BEDMINSTER TOWNSHIP SCHOOL

QUALITY ASSURANCE
ANNUAL REPORT

Prepared by
Dr. Andrew Rinko
Superintendent

For the year ending
June 30, 2007
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E  Facilities Checklist
F  Community Survey
G  Safety Plan
School Safety Agenda
County: Somerset

District: Bedminster Township School

Specify Date of QAAR Presentation to BOE: 10/18/2007

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 2007-2009
   - Yes: 6
   - N/A: 6
   - No - Revise: 6

B. Specify date BOE approved school objectives
   - Yes: 6

C. Provide summary of progress in implementing school plans.

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

A. Specify the results of 2006-2007 objectives
   - Yes: 12

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


A. Provide evidence of Report Card dissemination
   - Yes: 19

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
   - Yes: 20

B. Include the budget expended for professional development, including course/tuition reimbursement
   - Yes: 22

C. Indicate the date the district-wide professional development plan was approved by the County Professional Development Board
   - Yes: 20

D. Provide summary of progress in implementing local mentor plan
   - Yes: 23
## Required Items

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

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<th>N/A</th>
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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)2]** – 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]**

A. **Comprehensive Equity Plan (CEP) [N.J.A.C. 6:7-1.9]**
   Provide summary of progress in meeting targets for equity goals.

B. **Bilingual Education, English as a Second Language, English Language Services [N.J.A.C. 6A:15]** – If applicable, indicate 3-year plan approval date; if no programs/services, indicate with N/A

C. **Early Childhood Program Aid Plans [N.J.A.C. 6A:24-3.4]** – If applicable, indicate plan approval date and status

D. **Demonstrably Effective Program Aid Plans [N.J.A.C. 6A:24]** - If applicable, indicate DEPA plan approval date and status

E. **Special Education [N.J.A.C. 6A:14]** – Indicate the date of the most recent program monitoring.
   Provide progress towards the implementation of the improvement or corrective action plan.

F. **District Technology Plan [N.J.S.A. 18A-7F-22]** – Address the status/progress made during the 2004-2005 school year

G. **Discretionary and Entitlement Grant Programs [N.J.S.A. 18A-7F-22]** – Briefly describe the implementation of grants during the 2004-05 school year.

**VII. COMMUNITY SUPPORT [N.J.A.C. 6:8-2.1(e)]**

A. **Demographic Data** (once during a seven year period) – Refer to Five-year Facility Plan and date approved by county office.
   Indicate date of last demographic study or the projected date of next study.

B. **Community Survey** (once during a seven year period) – Indicate date of last community-wide survey or the projected date of next study.

C. **Resources and Links to Social Service Agencies** (once during a seven year period) – Comment on status of resources and links

D. **Community Environmental Conditions** (annually) – Indicate community conditions that affect the district. If none, indicate NA.

E. **Barriers to Community Participation** (annually) – Comment on barriers to community participation. If none, indicate NA.

F. **Community Involvement** (annually) – List community services and activities conducted in 2006-07 and those planned for 2007-08.

G. **Parental Involvement** (annually) – List school-sponsored parent activities conducted in 2006-07.
**Required Items**

**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]**

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

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

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**XI. SCHOOL SAFETY PLANS [N.J.A.C. 6A-16.5-2]**

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**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)] 40
I.

PRESENTATION OF QAAR

Dr. Andrew Rinko, Superintendent, presented this Quality Assurance Annual Report to the public at the October 18, 2007 meeting of the Bedminster Township Board of Education.

I. IMPLEMENTATION OF SCHOOL-LEVEL PLANS

I. School Goals

**Bedminster Township School Level Objectives for 2007-2009**

Final School Level Objectives for 2007-2009 were approved by the Board of Education on October 18, 2007

**School Level Objectives for 2007-2009**

A.  **Goal #1: Grade 3-4-5 Language Arts Literacy**
1. Benchmark Year, 2007-2008: By June 2008 and again by June 2009, 90% of all students in grades 3-4-5 will achieve at or above the proficiency level, as measured by the cluster score for the NJ ASK3, NJ ASK 4 and NJ ASK 5. 
2. By June 2008, the NJ Department of Education, consistent with No Child Left Behind, has determined that 82% of all schools and subgroups in the grade 3-4-5 cluster will score at or above the proficiency level, as measured by the cluster score for the NJ ASK3, NJ ASK4 and NJASK5.

