BEDMINSTER TOWNSHIP SCHOOL

QUALITY ASSURANCE
ANNUAL REPORT

Prepared by
Dr. Andrew Rinko
Superintendent

For the year ending
June 30, 2006
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County: Somerset

District: Bedminster Township School

Specify Date of QAAR Presentation to BOE: 10/19/2006

Instructions: Please provide the page # on which each item appears in the QAAR report. Do not mark the columns in the county review section.

**Required Items**

**I. IMPLEMENTATION OF SCHOOL LEVEL PLANS [N.J.A.C. 6:8-2.2(a)3]**

A. Include school objectives (two per school) for 2006-2008
   - Page #: 6

B. Specify date BOE approved school objectives
   - Page #: 6

C. Provide summary of progress in implementing school plans.
   - Page #: 6

**II. ACHIEVEMENT OF PERFORMANCE OBJECTIVES [N.J.A.C. 6:8-2.2(a)3]**

A. Specify the results of 2005-2006 objectives
   - Page #: 12

B. Indicate the achievement of benchmarks or performance standards
   - Page #: 12

**III. NEW JERSEY SCHOOL REPORT CARD [N.J.S.A. 18A:7E-1 ET SEQ. AND N.J.A.C. 6:8-2.2(a)1]**

A. Attach most recent copy (2004-05) Report Card for each school
   - Page #: 17

**IV. PROFESSIONAL DEVELOPMENT ACTIVITIES [N.J.A.C. 6:11]**

A. Include one to two paragraphs describing activities linked to:
   - teaching staff needs,
   - student performance,
   - relationship to professional improvement plans,
   - integration with curriculum development and core curriculum content standards; and
   - follow-up evaluation
   - Page #: 18

B. Include the budget expended for professional development, including course/tuition reimbursement
   - Page #: 21

C. Indicate the date the district-wide professional development plan was approved by the County Professional Development Board
   - Page #: 22
**Required Items**

**V. CONDITION OF EDUCATIONAL FACILITIES [N.J.A.C. 6A:26]**

A. **Temporary School Facilities Approval [N.J.A.C. 6A:26]** – If you have temporary facilities, indicate the program for which the room is utilized and the status of the approval (e.g. first, second, etc., approval). If you have none, indicate N/A.

B. **Cost of Major Building Projects/Renovations** – Provide a brief description of projects/renovations, cost and timeframe (2005-06)


D. **Status of Long-range Facility Plan [N.J.A.C. 6A:26-2.1 and N.J.A.C. 6:8-2.1(a)]** – Indicate the dates of BOE approval and Office of School Facilities Financing approval for the district’s last plan. Provide an update on the status of the capital projects listed in the approved plan.

E. **Annual Maintenance Budget Amount [N.J.A.C. 6:26-12.1 and 6A:26-2.1-2.2]** – Submit a worksheet covering the district. (This is related to Item C above and amounts should correspond to item C.)

F. **Maximum Capital Reserve Amount [N.J.S.A. 18A:7G-31, N.J.A.C. 6A:26-9.1(d) and 6:8-2.1(a)]** – Include a statement certifying the district’s maximum capital reserve amount (the total amount of local monies needed to implement the LRFP) for 2006-07. Total all projects in district’s LRFP and multiply by 60% to obtain this amount.

G. **Status of Required Annual Health and Safety Review [N.J.A.C. 6A:26-6.1, 6.2, 12; and 6A-19-10]**

Report on the required annual check of each school building using the “Checklist for the Evaluation of School Buildings.” Indicate which 80% items were unacceptable and how they are being addressed. Comment on the status of all required (100% items) health and safety certificates required to be on file in each building or in the district office.

Facilities Checklists for each school building are attached.
Instructions: Please provide the page # on which each item appears in the QAAR report. Do not mark the columns in the county review section.

### Required Items

#### VI. Status of Mandated Program Reviews [N.J.A.C. 6:8-4]

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Comprehensive Equity Plan (CEP) [N.J.A.C. 6:7-1.9]</strong></td>
<td>26</td>
</tr>
<tr>
<td>Provide summary of progress in meeting targets for equity goals.</td>
<td></td>
</tr>
<tr>
<td><strong>B. Bilingual Education, English as a Second Language, English Language Services [N.J.A.C. 6A:15]</strong></td>
<td>26</td>
</tr>
<tr>
<td>If applicable, indicate 3-year plan approval date; if no programs/services, indicate with N/A</td>
<td></td>
</tr>
<tr>
<td><strong>C. Early Childhood Program Aid Plans [N.J.A.C. 6A:24-3.4]</strong></td>
<td>26</td>
</tr>
<tr>
<td>If applicable, indicate plan approval date and status</td>
<td></td>
</tr>
<tr>
<td><strong>D. Demonstrably Effective Program Aid Plans [N.J.A.C. 6A:24]</strong></td>
<td>26</td>
</tr>
<tr>
<td>If applicable, indicate DEPA plan approval date and status</td>
<td></td>
</tr>
<tr>
<td><strong>E. Special Education [N.J.A.C. 6A:14]</strong></td>
<td>26</td>
</tr>
<tr>
<td>Indicate the date of the most recent program monitoring.</td>
<td></td>
</tr>
<tr>
<td>Provide progress towards the implementation of the improvement or corrective action plan.</td>
<td></td>
</tr>
<tr>
<td><strong>F. District Technology Plan [N.J.S.A. 18A-7F-22]</strong></td>
<td>26</td>
</tr>
<tr>
<td>Address the status/progress made during the 2004-2005 school year</td>
<td></td>
</tr>
<tr>
<td><strong>G. Discretionary and Entitlement Grant Programs [N.J.S.A. 18A-7F-22]</strong></td>
<td>27</td>
</tr>
<tr>
<td>Briefly describe the implementation of grants during the 2004-05 school year</td>
<td></td>
</tr>
</tbody>
</table>

#### VII. Community Support [N.J.A.C. 6:8-2.1(e)]

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Demographic Data</strong> (once during a seven year period) – Refer to Five-year Facility Plan and date approved by county office.</td>
<td>28</td>
</tr>
<tr>
<td>Indicate date of last demographic study or the projected date of next study.</td>
<td></td>
</tr>
<tr>
<td><strong>B. Community Survey</strong> (once during a seven year period) – Indicate date of last community-wide survey or the projected date of next study.</td>
<td>28</td>
</tr>
<tr>
<td><strong>C. Resources and Links to Social Service Agencies</strong> (once during a seven year period) – Comment on status of resources and links</td>
<td>28</td>
</tr>
<tr>
<td><strong>D. Community Environmental Conditions</strong> (annually) – Indicate community conditions that affect the district. If none, indicate NA.</td>
<td>28</td>
</tr>
<tr>
<td><strong>E. Barriers to Community Participation</strong> (annually) – Comment on barriers to community participation. If none, indicate NA.</td>
<td>28</td>
</tr>
<tr>
<td><strong>F. Community Involvement</strong> (annually) – List community services and activities conducted in 2005-06 and those planned for 2006-07.</td>
<td>29</td>
</tr>
<tr>
<td><strong>G. Parental Involvement</strong> (annually) – List school-sponsored parent activities conducted in 2005-06.</td>
<td>31</td>
</tr>
</tbody>
</table>
**Required Items**

<table>
<thead>
<tr>
<th>County Review</th>
<th>Yes</th>
<th>N/A</th>
<th>No - Revise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VIII. ASSIGNMENT PLAN FOR CERTIFIED AND NON CERTIFIED NURSES [N.J.A.C. 6A:16-2.1(f)3 and N.J.A.C 6-2.1(a)10]**

A. Provide a copy of district’s assignment plan for 2005-2006.
B. Indicate Board approval date of plan.
C. Provide evidence of public discussion of plan.

**IX. SUBSTANCE ABUSE PREVENTION PROGRAM [N.J.A.C. 6A:16-3]**

A. Indicate Board approval date of program
B. Provide evidence of annual review of program effectiveness

**X. VIOLENCE AND VANDALISM REPORTING [N.J.A.C. 6A-5.3]**

A. Provide evidence that incidence of violence, vandalism and substance abuse were recorded in DOE’s Electronic Violence and Vandalism Reporting System and verified by chief school administrator.
B. Provide evidence of annual public hearing to provide report on incidents of violence and vandalism.
C. Indicate Board approval date.

