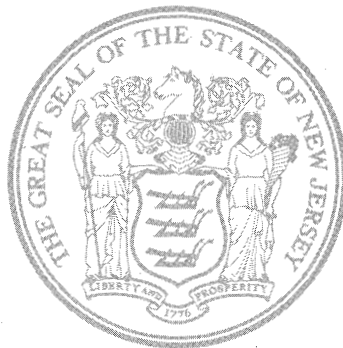


New Jersey State  
Department of Education

# ANNUAL REPORT



1982-1983

New Jersey State Library

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Governor

**SAUL COOPERMAN**  
Commissioner of Education



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April 1984

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### Preface

This document is the annual report of the Commissioner of Education for the fiscal year beginning July 1, 1982, and ending June 30, 1983, fulfilling the requirements of N.J.S.A. 18A:4-40, 18A:7A-11 and 52:14-18.

The report is organized into three major sections: two introductory chapters, an overview of statewide educational issues and a description of departmental operations. The report concludes with an appendix of selected statistics and a bibliography.

### Acknowledgements

The Commissioner of Education wishes to acknowledge the contributions of the Department of Education staff involved in developing and preparing this report for fiscal year 1982-83.

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## I. COMMISSIONER'S FOREWORD

During the 1982-83 year, the New Jersey State Department of Education committed itself to raising the standards of public education throughout New Jersey. Those standards will apply to everyone involved -- from those of us in the department to superintendents and local school board members, from principals and teachers to students and parents. The story of this year is the story of this commitment -- to higher standards, higher expectations and the belief that excellence must be the goal for every public school in New Jersey.

Such a call to excellence in education is not new. Former Secretary of Health, Education and Welfare John W. Gardner made that call the focal point of his book Excellence over 20 years ago. And the recent national commissions reporting on the state of education all warned against mediocrity and made recommendations to foster excellence throughout the nation's schools.

But although the ideal of excellence in education is not new, much of what the department did over the last year to realize that ideal is. For example:

- o Our departmental reorganization has resulted in a leaner, more performance-oriented organization, better able to identify major educational problems and to offer effective solutions to help districts meet their objectives.
- o We have moved from testing for minimum basic skills to testing for a higher level of basic skills. The effective schools literature tells us that one key to achieving educational excellence is setting high standards. Had we continued to emphasize only minimum skills, some children would have learned only minimum skills. As we demand higher levels of competence, our students will achieve more, and our districts will raise their standards to meet the state's expectations.
- o Our new system for monitoring and planning in New Jersey schools will allow local school leaders to spend less time on paperwork and more time setting goals and planning to meet them effectively. While spending more time on planning does not ensure that schools will foster excellence, it does make that goal more accessible.

Other initiatives over the course of the last year were also geared toward an emphasis on excellence. This annual report will provide an overview of those initiatives.

Current research on achieving excellence, in corporations as well as in schools, suggests that organizations can foster excellence when they share goals and values, plan to meet them, and maintain high expectations of their members. These are the major characteristics of an overall atmosphere the department was seeking to create throughout New Jersey's education system during 1982-83.

In addition, that research tells us that we cannot impose excellence from above. We can only strive to create the right sort of atmosphere -- a culture of excellence -- and allow people to respond to it. In partnership with the local districts we have begun moving in that direction.

## II. REORGANIZATION

Raising education standards in New Jersey was the top priority for the State Department of Education during the 1982-83 year. And a necessary first step toward that end was improving the performance of the department itself.

The department began this effort with a study in which more than 100 of its staff were interviewed during July 1982. This study uncovered a number of areas of concern, including: absence of a shared mission, lack of risk-taking, too many levels of management and duplication of effort. In addition, the study found that morale was low and that, while people worked hard, they didn't feel recognized for their efforts. Moreover, the department's structure -- from field units to the central office -- was rigid and inappropriate to the dynamic and often hostile world of education.

With this assessment in hand, the department defined a new core mission: "continued educational improvement for all public school students." (For full mission statement, see p. 5). In light of that mission, staff examined the resources and history of the department, as well as the challenges it faces. Over the next four months, staff teams designed a new structure that focused not on the existing organization, but on the organization the department needed to establish in order to address the core mission more effectively.

These teams examined work flows, staff level, control systems and job specifications, and redesigned many of them. Several important units, such as the State Museum and the State Historical Commission, served the people of New Jersey well, but did not appear to fall within the department's new mission. Departmental staff worked with these and other units to identify more compatible management settings and then to move them into the appropriate agencies.

The remaining units were restructured. (See accompanying organization charts.) Several of these units were already organized functionally and remained largely unchanged -- the divisions of Finance, Administration, Field Services (renamed Direct Services) and the State Library. A newly created division, Executive Services, combined a number of offices that had reported directly to the Commissioner or the Deputy Commissioner.

The reorganized department also includes a commitment to general education through its newly created Division of Educational Programs. The seven units concerned with instructional matters -- Teacher Preparation and Certification, Vocational Education, General/Academic Education, Adult Education, Special Education, Bilingual/Compensatory Education, and County and Regional Services -- all report to the Assistant Commissioner for Educational Programs. This senior executive coordinates both those units that develop educational services and those that deliver them to the districts.

In order to develop and deliver these services more effectively, the department devised a new approach to focus more closely on needs identified through the local planning process, as emphasized in the Public School

Education Act of 1975. To do this, it phased out the four independently operated Educational Improvement Centers this year and replaced them with three Regional Curriculum Services Units (RCSUs). Each RCSU is located in one of the 21 county offices of education and serves a seven-county region. The RCSUs are administered directly by the Department of Education, through the Division of County and Regional Services. These units' purpose is: to help districts define their educational needs through planning; to keep the department informed of local districts' needs and objectives that require the attention and resources of the state; and to distribute products and provide services developed by the state to the local districts.

The department is smaller. The reorganization reduced staff by 7 percent prior to reassigning units such as the museum, and reduced management levels by 50 percent. In addition, the department recruited a group of new division heads from New Jersey school districts and from around the nation.

The new organization fixes responsibility for all major functions more clearly. This clarity in responsibility will allow people to focus more precisely on the tasks at hand and therefore to be more productive. Moreover, the new organization allows the department to emphasize: strategic planning, identification of local needs, higher standards in responding to those needs and, above all, its mission of continued educational improvement.

### Core Mission

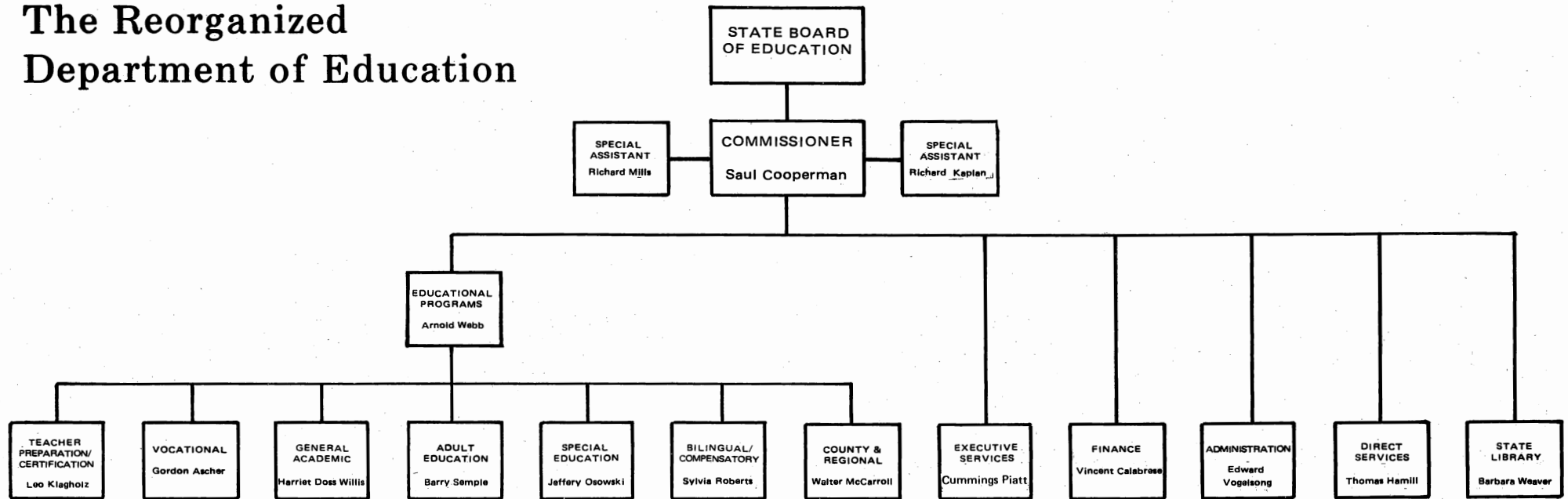
The primary mission of the New Jersey Department of Education is continued educational improvement for all public school students in kindergarten through grade twelve. Emphasis will be on providing services which address staff, funding, curriculum and facilities.

The department will provide additional services which are required by statute and regulation. The public local education agencies are the direct and primary recipients of services; ultimately the department serves students.

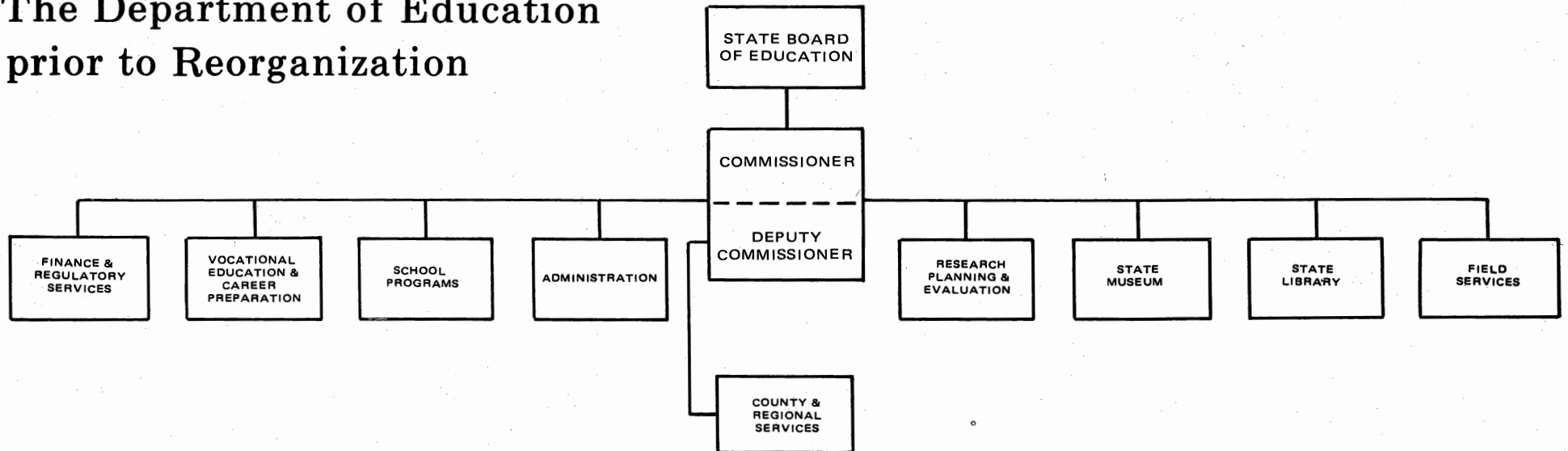
A secondary role of the department is to provide services for pre-kindergarten, posthigh school and non-public school students. For these students priority will be placed on meeting the requirements of statute and regulations.

