

1970-1971 annual report



of the
state board of education
and the
commissioner of education

THE ANNUAL REPORT

of the

State Board of Education

and the

Commissioner of Education

for the

School Year of 1970-1971

Is Respectfully Submitted

to the

Legislature of the State of New Jersey

CARL L. MARBURGER
Commissioner of Education

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The 1970-71 annual report has been changed somewhat from reports in recent years. In the past, the focus has been on the units within the Department of Education's divisions as units of organization. This year, the report is designed to focus on specific projects, programs and activities. It is the first step toward a less formal, more informative report.

COMMISSIONER'S FOREWORD

I don't believe I'll be faulted for saying that 1970-71 was perhaps the most historic year in the book for New Jersey education. The events of the past year will have a profound effect on the course of education for many years to come.

Almost everything that happened, of course, is overshadowed by the Bateman Act. Approval of the new state aid formula by the Legislature and the Governor has set in motion a true movement toward both equality of education and equality of tax effort.

Although implementation of the Bateman Act has been proceeding on a sometimes rough course, and although New Jersey still faces a long period of controversy over school financing, particularly in the courts, I look on the new formula as convincing evidence that the State has made a strong and lasting commitment to equal educational opportunity for all of its young people.

Approval of the Bateman Act was by no means the only progress made during the past year. Thanks to strong support from Governor Cahill, we were also able to secure an additional \$90 million commitment for emergency school building aid. These funds have been desperately needed by many of the state's depressed urban and rural districts and should go a long way toward providing adequate, modern school facilities in those areas.

Vocational education also took a significant step forward last year through approval by the Legislature of the Career Development Project, which provides \$318,000 in state funds for K-12 career programs in three pilot school districts (Camden, New Brunswick, and Rahway). The Department of Education is now evaluating the progress of these models with the aim of expanding the program into additional school districts. Another major development during the past year was a dramatic increase in area vocational-technical facilities. In 1971, more than \$24 million worth of new facilities, accommodating more than 5,000 additional students, were added to the state's total capacity.

As a result of approval by the Legislature of a special \$400,000 appropriation, the Department of Education has recently established two new education and research demonstration centers, bringing to four the number of state projects in this area. The new centers are the Grant School State Learning Center in Trenton and the Center for Educational Technology. The Grant School Project is a training and demonstration center for exemplary programs in early childhood education. The Educational Technology Center aims to test and develop new techniques in the use of education media, and to provide a kind of "consumer's guide" on the use of educational technology for local school districts.

During the last year we were also able to begin developmental work on a variety of extended school year models. Many school districts in the state have expressed strong interest in developing ESY as a means of making maximum use of existing

school facilities on a 12-month basis, and this year we hope to secure funds from the Legislature to provide ESY planning grants to selected local districts.

Through the Emergency School Nutrition Program, the Department last year was able to increase six-fold the number of free and reduced price lunches served to needy children. At the start of the 1970-71 school year, an average of 17,000 young people were receiving daily free and reduced price lunches. By the end of the school year, the number of young people served had increased to 109,000 daily. — Carl L. Marburger

NEW STATE SCHOOL AID FORMULA

The State School Incentive Equalization Aid Law (Chapter 234, Laws of 1970), known as the Bateman Act, approved by the Governor on Oct. 26, 1970, provided a new formula for calculation of state school aid.

Prior to the enactment of this law numerous studies were made by the Department of Education to see what effect the various factors contained within the proposed bill would have on the individual districts as well as the total costs to the state.

The law as finally approved required the calculation of aid under the prior formula (\$208,176,000) and also, under the new formula and the payment of 20 percent of the increase of the new program over the prior formula (\$36,837,900). It also contained a save harmless provision that insured the districts of no less per pupil aid in 1971-72 than the district received as per pupil aid in 1970-71.

One of the most significant provisions in Chapter 234, Laws of 1970, was the weighting of pupils. This provision added 220,177 more pupils to the calculation. Pupils are weighted according to grade level and aid to families with dependent children.

In districts with less than the guaranteed valuation of \$30,000 per weighted pupil, the net operating budget is used to obtain a rate which is applied to the excess of the guaranteed valuation over the equalized valuation to obtain the incentive equalization aid. It also provided for a report of pupils enrolled on the last school day of May. If the district has had an increase it shall be entitled to additional aid payable in the second succeeding school year.

Chapter 234, Laws of 1970, also provided for the use of weighted pupils in the calculation of State School Building Aid, however, for 1971-72 school year it provided for payment of 20 percent of the increase, \$1,985,400 over the prior method (\$27,111,200).

ADDITIONAL STATE SCHOOL BUILDING AID

The Additional State Building Aid Act of 1970 became Chapter 10, Laws of 1971, on Jan. 21, 1971. This legislation gives additional aid to certain school districts for payment of debt service on bonds in the principal amount not to exceed \$90 million.

The procedure for providing such aid follows:

When a local board of education determined by resolution that it was unable to provide suitable educational facilities an application was filed for additional state school building aid; 120 applications were filed with the commissioner of education. Upon receipt of these applications the commissioner caused an investigation to be made of the conditions in the district taking into consideration the number of

unhoused pupils, the rate of pupil population increase, total tax rate of the municipality or municipalities of the district, school tax rate of the district, the net debt of the municipality or municipalities and the school debt, the density of population, the apportionment valuation in support of each child, the number of children on welfare rolls, and such other factors as the commissioner and State Board may deem necessary.

Entitlements of 50 percent were granted to 53 districts with 950 or more points at the February 8, 1971, meeting of the State Board and at its meeting on May 5, 1971, it approved awarding four additional school districts entitlements of 50 percent of the total allocation plus 14 districts with under 950 points but at least 776 or more points an entitlement of 40 percent of the total allocation thus using up the \$90 million allocated.

The Department reviewed applications for Emergency Building Aid under Chapter 10, Laws of 1971, and granted entitlements to 71 school districts totalling approximately \$90 million. Nine applications have been processed amounting to \$7,890,000 through June 30, 1971. Planning is in various stages for the remaining 62 districts.

OPEN PLAN SCHOOLS

With the changing educational facility needs of modern educational programs and the evolving techniques of pedagogy, considerable interest is being shown in open plan schools.

Evidence of this trend is nationwide, particularly in California and Florida. In New Jersey most of the schools being planned incorporate open areas in varying degrees. The primary reason for designing modified open buildings is that not all instructional activities can effectively be conducted in a completely open facility. Although the general teacher shortage has been temporarily overcome, there still exists a severe deficiency in numbers of professional persons willing and qualified to practice the teaching methods which are needed to realize the full potential of open space facilities.

An open plan design is well suited for implementing team or cooperative teaching, planning and large group instruction. It also provides opportunities for teachers in a variety of ways to capitalize on their strengths and interests. Modern programs dictate a variety of teaching techniques including large group, small group, tutorial, lecture, independent study and non-graded classes using a variety of media. Portable furniture and vision barriers in an open plan area provide the flexibility necessary for implementing modern educational programs and adapting to future, yet unknown, techniques and programs. Advantages in engineering and construction techniques have made it all possible.

New techniques in construction permit enclosing large, open expanses of learning space; repetitive cubicles with permanent, restrictive interior load-bearing walls are no longer necessary. Also, improved systems of lighting, acoustical treatment, heating and ventilating now permit a varied use of space and flexibility for revising spaces in the future. Air conditioning and carpeting once considered as luxuries are now recognized as important factors in a good learning environment.

