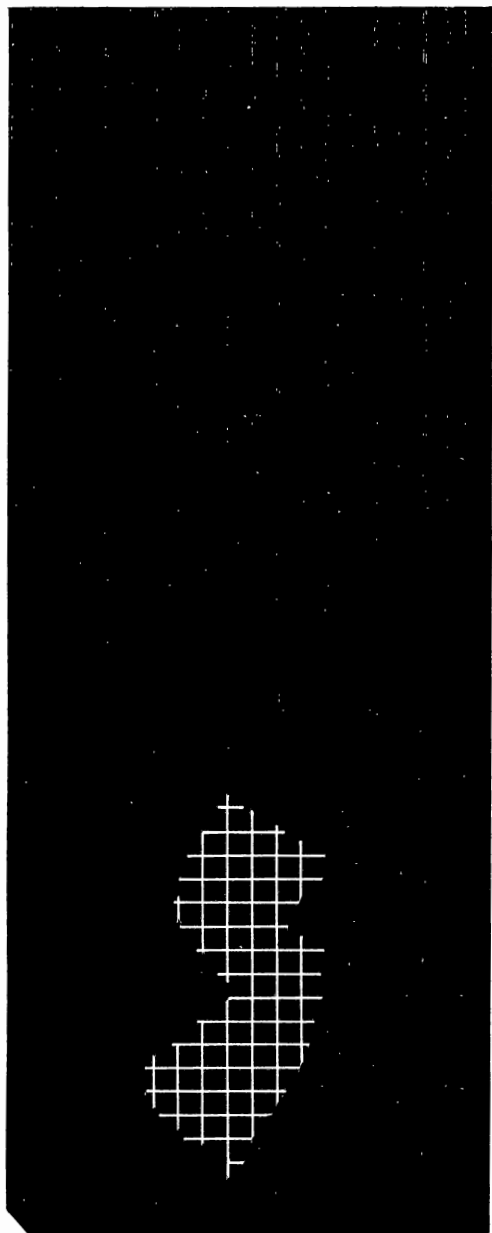


New Jersey State Department of Education



ANNUAL REPORT

1985-1986

New Jersey State Library

1985-86 ANNUAL REPORT
NEW JERSEY STATE DEPARTMENT OF EDUCATION

March 1986

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PREFACE

This document is the annual report of the Commissioner of Education for the fiscal year beginning July 1, 1985, and ending June 30, 1986, fulfilling the requirements of N.J.S.A. 18A:4-20; 18A:4-40, 18A:7A-11 and 52:14-18.

The report contains seven parts: the Commissioner's Foreword, sections on the New Jersey State Board of Education, Educational Issues and Initiatives, School Finance, Major School Law Decisions, Departmental Operations and an Appendix of Selected Educational Statistics.

* * *

ACKNOWLEDGEMENTS

The Commissioner of Education wishes to express his appreciation to the staff members of the New Jersey State Department of Education for their knowledge, expertise and assistance in the preparation of this report for fiscal year 1985-86. A special word of thanks is extended to the division heads, the members of the editorial committee, the staffs of the Word Processing Center and the Office of Printing Operations for their participation, and to the Office of Public Information which prepared, reviewed and edited this document.

* * *

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I. FOREWORD

New Jersey's Design For Educational Excellence: Into Action

During 1985-86, New Jersey continued its commitment to raised educational standards by translating its ideas and programs into action and making educational reform a reality. Our efforts are now moving from drawing boards in the state capital to blackboards in New Jersey's classrooms. Yet, the State Department of Education has also added several new initiatives to augment our existing design for educational excellence.

That design focuses on teachers, students and educational leaders. We have responded to concerns in these three broad areas with a design for excellence aimed at preparing our students for life in the year 2000.

As we move into action, we are no longer discussing standards in the abstract. This annual report outlines well-defined, carefully operated programs that are working to help our schools improve learning.

Our efforts to revitalize the teaching profession came to fruition in 1985-86. The \$18,500 minimum salary established by Governor Thomas H. Kean and the state legislature took effect in September. By making the starting salary more competitive, the state has encouraged well-qualified candidates to consider the teaching profession.

In addition, the state acted to increase its future supply of well-qualified teachers by awarding college tuition loans to 100 top high school graduates who plan to teach. This Governor's Teaching Scholars Program annually provides qualified high school seniors with scholarship loans that will be forgiven as they teach in New Jersey's public schools.

In 1985-86, New Jersey also began to reap the benefits of the Provisional Teacher Program. This "alternate route" to certification expanded the pool of available teaching talent by offering college graduates the chance to enter the profession whether or not they have pursued college teacher-training. The program brought well-qualified but previously ineligible teachers to classrooms throughout the state.

It was also a year for recognizing the many fine teachers already at work in New Jersey. The Governor's Teacher Recognition Program honored nearly 1,300 teachers at a spring convocation. In addition, 100 of those were selected to participate in a three-day Commissioner's Symposium for Outstanding Teachers. Under the Governor's Teacher Grant Program, creative teachers who have developed effective classroom strategies were awarded grant money that will allow them to share their expertise with others.

Nearly 1,500 teachers and administrators have taken advantage of opportunities to renew their professional skills at the Academy for the Advancement of Teaching and Management since the academy opened its doors in January 1985.

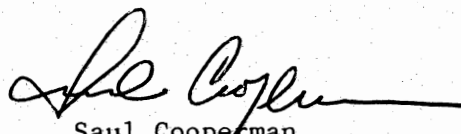
On their own, these programs are helping to improve student learning. But, at the same time, we have raised expectations for the students themselves.

This year's ninth grade class was the first required to pass the rigorous High School Proficiency Test (HSPT) as a requirement for graduation. The HSPT replaced the Minimum Basic Skills (MBS) test. Thanks to hard work on the part of educators and students, performance on the 1985-86 administration of the HSPT exceeded state expectations.

But, although we have accomplished so much this year, we must continue to plan for future educational improvements. Higher standards are meaningless unless the state ensures that all of its nearly 600 operating school districts, as well as its teachers and students, are rising to the challenge.

With this in mind, Governor Kean and the State Department of Education have proposed a comprehensive plan for state intervention in chronically deficient school districts. Under this legislative proposal, a handful of districts that repeatedly fail to correct severe problems could be taken over by the state.

In this space I can highlight only a few of our accomplishments for 1985-86. I invite you to explore the full scope of New Jersey's educational improvement efforts by reviewing this annual report. It details the many ways in which the Governor, the legislature, the State Department of Education, the State Board of Education and our local school districts have worked to put New Jersey's design for educational excellence into action.



Saul Cooperman
Commissioner

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II. NEW JERSEY STATE BOARD OF EDUCATION

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

- the Governor's Teaching Scholars Program for financial assistance to high school seniors who wish to pursue a teaching career;
- the Commissioner's Symposium for Outstanding Teachers, a three-day seminar for exemplary teachers and leading educational researchers and theorists;
- the Effective Schools Initiative, which provides grant funds to schools that plan to implement the effective schools research;
- the Distinguished Teacher and Dodge Fellowship Awards programs that recognize the top 15 graduates of collegiate preparation programs and the 15 top candidates who are entering the teaching profession via the Provisional Teacher Program;
- the results of the first year administration of the National Teacher Examinations (NTE);
- a recruitment program of financial and programmatic assistance for minority students to enter the teaching profession;
- the Governor's Teacher Recognition Program, which granted \$1,000 each to teachers to use for the educational purpose of their choice. This program was designed to recognize outstanding teachers and to increase the stature of the profession;
- the enactment of passing scores for the new high school proficiency test at 75 for reading, 61 for mathematics and 77 for the writing test;
- the plan to revise the delivery of special education services to students based on the Burstein Commission report, A Turning Point;
- the Academy for the Advancement of Teaching and Management, which trained more than 1,500 local school district staff over the past year;
- the Basic Skills Incentive Plan to offer financial incentives to districts that improve on their records for successful remediation;
- the upgrading of standards for bilingual and limited English proficient students, including setting English language fluency levels for high school graduation as measured by the Maculaitis Assessment Program;

- the Governor's Teacher Grant Program, which provides 30 grants of up to \$15,000 each for development of instructional strategies and plans;
- the Supervision of Instruction initiative that will include a model for supervision consisting of the identification, appraisal and development of effective teaching skills;
- the Grant Program to Reduce Student Disruption in Schools, a \$1 million grant program to fund alternative education programs for chronically disruptive students;
- the Statue of Liberty Essay Contest that named as winner John Leggio of Raytown Elementary School, Howell, New Jersey. The contest was sponsored by the National Association of State Boards of Education and the Statue of Liberty - Ellis Island Foundation.

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

- certifying and professionally renewing school administrators; and
- developing school climates conducive to academic success.

In other actions, the board approved resolutions on such topics as encouraging local boards to adopt policies regarding expectations for student behavior, adopting new National Teacher Examinations (NTE) cutoff scores and instituting a plan for alcohol and drug abuse education in the schools.

The board amended Title VI, the education section of the administrative code, in 15 separate actions. Regulations that were changed pertained to such issues as the \$18,500 minimum salary for teachers, the operation of adult education programs, school facilities and the overexpenditure of funds in school districts.

Board Member Activities

In July 1986, Mr. John T. Klagholz of Seaside Park was elected president of the state board; Dr. James Jones of Teaneck was elected vice president. Mrs. Anne S. Dillman of Perth Amboy was nominated and confirmed for a new term from June 1985 to June 1991. Mr. Robert Wolfenbarger of Summit concluded his term on the state board. Mrs. Alice Holzapfel of Elizabeth replaced Mr. Wolfenbarger. Her term runs from June 1985 to June 1991.

Ms. Michele Narozny, Kearny High School, served as the permanent student guest for the year.

Several board members were selected to serve on the committees of the National Association of State Boards of Education, as follows: Dr. James Jones and Mrs. Maud Dahme, Government Affairs Committee; Mrs. Anne Dillman, State and Federal Relations Committee.

III. EDUCATIONAL ISSUES AND INITIATIVES

A. TEACHERS

1. Minimum Starting Salary

The low starting salary, averaging less than \$15,000 in 1984-85, was one obvious reason talented people bypassed the teaching profession as a possible career. Because such low pay was not competitive with the starting salaries offered by most other professions, the state legislature enacted a law proposed by Governor Thomas H. Kean establishing \$18,500 as the minimum salary for all full-time public school teachers beginning in September 1985.

Under the program, the state defrays for three years the districts' costs of bringing all full-time teaching staff up to the \$18,500 minimum. For 1985-86, state aid allocations, based on the 1984-85 salary guides, were approximately \$36.1 million. The law also provided that any local funds freed by such aid could only be expended for salary purposes.

In 1988, recommendations from the State and Local Expenditure and Revenue Policy Commission, a special commission studying the current revenue and fiscal policies of state and local government, could determine further funding of the program. If such recommendations are not enacted by 1988, the state funding will be phased out based on a formula established in the legislation.

2. Governor's Teacher Recognition Program

The success of New Jersey's school system depends on the quality and dedication of the state's teaching staff. The Governor's Annual Teacher Recognition Act of 1985 allocated \$2.2 million to establish the Governor's Annual Award for Outstanding Teaching. This award program is designed to recognize one outstanding teacher from nearly every public school in the state.

Participating districts established local panels to select the outstanding teachers from each school in the district with 10 or more teachers. Schools with fewer than 10 teachers could make a nomination jointly.

During the 1985-86 school year, 354 school districts selected 1,360 teachers to be recognized for their knowledge, commitment, creativity and extraordinary contributions to the quality of education in the district. Each nominated teacher will have \$1,000 sent to the district in his or her name to be used for an educational purpose designated by that teacher.

The teachers chosen were honored on May 20, 1986, at the Governor's Convocation on Excellence in Teaching held at Princeton University's Jadwin Gymnasium. At the ceremony, each teacher received a certificate of commendation. Special guest speakers included Governor Thomas Kean, Commissioner of Education Saul Cooperman and Dr. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

3. Governor's Teaching Scholars

Developed to attract highly qualified students to the field of teaching in New Jersey, the Governor's Teaching Scholars Program was announced by Governor Thomas H. Kean in his 1985 address to the legislature. The program provides forgivable scholarship loans of up to \$7,500 per year to a minimum of 100 academically talented New Jersey high school seniors. The Commissioner of Education appointed a committee of educators and charged it with establishing criteria for the selection of the students to participate in the loan program. Its recommendations became the basis for selection.

The loans will be forgiven when the candidates teach successfully in New Jersey public schools. Four years of teaching in an urban school district or six years in non-urban districts will redeem the loans.

The Commissioner's Selection Committee reviewed the applications and recommended the 100 outstanding high school seniors to receive college scholarship loans, beginning with the 1986 fall semester.

On June 5, 1986, a special dinner was held for the scholars, their parents, and one guest educator per candidate. The event was co-sponsored by AT&T and the Department of Education.

Approximately 160 additional students will be offered scholarship loans during this program's second year of operation. Applications from qualified high school seniors (Class of 1987) will be accepted through February 1, 1987.

4. Minority Teacher Recruitment Program

In 1984, the State Board of Education adopted standards for teacher certification that are among the highest in the nation. The standards, which include a test requirement, may exclude a disproportionate number of minorities from the teaching profession.

The education community is obligated to help promising minority candidates meet these higher standards. Ultimately, students in the public schools will benefit from the services of minority teachers who meet stringent certification standards.

The Minority Teacher Program is designed to recruit minority high school juniors who want to teach and to help them gain admission to college and prepare for a teaching career.

Jersey City State College won a competitive grant to offer the Minority Teacher Program in the summer of 1986. Twenty-five students will attend an academic program at the college. The department will pay for their tuition, room and board. In addition, students will be paid for working at the college.

In their senior year in high school, participants will attend seminars on college selection and on teaching-related topics.

Following graduation from high school, students will continue in a summer program that will emphasize academic and college survival skills, development of good study habits, utilization of college facilities and resources and the forging of faculty-student relationships.

As with the Governor's Teaching Scholars Program, students will be given tuition loans of up to \$7,500 per year that will be forgiven for teaching in New Jersey schools. Four years of teaching in an urban district or six years of teaching in a non-urban district will redeem the total loan.

When the students in the program have completed their college preparation, the Department of Education will help place them in teaching positions.

5. Certification Reform

College Teacher Program Strengthened

The reform of undergraduate teacher preparation at New Jersey's colleges and universities is intended to achieve three basic goals:

- to devise more effective ways of screening candidates;
- to increase substantially the amount of liberal arts/science education they receive; and
- to reduce the proliferation of education theory courses in favor of a program focused on subject areas and teaching skills needed for certification.

As a result of major policy changes, modifications are required in the Department of Education's system of college program evaluation and approval. The department's focus will be on the professional training provided by colleges for prospective teachers and on the assessment of candidates after their graduation from college.

Revised policies and procedures which reflect the new focus will be completed and field tested during spring 1987.

Provisional Teacher Program

The Provisional Teacher Program, also known as the alternate route to teacher certification, began in September 1985 with 121 provisional teachers employed throughout New Jersey.

Introduced to attract and train qualified individuals as public school teachers, the Provisional Teacher Program can, depending on the circumstances, be viewed as both an employment option and a necessity for local school districts.

In cases where fully certified candidates and eligible Provisional Teacher Program applicants apply for positions in the public schools, the employing district may choose to hire a provisional teacher over a fully certified candidate, Since it virtually eliminated "emergency" certification, the Provisional Teacher Program becomes a necessity in those instances in which no certified candidates are available and, therefore, eligible provisional teachers must be employed.

By the end of the 1985-86 academic year, 184 provisional teachers were employed in 69 local districts and in eight private/parochial schools throughout New Jersey. Approximately 75 percent of the employed provisional teachers taught mathematics, science or elementary subjects. The remaining 25 percent were teaching in one of 13 other instructional fields.

Anticipated growth of the Provisional Teacher Program for the 1986-87 academic year will lead to the creation of at least three additional regional training centers to provide candidates with the formal educational component of the program.

As of June 1986, approximately 2,300 provisional teacher candidates were eligible for consideration by local districts.

The Provisional Teacher Program has elicited national attention and has been cited by the United States Department of Education (USD OE) as an innovative approach to recruiting qualified teachers. As a result of this and other teacher reforms, the USD OE selected the New Jersey State Department of Education to represent the United States at an international conference on teaching sponsored by the Organization for Economic and Cooperative Development that was held in Rome, Italy in May.

Testing Teachers for Certification

A report on the National Teacher Examinations (NTE) test scores of teacher candidates showed that teachers in provisional teacher programs scored higher than teachers from traditional teacher training programs in all teaching fields.

At its meeting in January 1986, the State Board of Education adopted a resolution to raise minimum passing scores required for a teaching certificate. The raised minimum scores for all NTE tests are now equal to or greater than the required passing scores in all other states that use the NTE for certification.

6. Dodge Fellowships

Under a grant from the Geraldine R. Dodge Foundation, the department offers 15 Dodge Fellowships each year to outstanding new Provisional Teacher Program candidates. These \$5,000 grants are to be used to further the teacher's knowledge and skills. The department holds an annual workshop to help the Dodge Fellowship winners and former winners increase their awareness of their roles in the educational reform movement.

Candidates are selected from among the alternate route teachers hired each year. Winners are named by an independent panel of educators that evaluates the applications, resumes, recommendation letters and personal essays of the candidates.

7. Commissioner's Distinguished Teacher Candidate Awards

The Commissioner's Distinguished Teacher Candidate awards were presented this spring to 15 graduates of collegiate teacher education programs. These awards, distributed annually, are intended to recognize outstanding teacher candidates who have distinguished themselves in preparing for their careers.