**XI. EMERGENCY CRISIS MANAGEMENT PLANS [N.J.A.C. 6A-16.5-2]**

A. Indicate Board approval date.
B. Provide evidence of annual review of program effectiveness.

**XII. STATEMENT OF ASSURANCE [N.J.A.C. 6A-5.3]**

- D-2 One per school – signed by building principal [N.J.A.C. 6:8-2.2, N.J.A.C. 6A:8-4.4(b)]
Signatures:

District Chief School Administrator: ______________________________________________________
Date: _____/_____/_____

County Education Specialist: ____________________________________________________________
Date: _____/_____/_____ 

County Business Administrator: _________________________________________________________
Date: _____/_____/_____ 

County Superintendent of Schools: ______________________________________________________
Date: _____/_____/_____
I. PRESENTATION OF QAAR

Dr. Andrew Rinko, Superintendent, presented this Quality Assurance Annual Report to the public at the October 19, 2006 meeting of the Bedminster Township Board of Education.

I. IMPLEMENTATION OF SCHOOL-LEVEL PLANS

I. School Goals

Bedminster Township School Level Objectives for 2006-2008

Final School Level Objectives for 2006-2008 were approved by the Board of Education on October 19, 2006

School Level Objectives for 2006-2008

A. Goal #1: Grade 3-4 Language Arts Literacy
   1. Benchmark Year, 2006-2007: By June 2007 and again by June 2008, 90% of all students in grades 3-4 will achieve at or above the proficiency level, in all clusters of language arts literacy, as measured by the NJ ASK3 and NJ ASK4.
   2. By June 2008, the NJ Department of Education, consistent with No Child Left Behind, has determined that 82% of all schools and subgroups will score at or above the proficiency level, as measured by the NJ ASK3 and NJ ASK4.

B. Goal #2: Grade 3-4 Mathematics
   1. Benchmark Year, 2006-2007: By June 2007 and again by June 2008, 90% of all students in grades 3-4 will achieve at or above the proficiency level, in all clusters of mathematics, as measured by the NJ ASK3 and NJ ASK4.
   2. By 2008, the NJ Department of Education, consistent with No Child Left Behind, has determined that 73% of all schools and subgroups will score at or above the proficiency level, as measured by the NJ ASK3 and NJ ASK4.

C. Goal #3: Grade 8 Language Arts Literacy
   1. Benchmark Year, 2006-2007: By June 2007 and again by June 2008, 90% of all students in grade 8 will achieve at or above the proficiency level, in all clusters of language arts literacy, as measured by the GEPA.
   2. By 2008, the NJ Department of Education, consistent with No Child Left Behind, has determined that 76% of all schools and subgroups will score at or above the proficiency level, as measured by the GEPA.
D. **Goal #4: Grade 8 Mathematics**
1. Benchmark Year, 2006-2007: By June 2007 and again by June 2008, 90% of all students in grade 8 will achieve at or above the proficiency level, in mathematics, as measured by the GEPA.
2. By 2008, the NJ Department of Education, consistent with No Child Left Behind, has determined that 62% of all schools and subgroups will score at or above the proficiency level, as measured by the GEPA.

**Challenge Goals for Non-General Education Population**

A review of the data from the 2006 administration of the NJASK and GEPA indicates that our Non-General Education Population achieved scores significantly below the mean achievement of their General Education peers.

Although our school met all AYP benchmarks, we are committed to efforts that will improve student performance in accordance with state and national goals.

E. **Goal #5: Grades 3, 4 and 8 Writing**

1. By June 2007 and again by June 2008, students in grades 3, 4 and 8 will be assessed on their writing ability using a picture prompt. The picture prompts will be consistent with the expectations detailed in the test specifications outlined by the NJDOE. Each student will maintain a portfolio with at least five exemplars of writing which follow the student to the next grade.

Using a 5 rubric developed by the teacher, consistent with the assessment protocols outlined by the NJDOE in the NJPEP, 85% of the students will score a 3 or higher.

F. **Goal #6: Grades 3, 4, 8 Mathematics**

By June 2007 and again by June 2008, 82% of students in grades 3 and 4, and 76% of students in grade 8 will perform at proficient or advanced proficient level as measured by the NJ ASK or GEPA for the respective students.

Final School Level Objectives for 2006-2008 were approved by the Board of Education on October 19, 2006
RELATIONSHIP OF STUDENT PERFORMANCE OBJECTIVES TO THE NJ CORE CURRICULUM CONTENT STANDARDS

The District’s commitment to the implementation of the New Jersey Core Curriculum Content Standards and to the achievement of School Level Goals is matched as listed:

A. **Goal 1: Grade 3-4 Language Arts Literacy**
   By June 2007 and again by June 2008, 90% of all students in grades 3-4 will achieve at or above the proficiency level, in all clusters of language arts literacy, as measured by the NJ ASK3 and NJ ASK4.

   Standard 3.1
   All students will understand and apply the knowledge of sounds letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

   Standard 3.2
   All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

   Standard 3.5
   All students will view, understand, and use non-textual visual information.

B. **Goal 2: Grade 3-4 Mathematics**
   By June 2007 and again by June 2008, 90% of all students in grades 3-4 will achieve at or above the proficiency level, in all clusters of mathematics, as measured by the NJ ASK3 and NJ ASK4.

   Standard 4.1:
   **Number and numerical operations** All students will develop number sense and will perform standard numerical operations and estimations on all type of numbers in a variety of ways.

   Standard 4.2:
   **Geometry and measurement** All students will develop spatial sense and the ability to use geometric properties, relationships and measurement to model, describe and analyze phenomena.

   Standard 4.3
   **Patterns and algebra** All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.

   Standard 4.4
Data analysis, probability, and discrete mathematics All students will develop an understanding of the concepts and techniques of data analysis, probability and discrete mathematics, and will use them to model situations; solve problems and analyze and draw appropriate inferences from data.

Standard 4.5
Mathematical processes All students will use mathematical processes of problem solving, communication, connections, reasoning, representations and technology to solve problems and communicate mathematical ideas.

C. Goal 3: Grade 8 Language Arts Literacy
By June 2007 and again by June 2008, 90% of all students in grade 8 will achieve at or above the proficiency level, in all clusters of language arts literacy, as measured by the GEPA.

Standard 3.1
All students will understand and apply the knowledge of sounds letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Standard 3.2
All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Standard 3.5
All students will view, understand, and use non-textual visual information.

D. Goal 4: Grade 8 Mathematics
By June 2007 and again by June 2008, 90% of all students in grade 8 will achieve at or above the proficiency level, in mathematics, as measured by the GEPA.

Standard 4.1:
Number and numerical operations All students will develop number sense and will perform standard numerical operations and estimations on all type of numbers in a variety of ways.

Standard 4.2:
Geometry and measurement All students will develop spatial sense and the ability to use geometric properties, relationships and measurement to mode, describe and analyze phenomena.

Standard 4.3
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Standard 4.4
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Standard 4.5
Mathematical processes All students will use mathematical processes of problem solving, communication, connections, reasoning, representations and technology to solve problems and communicate mathematical ideas.

E. **Goal 5: Non-General Education, Grades 3-4 Writing**
By June 2007 and again by June 2008, students in grades 3-4 will be assessed on their writing ability using a picture prompt as measured by the NJ ASK 3 and NJ ASK 4.

Each student will maintain a portfolio with at least five exemplars of writing which follow the student to the next grade.

Using a 5 point rubric, developed by the teacher, 85% of the students will score a 3 or higher.

Standard 3.1
All students will understand and apply the knowledge of sounds letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Standard 3.2
All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Standard 3.5
All students will view, understand, and use non-textual visual information.

H. **Goal 6: Non-General Education, Grades 3, 4, 8 Mathematics**
By June 2007 and again by June 2008, 82% of students in grades 3 and 4, and 76% of students in grade 8 will perform at proficient or advanced proficient level as measured by the NJ ASK or GEPA for the respective students.

