

**A Program Review
in Preparation
for the Development
of the
2011-2012 Budget**

Bernards Township School District

Office of the Superintendent

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STATE FUNDING BACKGROUND

The New Jersey Constitution states: “The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in the state between the ages of five and eighteen years”. In 1972, the New Jersey Supreme Court ruled in *Robinson v. Cahill* that the state’s method of funding public schools was unconstitutional. In response to the ruling, the Public School Education Act of 1975 (Chapter 212) was adopted, to be funded by the newly enacted New Jersey Gross Income Tax. Chapter 212 defined the overall aim of a thorough and efficient education, established educational goals and monitoring systems, and created a guaranteed tax base formula. It was deemed constitutional provided that it was fully funded and that it addressed the educational needs of the students in the poorest districts. Another Supreme Court ruling however contested the constitutional integrity of the legislation in the now famous *Abbott v. Burke* case. The Court found in favor of the 28 urban school districts (hence the designation ‘Abbott Districts’) and categorized them as having special needs. This ruling set in motion the establishment of model programs in pre-school through high school, whole school reform strategies, school facility overhaul, and almost full state funding of all district operations in those districts. The Quality Education Act of 1990 (QEA) established a foundation formula system, and outlined how special needs districts were to receive extra aid and would be allowed an equity spending cap. It also initiated state aid for at-risk pupils. Yet another court challenge declared QEA unconstitutional because funding and special educational needs of the Abbot districts were not adequately met, and their use of the additional funds lacked supervision.

State oversight of public education intensified as mandates were adopted to ensure that schools were meeting the Core Curriculum Content Standards (CCCS) as established in 1996, and ever-

increasing federal regulations. In an attempt to insure the thorough and efficient education guaranteed by the Constitution, the state linked the adoption of the new standards with an overhaul of the funding formula, and adopted the Comprehensive Educational Improvement and Financing Act (CEIFA). This legislation directed the Commissioner of Education to calculate the cost of providing the CCCS and then establish a per pupil Thorough and Efficient (T&E) amount. It also established additional aid categories. The judicial response to CEIFA was that while the CCCS were found to pass constitutional muster, CEIFA failed to guarantee funding to enable the students in Abbott districts to achieve those standards. The court ruled that per pupil spending for students in the Abbott districts must equal the per pupil spending in the state's wealthiest districts which are the I & J District Factor Groups (DFG), and in order to equalize that spending, the state was ordered to approve additional Abbott aid. CEIFA formulas therefore have not been used to calculate state aid since the 2001-02 school year, rather, aid has been distributed based on district demographics and other characteristics existing in 2002. During that time, funding for districts like Bernards Township remained fairly flat. In 2005, S1701 was passed by the McGreevey Administration. While the immediate impact felt by districts was the establishment of a 4.01% budget cap, in the long term, the imposition of a 2% surplus restriction seriously affected districts' ability to manage their own financial security.

Litigation over the funding of Abbott districts continued, leading to the study of yet another new funding law. The formula was based on two main factors: the weighted per pupil costs for general and special education students in pre-K through grade 12 as the basis for determining a district's 'adequacy budget', and the use of a district's wealth (equalized valuation and aggregate income) to determine a community's 'fair share' of property tax to support its school district.

The School Funding Reform Act of 2008 attempted to address the inequities that had resulted from the imbalance of increased funding targeted primarily to Abbott districts.

In its first year of enactment, the 2008 formula categorized Bernards Township School District's budget as below adequacy, and its property tax as below fair share. The below adequacy designation can be illustrated in comparing Bernards Township's cost per pupil with neighboring districts Somerset Hills and Bridgewater-Raritan. The latest figures available in the 2010 New Jersey Department of Education's Comparative Spending Guide list the total per pupil costs budgeted for 2009-10 in Bridgewater-Raritan as \$13,398, and in Somerset Hills as \$13,654. Bernards' cost per pupil of \$12,487 puts the District \$911 per pupil less than Bridgewater, and \$1,167 less than Somerset Hills. With a 2009-10 enrollment of 5,692, the District is under-budgeted between \$5.1 million and \$6.6 million. In comparison to the state average cost per pupil, which is \$13,907, the District is under-budgeted by more than \$8 million. The District therefore received an increase in state aid of 20%, the largest increase provided by the formula. In the second year of enactment, the formula was not fully funded, and although the District was again categorized as below adequacy and below fair share and thereby eligible for a 20% increase in aid, it was only granted a 5% increase. In an attempt to triage the bloody casualties caused by a \$10 billion budget shortfall in the 2010 state budget, Governor Christie halted state aid payments to all districts that had fund balances in excess of 2% in an amount equal to those overages. Bernards Township was shorted \$1.6 million in aid that was due it in 2009-10, and was forced to spend down its surplus to balance the budget.

Three years after enactment of the funding formula, it was again underfunded and districts were held flat. But because of the worsening state budget deficit, for the 2010-11 school year, the District was only granted 18% of its allotment, \$848K, a loss of \$3.9 million. To compensate for

this reduced support, it was necessary to lower the District’s budget by \$1.2 million. Following defeat of the budget at the polls in the spring, the Township Committee reviewed the budget and ordered it reduced by another \$800K dollars. Among the many reductions, 36 employees had to be let go. As a result of the projected continuation of loss of state aid, and in tandem with the recently legislated 2% cap on school district spending, projections of District budgets for the years 2011-12, 2012-13, and 2013-14 indicate shortfalls of \$1.4M, \$528K, and \$596K respectively. After several years of flat funding during years of enrollment growth, and now at least two years of underfunding, there remains little in the budget to trim. It is anticipated that only major programmatic changes can compensate for these shortages. Administrative recommendations for those changes are outlined in this report.

HISTORY OF STATE AID IN BERNARDS TOWNSHIP

Year	Students	State Aid	Aid per Student
2000-01	4,265	\$3,262,754	\$765
2001-02	4,491	\$3,340,623	\$744
2002-03	4,752	\$3,340,623	\$703
2003-04	5,002	\$3,340,623	\$668
2004-05	5,172	\$3,340,842	\$665
2005-06	5,336	\$3,391,222	\$636
2006-07	5,429	\$3,383,092	\$623
2007-08	5,513	\$3,490,044	\$633
2008-09	5,615	\$4,239,718	\$755
2009-10	5,692	\$3,011,893	\$529
2010-11	5,660	\$ 835,265	\$148

BUDGET REVIEW

In recent years, the Board of Education and Administration reviewed several programs for curricular and budgetary significance and presented the reviews at public Board meetings. Many of the areas were reviewed in multiple years, including the eight period day at the middle and high school, the team model at the middle school, and half-day kindergarten. The areas reviewed included:

- Nine v. eight period day at middle school and high school (addressed in this report)
- Middle school team model (addressed in this report)
- Middle school cycles (if maintaining team model, 9 periods are necessary, no savings)
- Middle school language arts (if maintaining team model, 9 periods are necessary, no savings)
- Full v. part day kindergarten (addressed in this report)
- Guidance (addressed in this report)
- Class size (increased in 2005, 2007, 2009, 2010 and addressed in this report)
- Administration (addressed in this report)
- Elementary Spanish (reduced in 2007, eliminated in 2009)
- Elementary/middle school enrichment (reduced in 2005, eliminated in 2009, 2010)
- Operations (reduced annually, projects delayed)
- Extracurricular offerings (eliminated several middle and high school clubs 2008, 2009, 2010)
- Pay to Play (addressed in this report)

- Middle school late busing (funding eliminated in 2005, became parent-paid, then completely eliminated 2009)
- Third grade strings (savings would be minimal)
- Elementary physical education (determined too difficult to implement)

To date, the following actions were undertaken following these reviews:

(Note: Savings shown are first year savings. Because of unemployment costs for up to 99 weeks, in addition to cumulative savings, there are significant additional savings in subsequent years as unemployment costs expire.)

- Four elementary enrichment positions eliminated (2005, 2009 - \$120,000)
- Middle school enrichment program phased out (2009, 2010 - \$60,000)
- Seven curriculum supervisors and four elementary assistant principals reduced to ten month positions (2009 - \$54,000)
- Middle school late busing eliminated (2005 - \$72,000)
- Capital projects delayed, including lab and classroom renovations, roofing, field drainage, carpeting, etc. (2005 and forward - \$3.1M)
- Guidance Director position eliminated, responsibilities assumed by other administrators (2006 - \$139,000)
- Class size guidelines increased to 23 or less in grades K-2, 26 in grades 3-5 (2009 - \$60,000)
- Class sizes increased at the middle and high schools – (2009, 2010 cost avoidance as enrollment increased – 8 new positions not filled - \$400,000)
- Eliminated most middle school clubs, replaced with parent-paid program (2009 - \$21,000)

- Eliminated low enrollment clubs at the high school (2008, 2009 - \$22,000)
- Eliminated 12 special education instructional aide positions (2010 - \$185,000)
- Eliminated four elementary Spanish positions, replaced program with Latin workbooks, grades 4/5 (2007- 2009 - \$120,000)
- Eliminated eight kindergarten aides (2010 - \$94,000)
- Eliminated four elementary library aides (2010 - \$47,000)
- Eliminated intramurals (2009, 2010 - \$41,000) now offered only when completely parent paid
- Eliminated a special education speech teacher position (2010 - \$54,000)
- Reduced per pupil costs for supplies, textbooks, library books (2005 and forward - \$296,000)
- Initiated energy saving programs to realize 25% natural gas and 10% electric costs, reduced the 2010-11 budget by \$268,000
- Eliminated third assistant principal position and guidance counselor at middle school (2006 - \$75,000 2009 - \$30,000)
- Reduced eight assistant coaching positions (2006 and forward - \$40,000)
- Eliminated special education clerical position (2010 - \$18,000)
- Phasing out Japanese program, one position eliminated (2010 - \$30,000)
- Eliminated 6.6 elementary teaching positions (2009, 2010 - \$198,000)
- Eliminated 2 high school teaching positions (2010 - \$60,000)
- Limited professional development opportunities (2007 and forward - \$200,000)
- Curriculum reviews canceled and textbook adoptions delayed (2007 and forward - \$276,000)

PROGRAM REVIEW

The development of the 2011-12 budget began in August 2010. Administrators were directed to build department and school budgets using a zero-base rather than the flat increase/decrease model used in the past. While the initiation of this model can produce savings, it can just as often result in increased funding requests. Understanding that the District budget has been reduced in some cases to 2004-05 spending levels despite the increased enrollment growth of over 400 students, when the budgets were finalized, several resulted in net increases in department and school budget drafts. In changing the model to zero-based, the intent was to be able to review itemized rather than summary budgets, so that the actual items that would be lost in the event more reductions are necessary would be clearly designated. At this time, the budget needs to be reduced by about \$1.4 million to get to the 2% cap figure.

Efficiencies in energy usage were anticipated during the development of the 2010-11 budget, with projected natural gas savings of 25%, and electric savings of 10%, reducing the budget by \$268,000. Two energy programs were brought into the district. Schools for Energy Efficiency (www.seeprograms.com) is a program aimed at changing staff and student behavior to save energy, while Energy For America (www.efaonline.com) is a boiler monitoring program.

Brokerage of the health insurance has been reviewed and a savings in excess of \$100,000 has been gained in that area, in addition to a one-time \$75,000 savings resulting from a change in the method of claims payment. The District is currently in year two of a three year contract for a Joint Insurance Fund for property and casualty insurance, and participates in group purchasing for gas and electric. Negotiations continue with the Bernards Township Education Association regarding health benefit changes. Recent legislation imposing a 1.5% surcharge for health

insurance coverage enabled the District to lower its health insurance budget by approximately \$600,000.

Other cost saving measures in non-academic areas have also been implemented. A phone line audit was completed to eliminate unused lines, and most supply purchases are coordinated through cooperative bids with school and governmental entities in Somerset, Middlesex, Hunterdon, and Morris Counties. All transportation, maintenance, custodial, and food services have been privatized and competitive bids are sought in each area. A tuition charge has been initiated for non-disabled students attending state-mandated integrated pre-school, as permitted by recent legislation. The District is exploring the imposition of student activity fees, the 'branding' of certain athletic facilities, shared services with the Township for lawn care, consolidation of voice and data services, county-wide transportation services for students in out-of-district placements, shared services with other school districts for IT services, and a BPU energy audit. The District is also monitoring the right opportunity for solar generation of energy.

During the summer and fall of 2010, several educational programs and services were reviewed in this district and several other districts for current and best practices in an effort to determine where efficiencies could be realized. The following areas were reviewed:

- Nine period day at the high school
- Team model at the middle school
- Kindergarten
- Administrative Organization
- Special education models
- Guidance

HIGH SCHOOL SCHEDULE

An administrative team visited seven high schools that are in comparable I-J District Factor Groups, or DFG (the state's measurement of a school district's socio-economic status) and visited schools with similar performance on state (NJASK/HSPA) and College Board assessments (SAT/AP). The high schools visited were in the following districts: Somerset Hills Regional (Bernards High School, 815 students), Tenafly (1,167 students), Princeton (1,356 students), West Windsor South (1,567 students), Hopewell Valley (1,300 students), Montgomery (1,700 students), and Chatham (1,110 students). Of these seven high schools, Bernards Township had the largest enrollment of students at 1,735 with Montgomery being the closest in enrollment with 1,700 students. The team also visited Bridgewater-Raritan High School. Although not in Bernards' DFG, Bridgewater-Raritan is one of the largest high schools in Somerset County with an enrollment of 2,955 students.

Schedule: In examining how each high school designs its schedule there was not a clear consensus and the time length of periods also varied. Somerset Hills, Bridgewater, Tenafly, Princeton (modified for 12th grade) and Hopewell still operated using the traditional nine period day which is similar to the structure of Ridge High School. West Windsor set up its schedule so that there are six one hour periods and a rotating schedule with two periods dropping out each day. In addition, students are required to take a study hall. At Montgomery, students take eight academic classes as they do at Ridge but due to space restrictions they have a unit lunch (students all have lunch at the same time). This common lunch period is also used at Princeton High School and both reported using it for tutorial time, assembly period, or as an additional time for students to complete assignments. At Chatham High School students are taking eight academic classes but within a four day rotating drop schedule which means that over the course

of three days every class meets three times for 57 minutes. Several schools have an “open campus” which allows students to leave for lunch, arrive later, or leave early depending on their schedules.

HIGH SCHOOL	INSTRUCTIONAL PERIODS (number)	LENGTH OF PERIOD (minutes)
W. Windsor-Plainsboro	7	60
Bridgewater-Raritan	8	40
Hopewell Valley	8	42
Montgomery	7	45
Bernardsville	8	42
Princeton	8*	45
Chatham	7	57
Tenafly	8	48
Ridge	8	42

*12th graders have a seven period schedule

All schools reported offering at least three levels of classes, similar to Ridge High School. College Prep, Honors, and AP classes are offered at all schools except Chatham which actually has five levels of classes. In addition to these standard levels, Chatham has a Foundations level for students in special education resource room classes and a Concepts level for struggling general education students. All schools reported some type of honors criteria but there was much variance on the process for appealing if students do not achieve the needed grade to qualify. Three of the high schools (West Windsor, Princeton, and Chatham) reported using teacher recommendations as part of the process while the other schools only used grades for entrance. Three of the schools (Hopewell, Montgomery, and Tenafly) also reported that they have an open enrollment policy for students that allows them entrance into an honors course even if they do not meet the criteria. In this case students must sign a contract which prohibits them from

dropping a level if they are struggling. Other high schools were exploring the use of an open enrollment policy recognizing that most students who pursue honors level and have not met the criteria are generally on the cusp of meeting it.

The world language program offerings were similar to Ridge High School with the exception of four of the schools offering Mandarin with very small classes. West Windsor, Bridgewater, Montgomery, and Chatham all offer German. Two schools were considering removing a language (German/Italian/Japanese) since they were seeing declining enrollments in these areas.

Class Size: Average class sizes were all lower than Ridge High School with the lowest at Tenafly (17.4). West Windsor, Princeton, and Hopewell reported an average of approximately 22 students in core classes. Both Montgomery and Princeton reported scheduling social studies classes slightly higher than their other content areas with an average of 28. In addition, Somerset Hills has begun to offer “lecture style” introductory classes in their Performing Arts Center with classes near 40. As with Ridge, there seemed to be a consistent effort to keep the class sizes lower in Language Arts due to the increased grading component for faculty. Mindful of the pacing required in college prep classes, schools made strong efforts to keep the class sizes lower in those core classes while allowing for increased class sizes in the honors and elective classes.