Other new considerations in school planning include the purchase or lease of air rights over highways, rivers and railroad tracks; joint occupancy arrangements with portions of buildings owned or leased for school use and the remainder used for residential, commercial purposes; an extended school year to increase the utilization of school buildings; and the use of mobile facilities where the needs are temporary.

Because the school planning field is changing so rapidly local boards of education will continue to need assistance in determining the need for facilities and evaluating the many alternatives available to them. The Office of Facility Planning Services with its staff of educational consultants and architectural review staff has and will continue to provide this service.

PROGRAM BUDGETING AND ACCOUNTING

During the 1970-71 fiscal year, the department has started to formulate a program budgeting and program accounting system for local school districts based on the tentative U.S.O.E. Handbook II which will be distributed by the U.S. Office of Education prior to January 1, 1972. The objective is to develop a system of program budgeting and program accounting for all school districts prior to 1975.

With this in mind, a tentative approach has been drafted which takes into consideration; (a) designing of the program structure; (b) program budgeting; (c) program accounting approach; (d) implementation of plan; and (e) monitoring the implementation.

It would be highly desirable if an outside management firm could assist in the further development of Program Budgeting, Program Accounting, implementation of plans and preparation of manuals.

It is believed that under a cooperative approach with a management consulting firm, New Jersey school districts could have by February 1972 a "Program Budget Procedure Guide" for those wanting to install program budgeting and by 1972-73 fiscal year five school districts on a pilot basis, could be processing finance information on a program accounting operation.

Currently a number of large, medium and small school districts have requested to be included in the 1971-72 program budget pilot study.

As soon as the goals, target dates, objectives and approaches have been completed, selection will be made on types of districts most suitable and advantageous for the study.

BUS SAFETY PROGRAM

Over the years hundreds of elementary pupils have been killed or seriously injured in their role as pedestrians prior to boarding a school bus. This is shown in a two-year survey within the State of New Jersey and a confirming one-year study by the National Safety Council for the entire United States.

Both studies revealed that the overwhelming majority of serious and fatal accidents have two factors in common: (1) they involve quite young children, kindergarten through the fourth grade, and (2) the accidents which seriously injured them or took their lives occurred while waiting at a bus stop, walking to the stop, or entering or leaving a school bus.

These accidents were avoidable and as such demand the best knowledge and skill that can be mustered to provide ways and means of combating them. The department recognized the need to place new types of individualized safety materials into the heart of the school curriculum in order to reach the interest level of the primary child. From deliberations of many conferences a number of project ideas emerged, one of which was the concept of "Stanley, The Friendly School Bus."

In years past, the school bus has been a cold, inanimate object that simply provided transportation to and from school. The "Stanley" concept completely changes this image and introduces a friendly school bus with a radiator-wide grin. The total safety thrust hinges about an experience book for pupils and an accompanying teacher's manual. The experience book is a generous 11 x 13½ inches in size, and takes the pupil through a whole day of "Stanley's" activities. Both the text and the engaging illustrations teach the pupil the rules of school bus safety. The second half of the book is purposely left blank except for the title page inviting the pupil to develop his own safety book as "author" and "artist."

Animated slides supplement the program, and materials are provided for the organization of Stanley clubs, and membership cards, pins and bicycle stickers to remind young children to "Play Safe With Stanley."

The response to the program within New Jersey and throughout the United States has been enthusiastic. Since the program's inception in April, 1970, 60,000 units have been distributed. Documentation from school districts indicate genuine participation by pupils and awareness by the school administrators of the heretofore unseen hazards to the lives of elementary pupils.

* * *

Vandalism of parked school buses has long been a problem for school districts and contractors. Damage and theft has not only been extremely expensive in materials but also in the down time of vehicles involved.

The Bureau of Pupil Transportation researched the problem and was instrumental in designing an electronic vandal-prevention lock for school buses which allows the bus to be securely locked while not in service.

It is anticipated that the installation will not only provide a safer unit but save considerable sums of money.

* * *

A recently enacted law, Chapter 86, Laws of 1971, concerns itself with repainting school buses when they no longer are to be used for the transportation of children to and from educational or school connected activities. Introduced as a cooperative effort by the School Boards Association and this office, it is a step forward in safety as it now prohibits vehicles formerly used as school buses from being used for migrant labor transportation, mobile produce stands, etc., without first repainting other than the present school bus chrome.

SCHOOL IMPROVEMENT PROGRAM

One of the major activities within the Division of Curriculum and Instruction in the 1970-71 school year was the operation of pilot projects in the District-wide School Improvement Program. The program is conducted in two major phases, needs assessment and follow-up activities.

Needs Assessment

The needs assessment phase includes individual school and K-12 self-study by the district personnel and state visitation team. State team personnel were selected having the background and experience appropriate to the needs of the district. These people represented teaching, supervisory and administrative expertise. Team personnel were drawn from the State Department of Education, offices of the county superintendents and from among educators throughout the state. A program was launched in June, 1970, to orient and train a cadre of field consultants. Five orientation programs were conducted involving more than 500 educators.

The State Department of Education, during 1970-71, had eight K-12 school improvement pilot programs, representing 13 school districts, with 78 elementary, middle and secondary schools and approximately 48,000 students. This was an unusual service, for unlike most state surveys which are of individual schools, this was a district-wide program involving a number of educational specialists in a team effort.

All pilot district-wide school improvement programs were initiated when the board of education of a local district made an official request to the commissioner of education. The following districts made formal requests and were selected to participate in the pilot 1970-71 district-wide school improvement program: South Orange-Maplewood, Monroe Township, East Brunswick Township, Metuchen, East Hanover Township, Florham Park, Hanover Park Regional, Hanover Township, Brick Township, West Milford, Alloway Township, Upper Pittsgrove Township and Woodstown-Pilesgrove Reg.

Each district carried out a self-study of each school, its central office, and its business office. The entire staff with assistance from the community was involved in studying and reporting on strengths, needs and plans. Specifically, the study included philosophy and goals, the school's community, the children, the administration, the school staff, teaching and learning, curriculum planning, instructional resources, school site, plant and facilities and compliance with state law.

The state visitation team after reviewing the local self-study report visited each school and the central office in the district. Through school and classroom visitation, observations and interviews with school personnel, pupils and lay people, the visitation team clarified and corroborated the self-study data, especially that part which called for self-evaluation judgments on the part of the school personnel. Following the team visit, a report was submitted to the district which recommended major areas for improvement.

Follow-up Activities

Following the establishment of short and long range planning, based on the needs assessment, the districts will continue to enlist the services of the State Department of Education in employing the follow-up services. These services may be such assistance in establishing priorities, curriculum and instructional consultant assistance, planning for facilities, articulation activities, various approaches to media, in-service education, staff development, staff planning, public relations, community involvement, evaluative techniques and pupil involvement.

A priority of the Bureau of Curriculum Services during 1971-72 will be to work closely with these districts in meeting needs identified in the pilot program.