B.  **Goal #2: Grade 3-4-5 Mathematics**
1. Benchmark Year, 2007-2008: By June 2008 and again by June 2009, 90% of all students in grades 3-4-5 will achieve at or above the proficiency level as measured by the cluster score for the NJ ASK3, NJ ASK4 and NJ ASK5.
2. By 2008, the NJ Department of Education, consistent with No Child Left Behind, has determined that 73% of all schools and subgroups in the grades 3-4-5 cluster will score at or above the proficiency level, as measured by the cluster score for the NJ ASK3, NJ ASK4 and NJ ASK5.
C. **Goal #3: Grade 6-7-8 Language Arts Literacy**
   1. Benchmark Year, 2007-2008: By June 2008 and again by June 2009, 90% of all students in the grades 6-8 cluster will achieve at or above the proficiency level as measured by the cluster score for the NJ ASK6, NJ ASK7 and NJ ASK8.
   2. By 2008, the NJ Department of Education, consistent with No Child Left Behind, has determined that 76% of all schools and subgroups in the grades 6-7-8 cluster will score at or above the proficiency level, as measured by the cluster score for the NJASK6, NJASK 7 and NJASK8.

D. **Goal #4: Grade 6-7-8 Mathematics**
   1. Benchmark Year, 2007-2009: By June 2008 and again by June 2009, 90% of all students in the grade 6-7-8 cluster will achieve at or above the proficiency level, as measured by the cluster score for the NJ ASK6, NJ ASK7 and NJ ASK8.
   2. By 2008, the NJ Department of Education, consistent with No Child Left Behind, has determined that 62% of all schools and subgroups in the grades 6-7-8 cluster will score at or above the proficiency level, as measured by the cluster score for the NJASK6, NJASK 7 and NJASK8.

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

Rationale: A review of the data from the 2006 administration of the NJASK and GEPA indicated that our Non-General Education Population achieved scores significantly below the mean achievement of their General Education peers. While there was significant progress during the 2007 administration, the following goals will be repeated during the years 2007-2009

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

E. **Goal #5: Grades 3-4-5-6-7-8 Writing**
   1. By June 2008 and again by June 2009, non-general education students in grades 3 through 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 seven exemplars of writing which follow the student to the next grade.
   2. Using a 5 rubric developed by the teacher, consistent with the assessment protocols outlined by the NJDOE in the NJPEP the average of all students’ scores will be a 3 or higher.

F. **Goal #6: Grades 3-4-5-6-7-8 Mathematics**
   By June 2008 and again by June 2009, 73% of students in grades 3-4-5 and 73% of students in grades 6-7-8 will perform at proficient or advanced proficient level as measured by the NJ ASK for the respective students.

Final School Level Objectives for 2007-2009 were approved by the Board of Education on October 18, 2007.
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: Grades 3-4-5 Language Arts Literacy**

By June 2008 and again by June 2009, 90% of all students in grades 3-4-5 will achieve at or above the proficiency level, in all clusters of language arts literacy, as measured by the NJ ASK3, NJ ASK4 and NJ ASK5.

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: Grades 3-4-5 Mathematics**

By June 2008 and again by June 2009, 90% of all students in grades 3-4-5 will achieve at or above the proficiency level, in all clusters of mathematics, as measured by the NJ ASK3, NJ ASK4 and NJ ASK5.

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
*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: Grades 6-7-8 Language Arts Literacy  
By June 2008 and again by June 2009, 90% of all students in grades 6-8 will achieve at or above the proficiency level, in all clusters of language arts literacy, as measured by the NJ ASK6, NJASK 7 and NJASK 8.

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: Grades 6-7-8 Mathematics  
By June 2008 and again by June 2009, 90% of all students in grades 6-8 will achieve at or above the proficiency level, in mathematics, as measured by the NJ ASK6, NJ ASK7 and NJ ASK8.

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
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.

E. Challenge Goal #5: Non-General Education, Grades 3-4 Writing
By June 2008 and again by June 2009, non-general education students in grades 3-4-5-6-7-8 will be assessed on their writing ability using a picture prompt as measured by the NJ ASK 3 through NJASK8.

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

Using a 5 point rubric, developed by the teacher, the average score of all students will score be 3 or higher measured by the 5 exemplars.