HIGH SCHOOL	AVERAGE CLASS SIZE GRADE 9*
Bridgewater	25.3
Ridge	23.2
Hopewell Valley	22.8
West Windsor	22.7
Princeton	21.9
Chatham	21.4
Montgomery	20.6
Bernards	19.0
Tenafly	17.4

*Source: 2008-2009 NJ School Report Card

Alternate pathways for graduation credit: New Jersey Administrative Code outlines two paths for graduation from a public school. The first is the traditional program that requires earning a minimum of 110 credits, and is listed in code as Option I. The second path is called Option II and permits much greater latitude than the traditional route. School districts may require an additional number of credits in either Option I or II.

Curricular activities and programs may involve in-depth experiences linked to the Core Curriculum Content Standards, such as interdisciplinary or theme-based programs, independent study, co-curricular or extra-curricular activities, magnet programs, student exchange programs, distance learning opportunities, internships, community service, or other structured learning experiences. (N.J.A.C.6A:8-5.1)

All schools reported allowing students to meet graduation credits in alternate ways but the system for doing so varied by district. Every district was making use of the Option II program and had strict parameters for the program. In West Windsor there is a High School Leadership Committee which approves coursework outside of the school day to meet graduation requirements. In 2009-2010 they reported that approximately 50 students took a course using the Option II program to meet their practical art requirement. Students could only count a course in which they earned an A and was either an approved online opportunity or taken through Princeton University. Montgomery High School uses the Option II program for students who wish to accelerate in mathematics and requires students to also pass the Montgomery final exam to qualify for acceleration. In addition they implemented the Option II program for students to exempt out of physical education (PE) if they are involved in a sport outside of the school day, and also for students taking classes online. The same is true in Hopewell where about 30 students take advantage of this program.

If a student is involved in a school sport, he/she may be exempted from PE by marking periods in Chatham and at Ridge. Chatham also allows full year exemptions, with one marking period of health, depending on the depth and length of the extracurricular activity. Princeton and Bernardsville do not implement the Option II program but allow students to take online courses if the available curricular choices have been exhausted and there are no programs on site.

Recent programmatic cuts: Many schools indicated that there had been recent cuts to services but most have still not directly impacted programming. West Windsor and Bridgewater privatized their custodial services and West Windsor eliminated professional development for one year. In Bridgewater and Hopewell there were reductions in high school teaching staff (5-7 staff in each school) and Bridgewater instituted a pay-to-play activity fee for students involved in any extracurricular program. Somerset Hills eliminated the position of Director of Guidance, and Chatham cut the position of the K-12 Special Services Supervisor. Tenafly eliminated their entire Industrial Arts program as well as the Japanese program.

There were additional programmatic reductions being considered for the 2011-12 school year by many of the schools visited. Due to the sensitive and controversial nature of the following topics they will not be attributed to the district in which they are under consideration:

1. Half day senior year, providing 12th graders only with courses required for graduation
2. Mandatory full year PE exemption for all students involved in a school sport or sport outside of the high school program
3. Fine Arts exemption for any student in an after school music program (Band/Chorus, etc.)
4. Eight period day
5. Eliminate freshmen sports
6. Drastic reduction in all electives, mandatory online electives
7. Activity fee for all activities/sports, grades 6-12

8. Lab fees
9. Reducing in-class support for classified students in social studies and world languages, grades 3-12
10. Eliminating substitute teachers and sending students whose teachers are absent to a large assembly area for study hall

MIDDLE SCHOOL SCHEDULE

Middle school-aged students are faced with many challenges such as developing responsibility and self-discipline, dealing with the effects of peer pressure, learning to access information and apply it both to real-world and academic problems, making the transition to independent and self-regulated learning, and forming positive attitudes and values about themselves in relation to home, school, and community. The team model in middle school is designed as a 'school within a school' to ease the transition between childhood and adolescence, as well as to assist with the structural change of going from a smaller elementary setting to a much larger building. Students are assigned to a team of teachers who are provided a daily team planning time in order to collaboratively develop lesson plans, plan units of instruction which integrate all subject areas, and discuss the individual needs of students within the team. The middle school program fosters maximum development of students' intellectual, physical, social, and emotional abilities by addressing the unique developmental characteristics and individual needs of young adolescents in preparation for the challenges and opportunities presented during the high school years. It recognizes the trials of this developmental stage and strikes a balance between the need for independence and the need for guidance. The team model differs from a junior high school model where students move from class to class during the day with different students and teachers without the continuity or oversight of a designated team of teachers. The junior high approach is much more departmentalized and less student-centered. It is also less costly because of the staffing breakage realized when the schedule is not constrained by having to team the same students for all classes throughout the day.

An administrative team visited seven middle schools that are in the comparable I-J District Factor Groups and with similar performance on state (NJASK) assessments. The middle schools visited were in the following districts: Somerset Hills (Bernardsville, 550 students), Tenafly (815 students), Princeton (670 students), West Windsor (1,100 students), Hopewell Valley (970 students), Montgomery (969 students), and Chatham (900 students). Of these seven middle schools, Bernards Township had the largest enrollment of students at 1,435, with West Windsor being the closest in enrollment with 1,100 students. Although not in Bernards' DFG, Bridgewater-Raritan Middle School is one of the largest middle schools in Somerset County with an enrollment of 1,450 students in grades 7-8.

Schedule: A majority of the middle schools were very similar in their structure and class schedule. All of the middle schools had the team model and none of them had yet actively considered changing it, but a few mentioned that it could be a potential budgetary cut within the next few years. All agreed that the team model is sacrosanct in the middle school world, and modifying it is difficult pedagogically and parentally. The teaming model at all of these middle schools included a core team of teachers, guidance counselor and grade level administrator. Although the number of teams varied based upon student population and facility space, each of these middle schools had a team planning period that occurred daily where teachers meet to discuss students, meet with parents, plan interdisciplinary units, discuss special education, and plan grade level department activities. A majority of the schools had an eight period day excluding lunch which is similar to Annin's program. The lunch period was abbreviated at many of the schools allotting between 23- 30 minutes for lunches with longer academic class periods. West Windsor and Bernards Township both

offered lunches of between 40-43 minutes. Tenafly was the exception with an eleven period day and a 23 minute lunch.

Teaming: Math, science and social studies were all considered team classes at the comparable middle schools. Bernards Township, Somerset Hills and Bridgewater-Raritan had both an English and Communication Arts/Reading class within the team. The remaining districts had an Integrated Language Arts class included on a team. Tenafly and Princeton also included world language as an “on team” class.

Course Offerings: The physical education, electives, and World Language programs were organized similarly to Annin. For those districts that had a smaller student population, a rotation schedule was set up between physical education and electives. Seven of the school districts had cycle programs for the 6th and 7th graders similar to Annin. These same schools had electives that were available to 8th graders, with four of the schools not permitting elective choices. The World Language offerings were also very similar to those offered at Annin as well as the delivery of the program. All districts offered both French and Spanish while German, Chinese and Mandarin were additional choices depending upon the district. Two districts offered world language on an every other day rotation.

Class Size: The average class size of these comparable districts was 23. Class size averages ranged from 27 at Bridgewater-Raritan compared to 20 students at Chatham. Annin’s current class averages range from 24/25 students in 8th grade and 25/26 students per class in 6th and 7th grade. None of the comparable districts have ‘extra’ section classes ‘off team’ that help to lower class sizes. For example, in this year’s 7th grade class, there are approximately 160 students on each team. With five core subject areas on a team, that would result in class sizes

of about 31 or 32. If one teacher per team was added to each core subject, the class size averages drop to 25/26. Therefore, Annin’s class averages without “extra” sections would range from 29/31 students in 8th grade and 27/32 students in 6th and 7th grade. Currently, each grade level has three extra-sections per content area or an extra section of each subject area per team.

Annin Class Averages 2010-2011 with Extra Section Teachers

Content Area	6th Grade	7th Grade	8th Grade
Reading/Comm. Arts	26	24	24
English/Literary Connections	25	25	24
Math	26	25 – 7th Math 29 - Algebra	15 – Pre-Algebra 24- Algebra 28 – Geometry
Science	26	26	25
Social Studies	26	26	25

** All the above class size averages do not include SE students in resource room settings.*

Comparative District Possible Program Cuts: A large percentage of the middle schools still offer numerous clubs and activities, sports programs and late busing paid by the district. Several of them were just in the beginning stages of considering small scale cutting back of such programs in order to meet budgetary constraints for the coming school year.

Program Changes Explored: Many middle school programmatic changes were explored following the district visitations, first and foremost was the middle school team model. The

administration is strongly committed to the team model, and discussions with comparable districts bore out the efficacy of continuing that model. By keeping the team model, a nine period day is necessary; any programmatic changes must be made within that structure. Students must be in a classroom, library, gym, cafeteria, or auditorium for all nine periods. In order to realize savings resulting from a staff reduction, there are two basic options. One would be to eliminate a course, such as an elective or communication arts, and group several classes in a large study hall with fewer teachers to monitor them than would be teaching them in individual classes. The other option is to increase class size without affecting the team structure. This could be accomplished by eliminating the scheduling of extra sections off team.

KINDERGARTEN

The first public kindergarten was opened in 1873 and the concept spread quickly. By the 1880s there were hundreds of kindergartens throughout the United States, all of which were full day programs. During WWII, because of the shortage of qualified teachers and building space, the rapidly growing birthrate, and the feeling that five year olds were not mature enough for a full day program, the half day kindergarten schedule became popular. Kindergarten in Bernards Township was a traditional partial day program until 1983. At that time, it was decided to lengthen the program to a four hour extended day program. At first, teachers were paid full time to teach until 1:00 pm, and then use the balance of the afternoon to prepare for the next day's lessons. In an effort to reduce costs, in 1996 some teachers were chosen to work full time, teaching enrichment and basic skills classes in the afternoon, and the balance of the staff was reduced to part time four-fifths appointments. As a result, most of the part time kindergarten teachers requested to be reassigned to full time positions in other grades, and those with seniority were given full time appointments. Many kindergarten teachers left, resulting in a revolving door of new teachers, who would accept a four-fifths position, with the proviso that they would be reassigned to full time as openings became available.

The constant staffing flux caused a weakness in the program. There was little kindergarten experience among the new teachers. And because senior teachers would not remain with the program, there was almost no mentoring available for novice teachers on the kindergarten level. As a result of this weakness, and because of pedagogical belief by the elementary administration that a full day program would be of greater benefit to the students, two studies were conducted within four years. In the meantime, in an attempt to mitigate the consequences of the part time employment, the district created a professional development program that enabled all

kindergarten teachers to work full time, releasing grades 1-5 classroom teachers each afternoon to attend training sessions. Following the presentation of the second study in 2001, the Board of Education approved a full day program beginning with the 2002-03 school year.

In reviewing programs for possible reduction and cost savings, the full day kindergarten program has been discussed for several years. While 12 states require districts to provide full day programs, kindergarten, whether full or part time, is not mandatory in New Jersey. In response to the drastic loss of state aid that most districts learned of while creating their 2010-11 budgets, districts discussed a myriad of program changes, among them, the total elimination or 'privatization' of kindergarten. To date, no district has done this, but it is expected that the issue will continue to be explored statewide.

The length of the school day is only one dimension of the kindergarten experience. Clearly the quantity of time spent in school is far less significant than the quality of the kindergarten experience. The research on full vs. part time programs varies. Most studies have examined academic achievement, social/emotional growth, and physical development. And most of those studies cite a significant positive effect of full day kindergarten on student achievement at the end of kindergarten compared to students who attended part time programs. However, there is also evidence that the effect was reduced by half at the end of first grade and eliminated by the end of third grade.

Other researchers have suggested that part time kindergarten design provides potentially less time in a structured environment, a shorter period of time away from home which may assist with 'leaving home' issues, less fatigue, particularly at the very beginning of the year, and less

classroom time which may allow for more opportunity to develop gross and fine motor skills out of the school setting.

In a 2006 study released by the Rand Corporation, data was analyzed from 7,897 students and their parents, teachers, and school leaders. There were five periods of data collection: fall and spring of kindergarten, first grade, third grade, and fifth grade. Students were given reading and math assessments in each of those periods. Class sizes were included in the data collection as well as student attendance rates and students' nonacademic readiness skills: approaches to learning, self-control, interpersonal skills, internalizing behaviors (self-esteem, confidence, etc.) and externalizing behaviors (acting out, fighting, etc.). The findings were as follows:

We found that both academic and nonacademic school readiness skills at entry to kindergarten were significantly related to eventual reading and mathematics achievement in fifth grade. Controlling for nonacademic readiness skills at kindergarten entry eliminated the black-white achievement gap in reading at the fifth grade, while attending a full-day kindergarten was unrelated to reading performance. Attendance in a full-day kindergarten program was not related to achievement in mathematics in fifth grade except when nonacademic school readiness factors were included in the model. When those factors were considered, full-day attendance was negatively related to math achievement. In other words, after controlling for nonacademic readiness at kindergarten, children who had attended a full-day program at kindergarten showed poorer mathematics performance in fifth grade than did children who had attended a part-day kindergarten program. This finding raises the possibility that earlier studies may have failed to find relationships between full-day kindergarten and outcomes because they omitted important information relating to nonacademic dimensions of readiness. Future studies should explore whether the inclusion of such variables changes interpretations about the effectiveness of full-day programs. (School Readiness, Full-Day Kindergarten, and Student Achievement: An Empirical Investigation, Vi-Nhuan Le, et al.)

To examine the results of full time vs. part time kindergarten programs in high performing districts, the top 25 school districts ranked by New Jersey Monthly were polled, in addition to three districts that were ranked lower but were in the pool surveyed for the high school and middle school program reviews. The following chart lists the 28 districts and both their NJASK3 and NJASK 8 partially proficient scores:

DISTRICT	KDGN.	# TESTED	NJASK3 LA PP%	NJASK3 Math PP%	# TESTED	NJASK8 LA PP%	NJASK8 Math PP%
Allendale	P	89	11.2%	4.5%	110	1.8%	7.3%
Berkeley Heights	P	219	20.1%	15.8%	215	4.7%	11.2%
Bernards Township	F	399	13.0%	8.5%	425	2.6%	7.7%
Bridgewater	P	707	26.2%	11.7%	719	5.7%	10.8%
Chatham	P	286	11.9%	3.5%	268	2.6%	5.6%
Cranford	P	262	26.7%	15.6%	286	5.9%	13.7%
Demarest	F	63	7.9%	12.3%	85	7.1%	12.9%
Franklin Lakes	F	166	22.9%	10.8%	187	6.4%	12.8%
Glen Ridge	F	127	13.4%	11.0%	139	5.8%	13.7%
Haddonfield	P	160	18.8%	10.0%	171	2.9%	9.4%
Hillsdale	F	156	14.1%	12.8%	170	6.5%	15.9%
Holmdel	P	232	20.7%	16.4%	268	3.0%	10.4%
Hopewell Valley	P	302	24.8%	12.9%	309	3.9%	7.4%
Kinnelon	P	170	20.0%	16.5%	176	0.6%	6.3%
Livingston	F	449	18.0%	9.8%	432	2.3%	8.8%
Madison	P	147	13.6%	10.1%	152	4.6%	6.6%
Millburn	F	370	13.8%	5.4%	344	4.1%	13.0%
Montgomery	P	370	21.6%	16.2%	444	4.5%	12.4%
Montvale	F	117	19.7%	6.0%	122	6.6%	16.4%
Mountain Lakes	P	88	19.3%	12.2%	114	10.5%	14.9%
New Providence	P	165	17.6%	8.4%	158	1.9%	5.7%
Park Ridge	P	108	26.9%	15.7%	100	4.0%	8.0%
Princeton	F	231	17.3%	10.3%	215	7.0%	8.4%
Ridgewood	P	454	11.7%	5.9%	436	5.4%	11.0%
Somerset Hills	F	145	17.2%	11.7%	141	2.8%	12.1%
Summit	P	320	21.3%	11.5%	293	4.1%	9.9%
Tenaflly	F	267	11.6%	6.2%	309	3.6%	4.7%
West Windsor	P	728	8.8%	6.0%	790	3.5%	7.7%

Within the 28 districts, 11 (39%) offer full time kindergarten, and 17 (61%) offer part time programs. An analysis of standardized tests scores reveals that in grade 3 Language Arts, students who attended full time kindergarten programs averaged 15.35% partially proficient, while students who attended part time programs averaged 18.89% partially proficient. In those same districts with full time programs, students in grade 8 Language Arts scored an average of 4.98% partially proficient compared to the part time program schools' average of 4.08% partially proficient.