Summary

School staffs who have been effectively involved report evidences of improvement in:

- understanding of the goals of the school
- the children's learning
- meeting the needs of individual children
- staff morale, cooperation and unity of purpose
- providing and using materials and facilities
- school-community interaction
- the knowledge of strong and weak points
- looking objectively at the school
- an awareness of the many influences on school life
- an opportunity to deal with specific problems
- greater knowledge of the community, school and children

Self-study is a process which enables members of the group, working together, to set and define goals, to appraise progress, and to determine the course of future action. This group thinking and problem-solving facilitates change in values and in practices on the part of individuals within the group as well as for the group as a

whole. It provides for continuity in appraising and improving the program because the evaluation process itself is continuous.

Evaluation of the effectiveness of the District-wide School Improvement Program to date has led to plans for continued use and extension of the program.

NEW DRIVER EDUCATION TECHNIQUES

Through funding from the National Highway Traffic Safety Administration, a number of secondary schools have been able to introduce innovative techniques as part of their driver education program.

The largest number of projects has been approved in the area of programmed instruction. The Testmate Autocard System was installed in 21 secondary schools and one state college. This automated method of instruction combines the step-by-step analysis of moving vehicle maneuvers with the use of multi-media presentation and systematic student response.

The method presents single concept units of instruction that use a programmed filmstrip and tapes in three sequences. The first sequence is a time-lapse presentation of a problem situation. The second sequence emphasizes the proper procedures to follow. The third reinforces the major learning points through teach-and-test exercises using the Testmate Responder.

Five additional secondary schools have obtained driving simulators. Proper use of this equipment allows teachers to work with larger groups of students. Consequently, the cost can be reduced while at the same time the program is expanded and improved.

Three New Jersey schools have received federal approval for funding of multiple car driving ranges. These facilities, located at East Brunswick, Jackson Township and North Hunterdon Regional High Schools, make it possible for one teacher to give simultaneous instruction to ten or more students in separate cars.

Another innovative project called for the use of a programmed self instruction course as part of the classroom phase of the driver education program. This pilot program was introduced in thirty schools involving approximately five thousand students.

A final project, completely funded by a federal grant, provided five loop films at no cost to every public and non public secondary school. These films describe such maneuvers as parallel parking, angle parking, turns and parking on an incline. Included in the project materials were teacher guides which outlined a suggested lesson plan to aid the teacher in making effective use of the film loops.

DRUG EDUCATION

Drug abuse education was made a part of the curriculum in all public secondary schools (Grades 7-12) in New Jersey as of January 15, 1971. This was established as part of a three-phase operation under the drug education bill (Assembly Bill No. 1056) which was passed last spring by the Legislature and was signed by the Governor.

Phase I was completed during the summer of 1970. This provided for three teacher-training seminars in drug education. The seminars were conducted in conjunction with the Department of Higher Education with 108 teachers trained at the New Jersey College of Medicine and Dentistry in Newark; 123 at Rutgers University, New Brunswick; and 102 at Rutgers University, Camden.

Phase II consisted of teacher-training programs in all school districts for teachers primarily in grades 7-12. The individual programs were presented by the teacher (or teachers) who attended the summer training program. Each district had twelve hours of drug education workshops between September 15, 1970, and December 15, 1970.

Phase III consisted of the actual presentation of the program to the students in the classroom. It was presented to secondary grade students. The course, in most situations, was part of the ongoing health education curriculums. Ten clock hours of classroom instruction were devoted to drug education.

To assist the schools in implementing A1056, monies were appropriated to give each secondary school district \$.30 per student (A1219). These funds were sent out upon receipt of a form showing an accounting of how they were spent or how they would be spent. In addition, a new publication, "Suggested Drug Education Teaching Units K-12," was printed and sent to all the local districts. This was to assist them in preparing their own drug education curriculums. Additional copies were made available upon request.

Other monies were made available to the districts in the form of mini-grants (A1212). Each district was able to apply for up to \$2000 for an innovative program in drug education. The proposals were read and evaluated and 46 projects were approved.

The New Jersey State Department of Education received a grant of \$91,000 under the Federal Education Professions Development Act to implement a drug abuse training program for elementary school personnel. Through this, a drug education institute was established. Three drug education specialists were employed to implement this program. These three new positions were filled with the cooperation of the Division of Narcotics and Drug Abuse Control in the New Jersey Department of Health.

The purpose of the training program is to develop a cadre of school personnel as trainers within the elementary school or elementary district and also serve as resource persons in the subsequent years. The Drug Education Institute has now been

joined by five more drug education specialists, making a combined staff of eight.

Plans are to purchase a mobile van to serve as an instructional materials center. It will be equipped with all the current software (films, filmstrips, books, pamphlets, etc.) in drug education. It will be used in conjunction with the institute and also will enable educators and laymen to have an opportunity to preview materials before purchase for their district or community.

DISTRIBUTION OF DRUG ABUSE BOOKS AND PAMPHLETS

Under Chapter 229 of the Laws of 1970, the New Jersey State Library was granted \$15,000 to acquire popular educational material on drug abuse and to distribute the material on request to teachers, school children, college students, drug treatment centers and other interested persons. The State Library selected paperbacks, as well as pamphlets, many of the latter U.S. government publications, and combined the materials in appropriate packets.

The program was given excellent newspaper and radio coverage and many requests came as a result of this publicity. However, it was interesting to note that the most effective publicity was word of mouth information.

Under the program, over 1000 packets have been sent out to date. Requests on hand by far exceed material supply. The popularity of the program indicates the great need for such informational material.

CENTER FOR EDUCATIONAL TECHNOLOGY

The Center for Educational Technology is working to make media-related instruction an effective and practical reality in New Jersey's schools.

A project of the Office of Program Development, Division of Research, Planning and Evaluation, of the State Department of Education, it was created with the assistance of funds provided under a special act of the State Legislature in 1970.

CET's activities have so far reflected three basic priorities: information, coordination, and orientation. Currently a series of consumer reports on educationally viable media are being published. The first three, evaluating cassettes, videotape recorders, and cable television, have already appeared.

The center has also sponsored a series of state-wide conferences. The first conference, to be held on Sept. 30, 1971, in Cherry Hill, will focus on the educational potential of cable television. A "Jumbo Jet" 747 Conference is planned for April 7, 1972. The 747 is so called because it will present forty-seven projects reflecting seven primary objectives. A third conference is anticipated. All three are intended to help identify educationally promising technological developments.

CET's model centers provide graphic demonstration of successful instructional adaptations of technology. Educators interested in knowing more about media approaches to learning can visit CET's satellite centers in Paramus (Paramus Educational Development Center), Moorestown (High School/Intermediate School Media Centers Complex), and Pitman (Educational Improvement Center).

From its inception, the center has endeavored to coordinate already existing media programs throughout the state. In so doing, it cooperates with many agencies and organizations interested in the advancement of technology in education. CET is currently working with State Department of Education personnel to disseminate information regarding media-oriented Title II and Title III projects. It is performing a similar service for other excellent school media programs distinct from Title II and Title III.

The center is currently exploring possible linkage with community and state colleges. A survey of media resources in the state, which will help determine CET's future priorities, is now in the planning stage.

The orientation of school personnel in the effective use of media is perhaps the most important objective of the Center for Educational Technology. Technology is really people using a variety of tools to release themselves for creative attention to student needs. Consequently, the center intends to initiate appropriate preservice and inservice training for teachers and will sponsor continuing educational workshops for administrators and other professionals. Media production workshops will help educators acquire expertise in the development of media-related instructional materials.