Recipients were nominated by their college presidents and selected by an independent panel of educators that reviewed their letters of recommendation, college transcripts and student teaching evaluations.

8. Bilingual and English as a Second Language Certification Reform

When the Provisional Teacher Program was adopted, bilingual and English as a second language (ESL) teacher candidates were exempted, pending further departmental study. This year the department published the results of its study and made recommendations regarding the future certification of bilingual and ESL teachers.

Recommendations are proposed in three areas:

- changes in certification standards for the bilingual endorsement and the ESL certificate;
- a provisional teacher program for bilingual and ESL teachers; and
- strategies for increasing the supply of teachers in the field.

Public hearings on these recommendations were conducted and further action by the state board on these recommendations was anticipated in August 1986.

9. Academy for the Advancement of Teaching and Management

As the Academy for the Advancement of Teaching and Management concluded its second year, nearly 1,500 teachers and administrators had attended workshop sessions.

Recognizing that education is a profession that requires the continuous development of staff members, the academy offers a basic course, Instructional Theory Into Practice, that focuses on the implementation of effective teaching skills. Seventy-seven teams (308 teachers and 77 principals), representing all grade levels and subjects, completed the five-day course at the academy in 1985-86 and were subsequently visited on two separate occasions at their home schools by an academy staff member.

Another 450 teachers and principals attended other academy workshops in 1985-86. These workshops, Advanced Instructional Theory Into Practice, Instructional Supervision and Central Office Instructional Theory and Supervision Into Practice, build on the basic course.

In April 1986, a new course designed specifically for school administrators, Effective Management Through Effective Leadership, was piloted and will be offered several times in 1986-87.

Another new course, Train the Trainer, will be offered for individuals whose districts recognize the importance of staff development and wish to promote and maintain district-level programs.

With support from corporations and the private sector, the academy has involved itself in several special programs, including: a project to produce video materials consisting of classroom lessons to illustrate the use of specific instructional skills; a retreat for academy staff members; and a dinner for all persons who had attended advanced courses and who are potential staff development trainers in their own school districts.

The academy's programs are implemented by the director, a staff of seven education program specialists/trainers and two secretaries. In September 1986, the academy's staff will also include an Instructional Practitioner and two Principal Practitioners. These are experienced educators who will work at the academy while on a one-year leave from their local New Jersey public school districts.

10. Governor's Teacher Grant Program

In response to Governor Kean's call to create new opportunities to acknowledge teachers, the department conducted a grant program to recognize teachers who had developed effective classroom practices.

The Governor's Teacher Grant Program is designed:

- to recognize teachers who have developed and implemented classroom practices which have been demonstrated as effective in enhancing student learning; and

- to make such practices available to other teachers in schools throughout New Jersey to provide the best possible instruction to students.

Thirty grants of up to \$15,000 each were awarded to individual or group recipients for a period of two years. Recipients were selected from more than 240 applications. The 30 funded programs represent the efforts of 46 individual teachers. Grant funds will be used to evaluate formally the effectiveness of each instructional practice and to prepare teacher and student materials that may be necessary to implement the practice in other classrooms.

The funded projects deal with a number of subject areas including writing, mathematics, science, art, foreign languages, English as a second language and a variety of teaching strategies.

B. STUDENTS

1. Beyond Minimums: The High School Proficiency Test

The New Jersey High School Proficiency Test (HSPT) was administered in April 1986 to 86,968 ninth-grade students. This year for the first time, passing the HSPT, a three-part test in reading, writing, and mathematics, is one of the requirements for a high school diploma. Students failing one or more parts will receive further instruction and take a retest on that part or parts next spring and subsequently, if necessary. HSPT passing scores are: reading - 75, writing - 77, mathematics - 61.

The percents of students passing for 1985-86 were: 82.6 percent in reading, 71.8 percent in mathematics and 76.5 percent in writing. Overall, 61.5 percent of the ninth-graders passed all three parts of the test. These passing rates exceeded the department's expectations for the 1985-86 administration. The department had projected that just over half those taking the test would pass all three parts of the HSPT.

The shift in the distribution of scores from the lower to the higher end of the scale was also an encouraging result. What is more, the majority of the students who did not pass scored in the quintile (or fifth of the score distribution) closest to the passing score.

Students statewide posted higher average scores on all three parts of the HSPT than did students who took the test in 1984-85, when it did not yet count toward graduation. Students who took the test in 1985-86 posted an average reading score of 85, an average math score of 71.6, and an average writing score of 82.2. In 1984-85, the average scores were 79.9 on the reading, 64.4 on the math and 80 on the writing test.

Although scores in the state's 56 urban districts were below the statewide average, students outperformed the department's projected passing rates. In urban districts, 64.8 percent of students passed the reading test, 51.9 percent passed in math and 58.3 percent passed the writing test.

Urban students also earned higher average scores than did their counterparts in 1984-85. Average 1985-86 test scores for urban students were 78.2 in reading, 62.3 in math and 77.9 in writing. This compared with the previous year's averages of 71.4 in reading, 54.7 in math and 75.2 in writing.

For students who entered ninth grade prior to September 1985, the Minimum Basic Skills (MBS) test remains the required graduation test. The MBS test was administered in 1985-86 to those students in grades 10, 11 and 12 who previously had not passed the mathematics and/or reading portions of the test. Students denied a diploma in 12th grade last year because they had not met the basic skills requirement were given the opportunity to return to their schools to be tested. From 1978 to 1986, the number of students failing the MBS test has declined.

Although the department was encouraged by the first year's results on the HSPT, much work remains to be done to improve the HSPT passing rate in future years. Special attention must be paid to bring urban students' basic skills up to the required levels.

Much work will be done as well with students who must retake the test to graduate. With one more year's work behind them, students who retake the HSPT in 10th grade and later grades will be better prepared to pass the test. The department expects a substantial number of these students to pass the test.

As outlined in part below, the department has dedicated its resources to helping districts help their students improve their test performance.

Improving Student Performance on the HSPT

The HSPT Training Institutes, begun and conducted in summer 1985 by the regional curriculum services units (RCSUs), will be expanded in the summer of 1986. The institutes, which help school personnel prepare students for the HSPT, will offer courses to teachers in grades seven to nine as well as to basic skills teachers and bilingual teachers in grades seven to 12 and elementary school teachers in grades four through six. The secondary institutes focus on the skills tested by the HSPT and the elementary institutes focus on the HSPT benchmark skills.

In both institutes, the presenters focus on instructional strategies to improve programs and practices related to imparting the skills measured by the HSPT. Each four-day institute covers one content area -- reading, writing or mathematics. In addition, the institutes offer three follow-up seminars during the school year to support and enhance the skills learned by the teachers. Supervisory/administrative orientation sessions will also be offered in the summer of 1986.

More than 1,200 teachers have attended HSPT Institute training sessions and another 800 teachers are expected to participate by the end of 1986. Institutes for teachers in grades K-3 will be developed for the winter of 1987.

Institute training is based on instructional materials developed by the department's Division of General Academic Education and includes the following materials published within the last year:

- Improving Students' Abilities to Read and Think - Teaching Strategy Series: Booklet A - Prereading Strategies
- Improving Students' Abilities to Read and Think - Teaching Strategy Series: Booklet B - Reader-Text Interaction Strategies
- New Jersey State Testing System Registered Holistic Scoring Method For Scoring Student Essays
- Computer and Video Instructional Materials
HSPT Resource Guide: Writing
- Improving Mathematical Skills Assessed in the HSPT - Measurement and Geometry
- Improving Mathematical Skills Assessed in the HSPT - Number Concepts
- Improving Mathematical Skills Assessed in the HSPT - Pre-Algebra

Other materials to acquaint educators, students and parents with the HSPT were developed and sent directly to school districts. They include:

- HSPT School District Guidelines, a booklet that helps school district personnel interpret the results of the HSPT and plan for instruction in areas where the need exists; and
- HSPT Student Review Manual, a publication designed to provide information about the HSPT for ninth-grade students and their parents and that also includes practice questions.

Improving Curriculum Alignment

To assist school districts in adjusting their curricula to the skills tested by the HSPT, the department offered a series of workshops in "Aligning the Curriculum to the HSPT." The workshops were designed to improve student mastery of basic skills and test performance by auditing, aligning and managing the curriculum through a mapping procedure.

The workshops, a series of four presentations each, were given regionally a total of five times. They were attended by 255 administrators representing 118 school districts. In addition, special one-day awareness sessions were given to members of the New Jersey School Boards Association Urban Boards Committee and to members of the Urban Schools Superintendents of New Jersey. More than 60 of the school districts involved in the training report that they have aligned their curricula to the HSPT skills. In addition, the department developed and distributed to all local chief school administrators a document entitled Getting the Most from the HSPT: A Practical Guide to Resolving Curriculum Design and Delivery Problems. This document stresses the importance of planning and designing curricula to afford all students the opportunity to master basic skills.

2. Adult Basic Skills

The Division of Adult Education is addressing the educational problems of young dropouts (16 to 21 years of age) through special adult education programs. The division has provided special adult basic skills programming to young adult dropouts in 12 school districts: Asbury Park, East Orange, Elizabeth, Gloucester City, Neptune, Newark, New Brunswick, Orange, Paterson, Plainfield, Trenton and Vineland.

For FY 87, the division received a state appropriation of more than \$2.1 million for these programs and issued requests for continuation proposals from existing urban programs. The division also awarded contracts to those districts that developed appropriate program plans to assist young adults in gaining high school diplomas and jobs. Seven of these programs were also funded in cooperation with the Department of Community Affairs to provide the education component of the New Jersey Youth Corps. These programs are designed to develop sound work habits and attitudes in young high school dropouts and to assist them in completing high school programs.

3. Incentives for Basic Skills Improvement

The department's Division of Compensatory/Bilingual Education developed and will administer an incentive program designed to motivate schools to achieve excellence in their basic skills programs. Beginning in fall 1988, schools that succeed in increasing the number of students meeting or exceeding minimum standards beyond a set expectation rate in reading, writing and mathematics will receive funds to enrich their schoolwide basic skills programs in those areas.

This kind of funding incentive is consistent with the State Department of Education's overall thrust for excellence. The incentive program will foster the building-level cooperation and strong leadership that are known indicators of school effectiveness; it will help to identify outstanding models of performance that can be copied by other schools; and it will result in significant savings in state aid.

Program Design

- a. Incentive Base. A school will be rewarded for showing an increase in students meeting or exceeding the state basic skills standards (as measured by the High School Proficiency Test), provided that such an increase is beyond the number expected from a baseline rate established from the school's performance history. This provision addresses the issues of motivation and equity. A school will be rewarded, not for doing what is expected, but for performing beyond the expected minimum. This provision will also ensure equity, since a school will compete against its own former record rather than against another school.
- b. Use of Incentive Funds. Principals and teachers will plan to use incentive funds in their schools for appropriate projects that strengthen and support -- but do not supplant -- existing remedial and/or developmental basic skills programs.

- c. Student Mobility. To ensure a fair calculation of the incentive funds, only those students who are enrolled all year will be counted. This provision will control variables in student population affected by student mobility.
- d. Program Integrity. Each district will develop a test security plan.
- e. Funding. The net increase in the number of students meeting or exceeding the state standards over and above the school's performance in the previous year will be termed the "incentive factor." This factor will be multiplied by a per pupil allocation to determine the incentive funds for a school.
- f. Evaluation. The Department of Education will study selected schools in the incentive program to determine whether the program has motivated schools toward excellence and whether a school's gains have been sustained.

The first incentive grants will be awarded in the fall of 1988.

4. Compensatory/Bilingual Education

The department's Division of Compensatory/Bilingual Education is responding to the more rigorous high school graduation requirements in basic skills by helping districts strengthen compensatory basic skills and bilingual/English as a second language (ESL) programs. To continue the improvement of these programs in local districts, the department provides two major initiatives aimed at translating research findings into practice. The Basic Skills Program Improvement Process (BSPIP) helps districts examine their remedial programs critically and implement plans to improve them. The Bilingual Education Training Institute (BETI) offers in-service training to improve instruction in bilingual and ESL classrooms.

The Basic Skills Program Improvement Process

The Basic Skills Program Improvement Process (BSPIP) enables schools to analyze their programs as they relate to the research about effective basic skills programs. In 1985-86, the division provided three two-day training sessions for 222 staff members from 79 districts to prepare teams of teachers and supervisors to conduct program reviews. Participants from 21 urban districts have been trained.

Division staff also provided on-site assistance as the department-trained teams visited their assigned schools to gather data on the basic skills improvement programs. The visiting team members interviewed staff and students, observed classes and school climate and reviewed relevant documents. Then they analyzed the data and developed recommendations for program improvement. A BSPIP manual, developed by the division, guided the program reviews. The following publications are available to help districts implement the BSPIP recommendations:

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

The Bilingual Education Training Institute

The Bilingual Education Training Institute (BETI) offers in-service workshops to improve the quality of instruction for limited English proficient students. The training is offered regionally and in selected pilot districts. In the regional sessions, 120 staff members from 42 districts participated in one or more of the five full-day training sessions.

Local leadership teams from the pilot districts -- Camden, Newark, Perth Amboy, East Orange and Trenton -- participated in four full-day training sessions. Approximately 40 teachers and administrators attended the training sessions, and the state facilitator team conducted 22 visits to provide follow-up assistance to the pilot districts.

As a final training activity, a half-day seminar was held in April 1986 for all pilot and regional BETI participants, as well as for other interested educators.

Graduation Requirements for Limited English Proficient (LEP) Students

In June 1985, the State Board of Education accepted the recommendation of the English Fluency Committee and established the Maculaitis Assessment Program as the test of English fluency. This test will be a part of the Special Review Assessment for eligible limited English proficient students who enter New Jersey schools in grades nine to 12.

To determine a standard of English fluency, a field test and norming study were conducted by the Department of Education in October 1985. Based on the results, a standard of 133 raw score points was established. This score represents a high standard of English fluency. To allow districts sufficient time to review and realign their English as a second language curricula, the State Board of Education voted to delay implementation of this policy until 1989. Students of limited English proficiency who enroll in New Jersey schools prior to grade nine, however, must satisfy all graduation requirements in English beginning with the graduating class of 1987.

To further assure that districts and students are prepared, the state board also called for administrative code changes to require districts to administer the fluency test at the time when eligible students first enroll and then each subsequent year until all graduation requirements are met. This initiative has been undertaken and final adoption is projected for spring of 1987. Regular testing will provide information to students and teachers regarding students' progress toward attaining fluency in English.

Structured Immersion Project

The first year in a three-year project to study the structured immersion strategy was completed in two school districts. The structured immersion strategy is an alternative approach to educating limited English proficient students. Elizabeth implemented immersion classes at the kindergarten and first-grade levels in 12 school buildings for approximately 225 students. Union City's transitional bilingual program was studied as the control group in four schools with approximately 225 students. The department assisted both districts in planning staff training activities such as imparting specific teaching methods and techniques that could be applied in the classroom.

Since New Jersey is participating in the national study of the immersion strategy program, its evaluation is being coordinated with SRA Technologies, Inc. of Mountain View, California.

5. Student Behavior

In a comprehensive approach to problems of student behavior, discipline and motivation, the department has initiated several projects, coordinated by the Division of General Academic Education, to help local districts achieve and maintain well-disciplined, orderly and safe environments. Included among the department's major activities are:

New Jersey Project on Student Expectations

Recognizing the significance of behavioral expectations for students, the New Jersey State Department of Education and the New Jersey Principals and Supervisors Association (PSA) joined in a series of activities. These activities identify and help schools foster the kinds of student behaviors associated with successful learning and effective

schools. Through a rigorous validation process involving parents, educators, students and legislators, eight statements on positive student behavior were selected as the basis of the project.

In addition to identifying the eight statements, an information packet, complete with displays, sample school board resolutions, and a research monograph, Identifying and Fostering Positive Student Behavior, was distributed to all chief school administrators throughout the state. Department staff also participated in a variety of training activities sponsored by PSA. The department will continue to offer such training to districts at the regional curriculum services units.

Grant Program to Reduce Student Disruption in Schools

In April, the State Board of Education granted six awards to applicants who successfully competed in the \$1 million Grant Program to Reduce Student Disruption in Schools. The recipients represented 17 school districts that applied for the grants individually or in groups.

The purpose of the grant program is threefold:

- to provide resources to individual school districts or groups of cooperating districts for developing and implementing programs for chronically disruptive students;
- to identify models from among the funded programs; and
- to make such models available to other districts throughout the state.

The program is designed for chronically disruptive students in grades seven to 12. Initial funding will be available for the 1986-87 school year. Second year funding will be contingent upon the appropriation of state funds and the approval of the non-competitive renewal application submitted by the applicant.

6. Urban Initiative

During the 1985-86 school year, the Urban Initiative began to demonstrate a significant impact on New Jersey's urban districts. Progress was made in Operation School Renewal, a concentrated effort at school improvement in three districts, and in the broad-based component, a school improvement effort available to the state's remaining 53 urban districts.

Operation School Renewal

The three districts selected for participation in Operation School Renewal (OSR) were East Orange, Neptune Township and Trenton. Planning teams -- consisting of teachers, administrators, students, parents, community activists -- collaborated with department staff to develop comprehensive "scopes of work" for each OSR objective and for two special

areas of focus. In addition, each school developed individual plans to implement OSR objectives.

Operation School Renewal activities are underway in all three districts. Some of these are highlighted below.