Similarly in Math, third grade students who attended full time kindergarten programs averaged 9.53% partially proficient, while students who attended part time programs averaged 11.35% partially proficient. In those same districts with full time programs, students in grade 8 Math scored an average of 11.49% partially proficient compared to the part time program schools' average of 9.31% partially proficient.

While this is not an empirical analysis, one might infer that any benefits of full time kindergarten that may exist in third grade appear to reverse themselves by eighth grade in this group of districts. There were more proficient students in eighth grade who attended part time kindergarten than students who attended full time programs.

Of the 17 districts who offer part-time kindergarten, 13 of them provide for a wrap-around program at parental expense, with various providers and varying levels of program. Some are strictly before/after care, some are considered curricular programs, and still others are offered as enrichment. Districts like Berkeley Heights that offer a before-care program in the morning for AM kindergarten students, or an after-care program in the afternoon for PM students, but nothing for the second half of the students' day are listed as not having a supplemental program.

<u>DISTRICT</u>	<u>KINDERGARTEN</u>	<u>SUPPLEMENTAL PROGRAM</u>
ALLENDALE	PART TIME	YMCA off site
BERKELEY HEIGHTS	PART TIME	None
BRIDGEWATER	PART TIME	None
CHATHAM	PART TIME	'Work Family Connection' on site
CRANFORD	PART TIME	Various daycare centers send vans to pick up children
HADDONFIELD	PART TIME	District run half day program
HOLMDEL	PART TIME	None
HOPEWELL VALLEY	PART TIME	YMCA off site
KINNELON	PART TIME	District run half day program
MADISON	PART TIME	Kirby Center/YMCA off site
MONTGOMERY	PART TIME	'Kid Connection'/Township run on site
MOUNTAIN LAKES	PART TIME	YMCA off site
NEW PROVIDENCE	PART TIME	Summit YMCA Wrap Around Program off site
PARK RIDGE	PART TIME	None
RIDGEWOOD	PART TIME	YWCA off site
SUMMIT	PART TIME	'Family/Children Connection' off site
WEST WINDSOR	PART TIME	Extended day by lottery only, district run

ADMINISTRATIVE ORGANIZATION

The current administrative structure was developed over a period of several years. Principals and directors coordinate the administration of the schools and their staffing. Curriculum supervisors develop curriculum and provide the professional development necessary to ensure its proper delivery. Assistant principals aid in the management of the school, and coordinate many of the support services provided to students and their families. The superintendent, assistant superintendent, and business administrator form the executive leadership team of the District. A history of the structure's development follows:

The Effect of Supervision on Curriculum and Instruction prior to 1999:

Although there were some years prior to 1999 where the district had a science supervisor and a social studies supervisor, for several years there were two curriculum supervisors who provided direction and leadership for their areas of expertise (language arts and mathematics) and supervised teachers in other areas. The span of control in this model was extremely flat, and consequently teachers had tremendous latitude in the delivery of curriculum. Historically, experienced teachers do not always respond well to recommendations made by supervisors without content expertise. There were coordinators in high school departments that assisted the two supervisors with ordering of supplies and facilitating meetings. But it is the leadership of a supervisor who has the authority to evaluate faculty, access to other administrators, ability to collaborate with other supervisors, knowledge of district policies and procedures, and the experience gained from teaching in the content area as well as staying current with research, who can move a department from good to great.

1999-2004:

During this time period, there were six content area supervisors and one supervisor of special education. All supervisors reported to the Superintendent of Schools. As enrollment grew, the curriculum of the different levels (elementary, middle, and high school) was interconnecting less and less. Some program evaluations could not be completed in the time schedule that had been established and priorities were becoming increasingly more difficult to quantify regarding budget, program initiatives, and technology. A supervisor on a rotating annual basis chaired the District Curriculum Committee and Board of Education Curriculum Committee meetings. Progress from one year to the next was difficult to track. This model provided periodic assistance to the schools in that supervisors were able to assist with building coverage so that principals and assistant principals could participate in select cabinet meetings.

After 2004:

The addition of a Director of Curriculum and Instruction and a Director of Guidance allowed for more focused roles. The content area supervisors came under the direction of the Director of Curriculum and Instruction. The Director of Special Services led the special education supervisors. The Director of Guidance coordinated guidance, student assistance, and Intervention and Referral services (I&RS). The Director of Athletics assumed broader duties, including the supervision of 27 K-12 physical education teachers, and the written evaluation of 105 coaches. All four directors worked to coordinate the educational and support services for students and teachers and re-focus the district on its mission statement, philosophy and goals. The directors were able to collaborate with building principals and the superintendent to establish priorities. It is also important to note that prior to 2004, three areas of the curriculum continued to be

supervised by single individuals who had expertise in only one of the two content areas, not both. This had an impact on progress that could be made in these areas.

Since 2004, the district has received many accolades and is actively involved with various new initiatives, both in New Jersey and nationally. Newsweek consistently ranks Ridge High School as the top comprehensive high school in New Jersey in its annual publication of the 1,000 top high schools in the country. The International Center for Leadership in Education selected Bernards Township into its Successful Practices Network, based on the Center's evaluation of district curriculum and programs. District administrators have been recruited to participate in and give presentations at the Center's Model Schools Conferences, both for high school and middle school audiences. Working with the Princeton Center, the district, along with nine other high schools in New Jersey, was selected to participate in the first Rutgers Institute for Improving Student Achievement. Liberty Corner School has been honored by the National Schools of Character Association numerous times for its award-winning practices. Oak Street Principal Jane Costa was awarded several grants, the largest of which was to create an outdoor classroom to promote environmental awareness. Mount Prospect School's Susan Bivona was named National Elementary Art Educator of the Year. Several district administrators earned doctoral degrees since 1999, with the total number of five holding these advanced degrees and four currently enrolled in doctoral programs. Annin won the Technology Education Middle School Program International Excellence Award; with teacher Nick Beykirch named National Middle School Teacher of the Year. Forbes Magazine named Bernards Township "One of the 25 Best School Districts for your Housing Buck", and Ridge High School was awarded the prestigious National Blue Ribbon.

In examining the administrative structure of the reporting districts, it was obvious that while none of the districts had the exact same administrative structure, all had similar configurations. Some districts had only K-12 supervisors, while others had some K-12, and some 7-12 or 9-12, and others supplemented their supervisors with high school department chairpersons. Chatham for example, had six 9-12 supervisors and two K-6 supervisors. Bridgewater had four K-12 supervisors, one 7-12 supervisor, one 9-12 supervisor and three high school chairpersons. All districts had at least one assistant superintendent, with Tenafly and West Windsor having three, and Princeton having two.

It is noted by Bernards Township Demographer Dr. William C. Draper that total enrollment will remain steady through 2012. 2008-09 saw the largest K-5 enrollment; it then began to slowly decrease. The large elementary grade sizes of over 450 will continue to work their way through grades 6-8 through 2015-16, but enrollment at Annin begins to decline in 2013-14, with a drop of approximately 60 students. The high school is projected to grow to 1,910 by 2015-16. Just as administrative ranks grew along with the swelling enrollment of the last decade, so it proportionally will decrease as enrollment declines.

Over the course of the last fifteen years, the social services provided by schools have broadened dramatically. The responsibilities of administration in large elementary schools have exponentially grown from providing an educational vision for the school's community to managing the provision of social services to children and their families. Annual reports of the Intervention and Referral Services (I & RS) committees indicate a dramatic rise in the number of psychological referrals for both students and families, along with a concomitant increase in the reports of suicidal ideation and/or attempts. The divorce rate in and of itself has magnified the number of interactions principals have with families, as divorced parents often require separate

communications. While understanding and meeting the extremely high levels of parental expectation in Bernards Township, elementary principals find it very difficult to manage the academic, disciplinary, administrative, and societal responsibilities of a large building alone. It is suggested that until the elementary enrollments are at or below 500 students, elementary principals need the additional support of elementary assistant principals. In the middle and high schools, it is also suggested that the pupil/administrator ratios remain at or close to state averages.

In a communication dated October 29, 2010, New Jersey School Boards Association provided the following data regarding school administration:

Administrative Staffing

28.1% Increase in New Jersey public school enrollment from 1989-90 through 2007-08, from 1,076,005 to 1,378,630 students.

35.8% Increase in the number of full-time classroom teaching positions during the same period, 82,296 vs. 111,786

6.2% Increase in the number of central office and building-level administration from 1989-90 through 2007-08, from 8,644 to 9,187 administrators.

Administrative Spending

9.5% Proportion of New Jersey school district operating budgets dedicated to central office and school building administration in 2007-08

10.8% nationwide average, 2007-08, for the 50 states and District of Columbia

41 Number of states that devote a greater share of school expenditures to administration than does New Jersey

A review of district performance on Advanced Placement tests over the past 20 years shows a dramatic increase in both the proportional number of students taking the test and the number of passing scores. It is further suggested that this achievement is not coincidental, but rather a

result of specialized curriculum supervisors working with faculty in every department, beginning with the administrative reorganization of 1999, continuing through that of 2004 and through the present. Data to support this effect comes from the number of Advanced Placement courses offered, tests taken, percentage of student involvement, and results. With a student enrollment in 1999 of 801 students, there were 277 Advanced Placement tests taken. If involvement had remained constant and academic rigor had not increased, one would expect that doubling the school's enrollment would result in doubling the number of tests taken. An enrollment of 1,608 students should translate into 554 tests being taken. This was most certainly not the case. In 2010 there were not 554 tests administered, but rather 1,458 tests administered with an 89% passing rate. From the chart included as Appendix A, passing rates prior to 1999 fluctuated, but were consistently lower than today's 89%.

As enrollment declines, it is community value that will determine the continuation of the district's departmentalization of supervision. As a matter of economics, should budgetary constraints require an administrative reduction, it would be considered a better use of resources to lessen the number of supervisors rather than maintain the same number and require them to teach for part of the day. Upon research of this option in the 2006-07 budget cycle, it was determined that classroom duties would place too many constraints on proper supervision of a department, most importantly the time taken away from classroom observation and evaluation of teacher performance. Throughout the day, students would have limited access to the supervisor who teaches their class, as the supervisors are working in all of the schools, not just the high school. Spending 20% of a supervisor's salary to teach a class can be as high as twice the cost of a teacher, and their mandatory attendance at county, region, and state meetings would require the loss of class time and the cost of a substitute. It is acknowledged that while combining

departmental responsibility, e.g. math and science, social studies and world languages, is a step backwards and again antithetical to the mission of a pre-eminent education, budgetary considerations may require that action.

The positions of Director will continue to be important, even with declining enrollment, as the centralization of reporting is intrinsic to the success of the current model. As a result of 2006-07 budget determinations, the position of Director of Guidance was not staffed for the 2006-07 school year, and the duties of that position were divided between the Director of Special Services and the Director of Curriculum and Instruction. While the workload has increased for both of these administrators, there are a finite number of hours that can be worked in any given week. It is acknowledged that 'something has to give' and that while the critical pieces of all three positions are being covered, and covered effectively, there are certainly tasks formerly assigned to those positions that have had to be left by the roadside, when the responsibilities of three people are divided between two people. For example, the frequency of formal analysis and reporting on district activities, high school initiatives, college trends, support services, and the publication of student and parent communications like the monthly Guidance Newsletters and The Advocate, are tasks that have been dropped or given a lower priority. It is unrealistic to consider that in this budgetary climate the position of Director of Guidance can be funded in the foreseeable future. We will need to continue to prioritize the duties of all three positions, and complete them as fully as possible with only two administrators. The other position that was eliminated in the 2006-07 budget was the third assistant principal at the middle school. The student to administrator ratio in the middle school is high. But here again, it is unrealistic to anticipate restoring that position. As the high school approaches an enrollment of over 1,900 students, the student to administrator ratio is within acceptable range.

As a budgetary necessity, the positions of Curriculum Supervisor and Elementary Assistant Principal were reduced to ten-month positions in 2009-10. Here too, responsibilities had to be prioritized with the loss of two months of work during the summer. Curriculum reviews that used to be conducted every five years in every subject in every grade have now either been delayed or discontinued. Supervisors are not available in the summer for curriculum revision, research, meeting with parents, interviewing/hiring new or replacement staff, etc. The summer is also the time when they have analyzed test scores to determine which students would benefit from instructional support and assist with student scheduling. Elementary assistant principals are not available for preparing new class lists for September, receiving/distributing new texts, materials, and supplies, and all of the student and staff scheduling necessary for the upcoming school year. This has placed an increased burden on the principals, and because they are required to take some much needed time away from their jobs, the elementary buildings are sometimes closed for periods over the summer.

On administering traditional public schools, Emerson wrote: “They can only highly serve us when they aim not to drill, but to create; when they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires, set the hearts of their youth on flame.” This is indeed the vision of the Bernards Township administrative team and it is their belief that the current organizational structure has best served that vision. Economic necessity dictates its revision.

SPECIAL EDUCATION

The Child Study Team, composed of a school psychologist, learning disabilities teacher consultant, and a social worker, is responsible for the evaluation and classification of special needs students. All referrals to the team, whether from a teacher or parent, must be evaluated, with a determination made as to whether or not the student is eligible for accommodations and the provision of special services. Federal legislation known as the Individuals with Disabilities Education Improvement Act (IDEIA) governs most of the procedures of the classification process. New Jersey law has added even more requirements to those of the federal government.

Among the mandates:

- Classified students must have a case manager
- Classified students must be offered a re-evaluation at least every three years
- Classified students must have an annual review conducted by the Child Study Team, a general education teacher, a special education teacher, and related support service staff (which may include a nurse, guidance counselor, etc.) and the parents to determine progress on the goals contained in the IEP

Once a student is classified, an Individualized Education Plan (IEP) is written by the Child Study Team along with the input and consent of the parents. Services are outlined in the IEP that must be provided by the District, and educational goals and objectives are established which the District is responsible to meet. Classifications range from mild to severe, with some students not receiving any special accommodations and others who need to be placed in residential facilities that can meet their individual needs. There are several levels of educational settings provided for classified students. Some may only receive speech therapy once a week for 30 minutes outside

of their regular class. Others may require the help of an 'in-class support' teacher, who helps the classroom teacher to modify the curriculum and assignments for classified students within the general education class. Some students leave their general education class each day to receive more intensive services in a small group setting within a 'resource room'. Students are taught with perhaps three or four other students, one or two subjects, typically language arts and/or math. The next level is a 'special class program' or 'self-contained' class. As opposed to the resource room, these students are in the self-contained class for most of the day, and may leave to attend one or two subjects in a general education class, typically social studies, art or music. There are state-mandated limits of the number of students who may be in a class before an instructional aide is required. For example, in an autistic class, there may not be more than three students in a class unless an aide is added. Then the class may increase up to a maximum of six students. With a moderate level of cognitive behavioral disabilities, a class may have ten students, but no more than 13 if an aide is added.

Public school districts are required to provide a 'free and appropriate education' (FAPE) to all classified students, and must do so in the least restrictive setting. That means that services must be provided in a manner that allows the student to participate as much as possible within the general education setting and that students should be educated in their home district whenever possible. Bernards Township has strived over the last ten years to establish programs within district to meet both the letter and the spirit of the law. Additionally, it is financially prudent to do so. Out-of-district placements can be extremely expensive for both the tuition and transportation costs. State funding known as Extraordinary Aid reimburses districts for 95% of the costs above \$40,000 to educate a classified student within the district. It reimburses districts for 85% of the costs above \$40,000 to educate a student outside of the district, in a public school.

And finally, for students attending a private school for the handicapped, state reimbursement drops to 85% for all costs above \$55,000. Placement within the home district is the least restrictive, least expensive, and receives the most reimbursement.

The District has the lowest percentage of students attending out-of-district placements among the reporting districts.

District	Number of classified students	Percent of classified students	Child Study Team Members	Out of District Placements	Placement %
Bernards	872	15%	18.5	39	.528%
Somerset Hills	242	11.5%	5.5	33	1.114%
Tenaflly	644	17.5%	19.5	91	1.213%
West Windsor	1210	12%	34.4	107	.897%
Montgomery	539	10%	14	53	.867%
Chatham	702	17%	23	52	1.000%
Bridgewater - Raritan	1435	16%	25	79	.862%

Districts reported different utilization of the resource room setting. Some have resource room classes at all levels and subject areas. Others only provide resource rooms in reading, writing

and math in grades K-8, but in all subject areas in grades 9-12. Bernards offers resource room instruction in reading and writing in grades 1-12, in math grades 3-12, in social studies and science in grades 6-12, and provides academic support in grades 6-8.

The reporting districts also vary in the way they provide in-class support to classified students in the general education setting. Some configurations include between three to five days per week with a special education teacher for math, reading, and writing, and either a special education teacher or an instructional aide for science and social studies. When the special education teacher is not present, the general education teacher is responsible to provide modifications to the content, material, instruction and the implementation of the IEP.