The department will be guided by high standards in: product design; a low-cost, highly efficient distribution system; and other services to local education agencies. The department will further be guided by the prudent use of authority derived from statute and regulation.

# The Reorganized Department of Education



# The Department of Education prior to Reorganization



### III. ISSUES AND INITIATIVES

#### A. Planning and Monitoring

In July 1982, the State Department of Education examined the Public School Education Act of 1975 and its implementation in order to discover how well the state was doing in providing the "thorough and efficient system of free public schools" mandated by the state constitution. After extensive consultation with a broad range of educational leaders, concerned citizens and department staff, the department concluded that while the law's philosophical base as a planning and monitoring model was sound, its implementation had strayed far from its original intent.

As a result of this review, the department has redirected many of its organizational units to focus on the planning process. That focus now falls on four elements:

- 1) Encouraging local school districts to plan more effectively;
- 2) Helping local school districts share information about successful instructional programs;
- 3) Eliminating constant state monitoring of those districts that have successfully met the requirements of law and code, thereby freeing such districts from extensive monitoring and certifying them for five-year periods;
- 4) Directing more of the state's resources and assistance to meet the identified needs of local school districts with deficiencies or problems that require such help.

The revised policy of the department now requires districts: to define needs; to set objectives for meeting them through an annual planning process; and to announce them publicly at local board meetings. This is a responsibility of local districts in consultation with their county superintendents. The state, through the county offices, will help local districts determine their educational goals and objectives through planning. The department will also conduct periodic progress checks of districts and a year-end analysis of districts' progress in implementing their plans.

#### B. The New Jersey Statewide Testing System

The 1982-83 year saw a change in direction for the statewide testing program -- the development of a new Statewide Testing System (STS). Until this time, the state testing program consisted of the Minimum Basic Skills (MBS) tests in reading and mathematics at grades three, six, nine and 11, with the grade nine test serving as one of the state's high school graduation requirements.

Four major factors influenced this change in state testing:

- 1) Most students, particularly in grades three and six, were answering most of the items on the MBS test correctly, thus providing inadequate information to the districts.

- 2) With a high school graduation test at grade nine, administering a similar test in grade 11 was unnecessary.
- 3) Because of limited funding, the department had been unable to implement a writing test, although it had been mandated by law.
- 4) Passing a minimum basic skills test was not adequate as a high school graduation requirement.

As a result, the department decided to eliminate state testing at grades three, six and 11 and use the funding to develop a grade nine writing test. For the 1982-83 school year, the MBS test was administered only at grade 9, and the writing test was administered for the first time. The department began to develop the STS during this year and will implement it during the 1983-84 year.

This new STS for 1983-84 consists of three major components: the grade nine MBS in reading and mathematics, the grade nine High School Proficiency Test (HSPT) in reading, mathematics and writing, and the STS local district testing requirements.

The MBS test will be administered to all students in grade nine plus students in grades 10 and 11 who have still not passed either the reading or mathematics part of the test. This test will be administered on March 27 and 28, 1984, and is the test students must pass to satisfy one of the high school graduation requirements.

The HSPT will be administered on March 6, 7 and 8 to all grade nine students. This is a new, more rigorous test of reading, mathematics and writing skills, and will become the graduation test in 1985-86. Included in the writing section will be a student essay.

The local district testing requirements of the STS demand an annual assessment in grades three to 11, using a test that meets the department's approval. Districts are also required to submit their grade three and six results to the department for analysis and public release.

As part of STS, the skills arrays that will be measured on the grade nine HSPT, as well as in the primary and intermediate grades, have been distributed to the local educational agencies. These skills arrays represent an orderly progression of mastery of materials that should ultimately result in students passing the new HSPT reading, mathematics and writing tests.

In designing this new testing system, the department was guided by four major considerations:

- 1) The new tests must be more rigorous than the former tests, which emphasized only minimum basic skills.
- 2) As the law requires, the state must test for graduation requirements beginning in grade nine.

- 3) The state must collect test data in the earlier grades to ensure that students are gaining the skills they need to pass the high school test.
- 4) The system must be fiscally prudent -- because of diminished state revenues.

Implementing this new testing system will establish higher educational standards in the state. The skills and competencies it tests will be those a student needs in order to become a productive worker in our society.

#### C. Curriculum Delivery

Under the department's reorganized structure, three levels of assistance are available to aid local districts in implementing their planning processes and the activities to meet their stated objectives.

At the first level, 21 county offices of education have the responsibility to help districts determine their needs, set objectives and develop a plan of action to meet or reduce those needs. The county offices will review and approve district plans and generally advise districts on other requirements of law and regulation.

The second level, which has been newly created, consists of three RCSUs, each serving a seven-county region. These units have responsibility for distributing curriculum products and programs and for delivering those services necessary for district curriculum development.

The third level of assistance is located within the central offices of the State Department of Education. The staff of these offices will be responsible for developing products and services to meet specific needs of districts as they are identified by department managers at the first and second levels of assistance.

This system will encourage districts to concentrate on defining educational needs and objectives through planning. The department will then respond to those needs through a county system capable of developing appropriate solutions. If the needs cannot be met at the county level, coordinating county superintendents will direct RCSUs to provide help. In this way, state units only need to address the most complex issues, providing practical, workable solutions that have been thoroughly researched.

#### D. Seniority Regulations

The past year's changes in teacher seniority regulations represented an attempt to correct some weaknesses in those regulations, as they had previously existed. State law demands that teacher reductions in force "shall be made on the basis of seniority according to standards to be established by the Commissioner with the approval of the state board." Those standards were established in the 1950s, when enrollment was increasing and teacher reductions in force, a rarity.

As enrollment began to decline in the 1970s, reductions in force began to occur more frequently, and the weaknesses in the seniority standards

became more obvious. One major weakness was the standards' inability to distinguish between "certification" (license to teach a subject) and "qualification" (the experience and ability to teach that subject at a given level). In other words, teachers earned seniority in all subjects at the secondary level in which they had been certified at the time of employment, whether they had taught those subjects or not.

In this way, a teacher certified to teach math and science could teach only math for 20 years and earn more seniority in science than a teacher who had actually taught science for 15 years. Similarly, a teacher certified to teach art from kindergarten to grade 12 could spend 10 years teaching exclusively elementary school children, yet have more seniority for high school than a teacher who had taught art in high school for eight years. In either case, if one of these teachers had to be "bumped" in a reduction in force, the district could be forced to retain the teacher with little or no experience in that position. Nor would the teachers have had to go through the usual district selection process for employment in the subject field or grade level in which the seniority regulations permitted them to work.

The changes in seniority regulations allow teachers holding endorsements in more than one subject area to earn seniority only in the subject matter field or fields that they actually teach. Under the new regulations, the teacher with 15 years experience teaching science will have greater seniority than the math/science teacher who had been certified in science but taught only math for 20 years. And an art teacher who had taught only in the elementary grades would not be permitted to replace a teacher whose experience was at the appropriate grade level.

These changes will have three major effects:

- o They will protect teachers who might otherwise be displaced arbitrarily from their main fields of employment.
- o They will ensure that local communities are not forced to accept anyone in a position who has not been subject to the same hiring process as others in that position.
- o They will allow the most experienced teachers in any subject to remain in the classroom.

In the end, the real beneficiary of these changes is the student. Especially in a time when standards are rising throughout the state's educational system, students deserve to be taught by teachers specifically selected by local boards as the best available people for the jobs.

#### E. Math and Science Teacher Supply and Demand

The Advisory Council on Mathematics and Science Teacher Supply and Demand was established jointly by the Commissioner of Education and the Chancellor of Higher Education in the fall of 1982. It consisted of 15 representatives of secondary and post-secondary education, business and industry, and was staffed by representatives of both departments. Its charge was to: 1) explore conditions regarding the teaching of math and science with an emphasis on elementary and secondary education, and 2) make short- and long-term recommendations about how to improve these conditions.

By June 30, 1983, the council had met eight times, conducted public hearings and contracted consultants to report on a range of issues, including use of computers and the economic aspects of math and science teacher supply and demand. It had also surveyed secondary school districts throughout the state and performed teacher supply and demand forecasts through 1992.

The advisory council was to issue a final report in November 1983. However, some problems it identified were serious enough to warrant an interim report, issued March 1983. Some of that report's conclusions state that:

- o There appears to be a current shortage of both math and science teachers concentrated in the state's least affluent districts.
- o Other districts have a minimally adequate supply of such teachers to fill current positions, but lack a sufficient pool of candidates to permit them to be as selective as they would like in filling vacancies.
- o The number of teachers with substandard certification indicates a serious quality problem in the training and qualifications of many currently employed math and science teachers.
- o Any upgrading of the math and science curriculum taught by certified math and science teachers in grades four to six and seven to eight would create significant shortages in the next 10 years.

The interim report's recommendations include:

- o Establishing a pilot summer institute to upgrade skills and knowledge of math and science teachers in response to society's changing technological needs, particularly in computer literacy;
- o Developing special career education programs to show students the importance of math and science as life skills;
- o Endorsing timely State Department of Education implementation of math and science curriculum improvements in kindergarten to grade 12;
- o Establishing a statewide job bank/placement-referral system to help prospective math and science teachers locate training programs and jobs;
- o Encouraging school districts to share equipment, personnel, laboratories and curriculum costs, while also developing consortial relationships between colleges and school districts;
- o Making maximum and priority use of student aid grant programs and loan redemption for undergraduate and graduate students to foster student entry into math and science teaching careers.

## F. Paperwork Reduction

In December 1982, Commissioner Cooperman appointed a task force to develop a model that could help local school districts reduce their paperwork burden. That task force, the Paperwork Systems Review Team, consisted of departmental staff, members of the state's educational community and representatives of the private sector.

As a preliminary step, the team reviewed the work of a previous task force that had developed a pilot program for five local districts in 1980. The team learned that school districts can reduce paperwork if they first come to an understanding of their paperwork problems by analyzing their paper flow.

This thinking forms the center of the team's end product, a booklet entitled, REDUCING PAPERWORK: A Survival Kit for Public School Districts in New Jersey, made available in the spring of 1983. The booklet explains how local districts can get out from under their paperwork problems without a large dollar investment. It suggests a four-part action plan in which districts are urged to:

- o Adopt a paperwork reduction policy;
- o Appoint a forms-control manager and review committee;
- o Analyze, consolidate and eliminate existing forms across programs and areas; and
- o Establish forms review as a continuing function of district management.