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.

F. Challenge Goal #6: Non-General Education, Grades 3-4-5-6-7-8 Mathematics
Since we met the first year of the 2-year goal, we will limit the goal to one year. By June 2008 82% of non-general education students in grades 3-4-5, and 76% of non-general education students in grades 6-7-8 will perform at proficient or advanced proficient level as measured by the NJ ASK for the respective grade levels.
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, 2008.
SUMMARY OF QAAR GOALS

II. ACHIEVEMENT OF PERFORMANCE OBJECTIVES FOR 2006-2007 (N.J.A.C. 6:8-2.2 (a) 3.

SCHOOL GOALS AND SCHOOL INITIATIVE YEAR END REPORT

June 30, 2007
Ms. Joyce Rozelle, Principal

Mandatory School Level Objectives for 2006-2008

Final School Level Objectives for 2006-2008 were approved by the Board of Education on October 17, 2006.

Mandated Goals
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.

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<th>Grade 3 LAL</th>
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<td>All Students</td>
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<td>4.2%</td>
<td>87.3%</td>
<td>8.5%</td>
<td>226.2</td>
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<td>General Education</td>
<td>64</td>
<td>3.1%</td>
<td>89.1%</td>
<td>7.8%</td>
<td>227.6</td>
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<tr>
<td>Limited English</td>
<td>7</td>
<td>4.3%</td>
<td>71.4%</td>
<td>14.3%</td>
<td>213.3</td>
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<tr>
<td>All Students</td>
<td>73</td>
<td>9.7%</td>
<td>73.6%</td>
<td>16.7%</td>
<td>227.4</td>
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</table>
National, state and local goal for standards met for Language Arts Literacy.

95.8% of all Grade 3 students were proficient or advanced proficient. The district challenge was 90%. **GOAL MET**

90.3% of all Grade 4 students were proficient or advanced proficient. The district challenge was 90%. **GOAL MET**

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.

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<td>71</td>
<td>1.4%</td>
<td>49.3%</td>
<td>49.3%</td>
<td>244.4</td>
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<tr>
<td>General Education</td>
<td>64</td>
<td>1.6%</td>
<td>46.9%</td>
<td>51.6%</td>
<td>245.6</td>
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<tr>
<td>Special Education</td>
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<td>0</td>
<td>71.4%</td>
<td>28.6%</td>
<td>233.6</td>
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<tr>
<td>Limited English</td>
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<td>Grade 4 Math</td>
<td>73</td>
<td>5.6%</td>
<td>30.6%</td>
<td>63.9%</td>
<td>251.8</td>
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<tr>
<td>General Education</td>
<td>62</td>
<td>3.3%</td>
<td>27.9%</td>
<td>68.9%</td>
<td>254.8</td>
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<tr>
<td>Special Education</td>
<td>11</td>
<td>18.2%</td>
<td>45.5%</td>
<td>36.4%</td>
<td>235.4</td>
</tr>
<tr>
<td>Limited English</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

National, state and local goal standards met for Mathematics.

98.6% of all Grade 3 students were proficient or advanced proficient. The district challenge was 90%. **GOAL MET**

94.4% of all Grade 4 students were proficient or advanced proficient. The district challenge was 90%. **GOAL MET**

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.

**Summary of Results:**

As of June 2007, 66 eighth grade students took the GEPA Language Arts Literacy test. The results and comparisons for 2007 and 2006 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>66</td>
<td>12.1%</td>
<td>65.2%</td>
<td>22.7%</td>
<td>230.3</td>
</tr>
<tr>
<td>General Education</td>
<td>55</td>
<td>3.6%</td>
<td>70.0%</td>
<td>25.5%</td>
<td>235.3</td>
</tr>
<tr>
<td>Special Education</td>
<td>11</td>
<td>54.5%</td>
<td>36.4%</td>
<td>9.1%</td>
<td>203.5</td>
</tr>
<tr>
<td>Limited English</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**2006**

<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>55</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 goals for standards met.

87.9% of all Grade 8 students tested in 2007 were proficient or advanced proficient, compared to 86.8% in 2006. The district challenge was 90%. Our general education population exceeded 90% proficient; when combing our special education population our challenge goal for 90% of all Grade 8 children was not met.