The District provides in-class support differently based upon the grade.

- Grades 3-5, science and social studies - A special education teacher provides in-class support two days a week for science and social studies. This new model is based upon the 'hands on' delivery of the science curriculum and performance based assessments in social studies. Prior to this year, a special education teacher provided in-class support three days a week and an instructional aide provided two days of supplemental support.
- Grades 3-5, reading, writing, and math - A special education teacher provides in-class support five days a week. This model is based upon the district's curriculum demands, expectations, state testing requirements, and increasing benchmarks that need to be achieved each year.
- Grades 1-2 math - A special education teacher provides in-class support two days a week. The special education teacher alternates between the first and second grade classrooms.

This model is based upon the feasibility of modifying the early levels of the Everyday Math curriculum along with the infusion of the new Common Core Standards.

- Grades 6-8, reading, communication arts, math, science and social studies - A special education teacher provides in-class support five days per week.

At the high school, the District does not offer two of the programs that are in place at many of the reporting districts: structured study halls and in-class support for world languages. In Tenafly and Bridgewater, special education teachers provide in-class support five days per week in world languages. There are also structured study halls or academic support classes. Students receive five credits for structured study hall which is taught by a special education teacher. A few schools use a consultative model for world languages, providing in-class support two periods per week.

In the spectrum of autism, Bernards is far ahead of the reporting districts. Most are now exploring the model currently used here, Applied Behavior Analysis (ABA), which is the only research-based model. All districts acknowledged the importance of having a Board Certified Behavior Analyst (BCBA) working with a district to assist in the implementation of effective behavioral programs. The District has taken this a step further to avoid the cost of retaining consultants. Many of the District's teachers already hold BCBA certification, or are in the process of becoming certified. It is now a condition of employment that candidates commit to that endeavor.

The District began its first class for autistic students in 1999, and has continued since then to develop its ABA program, focusing on implementing effective and efficient instruction. A parent volunteer program was initiated to assist with curriculum preparation so instructional

aides maximize the time spent on student instruction. Intensive staff training has begun on topics such as increasing independence and effectively delivering instruction to pairs and small groups of students. For students who have readiness skills, this reduces dependency on instructional aides and creates more fluid transitions from the ABA setting into the LLD (Learning and/or Language Disabilities) classes.

GUIDANCE

High School: The following chart shows the number of counselors in each high school building and the average counselee caseload. Two of the schools had an additional counselor without a caseload who served strictly as college advisors. West Windsor had a head counselor with a reduced caseload which is similar to the structure at Ridge. This could be said to skew the counselor to student ratio, but as these counselors pick up administrative tasks from the other counselors, the ratio is believed to be a fair accounting of total services provided to counsees. The Ridge ratio of student to counselor is third lowest of the reporting schools.

HIGH SCHOOL	COUNSELORS TO STUDENTS	DIRECTOR/SUPERVISOR OF GUIDANCE
West Windsor-Plainsboro	1:220	No
Bridgewater	1:250	Yes
Hopewell Valley	1:260	Yes
Montgomery	1:235	No
Bernardsville	1:185	No
Ridge	1:193	No
Princeton	1:271	Yes
Chatham	1:222	Yes
Tenafly	1:180	Yes

Middle School: The following chart shows the number of counselors in each middle school building and the average counselee caseload. Annin’s ratio of counselor to student is the second highest of the reporting schools.

Middle School	Counselor to Student
West Windsor-Plainsboro	1:366
Bridgewater	1:241
Hopewell Valley	1:322
Montgomery	1:225
Bernardsville	1:280
WAMS	1:357
Princeton	1:223
Chatham	1:319
Tenafly	1:275

All elementary schools in the reporting districts except Somerset Hills have elementary guidance counselors. In Somerset Hills, a Child Study Team social worker also serves as the elementary guidance counselor. In Chatham, each counselor travels between two schools. Two of Hopewell’s small elementary schools share a counselor, and the other three elementary schools in Hopewell each have a full time counselor.

ADMINISTRATIVE RECOMMENDATIONS

The New Jersey Department of Education annually releases its Comparative Spending Guide for all New Jersey public school districts. The Guide reports on 21 indicators presenting costs on a per pupil basis. Total costs per pupil and administrative costs per pupil of the top 25 districts as ranked by Newsweek Magazine, as well as three additional districts that were not listed in the top 25 but were among the districts visited as part of this project, were compared. The summary is listed as Appendix B. In total comparative cost per pupil, Bernards Township is ranked as the sixth lowest. In administrative cost per pupil, the District is ranked as the lowest of the 28 districts. These costs speak well of the District's financial management, but loss of state aid, dwindling ability to earn surplus funds, and the imposition of a 2% cap on tax levy for the 2011-12 school year, make it necessary to reduce the budget.

RETURN TO THE EIGHT PERIOD DAY AT RIDGE: To realize significant budget savings, a return to the eight period day is recommended. In the late eighties/early nineties, the eight period day schedule was introduced at Ridge, not for economic reasons, but rather as a commitment to raising SAT scores, which at the time were just average. It was determined that the increased instructional time of eight minutes per period could cause a significant rise in SAT scores. In an analysis of the new schedule written early in the second school year, the principal concluded:

Overall the "8 Period Schedule" seems to be working as anticipated at Ridge. Most of the problems that have arisen can be resolved in the construction of next year's schedule. Schedule density is unusually high but that was to be expected when available periods were reduced and credit requirements were held constant.

The expected negative impact upon the elective program has not materialized and those elective areas which have seen significant decline, i.e., Industrial Arts, have been in a state of enrollment decline for a period of years.

This is not to say that the eight period schedule is without problems. It is difficult to schedule given the credit requirements. Students and teachers do complain about a lack of non-class meeting time. Teachers have also keenly felt the dramatic reduction in their planning time.

We have yet to assess the results of the additional instructional time afforded by the new schedule. When these results are finally in, we can make a more informed assessment about its merits as well as its shortcomings.

The update provided by the principal in the following year upheld the initial report's findings. But because of its unpopularity, the eight period schedule was changed back to a hybrid nine period schedule in 1993-94, with lunch periods outside of the schedule. With the swiftly increasing enrollment over the next few years, the lack of space was causing scheduling problems, class sizes were high, and the cafeteria was heavily overcrowded. As a stopgap measure until construction could be completed, Ridge returned to a full nine period day for the 1998-99 school year, with the proviso that all students be required to have a scheduled lunch period. When the return to the eight period day was reviewed in 2006, in addition to concerns about fewer electives and limitations on the arts program, it was determined that there was insufficient classroom space to handle that schedule. New additions were added in 2008, so there is now sufficient capacity, and there is need for financial savings. It is therefore recommended that the District return to the eight period day. Academically, it will add 40 minutes of instructional time per class, per week, which is tantamount to almost an additional period per week in each course. The 50 minute period allows for more varied instructional strategies, appropriate pacing and cohesiveness of lessons. Because there is one less period in the day, it impacts student transcripts by limiting the number of electives a student may take. State-mandated graduation requirements of a year of practical arts and a semester of financial literacy further limit students' opportunities to explore diverse offerings. Students who want to

take additional fine arts courses are also impacted. To address this consequence, the high school could expand its use of Option II and allow students to take online courses or utilize alternative experiences to gain graduation credit outside of Ridge classrooms. (Appendix C) Option II would be offered as follows:

- Sectional and instrumental classes would continue during lunch periods by permitting students to bring their lunch to class.
- AP Lab Science would change from five classes and two labs per week to one lab per week. Honors and college prep lab sciences change from five classes and one lab per week to four classes and one lab per week.
- NJDOE's physical education requirement of 150 minutes per week can be met in three classes per week instead of the current five classes per week. This could provide two additional periods to allow scheduling of sectionals, instrumental lessons or ensemble rehearsals. In addition, the Dance program may serve as a fulfillment of the physical education requirement.
- Junior and senior students who participate in varsity sports would receive physical education credits toward graduation at the Principal's discretion. They would be scheduled in a mandatory study hall during this period, but could use the time to take an online course at their own expense.
- All other students who participate in sports could still apply for a marking period exemption from physical education. These students would also be scheduled in a mandatory study hall during this period, but could use the time to take an online course at their own expense.

- Educere, a virtual education provider, would be made available to students. Online classes would be recognized as credits toward high school graduation, but would not be included in the GPA.
- Summer school classes approved by the Principal would be recognized for credits toward graduation, but would not be included in the GPA.
- While the small Virtual High School (VHS) program was piloted during the 2009-10 and 2010-11 school years, the district paid the fee for those courses in order to determine if the program would be viable on a large scale. The pilot proved successful, and now that the District will offer this option to all students, parents would pay for these online courses.

High School Staff Reduction Estimates (based on current enrollment numbers, course catalog offerings):

Enrollment at Ridge is projected to increase by 40 – 60 students each year until it reaches maximum enrollment of 1,910 students in 2015-16. Growth usually requires additional staffing; the challenge however is to reduce staffing despite that growth. It is estimated that with some schedule changes, use of online courses, opportunities afforded by Option II, and increased class sizes that the following savings may be realized:

Science: (- 3 positions) By increasing class size from 24 to 26, 20 sections of Biology, Chemistry, and Physics would be offered, staffed by four teachers. The reduction from the current staff of seven to four results in a savings equal to three positions.

Language Arts (0): Due to the already large numbers in the Language Arts, class sizes could be increased to a minimum of 30, eliminating the need to add a LA teacher for the 2010-2011

school year. As a result of reducing electives in the past few years, there is little room to find additional sections to eliminate.

Math (0): Setting class sizes with a base enrollment of 30 there would not be a need to add an additional math staff member.

World Languages (0): A few years ago, Ridge began offering Spanish 1A and 1B as an option for struggling students. However, because colleges have not been recognizing these courses as a two year program, and students report they are not prepared for the next level, these course offerings should be eliminated. Additionally, due to low enrollment, French should be phased out and Japanese eliminated beginning with the incoming class of 2015. This could result in a possible reduction of a part-time teacher.

Social Studies (0): It is difficult to speculate on the impact of the eight period day on the social studies offerings however a reduction in enrollments is anticipated in several of the electives including: History of the Middle East, Sociology, Psychology, Non Western Cultures, and Challenges of Democracy. With an elimination of these electives there would not be a need to add additional staffing.

Fine and Practical Arts (-2 positions): With the implementation of the Option II program students would be able to take the Personal Finance class online. Because of this opportunity, one position is projected to be eliminated. An expected reduction in the number of students taking an art course would lead to a reduction of one art teacher.

Physical Education (-1 position): With expansion of the Offsite PE (Option II), and increasing class size by three students in each section, one position could be eliminated.

A snapshot of the Ridge homepage on the Educere network lists some of the elective offerings as follows:

Ridge High School Virtual Option II Choices

Below are the Virtual Education courses available through Educere for high school students. Educere is a leading K-12 virtual education services organization with school customers across 42 US states and 22 countries. Register by clicking on course name below and Add to Cart. If you do not see a course that you would be interested in, please contact Educere at 866-433-8237 or go to our website www.educere.net and search through our Education Catalog.

Electives

Educere ID	Course Name	Cost	Credit	Schedule	Provider
DCFSP1477	Accounting	\$598.00	Full	Self Paced	Aventa Learning
DCFSP1056	Art History	\$595.00	Full	Self Paced	Kaplan High School
DCFSP456	Business Math	\$249.00	Full	Self Paced	Penn Foster High School
DCFSP975	Computer Fundamentals (MSFT)	\$598.00	Full	Self Paced	Aventa Learning
DCFSP464	Desktop Publishing and Design	\$249.00	Full	Self Paced	Penn Foster High School
DCFSP468	Economics	\$249.00	Full	Self Paced	Penn Foster High School
DCHSP1510	Economics (1/2 year- Micro or Macro) (book required)	\$299.00	Half	Self Paced	Aventa Learning
DCFSP471	Fitness and Nutrition	\$249.00	Full	Self Paced	Penn Foster High School
DCHSP1695	Fitness Fundamentals I (1/2 year PE)	\$299.00	Half	Self Paced	Carone Fitness
DCHSP1434	Game Design (1/2 year)	\$299.00	Half	Self Paced	Aventa Learning
DCFSP506	Keyboarding and Word Processing	\$249.00	Full	Self Paced	Penn Foster High School
DCFSP2294	Music Appreciation	\$275.00	Full	Self Paced	CompuHigh
DCFSP2667	Physical Education with Health	\$275.00	Full	Self Paced	CompuHigh
DCFSP510	Psychology	\$249.00	Full	Self Paced	Penn Foster High School
DCHSP965	Psychology (1/2 year)	\$299.00	Half	Self Paced	Aventa Learning
DCFSP490	Small Business Management	\$249.00	Full	Self Paced	Penn Foster High

					School
DCFSP966	Sociology (book required)	\$598.00	Full	Self Paced	Aventa Learning
DCHSP977	Web Design (1/2 year)	\$299.00	Half	Self Paced	Aventa Learning

ELIMINATE EXTRA SECTIONS AT ANNIN: Rather than group students in large study halls, it is recommended that class size be increased by eliminating the extra section teachers. With enrollment projected to decline over the next two years, the class sizes would begin to drop accordingly. By the 2012-13 school year, enrollment is expected to decline by 60 students.

Class Averages 2011-2012 without Extra Section Teachers

Content Area	6th Grade	7th Grade	8th Grade
Reading/Comm. Arts	27	31	30
English/Literary Connections	27	30	30
Math	28	unknown – 7th Math unknown - Algebra	unknown – Pre-Algebra unknown- Algebra 29 – Geometry
Science	29	32	31
Social Studies	29	32	31

** All the above class size averages do not include SE students who were currently enrolled in resource room settings during the 2010-2011 school year.*

Middle School Staff Reduction Estimates: (9) There are nine extra section classes that are ‘off team’.

OFFER PART TIME KINDERGARTEN: Research is at best inconclusive on the benefits of full vs. part time kindergarten programs. In an effort to reduce costs, it is recommended therefore that the program be reduced to part time, approximately 2 hours 30 minutes per day. While New Jersey public schools are not required to offer kindergarten, every district currently does. ‘Pay to play’ kindergarten, the practice of a district charging parents for the other half of a half-day program, has not been tested in court, and it is not recommended that Bernards Township become the test case. Besides the issue of legality, charging for a half day of curricular kindergarten creates a ‘have and have not’ condition that affords those with sufficient means an advantage over those without. That is not acceptable in this District. Therefore it is recommended that a supplemental program be offered to provide for enrichment during the half of the day that students are not in kindergarten class. The program would be provided by the Somerset Hills YMCA and it would be held in a kindergarten classroom(s) within each elementary school. The YMCA would completely staff the program and it would be expected that the District would offer any assistance requested in establishing the program. Portable YMCA programs such as dance, art, and fitness would be offered. The program would be developed during the next two months, and information on the program content and costs would be provided in early January. A general cost estimate at this time is approximately \$350 per month. The recommendation to provide the program within the building is to decrease the number of transitions for students. Students who enroll in the supplemental program would arrive at school at approximately 8:45 am and be dismissed at approximately 3:00 pm. Students would eat lunch in the cafeteria as they do now. The only transition would be from their kindergarten classroom to their enrichment classroom or the reverse at mid-day.

Kindergarten Staff Estimated Reductions: (-8) There are currently 16 kindergarten classes, a reduction by half results in eight positions.

REORGANIZE THE ADMINISTRATIVE STAFFING FOR 2011-14: Enrollment at the elementary level will remain relatively flat for the next few years. Middle school enrollment will challenge the administrative staffing level for many years, and the high school enrollment will continue to grow until Ridge reaches over 1,900 students. District enrollment at all levels is still too large to warrant administrative reductions. However, to effectuate savings over the next three years, the following changes are recommended:

2011-12 – Eliminate four positions, create two positions.

Eliminate the positions of Supervisor of World Languages K-12 and Supervisor of Social Studies K-12, and create a new position, Supervisor of World Cultures 6-12. The supervisory responsibility load would be approximately 66 teachers. The additional district responsibilities handled by these two supervisors would be reassigned to other administrators, with the exception of management of the English as a Second Language program.

Eliminate two Elementary Assistant Principal positions. The remaining two assistant principals would each serve two schools.

Create one Elementary Curriculum Supervisor position. This position would be responsible for coordinating elementary curriculum and classroom observation of Social Studies and Latin classes in the first year, as well as articulation with the grades 6-12 program. This position would also assume the district responsibilities currently handled by the World Language and Social Studies supervisors, including the coordination of the K-8 instructional support program and the after school mini-units.