The booklet also includes a timetable for these actions and the names of local administrators who have used these procedures successfully and can provide support for other districts.

Between the 1981-82 and 1982-83 years, the number of forms was reduced from 122 to 109. The department expects that number will be further reduced to 100 over the next year.

## G. Higher Standards for Teacher Preparation in College

New Jersey has a long history of state-run teachers colleges. During the 1982-83 year, it became clear that this history had allowed those colleges to retain certain characteristics despite the changes in American education over the last few decades. As a result, New Jersey's departments of Education and Higher Education worked together through most of this year and the previous one to prepare new standards for teacher preparation in college.

These new standards will shift the focus in teacher education from professional education courses to a liberal arts program for education students that includes only that professional preparation which is

essential. At the heart of this shift is a new set of requirements that include:

- o A major in an academic field;
- o Study in the behavioral sciences;
- o A professional component which is field-based;
- o A minimum of 60 credits of liberal arts education.

In addition, to enter the junior year of a college preparation program, students will now need a minimum 2.5 average, on a four-point scale, and a passing grade in tests of English and computational skills. Colleges will also be required to adapt or devise subject matter competency tests to be administered to all students before graduation.

These standards were adopted by the state boards of Education and Higher Education and will be implemented incrementally, starting with freshmen in 1983-84. Teams from the departments of Education and Higher Education will visit each of the state's six teacher colleges over the next three years to monitor progress in revising programs to meet the new standards.

#### H. Alternative Special Education Delivery Systems

Since early 1981, the State Department of Education has examined New Jersey's current special education service delivery system to determine whether alternative delivery strategies can improve the quality and effectiveness of special education. Critical issues include eligibility criteria for special education services, program-based funding, more flexible grouping of pupils, and a model for a continuum of educational services from general through special education.

The department's Division of Special Education played a major role in this effort. For instance, it organized and provided staff for the Special Education Study Commission, chaired by former Assemblyman Albert Burstein. The commission, which is charged with examining the current system and making recommendations for legislative change, is comprised of representatives of professional associations, the state legislature, higher education, business, school districts and concerned parents. Over the last year, the commission focused on several facets of service delivery: program options, funding systems, in-service and pre-service training, and the role and function of the child study team.

The Division of Special Education is working with nine districts to develop and pilot promising, cost-effective alternative program strategies such as program options based on educational need, curriculum development, early intervention programs, alternative assessment strategies, and improved consultation service. The commission will review and report on these pilot projects.

## I. School Finances

### (1) Finances

Chapter 212 of the Public School Education Act (P.L. 1975) requires that New Jersey's public schools receive both: local funding "to encourage involvement of and assure the financial supervision by the residents" of local school districts and state funding "to equalize statewide the tax effort required for a thorough and efficient system of free public schools."

In 1974 the legislature's Joint Education Committee recommended increasing the state's share of educational funding to provide adequate financial resources. Since the 1976-77 school year, when Chapter 212 took effect, the state's share of that funding has increased to approximately 40 percent. This is a significant achievement compared with the state's 29 percent of educational funding prior to Chapter 212.

In 1982-83, equalization aid increased \$90,737,114 over the 1981-82 level of \$927,173,251. However, a supplemental appropriation act (P.L. 1982, C. 228), signed December 31, 1982, was necessary to achieve this level. The act stipulated that \$45,300,000 in funding be used to restore programs/services eliminated or reduced in the local school budgets adopted for 1982-83. The act also stipulated that such aid not used for programs and services shall be included in the district's 1983-84 budget as a reduction of the school tax levy.

### (2) Budget Caps

A formula in N.J.S.A. 18A:7A-25 fixes the amount a district budget may increase in any given year. However, districts may request waivers on this budget cap in either of two cases -- an unanticipated increase in enrollment or inability to achieve their goals and objectives under the Public School Education Act. The number of cap waivers the Commissioner approved, subject to voter approval, increased from 30 for 1982-83 to 38 for 1983-84, and the amount requested increased from \$6,579,146 in 1982-83 to \$16,625,646 in 1983-84.

## J. Major Educational Law Decisions, 1982-83

### (1) Restoration and Retroactive Pay

During the 1981-82 school year, the New Jersey Supreme Court decided a series of cases originating before the Commissioner which affirmed the rights to tenure of persons employed as Title I, compensatory education and supplemental teachers.

Rita Spiewak et al. and the Rutherford Education Association v. Board of Education of Rutherford; Hamilton Township Supplemental Teachers Association et al. v. Hamilton Township Board of Education; Constance Anderson v. Summit Board of Education, 90 N.J. 63 (1982).

This consolidated decision also seemed to resolve the issue of which persons were entitled to be restored to their positions and to receive retroactive monetary relief, when the supreme court declared:

"Teachers not before the Court will therefore not be entitled to any back pay award. Similarly, teachers not involved in this case who were terminated prior to the date of this opinion are not entitled to be rehired. However, all currently employed supplemental and remedial teachers should have their tenure eligibility calculated on the basis of this opinion from the beginning of their employment.

"As to the teachers involved in this litigation, they are all entitled not only to tenure but also to retroactive payment of any benefits that they would have received if they had been awarded tenure properly.\*\*\*" (at 83)

This decision seems to limit retroactive benefits and restoration to those persons directly involved in those cases before the Supreme Court. However, a series of conflicting opinions rendered by the Appellate Division has raised the question of whether the Supreme Court's language might be more broadly interpreted to include any persons who were pursuing their cases before any administrative or judicial body at the time the Supreme Court rendered its decision in Spiewak. (Monaco, Middlesex Educational Services Commission, etc.)

If the broader interpretation is eventually held to be appropriate, the financial impact upon local school districts will be significant.

## (2) Seniority Rights of Persons Tenured in Part-Time Positions

Another New Jersey Supreme Court decision likely to have a significant impact upon local school district operation in future years, particularly in light of the holding of Spiewak above, is that of Shirley K. Lichtman v. Board of Education of the Village of Ridgewood, 1980 S.L.D. 573, rev'd State Board 1980 S.L.D. 585; aff'd Docket No. A-985-80T1, N.J. Superior Court, Appellate Division, March 23, 1982; rev'd 93 N.J. 362 (1983). This particular case dealt with the seniority rights to a full-time position of an individual tenured in a part-time position. In June 1980, the Commissioner had determined that Lichtman, by virtue of her tenured status as a part-time librarian, had a right to the open position of a full-time librarian after the board of education had eliminated her part-time librarian's position. Subsequently, the State Board of Education reversed the Commissioner's order holding that Lichtman by virtue of her tenured status as a 3/5 teacher had seniority entitlement only to a part-time position of 3/5 or less. The state board's finding was affirmed by the Appellate Division.

In reaching its conclusion to reverse the Appellate Division in Lichtman, the Supreme Court emphatically asserted the seniority rights of a tenured part-time teacher over any nontenured individual, whether full- or part-time, serving in a position having identical duties. Left somewhat vague, though strongly implied by the court, are the seniority rights of a part-time tenured teacher over a tenured full-time teacher who has less total seniority. It is this unanswered question, coupled with the court's finding in Spiewak, which is likely to produce further litigation and requests for clarification as enrollments

continue to decline and part-time tenured remedial teachers possibly become eligible to make claim to full-time classroom teaching positions.

(3) The Right of Local Boards of Education to Transfer Administrative Staff

Two significant decisions relating to the right of local boards of education to transfer teaching staff members were rendered by the Commissioner during the 1982-83 school year. The specific issue addressed in those cases involves the right of a local board of education to transfer a building principal to the position of vice principal either within the same building or within the same district. In Wilma Colella v. Board of Education of the Borough of Elmwood Park, decided by the Commissioner March 10, 1983, aff'd State Board July 6, 1983, the Commissioner held that a tenured principal could not be transferred to the position of vice principal, even though the certificate endorsement required to hold both positions was the same. The Commissioner held that the positions of principal and vice principal pursuant to N.J.S.A. 18A:28-5 are separately tenurable positions and therefore an individual tenured as a principal may not be transferred to a lesser tenurable position without his or her consent (N.J.S.A. 18A:28-6).

In reaching the above conclusion, the Commissioner cited the Appellate Division in Childs v. Union Township Board of Education, New Jersey Superior Court, Appellate Division, July 19, 1982, Docket No. A-3603-80T1, cert. den. October 25, 1982. In October of 1983, however, the state board reversed the Commissioner's determination in a similar case (Miscia v. East Hanover, decided March 31, 1983) relying upon an unreported decision of the Appellate Division in Parsippany-Troy Hills Board of Education v. Morell, Docket No. A-1619-80T2, decided December 16, 1981, cert. den. 89 New Jersey #419 (1982). The Morell decision had found that N.J.S.A. 18A:28-5 merely forbade the dismissal or reduction in salary of a tenured teaching staff member and nowhere mentioned "demotion." Thus, the court held a transfer from principal to vice principal without reduction in salary did not violate the tenure laws.

Although the state board subsequently reconsidered its reversal in Miscia and restored the Commissioner's decision, the existence of two separate appellate panel rulings in this important area will undoubtedly create pressures for further clarification.

(4) Withholding of State Aid vis-a-vis the 180-Day Rule

During the 1982-83 year, the Commissioner withheld a portion of state aid from 14 districts in the state where high schools conducted graduation exercises prior to completing a full 180 days of instruction, as required by statute and regulation. The Commissioner's action followed his issue of orders to show cause, requiring 35 districts to demonstrate in writing why they should not have a portion of their state aid withheld for failure to comply. The 14 districts that failed to provide adequate reasons were each penalized \$2,545 in state aid for every day of instruction less than 180. For a full year prior to these

actions, the Commissioner had notified all school districts and sent individual letters to specific districts, warning that graduation exercises could not be conducted prior to the completion of 180 days of instruction.

(5) Scope of Permissible Searches

The New Jersey Supreme Court rendered an important decision that significantly affects school operations, although it did not originate within the Commissioner's jurisdiction -- State in the Interest of T.L.O.; State of New Jersey v. Jeffrey Engerud, 94 N.J. 331 (1983). In this decision the court defined the scope of permissible searches on school property. It upheld the right of school officials to conduct reasonable searches without a warrant, where necessary to preserve safety, order and discipline. At the same time, the court struck down the actions of school officials in two separate circumstances, holding that those searches were not based upon reasonable grounds for believing that students possessed evidence of illegal action or that their activity would interfere with school discipline and order.