Standard 4.2:
Geometry and measurement All students will develop spatial sense and the ability to use geometric properties, relationships and measurement to model, describe and analyze phenomena.

Standard 4.3
Patterns and algebra All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.

Standard 4.4
Data analysis, probability, and discrete mathematics All students will develop an understanding of the concepts and techniques of data analysis, probability and discrete mathematics, and will use them to model situations; solve problems and analyze and draw appropriate inferences from data.

Standard 4.5

Mathematical processes All students will use mathematical processes of problem solving, communication, connections, reasoning, representations and technology to solve problems and communicate mathematical ideas.

Interim reports on progress toward challenge goals will be presented to the Superintendent, in writing, by February 1, 2007.
II. SUMMARY OF QAAR GOALS

II. ACHIEVEMENT OF PERFORMANCE OBJECTIVES FOR 2005-2006 (N.J.A.C. 6:8-2.2 (a) 3.

SCHOOL GOALS AND SCHOOL INITIATIVE
YEAR END REPORT

June 30, 2006
Ms. Gail Wiser, Principal

Mandatory School Level Objectives for 2005-2007
Final School Level Objectives for 2006-2007 were approved by the Board of Education on September 8, 2005

Mandated Goals
A. Goal #1: Grade 3-4 Cluster: Language Arts Literacy
1. Benchmark Year, 2005-2007: By June 2006, and again by June 2007, Bedminster will strive to have 90% of all students and subgroups in the grade 3-4 cluster will achieve at or above the proficiency level, in language arts literacy, as measured by the NJASK3 and NJASK4.
2. By June 2006, the NJ Department of Education, consistent with No Child Left Behind, has determined that 75% of all schools and subgroups will be at or above the level of proficiency, as measured by the NJASK3 and NJASK4. Bedminster strives to exceed the minimum standard. www.state.nj.us/njded/grants/nclb/workbook.pdf page 24

Summary of Results:
As of June 2006, 69 third graders and 60 fourth grade students took the NJASK3 and NJASK4 Language Arts Literacy test. The results are as follows:

<table>
<thead>
<tr>
<th>Grade 3 LAL</th>
<th>n</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>69</td>
<td>11.6%</td>
<td>88.4%</td>
<td>0.0%</td>
<td>223.9</td>
</tr>
<tr>
<td>General Education</td>
<td>63</td>
<td>9.5%</td>
<td>90.5%</td>
<td>0.0%</td>
<td>225.0</td>
</tr>
<tr>
<td>Special Education</td>
<td>5</td>
<td>40.0%</td>
<td>60.0%</td>
<td>0.0%</td>
<td>212.2</td>
</tr>
<tr>
<td>Limited English</td>
<td>1</td>
<td>0.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>211.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4 LAL</th>
<th>n</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>60</td>
<td>13.6%</td>
<td>78.0%</td>
<td>8.5%</td>
<td>223.3</td>
</tr>
<tr>
<td>General Education</td>
<td>50</td>
<td>8.0%</td>
<td>82.0%</td>
<td>10.0%</td>
<td>227.0</td>
</tr>
<tr>
<td>Special Education</td>
<td>8</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>202.5</td>
</tr>
<tr>
<td>Limited English</td>
<td>2</td>
<td>0.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>206.0</td>
</tr>
</tbody>
</table>

National and state goal for standards met.
88.4% of all Grade 3 students were proficient or advance proficient. The district challenge was 90%.

86.5% of all Grade 4 students were proficient or advance proficient during the 2005-2006 school year.

Our general education and limited English population exceeded 90% in both grade levels; when combing our special education population, our goal for 90% of all children was not met.

B. Goal #2: Grade 3-4 Cluster: Mathematics

1. Benchmark Year, 2005-2007: By June 2006, and again by June 2007, 90% of all Bedminster students and subgroups in the grade 3-4 cluster will achieve at or above the proficiency level, in mathematics, as measured by the NJASK3 and NJASK4.

2. By 2006, the NJ Department of Education, consistent with No Child Left Behind, has determined that 62% of all schools and subgroups will be at or above the level of proficiency, as measured by the NJASK3 and NJASK4. Bedminster strives to exceed the minimum standard. www.state.nj.us/njded/grants/nclb/workbook.pdf page 24

Summary of Results:
As of June 2006, 69 third graders and 60 fourth grade students took the NJASK3 and NJASK4 Mathematics results are as follows:

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>69</td>
<td>5.8%</td>
<td>49.3%</td>
<td>44.9%</td>
<td>242.9</td>
</tr>
<tr>
<td>General Education</td>
<td>63</td>
<td>4.8%</td>
<td>49.2%</td>
<td>46.0%</td>
<td>244.7</td>
</tr>
<tr>
<td>Special Education</td>
<td>5</td>
<td>20.0%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>222.2</td>
</tr>
<tr>
<td>Limited English</td>
<td>1</td>
<td>0.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>235.0</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>60</td>
<td>15.0%</td>
<td>38.3%</td>
<td>46.7%</td>
<td>238.9</td>
</tr>
<tr>
<td>General Education</td>
<td>50</td>
<td>10.0%</td>
<td>34.0%</td>
<td>56.0%</td>
<td>245.9</td>
</tr>
<tr>
<td>Special Education</td>
<td>8</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>199.0</td>
</tr>
<tr>
<td>Limited English</td>
<td>2</td>
<td>0.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>223.5</td>
</tr>
</tbody>
</table>

National and state goal for standards met.

94.5% of all Grade 3 students were proficient or advance proficient. The district challenge was 90%.

85.0% of all Grade 4 students were proficient or advance proficient during the 2005-2006 school year.

Our general education and limited English population exceeded 90% in both grade levels; when combing our special education population, our goal for 90% of all children was not met in Grade 4.
Grade 8

C. Goal #3: Grade 8: Language Arts Literacy

1. **Benchmark Year, 2005-2006:** By June 2006, and again by 2007, 90% of all Bedminster students and subgroups in grade 8 will achieve at or above the proficiency level, in language arts literacy, as measured by the GEPA.

2. By 2006, the NJ Department of Education, consistent with No Child Left Behind, has determined that 66% of all schools and subgroups will be at or above the level of proficiency, as measured by the GEPA. Bedminster strives to exceed the minimum standard. [www.state.nj.us/njded/grants/nclb/workbook.pdf](http://www.state.nj.us/njded/grants/nclb/workbook.pdf) page 24

**Summary of Results:**

As of June 2006, 54 eighth grade students took the GEPA Language Arts Literacy test. One score was invalidated. The results are as follows:

<table>
<thead>
<tr>
<th>Grade 8 LAL</th>
<th>n</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>53</td>
<td>13.2%</td>
<td>66.0%</td>
<td>20.8%</td>
<td>230.6</td>
</tr>
<tr>
<td>General Education</td>
<td>41</td>
<td>2.4%</td>
<td>70.7%</td>
<td>26.8%</td>
<td>239.0</td>
</tr>
<tr>
<td>Special Education</td>
<td>10</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>206.2</td>
</tr>
<tr>
<td>Limited English</td>
<td>2</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>182.0</td>
</tr>
</tbody>
</table>

National and state goal for standards met.

86.8% of all Grade 8 students were proficient or advance proficient. The district challenge was 90%.

Our general education population exceeded 90% proficient; when combing our special education population and our limited English population, our goal for 90% of all Grade 8 children was not met.

D. Goal #4: Grade 8: Mathematics

1. **Benchmark Year, 2005-2007:** By June 2006, and again by June 2007, 90% of all Bedminster students and subgroups in grade 8 will achieve at or above the proficiency in mathematics, as measured by the GEPA.