- a. Principal Effectiveness - To increase the effectiveness of building principals, Operation School Renewal districts are participating in two types of programs. They are taking part in statewide seminars for principals, conducted semi-annually, and they are operating their own principal seminars tailored to meet local needs.
- b. Student Attendance - To increase student attendance in each project school to the statewide average of 92 percent and to expedite the rapid identification of students with attendance problems, all three districts installed computerized attendance data collection and reporting systems.

In addition, attendance officers, guidance counselors, and home-school workers have been hired to work with students identified as having attendance problems, and their families. Attendance incentives, group counseling, community outreach programs and automated calling systems have also been initiated.

- c. Pupil Performance - The three OSR districts have approached the program's objective to raise student performance in reading, mathematics and writing in a variety of ways. East Orange and Trenton offered a special summer program for middle school and junior high school students who were "at risk" of failing the High School Proficiency Test. All three districts offered summer training opportunities for teachers that focused on curriculum and instruction in areas of particular concern, e.g., mathematics problem solving, reading in the content areas and the writing process.
- d. Disruptive Youth - In order to reduce by 40 percent the reported incidences of disruptive behavior, self-contained alternative programs have been established for students who are chronically disruptive. These programs include counseling, academic instruction and a variety of activities in the community. In addition, schools established time-out rooms, in-house suspension classes and Saturday programs to deal with less severe incidences of disruption. Counseling services are provided to students as a means of preventing serious behavior problems. At the same time, teachers are improving their classroom management skills related to disruptive behavior through in-service training.

With the assistance of the team from Rutgers University which is evaluating the entire initiative, a Discipline Referral Tally Sheet (DRTS) has been designed. The DRTS enables school disciplinarians to track the number and types of disruptive incidents and facilitates the collection of data.

- e. Vocational Education - As a means of increasing youth employment, the Division of Vocational Education and the office of the Urban Initiative are providing funds to the Operation School Renewal districts to strengthen their vocational education programs. Cooperative education programs are particularly targeted for improvement. Operation School Renewal districts also receive funds for full and/or partial support of job placement coordination, career counseling programs and career resource centers.
- f. Educational Technology - Educational technology is a special area of focus within Operation School Renewal. Each district has established computer centers in middle schools, junior and senior high schools. The centers teach computer applications and increase the use of computers for instructional purposes.
- g. Secondary Special Education - Operation School Renewal districts are participating in the Division of Special Education's initiative that addresses the improvement of special education offerings for secondary school students. The programs increase opportunities, particularly in vocational education, for high school students classified as emotionally disturbed.

Broad-based Component of the Urban Initiative

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

- a. Young Dropouts - The Division of Adult Education is administering special projects to address the problems of young dropouts. These programs offer basic skills instruction and career counseling.
- b. Educational Technology - Regionally located educational technology centers make a variety of microcomputers and related hardware available for preview, evaluation and training. They also offer comprehensive libraries of educational software and computer-related curriculum materials. Three districts (Passaic, Roselle, Camden) are participating in pilot projects to integrate computer technology with basic skills improvement.
- c. Vocational Education - Materials specifically targeted for urban vocational educators have been distributed. In addition, the Division of Vocational Education provided a series of motivational workshops to help urban districts. Urban educators received help to develop high school career resource centers, increase cooperative educational placements and develop new cooperative education programs.
- d. Disruptive Youth - A team staffed by the regional curriculum services units and the Division of General Academic Education is working with five districts (Camden, Paterson, Asbury Park, New

Brunswick and Belleville) to assist alternative education programs that have been implemented for disruptive youths.

- e. Substance Abuse - Pilot projects are functioning in 10 urban districts. They are designed to improve policy, procedures and educational programs related to student abuse of drugs and alcohol.
- f. Cognitive Skills (Reading, Writing, and Mathematics) - Schools in 12 urban districts are participating in pilot projects to improve student performance in reading, writing and mathematics.
- g. Compensatory and Bilingual Education - To increase the graduation rates of compensatory and bilingual students in urban districts, the Division of Compensatory/Bilingual Education developed two major programs for the Urban Initiative. The first is the Basic Skills Program Improvement Process (BSPIP) which provides guidance for strengthening basic skills programs. Second, the division offers five full days of training through the Bilingual Education Training Institute (BETI). Three districts are participating in intensive pilot projects to improve bilingual education.

7. Programs for Special Education Students

Plan to Revise Special Education

The Plan to Revise Special Education was accepted by the State Board of Education for further development and pilot study. The plan is designed to:

- reduce the number of pupils who must be labeled "handicapped" in order to receive state-funded remedial programs by providing the appropriate assistance through the regular educational programs offered by local school districts;
- establish a school resource committee in each school building to assist pupils with educational difficulties by using the resources available within the general education program;
- delineate levels of pupil need according to the following: those in need of general education with intervention; those in need of combined regular/special education; and those in need of clearly labeled, full-time special education programs;
- classify pupils based on program need into three categories: eligible for related services; eligible for a part-time special education program; eligible for a full-time special education program;
- focus pupil evaluation procedures on instructional needs rather than on diagnostic categories or classifications;

- implement the concept of "greater need requires greater services" and eliminate extensive testing for those having less need and for whom greater services are not required;
- emphasize the role of the child study team in providing services to the general education population and programs;
- define and describe special education programs and services by establishing eligibility criteria;
- increase both regular and special education teaching staff competence through improved in-service and pre-service training; and
- provide a current year, dedicated funding system based on an approved local district special education program plan and budget as opposed to the current funding system, which is based upon the number of pupils classified.

Parent/Professional Partnerships

The New Jersey State Parent Advisory Council for the Handicapped advises the Division of Special Education on policies, regulations and initiatives that directly affect the education of handicapped children. There are approximately 400 parent/professional organizations for special education in New Jersey. In 1985-86, the Parent Advisory Council:

- advised the Division of Special Education on the development of a parent information booklet to be disseminated to all parent groups and districts in New Jersey in September 1986;
- reviewed the Plan to Revise Special Education in New Jersey and developed a list of questions and comments regarding the plan;
- developed a list of subject areas to be considered for inclusion in district monitoring reports;
- reviewed and commented on a paper developed by the division task force on programs and services available in New Jersey for handicapped adults;
- developed a computerized directory of parent and parent/professional groups for the handicapped in New Jersey; and
- developed a way to disseminate information to local education agencies and parent groups regarding conferences, training and resources to facilitate parent/professional partnerships at all levels.

Secondary Special Education

The Division of Special Education furthered its initiative to enhance the development of secondary education programs and services for educationally handicapped pupils. The initiative focused on improving basic skills achievements, reducing absenteeism and dropout rates and providing vocational training options leading to employment. The secondary special education project:

- funded programs implemented by 10 participating districts;
- provided technical assistance through a series of project director meetings with specialists in the field, and through on-site visits and monitoring;
- sponsored a statewide conference on secondary special education that focused on practical alternatives in providing services to emotionally disturbed adolescents in the high school environment; and
- began to evaluate the effectiveness of the project.

8. Categorical Aid: Multiple Excess Costs

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

The committee was given the following charge: To review the present categorical aid factors and to determine the impact upon state funding for all students who may be eligible for dual or multiple funding. In carrying out this charge, the committee sought and received commentary from various advisory boards, professional and lay association members and district administrators. The committee is currently assessing the data it has collected.

C. EDUCATIONAL LEADERS

1. Revised "Thorough and Efficient" Regulations for the Evaluation of School Districts

The Public School Education Act of 1975 provides the means for implementing the "thorough and efficient system of free public schools" mandated by the state constitution. The "thorough and efficient" (or T&E) regulations to implement the law were last revised and adopted in July 1984. At that time, the rules were adopted for two-and-one-half years instead of the normal five years. The shorter period was chosen to permit evaluation of the new monitoring standards and procedures included in the T&E code that were used to evaluate all districts during the first round of monitoring between January 1984 and December 1986.

The results of the new monitoring standards demonstrated that only minimal revisions to the rules were necessary. Consequently, a draft of the revised rules was presented at the first (or "discussion") level to the State Board of Education in June.

The revised rules retain the 10 essential elements of monitoring local school districts. These elements, or categories in which the districts must meet performance standards, 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 and Financial. However, the original 51 indicators of acceptable performance within these 10 elements have been consolidated within 43 indicators.

The State Board of Education is expected to adopt the revised rules in December 1986. The next monitoring cycle for local school districts is scheduled to begin in July 1988.

2. New Jersey's Plan to Intervene in Deficient School Districts

The department's comprehensive monitoring process is designed to evaluate all school districts and certify those districts that meet state standards for the "thorough and efficient" educational opportunity guaranteed by New Jersey's state constitution and the Public School Education Act of 1975. Nearly 80 percent of the districts monitored since January 1984 were certified for five years. The majority of the remaining districts achieved certification after correcting their deficiencies. A small number of districts, however, have been unable to correct serious problems on their own.

Therefore, in June, Governor Kean introduced a major legislative initiative, New Jersey's Plan to Intervene in Deficient School Districts. A logical conclusion to the monitoring process, this comprehensive and systematic plan provides for state intervention -- and, as a last resort, state takeover -- in districts that fail to provide the thorough and efficient system of education guaranteed to the state's public school students.

The State Assembly and Senate will consider legislation to permit the state to intervene and temporarily operate school districts that have long-standing deficiencies they cannot correct.

3. District Fiscal Responsibility and the Office of Compliance

Early in the 1985-86 school year, the Department of Education developed a compliance plan for intervening in the affairs of those few local districts where there is evidence of improper management or fiscal irregularities. The plan is an extension of the department's monitoring and auditing procedures used with local districts.

The compliance intervention plan calls for the director of the compliance office to conduct a preliminary fact-finding review of alleged irregularities to determine if a full investigation is needed. Upon completion of the fact-finding review, the director's recommendations are submitted to the Commissioner of Education.

If the Commissioner determines that there is no need to intervene, the identified deficiencies will be addressed by the district with assistance from the Department of Education. If intervention is the only course of action, department staff and other assigned persons will be directed to enter the district by invoking the Commissioner's authority under general supervisory powers, issuance of a show cause order or the invitation of the district.

4. Accountability of Private Schools for the Handicapped

The divisions of Special Education and Finance continued their cooperative efforts to monitor the fiscal and programmatic accountability in the 121 New Jersey approved private schools for the handicapped. Staff from the two divisions made joint on-site visits to 41 schools and reviewed the certified audits from all schools. For the first time private schools for the handicapped refunded monies to local school districts if overcharges were made. Proposed legislation has been introduced to allow the department to develop an actual cost tuition system.

5. New Jersey's Plan for the Supervision of Instruction

Supervising and guiding the teaching staff are vital aspects of a school administrator's job. In April, the Commissioner charged a 17-member panel, made up of state and nationally recognized educators, with developing a plan for the supervision of instruction. The panel, chaired by P. Michael Timpane, president of Teachers College, Columbia University, focused on establishing criteria for what constitutes good teaching and on designing a training program to assist school principals and supervisors in the observation and evaluation of classroom teachers.

Local districts will have the option of incorporating these findings into their own models for supervision. In addition, the Academy for the Advancement of Teaching and Management will provide voluntary training for local school district supervisors in the principles identified.

6. Effective Demonstration Schools Grant Program

New Jersey introduced an Effective Demonstration Schools Grant Program following passage of the Effective Schools Program Act signed by Governor Kean in the fall of 1985. The legislation defines the essence of the program:

It is the law of the state of New Jersey to provide a thorough and efficient education to all students. Other factors notwithstanding, the quality of schools makes a difference in student achievement and all our schools can improve. . . . A growing body of research suggests means by which we can make our schools and classrooms more effective.

In order to encourage and support the development and implementation of plans to make schools more effective, the legislature appropriated \$500,000 for a competitive grant program designed by the Department of Education. The purposes of the program are:

- to assist school districts in applying the findings of the effective schools research to improve student basic skills performance, and
- to establish ongoing demonstration sites to serve as models for other schools interested in increasing their effectiveness.

In October, more than 200 New Jersey educators attended a conference on effective schools and the grant program sponsored by the Division of General Academic Education. Subsequently, 44 proposals were received and reviewed by two panels and 17 schools -- representing urban, suburban and rural and all grade levels -- were selected as recipients of grants.

Program implementation is predicated on the participation, agreement and commitment of teachers, administrators, support staff, school board members and parents, and their representative group associations.

The New Jersey Department of Education will train the improvement teams at each school and provide on-site assistance. The Division of General Academic Education distributed two documents: Effective Schools: An Annotated Bibliography and Effective Schools: Implications for Principals to supply additional help to these teams and to others. A rigorous external and internal evaluation of the three-year program will help the department assess and duplicate the success of the demonstration projects.

7. Elementary Science Initiative

The Division of General Academic Education pursued a number of activities aimed at improving science education.

In coordination with the New Jersey Science Teachers and the New Jersey Science Supervisors associations, the department conducted a series of five training workshops throughout the state to train teachers and supervisors in the use of two new publications, the Elementary Science Safety Manual and the Elementary Science Curriculum Guide.

The Elementary Science Curriculum Guide provides a scope and sequence for science instruction in grades K-6 and The Elementary Science Safety Manual identifies safe activities and safety precautions for elementary science classrooms. These booklets have been distributed to each local school district. In addition, Computer and Video Instructional Materials Resource Guide: Elementary Science, was developed to complement the existing materials for the Elementary Science Initiative.

The Consortium for Secondary Science, a computer network that enables 60 public school science teachers and college professors to share information in their subject areas, was expanded. This project provides participants the opportunity to develop curricula and to take advantage of in-service training.

In conjunction with the Department of Environmental Protection, the department developed a plan to offer elementary science teachers the opportunity to attend workshops on environmental education in the fall of 1986. These workshops will focus on three nationally prominent programs: Project Learning Free, Class Project and Project Wild.

8. Educational Technology in the Classroom

In response to Department of Education initiatives and the needs of the state's school districts, the Division of General Academic Education developed a number of activities and products to improve instruction by using technology in the classroom.

The Division of General Academic Education developed Educational Technology in New Jersey: A Plan for Action, a report describing the department's role in helping districts develop policies, practices and programs to enhance student learning through the use of technology.

This report was published and distributed throughout the state. In addition, two meetings of School Leaders in Educational Technology were convened to discuss issues outlined in the report. This committee of approximately 70 educators advises the department on issues of instructional technology.

In addition, the department's Division of General Academic Education:

- established the Educational Technology Network, a statewide telecommunications network that electronically links all school districts in New Jersey. A user's guide was transmitted electronically to participants and potential participants via the network;
- conducted workshops on the use of the Educational Technology Network and such other subjects as correlating computer software to the HSPT skills arrays, defining the department's role in assisting school districts with educational technology programs and the use of instructional television to supplement classroom instruction;
- published a Report on the Educational Uses of Computers - 1985, a reference document, and a Summary of the Report on the Educational Uses of Computers - 1985 that was distributed to local districts;
- published Computer and Video Instructional Materials -- HSPT Resource Guide: Writing, a resource guide identifying computer and video instructional materials that can be used to help improve students' writing skills;
- planned and coordinated a Computer Education Pilot Implementation Project in three school districts to evaluate student progress in basic skills as it relates to the use of computer instruction;
- provided assistance in computer education to the Operation School Renewal districts in the Urban Initiative, and in particular to the 31 classroom computer laboratories opened. Help was also provided to the three regional curriculum services unit (RCSU) educational technology training centers;
- continued its contract with the Educational Products Information Exchange (EPIE) to provide all school districts in New Jersey with information the districts can use to evaluate computer hardware and software;
- published and distributed NewsCLIPS, the educational technology newsletter; and
- held a conference highlighting promising practices in educational technology at which 12 school districts presented their exemplary programs.

9. Vocational Education Placement Awards

A major goal of vocational education is to ensure that vocational education students are well prepared for the world of work. To this end, the Commissioner of Education and the Division of Vocational Education developed the Vocational Education Placement Awards Program.

This awards program recognizes successful vocational education programs that culminate in employment for students. The Commissioner's Cup is awarded to the school district in the state that places the highest percentage of vocational education graduates in the occupations for which they were prepared. A similar trophy is awarded to the individual school in the state that also achieves this accomplishment. Certificates of merit are conferred on schools and school districts in which all vocational education programs place 85 percent or more of their graduating students in their respective occupations.

In December 1985, Commissioner Cooperman and Assistant Commissioner Gordon Ascher awarded the first Commissioner's Cup to the Middlesex County Vocational School District. The individual school award was presented to the East Brunswick Vocational School. The award winners were selected by examining student follow-up data provided by each participating district.

10. Vocational Education Follow-up Study

Beginning with the 1985-86 school year, the State Board of Education is requiring recipients of P.L. 98-524 funds to conduct a follow-up study of all students who complete occupational programs. These studies will be completed in September and will be submitted to the Division of Vocational Education by November 1986.

Local administrators may choose to use these data to identify program strengths and weaknesses. The division will use the data base:

- as one of the elements in determining the distribution of federal vocational education funds;
- as one criterion in the federally mandated vocational education program evaluation system; and
- as the basis for determining the winners in the Vocational Education Placement Awards Program.

IV. SCHOOL FINANCE

A. State Aid

In addition to general formula aid, state aid is awarded to school districts for specific categories of children or programs. The state equalization aid program is designed to assist districts in which property wealth is insufficient to maintain programs comparable to other wealthier districts without employing an extraordinary tax rate. In 1985-86, state education aid to school districts was \$2.7 billion, representing 42.5 percent of the estimated 1985-86 education expenditures of \$6.3 billion. (See Table 6)

In 1985-86, state formula aid was allocated to districts with property wealth below \$250,927 per resident student. Approximately \$1.3 billion in equalization aid was distributed to districts.