In T.L.O. the court majority held that the assistant principal did not have reasonable grounds for searching a female student's purse, and in Engerud the court held that there was no factual basis, beyond an anonymous tip and rumor, for searching the individual's locker. At the time of this writing, the New Jersey Attorney General has applied to the U.S. Supreme Court to review this decision, because of the limitations it appears to impose on the actions of local school administrators.<sup>1</sup>

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<sup>1</sup> Another legal decision affecting New Jersey school operation was the Federal District Court action declaring unconstitutional the New Jersey "moment of silence" law (c, 205, L. 1982). In a legal action begun during the 1982-83 school year but not decided until October 1983, Judge Debevoise concluded "that Bill 1064 does not have a bona fide secular purpose and, in fact, has a religious purpose. Turning to the second part of the test of validity, I conclude that the bill both advances and inhibits religion." Jeffrey May et al. v. Dr. Saul Cooperman et al., Civil Action No. 83-89, U.S. District Court, District of New Jersey.

#### IV. OPERATIONS

##### A. The Division of Educational Programs

The Division of Educational Programs is responsible for the overall coordination and control of the seven major divisions and bureaus of the State Department of Education that provide direct services to local education agencies: the divisions of General/Academic Education, Vocational Education, Special Education, County and Regional Services; and the bureaus of Compensatory/Bilingual Education, Adult Education, and Teacher Preparation and Certification.

The department also implements its curriculum delivery system through the Division of Educational Programs. Under the supervision of the assistant commissioner of Educational Programs, the division's senior managers analyze local planning objectives, county and regional needs and statewide critical issues to determine department priorities and the most effective allocation of available resources. This division is also responsible for integrating the efforts of Trenton, RCSU and county office staff to provide curriculum services to the districts.

##### (1) The Bureau of Teacher Preparation and Certification

The Bureau of Teacher Preparation and Certification is responsible for ensuring the quality of public school teacher preparation and certification throughout the State of New Jersey. In this capacity, the bureau provides staff assistance to the State Board of Examiners, which has statutory authority for issuing, revoking and suspending certificates for school professionals. The bureau also: recommends standards and requirements for certification; processes applications for certificates, and evaluates and approves the academic credentials of applicants; proposes certification requirements for teachers, administrators and other education professionals; evaluates and accredits college programs that prepare school personnel; recommends new standards for teacher education; and acts as a liaison with the New Jersey State Department of Higher Education.

##### Operational Highlights for 1982-83

During the past year, the bureau:

- o Proposed, in conjunction with the State Department of Higher Education, new standards for teacher preparation that were later adopted by both the State Board of Education and the State Board of Higher Education.
- o Prepared for a major reworking of certification requirements for public school teachers.

##### (2) The Division of Vocational Education

The Division of Vocational Education is responsible for ensuring the delivery of quality vocational education throughout New Jersey, by: developing curriculum and teacher-training materials; coordinating vocational education services on the local, county and state levels; and

improving vocational education programs designed for the career training, retraining and development of students, kindergarten through adult; and coordinating the delivery of vocational education with training providers under the Job Training Partnership Act (JTPA). The division administers state and federal funds that assist local education agencies and other eligible recipients to deliver vocational programs to more than a million students. Above all, the division is committed to the development of vocational education programs that lead to employment.

#### Operational Highlights for 1982-83

During the 1982-83 year, the division:

- o Continued to provide a wide range of services to students, teachers and administrators through a staff of occupational program specialists in agriculture, business, health, home economics, marketing and distribution, trade, and industrial and technical occupations. Program specialists provided leadership for 4,200 local vocational and prevocational programs through a comprehensive planning and evaluation process and on-site technical assistance. More than 12,000 members of vocational and student organizations participated in division-sponsored activities designed to complement and expand formal instructional programs.
- o Conducted comprehensive reviews of occupational programs in 17 local area vocational school districts (LAVSDs) to determine eligibility for continuation of vocational categorical state aid and recommended approval of one additional district. Currently, 18 districts have been approved by the State Board of Education as LAVSDs.
- o Assisted the New Jersey State Department of Environmental Protection and the Division of Motor Vehicles in developing the Auto Emissions Systems Diagnosis and Repair Program. The program is designed to help remedy the problem of poor auto emission repair in the state through training programs in county vocational schools, comprehensive high schools, and state colleges. To date, 38 teachers have been trained and have, in turn, trained about 700 mechanics.
- o Worked extensively with staff from New Jersey's departments of Higher Education and Labor to develop a formal cooperative effort for delivering vocational training under the "Coordination and Grants" (8%) portion of Title II of the JTPA of 1982 (P.L. 97-300). The division assisted in a range of activities, including: identifying and certifying the Local Services Delivery Areas; forming and certifying the Private Industry Councils; and formulating guidelines to implement the Coordination and Grants section of JTPA.

#### (3) The Division of General/Academic Education

The Division of General/Academic Education is responsible for developing and improving effective education policies, programs and practices, based on available research and proven practice. The division delivers products,

including curriculum guidelines, effective programs and in-service training models to school districts through the Curriculum Delivery Service System. The division also advises the Commissioner on department policy initiatives related to effective instructional practices.

#### Operational Highlights for 1982-83

During the 1982-83 year, the division:

- o Conducted a seminar on implementing effective schools research in which 14 urban school districts participated. The seminar allowed those districts' staffs to receive an overview of effective schools research from an expert in the field, Dr. Lawrence Lezotte, and to learn specific strategies from other districts, such as Detroit, New Brunswick and St. Louis.
- o Worked with the Commissioner's Advisory Committee on Child Development and Early Childhood Education, whose report contained recommendations on early childhood program development and integration, teacher qualifications, assessment procedures, and patterns of program organization and staffing. Upon receiving the committee's report, the State Board of Education reaffirmed the department's commitment to strengthening educational programs for young children.
- o Provided funding from the Nutrition Education Training program for: a leadership training conference for 130 local district food service directors; technical assistance in nutrition education to 2,322 classroom teachers and 454 food service directors; workshops on nutrition and health habits for 15,027 children; and a seminar on children and nutrition for participants from 60 school districts.
- o Assisted 322 schools in implementing exemplary programs that were part of the National Diffusion Network (NDN). More than 1,790 classroom teachers and 209 administrators were trained to put these programs in place. More than 41,600 students are participating in various NDN programs in more than 1,645 classrooms.
- o Planned seven two-week summer institutes, with the State Department of Higher Education, in which 250 teachers of math, science and computer instruction upgraded their knowledge and skills.
- o Prepared and distributed School Tuberculosis Testing, a document explaining the amended rules and regulations for tuberculosis screening in New Jersey schools, to all districts, in order to help them implement this testing program.
- o Provided staff for the New Jersey Advisory Council on Holocaust Education, whose 29 members and ex-officio members, the Commissioner of Education and Chancellor of Higher Education, were appointed by Governor Kean. The council has developed primary recommendations, based on a survey of state schools' holocaust/genocide education programs, and will report to the Governor and Commissioner of Education in January 1984.

- o Assisted 54 districts in developing and implementing desegregation plans to correct violations of state constitutional law, federal civil rights policy and other mandates against segregation and discrimination.
- o Provided technical assistance and training to 118 local districts to help them more successfully interact with students of multi-cultural backgrounds and varying language backgrounds through seminars, regional and county workshops and district level in-service sessions.
- o Provided further technical assistance concerning sex equity and affirmative action responsibilities under federal and state law to 282 local districts through conferences and direct contact with newly appointed officers, administrators, teachers and students.
- o Administered and reviewed the state mandated program providing auxiliary, diagnostic and remedial services to approximately 30,000 nonpublic school students.
- o Conducted 40 nonpublic secondary schools through the approval process available by state law.

#### (4) The Bureau of Adult Education

The Bureau of Adult Education administers state and federal grants, and develops state plans, procedures and guidelines for the conduct of adult education services provided by 220 school districts and eligible agencies. State and federal grants support instructional programming for adult basic skills, the General Education Development Test (GED), English as a second language (ESL), citizenship classes for immigrants, and skill training for refugees and entrants. The bureau is also responsible for developing guidelines for adult high schools and for administering the GED in 35 testing centers. In addition, the bureau provides training for teachers and administrators, as well as technical assistance in promoting effective adult education throughout the state.

#### Operational Highlights for 1982-83

During the last year, the bureau:

- o Increased graduation standards in all three available options for the New Jersey State High School Diploma, the state-issued diploma for adults and out-of-school youth. Plan I (high school credits), which had required 80 credits, now requires 92 credits and demonstration of proficiency in basic skills. Plan II (college credits) now requires demonstrated basic skills mastery in addition to the 24 college credits previously required. Plan III (GED) now requires a minimum standard score of 40 on each of five subsets, up from 35, with a total of 225.
- o Provided adult basic skills programming to 41,000 adults and out-of-school youth 16 years of age and older, through 160 school districts, colleges and other institutions. These funded programs

resulted in 3,940 participants receiving high school diplomas, 2,057 obtaining jobs, and 911 obtaining better jobs. Two hundred sixty left public assistance rolls, and 1,600 went on for further education or training. The average cost of these programs was \$129 per adult, for a total of \$5.3 million in state and federal funds.

- o Provided special programs for refugees and Cuban and Haitian entrants, through interagency agreements with the New Jersey State Department of Human Services, in 17 adult education projects largely sponsored by local education agencies. This example of cooperative planning between government agencies provided more than 2,500 adults with jobs, job training, ESL and social adjustment counseling.
- o Awarded 11 special projects in adult education. Areas of emphasis included linking vocational training with basic skills and developing volunteer programs for literacy training. This is the fifth year that the bureau has provided financial support to develop local volunteer units affiliated with community agencies and public schools. One of these programs, Project F.I.S.T., which trains tutors for non-readers, was among six adult education programs in the nation to receive validation through the National Diffusion Network.

#### (5) The Division of Special Education

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

#### Operational Highlights for 1982-83

During the 1982-83 year, the division:

- o Received \$36.5 million in federal funds under P.L. 94-142 and distributed three-quarters of that amount to districts to augment services for handicapped pupils. The division also used \$7.3 million in discretionary grants to help establish seven regional day schools for severely handicapped children, to disseminate information and materials, and to support preschool programs.
- o Prepared to implement the preschool mandate (Chapter 415, P.L. 1981) by providing technical assistance for district personnel and by developing an administrative code, a teacher certification proposal, a plan for private-school preschool approval, and a plan for regional coordination/development of new programs. The division also planned early intervention programs in cooperation with New Jersey's departments of Health and Human Services.

- o Reviewed all district special education programs through the county offices. The division provided Level II monitoring for 10 school districts and technical assistance in three. Follow-up visits were provided for another six districts based on earlier monitoring reports.
- o Monitored all educational programs for the handicapped operated by the state's departments of Human Services and Corrections. Many more facilities now have programs that meet departmental standards than in the previous year. The others have developed remedial plans to bring their programs into compliance.
- o Approved 134 private schools to operate programs for the handicapped and coordinated on-site monitoring, including budget review, for 39 of those schools.
- o Prepared the three-year (1984-86) State Plan for Special Education, which was approved by the U.S. Department of Education, thus maintaining New Jersey's eligibility to receive federal funds for the education of handicapped children. Copies of the plan, describing procedures to ensure that special education programs are provided, are available upon request.
- o Revised the administrative code that was later adopted by the State Board of Education for the 1983-84 year only. The division also began revising the regulations that will be applied in subsequent years.
- o Submitted regulations to the state board to establish maximum tuition rates for private schools for the handicapped. This code continued the 85th percentile tuition formula and strengthened the division's ability to require fiscal accountability from private schools. This formula was modified by statute to take the Consumer Price Index into account.
- o Arranged the orderly transfer of due process hearings to the Office of Administrative Law and established a pre-hearing settlement process conducted by the bureaus of programs and services.