2. By 2006, the NJ Department of Education, consistent with No Child Left Behind, has determined that 49% of all schools and subgroups will be at or above the level of proficiency, as measured by the GEPA. Bedminster strives to exceed the minimum standard. [www.state.nj.us/njded/grants/nclb/workbook.pdf](http://www.state.nj.us/njded/grants/nclb/workbook.pdf) page 24

**Summary of Results:**

As of June 2006, 54 eighth grade students took the GEPA Mathematics test. The results are as follows:

<table>
<thead>
<tr>
<th>Grade 8 Math</th>
<th>n</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>54</td>
<td>22.2%</td>
<td>40.7%</td>
<td>37.0%</td>
<td>229.7</td>
</tr>
<tr>
<td>General Education</td>
<td>41</td>
<td>4.9%</td>
<td>46.3%</td>
<td>48.8%</td>
<td>242.1</td>
</tr>
<tr>
<td>Special Education</td>
<td>11</td>
<td>81.8%</td>
<td>18.2%</td>
<td>0.0%</td>
<td>187.8</td>
</tr>
<tr>
<td>Limited English</td>
<td>2</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>205.5</td>
</tr>
</tbody>
</table>

National and state goal for standards met.
77.8% of all Grade 8 students were proficient or advance proficient. The district challenge was 90%.

Our general education population exceeded 90% proficiency; when combing our special education population and our limited English population, our goal for 90% of all children was not met.

**Challenge Goals**

**E. Goal # 5: Grade 4 Writing [Repeat Goal]**
1. By June 2006, students in grades 4 will be assessed on their ability to write for a specific audience and purpose.
2. Each student will maintain a yearly portfolio with at least 6 exemplars of student writing which will be maintained and follow the student to the next grade.
3. Using a 5 point rubric, developed by the teachers, 85% of the students will score a 3 or higher as measured by the rubric.

**Summary of Results:**
As of June 2006, all fourth grade students were administered six (6) writing prompts upon which they were assessed using a 5-point rubric.

87.5% of all 4th grade students scored a “3” or better. The results by class were as follows:

- Class A  91%
- Class B  89%
- Class C  84%
- Class D  86%

**Challenge goal met for the 2005-2006 school year.**

**F. Goal #6: Grade 6 and 7 Mathematics [Repeat Goal]**
1. By June 2006, the average performance of students in grades 6 and 7, respectively will improve by an average of at least 2% over 2005 performance levels, when tested on each of the following sub-skills,
   - Geometry and Spatial Sense
   - Patterns, Functions and Algebra
   - Problem Solving

   Students’ achievement will be measured by comparing the 2005 Objective Performance Indices of the TerraNova and the composite of all skills converted to a National Percentile of the mean National Curve Equivalency.

**Summary of Results:**
The State of NJ supplanted local testing with the NJASK 5, 6 and 7. The year 2006 was considered a “benchmark” year; as such the tests do not correspond to the statistical benchmarks which would have been measured by the Terra Nova.

**G. Goal #7: Grade 2 and 3 Spelling [Repeat Goal]**
1. By June 2006, students in grades 2 and 3 will be assessed on spelling literacy as evidenced by accuracy and usage of words in context. Such words normally associated with grade two and three include, but are not limited to, the correct knowledge and understanding of root words, words with prefixes, suffixes, plurals, possessives, proper nouns, common nouns, adjectives and adverbs.

2. Students in grades 2 and 3, respectively, will average 85% and 90% spelling accuracy for words used in context, as evidenced no less than six (6) teacher developed assessments.

**Summary of Results:**
Grade 3: As of June 2006, all third grade students were administered six (6) writing spelling/writing assessments using a 5-point rubric to measure accuracy and usage in context.

94.0% of all 3rd grade students scored a “3” or better. The results by class were as follows:

- Class A 88%
- Class B 100%
- Class C 94%
- Class D 94%

**Challenge goal for Grade 3 met for the 2005-2006 school year.**

Grade 2: As of June 2006, no data was reported from the former principal, Mrs. Gail Wiser.

Challenge goal for Grade 2 could not be determined.
III. SCHOOL PROFILE/SCHOOL REPORT CARD 2004-2005

SEE APPENDIX

EXHIBIT A
IV. PROFESSIONAL DEVELOPMENT ACTIVITIES
(N.J.A.C. 6:8-4.8)

A. Teaching Staff Needs Staff

Individual Workshops
Throughout the 2005-06 school year, every one of our teachers participated in at least 20 hours professional development via in-district workshops, out of district workshops, academic coursework, staff meetings that incorporated professional development and workshop facilitation by turn-key trainers. We are also extremely proud of the fact that our goal planning by the Board, administration, and Local Professional Development Committee served as the guide for critical area of staff training.

District Focus Areas – Language Arts/Math Literacy

- Grade K-2 teachers continued their work during the year to gain a better understanding of the balanced literacy approach to reading and language arts, including meetings and workshops to investigate use of the DRA, the implementation of portfolios, writing strategies and Sitton spelling.

- Our Reading Recovery teacher attended the annual Reading Recovery Symposium.

- The district hired Dr. Josephine Johansson, a math consultant from Rutgers University, to work with staff to develop math acquisition strategies.

- Mrs. Johansson worked with staff to help them gain a greater understanding of the NJ CCS.

Middle School

- One staff member earned her National Board Certification via the National Board for Professional Teaching Standards.

- One teacher continued his enrollment in the James Madison Constitutional Scholars Program at Princeton University

- One teacher continued participation with the National Staff Development Academy.

- Others attended workshops for the NJ CCS Standards, the NJ Foreign Language Teachers Association, NJ Science Teachers Associations, NJ Math Teachers Association, NJ APEHR, and the Rutgers Literacy Program.

- Individual teachers in the following professional development activities:
  - Bullying
  - Character Education
  - Inclusion Education
  - GEPA Insights
  - Highlands Regional Library Consortium
  - National Council for the Teachers of Mathematics Conference
  - New Perspectives on Gifted Education
  - NJ Association of Physical Education, Health and Recreation
  - NJ Science Teachers Convention
Northeast Conference on World Languages  
Preventing Bullying  
Six Trait Writing  
Spelling Literacy  
TECHSPO  
Thinking and Writing Across the Curriculum  

**Technology**  
Our mid-year in-service was almost totally dedicated to technology, with a special emphasis on:  

- EXCEL applications  
- Electronic Classroom  
- SASI Grading and Report Card Management  
- Technology and Special Education  
- Video streaming  
- Virtual Learning  
- Web Site Development  

These technology workshops were intended to improve our teacher’s ability to communicate more effectively, access information more efficiently, aid research, improve data analysis, and improve student applications. The technology skills, which teachers gain, will help these teachers to infuse technology into our curriculum.  

**Character Education**  
School Nurse  
Annual NJ Drug Conference  

School Wide Enrichment  
New Perspectives on Gifted Education  

Health Educator  
Annual Drug Conference, Raritan Valley CC  
Symposium on Bias and Violence, Raritan Valley CC  

Guidance  
Annual Drug Conference, Raritan Valley CC  
Character Counts  
United We Stand  
Conflict Mediation  
Schools in Crisis  

Character and behavior workshops enhance teacher knowledge and give them more strategies to improve the classroom climate by fostering positive student behavior.  

**Health, First Aid and Safety**  
CPR Training  
Right To Know Training  

**Special Education In-service**  
Anaphylaxis  
Autism Disorders  
Emphasizing Social Communication
Members of our CST presented a workshop to new teachers as a part of our mentor program.

**Special Areas**
Project PROgress
School Culture and Empowerment

**Administrator In-service**
American Association of School Administrators
NJ Association of School Business Administrators Conferences
NJ Legislative Committee
Principals and Supervisor Association Conferences
SASI Training
SCASA Fall Retreat
TECHSPO

**B. District Budget for 2005-2006 Staff Development Activities**
(Exclusive of substitute compensation)

**In-District Presenters**
- Dr. Sandra Harris - Project Progress $ 2,867.00
- Carol Smeltzer - Bullying Workshop $ 250.00

**Focus Areas and Major Concepts:**
- Grades K-4 Workshops $ 1,375.00
- Middle School Workshops, Conventions, Associations $ 2,664.00
- NJ Science Teachers Convention $ 75.00
- Reading/Language Arts $ 500.00

**Individual Teacher Workshops**
- Tuition Reimbursement Graduate School $30,000.00
- General Workshops/Teacher Professional Development $ 4,659.00

**District - Professional Development**
- CST Workshop Training $ 3,146.00
- Principal $ 491.00
- Assistant Principal $ 770.00
- Guidance Counselors $ 975.00
- TECHSPO $ 3,086.00
Building and Grounds

- Training/Workshops $600.00

Superintendent

- Workshops/AASA National and State Conventions $3,601.00
- SCASA Fall Retreat $542.00
- TECHSPO $441.00
- NCTM $102.00

School Business Administrator/Board Office

- ASBO National and State Conventions $1,857.00
- Professional Development/Workshops $2,876.00

TOTAL EXPENDITURES, 2005-2006 PROFESSIONAL DEVELOPMENT ACTIVITIES
$60,868.00 (This total includes activities funded by grants and tuition reimbursement.)