State aid also was allocated for categorical programs. State aid appropriated for handicapped students was \$228.3 million dollars in 1985-86. Compensatory education aid for programs -- designed to raise the reading, writing and mathematics scores of students through additional programs and tutoring -- was \$105 million in 1985-86. Bilingual programs were allocated \$26.4 million in aid, and \$8.1 million in aid assisted local vocational programs.

Additional aid for specific purposes included \$155.4 million for transporting students and \$575.3 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 \$103.3 million in 1985-86. One hundred and fourteen million dollars was distributed in other specific state aid to local school districts.

Despite the amounts of the aid distributed, a number of children from urban school districts have, through their parents or guardians, filed suit challenging the funding of equalization aid as insufficient. The case, Abbott v. Burke, was remanded in July 1985 by the State Supreme Court to the Office of Administrative Law for development of a record as a contested case. All relevant evidence is to be presented beginning in September 1986, including claims and defenses in the constitutional issues. The proceeding before the Office of Administrative Law and, thereafter, before the Commissioner and State Board of Education can and will be expedited.

As a result of allegations of insufficiency and inequity, the Division of Finance has prepared studies regarding the operation of the current equalization aid formula and of school expenditures.

B. Budget Spending Limitations

In addition to the state aid component of the Public School Education Act of 1975 (Chapter 212), the law sets a limit (often called a "cap") 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 waiver of the spending limitations if they experience an unanticipated increase in enrollment or are unable to achieve their local goals and objectives in providing a thorough and efficient education for their students.

For FY 1986-87, 47 districts requested waivers. Of that group, 38 districts had requests fully approved and 9 districts received partial approval. The total amount requested was \$10.9 million; the total amount approved was \$10.6 million. While there was a slight decrease in the number of waivers requested (four fewer than 1985-86), there was a large decrease in the total dollars requested. A total of \$20.8 million was requested in 1985-86, compared with \$10.9 million requested in 1986-87.

V. MAJOR SCHOOL LAW DECISIONS 1985-86

A. Salary Guide Placement Not A Concomitant Of Tenure

In a short but significant decision, the Appellate Division of Superior Court affirmed the March 5, 1985 decision of the State Board of Education in Frances Hyman et al. v. Board of Education of the Township of Teaneck. This decision affirmed the State Board of Education's finding that the tenure entitlement, conferred on Chapter I, supplemental and compensatory education teachers by the Supreme Court's decision in Spiewak, does not carry with it entitlement to salary guide placement.

The Appellate panel agreed with both the Commissioner and the state board that local boards of education may negotiate different levels of compensation for different categories of employees. It also affirmed the state board's reversal of the portion of the Commissioner's decision directing that Teaneck compensatory education and supplemental teachers hired under Title I be compensated on the same salary guide as classroom teachers. In so doing, the court affirmed the state board's conclusion that salary guide placement is not determined by tenure but is dictated by the provisions of N.J.S.A. 18A:29-1 et seq. and by contractual agreement.

By affirming the State Board of Education's decision, the court also adopted the board's position that the provision of 18A:29-4.1, which permits boards of education to adopt salary policies, applies only to full-time teaching staff members. While the salary policy adopted need not be the same one for all full-time teaching staff members, the statute specifically authorizes the inclusion of salary schedules for all full-time teaching staff members. Thus, if a board adopts a salary policy that includes a schedule covering one group of full-time members, it must provide schedules for all such members.

At the time of this writing, the New Jersey Supreme Court had not determined whether it would choose to review this case.

B. Seniority Determinations Clarified

Last year's summary of major school law decisions reported on the August 1984 declaratory judgment entitled In the Matter of the Seniority Rights of Certain Teachers in the Edison and Old Bridge Public Schools. That decision of the Commissioner, which was affirmed by the State Board of Education on January 4, 1985, interpreted the substance as well as the intent of the September 1983 revision of the seniority regulations (N.J.A.C. 6:3-1.10 et seq.). In a decision issued on June 17, 1986, the Appellate Division of the Superior Court affirmed in all respects the Commissioner's interpretation of the seniority regulations issued in September 1983. The specific issues affirmed, and thus clarified, by the court were:

1. Teachers with elementary endorsement who taught in departmentalized seventh and eighth grades before September 1, 1983, accrued seniority in the elementary category for that service. After September 1, 1983, teachers who continued to teach in departmentalized grades seven or eight, or were transferred to such assignments under elementary endorsements, accrued seniority in the secondary category limited to grades seven and eight and only in the subject actually taught.
2. Persons serving in positions requiring an educational services certificate or a special subject field endorsement receive seniority entitlement only in the category (elementary or secondary) in which they actually served. If they have transferred from one category to another, seniority in the new category begins to accrue from the time of service in that category. However, these individuals are not entitled to district-wide seniority from the day of initial employment, as claimed by petitioners in this case.

In addition to the clarification of the major issues provided by Old Bridge-Edison, a number of additional cases involving seniority were decided by the Commissioner and the State Board of Education during 1985-86 that clarified the manner in which seniority is to be implemented statewide. Some of these cases and their determinations were:

1. Persons subjected to a reduction in force prior to September 1, 1983, whose seniority had been calculated according to the regulations then in effect, retained the seniority entitlement due them at the time of the reduction in force. Conversely, persons subjected to a reduction in force for the first time after September 1, 1983, obtained only those seniority rights accorded by the revised regulations.

This issue arose in several cases involving persons serving under special subject field endorsements such as art, music and physical education, or under educational service endorsements such as guidance counselors, psychologists, media specialists, etc. Since pre-1983 regulations made no distinction between the elementary and secondary categories, persons "rified" before September 1983 obtained seniority on a K-12 basis while persons "rified" for the first time after September 1, 1983, were entitled to seniority only in the category in which they served. Erica Cohen v. Board of Education of the Borough of Emerson, decided September 3, 1985; Henrietta Blinderman et al. v. Board of Education of the Township of Cherry Hill, decided August 19, 1985.

2. Persons at the top of a preferred eligibility list acquire an immediate seniority right to a position which becomes available and may not be required to await a "natural break" in the school year before being assigned to such a position. Barbara Yesalavich v. Board of Education of the Township of Edison, decided May 13, 1986.

3. Merely possessing endorsements, and thus the eligibility to teach a specific subject, does not entitle an individual to claim seniority to a position in a subject area never taught. A tenured home economics teacher who has never taught family life may not lay seniority claim to teach a family life program which is part of the district's health program merely because regulations cite home economics as among those endorsements entitled to teach the state-mandated program in family life education. Irene Bartz v. Board of Education of the Township of Green Brook, decided May 24, 1985.

C. Commissioner Exercises Authority Under N.J.S.A. 18A:7A-1 et seq. To Ensure A Thorough and Efficient Education

1. Two cases involved imminent deficits that would have required districts to make such drastic cuts in their current operating budgets as to impede the ability to provide a thorough and efficient education. In these instances, the Commissioner directed that the tax revenues be raised in order to assure the fiscal solvency of the school districts and their continued ability to function for the balance of the 1985-86 school year. The districts faced with the impending deficits submitted requests for additional funds to the voters and, in both instances, the special questions were defeated by the electorate. Based upon directives from the respective county superintendents, the districts were forbidden to carry out those budget reductions necessary to close the deficits. Such reductions would have had too negative an impact on the districts' abilities to provide a thorough and efficient education.

Faced with the impending deficit and the directive prohibiting budgetary reductions, the districts petitioned the Commissioner to direct that the money necessary to provide a thorough and efficient education be raised by taxation. In each instance the Commissioner issued an order directing the County Board of Taxation to raise the revenue required while providing the municipal government the opportunity to challenge the necessity for the funds in a due process proceeding. In both cases, however, the municipal government did not oppose the action taken by the Commissioner. In the Matter of the Special School Election Held in the School District of the City of Garfield, Bergen County, decided April 3, 1986; In the Matter of Maple Shade, decided May 30, 1986.

2. In a rare exercise of authority based upon precedent established in In the Matter of the Application of the Upper Freehold Regional Board, 1979 S.L.D. 443, the Commissioner directed that bonds be issued for the construction of a middle school in the Southern Gloucester County Regional School District. This directive came despite the absence of voter approval of such a bond issue. The Commissioner acted in response to a petition of appeal from the Southern Gloucester County Regional School District and an order to show cause requested by the Gloucester County Superintendent of

Schools. These required the district to explore all other alternatives to the requested relief. The two actions were consolidated into a single hearing conducted by an administrative law judge (ALJ) who recommended that the Commissioner direct the issuance of the bonds. The ALJ concluded that such an action represented the best means of providing the facilities necessary to provide a thorough and efficient education to the children of the regional district. The Commissioner took this extraordinary action because the regional district's constituents had failed to solve a facilities problem that had caused the district's children to attend double sessions for 18 years.

D. Special Education Regulations Upheld

In unanimous decisions, the Appellate Division of Superior Court and the New Jersey Supreme Court upheld tuition regulations for private schools for the handicapped adopted by the State Board of Education in 1984. The decisions found the regulations reasonable and in accordance with the department's efforts to improve the educational programs in private schools for the handicapped. The regulations established an accountable fiscal system and sought to increase services to handicapped pupils by limiting or excluding costs in tuition charges that are non-educational in nature.

Lawsuits were filed against the department by two groups representing private schools for the handicapped, the Council for Exceptional Children (The Council) and the Association of Schools and Agencies for the Handicapped (A.S.A.H.). The Council contended that the tuition regulations were unreasonable and restrictive; A.S.A.H. challenged the 2.5 percent limit on profit. Both the Appellate Division of Superior Court and the New Jersey Supreme Court upheld the department's right to regulate these schools that educate public school pupils using public dollars.

Council of Private Schools for Children With Special Needs v. Cooperman: The Association of Schools and Agencies for the Handicapped v. Cooperman, N.J. Superior Court, Appellate Division, November 27, 1985.

E. Athletics and Sex Equity

In two highly publicized cases, the Commissioner was called on to define the rights and opportunities of males and females to try out for or participate in athletic programs for the opposite sex.

1. In a matter captioned E.B. v. Northern Hunterdon Regional High School District, a young woman sought to try out and participate in the district's football program. In reliance on a resolution adopted by the New Jersey State Interscholastic Athletic Association, which in turn relied upon Federal Title IX regulations permitting the barring of girls from participation in "contact sports," the district determined that E.B. could not try out for the high school football team.

In a decision on motion granting interim relief to the petitioner in this case, the ALJ, as affirmed by the Commissioner, held that

the local board had denied E.B. a right to try out and participate in football solely on the basis of her sex, without demonstrating that there was a compelling governmental interest to exclude her. The board was directed by the Commissioner to permit E.B. to try out and participate in the same manner as it would permit any male to try out.

2. In May 1986, in a case in which a male sought to participate in the girls' field hockey program, the Commissioner ruled that the district was within its rights to bar such participation. While seemingly similar to the above case involving E.B., the Commissioner noted that widespread state and federal court precedent existed to bar boys from participation in girls sports when such "facial discrimination" was "substantially related to accomplishing an important governmental interest." In this case, the Commissioner noted that females would suffer reduced athletic opportunities if males were permitted to take part in female athletics and that, therefore, it was an important governmental interest to prevent such a situation.

The Commissioner, in conformity with earlier state and federal court decisions, noted that the "average physical differences" between males and females in weight, height, speed and strength would result in males displacing females." As a result, athletic opportunities for females, who already had fewer such opportunities than males, would be further reduced. The E.B. case was different, since girls, given the "average physical differences," would not likely replace males who already enjoyed more opportunities for athletic participation. B.C., on his own behalf and on behalf of his minor son, C.C. v. Board of Education of the Cumberland Regional School District et al., May 19, 1986.

F. Busing Of Non-Remote Private School Children Not Required

In a precedent-setting decision that reversed the Commissioner's earlier affirmation of an ALJ's finding, the State Board of Education held that N.J.S.A. 18A:39-1 did not require a local board of education to provide courtesy busing for private school children who lived less than "remote" from school (i.e., two-and-a-half miles from secondary school, two miles from primary school) even if courtesy busing were provided to public school children also living less than remote from school. In distinguishing the requirement that provides busing for private school children living remote from their school whenever public school pupils are so bused, the state board's decision held that N.J.S.A. 18A:39-1.1 permits, but does not mandate, the transportation of pupils other than those who live remote from school. Further, the state board held that denying courtesy transportation for non-remote, nonpublic pupils, while providing such a benefit to non-remote public school pupils, did not constitute "invidious discrimination" and was not arbitrary or capricious. Since courtesy transportation is not funded by state transportation aid, a local school district that seeks to conserve limited financial resources does not discriminate when it opts to provide courtesy transportation to public but not to nonpublic school pupils. Parents for Student Safety, Inc. v. Board of Education of the Morris School District, decided by the State Board of Education, February 7, 1986.

G. Appellate Division Defines Application Of 90-Day Rule

In a series of decisions that reversed the State Board of Education and affirmed the conclusion of the Commissioner, the Appellate Division defined the parameters of N.J.A.C. 6:24-1.2 which requires a petitioner to file within 90 days after his/her receipt of the notice of the order, ruling or other action concerning which the hearing is requested. However, N.J.A.C. 6:24-1.19 provides that the aforesaid rules "may be relaxed or dispensed with by the Commissioner, in his discretion, in any case where a strict adherence thereto may be deemed inappropriate or unnecessary or may result in injustice."

Prior to these decisions rendered by the Appellate Division, the state board had adhered to a strict application of the 90-day rule, thus overturning a number of Commissioner's decisions in which he had specifically relaxed the rule. In James J. Bree v. Board of Education of the Borough of Boonton (January 7, 1986), the court affirmed the right of the Commissioner to relax the 90-day rule when, in his view, strict adherence to the rule would result in an injustice.

Additionally, in Stockton v. Board of Education of the City of Trenton (May 16, 1986), the court also affirmed the Commissioner's view that a person's attempts to resolve a potential controversy locally before filing a petition should not work to that individual's detriment. In Stockton, the court agreed with the Commissioner that the 90-day period should begin at the point at which the individual has been officially notified of the decision to refuse the relief he or she has requested. To find otherwise, the court said "the reasoning of the ALJ and the majority of the state board, would open the floodgates to petitions to the Commissioner before the dispute really evolved into a 'controversy'. . . ." (Stockton, at p. 9).

H. Other Significant Decisions

1. S.T., on behalf of N.T. v. Board of Education of Millville et al.
(February 26, 1986)

The Commissioner affirmed the finding of the ALJ that N.J.S.A. 18A:35-4.6 et seq., Parents' Right to Conscience Act, did not extend the right of parents to excuse their children on the grounds of conscience from that portion of the health education drug curriculum mandated by N.J.S.A. 18A:35-4 and 18A:4-28.7. In reaching this conclusion, the ALJ and the Commissioner relied upon the Senate Committee Statement and the fact that the drug education curriculum was included in the original draft of the legislation establishing the right of a parent to request "excusal" from those portions of the "instructions in health, family life education or sex education . . . in conflict with his conscience, or sincerely held moral or religious beliefs," but was specifically omitted from the statute's final adopted version.

2. Board of Education of the Borough of Lawnside v. Board of Education of the Borough of Haddon Heights (June 18, 1986)

The Commissioner rejected allegations of racial discrimination brought by the Lawnside Board of Education against the Haddon Heights Board for failure to select a black female student to the National Honor Society. However, the Commissioner did direct the Haddon Heights Board to admit S.S. to that organization. The ALJ and the Commissioner concurred in finding that the board's selection policy, while reasonably objective up to a point, became totally subjective and arbitrary when it admitted some students whose grade point total fell below an established cutoff point while it denied admission to others similarly below the cutoff.

3. Plainfield Board of Education v. Saul Cooperman and Washington Borough Board of Education v. Saul Cooperman (March 25, 1986)

In an appeal to the Superior Court, Appellate Division, consolidated from lower court orders directing admission to school of children afflicted with Acquired Immune Deficiency Syndrome (AIDS) and AIDS-Related Complex (ARC), the court invalidated guidelines issued by the Commissioner of Education. These guidelines had established a process to make determinations regarding the admissibility to school of children with AIDS/ARC. Further, the Appellate Division found that the process for medical review of individual cases afforded insufficient due process to the districts. This review process had depended on a medical advisory panel established by the New Jersey State Department of Health applying criteria recommended by that agency to determine whether children with AIDS/ARC could attend school.

The controversy in this matter had arisen over the Department of Health's policy guidelines concluding that children with AIDS/ARC must be admitted to school unless they manifested aggressive behavior, such as biting, or were incontinent or subject to excessive drooling. The Commissioner's guidelines directed AIDS/ARC children's admission unless the district could demonstrate that the infected children manifested the behavior that would exclude them, and directed application to the medical advisory panel for review and determination.

In overturning the decision of the medical advisory panel and the Commissioner of Education, the court directed the Commissioner to develop regulations pursuant to the Administrative Procedure Act and to afford the districts involved a due process hearing pursuant to N.J.S.A. 18A:6-9.

VI. DEPARTMENTAL OPERATIONS

A. DIVISION OF EDUCATIONAL PROGRAMS

Bureau of Teacher Preparation and Certification

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

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

The bureau's Office of Teacher Education monitors and evaluates the implementation of regulations governing all collegiate programs which lead to state certification. It also monitors and evaluates the implementation of regulations governing local district-based provisional teacher programs leading to state certification.