**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.

**Summary of Results:**

As of June 2007, 66 eighth grade students took the GEPA Language Arts Literacy test. The results and comparisons for 2007 and 2006 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>66</td>
<td>7.6%</td>
<td>51.5%</td>
<td>40.9%</td>
<td>235.8</td>
</tr>
</tbody>
</table>
### 2006

<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>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, state and local goal standards met for Mathematics.

92.4% of all Grade 8 students tested in 2007 were proficient or advanced proficient, compared to 77.8% in 2006. The district challenge was 90%. Our goal for all students was met. **GOAL MET**

96.4% of our general education population were proficient or advanced proficient in 2007 compared to 95.1% in 2006.

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

A review of the data from the 2007 administration of the NJASK and GEPA indicated that our Non-General Education Population achieved scores above the mean achievement of their General Education peers.

We are very proud that we met all AYP benchmarks, and we are further committed to efforts to continue improvement of student performance beyond the state and national goals.

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

3. 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.

4. 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.

**Summary of Results:**
Mrs. Teresa Vaught, Director of Student Services, monitored the progress towards this goal. The following statistics were submitted

**Grade 3**
Student #1
The average score for Grade 3 was 3.25. Three of the four students exceeded the average rubric score for grade 3. The number of participants was too low to validate the goal. However, the result from the NJASK 3 would indicate that our special needs students are making above average progress. 85.3% of our classified children were either proficient or advanced proficient on the NJASK 3. The goal will be repeated in 2007-2008 and average rubric scores will replace percentage of children achieving the benchmark.

Grade 4
Student #1
Average 3.2

Student #2
Average 3.6

Student #3
Average 2.7

The average score for Grade 4 was 3.16. Two of the three students exceeded the average rubric score for grade 4. Since the number of participants is so low, administration has some concerns over the goal validity. The NJ ASK4 results mirrored the results of the rubric scores, with 63.4% (almost 2/3) achieving proficiency or advanced proficiency. The goal will be repeated in 2007-2008 and average rubric scores will replace percentage of children achieving the benchmark.

Grade 8
Student #1
Average 4

Student #2
Average 4

Student #3
The average score for Grade 8 was 4.3. All students achieved the goal. In spite of the rubric performance, we are concerned that over 54% of our special education population did not achieve proficiency on the GEPA. The goal will be repeated in 2008 using average rubric scores to replace the percentage of children achieving the benchmark.

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.

Summary of Results:

### GRADE 3 and 4

**2007**

<table>
<thead>
<tr>
<th>Grade 3 Math</th>
<th>n</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>7</td>
<td>0</td>
<td>71.4%</td>
<td>28.6%</td>
<td>233.6</td>
</tr>
<tr>
<td>Limited English</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4 Math</th>
<th>n</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>11</td>
<td>18.2%</td>
<td>45.3%</td>
<td>36.4%</td>
<td>235.4</td>
</tr>
<tr>
<td>Limited English</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

100% of Grade 3 non-general education students tested in 2007 were proficient or advanced proficient and 81.8% of grade 4 non-general education students were proficient in 2007. **GOAL MET**

### GRADE 8

**2007**

<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>Special Education</td>
<td>11</td>
<td>27.3%</td>
<td>45.5%</td>
<td>27.3%</td>
<td>212.5</td>
</tr>
<tr>
<td>Limited English</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**2006**

<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>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>

72.7% of Grade 8 non-general education students tested in 2007 were proficient
or advanced proficient, compared to 23.1 in 2006. The district challenge was 76%. Although the challenge goal was not met, this was a substantial improvement from 2006.

III.

SCHOOL PROFILE:
SCHOOL REPORT CARD 2006-2007

The New Jersey School Report Card for Bedminster School was made available for widespread distribution to the public via a link on the “INFORMATION LINK” on our web-site www.bedminsterschool.org.

In addition, copies were made available to the public at our reception desk and at the Clarence Dillon Public Library.

A copy of the 2005-2006 NJ School Report Card can be found in APPENDIX A.
IV.

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

A. Teaching Staff Needs Staff

Individual Workshops
Throughout the 2006-07 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

- 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. In addition, the district implemented the Fundations phonics program and began the utilization of our Reading Specialist an instructional coach.

- The district hired Dr. George Robinson, a Gifted and Talented consultant, recommended by Dr. Joseph to complete an analysis of our G&T/School wide enrichment program.