Hardware alone provides no educational panacea. Future directions of the project will be determined by the Center for Educational Technology's ultimate objective: making media an integral part of the teaching and learning experience.

NEW CAREERS IN EDUCATION

New Jersey is one of the first states to be the focus of a nationwide plan for individualizing instruction in schools. New Careers in Education helps local educators make learning a relevant and personally meaningful experience for each student. Approximately 20 elementary schools have been selected as our state models for the 1971-72 project year. Through an in-service training program being conducted in those districts, teachers and administrators are acquiring skill in designing instructional programs tailored to the needs, interests, rate and ways of learning of a variety of students.

This approach organizes students in ungraded units according to their learning needs, pools school resources for their benefit, and directs the combined talents of a team of teachers to devising effective learning experiences for the students in the unit. The approach is called Individually Guided Education (IGE) and the organizational framework that eases the process, the Multi-Unit School (MUS). Together, the

teachers on the team assess individual educational wants, determine learning objectives, plan educational strategies, carry them out, and measure their success.

The process of instruction forms the nucleus of IGE. For varying periods of time, students are placed in any of four basic learning situations — one-to-one study (or tutoring), small group, large group, or independent study. Teachers, more flexible and adaptable with the assistance of instructional aides, guide learning activity in areas of personal subject and methods strengths. The teaching units draw upon a wide range of materials to find those suitable for each child. Their activities are coordinated by a lead teacher. Called "unit leaders," these lead teachers join with the principal to form an educational planning committee for the entire school.

In an IGE school, the curriculum is molded to the learning characteristics of the student, a marked departure from the formal rigidity of a traditional curriculum. Individual teacher abilities are recognized and employed in original and productive ways. Together teachers invent learning situations to which students can respond. Instruction is re-structured if necessary to overcome learning difficulties.

This emphasis on the individuality of both children and teachers provides better opportunities for learning and for teaching. Preliminary field testing and observation in multi-unit schools revealed higher levels of student achievement, fewer discipline problems, increased attendance, and greater interest in school than previously. Teachers felt more creative, and expressed greater satisfaction with their jobs because they were directly involved in decisions affecting instruction.

The IGE model was developed over a period of seven years by the University of Wisconsin Research and Development Center for Cognitive Learning, a federally funded center devoted to innovation in educational practice. New Careers in Education adopted the Wisconsin model because of its extensive research and development support. The project is being conducted by the Office of Program Development.

In addition to wide departmental involvement, New Careers in Education has an advisory council composed of school board, teacher, elementary and secondary principal, and taxpayer association representatives.

"OUR SCHOOLS"

Sponsored by the State Board of Education and the State Department of Education, the "Our Schools" or Needs Assessment Project has since its inception in February, 1970, been seeking to establish educational goals, priorities, objectives and program directions for the State of New Jersey.

The project has attempted to draw on a broad base of citizen opinion in accomplishing these ends. As far as can be determined, this is the first time this has been done in the history of our state, and as far as we know, it is a virtual first in the nation . . . never before have lay citizens (as contrasted to educators) been asked to

formally and systematically participate in the development of educational goals and priorities on a state-wide level.

The "Our Schools" Project began on February 4, 1970 with the adoption of a resolution by the State Board of Education. A needs assessment in each state is required under ESEA, Title III, through which the project has been funded. Funds for a public information campaign have come through a grant from the N.J. Bankers' Association.

Immediately upon the adoption of the aforementioned resolution, a Needs Assessment Advisory Council was appointed. This council has guided the Department's Office of Planning (Division of Research, Planning and Evaluation) in the development and conduct of the "Our Schools" Project. Serving on that council are Frances Carnochan, past president of NJEA; Dr. L. E. Law, president-elect, N.J. School Administrators; Calvin Hurd, the State Board of Education; Mrs. Alex Gordon, president, N.J. Congress of Parents and Teachers; Lawrence Levine, past member of the N.J. School Boards Association; Dr. Deborah Wolfe, ESEA Title III Advisory Council; William Donahue, chairman Title III ESEA Advisory Council; Frank Fiorito, president, N.J. Federation of Teachers; Miss Sandra Moore, Trenton Central High School student; Richard Cruz, now a freshman at Brown University; Mrs. Ruth Mancuso, State Board of Education. Those who have served in the past include: Robert Locke, vice president, McGraw Hill, former chairman of ESEA Title III Advisory Council, now deceased; Dr. Robert Holl, past president, N.J. Schools Administrators; Miss Sylvia Ashford, New Brunswick high school student; Richard Meyer, past president of N.J. Federation of Teachers, and Mario Fantini, formerly with the Ford Foundation.

Educational Testing Service of Princeton was used by the Department as a consultant during this period.

Phase I of the Project, which will be ending soon, consisted of developing statewide educational goals and priorities. It is anticipated that Phase II of "Our Schools" will be conducted following formal adoption of statewide goals by the State Board of Education. Phase II will address implementation of the goals and priorities, focusing on assessing current efforts and development of strengthened or alternate programs.

Phase I's first activity was an April 25, 1970, statewide meeting of some 60 invited citizens from all over the State of New Jersey, selected by the Department to represent a cross-section of backgrounds, interests, etc. These individuals convened for a day to develop a tentative set of statewide goals for public education in New Jersey. Governor William T. Cahill was present at this meeting to "kick-off" this first effort of the "Our Schools" Project. From that point on, the set of "tentative" goals were continuously subjected to change as it made its way through subsequent statewide, regional and local meetings. Eighteen regional meetings were conducted throughout the state from September, 1970, to March, 1971. Local meetings, which were optional on the part of all communities, were conducted. In March, 1971, all

school boards in the state were invited to sponsor local "Our Schools" meetings in their districts. A final statewide meeting, the Governor's "Our Schools" Conference, was planned for Oct. 2, 1971, at Western Electric Corporate Education Center in Hopewell.

The N.J. School Boards Association, in cooperation with the Department distributed questionnaires on the tentative goals to all boards in the state. The report on these returns, together with other reports prepared during the course of the project, will be submitted by the Needs Assessment Advisory Council to the State Board of Education later this year. The State Board is expected to adopt a set of statewide goals for public education in New Jersey. Incidentally, this project has not focused on higher education, because this is the responsibility of the Department of Higher Education, but it has included pre-school programs, vocational and adult education.

With respect to the conduct of the various project steps that took place, the meetings were planned as follows: STATEWIDE — (3 meetings) — all planned through the Office of Planning — invitations, arrangements, etc. were handled by the Office staff; REGIONAL — The Department invited lay citizens to function as Regional coordinators for the 18 Regions. These Coordinators in turn selected steering committees, composed of both professional educators and non-educators in their respective areas. With help from the Department in terms of materials, orientation sessions and public information items, the steering committees developed and conducted regional meetings. Each of the 18 Coordinators submitted a report to the Department of meeting proceedings, citing participants' comments about the tentative goals; in some regions, more than one meeting was held; LOCALS — These were optional and conducted in 15 to 20 communities in the state. Organizers of these meetings were provided with a Department-developed, local "Our Schools" planning kit. To supplement the foregoing activities and reports, a professionally-conducted public opinion poll was scheduled to be held during October, 1971, by Opinion Research of Princeton.