Operational Highlights for 1985-86

During the past year, the division:

- implemented the test requirement for teacher certification. More than 8,000 persons seeking certification to teach in New Jersey took the National Teacher Examinations (NTE). Required passing scores were raised for all tests -- the general knowledge test and 16 specialty area tests. The Department of Education was designated as a test center by the Educational Testing Service for the administration of the NTE;
- awarded a grant to Jersey City State College for a minority teacher program. The grant provides tuition loans and stipends to 25 minority high school juniors who plan to enter the teaching profession. Candidates participate in a program on the college campus in the summer, in seminars during their high school senior year and in a special academic and support program throughout their college years;
- evaluated 2,500 applications for the Provisional Teacher Program, or alternate route to certification. A total of 1,344 letters of eligibility and 188 provisional certificates were issued to teachers employed in provisional training programs;

- awarded 15 Dodge Fellowship grants of \$5,000 each to outstanding alternate route teachers. These grants were given for further study to broaden teaching skills. The division held a two-day workshop for this first group of fellowship winners, a workshop that in future years will include the year's new winners and former recipients;
- recognized 15 Distinguished Teacher Candidates, outstanding college seniors preparing for teaching careers in college teacher preparation courses;
- increased recruiting for the alternate route at colleges, visiting 35 campuses in the program's second year, while increasing the number of candidates interviewed from 80 to 300;
- implemented the Provisional Teacher Program with the employment and training of nearly 200 provisional teachers statewide;
- revised policies and procedures for conducting on-site evaluation of collegiate teacher preparation programs.

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 several areas of academic achievement, in classroom instruction and in student behavior. These curriculum and training 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 academic programs authorized by state statute or federal programs.

Operational Highlights for 1985-86

During the past year, the division:

- managed the development, administration, reporting and scoring of the 1986 High School Proficiency Test (HSPT) and the Minimum Basic Skills (MBS) test;
- designed and implemented the New Jersey Effective Demonstration Schools Grant Program that awarded grants to 17 schools;
- developed and implemented procedures for awarding \$1 million in a competitive grant program to reduce disruption in schools. This program awarded six grants to a total of 17 school districts;
- developed a Drug and Alcohol Abuse Prevention and Intervention Plan that was adopted by the State Board of Education to guide the department's efforts over the next three years;
- developed a state plan, Educational Technology in New Jersey: A Plan for Action, to direct the department's activities for the next three years;

- developed and administered the Governor's Teacher Grant Program, awarding 30 grants to 46 teachers;
- administered funds from the federal Education for Economic Security Act, Title II (EESA), an act that distributed \$1.8 million to New Jersey school districts through formula allocations and grants;
- developed and implemented the Elementary Science Education Initiative that provided publications and training to improve the quality of the state's science instruction;
- coordinated and provided staff support for the Commissioner's High School Graduation Requirements Study Panel, a committee charged with recommending possible changes in course and credit requirements for the state-endorsed diploma;
- held three regional workshops for local districts presenting highlights of educational programs for the gifted funded for 1983-84 and 1984-85;
- conducted the third annual statewide forum on issues in gifted education in May 1986 to focus on the educational needs of the gifted and strategies and resources for meeting those needs;
- awarded grants totaling \$182,000 to 12 school districts to support exemplary and model projects for gifted education;
- implemented the New Jersey Project on Student Expectations, co-sponsored by the New Jersey Principals and Supervisors Association;
- completed the evaluation and approval of 51 nonpublic secondary school programs;
- initiated a complete review of the standards and procedures used in the monitoring of services provided to nonpublic school students pursuant to Chapters 192 and 193;
- prepared a Memorandum of Agreement subsequently signed by the commissioners of Health and Education, regarding joint programs in substance abuse education;
- sponsored a conference for 90 child study team members on substance abuse in cooperation with the Division of Special Education;
- co-sponsored, with the New Jersey School Boards Association and the New Jersey Department of Health, a statewide conference on employee assistance programs;
- cooperated with Arts Alliance of New Jersey and other arts organizations in conducting the sixth annual Governor's Awards in Arts Education ceremony;

- coordinated the statewide student essay contest sponsored by the National Association of State Boards of Education and the Statue of Liberty - Ellis Island Foundation;
- cooperated with other state and local agencies in implementing the Child Abuse Prevention (CAP) Project to teach pupils in selected school districts in all 21 counties how to avoid abduction and exploitation;
- co-sponsored with the National Society to Prevent Blindness/NJ a workshop on vision and eye health;
- conducted eight seminars on AIDS for educators and administrators in cooperation with the New Jersey Department of Health;
- held a conference which provided more than 200 educators relevant research information and models of effective programs to reduce student disruption;
- co-sponsored with the Department of Higher Education a conference that presented to more than 600 educators various local and national programs to improve instruction in critical thinking skills;
- developed for submission to the State Board of Education the following sections of New Jersey Administrative Code:
 - * Pupil Records - N.J.A.C. 6:3-2.1 et seq.;
 - * Drugs and Alcohol - N.J.A.C. 6:29-9;
 - * Audiometric Screening - N.J.A.C. 6:29-8.1 and 8.2;
- developed training materials, how-to manuals, research information summaries, guidelines, books and instructional materials which were distributed to all districts. The division also:
 - * developed reading, mathematics and writing products for use in the HSPT Response Plan, the Urban Initiative and HSPT Institutes;
 - * developed and distributed products in computer education, classroom management and student behavior for use in the HSPT Response Plan and the Urban Initiative;
 - * developed and distributed review manuals for all ninth-grade students to help prepare them for the HSPT;
 - * prepared and distributed A Desk Reference Manual on Student Drug and Alcohol Use: A Comprehensive Planning Guide for School Administrators to all school districts;
 - * completed distribution to all school districts of a packet of materials on child abuse and missing children, which contains the department's publication, Child Abuse and Neglect: A Bibliography of Materials and Other Resources, in response to the state legislature's resolution AJR 57;

- * published and distributed to all school districts A Report on the Implementation of Family Life Education in New Jersey Public Schools;
- * completed and distributed Classroom Motivation: Helping Students Want to Learn and Achieve in School, a publication designed to help classroom teachers elicit and maintain students' attention and energy for learning tasks; and
- * prepared and mailed to all New Jersey public and nonpublic schools printed materials for educators and students on the disease AIDS.

Division of Adult Education

The Division of Adult Education administers state and federal grants and develops state plans, procedures and guidelines for the provision of adult education services by 154 school districts and eligible agencies. State and federal grants support instructional programming for adult basic skills, the General Educational Development (GED) Test, English as a second language (ESL), citizenship classes for immigrants and skill training for refugees and entrants.

The division is responsible for developing guidelines for adult high schools and for the administration of the GED test in 33 testing centers. It also trains teachers and administrators, and provides technical assistance to promote effective adult education programs throughout the state.

Operational Highlights for 1985-86

During the past year, the division:

- provided adult basic skills programming to approximately 38,000 adults and out-of-school youths, ages 16 and older, in 152 school districts, colleges and other institutions and agencies;
- provided special adult basic skills programming to 901 young adult dropouts, ages 16 to 21, in 12 urban districts with the following results: 197 of those enrolled passed the GED examination by July 1986 and obtained high school diplomas; 267 of those enrolled were placed in jobs;
- implemented a formula-based competitive funding process for state and federal adult basic skills program funds through which funding decisions are based on criteria relating to district needs and prior program performance;
- completed the monitoring process for all of the state's 56 adult high schools, concluding a comprehensive review of each program. An adult high school is sponsored by a school district and offers a high school completion program leading to a locally issued state-endorsed diploma;

- amended the administrative code (N.J.A.C. 6:30-1 and 2) to provide clearer direction for the operation of state-issued diploma programs for adults and the operation of adult high schools;
- administered 19,824 GED tests and issued 10,650 high school diplomas through the 35 testing centers from July 1, 1985, through June 30, 1986;
- conducted 12 special projects under the federal Adult Education Act (providing approximately \$275,000 in funding) for developmental programs. Content areas included career counseling, adult literacy and programs for dropouts;
- expanded cooperative relationships with the departments of Community Affairs and Labor on behalf of young high school dropouts. An increase from five to 13 cooperative projects in urban areas is anticipated from FY 1986 to 1987;
- concluded planning with the Department of Community Affairs for an interagency agreement that will enhance planning and coordination between the two departments in implementing the New Jersey Youth Corps program;
- concluded a project with the Department of Human Services which helped 1,312 adult refugees develop English language skills, seek employment and learn how to cope with a new society;
- developed an interagency agreement with the Department of Human Services to continue English language instruction and counseling for refugees and entrants. As a result, eight agencies were awarded a total of \$303,450 to serve 740 refugees; and
- cooperated with the Small Business Development Center at Rutgers University to submit a proposal to the U.S. Small Business Administration to provide entrepreneurship training for Indochinese refugees. The project received \$15,000 of federal funds and a matching grant of \$7,500 from the New Jersey State Department of Human Services. Planned to include training in English, the project will offer eight workshops starting in September 1986, to teach refugees how to operate a small business.

Division of Compensatory/Bilingual Education

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

- 1) The Education Consolidation and Improvement Act (ECIA), Chapter 1 (for the educationally disadvantaged) including P.L. 89-313/750 (State Operated Facilities for Neglected, Delinquent and Handicapped Students).

On April 30, 1985, final regulations were published, removing parts of Section 200 and establishing Section 204, which contains general regulations for all Chapter 1 programs: local education agencies (LEAs), state migrant agencies, state agencies for delinquents and state agencies for the handicapped. Regulations became effective June 15, 1985, for school year 1985-1986 implementation.

- 2) Migrant Education;
- 3) Title VII ESEA, the Bilingual Education Act;
- 4) Transitional Programs for Refugee Children; and
- 5) Emergency Immigrant Education Assistance, as part of P.L. 98-151.

In addition, the division administers the state compensatory education and bilingual education programs. In meeting these responsibilities, the division provides educational leadership to public and nonpublic school districts and state agencies with compensatory, bilingual and migrant education programs and fosters the development of communication and computation competencies.

The Office of Compensatory Education manages the federal Education Consolidation and Improvement Act (ECIA) Chapter 1 local district programs, P.L. 89-313/750 programs for state-operated facilities and the state compensatory education programs. Office activities include: providing technical assistance to public and nonpublic school districts and other state agencies; monitoring basic skills improvement programs in accordance with state and federal law and code; administering state and federal funds; and collecting program evaluation summary data.

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

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

The Office of Research, Planning and Marketing reviews research and legislation, identifies staff needs, collects and analyzes data, develops and implements surveys, develops alternative funding sources, prepares federal and state reports and develops and disseminates curriculum and training materials.

The Office of Program Improvement Services develops, implements and disseminates curriculum materials, resources on effective practices and training materials in the areas of compensatory, bilingual and migrant education.

Operational Highlights for 1985-1986

During the last year, the division:

- computerized local district Chapter 1 allocations using the 1980 Census Poverty data; updated information on Aid for Families with Dependent Children payments, foster children and children residing in local institutions for neglected and delinquent children. A total 1985-86 grant of \$106.5 million was distributed to 593 local education agencies;
- reviewed applications for basic skills funding during school year 1985-86; 577 school districts operated Chapter 1 programs for 207,601 students, and 557 districts operated state compensatory education programs for 195,857 students;
- directed the process for approval and implementation of state agency Chapter 1 handicapped (formerly P.L. 89-313) and delinquent (formerly P.L. 89-750) projects. The division administered \$3,598,880 in P.L. 89-313 federal funds for 5,219 eligible handicapped children and \$1,226,355 in P.L. 89-750 federal funds for 1,471 neglected and delinquent residents in state correctional facilities;
- conducted monitoring of basic skills, bilingual and migrant education programs in cooperation with county office staff in 202 local school districts and 78 summer school programs;
- monitored 105 state facilities to review P.L. 89-313/750 basic skills programs for handicapped and delinquent students in cooperation with county office staff;
- developed and disseminated Guidelines for the Development of Application for Basic Skills Improvement Programs and FY 85 Evaluation Summary Reporting forms for 577 ECIA Chapter 1 local district programs and 105 P.L. 89-313/750 state-operated programs;
- assisted local districts, in cooperation with county office staff, in developing plans to provide equitable services for eligible nonpublic students to comply with the requirements of the Aguilar vs. Felton Supreme Court decision;
- participated in the review of affidavits from 18 districts eligible for a stay in implementing the nonpublic Chapter 1 Supreme Court decision;

- conducted statewide regional meetings for public and nonpublic school administrators about the Aguilar vs. Felton Supreme Court decision;
- developed a process to help county office staff review district plans to analyze and improve the exit rate of students from the bilingual or ESL programs to the regular program;
- helped provide 226 districts with bilingual and ESL programs for 34,803 students from approximately 100 language backgrounds. State categorical aid to these programs was \$26,363,000;
- administered \$268,560 in federal funding under the Transition Program for Refugee Children to 135 school districts. These funds assisted 1,249 eligible children;
- received a Title VII grant award for \$74,986 to coordinate technical assistance to the 10 districts with Title VII projects in the areas of program improvement, teacher training and parental involvement. School districts received a total of \$1,058,125 for Title VII projects (See Table 10);
- administered \$737,326 in federal funding under the Emergency Immigrant Education Assistance Act for 15 school districts with significant numbers of immigrant children. The program provided supplemental education services to 8,448 eligible students;
- operated 23 migrant education winter projects and 17 summer projects through contractual arrangements with local education agencies and through two statewide projects in cooperation with the New Jersey Department of Health and the New Jersey Commission for the Blind;
- conducted a Migrant Education Training Institute to train 120 migrant summer school staff;
- operated the Migrant Education Goals for Youth Project, a goals setting curriculum using professional athletes as counselors and role models for migratory adolescents (grades seven to 12). The project operated for a 12-week period (fall 1985 and spring 1986), serving a total of 11 migrant projects and 67 students, and used five professional football players and one retired senior volunteer;
- co-sponsored, with the Division of Vocational Education, the Migrant Education Counseling and Career Awareness Project, providing in-service training for teachers in the development of curriculum materials for career awareness, exploration and preparation. This was accomplished through the development and dissemination of a curriculum guide and through in-service institutes for teachers;

- participated in nine migrant interstate education projects funded by the U.S. Department of Education, Division of Migrant Education, Interstate and Intrastate Program Section 143;
- developed and disseminated A Study of the Certification Status of Bilingual and English as a Second Language Teachers in New Jersey: Recommendations for a Provisional Teacher Program;
- developed and disseminated Incentives for Basic Skills Improvement in New Jersey;
- prepared Effective Practices in Secondary Basic Skills Programs--a Compendium of Case Studies, which describes exemplary basic skills improvement programs in eight states, including New Jersey;
- developed and disseminated Effective Classroom Practices for Bilingual/ESL Teachers which presents the findings on effective schools and the theories of language acquisition and practical strategies for applying these findings;
- developed a turn-key training manual in bilingual education which compiles material from a two-year technical assistance and training project funded by Title VII; and
- developed and disseminated Guidelines of Program Plan for Bilingual/ESL Education Programs, FY 87.

Division of Vocational Education

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

- supporting programs that enable vocational education students to develop the skills, attitudes and knowledge required to make informed and meaningful occupational choices, to enter currently available jobs and employment in emerging occupations;
- providing programs which help vocational education students learn to adapt to future occupational changes, allowing for career mobility within emerging occupations;
- encouraging vocational educators to form partnerships with business and industry to develop "task analyses," or assessments of the skills and knowledge needed on specific jobs, so that these analyses can be used for curriculum development;

- establishing programs that give vocational education students work experience as a part of their vocational training; and
- encouraging administrators to provide vocational education students with the needed support services, guidance and counseling, special programs and placement services.

Operational Highlights for 1985-86

During the last year, the division:

- supported, in cooperation with the Division of County and Regional Services, the delivery of more than 2,150 local vocational and pre-vocational programs;
- sponsored leadership development activities for more than 21,900 vocational student organization members;
- developed state program standards for the operation of Agricultural Education, Business Education, Home Economics Education, Consumer and Homemaking, Home Economics Related Occupations and Industrial Arts programs;
- conducted two research projects relating basic skills to existing vocational education curricula;
- identified those skills in the vocational curricula which matched the skills tested by the High School Proficiency Test required for a high school diploma;
- developed and implemented, with the Division of County and Regional Services, a county/state planning process for vocational education to comply with the Carl D. Perkins Vocational Education Act. Information provided through this project will be used to develop local program applications, the annual county plans for vocational education and the State Plan for Vocational Education FY 1989-1990. The state plan will include: state policies and procedures governing vocational education and a blueprint for developing vocational education programs in New Jersey;
- implemented a vocational summer work/study program based on the concept that strengthening basic skills and providing paid employment would give students the skills necessary to pass the 1986 High School Proficiency Test. Of the 92 students who had performed poorly on the 1985 trial administration of the HSPT and who completed the program, 71.4 percent improved their scores in reading, 78.2 percent improved in math and 61.3 percent improved in the multiple-choice writing category;

- distributed approximately \$13 million in federal and \$4.5 million in state vocational education funds to school districts statewide to run quality vocational education programs; and
- created the Bureau of Program Development and Innovation to help guide local education agency officials in improving vocational education programs.