The district responsibility of bedside instruction would be assigned to a high school assistant principal.

The responsibility of coordinating the Option II program would be assigned to a high school assistant principal.

With more efficient scheduling of the workload and use of related technologies, it is recommended that one secretarial position be considered for elimination in the high school administrative offices.

2012-13 – Eliminate two positions; create one position.

Eliminate the positions of Supervisor of Math K-12 and Supervisor of Science K-12, and create a new position, Supervisor of Math and Science 6-12. The supervisory responsibility load would be approximately 61 teachers. The additional district responsibilities handled by these two supervisors would be reassigned to other administrators, with the exception of the coordination of the Asbestos Management Plan.

The Elementary Curriculum Supervisor would assume the coordination of elementary curriculum and classroom observation of math and science classes, as well as articulation with the grades 6-12 program.

The district responsibilities of management of the No Child Left Behind grant would be assigned to a high school assistant principal.

The supervision of the media center specialists would be assigned to the Supervisor of Language Arts.

The supervision of the computer teachers would be assigned to the Elementary Principals.

The responsibility for technology infusion into instruction would be assigned to the Director of Curriculum.

2013-14 - Eliminate two positions if enrollment decreases materialize

If enrollment decreases sooner than Dr. Draper's estimate, eliminate the remaining two elementary assistant principals. The Elementary Curriculum Supervisor would then become a 12 month position. It is important to note that besides the state mandates that elementary assistant principals administer (Intervention and Referral Services, PL 504, Crisis Management, Bullying Prevention, etc.) only the elementary guidance counselors would remain to coordinate the assistant principals' most critical responsibility, state testing across three grades. Enrollment in 2013-14 is still quite high for elementary schools, with the first school not falling below 500 students until 2015-16, at which time Oak Street's projected enrollment is 468. The 2013-14 projection follows:

Cedar Hill - - 573 Liberty Corner - - 540 Mount Prospect - - 604 Oak Street - - 573

Administrative Staff Reduction Estimates: 2011-12 (2) administrators, 2012-13 (1) administrator, 2013-14 (2) administrators

REDUCE SPECIAL EDUCATION COSTS: In grades 3-5 science and social studies, the general education teacher would differentiate the content, process, and product, and implement the IEP, eliminating in-class support in those subjects in grades 3-5. This equates to the loss of three special education teaching positions. In middle school, create and design modifications that will support students with a reading disability to be part of the in-class support setting for

science and social studies. Students who are currently taken out of the general education setting to receive science and social studies instruction in a resource room would remain in the general education class. This would maximize a student's participation in the least restrictive environment and increase peer role modeling. This equates to the loss of two special education teaching positions.

Special Education Staff Reduction Estimate: (5)

REORGANIZE GUIDANCE STAFF: The high school student/counselor ratio is the third lowest of the reporting schools, while the middle school student/counselor ratio is the second highest by 110 students, and is 134 students per counselor higher than the lowest middle school ratio, Princeton. The additional state mandated assessments in all three middle school grades places additional work on the guidance department, and an additional counselor would make a significant impact on the department's management capability. It is recommended that one high school counselor be transferred to the middle school. This raises the high school student/counselor ratio close to the mean.

OTHER CONSIDERATIONS: The District has reviewed the amounts of money that individual parents pay for extracurricular and athletic activities, as well as the collective fundraising by the PTOs and athletic organizations. The Ridge Sports Foundation paid for the installation of the turf surface on Lee Field at a cost of \$450,000. Another group of high school parents borrowed the funds to install the lights on Lee Field, at a cost of \$125,000. Over the past five years, many assistant coaching positions have been eliminated from the budget, and parents of student athletes have assumed the financial responsibility of paying the stipends for those coaches. This amounts to over \$90,000 per year. In the middle school, parents have organized

and completely fund the interscholastic athletic program supporting the full budget of 14 teams, including salaries, uniforms, transportation, fees, and supplies. The annual budget of this parent-funded organization is \$80,000. In just the 2009-10 school year alone, PTOs and parent groups contributed more than \$48,000 to the Board of Education for various technology and capital projects.

Several school districts have begun to charge activity fees for participation in extracurricular and athletic activities. Some report that it has been successful, while others are considering the discontinuation of it due to the difficulties encountered with collection, tracking, etc. Some of the districts reporting on instituting 'pay to play' are Somerset Hills, Montgomery, Bridgewater, Ridgewood, Scotch Plains, and Roxbury. Bridgewater, for example, charges \$100 for participation in a sport, and \$25 for participation in any other extracurricular activity. There is pending legislation that would prohibit the charging of fees for public school activities, and this legislation must be monitored. If it does not become law, it is recommended that a nominal charge be instituted for all high school activities. One method of accomplishing this would be to charge an annual activity fee for all high school students. After accounting for economic hardship, a fee of \$50 per year would realize approximately \$85,000.

CALCULATION OF SAVINGS: When planning a reduction in force, it is difficult to use exact salary and benefits figures. Teachers who do not have tenure must be the first individuals considered for reduction. If more reductions are necessary, then tenured teachers are next taken into account in order of lowest seniority and certifications held. Elementary teachers though teach under a K-5 certificate, and receive tenure as an elementary teacher, not a fifth grade teacher, or a kindergarten teacher.

When reductions occur, generally they are among the lower salaried teachers, but not necessarily. When the District hires teachers, it considers the best, not the least expensive, so not every new hire begins on the first step of the salary guide. Sometimes teachers come to the District with several years experience in another district, and begin higher on the salary guide, even though they are low on the seniority list. Salaries on the current teachers' salary guide range from \$44,232 to \$96,340. Health benefits range from \$6,192 for single coverage to \$16,884 for family coverage. Unemployment benefits are currently 60% of a weekly salary to a maximum of \$600 per week, and benefits are being paid for a maximum of 99 weeks. When calculating salary and benefits costs, an average is estimated and then unemployment is deducted from that. The average savings associated with a full time teaching position for the first year is \$30,000. (\$50,000 salary, \$10,000 benefits, \$30,000 unemployment) Savings increase in the second and third year based on the lapse of unemployment benefits.

	11-12 Forecast	12-13 Forecast	13-14 Forecast
Shortfall	\$1,440,403	\$527,710	\$595,622

Savings Strategies:			
8 HS Staff (9 to 8 pds)	\$240,000	\$120,000	\$120,000
9 MS Staff (No extra sections)	\$270,000	\$120,000	\$120,000
8 ES Staff (Reduce KG)	\$240,000	\$120,000	\$120,000
5 SE Staff	\$150,000	\$75,000	\$75,000
Curriculum Writing	-\$16,440	\$0	\$0
Additional Transportation	-\$125,000	\$0	\$0

Administration(-2 in year 1)	\$110,000	\$30,000	\$30,000
Administration(-1 in year 2)	\$0	\$55,000	\$15,000
Administration(-2 in year 3)	\$0	\$0	\$110,000
Total of Savings Strategies:	\$868,560	\$520,000	\$590,000

Staff Reduction, per person savings:
 \$50,000 + \$10,000 benefits
 Year 1: Budget 30K for unemployment & save 30K
 Year 2: Budget 15K for unemployment, save 15K
 Year 3: Don't budget any unemployment, save 15K

Administrative Reduction, per person savings:
 \$75,000 + \$10,000 benefits
 Year 1: Budget 30K for unemployment, save 55K
 Year 2: Budget 15K for unemployment, save 15K
 Year 3: Don't budget any unemployment, save 15K

Additional Cuts Needed: \$571,843

SUMMARY

This report is intended to serve as a comprehensive review of major programs in the District in relation to the effective and dynamic delivery of a thorough and efficient education within the financial boundaries established by the State. Acknowledging that budgetary reductions are necessary in the next three years, it is the intent of the Administration to recommend modification of programs in order to provide as comprehensive a program as possible for all students, by reducing services equitably and fairly. The recommendations are made at this time of the year in order to provide families with as much planning time as possible in dealing with programmatic changes. It should be understood that the reductions recommended in this report only reflect the need to meet the projected shortfall for the three years outlined at this point in time. The projection is based on several assumptions, including the receipt of the same amount of state aid in 2011-12 as was received in the current year. If further loss of state aid occurs, or more restrictive budget guidelines are issued by the Department of Education or the state legislature, additional reductions must be recommended during the budget development cycle of January through April 2011.

If the District can condense the cost of programs to within 2% annual growth by 2013-14, budgeting should stabilize without further programmatic cuts. As elementary and eventually middle school enrollment declines, the community will decide if programs and services that have been eliminated as a result of the loss of state aid, budget caps, and budget defeats will be restored. Regardless of the budgetary constraints and program revisions, the faculty, staff, and

administration are committed to providing an outstanding education to the students of Bernards

Year	# of AP Courses Tested	# of Tests Taken	# of Students Who Took Exams	Average # of Exams Per Student	9-12 Enrollment	% of Total Enrollment Participating in AP Program	% Representing Ratio of # of Tests Taken to Total Enrollment	% of Test Scores of 3 or Better
2010	28	1,458	499	2.92	1,720	29	85	89
2009	27	1,308	466	2.81	1,692	28	77	88
2008	26	1,128	430	2.62	1,636	26	69	90
2007	26	1,190	400	2.97	1,602	25	74	88
2006	25	1,137	385	2.95	1,517	25	75	89
2005	23	939	330	2.85	1,418	23	66	89
2004	25	803	299	2.69	1,32	23	61	91
2003	24	519	204	2.54	1,218	17	43	90
2002	22	482	179	2.69	1,092	16	44	92
2001	18	393	153	2.57	1,001	15	39	84
2000	19	343	138	2.49	915	15	38	89
1999	18	277	118	2.35	801	15	35	90
1998	18	252	102	2.47	760	13	33	81
1997	17	239	112	2.13	749	15	32	85
1996	16	265	116	2.28	695	17	38	79
1995	17	239	111	2.15	685	16	35	75
1994	14	138	81	1.70	667	12	21	80
1993	14	101	67	1.51	631	11	16	78
1992	13	84	53	1.58	626	8	13	84
1991	12	71	41	1.73	626	7	11	71
1990	15	86	53	1.62	671	8	13	86

Township. The community deserves no less.

Appendix A

DISTRICT	TOTAL COMPARATIVE COST PER PUPIL	TOTAL ADMINISTRATIVE COST
Allendale	\$13,398	\$1,518
Berkeley Heights	\$13,425	\$1,427
Bernards Township	\$12,487	\$1,014
Bridgewater	\$13,398	\$1,154
Chatham	\$11,861	\$1,523
Cranford	\$12,831	\$1,418
Demarest	\$15,951	\$1,844
Franklin Lakes	\$16,380	\$1,637
Glen Ridge	\$12,800	\$1,739
Haddonfield	\$12,471	\$1,315
Hillsdale	\$11,371	\$1,317
Holmdel	\$13,838	\$1,155
Hopewell Valley	\$15,067	\$1,319
Kinnelon	\$13,039	\$1,369
Livingston	\$13,712	\$1,578
Madison	\$14,056	\$1,516
Millburn	\$14,910	\$1,392
Montgomery	\$11,628	\$1,212
Montvale	\$12,250	\$1,533
Mountain Lakes	\$18,584	\$1,709
New Providence	\$13,245	\$1,481
Park Ridge	\$14,647	\$1,845
Princeton	\$17,421	\$1,397
Ridgewood	\$13,096	\$1,347
Somerset Hills	\$13,654	\$1,400

Summit	\$14,411	\$1,624
Tenafly	\$14,392	\$1,620
West Windsor	\$13,045	\$1,352

*Source: New Jersey Department of Education Comparative Spending Guide 3/10 Appendix **B**



Ridge High School

268 SOUTH FINLEY AVENUE

BASKING RIDGE, NEW JERSEY 07920

908-204-2585; FAX: 908-204-2582

CREDIT PATHWAYS: GRADUATION REQUIREMENTS, OPTIONS, INSTRUCTIONS, AND APPLICATIONS

CREDIT PATHWAYS and UTILIZATION OF 6A:8-5.1(a).ii (*Option II*)

In order for a student to graduate and receive a high school diploma from RHS, each student must:

- A.** Pass the High School Proficiency Assessment (HSPA).
- B.** Pass the Biology Competency Test (Beginning with the class of 2014) AND
- C.** Fulfill the requirements as described utilizing one or both of the following TWO options:
 - 1)** Earn a minimum of 120 credits by successful completion of the prescribed courses noted in the Program of Studies (page 4). This requirement may be met in whole or in part through a traditional program where a “**credit**” means the award for student participation in the equivalent of a class period of instruction (commonly referred to as “Option I”).

OR

- 2)** The 120 credit requirement set forth above may be met in whole or in part through program completion (commonly referred to as “Option II”). The January 2004 amendment to N.J.A.C 6A:8-5.1(a)1 clarifies that the Board of Education, in developing their graduation requirements may use a combination of Option I and

Option II rather than limiting themselves to only one of the Options. Under Option II, the Board of Education may utilize performance or competency assessment to approve student completion of programs aimed at meeting or exceeding the Core Curriculum Content Standards at the secondary level, including those occurring all or in part prior to a student's high school enrollment.

The Board of Education may recognize successful completion of an accredited college course that assures achievement of knowledge and skills as delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards. See "College Course Work for High School Credit."

***Note:** Minimum graduation requirements, as prescribed in N.J.A.C 6A:8-5.1, do not equate to college admission requirements.

Credit Attainment Pathways

Students who plan on pursuing course work for credit outside the parameters of the normal RHS curriculum must submit an application to the Principal's Option II Review Committee **prior to [date TBD] for summer coursework, semester 1 and year-long coursework and prior to [date TBD] for semester 2 coursework**. Application forms are included in this document or can be obtained from the student's school counselor. Students who have taken course work outside of RHS for credit will have a Pass/Fail grade recorded on their RHS transcript. If the outside course work is taken at an institution which provides a transcript, the student may choose to have the outside record sent with their RHS transcript after consulting with their school counselor. The name of the course, institution and appropriate credits will be recorded on the RHS transcript for those students approved for alternative course work. No adjustment will be made to the student's GPA. See the following section entitled "Recording Option II Grades on the RHS Permanent Record (Transcript)" for specifics. The expectation is that the courses will be completed during the time specified on the approval form. The transcript will denote coursework as per the protocol described in the RHS Program of Studies under "Grade Reporting" (page 9). This includes coursework which is not completed.

Fulfilling Graduation Requirements outside of the RHS Program of Studies

The purpose of Option II is to create the opportunity whereby a student can prove competency and receive credit for a course of study in lieu of completing the minimum 120 hours seat time required by the state of New Jersey.

Option II experience will be the instrument by which the RHS supervisor judges competency (achievement of required NJ Core Curriculum Content Standards). Approved participation in Option II activities implies pupil and/or parent responsibility for attendance, transportation,

personal safety and well being, specialized equipment, and any and all costs not otherwise provided by the school.

1. Traditional or Virtual High School Course Work for Additional High School Credit (Original Credit and/or Acceleration)

Several stipulations exist for current students wishing to complete high school coursework in an academic setting other than RHS to receive high school credits, and have courses listed on the high school transcript:

- a. Course application and proficiencies must be reviewed and approved by the principal in conjunction with the Principal’s Option II Review Committee, prior to the first instructional meeting of the course. **Requests must be received by [date TBD] for summer, semester 1, or year-long coursework; and by [date TBD] for semester 2 coursework.**
- b. The course must be from an accredited institution and/or be monitored by a certified staff member. The institutional accreditation must be from a United States Department of Education recognized national, regional, specialized, and/or professional accrediting organization. The coursework must be approved by the principal in conjunction with the Principal’s Option II Review Committee, or be certified by the principal under 6A:8-5.1(a) 1.ii.
- c. Students may not be granted permission to move ahead to the next level unless they take a RHS final assessment in the bypassed course and achieve a B- or better.
- d. Students will receive grade and credit for coursework completed only if the student achieves a B- or better on the final assessment. If the RHS equivalent course final assessment is not a B- or better, grade and credit will *not* be recorded. This is subject to stipulations “a” through “c” above.
- e. The K-12 content supervisor will use the final assessment to determine whether or not the student has been properly prepared to succeed in the next level of the RHS curriculum.