- One staff member began work towards her National Board Certification. Upon completion, we will have two teachers Board Certified.

- A team of teachers attended TECHSPO, and the National Technology Conference in Atlanta, GA.

- 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.

- Our teachers planned and coordinated the two (2) annual in-service days; teachers served as facilitators and provided workshops on technology, early literacy mathematics, virtual learning, and the crossover from the NJCCS to the NJASK.

- 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
Thinking and Writing Across the Curriculum

**Technology**
At each of our annual workshops, teachers were afforded opportunities to learn about

- Electronic Classrooms
- SASI Grading and Report Card Management
- Technology and Special Education
- Wikipedia
- United Streaming
- 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 gained, has helped them to infuse technology into our curriculum at all grade levels.

**Character Education**

<table>
<thead>
<tr>
<th>Role</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Nurse</td>
<td>Annual NJ Drug Conference</td>
</tr>
<tr>
<td>School Wide Enrichment</td>
<td>New Perspectives on Gifted Education</td>
</tr>
<tr>
<td>Health Educator</td>
<td>Annual Drug Conference, Raritan Valley CC</td>
</tr>
<tr>
<td></td>
<td>Symposium on Bias and Violence, Raritan Valley CC</td>
</tr>
<tr>
<td>Guidance</td>
<td>Annual Drug Conference, Raritan Valley CC</td>
</tr>
<tr>
<td></td>
<td>Character Counts</td>
</tr>
<tr>
<td></td>
<td>United We Stand</td>
</tr>
<tr>
<td></td>
<td>Conflict Mediation</td>
</tr>
<tr>
<td></td>
<td>Schools in Crisis</td>
</tr>
</tbody>
</table>

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
- IEP Writing
- Education in the Inclusive Classroom
- NJ Speech and Hearing Association Conference
- Morris County Speech and Hearing Association Conference
- Special Education Self Assessment

Members of our CST presented a workshop to new teachers as a part of our mentor program.

**Administrator In-service**
- 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 2006-2007 Staff Development Activities**
(Exclusive of substitute compensation)

**In-District Presenters**
- Dr. Charline Russo – Collaboration/Team Building $1,581.00
- Debbie Rosenberg – Fundations Workshop $1,300.00

**Focus Areas and Major Concepts:**
- Grades K-4 Workshops $2,723.00
- Middle School Workshops, Conventions, Associations $4,906.00
- Gifted & Talented/School Wide Enrichment $635.00
- NJ Science Teachers Convention $653.50
- Physical Education/Health $129.00
- Reading/Language Arts $1,522.00

**Individual Teacher Workshops**
- Tuition Reimbursement Graduate School $30,000.00
- General Workshops/Teacher Professional Development $10,100.00
- CPR Training $385.00

**District – Professional Development**
- CST Workshop Training $1,307.00
- Principal $1,455.00
- Assistant Principal $418.00
- Guidance Counselors $140.00
- TECHSPO $3,282.00
- NCERT (funded through NCLB) $4,850.00

**Building and Grounds**

- Training/Workshops $600.00

**Superintendent**

- National Educational Computing Conference $501.41
- Association for Supervision and Curriculum Development $79.00
- NJASA Spring Conference $580.13
- Somerset County Dues/Retreat $700.00

**School Business Administrator/Board Office**

- ASBO National and State Conventions $2,758.00
- Professional Development/Workshops $694.00

**TOTAL EXPENDITURES, 2006-2007 PROFESSIONAL DEVELOPMENT ACTIVITIES**

$71,299.04 (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.

The district professional development plan was submitted to the Bedminster Board of Education for approval on December 14, 2006 and was approved by the County Professional Development Board and approved on January 9, 2007.

**D. Provide Summary of Progress Implementing the Local Mentor Plan**

The district Mentor plan was submitted to the Bedminster Board of Education for approval on August 24, 2006 and forwarded to the County Department of Education shortly thereafter. Our mentor plan encompassed a rigorous new staff orientation which held on August 30 and 31, 2006. The orientation was expanded to 3 days in the summer of 2007.