The Division of Vocational Education emphasized the coordination of training conducted under the Carl D. Perkins Vocational Education Act and programs conducted under these acts:

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

A significant effort between the division and the Job Training Coordinating Council resulted in linking JTPA Exemplary Youth Programs with Cooperative Vocational Education Programs. This cooperative effort delivers a unified and coordinated employment training program for JTPA eligible in-school youth. As a result, local education agencies may be eligible to receive:

- JTPA funds for summer youth grants to coincide with the HSPT Summer Work Study Vocational Education Programs;
- additional revenues to serve new cooperative vocational education students; and
- additional revenues for each student enrolled in the vocational program.

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. The division's Bureau of Policy and Planning analyzes enforcement of state and federal regulations, designs and implements research, coordinates distribution of federal funds, coordinates the Comprehensive System of Personnel Development (CSPD), implements the State Plan for the Hearing Impaired, and processes and analyzes statistical reports. Its four bureaus of programs and services design and implement improvement projects, ensure that programs and services are provided in compliance with regulations and conduct due process settlement conferences. A new Bureau of Program Development was established to further develop the Plan to Revise Special Education and test the feasibility of its various components.

Operational Highlights for 1985-86

Federal Grants (P.L. 94-142) for Districts

- Provided in-depth training in various components of the grant applications in order to maintain the higher standards for grant applications established last year; and
- awarded more than \$2 million in competitive grants to approximately 60 districts, as well as \$30 million in entitlement monies, to support a variety of services to handicapped children. Funding priorities were: cooperative arrangements among districts, programs for severely handicapped pupils and services for mainstreamed handicapped pupils.

Early Childhood Programs

- Sponsored 38 early intervention programs that served approximately 3,000 handicapped children from birth to age three;
- began needs assessment activities in training, continuum of service and the identification of under-served populations from birth to age three;
- implemented an evaluation plan and a formal interagency agreement for the planning of services for handicapped children from birth to age three;
- sponsored 12 preschool handicapped resource centers throughout the state that provided technical assistance to districts to develop, expand and improve programs for preschool handicapped children and their families; and
- provided start-up money to districts for new classes, grants to teachers for innovative projects and the annual symposium on early childhood education, "The Challenge: Intervention for Young Handicapped Children."

State Facilities Education: Programs for the Handicapped

- Made significant progress in improving educational programs for the handicapped in state agencies by implementing the State Facilities Education Act of 1979. As a result, educational programs throughout the departments of Corrections and Human Services became more diversified and better organized, employed more appropriately certified staff, provided more staff training and were better supplied with instructional materials and equipment; and
- revised the monitoring procedures to provide an in-depth review of all state facilities' educational programs. Approximately 4,000 handicapped pupils were served in programs operated by the departments of Corrections and Human Services during 1985-86.

State Plan for the Hearing Impaired

- Expanded the special collection of curriculum and instructional materials on loan from the learning resource centers;
- conducted a statewide conference on educating hearing impaired children for about 300 parents and professionals;
- conducted an intensive conference on teaching speech and reading to deaf children; and
- funded two child study teams with special expertise in assessing and evaluating hearing impaired children.

Special Education Technology

- Conducted a statewide workshop on computer applications to special education designed to provide hands-on training for special education teachers in topics ranging from computer-assisted instruction to software evaluation;
- conducted computer training for resource room teachers designed to familiarize them with the use of computer-based learning materials, software evaluations and strategies for building problem-solving skills; and
- established the New Jersey Assistive Devices Center (to open October 1986) that will rotate exhibits through the learning resource centers. These exhibits are sponsored through a newly established public/private partnership among the division, the Bell Communications Network, Rev Network and the Pioneers.

Learning Resource Centers (LRCs)

- Offered information, materials circulation, consultation and production services to educators and parents of special education students in New Jersey. The LRCs constitute a statewide network supported by federal funds (P.L. 94-142) and sponsored by the division;
- presented statewide conferences and regional workshops offered to teachers, administrators and parents; and
- expanded the services of the LRC system through its mobile van outreach service.

Vocational Special Education

- Prepared a background paper for a newly established task force charged with making recommendations for maximum class sizes in vocational special education programs; and

- distributed an updated list of approved vocational rehabilitation centers serving handicapped pupils.

Task Force on Adult Services

- Prepared a report on the current services for handicapped adults, current and pending legislation affecting these programs, and models from other states; and
- prepared and distributed a directory of programs and services available to handicapped adults in New Jersey.

Due Process

- Assured compliance with federal and state laws concerning the effective and efficient provision of due process rights by:
 - * responding to more than 300 requests for due process by parents or districts;
 - * developing a computer system to allow complex analysis of due process issues, the delivery system and case outcomes; and
 - * providing cooperatively planned training sessions with the Office of Administrative Law for the mediators and judges involved in special education cases.

B. DIVISION OF COUNTY AND REGIONAL SERVICES

The Division of County and Regional Services oversees the regulation of the state's public schools through its 21 county offices of education. The county offices formally evaluate all school districts once every five years in a process known as monitoring and are also responsible for the annual review and approval of each district's planning objectives. In addition, the county offices provide assistance to local districts in meeting their annual planning objectives and other identified needs.

Three regional curriculum services units (RCSUs), situated in the northern, central and southern regions of the state, provide assistance to the school districts located in each region. Assistance includes in-service training of teachers, curriculum planning, adaptation and development of curriculum packages, dissemination of curriculum materials and information, networking of successful programs and the brokering (or linking of districts to successful educational and administrative practices used elsewhere) of other educational resources.

The division's Office of Equal Educational Opportunity (OEEO) has the two-fold responsibility of monitoring school districts for compliance with federal desegregation laws and of providing technical assistance to local districts in the development and implementation of their own desegregation plans. In conjunction with these functions, the office also conducts civil rights compliance monitoring in school districts having vocational education programs. Civil rights monitoring is done in accordance with federal guidelines for the elimination of various forms of discrimination.

During the 1985-86 school year, an Office of Compliance was created as an adjunct to the division. The Office of Compliance is empowered to conduct fact-finding investigations in those districts that evidenced serious irregularities in their management and fiscal operations. The unit also conducts investigations that could ultimately lead to direct intervention by the State Department of Education in the operation of the district.

Operational Highlights for 1985-86

During the last year, the division:

- monitored 108 districts, bringing to 477 districts the total number monitored since January 1984. Of the total number monitored, 424 have been certified for acceptable performance. Non-certified districts have been assigned to continued monitoring at Level II or Level III;
- completed fiscal monitoring of the the East Orange School District and returned fiscal control to the district after specific requirements were implemented;
- conducted a second year of High School Proficiency Test (HSPT) workshops for teachers of grades seven, eight and nine at the regional curriculum services units (RCSUs);
- assisted Urban Initiative pilot districts, through the RCSUs, in conducting needs assessments and developing action plans;

- conducted 112 civil rights desk audits of vocational programs and 27 on-site reviews in accordance with federal guidelines for eliminating discrimination and the denial of services on the basis of race, color, national origin, sex or handicapping condition;
- assisted the Division of Educational Programs in revising the Special Review Assessment (SRA) process and in conducting training sessions about the SRA for local district personnel;
- provided technical assistance from RCSUs to local school districts participating in the effective schools grant initiative;
- conducted training sessions for teachers in computer use at the educational technology training centers (ETTCs) located at the regional curriculum services units; and
- drafted revisions to the "Thorough and Efficient" (T&E) administrative rules to focus on the evaluation and certification process for school districts, the corrective action process for districts and the effects of the High School Proficiency Test on new district standards.

C. DIVISION OF DIRECT SERVICES

The Division of Direct Services administers the department units that provide educational programs directly to the public. Those units include 11 regional day schools for the handicapped, the Center for Occupational Education/Experimentation and Demonstration (COED), Newark Skills Center (NSC), Marie H. Katzenbach School for the Deaf and the New Jersey School of the Arts.

Using the resources of other state agencies, as well as other divisions within the Department of Education, the Division of Direct Services actively develops and improves educational programs.

In May 1986, the State Board of Education appointed H. Mark Stanwood as the new director of the division, succeeding Richard M. Kaplan, who became director of the Office of Compliance, Division of County and Regional Services.

Operational Highlights for 1985-86

During the last year, the division:

- conducted six sessions of the Executive Academy program for educational leaders throughout the state. The academy is designed to increase understanding of education issues and initiatives. The 91 participants included superintendents, school board members, school business officials, principals, supervisors and teachers;
- expanded the New Jersey School of the Arts program to provide instruction in visual art, music, theater, dance and creative writing at the Montclair location, serving 101 students, and at a winter site in Glassboro, serving 109 students;
- negotiated with local school districts and renewed three contracts for the operation of regional day schools;
- increased enrollment in the 11 regional day schools by more than 10.5 percent. Enrollment data as of June 30, 1986, are reported below:

<u>School</u>	<u>Enrollment</u>
Bleshman (Paramus)	157
Corbin City	38
Hamilton	131
Jackson	109
Piscataway	108
Morristown	82
Millburn	70
Mannington	83
Newark	83
Winslow	56
Jersey City	35

- installed new playground equipment at eight of the regional day schools.

Marie H. Katzenbach School for the Deaf

- Appointed Dr. Richard G. Bozza as superintendent;
- completed the Facilities Inventory and Master Plan. The report will assist in long-term planning for efficient use of the school;
- enrolled 350 students in programs designed for children ranging in age from infants to those of high school age;
- co-sponsored, with the Division of Special Education, a Conference on Education of Hearing Impaired Children and Youth for parents and professionals. More than 300 parents and professionals from throughout the state participated;
- planned and conducted an extensive in-service program for staff which focused on sign language and residential program improvement; and
- conducted a work/study job placement program for nine seniors. Upon graduation several students were employed full time by the cooperating agencies.

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

- Enrolled 550 students, representing seven school districts, in the regular school year program at COED. Students participated in one or two of 23 occupational areas. Additionally, 477 students were enrolled in the summer 1985 program and 300 students participated in the vocational assessment component;
- surveyed COED's 1985 graduating class to determine employment status. Of the respondents, 65 percent were working full time, 27 percent were in post-secondary education and three percent were in military service;
- established a pilot program to enrich the training in mechanical drawing, machine trades and electronics. The program culminated in 21 students winning prizes at the New Jersey Craftsman's Fair. Student entries were on display throughout the Essex County region;
- improved the efficiency and effectiveness of the assessment and learning laboratories through the use of computers. The new program will assist in the writing of reports, testing of students and monitoring of special education students;

- conducted a federally funded occupational program for 200 economically disadvantaged and unemployed adults at the Newark Skills Center. Approximately three-quarters of all trainees were placed in competitive employment upon program completion; and
- established a Youth Employment Competency System at the Newark Skills Center. The system measures the progress of trainees in acquiring pre-employment, work maturity, basic education and specific job skills.

D. DIVISION OF STATE LIBRARY

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

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

The State Library:

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

Operational Highlights for 1985-86

During the past year, the division:

- contracted with the architectural firm of Herbert S. Newman Associates for renovation of the State Library;
- contracted with RMG Consultants, Inc., for assistance in the development of specifications for the Integrated Library System (ILS);

- administered grants of \$13.2 million in state aid funds and \$3.7 million in federal funds to libraries in New Jersey;
- adopted new borrowers' cards for the Trenton library facility that also maintain borrower anonymity;
- began the planning phase of a three-year program to update the automated system, designed specifically for library services to the handicapped, at the Library for the Blind and Handicapped. The system update will increase file capacity, improve central processing unit efficiency, and add bar-coded circulation and inventory control;
- established an office for conservation/preservation of library materials and began planning a statewide conservation/preservation project;
- created the Access Center to provide toll-free service for all libraries in the state lacking direct access to the OCLC System for interlibrary loans;
- hosted the annual White House Conference on Libraries and Information Science (WHCLIST) held in Princeton;
- held the third annual Fall Festival for users of the Library for the Blind and Handicapped at the library;
- began a two-year project through the Library for the Blind and Handicapped to inform the deaf community of resources available in public libraries and to encourage their use;
- granted formal recognition to the remaining five of six regional library cooperatives: Region 1 (Hunterdon, Morris, Somerset, Sussex and Warren counties), Region 2 (Bergen and Passaic counties), Region 3 (Essex and Hudson counties), Region 5 (Mercer, Monmouth and Ocean counties), and Region 6 (Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester and Salem counties);
- published and distributed the fifth edition of the Library Laws of New Jersey;
- received a \$5,400 grant from B. Dalton Bookseller to fund a third year of a summer reading program;
- established a Library Network Review Board to advise the State Librarian on network issues;
- developed statewide guidelines for Children's Services in Public Libraries and Young Adult Services in Public Libraries;

- held a three-day conference for coordinators and members of executive boards of the six regional library cooperatives. Entitled "The New Jersey Library Network: Making It Work," the conference discussed guidelines for four required services (supplemental reference, interlibrary loan, citation and location, and delivery) and presented an in-depth look at the contracting process;
- initiated electronic communication and statewide delivery grant projects to provide speedy responses to patrons' needs through the New Jersey Library Network;
- implemented six major library-related laws approved by the legislature, including laws relating to the:
 - * exemption of public library appropriations from municipal "cap" restrictions;
 - * change of library appropriations base from assessed to equalized valuation;
 - * confidentiality of library records and adoption of new borrowers' cards which maintain borrower anonymity;
 - * penalty for theft of library materials requiring libraries in the state to post signs notifying the public;
 - * creation of new state aid categories, including audiovisual public library services, services to institutionalized persons, conservation and preservation, collection development and support of municipal library branches; and
 - * relief from "cap" restrictions on appropriations for the Morris County Library;
- developed a statewide Let's Talk About It book program supported in part by a grant from the National Endowment for the Humanities; and
- initiated plans for the expansion to southern New Jersey of Audiovision, the radio reading service for the blind and handicapped that provides listeners with readings from daily and weekly newspapers, current magazines and books.

E. DIVISION OF EXECUTIVE SERVICES

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

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

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

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

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

The Public Information Office serves as an information link with news media, the state's educational community, other government agencies and the general public. It provides communications assistance to other divisions of the department by providing editorial review of documents and by developing news releases, speeches, news conferences, position statements, newsletters, magazine articles, opinion-editorial pieces and arrangements for appearances on broadcast media.

The State Board Office assists the State Board of Education in meeting its responsibilities for the supervision and control of public education in the state. The State Board Appeals Office processes appeals from Commissioner's decisions in cases arising under the education laws; it also assists the state board's Legal Committee in developing its recommendations to the full board.

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

Operational Highlights for 1985-86

During the past year, the division:

- played a significant role in reviewing, amending and implementing revisions to Department of Education Athletic Guidelines;

- developed a policy statement for distribution to all chief school administrators setting forth the requirement for appropriate certification and describing legal sanctions which would be imposed for failure to comply;
- developed legislative language for implementation of the New Jersey Plan to Intervene in Deficient School Districts;
- developed a statistical study of State Board decisions in which the Commissioner's decision had been reversed. Analyzed the decisions and issues involved and provided an analysis of Commissioner and State Board decisions brought before the Appellate Division;
- developed an analysis and position paper on the impact of Aguilar v. Felton upon the provision of Chapter 192-193 services. Also participated in the task force which defined the state response to the provision of services to nonpublic school children in the wake of this legal decision;
- developed and implemented a total revision of N.J.A.C. 6:24-1.1 et seq. Controversies and Disputes;
- developed procedures and regulations for implementing the Department of Health's regulations dealing with admissibility to school of children with Human Immune Deficiency Virus (HIV) infection (formerly designated as AIDS);
- participated in the development of regulations for implementing the \$18,500 minimum salary for teachers;
- produced and disseminated New Jersey's Design for Educational Excellence;
- prepared and disseminated the HSPT Communications Kit, for the use of local school districts;
- planned and/or coordinated public relations activities for new department initiatives such as New Jersey's Plan for the Supervision of Instruction, New Jersey's Compensatory Education Incentives Program, New Jersey's Plan to Intervene in Deficient School Districts, special education reforms and revisions to bilingual certification;
- planned and/or coordinated public relations for all state board meetings and special events such as the 1986 Teacher of the Year Program, the Governor's Convocation for Outstanding Teachers and the Governor's Teaching Scholars Program;
- planned and coordinated activities of the department's Speakers Bureau;
- edited and prepared the department's 1984-85 annual report;

- edited approximately 110 publications for various divisions of the department.
- prepared, edited and disseminated monthly issues of the New Jersey Education Bulletin and The EDition;
- prepared and disseminated approximately 140 media advisories and press releases;
- prepared and disseminated the department's new Publications Catalog, with the Division of Administration;
- provided technical and lobby support to enact the law requiring a minimum teachers' salary (Chapter 321, Laws of 1985) and the Governor's Teacher Recognition Act (Chapter 322, Laws of 1985);
- provided direct support for department activities related to the implementation of the \$18,500 minimum salary law;
- amended, modified and worked toward enactment of legislation in critical areas of education. Legislation included:
 - * adult high school funding (S 194/A 1693); and
 - * tuition for private schools for the handicapped (S 2777/A 2430);
- helped develop department policy and shape legislation on search and seizure of student property (A 422) and criminal record checks of teaching and nonteaching staff (S 223 and A 1906);
- supported department activities related to the Governor's Annual Award for Outstanding Teachers. Assisted the Division of Educational Programs in developing program structure, district applications process and the Governor's Convocation;
- provided technical support leading to the enactment of the state education budget;
- provided technical assistance and review for department initiatives such as the compensatory education incentive program, bilingual certification and the High School Proficiency Test (HSPT);
- coordinated the development of a citizen network for the HSPT;
- provided developmental assistance for the state-operated school districts initiative developed by the Division of County and Regional Services;
- worked with the Department of Insurance to help find ways to assist local boards of education with their insurance problems;
- articulated the deliberations of a cross-divisional study group charged to develop a plan of action for assisting districts expecting high failure rates on the 1986 HSPT;

- developed for the State Board of Education a policy paper concerning K-8 certification endorsement. The paper solidified the department's position on the issues and provided guidance for local school districts;
- worked with the Governor's office on the implementation of the new protocol for asbestos removal and abatement. An interdepartmental team facilitated the implementation of the new protocol;
- coordinated activities of the State Board Facilities Committee, which is studying statewide capital needs and appropriate funding mechanisms to respond to those needs; and
- managed the review process for the Newark and Pinelands Regional school districts' master teacher selection process. Numerous communications were provided to both districts regarding the analysis, results, findings and expectations.