(6) The Bureau of Compensatory/Bilingual Education

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

- o The Education Consolidation and Improvement Act (E.C.I.A.), Chapter I (for the educationally disadvantaged);
- o Migrant Education;
- o Title VII (for bilingual students);
- o Transitional Programs for Refugee Children.

In addition, the bureau administers the state compensatory and bilingual education programs. In meeting these responsibilities, the bureau provides educational leadership to public and nonpublic school districts and state agencies with compensatory, bilingual and migrant education programs that develop communication and computation competencies. To do so, the bureau coordinates regular developmental programs and compensatory services with categorical local, state and federal funds.

#### Operational Highlights for 1982-83

- o E.C.I.A. Chapter I revised federal regulations were published in November 1982, codifying legal directives for the U.S. Department of Education and state and local educational agencies. These revisions give the department more flexibility in implementing the act's provisions.
- o The bureau issued supplemental county allocations for E.C.I.A. basic grants to local education agencies (LEAs) based upon the 1980 Census Poor Count, increasing the Chapter I state entitlement for 1982-83 from \$57.8 million to \$74.1 million.
- o This was the second year of a three-year implementation plan consolidating state and federal basic skills application programs under E.C.I.A. Five hundred forty-eight districts operated such consolidated Chapter I programs during 1982-83.
- o The bureau assigned staff on a regional basis to assist county offices in the basic skills application review and approval process, as well as providing on-site technical assistance to school districts on program development and implementation and on fiscal procedures.
- o During 1982-83 the migrant education program operated 33 winter projects and 16 summer projects with LEAs, and three statewide projects with the New Jersey State Department of Health, the New Jersey Commission for the Blind and Educational Improvement Center-South. These services reached 5,072 interstate and former migrant children.
- o The migrant program operated the Model Appraisal Process-Secondary (MAP-S) project, an interstate project that provided career exploration and counseling for migrant children in Illinois, Maryland, New York, Pennsylvania and the District of Columbia.
- o Parent involvement in the educational process remained a major emphasis of the migrant education program. A total of 245 parents of migrant children were elected to parent advisory councils during 1982-83.
- o In spring 1982, the department conducted a norming study of the Language Assessment Battery Test. The bureau distributed the results of this study and the recommended New Jersey cut-off scores to LEAs in spring 1983. These measures have assisted in the proper identification of students of limited English proficiency.

- o The bureau assisted 203 districts in the implementation of bilingual and ESL programs for approximately 33,600 students with more than 125 language backgrounds. State categorical aid for these programs was \$13,332,542.
- o The bureau's sixth Statewide Conference on Bilingual/ESL Education drew more than 600 administrators, teachers and parents, participating in nearly 60 workshops on a variety of topics.

(7) The Division of County and Regional Services

The Division of County and Regional Services identifies local district needs through the 21 county offices of education and coordinates the delivery of department-generated products, programs and services through the three newly created RCSUs. These RCSUs will become fully operational during the 1983-84 school year. Through this system, the department can help local districts improve the quality of their instruction and the effectiveness of their schools. The county offices also review and approve local district objectives and plans of action. In addition, the regulatory and monitoring functions of the department rest in this division and is implemented by the 21 county offices.

Operational Highlights for 1982-83

During the 1982-83 year, the division:

- o Reviewed the functions and roles of the 21 county offices in terms of the department's reorganization and core mission. Consequently, the division reduced the number of staff and redefined roles to emphasize assistance to local districts in identifying goals and developing action plans, and delivery of educational services.
- o Assisted 64 local school districts in collecting and analyzing data, and in preparing studies regarding either the formation or dissolution of regional school districts. This work included six regionalization studies, three deregionalization studies and six impact studies of regionalization or deregionalization.
- o Developed a local district planning process that included a planning model to assist districts in identifying their needs and developing objectives based on these needs. The division also trained county superintendents and their staffs in this model and process, and conducted awareness sessions for all public school districts in the state.

B. The Division of Executive Services

The Division of Executive Services provides a variety of support/liaison services to the Commissioner and State Board of Education. It is responsible for: managing matters pertaining to state board duties; responding to controversies and disputes arising under school law and administrative code; developing and articulating the department's legislative position to the legislature, the Governor's counsel and state educational associations; developing new and revised administrative code proposals; managing the

department's short- and long-range planning; maintaining relationships with all news media; and serving as the department's organizational "spokesperson."

### Operational Highlights for 1982-83

Among its activities in 1982-83, the division:

- o Developed and implemented revised seniority regulations. Implementation procedures addressed both the short-range impact on local school districts and long-range training efforts for local board members, school administrators and teachers.
- o Organized the Administrative Code Review Committee, composed of representatives of the state's major educational organizations. The committee reviews and comments on all new administrative code initiatives and amendments, thus ensuring thoughts and contributions from a wide spectrum of interested parties.
- o Improved day-to-day services to the legislature by instituting effective systems and procedures. These systems and procedures better enable the department to maintain critical relationships with individual legislators, legislative staff and the Governor's Office.
- o Worked with other departmental and legislative committee staff to develop an education budget acceptable to the legislature's Joint Appropriations Committee.
- o Developed the department's legal position in regard to problems arising from reduced federal impact aid to districts with large enrollments of students living on military installations.
- o Coordinated departmental enforcement procedures relating to the Hillside desegregation matter, including the conduct of court-ordered hearings and the development of a final desegregation order for the Commissioner's approval.
- o Conducted public hearings on the revision of N.J.A.C. 6:28-1.1 et seq. (special education regulations) and rendered a written report and recommendations to the State Board of Education.
- o Performed a variety of public information functions to articulate department positions, procedures and initiatives: prepared handbooks, position papers, summaries, audio-visual aids, speeches, news releases, articles and press kits; published a staff newsletter and the department's official external newsletter; responded to requests for information from the public, press, organizations and other governmental agencies; organized informational meetings.

### C. The Division of Finance

The Division of Finance oversees the allocation, payment and management of state and federal resources in the 612 local school districts. The division is responsible for developing sound budgeting and fiscal administrative practices to ensure these resources are properly accounted for and expended in an efficient manner. The division also administers the Bureau of Facility Planning Services, Bureau of Pupil Transportation and Bureau of Child Nutrition programs. These bureaus offer technical assistance in their respective program areas to local districts and other using agencies and are also responsible for program compliance, as well as initiating disbursements where appropriate. These services are provided to local districts through the office of the county superintendent and directly to the district when needed.

#### Operational Highlights for 1982-83

During the 1982-83 year, the division:

- o Performed 31 register audits, 74 fewer than the 105 performed in 1981-82. However, the net payback of state aid -- the net amount of state funds auditors recovered -- increased to \$2,824,547, from \$646,333 in 1981-82. The key to this increase was the net payback of \$2,477,594 from Hudson County Area Vocational-Technical School, North Bergen Center.
- o Issued E.C.I.A. Basic Grants based on the 1980 Census Poor Count, plus other indicators, with a "save-from-harm" clause for those counties that were adversely affected. These supplemental allocations increased the state's entitlement from \$57.8 million to \$74.1 million.
- o Approved asbestos removal for 110 schools at a cost, including related work, of more than \$18 million. To date, \$36.6 million has been expended for asbestos removal and related work in 269 schools.
- o Provided monitoring, technical assistance and reimbursement to public schools participating in the child nutrition programs. More than 675,000 children were served by these programs in 1982-83.
- o Funded eight districts' transportation routing and scheduling projects for the first time. One hundred districts are now using computerized programs for scheduling and routing.

### D. The Division of Administration

The Division of Administration is responsible for directing the internal management and operations of the department and delivers a wide range of services and products across the department. They include: budget and accounting, information resources management, equal employment opportunity/affirmative action, human resources, central services, and financial and program compliance/monitoring, all in support of the department's core mission.

Operational Highlights for 1982-83

Among its activities for the year, the division:

- o Devoted extensive fiscal and personnel resources to implementing the department's reorganization plan -- a plan based on the AT&T organization performance model and the work of the Governor's Management Improvement Program. This work also entailed major physical relocation of personnel and organizational units.
- o Developed a series of generic job titles for managers and professionals in unclassified service, which were later approved by the State Department of Civil Service. The benefits are two-fold: Unclassified titles in the department now conform to the reorganization design, and the department has greater flexibility in its use of titles and positions. The department's work in this area has become a model for the reorganization efforts in other state agencies.
- o Established a three-person internal audit unit, in conjunction with the State Department of Treasury, to improve accountability of programs and funds. This unit audits and investigates all department programs, based on the priorities established by the Commissioner of Education and the State Treasurer.
- o Designed and installed a revised contract management system to increase program and fiscal integrity. This new system helps control and monitor all discretionary funds distributed to local school districts and other educational units.
- o Set up a revolving accounting fund so that each federal program in the department would be charged for the number of transactions it processed. As a result, the department can more equitably charge costs for services provided.
- o Developed and implemented a computerized department data base management system. It gives all users access to the data the department collects and does so without requiring computer programming skills from users.
- o Installed an improved word processing system to increase productivity and reduce turnaround time. The system includes nine terminals in the word processing center and three terminals placed elsewhere in the division. It can process text, statistics, lists and records.
- o Automated affirmative action reports summarizing personnel actions. This allows more efficient production of statistical information on demand and frees more time for compliance, monitoring, training and recruitment programs.

### E. The Division of Direct Services

The Division of Direct Services is responsible for those educational programs the State Department of Education delivers directly to the public. The division consists of four distinct units, each of which serves a diverse student population statewide. These units fall outside the immediate areas of responsibility indicated in the department's core mission statement. Therefore, the division is investigating alternative governance structures more appropriate for delivering those services. It is also determining which, if any, of these units, can best serve the public by remaining within the department.