Provisional teachers met with their mentors weekly, and at the end of the year conducted a mentor assessment which was used by administration for planning and assignment purposes. Mentor-mentee meetings were held on October 3, 2006, December 5, 2006, January 26, 2007, February 24, 2007, and May 7, 2007. At the May meeting, each mentee presented a year-long portfolio for discussion with colleagues and members of the administration.
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 2006-07, 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 2006-2007 school year included playground renovations, landscaping, carpet replacement, curb and sidewalk improvements, and boiler replacement.

   Projects underway for 2007-2008 are identified in our Long Range Facilities Plan and our Comprehensive Maintenance Plan.

C. Comprehensive Maintenance Summary

   During the fiscal year 2006-07, 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 19, 2006.

   The Annual Maintenance Budget Amount (M-1) can be found in APPENDIX D.
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 06/07/06 for the 2006-2007 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 2004-2007 through 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. The new plan was submitted to the Somerset County Department of Education on July 27, 2007 and again updated on October 9, 2007.

B. Bilingual Education
Not applicable at this time.

English As A Second Language
The ESL Program Plan for 2005-2008 was filed October 31, 2005 and approved by the Office of Bilingual Education & Equity Assurance shortly thereafter. The District’s number of Limited English Proficient students fluctuates each year yet the Board has made a commitment to the children in spite of limited numbers. Throughout the 2006-2007 school year, the district serviced 21 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 2006 and the second phase was completed in 2007. 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. The Bedminster Technology Plan was approved by the Board of Education on May 24, 2007 and approved by the County Superintendent of Schools effective May 22, 2007.

G. Discretionary and Entitlement Grant Programs

NCLB

The district administered the NCLB Consolidated grant during the 2006-2007 school year in the amount of $32,819. 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>$16,573</td>
<td>To support professional development for technology Language arts literacy and mathematics.</td>
</tr>
<tr>
<td>Title II-Part D</td>
<td>$  57</td>
<td>Technology Supplies</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 Gifted Education.</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 (Pre-school), which were used to provide teacher training, additional speech/language services, alternate programming and instructional services to students with disabilities in an inclusive program. September 24, 2006 Board agenda.

CHARACTER EDUCATION

The guidance counselors applied for, and were awarded grants in the amount of $425.11 for Child Assault Prevention and $2,250 for Character Education. We are particularly proud of the influence of the Child Assault Prevention Program and the United Way Peace Grant used for intergenerational activities. Bedminster School is one of the few schools in the County who has received United Way Peace grants for four successive years.
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 2006-2007 school year.

E. Barriers to Community Participation
There have been no barriers to community participation that needed to be addressed during the 2006-2007 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 2006-2007 school year:

- Parents were represented on the Bedminster Technology Plan Steering Committee;
- Parents were represented on the Bedminster Aftercare Steering Committee;
- Parents were represented on the Bedminster Gifted and Talented/SWE 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;
- 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.
- 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 visit and cultural arts presentations;
- The PTO took on major responsibility for the Bedminster School Field day;
- The PTO provided much needed funds to support our field trip program, and the infusion of technology in the classrooms.
- 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 has continued to upgrade its website www.bedminsterschool.org to extend its ability to communicate effectively with parents and community.

G. Parental Involvement

Parents and guardians were active partners 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;
- VIP Days during American Education Week/Classroom Visitation;
- Parent CAP Training;
- 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 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 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.

Parent and Community Involvement Initiatives Planned for 2007-2008

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 training 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, 2007-2008;

The district has made overtures to improve the communications with our Township Governing officials;
➢ 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;

➢ The Superintendent is an active participant on the Clarence Dillon Library Board;

➢ The Principal intends to be an active member on the Somerset Hills Regional School District Strategic Plan Steering Committee.
Nursing Services Plan
Bedminster School
2007-2008

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 595 students and 116 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. Many students come to school seeking medical attention for injuries sustained over the weekend or from their participation in recreational sports or other activities outside the school setting. 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, physicals 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 reviewed prior to being sent to the school physician for review and signature. During the month of September 57 students submitted physical forms. Each student’s physical must also be documented on his/her permanent health record. 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. Parents need to be notified when they are not in compliance.

The school nurse needs more time to communicate with staff about the needs of students. Staff training in CPR, AED and Epi-pen administration is recommended.