Pilot Master Teacher Program

The Pilot Master Teacher Program was initiated by Governor Kean and developed by the Governor's Commission on Master Teachers to support, recognize and advance the careers of New Jersey teachers. As designed, the pilot program called for the selection of five pilot districts, with each district selecting up to five percent of its teaching staff as master teachers. Each master teacher receives a \$5,000 stipend for an additional month of work plus other year-long educational projects and services.

Initially, five districts were selected for the opportunity to serve as pilot districts starting with the 1985-86 school year. However, three districts withdrew their applications when their teacher organizations withdrew approval. One district (Newark) was denied approval by the Commissioner because of unanswered questions concerning its process for selecting master teachers. Pinelands Regional, however, proceeded to the next step of nominating teachers for master teacher designation.

Pinelands Regional State Pilot Master Teacher Program: the Pinelands Regional district received final approval by the Commissioner to initiate three components of its program: a teacher resource center, student leadership training and a computer applications for business program.

It is anticipated that the pilot program will continue, if approved, for the designated three-year period.

F. DIVISION OF FINANCE

In 1985-86, the Division of Finance supervised the allocation and payment of \$2.7 billion dollars in state aid and \$270 million dollars in federal aid to 602 school districts. The division and its Audit Bureau are responsible for ensuring that these resources are properly accounted for and expended.

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

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

Operational Highlights for 1985-86

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

Facility Planning

Chapter 373, Laws of 1983, requires the Bureau of Facility Planning to evaluate substandard facilities which the county superintendent of schools has approved for use for two consecutive years. From July 1, 1984, to June 30, 1986, 2,650 substandard facilities were evaluated in 21 counties. The bureau is also statutorily responsible for the review of all plans involving the educational adequacy of school buildings. Two hundred and seventy-five facility plans were reviewed in 1985-86.

In order to ensure the health and safety of students receiving instruction, as a result of Chapter I and Chapter 192-193 programs (in trailers and vans), the bureau evaluated and made on-site inspections of 415 units.

The bureau also developed a new code for trailers and vans to make certain that all pre-manufactured units are safe, healthy and as educationally adequate as possible.

Audit Bureau

In 1985-86, the Audit Bureau completed 205 varied inspection/audit assignments. The bureau's audit scope has been greatly expanded due to recent legislation and included three Level III monitorings, 38 fiscal monitorings of private schools for the handicapped, 20 fiscal reviews of the ECIA Chapter I projects, two general inspections of school business practices and procedures, two register audits, one transportation aid audit, 17 audits of state aid under the Teacher Quality Employment Act, one tuition audit, two budget projections, 117 Child Nutrition Program audits and three audits of asbestos projects.

In addition, the bureau was responsible for redesigning two audit programs -- one for public school districts and another for private schools for the handicapped. Quality assessment reviews were performed on the certified annual audits received from the 616 public school districts and the 120 private schools for the handicapped.

As a result of bureau audits, exceptions were taken to state aid payments in the following categories: register audits, \$1,908,599; transportation audits, \$584,501; Teacher Quality Employment Act audits, \$74,296; and Child Nutrition Program audits, \$286,365. Total funds recovered in 1985-86 amounted to \$2,853,761.

Child Nutrition

In 1985-86, the school lunch program served 492,581 children daily, of whom 46 percent were from low income families who received this program at reduced prices or at no cost. The program expended \$57,754,136 in federal funds and \$7,290,000 in state funds.

Three hundred day care centers also participated in the Child Care Food Program, which serves breakfast, lunch, dinner and supplemental meals. The program was supported with \$10,230,792 in federal funds during 1985-86.

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

Breakfasts	2,775,977
Lunches	3,505,785
Dinners	569,991
Supplemental	3,564,116

One hundred local agencies participated in a summer food service program that served children in low-income areas. The program provided \$4,021,680 in federal funds for the following meals:

Breakfasts	781,407
Lunches	1,934,054
Dinners	138,926
Supplemental	309,323

Pupil Transportation

The Bureau of Pupil Transportation approved payment of transportation services for 464,475 public school pupils, 74,027 nonpublic school pupils and 60,443 handicapped pupils. These students were transported 128 million miles in 12,624 school vehicles operated by 20,000 licensed school bus drivers. The bureau also reviewed applications for 16 school districts participating in the computerized bus scheduling and routing program that assists in creating efficient, multi-fleet operations. Approximately 159 districts now share in this cost-saving program.

G. DIVISION OF ADMINISTRATION

The Division of Administration provides internal management and operational services for the department. The division's responsibilities include: budget and accounting, data processing and information resources management, grants and contracts, internal auditing, human resource management, affirmative action and central services.

Operational Highlights for 1985-86

During the past year, the division:

- installed a wide variety of computer-related systems and services, including:
 - * adding 30 terminals throughout the department with access to the Digital VAX computer;
 - * doubling the department's computer capacity with the addition of a second VAX processor;
 - * installing microcomputer workstations in each division to allow for office automation activities;
 - * developing and installing a computer communications network linking local school districts with the department's central computer;
 - * developing a comprehensive electronic data collection plan to provide for data transmittal from local districts.
- These activities have resulted in a 200 percent increase in computer system production while, at the same time, achieving cost savings exceeding \$1.2 million per year and cost avoidances of \$96,000.

In addition, the division:

- published a new Employee Handbook;
- upgraded typesetting, photocopying and mailing services by adding a digital typesetter, a two-sided automatic high speed photocopier and computer-linked addressograph equipment;
- coordinated the program by which more than 50 department supervisors and managers completed Phase I of the Certified Public Managers (CPM) Program. To date, more than 100 department managers have completed or are enrolled in the program;
- conducted 152 training programs for approximately 1,485 employees; and
- coordinated the training of more than 80 percent of the department's employees in the Governor's Affirmative Action Awareness Program.

VII. APPENDIX
Selected Educational Statistics

Table 1-A

NEW JERSEY STATEWIDE TESTING SYSTEM
1985-86 HIGH SCHOOL PROFICIENCY TEST - GRADE 9
STATEWIDE SCORE DISTRIBUTIONS

READING TEST - MEAN HSPT SCORE 1986: 85.0
MEAN HSPT SCORE 1984: 77.3

	DISTRIBUTION OF HSPT SCORES				
	0-20	21-40	41-60	61-80	81-100
*Number Tested 1986: 80547					
Number of Students 1986	11	409	3767	19221	57139
Percent of Students 1986	0.0	0.5	4.7	23.9	70.9
Percent of Students 1984	0.1	4.3	11.9	32.2	51.5

MATHEMATICS TEST - MEAN HSPT SCORE 1986: 71.6
MEAN HSPT SCORE 1984: 62.6

	DISTRIBUTION OF HSPT SCORES				
	0-20	21-40	41-60	61-80	81-100
*Number Tested 1986: 80511					
Number of Students 1986	67	4760	17906	26785	30993
Percent of Students 1986	0.1	5.9	22.2	33.3	38.5
Percent of Students 1984	0.6	14.4	31.5	31.1	22.5

** WRITING TEST - MEAN HSPT SCORE 1986: 82.2
MEAN HSPT SCORE 1985: 80.0

	DISTRIBUTION OF HSPT SCORES				
	40-52	53-64	65-76	77-88	89-100
***Number Tested 1986: 80393					
Number of Students 1986	270	2001	16657	43947	17518
Percent of Students 1986	0.3	2.5	20.7	54.7	21.8
Percent of Students 1985	1.0	5.1	27.2	49.3	17.4

ESSAY SECTION - MEAN SCORE 1986: 7.9
MEAN SCORE 1985: 7.6

	DISTRIBUTION OF ESSAY SCORES											
	0	2	3	4	5	6	7	8	9	10	11	12
*Number Tested 1986: 80721												
Number of Students 1986	486	62	15	1046	1368	14937	8609	29310	11359	10338	2273	918
Percent of Students 1986	0.6	0.1	0.0	1.3	1.7	18.5	10.7	36.3	14.1	12.8	2.8	1.1
Percent of Students 1985	1.3	0.2	0.1	2.7	4.0	19.6	14.1	30.2	14.0	9.1	3.4	1.3

MULTIPLE-CHOICE SECTION - MEAN SCORE 1986: 81.9
MEAN SCORE 1985: 78.0

	DISTRIBUTION OF SCORES				
	0-20	21-40	41-60	61-80	81-100
*Number Tested 1986: 80416					
Number of Students 1986	22	606	4508	27094	48186
Percent of Students 1986	0.0	0.8	5.6	33.7	59.9
Percent of Students 1985	0.1	1.8	9.2	40.8	48.0

- * Excluding Special Education and limited English-speaking students, and voided answer documents.
- ** The writing results are compared to 1985 instead of 1984, due to a change in the method for scoring the essays from the Holistic method in 1984 to the Registered Holistic method used in 1985 and 1986.
- *** Excluding Special Education and limited English-speaking students, and answer documents voided on either or both portions of the Writing test.

**New Jersey Statewide Testing System
1985-86 Minimum Basic Skills Test**

COMPARISON OF TEST RESULTS BY YEAR

TEST	NUMBER TAKING THE TEST IN 1985-86*	NUMBER MEETING OR EXCEEDING STATEWIDE STANDARD IN 1985-86	PERCENT MEETING OR EXCEEDING STATEWIDE STANDARD IN:				CHANGE IN % OF STUDENTS MEETING OR EXCEEDING STATEWIDE STANDARD**
			1985-86	1984-85	1983-84	1982-83	
10 READING	9,338	7,360	78.8	74.9	71.9	63.5	+15.3
10 MATH	8,731	6,664	76.3	75.7	78.7	67.3	+9.0
11 READING	4,860	4,074	83.8	77.8	77.7	-----	+6.1
11 MATH	4,328	3,567	82.4	79.5	80.9	-----	+1.5
12 READING	844	644	76.3	74.3	-----	-----	+2.0
12 MATH	676	529	78.3	82.1	-----	-----	-3.8
RETURNING STUDENTS*** READING	75	40	53.3	-----	-----	-----	-----
RETURNING STUDENTS*** MATH	34	16	47.1	-----	-----	-----	-----

*EXCLUDES VOIDED ANSWER SHEETS, AND SPECIAL EDUCATION AND LIMITED ENGLISH-SPEAKING STUDENTS.

**THESE FIGURES REPRESENT THE DIFFERENCE BETWEEN THE RESULTS FOR THE FIRST ADMINISTRATION IN THAT GRADE AND THE 1985-86 RESULTS.

***STUDENTS NO LONGER ENROLLED WHO PREVIOUSLY DID NOT SATISFY THE BASIC SKILLS REQUIREMENT IN THE GRADUATION LAW.

TABLE 2

VITAL EDUCATION STATISTICS: FIVE YEARS

<u>PUBLIC SCHOOL DISTRICTS</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
Operating districts	597	593	592	592	592
Non-operating districts	22	23	24	24	24
Total districts	619	616	616	616	616
Regional districts	69	69	69	69	69
Consolidated districts	8	7	7	7	7
Special services districts and commissions	14	13	13	13	13
<u>SCHOOLS</u>					
Elementary schools	1,929	1,884	1,855	1,833	1,840
Secondary schools	435	434	433	422	415
Total schools	2,364	2,318	2,288	2,255	2,255
<u>ENROLLMENTS</u>					
Pre-kindergarten	5,638	5,243	5,345	5,739	6,029
Elementary		733,002	720,358	710,984	709,329
Secondary	451,370	434,275	422,138	412,500	400,836
Male	618,473	602,770	590,083	580,569	574,334
Female	586,245	569,245	557,758	548,654	541,860
White	862,334	828,750	802,055	781,828	765,257
Black	218,971	215,171	213,033	209,805	208,564
Hispanic	99,778	103,395	105,327	107,758	109,665
Other	23,635	25,204	27,426	29,832	32,708
Total Enrollments	<u>1,204,718</u>	<u>1,172,520</u>	<u>1,147,841</u>	<u>1,129,223</u>	<u>1,116,194</u>
Drop-outs: Minority	7,811	7,394	7,452	8,449	N/A
Total	18,882	16,606	16,519	18,568	N/A
High School Minority	17,764	18,207	18,592	17,819	N/A
Graduates: Total	93,750	90,048	85,569	81,547	N/A
<u>CERTIFIED PERSONNEL</u>					
Administrators/Supervisors: Total	7,150	7,114	7,219	7,325	7,500
Female	1,425	1,425	1,531	1,606	1,739
Minority	685	695	750	789	834
Classroom teachers: Total	75,231	74,303	73,593	73,774	74,236
Female	48,722	48,361	48,286	49,047	50,096
Minority	8,405	8,535	8,666	8,850	8,994
3085b					

	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
Special services personnel: Total	12,322	12,270	12,267	12,537	12,921
Female	9,176	9,137	9,112	9,277	9,647
Minority	1,243	1,311	1,376	1,418	1,504
Total certificated personnel	94,703	93,687	93,079	93,636	94,657
Entering: Administrators/supervisors	803	706	669	791	825
Teachers	11,310	9,860	9,380	10,170	10,241
Special services personnel	1,876	1,643	1,667	1,710	1,937
Average Salary: Teachers	20,013	21,536	23,222	25,079	27,170

3085b

TABLE 3

PUBLIC SCHOOL ENROLLMENT BY COUNTY

<u>COUNTY</u>	<u>1984-85</u>		<u>1985-86</u>	
	<u>ELEMENTARY</u>	<u>SECONDARY</u>	<u>ELEMENTARY</u>	<u>SECONDARY</u>
Atlantic	21,794	9,197	21,602	9,280
Bergen	63,779	42,818	62,855	41,005
Burlington	39,810	22,207	39,340	21,939
Camden	52,016	27,513	52,430	27,342
Cape May	7,835	3,831	8,094	3,913
Cumberland	17,054	8,371	16,770	8,430
Essex	83,885	44,760	84,086	42,628
Gloucester	21,340	14,960	21,451	14,609
Hudson	49,356	21,627	48,672	21,072
Hunterdon	10,559	6,308	10,670	6,115
Mercer	25,800	18,364	26,391	17,774
Middlesex	51,687	34,868	51,550	33,446
Monmouth	52,153	31,866	52,291	31,065
Morris	42,063	25,470	41,161	24,438
Ocean	40,004	19,127	40,393	19,611
Passaic	45,507	23,091	45,642	21,582
Salem	7,944	4,111	7,925	4,127
Somerset	17,822	12,894	17,848	12,684
Sussex	15,664	8,318	15,513	8,373
Union	41,372	26,854	41,541	25,590
Warren	9,279	5,945	9,133	5,813
STATE	716,723	412,500	715,358	400,836

TABLE 4

DEPARTMENT OF EDUCATION APPROPRIATIONS

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

TABLE 5

FEDERAL AID TO LOCAL DISTRICTS

<u>FEDERAL PROGRAMS</u>	<u>1984-85</u>	<u>1985-86</u>
Chapter 1 block grant (formerly ESEA Title I)	\$101,636,973	\$106,510,222
Title IV-B	X	X
Title IV-C	X	X
Title VI-B handicapped	37,212,487	42,826,000
Pre-school handicapped	554,700	526,500
Teacher training-special education	-	-
Special education resource training center	108,957	-
Title VII-bilingual	1,703,764	1,050,000
Basic skills (Right to Read)	-	-
Vocational Education Act	10,877,216**	12,816,112**
Library Services & Construction Act (Titles I, II, & III)	1,381,403*	1,880,394*
Child nutrition	74,925,810	77,451,411
Indochinese Ref. Act (Cuban-Haitian)	232,375	259,700
Emergency Immigrant Assistance Act	-	727,518
Adult basic education	2,082,000**	1,807,495**
Community education	X	X
Civil Rights Act	732,582	-0-***
Impact aid	10,271,225	11,928,000
E.S.A.A.	X	X
Chapter 2 block grant	10,786,458	11,685,347
EEAA - Math & Science		<u>1,492,238</u>
<u>TOTAL</u>	<u>\$252,505,950</u>	<u>\$270,960,937</u>

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

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

** Awards to school districts only

*** Awards for administrative activities. No LEA aid.

TABLE 6

STATE SCHOOL AID TO LOCAL DISTRICTS

<u>MAJOR ACCOUNTS</u>	<u>1984-85 Expenditures</u>	<u>1985-86 Appropriations</u>
Current expense equalization aid	\$1,222,861,000	\$1,346,113,000
Formula	1,129,799,000	1,247,571,000
Minimum	93,062,000	98,542,000
School facilities aid	99,473,000	103,308,000
Capital outlay	8,506,000	10,286,000
Debt service type 2	38,521,000	39,420,000
Debt service type 1	28,075,000	30,081,000
State debt service	24,371,000	23,521,000
Transportation aid	129,072,000	155,441,000
Categorical aid	331,165,000	383,499,000
Special education	201,831,000	228,326,000
County special services districts	13,264,000	15,750,000
Compensatory	87,319,000	104,966,000
Bilingual	21,107,000	26,363,000
Local vocational	7,644,000	8,094,000
Sub-total	\$1,782,571,000	\$1,988,361,000
Other grants-in-aid	54,528,000	113,961,000
Pension fund contributions	525,813,000	575,317,000
Total state aid	\$2,362,912,000	\$2,677,639,000
From general fund	810,455,000	1,023,639,000
From property tax relief fund	1,552,457,000	1,654,000,000
Total school expenditures (including pension contributions)	\$5,793,596,000	\$6,301,900,000*
Percent of state support	40.8%	42.5%