The basic philosophy of the "Our Schools" Project and the Needs Assessment Advisory Council has been based on the premise that the citizens of New Jersey have opinions and views about education, particularly educational goals, in this state that should be systematically tapped and considered. "Our Schools" has attempted, since February, 1970, to solicit such "grass roots" opinions about public education in this state from a variety of New Jersey citizens from as many different backgrounds as possible. It is the consensus in the Department that this effort has been largely successful.

The Department hopes to recycle this aspect of the project every three to five years.

LIBRARY SERVICES TO THE DISADVANTAGED

The opening of a Spanish information center in Jersey City, the implementation of mini-bus sidewalk library services in Trenton Model Neighborhoods, and the publication of the bi-lingual *La Voz de la Comunidad* in Dover represent a few of the innovation library services made possible by the New Jersey State Library's Grant Program for extending Library Services to the Disadvantaged.

The State Library's Office of Library Services to the Disadvantaged received, during fiscal year 1971, 15 proposals for funds to implement services. Of these proposals 11 were funded for a total of \$308,840. Five libraries in the eight federally designated Model Cities have designed a variety of library service projects for serving the disadvantaged. In the other three Model Cities, the public library staff and the Model City field staff are working cooperatively to develop such services.

The Public and School Library Services Bureau, New Jersey State Library and the Division of Library Services of the New York State Library jointly sponsored a one day "Right to Read" workshop directed toward developing cooperative and creative reading readiness activities in libraries, and other agencies serving the disadvantaged pre-school child. This workshop was a prelude to a two-day in-depth workshop planned for fall, 1971. Feedback from this one day session will be used in developing the fall meeting.

MICRO-AUTOMATED CATALOG FOR NEWARK PUBLIC LIBRARY

The Micro-Automated Catalog (MAC) Project of the State Library, which placed the entire 600,000-card catalog on microfilm cartridges for use by eight South Jersey area libraries, is now being expanded to include the 1,350,000-card catalog of the Newark Public Library.

Under a \$23,324 contract from Library Services and Construction Act (Title III) funds administered by the State Library, Newark is now filming its catalog and will make available 13 copies for 11 North Jersey area reference libraries, the State Library and Newark itself. The State Library is providing microfilm reader-printers for the 11 area libraries, at a cost of \$20,447. Target date for installation of Newark-MAC is January, 1972.

Completion of the Newark-MAC Project will allow all 18 area libraries in New Jersey to have immediate access to the two largest public library collections in New Jersey. If a book is needed by a library, the film is scanned and a print-out of the catalog card is made in six seconds for five cents. The print-out is a verified interlibrary loan transaction, which is mailed to the State Library or Newark for filing.

MAC has tremendously speeded up response to interlibrary loans at the State

Library; all requests received are mailed within 24 hours. More than 12,500 MAC requests have been received since MAC was installed in March 1970.

The MAC Process was invented by Kenneth W. Richards, head of the State Library's Archives and History Bureau. Richards put together his knowledge of microfilming techniques, a need for archivally-preserving the library's catalog against fire or theft, and libraries' desires to have instant knowledge of the State Library's holdings. MAC was the happy result.

The area reference libraries receiving Newark-MAC are Bloomfield, East Orange, Elizabeth, Hackensack (Johnson Free Public), Jersey City, Linden, Morris County, Paterson, Plainfield, Ridgewood and Woodbridge Township Public Libraries and the library to be designated in Morris County.

COLONIAL NEW JERSEY EXHIBIT

One of the highlights of the Museum's 1971 season was the exhibition From Lenape Territory to Royal Province, New Jersey 1600-1750. Organized and coordinated by Suzanne Corlette, Curator, Cultural History, the exhibition included artifacts of the Delaware Indians and three European cultures — Dutch, Swedish and English — from New Jersey, the Delaware and lower Hudson Valley.

Indian artifacts were exhibited according to objects used by men, by women and by children; ornamental and ceremonial objects, and trade goods. Objects from the European cultures included furniture, paintings, maps, silver, brass, some ceramics and printed materials.

Miss Corlette worked more than a year locating artifacts, acquiring them on loan, and tracing historical records. The 216 objects from more than 45 lenders, including museums, historical societies, churches, and private collectors as well as objects from the State Museum's permanent collections, reveal New Jersey's history from the dawn of the 17th century when 8 to 12 thousand Indians enjoyed the rich environment of the Delaware River basin, through the period of European intrusion, and up to the mid-eighteenth century when New Jersey's population totaled about 60,000 and the Indian civilization had all but vanished.

An 88-page catalog accompanied the exhibition. It included a historical introduction, a descriptive listing of the artifacts, 59 illustrations, lists of craftsmen working in New Jersey before 1750 and of craftsmen represented in the exhibition, a North American/European chronology from 1497 to 1750, and selected references.

In May and June more than 31,000 school children visited the exhibition, and an estimated total of 161,000 persons viewed the exhibition during its four-month run from April 30 through September 12. Special groups included the guides from the Fairmount Park Houses in Philadelphia and members of the Association for the Arts of the State Museum.

Accompanying the colonial New Jersey exhibition was a show of about 30

rubbings of mid-eighteenth century New Jersey gravestones. Done by staff members the rubbings were from stones found in Perth Amboy, the Freehold area of Monmouth County, Trenton and Burlington. This exhibition was installed on June 26 and ran through September 12.

YOUNG AUDIENCE CONCERTS

Some 397 grade school children representing nine different counties were filing into the Museum Auditorium. Being greeted by one of the museum teachers a Sussex County teacher responded, "Yes, this is our third concert. We are signed up for them all. The children have been more enthusiastic for a longer period of time than any other trip we have ever taken."

A mother accompanying a Hopewell Valley class said, "My child is so excited to get to school on Monday mornings. There should be more such stimuli for the Monday doldrums. He keeps bugging me to take him to a concert."

The occasion was one in a series of six concert experiences presented by the Philadelphia Young Audiences and made available to the school children of New Jersey through a grant to the Museum from the Sears-Roebuck Foundation.

The Young Audience Concerts Series is a uniquely designed musical experience for children which involves the youngsters with music by evoking a personal response, encouraging independent expression of feeling, sparking curiosity and wonder and stimulating a desire for further aesthetic experiences.

The performing ensembles are chosen from among the area's finest young professional musicians and especially trained to make chamber music come alive for the young audiences. They perform carefully selected literature for chamber ensembles and engage the students in a dialogue about music and how it makes them feel. The dialogue (talking *with* rather than *at* students) leads the students to discover and verbalize insights into music, brings their participation into such areas as taste, creative decisions, and analysis. A fifth grade Monmouth County teacher indicated its effectiveness when she commented, "These concerts have stimulated so much interest and activity in the classroom."

The Museum supplements the values of the experience by supplying preparation and follow-up materials. The confirmation information materials include a large bulletin board chart of the instruments and how the sounds are made and how these instruments fit into the total orchestra. A booklet is presented to each student upon completion of the concert which further develops music, the orchestra and instruments.

This is the second year for this series which includes concerts with and about strings, woodwinds, brasses, percussion, dance and opera. Some 6,000 students representing all 21 counties participated in the first year's series. It is interesting to note that the second year's series was booked solid at the beginning of the year with

about a third of the students repeating the experience of the year before and 40 per cent of them scheduling for all six concerts. Certainly this is a tribute to the effectiveness of the program.