C. Relationship to Professional Improvement Plans

Our school goals are linked to professional development and are an integral element in every teacher’s professional improvement plan. It is our belief that systemic change, and the corresponding improvement in student achievement, cannot be realized unless goals, pedagogy, and the professional development of staff, both formally through professional improvement plans, and informally through self-reflection, are institutionalized and supported by resources. During this past year, the professional improvement was guided by a need to improve student writing and the infusion of technology. This goal is manifested in PIPs for all teachers and is identified in formal and informal classroom observations.

D. District-wide Professional Development Plan Approval

The district professional development plan was submitted to the County Professional Development Board and approved on January 19, 2005.
V. CONDITION OF SCHOOL FACILITIES (N.J.A.C. 6:22)

A. Substandard Approvals (N.J.A.C. 6:22-6.1)
Not applicable

B. Cost of Major Building Projects/Renovations

During the 1998-99 school year, the district completed a $5.2 million dollar project consisting of a third floor addition which includes 12 academic classrooms, 4 small group instruction rooms, a multi-purpose large group instruction room, a science laboratory and two connected rooms for video technology as well as site improvements which included expansion of the existing parking lot and the construction of additional off site parking.

Throughout budget year 2004-05, maintenance agreements on all major building systems were renewed, all systems underwent annual maintenance service and during the summer months, the custodial staff performed tasks included in the five year comprehensive maintenance plan such as painting, carpet replacement and general repair work.

Major projects for 2005-2006 school year included playground renovations, landscaping, carpet replacement, curb and sidewalk improvements, and boiler replacement.

Projects underway for 2006-2007 are identified in our Long Range Facilities Plan and our Comprehensive Maintenance Plan.

C. Comprehensive Maintenance Summary

During the fiscal year 2005-06, all major systems and equipment were inspected and serviced. Comprehensive Maintenance Plan activities were completed in accordance with and as scheduled in the Bedminster School District’s Five Year Comprehensive Maintenance Plan. Annual costs for these activities are included in the Maintenance Plan.

The Bedminster Board of Education last approved the Bedminster School District’s Comprehensive Maintenance Plan on October 20, 2005.

D. Status of the Long Range Facility Plan (N.J.A.C. 6:22-7.1)

Beginning in the 1999-2000 school year and every year thereafter, each district shall prepare and submit to the Commissioner of Education a Long Range Facilities Plan that details the district's school facilities’ needs and the district’s plan to address those needs for the ensuing five (5) years. This plan includes an educational adequacy inventory of the existing school facility, the identification of all deficiencies in the facility and the district’s proposed plan for future construction and renovations. This plan was submitted to the Department of Education in October 2000 and approved by the State on July 5, 2001. The Long Range Facilities Plan for 2005-2010 was completed, submitted to the Department of Education for review and is awaiting approval.

In 1996-97, due to a consistent growth in student enrollment, the Bedminster Board of
Education undertook a Long Range Planning Initiative, which included a committee on facilities. This committee gave a report to the Bedminster Board of Education on January 30, 1997. The Board of Education then deliberated the findings of all three Long Range Planning Committees and in June of 1997, made the decision to modify the five year long range facility plan by adjusting the schedule for proposing an addition to the current facility. The original plan identified the possible need for an addition in the year 1999-2000. As a result of its long range planning process, the Board of Education completed all the necessary processes to conduct a referendum to finance the addition. That referendum took place on October 14, 1997 and the referendum passed. The result of that referendum was the beginning of the construction process in June 1998 and completion of construction in May of 1999 as noted above.

The Facilities and Finance Committee, consisting of four Board Members, the Superintendent and School Business Administrator continue to review and identify needs and/or deficiencies that need to be addressed in the district’s facility.

E. Annual Maintenance Reserve Deposit Worksheet [NJAC 6:23-5.1]

Appendix (Exhibit D)


The Bedminster Township School District is completed revisions to its Long Range Facilities Plan during the 2005-2006 school year. Capital improvements projected for the next five years were addressed. Once related costs are identified, the estimated local share may be deposited in the district’s capital reserve account during budget development pursuant to N.J.S.A. 18A:7G-81 and N.J.A.C. 6A:26-9.1.

G. Status of Required Annual Health and Safety Review

The Operations Manager conducted monthly health and safety inspections according to the “Checklist for the Evaluation of School Buildings”. Facility deficiencies were recorded on the monthly inspection form and correction was assigned to the district’s maintenance person or to an outside contractor.

Playground inspections were performed using the checklist provided by the designer and deficiencies corrected.

Boiler Compliance certificates are on file in the Building & Grounds Office. Boiler inspections for the 2005-06 and 2006-2007 school years were conducted on 08/18/05, 06/07/06 and 07/21/06, respectively.

The Department of Health inspected the kitchen facilities on 11/4/05. The State inspected the elevators on, and 8/17/04 for 2005-2006, and on 09/07/06 for the 2006-2007 school year.
The local Fire Code Official conducted his inspection on 12/07/05 and 04/27/06 for the 2003-2006 school year.
VI. STATUS OF MANDATED PROGRAM REVIEWS
(N.J.A.C. 6:8-4.10(a) 1)

A. Comprehensive Equity Plan (CEP) [N.J.A.C. 6:4-1.8]
The Statement of Assurance for the Multi-Year Equity Plan for Academic Years 2004-2005 through 2005-2006 was submitted to the County Office on May 10, 2004. The Annual Progress report was approved by the Bedminster Township School Board on May 6, 2005 and submitted to the County Office of Education and received approval on September 19, 2004. The Multi-Year Equity Plan was approved as the Comprehensive Equity Plan September 19, 2004 and is not due for renewal until 2007. Mandated training for all certified and non-certified staff was provided on April 3, 2006. (Appendix, Exhibit B)

B. Bilingual Education
   Not applicable at this time.

   English As A Second Language
   The ESL Program Plan for 2002-2005 was filed in June of 2002 and approved by the Office of Bilingual Education & Equity Assurance in August of 2002. The District's number of Limited English Proficient students fluctuates each year. Throughout the 2005-2006 school year, the district serviced 14 students in the English as a Second Language program. The English as a Second Language (ESL) curriculum has been approved by the Board of Education and a full-time teacher is employed by the district.

C. Early Childhood Program Aid Plan [N.J.A.C 6:19-3]
   Not applicable at this time.

D. Demonstrably Effective Program Aid Plans [N.J.A.C. 6:19-4]
   Not applicable at this time.

E. Special Education
   The NJ Department of Education, Somerset County, and Office of Special Education conducted an on-site monitoring visit on September 28, 2004, and the district received unconditional approval in December 2004. The final report commended the Bedminster School District for compliance with every federal and state mandate, and in many cases, the breadth of program exceeded the standards set forth.

F. District Technology
   The district continued to implement the strategies for meeting the goals set forth in the three year technology plan. Guided by a technology education curriculum for Kindergarten through grade eight that emphasizes the infusion of technology into all areas of the school curricula, the teaching staff was involved in specific professional development to meet that end. All staff members had set personal goals for improving their ability to utilize technology in their teaching. Staff members engaged in self-paced professional learning and the district provided professional development training. The district continued to enhance its technology infrastructure. Bedminster School now has wireless network capability in every area of the building. Each elementary teacher has access to a laptop computer for instructional use. Sets of wireless-ready laptops are available for classroom use on a rolling cart. The district’s network switches were being upgraded in order to maintain state-of-the art network performance. The first phase occurred in late 2005 and the second phase
is scheduled for in 2006. To meet increasing demands for video data storage and delivery, due to technology curriculum objectives, additional data servers were be added in the fall of 2005.