*Estimated

TABLE 7

BUDGET CAP WAIVERS

COUNTY	<u>1985-86</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	3	\$ 734,723.00	3	\$ 648,839.00	3	200,743.00	3	200,743.00
Bergen	11	3,165,404.17	11	2,616,610.17	6	\$1,891,364.72	6	1,606,400.72
Burlington	3	547,133.00	3	505,612.00	1	78,254.00	1	61,257.00
Camden	1	40,711.00	1	40,711.00	-	-	-	-
Cape May	3	1,016,857.00	3	1,011,730.00	3	721,297.00	3	681,097.00
Cumberland	-	-	-	-	1	68,105.00	1	68,105.00
Essex	1	5,719,513.00	1	4,660,856.00	2	6,072,711.00	2	5,182,882.00
Gloucester	1	1,158,133.00	1	1,158,133.00	1	380,687.00	1	303,717.00
Hudson	-	-	-	-	1	419,254.00	1	146,000.00
Hunterdon	3	111,428.00	2	95,344.00	1	87,291.00	1	87,291.00
Mercer	2	841,838.00	2	834,917.00	3	784,069.00	3	745,934.00
Middlesex	7	3,804,662.00	7	3,130,256.00	2	589,289.00	2	589,289.00
Monmouth	1	743,829.00	1	567,271.00	3	597,720.00	3	565,780.00
Morris	2	753,985.00	2	753,985.00	3	527,020.00	3	487,520.00
Ocean	4	725,208.50	4	720,208.50	6	3,341,454.00	6	3,189,942.00
Passaic	1	124,908.80	1	114,583.00	1	500,000.00	1	457,400.00
Salem	-	-	-	-	-	-	-	-
Somerset	6	1,114,936.00	6	1,110,669.00	1	142,427.00	1	142,427.00
Sussex	1	168,494.00	1	165,868.00	-	-	-	-
Union	-	-	-	-	2	1,393,809.00	2	1,101,827.00
Warren	1	57,602.00	1	57,602.00	1	33,301.35	1	33,301.35
TOTAL	51	\$20,829,365.47	50	\$18,193,194.67	41	\$17,828,796.07	41	\$15,650,913.07

TABLE 8

APPROVED SCHOOL BUILDING CONSTRUCTION
July 1, 1985 to June 30, 1986

COUNTY	SCH DIST	PROJ	NEW CONSTRUCTION			ADDITIONS & ALTERATIONS			REPAIRS & REHABILITATIONS			Total \$
			Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	
Atlantic	4	4	540,000			6,377,000						6,917,000
Bergen	5	6					400,000		72,700	10,000		482,700
Burlington	5	12				4,995,000			357,000	55,000	163,440	5,570,440
Camden	4	13	5,490,000			999,150	900,000		12,800	85,000		7,486,950
Cape May	4	5				2,007,100				59,000	214,765	2,280,865
Cumberland	1	2				410,585						410,585
Essex	2	4							65,600			65,600
Gloucester	10	11	3,310,000						40,339	204,000		3,554,339
Hudson												
Hunterdon	6	6	4,421,000			825,000			40,000	86,000		5,372,000
Mercer	4	29		10,900,000					74,400	687,715		11,662,115
Middlesex	3	3				1,640,000	5,203,000		130,000			6,973,000
Monmouth	10	18	7,330,000			2,015,000	993,000		296,743	211,500		10,846,243
Morris	7	8	5,730,000			1,205,000			300	465,500		7,400,800
Ocean	3	3					1,331,275			450,045		1,781,320
Passaic	2	2								189,800		189,800
Salem	1	1								6,000		6,000
Somerset	4	6							1,545,500	7,247,125		8,792,625
Sussex	2	2	5,572,000						3,500			5,575,500
Union	6	13							412,300	811,225		1,223,525
Warren	1	1							140,000			140,000
Totals	84	149	32,393,000	10,900,000		20,473,835	8,827,275		3,191,821	10,567,910	378,205	86,731,407
		Projects	7	1		9	5		76	42	9	149
1984-85	69	159	0	0	0	3,763,225	1,130,630	1,899,408	2,226,481	1,908,704	426,922	11,335,370
1983-84	277	795	0	2,920,000	0	9,733,927	13,055,428	5,598,428	39,856,235	34,712,437	3,317,197	109,193,214

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TABLE 9

COMPENSATORY EDUCATION DISTRICT EXPENDITURES: 1985-86

COUNTY	<u>ECIA Chapter 1</u>		<u>State Compensatory Education</u>		<u>ECIA Chapter 1 Migrant</u>		
	<u>Number of Districts</u>	<u>Fiscal Allocation</u>	<u>Number of Districts</u>	<u>Total Allocation</u>	<u>Number of Districts</u>	<u>Fiscal Allocation Winter</u>	<u>Fiscal Allocation Summer</u>
Atlantic	23	\$ 3,547,483	22	\$ 3,816,452	7	\$ 280,166	\$117,434
Bergen	74	3,976,979	72	3,713,774	-	-	-
Burlington	42	3,284,210	41	3,617,553	1	65,000	26,169
Camden	40	8,200,639	38	9,395,598	3	75,872	34,020
Cape May	16	950,099	15	942,812	1	12,370	-
Cumberland	15	3,344,753	15	3,906,833	4	214,609	64,769
Essex	20	25,698,023	20	20,398,103	-	-	-
Gloucester	28	2,397,576	27	2,563,191	1	230,000	33,039
Hudson	12	14,544,279	12	13,860,642	-	-	-
Hunterdon	25	397,856	25	492,502	-	-	-
Mercer	9	4,012,579	9	4,629,483	-	-	-
Middlesex	24	5,045,619	24	5,543,134	1	152,816	30,422
Monmouth	53	5,600,626	50	6,294,646	1	69,160	14,066
Morris	40	1,956,773	39	2,279,867	-	-	-
Ocean	29	3,776,109	28	4,456,044	-	-	-
Passaic	20	9,485,028	20	9,562,534	-	-	-
Salem	13	1,121,874	12	1,304,502	2	32,430	38,927
Somerset	22	876,600	18	1,008,160	-	-	-
Sussex	26	907,601	25	883,700	1	45,784	18,319
Union	21	5,410,624	21	5,456,123	-	-	-
Warren	25	806,686	24	918,095	-	-	-
N.J.Dept. of Health	-	-	-	-	-	146,000	-
N.J. Commission for the Blind	-	-	-	-	-	77,292	-
TOTALS	577	\$105,342,016	557	\$105,043,748	22	\$1,401,499	\$377,165

TABLE 10

BILINGUAL EDUCATION: 1985-86

<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	11	517	548	623,341	379,740	\$ -0-
Bergen	55	2,692	2,813	1,269,857	1,837,780	-0-
Burlington	12	294	402	239,674	185,550	-0-
Camden	7	1,729	1,812	1,308,334	1,236,197	67,702
Cape May	2	33	39	7,129	24,649	-0-
Cumberland	4	949	958	180,456	609,672	183,850
Essex	15	8,082	8,100	6,997,789	6,732,928	408,768
Gloucester	2	42	77	5,439	32,351	-0-
Hudson	12	6,963	7,032	6,726,576	5,345,674	218,992
Hunterdon	1	5	13	4,030	3,081	-0-
Mercer	7	1,047	1,207	977,433	858,757	-0-
Middlesex	17	2,461	2,603	2,313,136	1,889,471	145,618
Monmouth	19	807	916	404,988	630,849	-0-
Morris	18	610	612	471,266	417,916	-0-
Ocean	4	216	248	393,567	164,067	-0-
Passaic	14	4,831	5,187	2,461,128	3,897,566	-0-
Salem	1	37	63	41,492	23,108	-0-
Somerset	7	227	276	189,091	150,371	-0-
Sussex	1	15	44	3,500	21,568	-0-
Union	15	2,565	2,622	1,768,501	1,827,080	33,634
Warren	1	9	25	33,302	13,865	-0-
TOTALS	225	34,131	35,597	26,420,029	26,282,240	1,058,564

3059b

TABLE 11

VOCATIONAL EDUCATION: 1985-86 FEDERAL AND STATE
ALLOCATIONS FOR PROGRAMS AND SERVICES

PROGRAM CATEGORIES	TYPE OF FUNDS	ESTIMATED CARRY OVER 1985	PROJECTED 1986	TOTAL
<u>Title II:</u>				
State Administration and Sex Equity Coordination	Federal	301,000	1,356,284	1,663,547
	Non Federal		1,603,547	1,603,547
<u>Part A:</u>				
Handicapped (10%)	Federal	399,900	1,801,919	2,210,140
	Non Federal		2,210,140	2,210,140
Disadvantaged (22%)	Federal	879,780	3,964,222	4,862,310
	Non Federal		4,862,310	4,862,310
Adult Training (12%)	Federal	479,880	2,162,303	2,652,169
	Non Federal		2,652,169	2,652,169
Single Parent/Homemaker (8.5%)	Federal	339,915	1,531,631	1,878,619
Sex Bias/Stereotyping (3.5%)	Federal	139,965	630,672	773,550
Corrections (1%)	Federal	39,990	180,191	221,013
Total Title II Part A	Federal	2,279,430	10,270,938	12,597,801
	Non Federal		9,724,619	9,724,619
<u>Part B:</u>				
Curriculum Development	Federal		375,000	375,000
Guidance & Counseling	Federal		526,000	526,000
Pilot, Demonstration and Joint Programs	Federal	500,000	100,000	600,000
Regional Coordination Efforts	Federal		35,000	35,000
Vocational Student Organizations	Federal		150,000	150,000

PROGRAM CATEGORIES	TYPE OF FUNDS	ESTIMATED CARRY OVER 1985	PROJECTED 1986	TOTAL
Research	Federal		700,000	700,000
Technical Committees	Federal		50,000	50,000
Preservice and Inservice Training	Federal		500,000	500,000
Program Development, Modernization and Expansion	Federal	1,219,570	5,312,251	6,567,605
Total Title II Part B	Federal	1,719,570	7,748,251	9,503,605
	Non Federal		9,503,605	9,503,605
Total Title II Parts A and B	Federal	4,300,000	19,375,473	23,764,953
	Non Federal		20,831,771	20,831,771
Title III:				
Part A:				
Community based Organization's Support Services	Federal	0	0	0
Part B:				
Consumer/Homemaker Education	Federal	169,706	499,797	669,503
Economically Depressed Areas (1/3rd)	Federal	93,243	274,571	367,814
Leadership Activities (6%)	Federal	16,784	49,428	66,212
Total Title III Part B	Federal	279,733	823,796	1,103,529
Total Grant Award	Federal	4,579,733	20,199,269	24,868,482
	Non Federal		20,831,771	20,831,771

Table 12

New Jersey Department of Education
Division of Special Education

ENROLLMENT OF HANDICAPPED PUPILS BY COUNTY

1980-1985

County	Total Handicapped					
	1980	1981	1982	1983	1984	1985
Atlantic	4,395	4,695	4,838	4,991	4,973	5,112
Bergen	16,225	16,223	16,019	15,792	15,427	15,039
Burlington	7,835	8,240	8,173	8,060	8,080	8,400
Camden	10,537	11,805	12,134	12,097	12,444	12,680
Cape May	1,506	2,000	1,847	1,569	1,756	1,771
Cumberland	3,407	3,483	3,471	3,353	3,477	3,621
Essex	16,150	16,271	16,003	16,905	16,930	16,383
Gloucester	4,108	4,311	4,530	4,700	4,898	5,321
Hudson	7,645	9,850	9,272	9,827	10,508	11,211
Hunterdon	2,006	2,055	1,994	2,056	2,011	2,067
Mercer	6,256	6,134	6,175	6,157	6,435	6,668
Middlesex	12,685	12,683	12,498	12,618	12,773	12,619
Monmouth	10,758	11,297	11,903	12,003	12,153	12,406
Morris	9,655	9,816	9,373	9,528	9,272	9,557
Ocean	6,756	7,208	8,095	8,361	9,033	9,090
Passaic	9,947	10,288	10,378	10,390	10,565	10,665
Salem	1,381	1,705	1,716	1,563	1,644	1,607
Somerset	4,245	4,203	4,099	4,351	4,190	4,314
Sussex	3,141	3,503	3,384	3,516	3,599	3,665
Union	9,523	9,516	10,080	9,803	9,896	9,828
Warren	2,314	2,486	2,469	2,645	2,482	2,655
Total	150,475	157,772	158,451	160,285	162,546	164,679

Source: Annual Plan, December 1, 1980, 1981 and 1982.
1983-84 Program Plans for all Handicapped Children.
1984-85 and 1985-86 Special Education Plans.

Table 13

ADULT POPULATION AND ENROLLMENTS
IN ADULT EDUCATION PROGRAMS: 1986

County	*Total Adult Population	*Total Adult Population With Less Than 8th Grade Education	*Total Adult Population With Less Than 12th Grade Education	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	5	508	678	43	4,649
Bergen	552,080	79,394	145,394	12	3,600	1,700	720	82,367
Burlington	206,050	24,240	52,871	11	534	1,143	116	28,995
Camden	277,983	46,923	95,875	13	1,034	992	252	40,961
Cape May	53,926	10,413	20,241	2	58	254	-	3,892
Cumberland	77,571	21,119	36,231	7	549	970	94	14,984
Essex	510,889	107,421	189,992	7	4,967	1,484	729	30,924
Gloucester	113,641	17,802	38,464	8	331	439	42	10,613
Hudson	343,115	102,659	166,251	7	2,195	2,598	1,143	27,455
Hunterdon	52,929	6,751	12,652	1	141	71	31	29,858
Mercer	186,680	31,758	60,185	7	1,071	1,107	376	32,458
Middlesex	354,978	56,830	106,372	12	1,551	2,175	637	54,143
Monmouth	305,233	40,107	79,313	9	1,354	1,812	234	22,816
Morris	246,933	24,438	48,894	6	622	898	259	30,062
Ocean	244,199	39,196	78,010	9	471	1,007	64	81,023
Passaic	270,255	67,664	112,710	7	3,918	1,641	1,101	23,497
Salem	38,539	8,012	14,445	1	139	332	-	4,624
Somerset	126,214	16,017	28,974	1	807	412	277	18,585
Sussex	68,115	7,996	16,688	1	149	78	-	5,230
Union	323,219	55,619	101,377	2	876	1,063	688	19,621
Warren	51,332	9,038	17,129	1	73	230	-	5,022
TOTAL	4,504,292	797,935	1,468,349	129	24,948	21,084	6,806	571,779

Table 14-A

STATE LIBRARY STATISTICS: UTILIZATION

LAW & REFERENCE BUREAU:

Visitors to reading room	54,550
Reference questions	60,944
Computer searches	
Law	500
Reference	2,533
Circulation	44,961
Photocopies in lieu of circulation	525,318
Interlibrary loan requests	
Received	15,444
Filled or located by State Library	10,714
Access Center - Requests processed	11,192

LIBRARY FOR THE BLIND AND HANDICAPPED:

Active registration	11,661
Circulation	374,673

LIBRARY DEVELOPMENT BUREAU:

Consultant services:	
Field visits	319
In-office	95
Telephone	2,701
Meeting/workshops:	
Planned or conducted	133
Participant or speaker	289

TECHNICAL SERVICES BUREAU:

Titles catalogued	11,802
Volumes catalogued	18,057
Restrospective conversion	
Project - holdings added to OCLC database	2,110

PUBLICATIONS

<u>Impressions</u>	35,000
<u>Grapevine</u>	1,480
Analyses of New Jersey Public Library Statistics	700
Institutional Library Services	604
New Jersey Library Laws	844
New Jersey Public Library Statistics	700
Vision 2000	500
Program Announcements:	
NJLA Institute Announcement	1,000
Book Evaluation (YA Alert, Children's)	4,000
NJULS Institute	1,000
NJULS Training	100
"Let's Talk About It"	400
RLC Conference	125

Table 14-B

STATE LIBRARY STATISTICS: INFORMATION REQUESTS

SERVICE

DISTRIBUTION/DISSEMINATION

LAW & REFERENCE

Checklist of Official New Jersey Publications	3,600
New Jersey Depository Documents Shipping List	1,800
New Law Book List	5,400
New Law Book List	6,600
Special Bibliographies	7,200
New Jersey Congressman List	1,200
New Jersey Legislators List	6,750
Access Center Brochure	12,000
Access, New Jersey's OCLC Access Center-Flyer	10,000
New Jersey Library Network OCLC Access Center-Brochure	20,000

LIBRARY FOR THE BLIND AND HANDICAPPED

Audiovision	
Broadcast Hours	2,184
Broadcast Schedule	8,800
Volunteer Manuals	125
Volunteer Newsletters	1,320
Children's Newsletters	2,700
LBH Newsletter	44,000
Large Print Catalog	1,300

LIBRARY DEVELOPMENT BUREAU

Network News	65,000
New Jersey Libraries - A Manual for Trustees	975