Bedminster School has one school nurse for 595 students. If the nurse is absent, a substitute nurse is needed. Bedminster School has six substitute nurses on the active list to call when the nurse is absent. Adding additional nurses would help insure that one is available if the nurse is absent. A plan is needed for the health and safety of the students in the event no nurse is available 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 ensure that the mandated screenings are met.

Emergency crisis preparation is also necessary to anticipate disaster needs within the school community.
Secretarial help and/or nurse 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 and the cards need to be alphabetized by grade level. Requests need to be sent for missing Health records, and records need to be sent for students that transferred out of district. Physical forms need to be reviewed and documented.

In September 2007, there were 45 transfer students, 60 kindergarten students and 14 pre-K students.

Bedminster School
Total student enrollment: 595
Total staff: 116, including custodians and substitute teachers
Total special education students: 62

Students with serious medical involvement:

- Level 1 Nursing Dependent: 0
- Level 2 Medically Fragile: 10
- Level 3 Medically Complex: 82
- 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 24, 2007. During the 2006-2007 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 19, 2006. The plan was approved, by the Bedminster Board of Education on October 19, 2006. The Electronic Violence and Vandalism Report were included in the advertised agenda and there were no comments from the public regarding the plan.

XI.

SCHOOL SAFETY PLANS [N.J.A.C. 6A-16.5.2]

With a change in administration last year, the Emergency and Crisis Management Plan was never formally presented to the Bedminster Board of Education, and members of the public, at a regularly scheduled meeting. The prior plan was presented on September, 2005 and approved, by the Bedminster Board of Education on October 20, 2005. The current administration has been directed to convene a committee to review and update our current Emergency and Crisis management plan.

The school principal, Ms. Joycelyn Rozelle, held bi-monthly fire drills and lock down drills to insure that students and staff were alert to intruder dangers. Staff received a comprehensive Security Lockdown packet on September 21, 2006 identifying procedures (APPENDIX G). In the interests of safety I have included only the cover memo from the principal. During the year, meetings were held to assess safety pertinent to entrance and registration, common areas frequently visited by parents, volunteers fingerprinting, and protocols for fire drills and bomb threats. During the 2006-2007 school year no emergencies or crisis occurred.
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 2006-07 school-level challenge objectives was provided to the Somerset County Office of the Superintendent of Schools, in October 2007.

During the school year 2006-2007, 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 5, 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 Comprehensive Equity Plan was designed to meet the assessed needs.

3. The local board of education has authorized submission of the Comprehensive 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. The new plan covering the years 2007-2010 was approved by the Bedminster Board of Education and final submission sent to the Somerset County Office of the Superintendent of Schools October 8, 2007.

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.

Name          Andrew Rinko  Title  Superintendent
Signature                          Date   October 18, 2007
STATEMENT OF ASSURANCES

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

School Year 2006-2007

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 2006-2007 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 2006-2007 school year.

Name Joyce Rozelle Title Principal

Signature ___________________ Date October 18, 2007
OTHER INDICATORS OF SCHOOL QUALITY

III INFORMATION FROM CAFR

CAFR/September 2007

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 2006-2007, 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.

• 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. Acquisitions of laptop carts, SMART Boards, Symbodium, document cameras and virtual learning provide opportunities for children and teachers to infuse technology into the curriculum.

• 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 Board followed, last year with an assessment by Dr. George Robinson, an associate of Dr. Joseph Renzulli, to determine areas of strengths and needs in our program. Those identified needs are part of the Board goals adopted in September 2007.

• 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. Through the acquisition of a $300,000 autism grant, the district intends to expand offerings for non-disabled peers, professional development, resource services and technology.

• Two year’s ago the district revised its Mathematics curriculum and aligned it curriculum to the NJ CCS and its middle school textbooks with the SHRSD. The results on this year’s NJASK showed significant gain.
APPENDICES
EXHIBIT A

New Jersey School Report Card
EXHIBIT B

Comprehensive Equity Plan

Technology Plan
EXHIBIT C

Test Summaries

NJ ASK3
NJ ASK 4
NJ ASK 5
NJASK 6
NJASK 7
NJASK 8(GEPA)
EXHIBIT D

Annual Maintenance Reserve Deposit Worksheet

Comprehensive Maintenance Plan (CMP)
EXHIBIT E

Facilities Checklist
EXHIBIT F

Community Survey Instrument

Community Survey Results
EXHIBIT G

Safety Plan Memo

School Safety Training Agenda