G. Discretionary and Entitlement Grant Programs

**NCLB**
The district administered the NCLB Consolidated grant during the 2005-2006 school year in the amount of $33,568. The grant included allocations to the Bedminster School for Title I-Part A, Title II-Part B, Title IV, and Title VI. Programs funded, the respective amounts and use (not including non-public and consortium funds) are summarized below:

<table>
<thead>
<tr>
<th>Title</th>
<th>Amount</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I-Part A</td>
<td>$13,686</td>
<td>To support remedial education through Academic Support Instruction and Tutor Mentoring.</td>
</tr>
<tr>
<td>Title II-Part A</td>
<td>$16,573</td>
<td>To support math, science and the infusion of technology.</td>
</tr>
<tr>
<td>Title IV</td>
<td>$1,543</td>
<td>To support Drug Free School education.</td>
</tr>
<tr>
<td>Title VI</td>
<td>$960</td>
<td>To support Service Learning.</td>
</tr>
</tbody>
</table>

Services under the NCLB titles were coordinated with programs funded by IDEA to ensure that all students who were academically challenged or “at risk” were being appropriately served.

**IDEA**
The district administered the IDEA grants in the amount of $176,675 (Basic) and $7,042 (Preschool), which were used to provide teacher training, additional speech/language services, alternate programming and instructional services to students with disabilities in an inclusive program.

**CHARACTER EDUCATION**
The guidance counselors applied for, and were awarded grants in the amount of $4,000.00 that was used to foster intergenerational understanding and character education. We are particularly proud of the influence of the Child Assault Prevention Program and the United Way Peace Grant. Bedminster School is one of the few schools who has received grants in three successive years.

**Governor’s School of Excellence**
The district applied for, and was awarded a $25,000 for recognition as a Governor’s School of Excellence. Said funds were used to enhance the technology program.
VII. COMMUNITY SUPPORT

Each year the district must report on the status of all seven areas. Items A., B., and C. must be implemented at least once during the seven year monitoring period.

A. Demographic Data
The Superintendent has compiled the demographic study. A copy is kept in the office to be used as a resource when needed. The county office approved the Five Year Facility Plan on August 1, 1995 as indicated in Part V, Condition of School Facilities. The last demographic study to project student population and growth was conducted in February of 1997 by the Kiernan Corporation in preparation for the Board of Education’s Long Range Planning Committee’s work on growth. In addition, the Committee also used projections compiled by Frank Banisch and Michael Bolan, of Banisch Associates, Planners. Approval on the Long Range Plan was received June 2001 and we are waiting approval for the new plan.

B. Community Survey
A comprehensive Parent Survey was conducted in April of 1995. A general community survey was conducted in April of 1998 and updated in the spring of 2003. The latest report on the community survey was presented to the Board of Education in September 2003. The results of the survey were extremely positive and the general perception of the sample community members was that our school system is of high quality and well-managed, structured, safe and well regarded, with a positive impact on property values. The area of lowest score was the question regarding how well citizens know what the school curriculum covers. This was consistent with the 1998 study and the Board is undertaking plans to improve the communities’ knowledge and understanding of the curriculum. Using this information, the Board developed annual Board goals for curriculum, community relations, professional development, and personnel.

The Board of Education invites broad representation from the community as participates in its search for a new principal, a new director of student services, and its program development.

The survey instrument and the results of the survey are attached. (Exhibit F)

C. Resources and Linkages to Social Service Agencies
A Community Resources Directory was updated by the Director of Student Services and remains on file in the office of the Director of Student Services. The Community Services advisors and parent representatives added input to help refine the Community Resources Directory.

D. Community Environmental Conditions
There have been no environmental conditions identified at this time, which needed to be addressed for the 2005-2006 school year.

E. Barriers to Community Participation
There have been no barriers to community participation that needed to be addressed during the 2005-2006 school year. The Bedminster School installed a state of the art Hoyer Lift to assist toileting for wheelchair bound citizens, and purchased a portable lift for clients with special needs. Increased accessibility and safety has been addressed with the development of an evacuation plan, developed with input from emergency management providers.
F. Community Involvement

The district involved the community in the following ways during the 2005-2006 school year:

- Parents were represented on the Bedminster Technology Steering Committee;
- Parents were represented on the Bedminster Aftercare Steering Committee;
- Parents were represented on the Bedminster Gifted and Talented/SWE Committee;
- Parents were represented on the Special Monitoring Committee;
- Community Members served as guest readers on Read Across America Day;
- Recreation Committee of Bedminster Township, as well as local community groups frequently used the school facility for community programs;
- Parents were represented on the Committee for the Governor’s Teacher Recognition Program;
- Local law enforcement officials met on school safety, security plans and the Uniform Memorandum of Agreement Between Local Law Enforcement Agencies and the Bedminster Board of Education.
- Annual Board of Education Volunteer Night held in June recognized over 100 members of the community who were active as volunteers;
- Our Fire Department gave a presentation to our students on fire prevention and safety, sponsored a poster contest;
- 8TH Grade Students each provided a minimum of 40 hours of community service to various community members including the Brian Manor Nursing Home, Matheny School, the Dillon Library, the Bedminster Before and After School Child Care Program, the YMCA Before and After School Care, Handicapped Riders, and other individually selected sites;
- Police Department conducted the DARE program and an evening Parent Workshops.
- The Bedminster School Library has been linked via computer to the Clarence Dillon Library. Through the efforts of the Clarence Dillon Library Director and the Bedminster School librarian, an on-going relationship exists to share resources. The School Superintendent and a member of the Board of Education sit as Trustees for the Clarence Dillon Public Library.
- Community members and parents, and staff participated in the Somerset Hills Municipal Alliance;
- Community members participated in Girls on the Run, a program for fitness and self-esteem;
- Our band students participated in the Bedminster Annual Memorial Day Parade;
- The PTO co-sponsored the annual Halloween Parade and Carnival;
- Our media specialist and PTO hosted a number of author visits;
A Senior Citizens’ Brunch was hosted by the school;

Our Senior Citizens assisted with the Holiday Bazaar;

Intergenerational activities were planned with members of our Senior Community at Fellowship Village;

Parents, community, staff and students participated in our 9/11 Memorial Peace Service;

The school supports and offers a host of training initiatives including kindergarten orientation, middle school parents orientation, and special education training; and

The school has upgraded its website www.bedminsterschool.org to extend its ability to communicate effectively with parents and community.
G. Parental Involvement
Parents and guardians were involved in the following activities:

- Back To School Night;
- Volunteers in the library, computer lab, classrooms, cafeteria for assistance during lunchtime, and assistance with arrival and dismissal;
- Annual Halloween Parade;
- Back to School Night and Parent Teacher Conferences;
- The Bedminster Parents of Exceptional Children (BPEC) meet monthly to promote awareness of special education needs;
- VIP Days during American Education Week/Classroom Visitation;
- Parent CAP Training;
- Annual Sports Awards Ceremony;
- A Homework Hotline was available to receive both classroom and school-wide information and news;
- Parents were members of the following committees: the Cafeteria Advisory Committee, the Teacher of the Year Committee, the Child Care Committee, the Graduation Committee and the Technology Committee;
- Field Day;
- PTO/Staff Basketball Game;
- Book Fairs;
- Grade 2 & 3 Drama Club;
- Grade 5-8 Drama Club;
- DARE Parent Workshops;
- Parents were responsible for many and a variety of school events which are sponsored by the Bedminster PTO;
- 8th Grade Parents sponsored several school and community events which raised money for the 8th grade trip to Washington, DC last year;
- The Music Department presented three evening concerts for parents and a spring musical, and participated in the NJ Jazz Festival;
- A Valentine Brunch, a St. Patrick's Day Brunch, birthday breakfasts for parents and a first grade carnival were hosted by the First Grade Teachers in addition to parents being invited to be special
“Guest Readers”;

- Parents served as chaperones for class field trips;
- Parents contribute Birthday Books and Campbell Labels to the Library/Media Program;
- Parent information booklet is given out at Back To School Nights; and
- Parent Handbook is sent to all parents in summer mailing.