VOCATIONAL MOBILE UNITS

During the 1970-71 school year, the department's fleet of vocational mobile units was increased from three to 10 units and now provides service in the following areas: evaluation, plastics technology, graphics, auto tune-up, small engine repair, keyboard skills, and assembly line. The addition of these extra units enables the department to provide service to more schools and over a broader area in the state.

The plastic industry has provided approximately \$25,000 worth of equipment at no cost to the state. In addition to serving the public schools, service has also been provided to persons in state institutions, including the Johnstone Center, the Burlington County Jail, prisons at Leesburg and Rahway, and the state homes for girls and boys in Trenton and Jamesburg, respectively. All the mobile units are operated during the summer serving migrant groups and public schools. In addition, they will support the Governor's Career Development Program in three school districts.

CONSUMER EDUCATION CENTER

The first Center for Consumer Education Services in the nation was opened by the Division of Vocational Education in March, 1971, at the Residential Manpower Center, Edison. The center provides a work setting for individual and group consultations with teachers, administrators, curriculum coordinators, teacher educators and others interested in developing, extending and improving consumer education programs.

The center has materials which may be used in consumer education classes, including text books, reference books, pamphlets, filmstrips, recordings, and overhead transparencies.

FEDERAL PROJECTS AT KATZENBACH SCHOOL

Two federally funded pilot projects operated at the Marie H. Katzenbach School for the Deaf this year.

For one, Numerically Controlled Machine Tool Technology, it marked the final year of pilot funding. As has been true of other pilot projects at Katzenbach, the project has become incorporated into the school's course offerings.

The course offers students the opportunity to meet the standards of their chosen industry through the use of the latest sophisticated automated metal working equipment.

To keep the Katzenbach students in a position to be truly competitive in the labor market, the second federally funded project, Techniques and Practices of Continuous Welding, was begun. This project is designed to upgrade the school's welding students in the area of welding practices used in industrial fabrication.

HIGH SCHOOL EQUIVALENCY IN SPANISH

The Office of High School Equivalency instituted a bi-lingual program which included training 100 teachers and preparing curricular materials in Spanish in the subject areas of mathematics, literature, science and social studies.

The office also assisted the Department of Education, Commonwealth of Puerto Rico, in the development of high school equivalency programs for the Spanish-speaking. The office also cooperated with the Public Broadcasting Commission in the development of a curriculum for adult instructional programs.

The office administered 12,000 high school equivalency examinations at 20 college testing sites and issued 9,000 high school equivalency certificates. The entire procedure for processing applications, scoring tests and issuing certificates has been revised to include the techniques of data processing. This revision not only alleviates much of the manual procedures previously used, but it also expedites the process. The comprehensive high school equivalency curriculum guide used by 1,000 teachers in local school districts, private agencies and community colleges was also revised.

TEACHER INNOVATION PROGRAM

The concept of granting public funds to teachers for experiments in programs of an innovative nature became a reality in New Jersey in 1968 when the State legislature appropriated \$100,000 for grants to teachers. Since that time, approximately 3000 individual requests for assistance have been reviewed and more than 500 of these have been funded for operation.

The proposals submitted for review to the Department of Education encompass all levels and span all teaching areas. Several interesting concepts are apparent:

1. Teachers sense a need for change in traditional educational practices.
2. A great concern is evident throughout the State for innovation.
3. The changing nature of students and their interests dictates a need for new approaches in teaching.
4. The great impact of technology on the learning process is found in many proposals.

5. Student involvement in planning and implementing educational objectives is increasing.

In general, teacher applicants show a remarkable insight into the needs of youngsters, and the proposals indicate a thorough, systematic attempt to appraise these needs and to recommend plans for change. Teacher insights into individual class or school situations, plus the involvement of other individuals, especially administrators and key staff personnel, have brought about some exciting and challenging approaches which have attracted state-wide attention.

Programs of this nature have great implications for education in the future. The impetus derived from the results of these mini-grants can well serve as a guide for more comprehensive programs enveloping all aspects of instruction. In addition, the feasibility of funding on a small scale may well serve as a basis for larger programs which are now being proposed for state-wide educational support.

The Teacher Innovation Program operates with a maximum of State Department of Education interest and a minimum of state control. The recipients at the local level determine the operational structure of their various projects and devise evaluation procedures; the results of which will prove valuable for education generally throughout New Jersey and the nation.

Future planning includes a central clearing house to disseminate ideas brought out through the Teacher Innovation Program. Most of the projects have applicability on a state-wide basis and may stimulate additional ideas. In addition, through careful project monitoring, it is hoped that continuing interest will be stimulated and that even more positive results will be forthcoming.

The number of requests for funding for the Teacher Innovation Program this year has far exceeded those received for any of the years the program has been in operation. More than 900 applications were received and 115 funded. In addition, \$75,000 was allocated by the legislature for grants for programs in drug education up to a maximum of \$2,000 each. Thirty-seven individual projects, from some 200 applications, were funded under this allocation. This year, for the first time educators active in the field have been invited to review proposals. These people have come to Trenton to read the projects, and their interest has been most gratifying.

EQUAL EDUCATIONAL OPPORTUNITY

The Office of Equal Educational Opportunity has two roles in carrying out its responsibilities, one state and one federal. The state role relates to assisting the State Board of Education in the development and implementation of policies and recommendations relative to correcting such conditions of racial imbalance as may be found in the local school districts. The federal pertains to providing technical assistance to districts in the area of school desegregation as stipulated in the Title IV Technical Assistance Contract awarded New Jersey.

In compliance with the state responsibilities, 88 districts were identified as having some degree of racial imbalance. To alleviate these conditions, a statewide strategy was designed and implemented with the approval of the State Board of Education. The districts were given technical assistance in the development of desegregation plans which included pupil preparation, staff desegregation, curricular reforms and classroom assignments. Under the direction of the office, 35 districts either voluntarily or under state direction developed and implemented school desegregation plans.

Technical and administrative assistance was also given to universities and colleges, the United States Office of Education as well as other state departments of education in the development of programs relative to equal educational opportunity.

OCCUPATIONAL RESOURCE CENTER

The New Jersey Occupational Research Development Resource Center will open in July, 1971, at the Residential Manpower Center in Edison. The center is a cooperative project of the Division of Vocational Education and the Edison Township Board of Education. Purpose of the center is to provide vocational educators in the state with a convenient and effective information agency. Resources at the center will include books, audio-visual materials, documents, journals, newspaper clippings, electronic teaching devices and educational games.

Other services include field testing of media, provision of micro fiche copies of the 83,000 ERIC documents and more than 900 doctoral dissertations.

NEWARK MANPOWER TRAINING SKILLS CENTER

The Newark Manpower Training Skills Center is operated by the Department of Education and provides vocational training and related basic education for male and female residents of the state, who are referred and later placed in employment by the New Jersey Employment Service.

Trainees are hard core unemployed, under-employed, or participants in the Work Incentive Program (WIN). State funds are used only for purposes not fundable under federal grants. In addition to the major Manpower Development and Training grant, other federal funds are for developing materials for training in health occupations, instruction in basic education in a contractual agreement with National Alliance of Business (NABS) on an individual program basis, and up-grading of entry-level persons employed in various occupations in agreement with Employment Service and employer.

An additional program is planned (Project COED – Center for Occupational Education, Experimentation and Demonstration) to experiment and demonstrate

with occupational curricula and instructional methods for the in-school educationally deprived urban population.