2. Traditional/Virtual College Coursework for High School Credit

High school students may choose to pursue opportunities to enroll in college level work. Completed coursework in an accredited college/university to receive high school credits must meet the following stipulations:

- a. Course application and proficiencies must be reviewed and approved by the principal, in conjunction with the Principal's Option II Review Committee, prior to the first instructional meeting of the course. **Requests must be received by [date TBD] for summer coursework and for semester 1; and by [date TBD] for semester 2 coursework.**
- b. The college course taken must be the same college course offered to regularly admitted college students and must be taught by college faculty with academic rank, or adjunct faculty who has a minimum of a master's degree.
- c. College distance learning courses may be taken only if pre-approved as outlined in the stipulations above. The course must be from an accredited institution. The accreditation must be from a Council for Higher Education Accreditation (CHEA) participating organization and be recognized by the United States Department of Education as a national, regional, specialized, and/or professional accrediting organization.
- d. It is the student's responsibility to send an official transcript clearly showing successful completion of the coursework to the RHS guidance office.
- e. High school credits and grade may be awarded based on the transcript received from the college, or by the number of instructional hours per week, or by certification by the principal under 6A:8-5.1(A) 1.ii, and posted on the transcript.

3. Independent Studies/Internships

Sometimes an Independent Study/Internship may require an outside mentor. Students may develop an academic project and/or shadowing experience that require non-school based research and study under the tutelage of a mentor. Mentors are professionals outside of the school setting who offer their expertise to interested students. The responsibility to initiate and develop the project is solely the student's. A mentor is an outside professional who helps a student master certain skills and knowledge, models behavior and challenges a student to perform well. The Internship includes the Option II Site Coordinator and an off site/workplace mentor. Responsible mentoring involves a structured relationship similar to an apprenticeship. All mentors not currently employed by Bernards Township School District must be fingerprinted in compliance with N.J.S.A. Code 18A:6-7.2. Prior to being approved, the mentor is subject to a criminal background check and parental approval. The mentor should foster a caring and supportive relationship while helping a student develop to his/her fullest potential.

4. Physical Education Exemptions (up to Three Marking Periods)

- a. PE exemptions can be granted for on or off-site experiences.

- b. Students who are exempt from PE and/or health *must* take a Study Hall in its place. PE and/or health cannot be replaced by another course for credit.

- c. Types of PE Exemptions:

- i. *Juniors and Seniors Participating in a Varsity Sport*

All juniors and seniors participating in a Varsity sport at any point during the school year (minimum one season) will be *required* to complete the Option II Application for three marking period exemption from Physical Education. All students will be required to enroll in a health class for each year of enrollment. These juniors and seniors can elect to complete the health course at RHS or with an alternate provider, as described above.

- ii. *Any Student Participating in a non-Varsity Sport*

All students (grades 9 through 12) participating in a non-Varsity Sport at any point during the school year (minimum one season) will be required to complete the Option II Application. This Physical Education exemption can only take place during one marking period for every season the student is participating in the non-Varsity sport.

Recording of Option II Coursework on the RHS Transcript

1. Outside coursework will be denoted as Pass/Fail.
2. Outside coursework will not count toward GPA.
3. No grade will appear on the transcript until an official transcript or documentation from an accredited institution or a certified staff member is received. Until documentation is received, an “I” (Incomplete) will be posted on the RHS transcript.

Course Completion/Course Withdrawals

The expectation is that the courses will be completed during the time specified on the approval form. The transcript will denote course work as per the protocol described in the RHS Program of Studies under “Grade Reporting.”

If a student is unable to complete the Option II learning experience for valid reasons, the principal along with members of the review committee, will evaluate the experience completed to date and make a determination for the award of partial credit, or recommend an alternate experience.

If a student quits or is unable to complete the learning experience for insufficient reason (lack of effort, failure to follow through, indecision, etc.) the principal may request that the student's transcript be adjusted to reflect the experience as a "WF" (Withdraw Failure).

Appeal Process

Parent(s) or legal guardian(s) and/or pupils may appeal decisions rendered by the Option II Review Committee. Pupils may resubmit alternate proposals for consideration of the committee, if such proposals are made within established timelines. If the proposal is denied again, parent(s) or legal guardian(s) and/or pupils may appeal to the Director of Curriculum.

INSTRUCTIONS FOR APPLYING FOR Option II

(6A:8-5.1(a) 1.ii)

***Note:** Minimum graduation requirements, as prescribed in N.J.A.C 6A:8-5.1, do not equate to college admission requirements.

1. Determine Eligibility:

- The Option II experience must occur post eighth grade. Summer experiences prior to ninth grade qualify.
- An application must be received by the Principal's Option II Review Committee prior to the published deadlines, and the alternative credit experience must be pre-approved as stipulated in the application and instructions.
- The applicant must agree to the parameters for requesting an Option II experience as outlined in the RHS Program of Studies.

2. Application forms can be obtained from the guidance department Web site.

- An application must be submitted to the Principal's Option II Review Committee by [date TBD] for summer coursework, semester 1 and year-long coursework; and by [date TBD] for semester 2 coursework.

- Fill out page one (*Request for Approval of Option II*), and the top of page two (*Option II Approval Form*).
 - Attach any additional information that will assist the Principal's Option II Review Committee in making an evaluation.
 - Obtain all required signatures.
 - Return application materials to your school counselor before the established deadlines.
3. The Principal's Option II Review Committee will examine the Option II Application based on the student's rationale and the criteria outlined in the Instructions for Applying for Alternative Credit Pathways.
 4. Notification of decision (approval or denial) will be sent to the student and parent by [date TBD].
 5. If approved, the student completes the experience and provides the Option II Coordinator with proof of experience (which may include, but is not limited to: transcripts, logs, journals, etc.). If denied, parent(s) or legal guardian(s) and/or pupil may appeal the decision, as described above in "Appeal Process."
 6. The student will arrange for completion and evaluation of a final assessment with the Option II Coordinator, if applicable.
-



Ridge High School

268 SOUTH FINLEY AVENUE

BASKING RIDGE, NEW JERSEY 07920

908-204-2585; FAX: 908-204-2582

Request for Approval of Option II

Please type responses into this form, then print and sign where indicated.

- **Student Name:**
- **Date of Application:**
- **GPA:**
- **Semester/Year Course to be Taken:**
- **Course/Program to be Taken:**
- **Institution Name:**
- **Institution Address:**
- **Accreditation:**
- **Reason for Request (check all that apply):**

Advance a course level in a given sequence for the school year .

- Name of RHS equivalent course:

An RHS final assessment in the bypassed course must be taken and students must achieve a B- or better.

Earn Additional High School Credit (check appropriate options):

College coursework for high school credit

Distance learning coursework

Outside high school coursework for credit

Independent study/internship (see prospectus outline for information)

• **Rationale for Request:**

• **If course is approved, credits will be awarded upon proof of successful completion.**

Student Signature:

Date:

Parent/Guardian Signature:

Date:

School Counselor Signature:

Date:

Department Supervisor Signature:

Date:

After consultation with Principal's Option II Review Committee:

Option II Coordinator's Signature:

Date:

Principal's Signature

Date:



Ridge High School

268 SOUTH FINLEY AVENUE

BASKING RIDGE, NEW JERSEY 07920

908-204-2585; FAX: 908-204-2582

Option II Approval Form

Applicant should complete all information above the line.

- **Student Name:**
- **Date of Application:**
- **Semester/Year Course to be Taken:**
- **Course/Program to be Taken:**
- **Completion Date:**
- **Institution Name:**
- **Institution Address:**
- **Accreditation:**

(Information below this line is to be completed by the Principal's Option II Review Committee)

Coursework Approved For (Check all appropriate boxes):

High School Elective Credit

Advance a course level in a given sequence for school year _____ - _____

Name of RHS equivalent course: _____

Independent Study/Internship for High School Credit (Contract Included)

College Coursework for High School Credit

Distance Learning Coursework

Coursework to be Certified by the Principal Under 6A:8-5.1(a)1.ii

Coursework Denied

Comments

Principal's Option II Review Committee:

Name/Title:

Date:

Name/Title:

Date:

Principal's Signature:

Date:

Copy to:

Student/Parent

Student file/School Counselor

Supervisor



Ridge High School

268 SOUTH FINLEY AVENUE

BASKING RIDGE, NEW JERSEY 07920

908-204-2585; FAX: 908-204-2582

RIDGE HIGH SCHOOL

INDEPENDENT STUDY PROSPECTUS

This information should be discussed and completed with the advisor before the study is undertaken. Type all responses and attach pages to this Prospectus and return with the completed application.

1. Why are you pursuing this particular study? What are your goals?
2. Discuss what you already know about the subject.
3. Procedures of the study and processes you anticipate using:
 - a. Hours to be spent in the Media Center
 - b. Human Resources that will be sought
 - c. Other resources to be utilized
4. Detailed outline of work to be accomplished.
5. Describe in detail the methods of assessment that the advisor will use to evaluate your work.

6. Demonstration of student mastery: What project/demonstration, publication or final project do you propose as a culminating experience/evaluation of the independent study?

Appendix C

High School Bell Schedules

District										
Bernards H.S.	P1 7:45- 8:27	P2 8:31- 9:16	P3 9:20- 10:02	P4 10:06- 10:48	P5 10:52- 11:34	P6 11:38- 12:20	P7 12:24- 1:06	P8 1:10- 1:52	P9 1:56- 2:41	
Bridgewater	P1 7:20- 8:00	HR 8:06- 8:10	P2 8:16- 8:56	P3 9:02- 9:42	P4 9:48- 10:28	P5 10:34- 11:15	P6 11:21- 12:02	P7 12:08- 12:49	P8 12:55- 1:35	P9 1:41- 2:21
Chatham	P1 7:40- 8:37	P2 Att. 8:41- 9:39	P3 9:43- 10:40	Sc. Lab 10:40- 11:07	Lunch 10:40- 11:32	Sc. Lab 11:09- 11:32	P4 11:36- 12:33	P5 12:37- 1:34	P6 1:38- 2:35	
Hopewell Valley Central	P1 7:45- 8:37	P2 8:41- 9:23	P3 9:27- 10:09	P4 10:13- 10:55	P5 10:59- 11:41	P6 11:45- 12:27	P7 12:31- 1:13	P8 1:17- 1:59	P9 2:03- 2:45	
Montgomery	P1 7:30- 8:15	P2 8:20- 9:05	Adv.Bd. 9:09- 9:19	P3 9:23- 10:08	P4 10:13- 10:58	P5 11:03- 11:48	P6 11:53- 12:38	P7 12:43- 1:28	P8 1:33- 2:18	
Princeton	P1 7:50- 8:35	P2 8:39- 9:24	P.A. 9:24- 9:27	P3 9:31- 10:16	P4 10:20- 11:05	P5 11:09- 11:54	Lunch 11:54- 12:24	P6 12:28- 1:13	P7 1:17- 2:02	P8 2:06- 2:51
Tenafly Schedule A	P1 7:55- 8:40	P2 8:40- 9:27	HR 9:27- 9:35	P3 9:35- 10:22	P4 10:22- 11:09	P5 11:09- 11:56	P6 11:56- 12:43	P7 12:43- 1:30	P8 1:30- 2:17	2:17- 3:04

Tenafly	P1	P2	HR	P3	P4	P5	P6	P7	P8	P9
Schedule B	7:55-8:40	8:40-9:28	None	9:28-10:16	10:16-11:04	11:04-11:52	11:52-12:40	12:40-1:28	1:28-2:16	2:16-3:04
West Windsor-Plainsboro	P1	P2	P3	Lunch	P4	P5	P6			
	7:40-8:40	8:45-9:45	9:50-10:50	10:54-11:35	11:40-12:40	12:45-1:45	1:50-2:50			

Appendix D

7 Instructional Period Day – “A” Schedule

7 Instructional Period Day – “B” Schedule

Period 1	7:35 – 8:25 (50)	Period 1	7:35 – 8:25 (50)
Period 2	8:29 - 9:19 (50)	Period 2	8:29 - 9:19 (50)
Period 3	9:23 – 10:13 (50)	Period 3	9:23 – 10:13 (50)
Period 4	10:17 – 10:47 (Lunch A = 30 minutes)	Period 4	10:17 – 10:47 (30)
Period 5	10:52 – 11:12 (20)	Period 5	10:47 – 11:07 (20)
Period 6	11:12 – 11:42 (30)	Period 6	11:12 – 11:42 (Lunch B = 30 minutes)
Period 7	11:47 – 12:07 (20)	Period 7	11:47 – 12:07 (20)
Period 8	12:07 – 12:37 (30)	Period 8	12:07 – 12:37 (30)
Period 9	12:42 – 1:02 (20)	Period 9	12:42 – 1:02 (20)
Period 10	1:02 – 1:32 (30)	Period 10	1:02 – 1:32 (30)
Period 11	1:35– 2:25 (50)	Period 11	1:35 – 2:25 (50)

7 Instructional Period Day – “C” Schedule

7 Instructional Period Day – “D” Schedule

Period 1	7:35 – 8:25 (50)	Period 1	7:35 – 8:25 (50)
Period 2	8:29 - 9:19 (50)	Period 2	8:29 - 9:19 (50)
Period 3	9:23 – 10:13 (50)	Period 3	9:23 – 10:13 (50)
Period 4	10:17 – 10:47 (30)	Period 4	10:17 – 10:47 (30)
Period 5	10:47 – 11:07 (20)	Period 5	10:47 – 11:07 (20)
Period 6	11:12 – 11:42 (30)	Period 6	11:12 – 11:42 (30)

Period 7	11:42 – 12:02 (20)	Period 7	11:42 – 12:02 (20)
Period 8	12:07 – 12:37 (Lunch C = 30 minutes)	Period 8	12:07 – 12:37 (30)
Period 9	12:42 – 1:02 (20)	Period 9	12:37 – 12:57 (20)
Period 10	1:02 – 1:32 (30)	Period 10	1:02 – 1:32 (Lunch D = 30 minutes)
Period 11	1:35 – 2:25 (50)	Period 11	1:35 – 2:25 (50)

Appendix E

Bernards Township School District													
Certificated Staffing History 1999-2011													
CEDAR HILL SCHOOL													
	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	DIFF.
PRESCHOOL													0.0
KINDERGARTEN	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0
FIRST GRADE	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.0	4.0	4.0	5.0	1.0
SECOND GRADE	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	4.0	4.0	4.0	0.0
THIRD GRADE	4.0	4.0	4.0	5.0	5.0	4.0	4.0	6.0	6.0	4.0	4.0	4.0	0.0
FOURTH GRADE	4.0	5.0	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0	4.0	0.0
FIFTH GRADE	5.0	4.0	5.0	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0	-1.0
ART	1.0	1.0	1.0	1.1	1.1	1.2	1.2	1.0	1.0	1.0	1.0	1.0	0.0
LIT/MATH SUPPORT	1.5	1.5	1.7	1.7	1.5	1.5	2.0	2.0	2.0	2.0	3.0	3.0	0.0
BUSINESS													
CHILD STUDY	1.2	2.0	1.5	1.5	1.5	1.5	1.5	1.5	2.5	2.5	2.5	2.5	0.0
COMPUTERS	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
DANCE													
DRAMA													

ENGLISH													
E.S.L./BILINGUAL	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.0	0.3	0.2	0.2	0.0
WORLD LANGUAGE	0.5	0.8	1.0	1.0	1.0	1.0	1.0	0.5	1.0	1.0	0.0	0.0	0.0
ENRICHMENT	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0	0.5	0.5	0.0	0.0	0.0
GUIDANCE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
HOME ECONOMICS													
INDUSTRIAL ARTS													
M.A.P.													
MATHEMATICS													
MEDIA SPECIALIST	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
MUSIC	2.1	1.9	2.4	1.9	2.0	1.9	2.2	1.2	1.5	2.0	2.0	2.0	0.0
NURSES	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
PHYS.EDUCATION	2.0	2.0	2.0	2.0	2.2	2.3	2.2	2.2	2.0	2.0	2.0	2.0	0.0
ADAPTIVE PE						0.4	0.2	0.4	0.4	0.0	1.0	1.0	0.0
READING SPECIALIST	0.5	0.8	0.8	0.8	1.0	1.0	1.0	1.0	1.5	1.0	2.0	2.0	0.0
TECH SPECIALIST	0.3	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SCIENCE													
SOCIAL STUDIES													
SPEECH	1.5	1.5	2.0	2.0	2.2	2.0	4.0	3.0	2.0	2.0	2.0	2.0	0.0
SPECIAL ED.	8.0	8.0	8.0	10.0	9.0	10.0	13.0	12.0	10.5	11.0	13.0	13.0	0.0
SAC													
TOTAL	51.3	52.6	53.1	56.2	56.7	57.0	61.5	58.0	55.9	55.3	57.7	57.7	0.0

CURRENT ENROLL	587.0	578.0	609.0	606.0	620.0	681.0	656.0	628.0	586.0	606.0	627.0	608.0	-19.0
STUDENTS/STAFF	11.4	11.0	11.5	10.8	10.9	11.9	10.7	10.8	10.5	11.0	10.9	10.5	-0.4