#### Operational Highlights for 1982-83

- o The division opened five regional day schools (RDSs) statewide: at Corbin City, Jackson, Mannington, Morris and Piscataway.
- o A request for proposals was initiated twice in the effort to identify eligible RDS agents. Through these proposals the division found agents to deliver services on a daily basis at the RDSs at Corbin City, Hamilton, Mannington and Newark.
- o Talley Industries, a privately operated firm, assumed management of the New Jersey Job Corps under a contract with the U.S. Department of Labor, effective April 30, 1983.
- o The Marie H. Katzenbach School for the Deaf, with enrollment for the year of 469, received a Level II monitoring, resulting in recommendations for extensive instructional and other program revisions.
- o The Center for Occupational Education Experimentation and Demonstration (COED) began an individualized vocational plan (IVP) process for all of its 700 students. The IVP coordinates pupils' vocational education programs and monitors their rates of progress.
- o The division conducted 14 occupational training programs at Newark Skills Center (NSC) for more than 500 economically disadvantaged, unemployed and underemployed adults. These programs used federal, state and local funds.
- o NSC maintained a 60 percent job placement rate, despite staff shortages due to CETA cutbacks.
- o Regional day school total enrollment for the year was 369.
- o COED enrollment rose to a record 1,260 pupils: 748 were enrolled in training programs; 162, in two-week vocational assessment labs; and 350, in the summer program. Eighty percent of the students were identified as disadvantaged and 12 percent as handicapped.
- o NSC staff conducted seven vocational programs at the Newark and Trenton state prisons, with about 250 inmates participating. The electronics instructor at Trenton State Prison received the state

suggestion-of-the-year award for designing a new riot bell system. It was installed by the instructor and his students, saving the state \$200,000.

- o The Katzenbach School's vocational unit received \$87,557 in federal funds through the department's Division of Vocational Education.
- o More than 150 pupils attended walk-in ESL classes at NSC.
- o In keeping with COED's role as a demonstration site, new methods, designed and used at COED to prepare urban students for employment were shared with educators statewide.

#### F. The Division of the State Library

The State Library provides information services and resources over a broad range of subjects which affect the educational, cultural, economic and political life of New Jersey. These services are provided to governmental units at state, county and local levels and, as a libraries' library, to all the people of the state. The State Library is also responsible for planning, promoting and coordinating a statewide system of library services. This mission is accomplished through: a law library; general reference; inter-library loan service; a library development program; and a program of direct public library services to blind and physically handicapped residents.

#### Operational Highlights for 1982-83

- o This year, the State Library continued its automation program. The Law Library acquired LEXIS, a computerized legal research service. Technical Services continued its retrospective conversion project, adding titles of State Library holdings to the national data base, OCLC. The State Library also promoted the use of OCLC by awarding grants of nearly \$90,000 for the conversion of catalog records by other libraries in the state. At present 96 New Jersey libraries participate in OCLC.
- o A statewide committee was formed to review applications for the \$670,000 made available in State Public Library Construction funds. Title II of the Library Services and Construction Act, under the Federal Emergency Jobs Bill, provided additional federal funding. Only counties and municipalities with the highest unemployment rates could apply for those additional funds.
- o The division dedicated its newly completed Records Storage Center/Library for the Blind and Handicapped, the culmination of several years of planning and construction. The new building gives the Library for the Blind and Handicapped its first home constructed specifically to serve its handicapped users. The Library for the Blind and Handicapped also began developing a radio reading service, to be known as Audiovision. The division expects it to be on the air early in 1984. The library also assumed the machine lending service formerly administered by the New Jersey Commission for the Blind in Newark.

- o Executive orders transferred the State Historical Commission (April) and the Records Management and Archives functions (June) to the Department of State. New Jersey History and Genealogy remained with the State Library and merged with New Jersey Documents to form the New Jersey Reference Services unit.

TABLE I  
MINIMUM BASIC SKILLS TEST RESULTS: 1982-83  
GRADES 9 AND 10

<u>Test</u>		<u>Number</u>	<u>Percent Meeting or Exceeding Statewide Standards<sup>1</sup></u>			
<u>Grade</u>	<u>Type</u>	<u>Taking Test</u>	<u>Statewide</u>	<u>Urban<sup>2</sup></u>	<u>Suburban<sup>3</sup></u>	<u>Rural<sup>4</sup></u>
9	Reading	87,189	85.4%	95.2%	80.1%	91.1%
9	Math	87,168	89.3	82.7	95.3	90.9
10	Reading	13,056 <sup>5</sup>	63.5	58.2	77.0	72.7
10	Math	11,422 <sup>5</sup>	67.3	62.0	78.9	75.5

<sup>1</sup> Any student who obtained a score of at least 65 in mathematics or 75 in reading met the minimum statewide proficiency standards.

<sup>2</sup> Urban: Densely populated with extensive development near an urban center but not as highly developed, with larger residential areas.

<sup>3</sup> Suburban: Predominantly single family residential within a short distance of an urban area or a rapidly developing area, but with still large tracts of open land for development.

<sup>4</sup> Rural: Scattered small communities and isolated single family dwellings, or high density core area with surrounding rural municipalities, or small developed core area surrounded by rural areas.

<sup>5</sup> Students who were retested because they had not passed one or both parts the previous year in grade 9.

WRITING TEST RESULTS: 1982-83<sup>1</sup>  
GRADE 9

	<u>Number Tested</u>	<u>Average (Mean) Score Statewide</u>	<u>Urban Mean Score</u>	<u>Suburban Mean Score</u>	<u>Rural Mean Score</u>
Multiple Choice	86,878	81.3%	77.3%	85.5%	81.5%
Essay	86,187	6.9	6.3	7.5	6.7
Total Score	86,148	79.9	77.1	83.1	79.5

<sup>1</sup> A statewide proficiency standard will not be established until 1985-86.

<sup>2</sup> Multiple choice mean is percent correct; essay mean is on a scale of 2-12; total test combines both parts with essay weighted at 60% of total and multiple choice at 40%.

TABLE II  
VITAL EDUCATION STATISTICS: FIVE YEARS

	1978-79	1979-80	1980-81	1981-82	1982-83
<u>Public School Districts</u>					
Operating Districts	593	596	596	597	593
Non-Operating Districts	20	21	23	22	23
Total Districts	613	617	619	619	616
Regional Districts	69	69	69	69	69
Consolidated Districts	8	8	8	8	7
Special Services Districts and Commissions	12	12	14	14	13
<u>Schools</u>					
Elementary Schools	1,997	1,971	1,951	1,929	1,884
Secondary Schools	446	446	445	435	434
Total Schools	2,443	2,417	2,396	2,364	2,318
Instructional Rooms	69,693	69,828	69,763	69,029	69,106
<u>Enrollments</u>					
Pre-Kindergarten	3,726	4,941	5,537	5,638	5,243
Elementary	824,252	793,388	768,764	747,710	738,245
Secondary	509,349	489,930	471,707	451,370	434,275
Male	686,066	660,202	638,703	618,473	602,770
Female	651,261	628,057	607,305	586,245	569,750
White	991,406	944,624	901,101	862,334	828,750
Black	234,897	229,616	223,568	218,971	215,171
Hispanic	94,966	95,263	99,586	99,778	103,395
Other	16,058	18,756	21,753	23,635	25,204
Total Enrollments	1,337,327	1,288,259	1,246,008	1,204,718	1,172,520
Drop-outs: Minority	8,265	8,139	8,115	7,811	N/A
Drop-outs: Total	22,642	21,468	20,373	18,882	N/A
High School Graduates: Minority	16,234	16,567	N/A	17,764	N/A
High School Graduates: Total	97,643	94,564	93,168	93,750	N/A
<u>Certificated Personnel</u>					
Administrators/Supervisors: Total	6,962	7,109	7,161	7,150	7,114
Administrators/Supervisors: Female	1,266	1,365	1,393	1,425	1,425
Administrators/Supervisors: Minority	615	644	671	685	695
Classroom Teachers: Total	78,569	77,443	76,550	75,231	74,303
Classroom Teachers: Female	50,053	49,582	49,281	48,722	48,361
Classroom Teachers: Minority	8,129	8,163	8,388	8,405	8,535

	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Special Services Personnel: Total	11,991	12,421	12,688	12,322	12,270
Female	8,923	9,275	9,464	9,176	9,137
Minority	1,251	1,307	1,291	1,243	1,311
Total Certificated Personnel	97,522	96,973	96,399	94,703	93,687
Entering: Administrators/Supervisors	711	860	810	803	706
Teachers	11,341	11,495	11,315	11,310	9,860
Special Services Personnel	2,177	2,214	2,170	1,876	1,643
Leaving: Administrators/Supervisors	766	892	937	953	820
Teachers	11,756	12,493	12,049	12,527	10,811
Special Services Personnel	2,043	1,994	2,100	2,179	1,790
Average Salary*: Teachers	\$16,172	\$17,159	\$18,261	\$20,013	N/A

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\*Data supplied by the New Jersey Education Association.

TABLE III  
PUBLIC SCHOOL ENROLLMENT BY COUNTY

<u>COUNTY</u>	<u>1981-82</u>		<u>1982-83</u>	
	<u>ELEMENTARY</u>	<u>SECONDARY</u>	<u>ELEMENTARY</u>	<u>SECONDARY</u>
Atlantic	22,611	9,972	22,284	9,483
Bergen	68,822	50,180	66,725	47,164
Burlington	43,433	23,029	42,268	21,935
Camden	52,009	30,867	50,951	30,328
Cape May	7,613	4,062	7,551	3,878
Cumberland	17,826	8,918	17,385	8,687
Essex	86,606	50,323	86,087	48,145
Gloucester	21,901	15,619	21,624	15,277
Hudson	51,363	23,699	50,823	22,944
Hunterdon	11,193	6,447	10,971	6,223
Mercer	27,762	18,728	26,581	19,214
Middlesex	54,646	39,580	52,713	38,578
Monmouth	55,185	33,882	54,041	32,454
Morris	47,609	27,021	46,116	25,947
Ocean	40,699	19,526	40,155	18,884
Passaic	47,684	24,466	46,896	23,394
Salem	7,651	4,763	8,097	4,177
Somerset	19,377	14,897	18,905	13,850
Sussex	15,867	8,580	15,963	8,168
Union	43,528	30,708	42,370	29,552
Warren	9,963	6,103	9,739	5,993
STATE	753,348	451,370	738,245	434,275

TABLE IV  
DEPARTMENT OF EDUCATION APPROPRIATIONS

<u>Budget Components</u>	<u>1981-82</u>		<u>1982-83</u>		<u>1983-84</u>	
	<u>Actual</u>	<u>Percent</u>	<u>Adjusted</u>	<u>Percent</u>	<u>Budgeted</u>	<u>Percent</u>
Direct State Services	\$ 32,965,992	1.59%	\$ 34,153,147	1.50%	\$ 28,703,912	1.17%
State Aid	1,802,533,362	87.07%	2,002,832,427	87.90%	2,178,517,340	88.70%
Federal Aid	226,672,845	10.95%	233,973,141	10.27%	241,855,950	9.85%
Other Funds (Including Debt Service & Capital Construction)	8,115,804	.39%	7,577,178	.33%	6,849,764	.28%
<b>Total</b>	<u>\$2,070,288,003</u>	<u>100.00%</u>	<u>\$2,278,535,893</u>	<u>100.00%</u>	<u>\$2,455,926,966</u>	<u>100.00%</u>
<b>Total Education State Appropriations</b>	\$1,843,615,158	32.16%	\$2,044,562,752	32.51%	\$2,214,071,016	32.56%
<b>Total State Appropriations</b>	\$5,733,339,897	100.00%	\$6,288,610,781	100.00%	\$6,799,583,869	100.00%