NEW JERSEY RESIDENTIAL MANPOWER CENTER

The New Jersey Residential Manpower Center located at Edison, is operated by the Department under a contract with the United States Department of Labor. It is open to disadvantaged male residents, 16-21 years of age, who need a residential program in addition to vocational training and general educational development. Participants are given a special program of basic education, occupational training, and group living in a controlled environment to prepare for entry into the work force and the community. State funds are used only for purposes not fundable under federal grants.

MANPOWER DEVELOPMENT AND TRAINING

The Manpower Development and Training Act provides for occupational training and retraining of unemployed and under-employed youth and adults. Since the federal share of allowable costs in any one fiscal year will amount to 90 per cent of the approved costs, matching is required in the amount of 10 per cent (state and local) of the federal funds. Most of the funds are granted to school districts which operate skill centers for hard core unemployed and under-employed referred by the New Jersey Employment Service. The department also provides technical assistance to the centers and administration of the federal grant.

DISTRICTS, SCHOOLS, PUPILS, PERSONNEL IN NEW JERSEY PUBLIC SCHOOLS, BY COUNTY

1970-71

COUNTY	NUMBER OF:											PROFESSIONAL PERSONNEL								Percent of Total Personnel Employed by Highest Degree Held						
	Operating Distrs. (2)	Schools				Instructional Rooms (6)	Pupils					Adminstrtrs. and Supervrsr. (13)	Classroom Teachers				Spec. Servs.		Total		None (23)	Bachelors (24)	Masters (25)	Doctors (26)	Other (27)	
		Elementary (3)	Secondary (4)	Total (5)	Elementary (7)		Secondary (8)	Total (9)	Percent Minority (10)	On half sess. (11)	In Sub-standard classrms. (12)		Percent Minority (14)	Total (15)	Percent Minority (16)	With Sub-standard Certificates Number (17)	Percent (18)	Total (19)	Percent Minority (20)	Total (21)						Percent Minority (22)
Atlantic	25	74	7	81	1364	25972	8956	34928	29.9	3866	909	118	12.7	1595	14.1	227	3.4	150	11.3	1863	13.7	7.5	70.5	20.6	0.3	1.1
Bergen	74	232	57	289	7306	107432	66987	174419	4.9	2161	2967	683	2.2	9022	2.4	371	5.6	1212	2.6	10917	2.4	2.8	56.3	39.3	0.8	0.8
Burlington	44	110	19	129	3112	52032	25421	77453	12.9	4256	1675	225	3.1	3680	8.3	471	7.0	362	8.0	4267	7.9	4.4	72.4	22.4	0.2	0.5
Camden	38	143	26	169	3876	64351	32389	96710	19.2	1040	3650	319	9.4	4545	11.1	695	10.4	494	10.5	5358	10.9	5.7	73.2	19.6	0.3	1.1
Cape May	16	21	5	26	481	7172	4091	11263	14.2	296	226	34	0.0	514	5.1	78	1.2	46	0.0	594	4.4	8.8	67.3	22.2	0.2	1.5
Cumberland	15	60	7	67	1086	19811	9786	29597	28.8	166	1116	80	3.8	1261	8.1	214	3.2	142	8.5	1483	7.9	11.1	67.8	17.7	0.5	2.8
Essex	22	208	49	257	7323	118809	60209	179018	49.0	1049	2292	730	17.5	8611	19.8	1019	15.2	1239	21.3	10580	20.2	3.1	58.3	35.9	1.2	1.5
Gloucester	27	73	14	87	1613	27064	15511	42575	11.4	5153	1117	117	0.9	1995	5.9	262	3.9	198	5.6	2310	5.6	8.5	72.0	18.3	0.4	0.8
Hudson	14	87	15	102	3516	65598	25505	91103	43.6	2897	466	291	3.4	4142	7.1	162	2.4	425	4.7	4858	6.7	7.9	61.4	29.4	0.7	0.6
Hunterdon	29	31	5	36	820	12455	5263	17718	1.4	1	391	61	0.0	898	0.4	114	1.7	86	1.2	1045	0.5	6.6	67.7	24.5	0.3	0.9
Mercer	10	71	19	90	2349	33773	22040	55813	29.4	5	535	224	13.8	2730	12.8	268	4.0	406	13.8	3360	12.9	4.7	64.2	28.8	0.9	1.4
Middlesex	25	161	43	204	5211	78300	49708	128008	9.7	722	1410	478	2.9	6386	4.2	487	7.3	778	4.0	7642	4.1	6.3	66.0	26.3	0.5	0.9
Monmouth	52	146	27	173	4309	74173	34744	108917	13.4	4922	1807	380	3.7	5363	4.2	552	8.2	569	6.2	6312	5.5	3.2	70.4	24.8	0.5	1.2
Morris	40	138	24	162	3842	64989	26947	91936	3.8	995	2417	356	0.6	4717	1.5	385	5.8	586	2.4	5659	1.5	3.8	65.1	28.1	0.7	2.3
Ocean	28	54	10	64	1711	34480	14468	48948	7.1	5925	2081	155	1.9	2306	2.5	279	4.2	237	2.5	2698	2.5	3.6	71.5	23.7	0.3	0.9
Passaic	20	103	15	118	3402	63187	24833	88020	27.7	424	1502	256	9.4	4006	9.4	312	4.7	420	10.0	4682	8.4	4.1	67.6	27.5	0.4	0.4
Salem	14	30	6	36	684	10285	4772	15057	23.6	9	660	51	3.9	742	8.2	112	1.7	73	5.5	866	7.7	8.7	71.0	18.6	0.3	1.4
Somerset	19	69	15	84	2159	32042	17310	49352	5.6	55	1098	168	0.6	2514	2.5	163	2.4	320	2.8	3002	2.4	2.3	65.3	31.1	0.9	0.4
Sussex	23	29	7	36	826	14072	5972	20044	0.7	1359	487	67	0.0	1004	0.4	147	2.2	107	0.9	1178	0.3	7.1	67.8	23.7	0.9	0.5
Union	23	128	38	166	4389	59492	46043	105335	21.9	664	4093	460	7.4	5223	7.1	243	3.6	679	9.3	6362	7.4	2.8	61.6	34.0	0.9	0.7
Warren	23	35	7	42	724	11398	5641	17039	1.8	1	719	52	0.0	813	0.7	128	1.9	81	0.0	946	0.6	7.0	71.1	21.0	0.2	0.6
TOTAL	581	2003	415	2418	60103	976887	506566	1483453	19.9	37416	31618	5305	6.3	72067	7.5	6689	9.3	8610	8.1	85982	7.5	4.6	64.9	28.8	0.7	1.0