**Bernards Township School District
Certificated Staffing History 1999-2011**

LIBERTY CORNER SCHOOL

	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	DIFF
PRESCHOOL													
KINDERGARTEN	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0
FIRST GRADE	4.0	4.0	4.0	4.0	5.0	5.0	6.0	4.0	4.0	5.0	4.0	4.0	0.0
SECOND GRADE	4.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0	-1.0
THIRD GRADE	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0
FOURTH GRADE	4.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	0.0
FIFTH GRADE	4.0	4.0	5.0	4.0	4.0	4.0	5.0	4.0	4.0	5.0	4.0	4.0	0.0
ART	1.0	1.0	1.0	1.0	1.0	1.0	1.2	1.0	1.0	1.0	1.0	1.0	0.0
LIT/MATH SUPPORT	2.0	2.0	1.8	1.8	1.4	1.4	2.0	2.0	2.0	2.0	2.0	2.0	0.0
BUSINESS													
CHILD STUDY	1.2	2.0	1.5	1.5	1.5	1.5	1.5	1.5	2.5	2.5	2.0	2.0	0.0
COMPUTERS	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
DANCE													
DRAMA													

ENGLISH													
E.S.L./BILINGUAL	0.2	0.5	0.6	0.6	0.2	0.2	0.2	0.2	0.1	0.3	0.0	0.0	0.0
WORLD LANGUAGE	0.5	0.8	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
ENRICHMENT	0.2	0.5	0.5	1.0	1.0	1.0	1.0	0.5	0.5	0.5	0.0	0.0	0.0
GUIDANCE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
HOME ECONOMICS													
INDUSTRIAL ARTS													
M.A.P.													
MATHEMATICS													
MEDIA SPECIALIST	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
MUSIC	1.8	1.8	1.8	1.9	1.8	1.9	1.8	1.8	1.8	1.1	2.0	2.0	0.0
NURSES	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
PHYS.EDUCATION	2.0	2.0	2.0	2.0	2.0	2.1	2.0	2.0	2.0	2.0	2.0	2.0	0.0
ADAPTIVE PE						0.2	0.2	0.2	0.2	0.5	0.0	0.0	0.0
READING SPECIALIST	0.5	0.8	0.8	0.8	1.0	1.0	1.0	1.0	1.5	2.0	2.0	2.0	0.0
TECH SPECIALIST	0.3	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SCIENCE													
SOCIAL STUDIES													
SPEECH	2.0	2.0	2.0	3.0	3.0	4.0	4.0	4.0	2.5	2.0	2.5	2.5	0.0
SPECIAL ED.	5.0	5.5	6.0	7.0	8.0	12.0	12.0	13.0	8.0	7.0	8.0	8.0	0.0
SAC													
TRAINER-ATHLETIC													
TOTAL	45.7	48.4	48.0	49.6	52.9	57.3	59.9	57.2	52.1	52.9	50.5	49.5	-1.0
CURRENT ENROLL	526.	538.	550.	548.	609.	608.	612.	618.	585.	607.	586.	561.	-25.0

	0	0	0	0	0	0	0	0	0	0	0	0	
STUDENTS/STAFF	11.5	11.1	11.5	11.0	11.5	10.6	10.2	10.8	11.2	11.5	11.6	11.3	-0.4

Bernards Township School District
Certificated Staffing History 1999-2011
MOUNT PROSPECT SCHOOL

	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	DIFF.
PRESCHOOL													
KINDERGARTEN	4.0	4.0	5.0	5.0	5.0	6.0	5.0	5.0	5.0	4.0	4.0	4.0	0.0
FIRST GRADE	5.0	5.0	5.0	6.0	5.0	6.0	7.0	5.0	5.0	5.0	5.0	5.0	0.0
SECOND GRADE	4.0	4.0	5.0	4.0	5.0	6.0	6.0	7.0	5.0	5.0	5.0	5.0	0.0
THIRD GRADE	3.0	5.0	4.0	5.0	4.0	5.0	5.0	6.0	6.0	5.0	5.0	5.0	0.0
FOURTH GRADE	3.0	3.0	5.0	4.0	5.0	4.0	4.0	5.0	6.0	6.0	5.0	5.0	0.0
FIFTH GRADE	3.0	4.0	4.0	5.0	4.0	5.0	4.0	6.0	6.0	6.0	7.0	5.0	-2.0
ART	0.8	1.0	1.0	1.0	1.1	1.2	1.3	1.4	1.2	1.2	1.4	1.4	0.0
LIT/MATH SUPPORT	1.0	1.9	1.7	1.7	1.0	2.0	2.0	2.2	2.0	2.0	4.0	4.0	0.0
BUSINESS													
CHILD STUDY	1.2	2.0	1.5	1.5	1.5	2.5	2.5	1.5	2.5	3.0	2.0	2.0	0.0
COMPUTERS	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
DANCE													
DRAMA													
ENGLISH													
E.S.L./BILINGUAL	0.4	0.5	1.0	1.0	0.6	0.6	0.6	0.8	0.9	0.4	1.0	1.0	0.0

WORLD LANGUAGE	0.5	0.8	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
ENRICHMENT	0.2	0.5	0.5	1.0	1.0	1.0	1.0	0.5	0.5	0.5	0.0	0.0	0.0
GUIDANCE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
HOME ECONOMICS													
INDUSTRIAL ARTS													
M.A.P.													
MATHEMATICS													0.0
MEDIA SPECIALIST	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
MUSIC	1.6	1.8	2.1	2.1	1.9	2.1	2.2	2.2	2.0	2.2	2.4	2.4	0.0
NURSES	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.4	1.0	1.0	0.0
PHYS. EDUCATION	2.0	2.0	2.0	2.0	2.0	2.4	2.3	2.5	2.5	2.5	2.4	2.4	0.0
ADAPTIVE PE										0.5	0.0	0.0	0.0
READING SPECIALIST	0.5	0.8	0.8	0.8	1.0	1.0	1.0	1.0	1.5	1.0	1.0	1.0	0.0
TECH SPECIALIST	0.3	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SCIENCE													
SOCIAL STUDIES													
SPEECH	0.5	1.5	2.0	2.0	2.4	1.0	1.0	1.0	3.5	4.6	4.6	4.6	0.0
SPECIAL ED.	1.5	4.5	5.5	6.5	7.0	5.0	6.0	6.0	12.0	15.0	14.0	14.0	0.0
SAC													
TRAINER-ATHLETIC													
TOTAL	36.5	46.7	51.1	53.6	52.5	55.8	55.9	58.1	66.6	69.3	67.8	65.8	-2.0
CURRENT ENROLL	422.0	512.0	562.0	598.0	628.0	683.0	692.0	718.0	761.0	766.0	767.0	708.0	-59.0
STUDENTS/STAFF	11.6	11.0	11.0	11.2	12.0	12.2	12.4	12.4	11.4	11.1	11.3	10.7	-0.6

Bernards Township School District
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OAK STREET SCHOOL

	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	DIFF.
PRESCHOOL			1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0			0.0
KINDERGARTEN	5.0	4.0	5.0	4.0	5.0	5.0	6.0	5.0	4.0	5.0	5.0	4.0	-1.0
FIRST GRADE	5.0	5.0	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	0.0
SECOND GRADE	5.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	5.0	6.0	4.0	4.0	0.0
THIRD GRADE	4.0	4.0	4.0	5.0	4.0	5.0	4.0	5.0	4.0	4.0	5.0	4.0	-1.0
FOURTH GRADE	4.0	4.0	4.0	5.0	4.0	4.0	5.0	4.0	5.0	5.0	4.0	5.0	1.0
FIFTH GRADE	4.0	4.0	4.0	5.0	5.0	5.0	4.0	6.0	6.0	5.0	5.0	4.0	-1.0
ART	1.0	1.0	1.0	1.1	1.0	1.0	1.1	1.0	1.0	1.2	1.0	1.0	0.0
LIT/MATH SUPPORT	1.5	2.0	2.2	2.1	1.5	1.5	2.0	2.0	2.0	2.0	2.0	2.0	0.0
BUSINESS													
CHILD STUDY	1.2	2.0	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	2.0	2.0	0.0
COMPUTERS	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
DANCE													
DRAMA													
ENGLISH													
E.S.L./BILINGUAL	0.2	0.4	0.4	0.4	0.2	0.2	0.2	0.2	0.0	0.0	0.2	0.2	0.0
WORLD LANGUAGE	0.5	0.8	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0

ENRICHMENT	0.5	0.5	0.5	1.0	1.0	1.0	1.0	0.5	0.5	0.5	0.0	0.0	0.0
GUIDANCE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
HOME ECONOMICS													
INDUSTRIAL ARTS													
M.A.P.													
MATHEMATICS													
MEDIA SPECIALIST	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
MUSIC	1.8	1.8	2.1	2.1	2.3	2.1	1.8	1.8	1.8	2.0	2.0	2.0	0.0
NURSES	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
PHYS.EDUCATION	2.0	2.0	2.0	2.0	2.0	2.1	2.0	2.0	2.0	2.4	2.0	2.0	0.0
ADAPTIVE PE						0.2	0.4	0.2	0.2	0.0	0.0	0.0	0.0
READING SPECIALIST	0.5	0.8	0.8	0.8	1.0	1.0	1.0	1.0	1.5	2.0	2.0	2.0	0.0
TECH SPECIALIST	0.3	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SCIENCE													
SOCIAL STUDIES													
SPEECH	1.0	1.0	2.0	1.0	1.5	2.0	2.0	2.0	1.0	1.0	1.0	1.0	0.0
SPECIAL ED.	5.0	4.0	5.5	5.5	5.5	10.0	10.0	9.0	6.5	5.0	5.0	5.0	0.0
SAC													
TRAINER-ATHLETIC													
TOTAL	46.5	46.7	50.0	51.5	51.5	55.6	57.0	55.2	52.0	52.6	49.2	47.2	-2.0
CURRENT ENROLL	541.0	543.0	576.0	612.0	611.0	592.0	593.0	617.0	612.0	603.0	621.0	625.0	4.0
STUDENTS/STAFF	11.6	11.6	11.5	11.9	11.9	10.6	10.4	11.2	11.8	11.5	12.6	13.1	0.5

Bernards Township School District
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RIDGE HIGH SCHOOL

	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	DIFF.
PRESCHOOL													
KINDERGARTEN													
FIRST GRADE													
SECOND GRADE													
THIRD GRADE													
FOURTH GRADE													
FIFTH GRADE													
ART	6.0	4.0	7.0	7.0	7.1	7.1	8.0	9.9	9.8	8.8	7.6	7.6	0.0
LIT/MATH SUPPORT	0.8	0.6	0.4	0.4	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
BUSINESS	4.0	4.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	0.0
CHILD STUDY	1.9	4.0	3.0	3.0	3.4	4.5	4.5	4.5	4.5	4.5	5.0	5.0	0.0
COMPUTERS													
DANCE										0.3	0.4	0.4	0.0
DRAMA										0.3	0.4	0.4	0.0
ENGLISH	10.5	10.5	11.7	12.8	13.8	15.0	14.0	16.0	16.0	16.0	15.0	14.0	-1.0
E.S.L./BILINGUAL	0.4	0.4	0.4	0.4	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.0
WORLD LANGUAGE	8.0	8.0	10.8	12.2	13.0	14.0	13.0	14.2	13.9	14.9	14.1	13.1	-1.0
ENRICHMENT	0.2	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GUIDANCE	5.5	6.0	6.0	6.0	6.0	7.0	7.0	9.0	10.0	9.0	9.0	9.0	0.0

HOME ECONOMICS													
INDUSTRIAL ARTS	2.0	3.0	3.0	2.6	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	0.0
M.A.P.	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
MATHEMATICS	9.4	10.8	11.0	12.0	12.8	14.0	14.0	14.0	14.0	15.0	14.0	14.0	0.0
MEDIA SPECIALIST	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
MUSIC	3.5	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	3.0	0.0
NURSES	1.0	1.0	1.5	1.5	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.0
PHYS.EDUCATION	6.0	8.0	8.0	8.0	8.0	9.0	11.0	10.0	11.0	12.0	10.0	10.0	0.0
ADAPTIVE PE	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.4	1.0	1.0	0.0
READING SPECIALIST													
TECH SPECIALIST	0.3	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SCIENCE	11.0	12.3	13.5	14.8	15.8	16.8	16.8	18.0	18.0	20.0	20.0	20.0	0.0
SOCIAL STUDIES	9.0	10.0	11.0	12.0	13.0	15.0	15.0	16.0	16.0	16.0	15.0	14.0	-1.0
SPEECH	0.4	0.5	0.5	0.5	0.4	0.3	0.5	0.5	0.5	0.9	0.5	0.5	0.0
SPECIAL ED.	16.0	15.0	15.2	15.8	17.0	21.0	19.0	20.0	20.0	20.0	22.0	22.0	0.0
SAC	1.0	1.0	1.0	1.0	1.2	1.2	1.2	1.0	1.0	2.0	2.0	2.0	0.0
TRAINER-ATHLETIC	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.0
TOTAL	99.9	105.7	114.1	120.0	127.1	142.2	141.3	151.4	152.0	157.3	153.2	150.2	-3.0
CURRENT ENROLL	916.0	994.0	1215.0	1216.0	1334.0	1423.0	1513.0	1613.0	1642.0	1688.0	1715.0	1729.0	14.0
STUDENTS/STAFF	9.2	9.4	10.6	10.1	10.5	10.0	10.7	10.7	10.8	10.7	11.2	11.5	0.3

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William Annin

	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	DIFF
PRESCHOOL													
KINDERGARTEN													
FIRST GRADE													
SECOND GRADE													
THIRD GRADE													
FOURTH GRADE													
FIFTH GRADE													
ART	2.0	2.0	3.0	3.0	2.9	2.9	2.9	2.9	2.9	2.9	3.0	3.0	0.0
LIT/MATH SUPPORT			1.0	1.0	1.2	1.8	1.8	1.2	2.2	2.2	3.5	3.5	0.0
BUSINESS													0.0
CHILD STUDY	2.2	3.0	3.0	3.0	3.2	4.5	4.5	4.5	4.5	4.0	3.8	3.8	0.0
COMPUTERS	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.0
DANCE													
DRAMA													
ENGLISH	13.0	17.0	17.8	18.8	18.8	20.2	25.0	22.8	24.0	24.0	25.6	25.6	0.0
E.S.L./BILINGUAL	0.2	0.2	0.6	0.6	0.6	0.6		0.6	0.6	0.6	0.4	0.4	0.0
WORLD LANGUAGE	7.2	8.0	10.0	10.0	10.6	10.0		10.6	10.9	10.9	10.3	10.3	0.0
ENRICHMENT	0.8	0.6	0.2	0.2	0.2	0.9	1.0	1.0	1.0	1.0	0.0	0.0	0.0
GUIDANCE	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0
HOME ECONOMICS	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
INDUSTRIAL ARTS	1.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	0.0

M.A.P.	0.6	1.0	1.4	1.8	2.0	1.6	2.0	2.0	2.0	2.0	0.7	0.7	0.0
MATHEMATICS	8.2	10.0	10.0	10.0	10.0	10.0	12.0	11.0	12.0	12.0	11.0	11.0	0.0
MEDIA SPECIALIST	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
MUSIC	3.4	3.6	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0
NURSES	1.0	1.0	1.5	1.5	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.0
PHYS. EDUCATION	7.0	8.0	8.0	8.0	8.0	8.6	8.0	8.0	8.0	9.0	9.0	9.0	0.0
ADAPTIVE PE						0.1	0.1	0.1	0.1	0.6	0.0	0.0	0.0
READING SPECIALIST	3.0	6.0	4.0	5.0	5.0	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TECH SPECIALIST	0.3	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SCIENCE	8.0	9.0	9.0	9.0	9.0	9.0	13.0	11.0	11.0	11.0	11.0	11.0	0.0
SOCIAL STUDIES	8.0	9.0	9.0	9.0	9.0	9.0	13.0	11.0	11.0	11.0	11.0	11.0	0.0
SPEECH	0.4	0.5	0.5	0.5	0.6	0.7	0.5	0.5	0.5	0.7	1.0	1.0	0.0
SPECIAL ED.	18.0	17.5	19.0	18.0	20.2	20.6	25.0	27.0	29.0	26.0	31.0	31.0	0.0
SAC	0.8	0.8	0.8	0.8	0.8	0.8	0.8	1.0	1.0	1.0	1.0	1.0	0.0
TRAINER-ATHLETIC													
TOTAL	92.1	108.7	113.8	115.2	119.1	120.4	126.6	132.2	137.7	135.9	139.3	139.3	0.0
CURRENT ENROLL	896.0	1005.0	1083.0	1175.0	1198.0	1223.0	1261.0	1277.0	1327.0	1345.0	1400.0	1429.0	29.0
STUDENTS/STAFF	9.7	9.2	9.5	10.2	10.1	10.2	10.0	9.7	9.6	9.9	10.1	10.2	0.1