H. Parent and Community Involvement Initiatives Planned for 2005-2006

- All of the district’s current programs for parents and community will be continued;
- The district will host another Senior Citizens’ Brunch as well as additional activities for the senior citizens, a local senior citizens group will have at least one meeting in the school;
- The Board of Education instituted a Community Relations Committee to “reach out” to the entire community; the genesis of our website came from a desire to strengthen Community Relations;
- The Child Study Team has planned and will continue to plan advocacy meetings for parents;
- A Bedminster School informational booth will be available at the Bedminster Township Fall Festival, which will be staffed by school administrators and school Board of Education members. The district will involve the community in the following ways during the school year, 2006-2007
  - Parents will again be represented on the Bedminster Technology Steering Committee; and
  - Parents will again be represented on the Bedminster Aftercare Steering Committee
  - Gifted and Talented Advisory Committee;
  - Community Relations forums.
ASSIGNMENT PLAN FOR CERTIFIED AND NON CERTIFIED NURSES

Nursing Services Plan
Bedminster School
2006-2007

The Superintendent of Schools, Dr. Andrew Rinko, presented the Nursing Services Plan to the Bedminster Board of Education and members of the public, at its regularly scheduled meeting. The plan was approved, by the Bedminster Board of Education on September 22, 2005. The Nursing Services Plan was included in the advertised agenda and there were no comments from the public regarding the plan.

The goals of school nursing are health protection and health promotion. Bedminster School has one certified school nurse in the health office responsible for the health needs of the 585 students and 123 staff. In an ongoing effort to ensure that children remain healthy and ready to learn, the certified school nurse takes on roles of nursing care provider, data collector, communicator, counselor, educator, child advocate, community liaison, recorder, manager, and resource person.

Nursing Care Provider
The school nurse employs a nursing process that includes assessing, planning, implementing and evaluating nursing care in an on-going manner. Individualized health care plans (IHP’s) and emergency care plans (ECP’s) are prepared and implemented by the school nurse for students with acute or chronic health concerns. There are an increasing number of students with special needs attending school. With improvements in health care technology, more students survive congenital abnormalities, but may have chronic health conditions that necessitate a variety of innovative medications that can both affect their learning and require continual monitoring by the school nurse.

Data Collector
As a data collector, the school nurse collects information regarding students’ health. Health histories, health practices, environmental concerns, safety issues, communicable disease patterns and current health information that are important to the student and the school as a permanent record of the student’s health status. Consultations with students, parents, guardians, teachers, physicians, school administrators, health agencies, and custodians are required to gather these data.

Communicator
As communicator, the school nurse is a focal point in the sharing of important information with students, parents, staff members, physicians, health care agencies, and governmental entities. Telephone conferences, personal letters, flyers, bulletin board postings, e-mails, personal conferences with students, teachers and parents, team meetings, and Child Study Team meetings represent some of the methods and forums in which health information is communicated.

Counselor
The school nurse serves in the role of counselor to students, parents and staff alike regarding health issues and concerns. Referrals are made by the school nurse to guidance counselors, teachers, child study team members, parents, physicians and community health resources. The school nurse researches health information for students, staff and families, and provides information to them.
**Educator**
The certified school nurse serves the vital role of health educator. Informal teaching takes place continuously on a one-to-one basis or in group settings for students, staff and parents.

**Child Advocate**
As a child advocate, the school nurse work closely with staff and families to facilitate addressing health needs and accommodations for students. Advocacy can extend beyond these areas to include referrals for health services, counseling, community programs, camps or DYFS (Division of Youth and Family Services). The school nurse shares the DYFS coordination with Director of Special Services.

**Recorder**
A time consuming role for the school nurse is the role of recorder. A legal record must be maintained for each student. Written documentation for each incident of nursing care is required. Each entry must include the date, time, major complaint, nursing assessment, plan of care, implementation and evaluation. Written communication from parents or health care providers must also be incorporated into the student records. Data must also be collected and recorded for state agencies with respect to immunizations, tuberculosis testing, medical waste management and employee injuries.

**Manager**
With the variety of roles the school nurse takes on and the variety of needs that must be balanced at all times, the school nurse takes on the additional role of manager. In the school setting, it is essential to professionally manage any health problem that is likely to adversely affect learning. For this reason, the school nurse must prioritize concerns and assign health services in a way that best achieves this goal.

**Resource Person**
Students, staff and parents consult the school nurse for health information. An important part of the role requires researching web sites, journals, and health textbooks to provide up-to-date health information. Recommended web sites and written information are supplied.

**Severity Coding**

The number of students in the special education population and the severity of health concerns need to be considered in the context of the total student enrollment. Severity coding can be broken down into four levels: Nursing Dependent, Medically Fragile, Medically Complex, and Health Concerns.

**Level 1: Nursing Dependent**
Nursing Dependent students require 24 hours/day, frequently one-to-one, skilled nursing care for survival. For example, a student on a ventilator requires continuous nursing assessment and intervention.

**Level 2: Medically Fragile**
Students with complicated health care needs in this category face each day with the possibility of a life-threatening emergency requiring the skill and judgment of a professional nurse. Examples may include, but are not limited to, seizure disorder requiring Cardio-pulmonary resuscitation (CPR) or status epilepticus, severe asthma, asthma requiring nebulizer treatments, dysphagia with an increased risk of aspiration, sterile procedures, tracheostomy care with suctioning, unstable diabetes or newly diagnosed diabetes with unscheduled blood sugar monitoring and insulin injections, and diabetes with insulin pumps that require monitoring.
Level 3: Medically Complex
Students with medically complex concerns require daily treatments or close monitoring by a professional nurse. They may have unstable physical and/or social-emotional conditions and the potential for a life-threatening event may exist. Examples include, but are not limited to, ADHD and on medication, anaphylactic event, cancer, immune disorders, moderate to severe asthma (inhaler, peak flow meter), seizure disorders, carefully timed medications with major side effects, unstable metabolic conditions, continuous or intermittent oxygen, and complex mental or emotional disorders.

Level 4: Health Concerns
In the category of health concerns, the student’s physical and/or social-emotional conditions and the potential for a life-threatening event may exist. Examples include, but are not limited to, dental disease, headaches, migraines, sensory impairments, dietary restrictions, eating disorders, orthopedic conditions requiring accommodations and encopresis.

Summary:
The nursing services plan reviews the expected health office needs for the coming school year. As our school enrollment has grown, so have the demands on the nurse in the health office. The Bedminster School Health Office is a very busy place. Many of our students are from single parent homes or have two working parents. Students may come to school when they do not feel well. Some students receive medication before school for nausea or to reduce fever, so that the parents can attend work. Some students are sent to the nurse for frequent minor complaints. Some parents want the school nurse to decide if their child should be seen by a physician. With the rising cost of health care, some parents try to avoid physician’s visits. Any parent that has concerns regarding the advisability of medical care is advised to consult their healthcare provider. Anxiety and other mental health issues are more apparent. Food and insect anaphylaxis is also more common. Frequent minor playground injuries (abrasions, splinters, and bumps to heads and knees) are seen in the health office. Hygiene issues referred to the nurse have increased.

In September, the nurse assesses the health needs of students. Information is gathered from health records, emergency cards and from communication with children, parents and staff.
More students have medically complex health problems. The health and safety of students requires that teachers receive instructions from the school nurse on the health needs of their students. Health care plans and classroom healthcare plans are written to insure that children’s health needs are met. Medication authorizations must be renewed and medications must be supplied to the health office.

Inter-school athletics is very time-consuming because of the ongoing submission of athletic forms. Physical examination forms are submitted daily and must be sent to the school physician for review and signature. Coaches are informed when students complete the health requirements.

Parents of new students are informed of the health requirements of attending Bedminster School. Immunization requirements vary between states and countries and transfer students do not always meet NJ requirements. Provisional admittance and tracking of their immunizations is required.

The school nurse needs more time to communicate with staff about the needs of students. Staff training in CPR and Epi-pen administration is recommended.
Bedminster School has one school nurse for 585 students. If the nurse is absent, a substitute nurse is needed. Bedminster School has one substitute nurse, who has a part-time job working in other schools. A plan is needed for the health and safety of the students when the nurse is absent.

In the past, Bedminster School students had annual vision and hearing screenings. Now, health screening is done as mandated by NJ state regulations and as indicated by the needs of the students. As many children as possible will be screened. Additional nursing help would increase the number of children screened.