TABLE V

FEDERAL AID TO LOCAL DISTRICTS

<u>Federal Programs</u>	<u>1981-82</u>	<u>1982-83</u>
Chapter 1 Block Grant (Formerly ESEA Title I)		
Basic Grants	\$ 64,803,736	\$ 74,129,379
Concentration	- 0 -	- 0 -
Handicapped	5,253,036	4,465,081
Migrant	3,153,647	2,680,600
Delinquent	899,459	948,666
Correctional	<u>101,295</u>	<u>86,362</u>
Chapter 1 - Total	\$ 74,211,173	\$ 82,310,088
Title IV-B	4,953,430	*
Title IV-C	1,998,443	*
Title VI-B Handicapped	33,193,777	34,741,396
Pre-School Handicapped	711,452	686,375
Teacher Training-Special Education	77,500	- 0 -
Special Education Resource Training Center	- 0 -	- 0 -
Title VII-Bilingual	98,569	84,656
Basic Skills (Right to Read)	- 0 -	*
Vocational Education Act	16,074,526	15,379,738
Library Sevices and Construction	1,038,510	1,206,503
Child Nutrition	68,000,000	73,000,000
Indochinese Ref. Act (Cuban-Haitian)	227,321	269,730
Adult Basic Education	2,879,205	2,875,165
Community Education	64,587	*
Civil Rights Act	783,725	769,399
Impact Aid	6,406,873	4,700,000
E.S.A.A.	4,972,468	*
Chapter 2 Block Grant	<u>- 0 -</u>	<u>11,487,930</u>
Total	\$215,691,707	\$227,510,980

\* Consolidated into Chapter 2 Block Grant July 1, 1982.

TABLE VI

STATE SCHOOL AID TO LOCAL DISTRICTS

<u>Major Accounts</u>	<u>1981-82 Expenditures</u>	<u>1982-83 Appropriations</u>
Current Expense Equalization Aid	927,173,251	1,017,910,365
Formula	863,074,362	936,863,965
Minimum	640,098,889	810,046,400
School Facilities Aid	78,803,100	81,520,640
Capital Outlay	6,671,204	7,164,332
Debt Service Type 2	31,020,345	30,758,655
Debt Service Type 1	23,689,468	25,273,677
State Debt Service	17,422,083	18,323,976
Transportation Aid	107,508,146	115,132,513
Categorical Aid	225,803,286	281,527,937
Special Education	137,812,315	165,771,909
County Special Services Districts	9,000,000	11,000,000
Compensatory	59,508,038	80,053,235
Bilingual	10,934,116	13,383,987
Local Vocational	8,548,817	11,318,806
Compenstory Research and Development	-0-	-0-
Sub-Total	1,339,287,783	1,496,091,455
Other Grants-In-Aid	39,744,772	40,138,946
Pension Fund Contributions	414,690,744	457,900,000
Total State Aid	1,793,723,299	1,994,130,401
From General Fund	823,691,739	884,833,103
From Property Tax Relief Fund	970,031,560	1,109,297,298
Total School Expenditures (including Pension Contributions)	4,526,371,044	4,929,796,200*
Percent of State Support	39.6%	40.5%

\* Estimated

TABLE VII  
BUDGET CAP WAIVERS

County	1981 - 1982			1982 - 1983				
	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	2	\$103,953	2	\$103,953	4	\$913,211	4	\$913,211
Bergen	2	120,049	2	115,249	10	1,005,652	4	526,743
Burlington	1	44,187	-	-	-	-	-	-
Camden	-	-	-	-	-	-	-	-
Cape May	2	190,851	2	183,351	1	741,063	1	741,063
Cumberland	-	-	-	-	-	-	-	-
Essex	-	-	-	-	1	8,650,357	1	6,311,719
Gloucester	-	-	-	-	-	-	-	-
Hudson	-	-	-	-	1	1,672,211	1	1,672,211
Hunterdon	-	-	-	-	1	27,687	1	27,687
Mercer	3	545,111	3	381,991	2	771,871	2	697,821
Middlesex	2	1,329,589	2	1,329,589	1	570,703	1	570,703
Monmouth	7	2,253,832	7	1,710,846	6	989,259	6	960,909
Morris	1	150,180	1	150,180	6	1,770,385	6	1,770,385
Ocean	4	1,673,499	4	1,599,984	4	1,317,323	4	1,107,866
Passaic	-	-	-	-	1	548,600	1	274,299
Salem	2	241,719	2	241,719	1	113,885	1	113,885
Somerset	1	249,811	1	249,811	2	610,668	2	600,668
Sussex	4	512,473	4	512,473	3	352,907	3	336,476
Union	1	201,358	-	-	-	-	-	-
Warren	-	-	-	-	-	-	-	-
<b>Total</b>	<b>32</b>	<b>\$7,616,612</b>	<b>30</b>	<b>\$6,579,146</b>	<b>44</b>	<b>\$20,055,782</b>	<b>38</b>	<b>\$16,625,646</b>

TABLE VIII  
APPROVED SCHOOL BUILDING CONSTRUCTION  
 July 1, 1982 to June 30, 1983

COUNTY	SCH DIST	PROJ	NEW CONSTRUCTION			ADDITIONS & ALTERATIONS			REPAIRS & REHABILITATIONS			Total \$
			Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	Elementary \$	Secondary \$	Misc. \$	
Atlantic	11	18				3,390,000		105,000	597,800	540,136	30,000	4,662,936
Bergen	40	90				425,000	170,000		3,399,222	7,057,198	442,300	11,493,720
Burlington	23	28					35,000		819,574	1,830,500	972,500	3,660,574
Camden	20	82							2,097,350	4,066,254	134,600	6,298,204
Cape May	6	8					3,500,000		136,070	146,000	9,000	3,791,070
Cumberland	7	26							3,456,000	1,974,379		5,430,379
Essex	11	54							2,040,214	1,855,534	600,000	4,495,748
Gloucester	12	36							636,100	1,695,000	72,000	2,403,100
Hudson	10	43							7,872,550	3,746,516	384,200	12,003,266
Hunterdon	9	10							699,000	430,000		1,129,000
Mercer	6	16	7,543,000						571,200	943,500	25,000	9,082,700
Middlesex	14	68							1,774,855	3,484,538	314,100	5,573,493
Monmouth	29	79					5,500,000		2,236,920	1,144,604	148,700	9,030,224
Morris	22	63				23,000			2,343,589	782,102	1,651,699	4,800,390
Ocean	13	21			225,000	1,520,000	2,960,000		1,083,350	377,585		6,165,935
Passaic	13	24		3,000,000					806,270	963,531		4,769,801
Salem	2	2							70,000	180,000		250,000
Somerset	11	41							1,116,150	712,900	913,100	2,742,150
Sussex	5	6							441,500			441,500
Union	17	120							6,370,364	5,603,552	837,347	12,811,263
Warren	9	19							198,800	410,117	10,000	618,917
	290	854	7,543,000	3,000,000	225,000	5,358,000	12,168,000	105,000	38,766,878	37,943,946	6,544,546	111,654,370
	Projects		1	1	1	4	5	1	542	249	50	854
Totals												
1981-1982	268	773	12,179,511	19,107,686	363,372	8,946,364	16,781,943		44,336,448	28,197,971	2,172,908	132,086,203
			3	6	7	13	8		504	196	36	773

TABLE IX

COMPENSATORY EDUCATION DISTRICT FUNDING: 1982-83

County	<u>ECIA Chapter I</u>		<u>State Compensatory Education</u>		<u>ECIA Chapter I Migrant</u>		
	<u>Number of Districts</u>	<u>Fiscal Allocation</u>	<u>Number of Districts</u>	<u>Total Allocation</u>	<u>Number of Districts</u>	<u>Fiscal Allocation Winter</u>	<u>Fiscal Allocation Summer</u>
Atlantic	23	\$ 2,517,074	22	\$ 3,130,589	7	\$ 291,063	\$159,644
Bergen	70	2,737,739	73	2,344,689	-	-	-
Burlington	42	2,301,739	41	2,705,698	1	77,907	18,062
Camden	40	6,446,778	38	7,491,870	3	76,123	48,439
Cape May	15	610,562	15	649,099	1	23,000	-
Cumberland	15	2,289,534	15	3,392,691	6	392,845	99,446
Essex	19	17,729,176	20	16,299,902	1	13,478	-
Gloucester	26	1,595,048	27	1,687,165	3	199,774	70,633
Hudson	12	10,170,856	12	10,880,044	-	-	-
Hunterdon	22	358,782	26	324,816	-	-	-
Mercer	9	2,767,703	9	4,239,543	-	-	-
Middlesex	25	3,604,286	24	3,796,104	1	119,259	69,993
Monmouth	50	3,909,464	50	4,358,233	1	85,350	-
Morris	38	1,362,865	39	1,424,523	-	-	-
Ocean	27	2,582,533	28	3,384,903	-	-	-
Passaic	20	6,636,499	20	7,042,163	-	-	-
Salem	13	837,877	12	794,793	3	59,508	30,841
Somerset	20	761,021	18	872,929	-	-	-
Sussex	25	619,388	26	537,815	1	29,403	22,365
Union	18	3,742,028	21	4,129,219	-	-	-
Warren	19	548,426	24	600,757	1	7,380	-
N.J. Dept. of Health	-	-	-	-	1	65,564	-
N.J. Commission for the Blind	-	-	-	-	1	90,440	-
<b>TOTALS</b>	<b>548</b>	<b>\$75,129,378</b>	<b>560</b>	<b>\$80,087,545</b>	<b>31</b>	<b>\$1,531,094</b>	<b>\$519,423</b>