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TOTALS

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	DIFF.
PRESCHOOL	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
KINDERGARTEN	17.0	19.0	18.0	20.0	20.0	19.0	18.0	17.0	17.0	17.0	16.0	-1.0
FIRST GRADE	19.0	18.0	20.0	20.0	21.0	23.0	17.0	18.0	19.0	18.0	19.0	1.0
SECOND GRADE	18.0	19.0	17.0	20.0	20.0	21.0	22.0	18.0	20.0	18.0	17.0	-1.0
THIRD GRADE	17.0	16.0	19.0	17.0	18.0	17.0	21.0	20.0	17.0	18.0	17.0	-1.0
FOURTH GRADE	17.0	17.0	18.0	18.0	17.0	18.0	17.0	21.0	20.0	17.0	18.0	1.0
FIFTH GRADE	16.0	18.0	18.0	18.0	19.0	18.0	21.0	20.0	21.0	21.0	17.0	-4.0
ART	10.0	14.0	14.2	14.2	14.4	15.7	17.2	16.9	16.1	15.0	15.0	0.0
LIT/MATH SUPPORT	8.0	8.8	8.7	7.0	8.2	9.8	9.4	10.2	10.2	14.5	14.5	0.0
BUSINESS	4.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	0.0
CHILD STUDY	15.0	12.0	12.0	12.6	16.0	16.0	15.0	18.0	18.0	17.3	17.3	0.0
COMPUTERS	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	0.0
DANCE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.4	0.4	0.0
DRAMA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.4	0.4	0.0
ENGLISH	27.5	29.5	31.6	32.6	35.2	39.0	38.8	40.0	40.0	40.6	39.6	-1.0
E.S.L./BILINGUAL	2.2	3.2	3.2	2.0	2.0	1.4	2.2	1.8	1.8	2.0	2.0	0.0
WORLD LANGUAGE	19.1	24.8	26.2	27.6	28.0	17.0	28.3	28.8	29.8	24.4	23.4	-1.0
ENRICHMENT	2.7	2.3	4.2	4.2	4.9	5.0	3.5	3.0	3.0	0.0	0.0	0.0
GUIDANCE	14.0	14.0	14.0	14.0	15.0	15.0	17.0	18.0	17.0	17.0	17.0	0.0

HOME ECONOMICS	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0
INDUSTRIAL ARTS	6.0	6.0	5.6	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	0.0
M.A.P.	2.0	2.4	2.8	3.0	2.6	3.0	3.0	3.0	3.0	1.7	1.7	0.0
MATHEMATICS	20.8	21.0	22.0	22.8	24.0	26.0	25.0	26.0	27.0	25.0	25.0	0.0
MEDIA SPECIALIST	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	0.0
MUSIC	13.8	15.4	15.0	15.0	15.0	15.0	15.0	14.1	14.3	15.4	15.4	0.0
NURSES	6.0	7.0	7.0	8.0	8.0	8.0	8.0	8.0	8.4	8.0	8.0	0.0
PHYS.EDUCATION	24.0	24.0	24.0	24.2	26.5	27.5	26.7	27.5	29.9	27.4	27.4	0.0
ADAPTIVE PE	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	0.0
READING SPECIALIST	9.2	7.2	8.2	9.0	6.1	4.0	4.0	6.0	6.0	7.0	7.0	0.0
TECH SPECIALIST	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SCIENCE	21.3	22.5	23.8	24.8	25.8	29.8	29.0	29.0	31.0	31.0	31.0	0.0
SOCIAL STUDIES	19.0	20.0	21.0	22.0	24.0	28.0	27.0	27.0	27.0	26.0	25.0	-1.0
SPEECH	7.0	9.0	9.0	10.1	10.0	12.0	11.0	10.0	11.2	11.6	11.6	0.0
SPECIAL ED.	54.5	59.2	62.8	66.7	78.6	85.0	87.0	86.0	84.0	93.0	93.0	0.0
SAC	1.8	1.8	1.8	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	0.0
TRAINER- ATHLETIC	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.0
TOTAL	407.8	430.1	446.1	459.8	488.3	502.2	512.1	516.3	523.3	517.7	509.7	-8.0
CURRENT ENROLL	4170.0	4467.0	4755.0	5000.0	5210.0	5327.0	5471.0	5513.0	5646.0	5716.0	5660.0	-56.0
STUDENTS/STAFF	10.2	10.4	10.7	10.9	10.7	10.6	10.7	10.7	10.8	11.0	11.1	0.1

Appendix F

Bernards Township School District
District Administrators' History 1999-2005

	99/00	00/01	01/02	02/03	03/04	04/05
Superintendent	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Superintendent	0.00	0.00	1.00	1.00	1.00	1.00
Business Administrator	1.00	1.00	1.00	1.00	1.00	1.00
Principals-High School	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals-High School	2.00	2.00	2.00	2.00	3.00	3.00
Principals-Middle School	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals-Middle School	1.00	2.00	2.00	2.00	2.00	2.00
Principals-Elementary	4.00	4.00	4.00	4.00	4.00	4.00
Assistant Principals-Elementary	4.00	4.00	4.00	4.00	4.00	4.00
Director of Pupil Personnel Services	1.00	0.00	0.00	0.00	0.00	1.00
Director of Curriculum	0.00	0.00	0.00	0.00	0.00	1.00
Director of Special Services	1.00	0.00	0.00	1.00	1.00	1.00
Director of Ed & Student Services	0.00	1.00	1.00	0.00	0.00	0.00
Director of Technology	1.00	1.00	0.00	0.00	0.00	0.00
Director of Human Resources	1.00	1.00	0.00	0.00	0.00	0.00
Director of Athletics	0.50	0.50	1.00	1.00	1.00	1.00
Content Area Supervisors	4.50	5.50	6.00	6.00	6.00	6.00
Special Education Supervisors	1.00	1.00	1.00	1.00	1.00	2.00
TOTAL	25.0	26.0	26.0	26.0	27.0	30.0
Enrollment	3888.0	4170.0	4467.0	4755.0	5000.0	5210.0
Ratio Students/Administrators	155.5	160.4	171.8	182.9	185.2	173.7
*10 month administrators=.83 FTE						

Bernards Township School District
District Administrators' History 2005-2011

	05/06	06/07	07/08	08/09	09/10	10/11*
Superintendent	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Superintendent	1.00	1.00	1.00	1.00	1.00	1.00
Business Administrator	1.00	1.00	1.00	1.00	1.00	1.00
Principals-High School	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals-High School	3.00	3.00	3.00	4.00	4.00	4.00
Principals-Middle School	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals-Middle School	2.00	2.00	3.00	2.00	2.00	2.00
Principals-Elementary	4.00	4.00	4.00	4.00	4.00	4.00
Assistant Principals-Elementary	4.00	4.00	4.00	4.00	3.32	3.32
Director of Pupil Personnel Services	1.00	0.00	0.00	0.00	0.00	0.00
Director of Curriculum	1.00	1.00	1.00	1.00	1.00	1.00
Director of Special Services	1.00	1.00	1.00	1.00	1.00	1.00
Director of Ed & Student Services	0.00	0.00	0.00	0.00	0.00	0.00
Director of Technology	0.00	0.00	0.00	0.00	0.00	0.00
Director of Human Resources	0.00	0.00	0.00	0.00	0.00	0.00
Director of Athletics	1.00	1.00	1.00	1.00	1.00	1.00
Content Area Supervisors	6.00	6.00	5.00	6.00	6.00	4.98
Special Education Supervisors	2.00	2.00	2.00	2.00	2.00	1.83
TOTAL	30.0	29.0	29.0	30.0	29.3	28.1
Enrollment	5327.0	5471.0	5513.0	5646.0	5716.0	5660.0
Ratio Students/Administrators	177.6	188.7	190.1	188.2	195.0	201.4
*10 month administrators=.83 FTE						

Bernards Township Elementary School Students
Students, Grades K - 5 (Method 4 Projections)

Elementary Schools		'07 - '08	'08 - '09	'09 - '10	'10 - '11	'11 - '12	'12 - '13	'13 - '14	'14 - '15	'15 - '16	
Oak Street	K	88	91	109	86	92	71	68	53	53	
	1	118	87	95	116	91	97	75	72	56	
	2	94	117	89	104	119	93	99	77	74	
	3	105	92	121	95	107	121	96	102	80	
	4	105	108	94	125	98	109	123	98	104	
	5	102	109	113	99	128	100	111	126	101	
	PALS										
	Self Contained										
	Primary Autistic										
	Intermed. Autistic										
	Total	612	604	621	625	633	591	573	528	468	
Capacity, Actual (90% Statistical)	576	576	576	576	576	576	576	576	576		
Capacity, Actual with EonC	617	617	617	617	617	617	617	617	617		
Gwth Potential, Actual w/o EonC	(36)	(28)	(45)	-49	41	41	41	41	41		
Cedar Hill	K	79	85	90	78	68	70	63	64	64	
	1	77	87	95	97	86	74	77	69	70	
	2	90	82	91	94	100	89	77	80	72	
	3	106	94	90	94	97	103	92	80	83	
	4	109	108	97	95	97	100	106	95	83	
	5	101	111	112	104	98	100	103	109	98	
	Self Contained, K-5 (LLD 1&2)	13	14	16	17	16	16	16	16	16	
	PEACH										
	PALS prior to '05; Now PALS 1/2 Day										
	Preschool Autistic	8									
	Primary Autistic 1 & 2		21	28	29	28	28	28	28	28	
Multiple Disabled	3	4			5	4	4	4	4		
Total	586	606	619	608	596	585	566	545	518		
Capacity, Actual (90% Statistical)	641	641	641	641	641	641	641	641	641		
Capacity, Actual with EonC	724	724	724	724	724	724	724	724	724		
Gwth Potential, Actual w/o EonC	55	35	22	33	83	83	83	83	83		
Liberty Corner	K	85	87	86	77	75	73	58	65	65	
	1	86	93	92	83	86	84	81	65	73	
	2	83	93	93	94	86	89	86	84	68	
	3	92	94	96	89	97	89	92	89	87	
	4	107	97	101	97	92	100	92	95	92	
	5	100	115	94	100	100	95	103	95	98	
	Self Cont.Spec.Ed. (LLD 1&2&3)	21	28	25	21	29	28	28	28	28	
	PEACH										
	Primary Autistic										
	Intermediate Autistic	11									
	Total	585	607	587	561	565	557	540	521	511	
Capacity, Actual (90% Statistical)	552	552	552	552	552	552	552	552	552		
Capacity, Actual with EonC	614	614	614	614	614	614	614	614	614		
Gwth Potential, Actual w/o EonC	(33)	(55)	(35)	(9)	(13)	(5)	12	31	41		
Mt. Prospect	K	99	91	92	93	86	84	90	80	80	
	1	103	104	99	99	100	93	91	86	86	
	2	114	108	106	107	100	102	94	92	87	
	3	149	117	115	106	108	101	103	95	93	
	4	126	153	116	115	107	109	102	104	96	
	5	115	124	159	117	116	108	110	103	105	
	Primary Autistic/Multiple Dis.	9	6	5	11	6	6	6	6	6	
	Intermediate Autistic										
	Full-Day Presch., Disabilities		17	16	11	18	18	18	18	18	
	Half-Day Presch., Disabilities		22	17	18	18	18	18	18	18	
	Preschool Pals 1, 2 & 3	21	26	24	30	26	26	26	26	26	
PEACH	25										
Total	761	768	749	707	686	621	604	584	572		
Capacity, Actual (90% Statistical)	756	756	756	756	756	756	756	756	756		
Capacity, Actual with EonC	819	819	819	819	819	819	819	819	819		
Gwth Potential, Actual w/o EonC	(5)	(12)	7	49	70	135	152	172	184		
Total Students in Elementary Schools											
		'07 - '08	'08 - '09	'09 - '10	'10 - '11	'11 - '12	'12 - '13	'13 - '14	'14 - '15	'15 - '16	
Total for all	K	351	354	377	334	321	298	269	262	262	
Grades K - 5	1	384	379	381	395	363	348	324	292	285	
	2	381	372	379	399	405	372	357	333	302	
	3	452	426	422	384	409	415	382	367	343	
	4	447	452	408	432	394	419	424	391	376	
	5	418	463	478	420	442	404	428	433	401	
Spec. Edu.	111	138	131	137	145	144	144	144	144		
Total	2,544	2,584	2,578	2,601	2,480	2,398	2,327	2,222	2,112		
Capacity, Actual (90% Statistical)	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525		
Capacity, Actual with EonC	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774		
Gwth Potential with EonC	230	190	198	273	295	376	447	552	662		
Gwth Potential, Actual w/o EonC	(19)	(59)	-51	24	45	127	198	303	413		

Grade	'07-'08 School Yr.	'08-'09 School Yr.	'09-'10 School Yr.	'10-'11 School Yr.	'11-'12 School Yr.	'12-'13 School Yr.	'13-'14 School Yr.	'14-'15 School Yr.	'15-'16 School Yr.	
K	351	354	377	334	321	298	269	262	262	
1	384	379	381	395	363	348	324	292	285	
2	381	372	379	399	405	372	357	333	302	
3	452	426	422	384	409	415	382	367	343	
4	447	452	408	432	394	419	424	391	376	
5	418	463	478	420	442	404	428	433	401	
6	452	451	478	479	442	452	422	446	452	
7	421	455	455	476	484	448	466	426	451	Wm. Annin
8	437	427	449	458	481	490	453	470	431	
9	414	442	424	438	459	482	490	453	471	
10	431	400	443	425	435	455	478	486	449	Ridge High
11	401	429	399	436	426	436	455	478	487	
12	382	396	423	394	432	421	432	451	474	
Sp. Ed.	142	169	176	190	195	193	193	193	193	
Totals	5,513	5,615	5,692	5,660	5,687	5,641	5,572	5,483	5,375	Total
% Population	19.7%	20.0%	20.2%	20.0%	19.9%	19.7%	19.4%	19.0%	18.6%	
Population (End of Yr.)	27,980	28,097	28,217	28,354	28,569	28,668	28,748	28,804	28,870	
Students per Grade Group										
K - 2	1,116	1,105	1,137	1,128	1,089	1,018	950	887	849	
3 - 5	1,317	1,341	1,308	1,236	1,245	1,237	1,234	1,191	1,119	
6 - 8	1,327	1,347	1,398	1,430	1,422	1,416	1,357	1,359	1,349	Wm. Annin
9 - 12	1,642	1,697	1,718	1,729	1,781	1,823	1,884	1,897	1,910	Ridge High
K-8 Total	3,760	3,793	3,843	3,794	3,756	3,670	3,540	3,438	3,317	
K - 5 Total	2,544	2,584	2,576	2,501	2,480	2,398	2,327	2,222	2,112	K - 5
% Annual Chg. K - 2	-4.0%	-1.0%	2.9%	-0.8%	-3.5%	-6.5%	-6.7%	-6.6%	-4.3%	
3 - 5	2.2%	1.8%	-2.5%	-5.5%	0.7%	-0.7%	-0.2%	-3.4%	-6.0%	
6 - 8	4.2%	1.5%	3.8%	2.3%	-0.5%	-0.5%	-4.2%	0.2%	-0.7%	
9 - 12	2.1%	3.3%	1.2%	0.6%	3.0%	2.4%	3.4%	0.7%	0.6%	
Total	1.1%	1.9%	1.4%	-0.6%	0.5%	-0.8%	-1.2%	-1.6%	-2.0%	
K-8 Total	0.9%	0.9%	1.3%	-1.3%	-1.0%	-2.3%	-3.5%	-2.9%	-3.5%	
K - 5 Total	-1.1%	1.6%	-0.3%	-2.9%	-0.8%	-3.3%	-3.0%	-4.5%	-5.0%	
YEAR	2007	2008	2009	2010	2011	2012	2013	2014	2015	
Residences (End of Yr)	10,295	10,307	10,320	10,333	10,368	10,380	10,391	10,401	10,411	
C.O.'s	18	12	13	13	35	12	11	10	10	
Population (Beg. of Yr)	27,841	27,980	28,097	28,217	28,354	28,569	28,668	28,748	28,804	
Births (During Yr.)	241	227	213	207	201	193	185	179	174	

Includes Spec. Ed.

Appendix H