STATE SUMMARY

Area in Square Miles 7,506.70

Type	Area in Square Miles	7,506.70	Plan
AVERAGE ENROLLMENT	District Schools	1,476,510.7	Total Resident Daily 1,476,752.5 Spec. Classes 2,669 Home Instr. Pupils 8,638
ENROLLMENT		PERSONNEL	
K	126,552	6	118,058
Pre 1st	1,542	7	118,536
1	128,141	8	115,706
2	123,838	9	120,627
3	121,858	10	111,769
4	122,350	11	101,441
5	119,542	12	90,450
Special			30,368
Ungraded Vocational			7,952
Total Day School			<u>1,559,729</u>
Evening School:		PERSONNEL	
Regular	2,431	Administration	Full Time
Accredited	5,364	Superintendent	415.8
Vocational	40,530	Asst. Superintendent	202.1
Foreign Born	8,625	Secretary	451
Adult Education	138,799	Business Manager	19.5
Summer School	87,965	Secl. & Cler. Assists.	2,464.5
		Other	48
		Instruction	Part Time
		Principals	2,762.3
		Supervisors	994.1
		Teachers	76,420.8
		Other Instr. Staff	4,038.8
		Secl. & Cler. Assists.	5,151.3
		Other	1,078
		Attendance & Health Services	2,466
		Transportation	2,108
		Operation	10,383
		Maintenance	1,559.5
		Sundry Accounts	1,432
		Evening & Summer Schools	10,554
		Buildings Owned	2,771
		Classrooms Used	60,543
		Apportionment Valuation 1971	\$ 60,642,939,647
		Avg. Equalized Valuation on Real Property 1968-69-70\$
		School Debt\$ 1,618,074,203
		Ratio: Assessed To True Value	%
		Tax Rate: 1971	
		School	\$
		Type I Debt Service	
		Regional	
		Total	\$
		Day School Cost Per Pupil:	
		Excluding Transportation	\$ 876.24
		Including Transportation	\$ 911.01
		Equalized Valuation Per Pupil in Resident A.D.E.	\$ 41,529

REVENUES & EXPENDITURES 1970-1971

Free Balance 7/1/70		Instruction		Sundry Accounts	
Current Operating	\$ 103,568,183	Salaries		Food Services	
Federal - E.S.E.A.	4,604,339	Principals	\$ 47,655,899	Salaries	\$ 3,644,278
Improv. Authorizations	236,318,916	Supv. of Instruction	15,936,870	Other Expenses	3,230,155
Capital Reserve Fund	2,982,544	Teachers	779,795,091	Exp. to Cover Def.	1,573,802
Total	\$ 347,473,982	Other Instr. Staff	51,537,892		
		Sec. & Cler. Assists.	29,303,727	Student Body Activities	
State Aid		Other Sal. for Inst.	6,366,670	Salaries	6,412,321
Formula	\$ 180,644,673	Textbooks	12,706,845	Other Expenses	6,509,225
Transportation	27,633,665	Schl. Lib. & Audio-Vis.	10,511,409	Exp. to Cover Def.	1,772,960
Atypical Pupils	26,966,125	Teaching Supplies	24,634,896		
Building Aid	21,744,023	Other Expenses	10,320,922	Community Services	
Emergency Aid	190,000			Salaries	3,172,346
Emergency Building Aid	498,709	Attendance & Health Services		Other Expenses	438,255
Evening Vocational	727,316	Salaries-Attendance	4,035,943		
Evg. School Forgn. Born	94,735	Other Expenses-Attend.	171,182	Special Projects	
Vocational-Day	752,980	Salaries-Health Serv.	20,629,111	Regular - Salaries	1,231,423
Other	6,839,005	Other Exp-Health Serv.	1,439,757	Other	3,491,547
Ch.301-L.1968	36,361,950			Federal - (P.L. 89-10)	42,145,567
		Transportation		Other	13,405,511
Federal Aid		Salaries	12,794,682	Special Schools	
Vocational	4,503,730	Contracted Services	32,777,906	Evening Schools:	
P.L. 815 (Bldg. Aid)	25,308	Replacement-Vehicles	1,605,485	Regular	187,811
P.L. 874 (Current Exp.)	11,393,235	Insurance-Pupil Trans.	682,545	Accredited	798,616
N.D.E.A.	675,168	Other-Oper. & Maint.	3,470,927	Adult Education	3,257,003
E.S.E.A. (P.L. 89-10)	47,348,732			Summer School	3,844,814
Manpower Development	4,549,842	Operation			
All Other	13,376,245	Salaries	74,947,620	Sub Total Current Expense	\$1,491,861,058
Local Aid: District Tax		Contracted Services	1,510,358	Capital Outlay (Budget)	
Current	1,089,228,934	Heat	14,393,166	Sites -	2,729,216
Capital	20,033,503	Utilities	21,379,109	Buildings -	5,076,001
Debt Service	82,311,468	Supplies	5,863,010	Equipment -	14,856,535
Evening Schools:		Other Expenses	1,091,994		
Vocational	1,981,178	Maintenance		Improvement Authorizations	
Other	1,608,756	Salaries	13,843,726	Sites	6,092,309
Municipal Surplus	5,674,277	Contracted Services	17,369,837	Buildings	144,625,400
Tuition	47,108,838	Replacement of Equip.	7,302,247	Equipment	10,339,672
Bonds and Notes (Const.)	154,257,870	Other Expenses	6,232,450		
Notes (Current Loans)	70,000	Fixed Charges		Debt Service	
Miscellaneous	18,963,305	Empl. Retire. Contr.	21,789,425	Principal	58,980,478
Total Revenues	\$1,805,563,570	Insur. & Judgments	36,573,853	Interest	45,496,131
Adjustments	\$ (3,321,286)	Rental of Land & Bldg.	4,478,771	Sinking Fund	99
TOTAL FUNDS AVAILABLE	\$2,149,716,266	Interest/Current Loans	52,891		
		Other Fixed Charges	597,009	Vocational Evening	2,859,068
		Day School Expenditures	\$1,345,113,269	Foreign Born Evening	306,545
		Exp. to Other Districts		Manpower Development	3,491,216
		Tuition	51,632,155	TOTAL EXPENDITURES	\$1,786,713,728
		Sub Total	\$1,396,745,424	Free Balance 6/30/71	
EXPENDITURES				Current Operating	\$119,394,734
Administration				Federal - E.S.E.A.	8,102,464
Salaries	\$ 39,736,506			Improve. Authorizations (b)	232,072,454
Contracted Services	4,874,924			Capital Reserve Fund	3,432,886
Other	6,698,614			Total Balance	\$363,002,538
				TOTAL EXPENDITURES & BALANCE	\$2,149,716,266

	CAFETERIA FUND	ATHLETIC FUND	OTHER FUNDS
Bal. 7/1/70	\$ 2,782,510	\$ 305,460	\$ 6,116,773
Income	42,662,386	3,979,260	22,527,072
Adjustments	234,743	34,795	53,751
	<u>\$45,679,639</u>	<u>\$4,319,515</u>	<u>\$28,697,596</u>
Expenses	\$42,468,766	\$4,000,850	\$22,341,663
Bal. 6/30/71	<u>\$3,210,873</u>	<u>\$318,665</u>	<u>\$6,355,933</u>
	<u>\$45,679,639</u>	<u>\$4,319,515</u>	<u>\$28,697,596</u>

REVENUES AND EXPENDITURES IN MUNICIPAL BUDGETS FOR SCHOOL PURPOSES			
SCHOOL YEAR 1970-1971			
Debt Service			
State Bldg. Aid	\$ 7,834,403	Principal	\$ 16,722,047
Emergency Bldg. Aid	367,904	Interest	12,516,657
Local Tax Levy	20,421,690	Sink Fund	321
Other Revenue	615,028		

(a) Net Debt adjustment (\$37,468,244).

(b) Net Improvement Authorization adjustment \$2,553,049.

