBRARY STATISTICAL INFORMATION

LAW & REFERENCE BUREAU:

Visitors to reading room	50,410
Reference questions	58,150
Computer searches	
Law	335
Reference	1,170
Circulation	48,195
Photocopies in lieu of circulation	449,166
Interlibrary loan requests	
Received	17,942
Filled or located by State Library	14,407

LIBRARY for the BLIND and HANDICAPPED:

Active registration	10,808
Circulation	303,825

LIBRARY DEVELOPMENT BUREAU:

Consultant services:	
Field visits	415
In office	183
Telephone	2,264
Meetings/workshops:	
Planned or conducted	193
Participated or speaker	590
Items distributed	54,275

TECHNICAL SERVICES BUREAU:

Titles cataloged	11,362
Volumes cataloged	13,633
Retrospective conversion	
project - holdings added to	
OCLC data base	15,934

TABLE 13

ADULT POPULATION, NUMBER OF HIGH SCHOOL DROPOUTS
AND ENROLLMENTS IN ADULT EDUCATION PROGRAMS: 1983-84

COUNTY	*Total Adult Population	*Total Adult Population With Less Than 8th Grade Education	*Total Adult Population With Less Than 12th Grade Education	Total Dropouts	Total Adult Programs	Total Enrollments Adult Basic Education Programs	Total Enrollments Adult High Schools & General Educational Development Programs	Total Enrollments Evening School For Foreign Born Programs	Total Adults Enrolled
Atlantic	120,411	24,538	46,508	677	8	437	811	48	7,139
Bergen	552,080	79,394	145,167	1,021	18	3,258	2,307	1,038	90,024
Burlington	206,050	24,240	52,871	751	14	923	1,440	139	23,668
Camden	277,983	46,923	95,875	1,314	20	1,498	1,840	243	45,120
Cape May	53,926	10,413	20,241	235	3	155	248	0	4,485
Cumberland	77,571	21,119	36,231	576	5	525	647	85	14,365
Essex	510,889	107,421	189,992	2,576	10	5,375	2,341	1,202	32,471
Gloucester	113,641	17,802	38,464	499	9	567	547	36	14,771
Hudson	343,115	102,659	166,251	1,728	13	5,170	1,999	2,005	30,810
Hunterdon	52,929	6,751	12,652	105	1	263	108	37	32,280
Mercer	186,680	31,758	60,185	864	10	1,187	1,144	260	25,450
Middlesex	354,978	56,830	106,372	1,365	18	1,906	3,765	434	57,160
Monmouth	305,233	40,107	79,313	1,344	774	1,753	160	160	23,911
Morris	246,933	24,438	48,894	709	11	982	2,240	52	30,951
Ocean	224,199	39,196	78,010	1,122	13	762	1,377	102	81,515
Passaic	270,255	67,664	112,710	1,955	8	4,173	1,884	1,482	40,458
Salem	38,539	8,012	14,445	305	7	408	1,399	0	11,506
Somerset	126,214	16,017	28,974	310	6	541	1,188	248	31,492
Sussex	68,115	7,996	16,688	253	5	237	132	0	8,328
Union	323,219	55,619	101,377	896	11	3,327	2,128	682	34,370
Warren	51,332	9,038	17,129	267	1	158	180	10	4,487
Department of Corrections						1,143	763	0	1,114
TOTALS	4,504,292	797,935	1,468,349	18,872	204	33,769	30,241	8,263	645,875

*Age 25 and over (1980 Census).

2301b