Emergency crisis preparation is also necessary to anticipate disaster needs within the school community.

Secretarial help in the beginning of the school year is needed. Since the emergency cards are confidential, help is needed for checking that all emergency cards have been submitted.

In September 2006, there were 44 transfer students and 58 kindergarten students.

Bedminster School
Total student enrollment: 585
Total special education students: 69
Total staff: 123, including custodians and substitute teachers
Students with serious medical involvement:
  Level 1 Nursing Dependent 0
  Level 2 Medically Fragile 7
  Level 3 Medically Complex 74
  Level 4 Health Concerns 95

IX. SUBSTANCE ABUSE PREVENTION PROGRAM [N.J.A.C. 6A:16-3]

The Bedminster Board of Education approved the Substance Abuse Prevention Program, as part of our annual reorganization meeting, held on April 27, 2006. During the 2005-2006 school year, there were “0” incidents of substance abuse at the Bedminster School. We believe, as a result of curriculum, the DARE program, guidance counseling, and a strong character education program, that we have greatly reduced substance abuse at the Bedminster Township School.

X. VIOLENCE AND VANDALISM REPORTING [N.J.A.C. 6A-5.3]

The Superintendent of Schools, Dr. Andrew Rinko, presented the results of the Electronic Violence and Vandalism Report to the Bedminster Board of Education and members of the public, at its regularly scheduled meeting on October 20, 2005. The plan was approved, by the Bedminster Board of Education on October 20, 2004. The Electronic Violence and Vandalism Report was included in the advertised agenda and there were no comments from the public regarding the plan.

XI. EMERGENCY CRISIS MANAGEMENT PLANS [N.J.A.C. 6A-16.5.2]

The Superintendent of Schools, Dr. Andrew Rinko, presented the Emergency and Crisis Management Plan to the Bedminster Board of Education, and members of the public, at its regularly scheduled meeting held on September 22, 2005. The plan was approved, by the Bedminster Board of Education on October 20,
2005. The Emergency and Crisis Management Plan was included in the advertised agenda and there were no comments from the public regarding the plan.

The annual review of program effectiveness was provided as follows, by the school principal, Ms. Gail Wiser, who stated “The School Emergency Plan has been thorough and effective during our planned fire drills, intruder alert and lockdown drills in the 2005-2006 school year. However, we were fortunate during the 2005-2006 school year that no emergencies or crisis resulted in an emergency evacuations or lockdown.
XII. STATEMENT OF ASSURANCES

A school-level plan was developed and implemented as specified by the Statement of Assurance. A final report on the achievement of the 2005-06 school-level challenge objectives was provided to the Somerset County Superintendent of Schools, Mr. David Livingston in October 2006.

During the school year 2005-2006, meetings were held with the teaching and administrative staff to review the progress of the plan. These meetings were held on August 29, 2005, October 17, 2005, November 3, 2006, December 13 and 19, 2005, January 9, 2006, March 6 and 13, 2006, May 1, 8 and 15, 2006, and June 8, 2006.

1. The district will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education, including but not limited to: N.J.S.A. 18A-36.20; N.J.S.A. 10:5; N.J.A.C. 6:4; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title XI of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; and the Individuals with Disabilities Act (IDEA) of 1997.

2. The district has conducted a comprehensive assessment of its equity needs. The attached Multi-Year Equity Plan is designed to meet the assessed needs.

3. The local board of education has authorized submission of the Multi-Year Equity Plan and will support full implementation of the plan. It was approved, through 2007, by the New Jersey Department of Education, on September 19, 2004.

4. The district will also correct any form of discrimination or non-compliance identified by the New Jersey State Department of Education.

CERTIFICATION D-1

By signing below, the Chief School Administrator certifies that all statements are true and correct.

<table>
<thead>
<tr>
<th>Name</th>
<th>Andrew Rinko</th>
<th>Title</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td></td>
<td>Date</td>
<td>October 19, 2006</td>
</tr>
</tbody>
</table>
STATEMENT OF ASSURANCES

SCHOOL-LEVEL PLAN
(N.J.A.C. 6:8-2.4(a) 2)

School Year 2004-2005

DISTRICT: Bedminster COUNTY: Somerset

In accordance with the provisions of N.J.A.C. 6:8-2.4(a)2, I certify that the following plans and actions were implemented for the 2005-2006 school year in the Bedminster School.

(Name of school)

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.

CERTIFICATION D-2

I certify that the preceding activities were implemented for the 2005-2005 school year.

Name Dannetta Roth Title Supervisor

Signature __________________________ Date October 31, 2005
MAJOR INITIATIVES:

• The School District was monitored by the State Department of Education in October of 2005 and received seven-year certification as an outcome of that monitoring process.

• The School District began the construction of a $5.2 million dollar third floor addition (28,000 square feet) in June of 1998. Construction was completed in May of 1999. Students and faculty occupied the new space in September of 1999. The addition provides space for approximately 220-240 students as well as an expansion of the core facility by providing for a new multi-purpose room, a new science lab and a new Media Technology Suite. The addition has allowed the district to enhance and expand its programs and to maintain its preferred class size of 20 or less. The Media Technology Suite has provided an opportunity to add grade levels served and program strands in the areas of Visual Arts and Technology specifically: Computer Assisted Design, Computer Imaging and Graphics and Video Technology. The new science lab has provided the opportunity to offer lab experiences to students in grades 5 and 6 (who now use the original lab) and to offer lab experiences coupled with computer simulation and modeling for students in grades 7 and 8.

• In the past five years the school district has taken important security and safety measures to protect the children. The Board has installed telephones in every classrooms, installed a video security monitoring system, upgraded all classroom locks, and maintains the presence of receptionists to screen visitors.

• The Board has made major renovations to the parking lots, the student playground, and the third floor HVAC system in order to enhance operational efficiency, while preserving the integrity of a well maintained school.
• The school district has met and surpassed all State requirements for student achievement of state proficiency levels in grades 3, 4 and 8. In fact we have met all AYP standards. (Exhibit C)

• Class size has been maintained at an average of 18-20.

• Throughout the school year 2005-2006, the faculty has continued to revise, review and update our curriculum in order to align it with the NJ State Core Curriculum Standards, approved by the State Board of Education in May of 2005.

• The district’s Academic Support Initiative (morning and afternoon tutoring), and the tutor mentor program for At-Risk students was continued with combined support from our Board of Education, the Municipal Alliance and NCLB funding.

• The district has continued its integration of school wide technology with full implementation of a wireless system for all staff, upgraded our server system, participates in a number of high quality video services, and has an ongoing an emphasis on the infusion of technology. We are extremely proud of our website, which was developed with Schoolwires to provide flexibility in use and opportunities to interact with the community.

• There has been a major movement to improve the primary reading and writing program using a Balanced Approach to Literacy in grades K, 1 and 2 as well as the introduction of the Sitton Spelling Program and consideration to the Wilson Fundations program.

• School wide Enrichment, using Dr. Joseph Renzulli’s Triad Model was assessed by a consultant, Dr. Theodore Gourley in 2003-2004. Taking his recommendations, the Board has revamped the program over the past two years, leading to the acquisition of a 2nd teacher and the implementation of school wide enrichment electives in grades 5-8.

• The district has made major strides in our special education program by extending our inclusive education model across the span of grades. In addition, we have implemented an ABA autistic program, as well as an extended day Pre-K program to minimize out of district placements.

• Last year the district revised its Mathematics curriculum and aligned it curriculum to the NJ CCS and its middle school textbooks with the SHRSD. This is an important step, as our students graduate and attend the SHRSD.
APPENDICES
EXHIBIT A

New Jersey School Report Card
EXHIBIT B

Comprehensive Equity Plan

Technology Plan
EXHIBIT C

Test Summaries

NJ ASK3
NJ ASK 4

Grade 8 Proficiency Assessments
EXHIBIT D

Annual Maintenance Reserve Deposit Worksheet

Comprehensive Maintenance Plan (CMP)
EXHIBIT E

Facilities Checklist
EXHIBIT F

Community Survey Instrument

Community Survey Results