TABLE X

SPECIAL EDUCATION ENROLLMENT AND FUNDING: 1982-83

County	Special <sup>1</sup> Classes	Private <sup>2</sup> School	Supplementary <sup>3</sup> Instruction	Home <sup>4</sup> Instruction	State <sup>5</sup> Operated	Resource <sup>6</sup> Room	Pre-School <sup>7</sup> Handicapped	State Categorical	Funds Federal P. L. 94-142
Atlantic	957.3	26.0	1,934.0	7,969.2	159.0	2,193.0	266.0	\$ 6,845,122	\$ 938,960
Bergen	3,013.5	381.0	9,283.0	37,953.1	218.0	2,640.0	699.0	15,095,968	3,370,253
Burlington	2,616.0	241.5	4,675.0	17,502.9	183.0	1,342.0	421.0	9,360,016	1,650,100
Camden	4,561.0	690.0	6,217.0	34,835.5	287.0	1,661.0	695.0	15,390,168	2,310,112
Cape May	321.5	16.0	501.0	5,348.2	39.0	665.0	104.0	2,020,587	315,904
Cumberland	967.0	62.5	1,992.0	11,570.7	137.0	675.0	209.0	4,304,925	640,165
Essex	4,611.0	944.0	8,599.0	51,014.5	622.0	1,841.0	1,137.0	21,468,591	3,696,418
Gloucester	1,353.5	228.0	1,529.0	13,223.9	63.0	1,074.0	314.0	5,943,810	1,466,658
Hudson	3,741.0	417.0	4,759.0	36,433.3	295.0	314.0	634.0	11,712,737	1,703,282
Hunterdon	375.0	96.0	1,232.0	2,383.9	49.0	669.0	116.0	2,818,111	351,900
Mercer	1,842.0	229.5	3,219.0	12,923.0	214.0	1,029.0	279.0	7,368,540	1,122,590
Middlesex	2,885.0	519.0	7,162.0	33,724.3	250.0	2,726.0	700.0	15,225,712	2,373,423
Monmouth	2,135.0	501.0	6,484.0	44,832.1	285.0	3,021.0	683.0	14,428,157	2,099,784
Morris	1,889.5	436.0	6,694.0	16,897.5	122.0	1,563.0	487.0	10,240,981	2,025,720
Ocean	1,931.0	264.5	3,549.0	20,660.7	156.0	2,501.0	425.0	10,750,225	1,428,960
Passaic	1,891.5	284.0	6,831.0	30,000.4	424.0	1,451.0	613.0	10,624,028	1,781,730
Salem	613.0	49.0	646.0	3,037.8	35.0	311.0	89.0	2,017,800	398,170
Somerset	946.0	287.5	2,948.0	7,978.1	100.0	1,233.0	227.0	6,174,602	843,875
Sussex	958.0	53.0	2,534.0	5,898.7	38.0	909.0	196.0	4,091,935	802,590
Union	2,552.5	372.0	4,587.0	25,450.8	268.0	2,434.0	575.0	12,587,525	1,964,180
Warren	561.0	97.0	1,497.0	4,811.5	48.0	859.0	110.0	3,389,721	496,590
Totals	40,722.0*	6,195.5	86,872.0	424,450.1	3,992.0	31,111.0	8,979.0	\$191,859,261	\$31,781,364

\*Full-Time Equivalent Enrollment - figures represent students on a part-time or shared-time basis.

<sup>1</sup> Special Classes - number of students placed in self-contained classes by handicapped class type.

<sup>2</sup> Private School - number of students placed in approved private schools for the handicapped.

<sup>3</sup> Supplementary - number of students receiving supplemental instruction and/or speech correction services.

<sup>4</sup> Home Instruction - number of hours of home instruction received by students at the direction of a physician or child study team.

State Operated - number of handicapped students receiving an education at state-operated programs (including Residential Youth Centers, Training Schools or Correctional Facilities, Treatment Centers or Psychiatric Hospitals).

<sup>6</sup> Resource Room - number of handicapped students in resource rooms.

<sup>7</sup> Pre-School Handicapped - higher students on roll 9/30/83 or the number of students estimated to be served in 1983-84.

Source: Application for State School Aid and P.L. 94-142.

TABLE XI  
BILINGUAL EDUCATION: 1982-83

<u>County</u>	<u>Number of Districts</u>	<u>Total Students Served</u>	<u>Local Funds</u>	<u>State Funds</u>	<u>Title VII SEA Federal Funds</u>
Atlantic	10	507	\$ 382,746	\$ 190,162	\$ 0
Bergen	52	2,024	870,161	807,884	88,350
Burlington	9	275	130,733	92,842	0
Camden	7	1,358	1,000,050	425,117	198,086
Cape May	1	19	9,251	7,737	0
Cumberland	3	884	200,000	283,818	167,870
Essex	14	8,745	3,747,054	3,751,128	164,409
Gloucester	2	25	23,358	7,330	0
Hudson	11	7,781	6,361,287	3,119,560	811,500
Hunterdon	1	7	4,099	0	0
Mercer	7	1,050	954,140	408,422	0
Middlesex	15	2,255	1,822,263	866,521	0
Monmouth	17	648	330,818	232,105	0
Morris	15	708	310,485	283,409	0
Ocean	5	240	357,643	95,285	0
Passaic	11	3,970	2,127,770	1,472,841	167,569
Salem	1	45	20,545	17,510	0
Somerset	5	214	131,838	83,476	0
Sussex	2	40	20,130	0	0
Union	13	2,835	1,267,050	1,175,993	0
Warren	2	30	17,315	11,402	0
<b>Totals</b>	<b>203</b>	<b>33,660</b>	<b>\$20,088,736</b>	<b>\$13,332,542</b>	<b>\$ 1,597,784</b>

TABLE XII

STATE LIBRARY STATISTICAL INFORMATION

LAW & REFERENCE BUREAU:

Visitors to reading room	42,513
Archives reading room	4,337
Reference questions	68,518
Archives reference questions	5,263
Computer searches	
Law	330
Reference	668
Circulation	54,525
Photocopies in lieu of circulation	432,904
Interlibrary loan requests -	
Received	23,277
Filled or located by State Library	18,438

LIBRARY for the BLIND and HANDICAPPED:

Active registration	9,861
Circulation	292,865

LIBRARY DEVELOPMENT BUREAU:

Consultant services:	
Field visits	356
In office	140
Telephone	2,440
Meetings/workshops:	
Planned or conducted	95
Participated or speaker	510
Items distributed	12,168

TECHNICAL SERVICES BUREAU:

Titles cataloged	11,306
Volumes cataloged	13,799
Retrospective conversion project - holdings added to OCLC data base	52,504

TABLE XIII

VOCATIONAL EDUCATION: 1982-83 FEDERAL AND STATE

ALLOCATIONS FOR PROGRAMS AND SERVICES

<u>Program</u>	<u>Funding Source (P.L. 94-482) or Other)</u>	<u>State and Federal Total Funds</u>	<u>Federal Funds</u>	<u>State Funds</u>
<u>National Priorities</u>				
1. Handicapped	Sec. 110 a	\$ 1,820,466	\$1,820,466	-
2. Post Secondary/Adult	Sec. 110 c	3,403,860	3,403,860*	-
3. Disadvantaged	Sec. 110 b, 1	3,131,454	3,131,454	-
	Subtotal	\$ 8,337,780	\$8,337,780	
<u>Basic Grants</u>				
1. Sex Bias Supr. F/T	Sec. 104 b, 2	\$ 50,000	\$ 50,000	-
2. Displaced Homemakers	Sec. 120 b, 1, L	165,136	165,136	-
3. Secondary	Sec. 120 b, 1, A	5,328,307	1,649,790	\$3,678,517
4. Supv. & Adm. Voc. Ed.	Sec. 120 b, 1, A, 1	2,400,910	1,211,815	1,189,095
5. Adult	N.J.S.A. 18A:54-9; 18A:54-32	2,000,000	-	2,000,000
6. Work Study	Sec. 120 b, 1, B	941,462	452,516	488,946
7. Cooperative Ed.	Sec. 120 b, 1, C	621,325	290,155	331,170
8. Energy Education	Sec. 120 b, 1, D	64,264	64,264	-
9. Industrial Arts	Sec. 120, b, 1, 1	446,358	250,431	195,927
	Subtotal	\$12,017,762	\$4,134,107	\$7,883,655
<u>Program Improvement and Supportive Services</u>				
1. Research Development	Sec. 130 b, 1	\$ 630,067	\$ 630,067	\$ -
2. Exemplary	Sec. 130 b, 2	418,826	288,363	130,463
3. Curriculum Development	Sec. 130 b, 3	199,394	199,394	-
4. Guidance and Counseling	Sec. 130 b, 4	530,674	530,674	-
5. Preand In-service	Sec. 130 b, 5	410,887	410,887	-
6. Sex Role Stereotyping	Sec. 130 b, 6	142,425	142,425	-
7. Supv. and Admin.	Sec. 130 a	397,685	187,875	209,810
<u>Special Programs for the Disadvantaged</u>				
1. Special Program Dis.	Sec. 140 a	\$ 369,077	\$ 369,077	-

<u>Program</u>	<u>Funding Source (P.L. 94-482 or Other)</u>	<u>State and Federal Total Funds</u>	<u>Federal Funds</u>	<u>State Funds</u>
<u>Consumer and Homemaking Education</u>				
1. Consumer Ed & Homemaking	Sec. 159 b, 1	\$ 547,992	\$ 547,992	-
2. Depressed Area Programs	Sec. 150 d	\$ 239,818	\$ 239,818	-
Subtotal		\$ 787,810	\$ 787,810	-
<u>Planning and Evaluation</u>				
Grand Total	Sec. 102 (d)	\$ 163,546	\$ 163,546	-
		\$24,953,925	\$ 16,729,997	\$8,223,928

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

Source: New Jersey State Department of Education, Division of Vocational Education.

TABLE XIV

A COMPARISON OF HANDICAPPED PUPIL ENROLLMENT OVER SIX YEARS

1977-1982

Classification	Feb. 1 1977	Dec. 1 1978	Dec. 1 1979	Dec. 1 1980	Dec. 1 1981	Dec. 1 1982
EMR	12,587	12,884	10,407*	9,377	8,787	7,163
TMR	3,691	3,879	3,708*	3,536	3,498	3,287
AH-Hard of Hearing	1,115	1,259	907	947	983	922
AH-Deaf	802	755	830	892	785	627
Deaf-Blind	NA	NA	60	69	32	25
VH-Part. Sighted	426	417	391	263	235	222
VH-Blind	NA	NA	NA*	91	84	82
CH	3,802	5,154	4,157*	3,159	2,901	2,990
Elig. for Speech Correction	52,841	58,303	55,965	59,382	59,689	57,878
ED	11,015	12,237	12,477	13,792	14,952	14,876
OH	1,426	1,648	1,213	1,084	1,224	1,091
NI	10,121	10,792	9,958*	11,451	12,756	13,360
PI	27,722	31,083	35,324*	39,565	45,819	50,057
CI	1,853	1,440	1,605	1,330	12,226	1,324
MH	***	***	3,430	4,066	3,722	3,641
<b>TOTAL*****</b>	<b>127,401</b>	<b>139,851</b>	<b>140,432</b>	<b>149,004</b>	<b>156,693</b>	<b>157,545</b>
SM	NA**	1,648	1,515	1,471	1,079	906
EDT	749	708	811*	914	934	1,066
Gifted/Talented Classified Pupils	NA	NA	25,248	35,242	42,534	60,791
Receiving Speech	NA	NA	NA	13,035	15,380	16,830

Source: Annual Plan for All Handicapped Children

Dates: 1977, 1978, 1979, 1980, 1981, 1982

\* Estimated

\*\* Included in above total

\*\*\* Counted by primary handicap

\*\*\*\*\* Eligible for federal funding for handicapped children

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