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DECEMBER 2014  
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# REVIEW



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Left: The New Jersey Retirees' Education Association (NJREA) held its annual convention on Nov. 5 and 6. Here, from left, Gail Orr, John McGovern and Pat Legge kick up their heels at the reception and dance following the first day of business.

Below: Members and leaders of the Willingboro Education Association prepare to visit colleagues at their homes on Nov. 2 as part of a member-to-member outreach. From left: Kai LeClair, cameraman Nello Ciccone, and WEA Secretary Jennie Jackson.



Above: From left, Eugene Adi-Darko of Roselle EA, Keysha Knight of South Orange-Maplewood EA, and Lula Custis of Trenton EA greet Lonnie Allgood, one of the featured speakers at the NJEA Urban Education Conference held on Oct. 24-25.

Right: Evelyn Ayum, vice president of the Newark Teachers Association, asks a question during a general session at the Jim George Collective Bargaining Summit, held on Oct. 24-25. For more on the conference, see Page 15.



At the NJEA Communications Tools Workshop on Oct. 25, NJEA Associate Director for Communications Jennifer Marsh demonstrates the panoramic photo app. From left: Deborah Eddy, Sarah Sell, Ann Marie Finnen, Marsh, Roberta Rissling, Josh Eckersley, Mary Steinhauer and Aaryenne White.

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Check the events calendar for upcoming events and conferences you can attend. To see more NJEA event photos, visit [flickr.com/njea](http://flickr.com/njea).

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NEW JERSEY EDUCATION ASSOCIATION

# REVIEW

*an education resource*



"Be a Review cover star!" was a popular stop on the exhibit floor of the NJEA Convention. Members, who posed next to the headline "Public education's best advocate," could have a friend snap their cover photo or visit the NJEA Facebook page and tag themselves so the photograph appeared in their newsfeed.

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**ON THE COVER:**  
*NJEA's "Tests don't teach" buttons were a hot item at November's convention in Atlantic City. Pictured: Frances Schatteman of the Sussex County Vocational Technical EA.*  
PHOTO BY JENNIFER C. MARSH

# REVIEW



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## NEW JERSEY EDUCATION ASSOCIATION

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Payment of annual dues entitles a member to receive the *Review* for one year, from January through December. Dues include \$5 for the *NJEA Review*.



# Stand up for our students

The NJEA Convention was a great success again this year. You'll see and read plenty about it in the pages that follow. As always, one of the highlights for me was honoring the accomplishments of our members and graduates at the Celebration of Excellence. I only regret that the venue is too small to invite every NJEA member and public education supporter, because our public schools' success belongs to all of us. But since you couldn't all be there, let me share the same encouragement and challenge I offered your colleagues who attended.

We should be proud of our accomplishments, and we have many to choose from. New Jersey's preschools are a model for other states. We've made real strides in closing the achievement gap. Our graduation rate is one of the best in the nation. And the list goes on. We've earned the right to celebrate.

But we haven't earned the right to rest on our laurels. We can't be content unless every child has access to those preschools, until we eliminate the achievement gap and as long as there is a single dropout that could have been prevented.

So let's keep working.

First, stand up for public education. It's the most important and most successful thing America has ever done. America is proof that public education works and we must fight to keep it available to future generations.

Second, stand up for educators. Despite the challenges of the last few years, we've never stopped working, caring and succeeding. You've demonstrated incredible character and class even when the respect and credit you deserve has been lacking. Remember that when our profession comes under attack again.

Finally, stand up for students. They don't get to vote. They don't have much say in how schools are funded or in which programs get saved or cut when times are tight. But they are the ones who are most affected by those decisions. It's our job to be their advocates.

Let's all work together to give our children what they deserve: great public schools!

*Wendell F. Steinhauer*

NJEA President Wendell Steinhauer congratulates East Orange EA member and Hipp Grant recipient Darlene Williams at the Hipp Foundation Celebration of Excellence held at the NJEA Convention.



## WENDELL'S PICKS

### Twitter

@teacherbiz31: Can we all just listen to @pasi\_sahlberg?! An overview of his @NJEA Convention keynote speech [wp.me/p3DCs2-KE](http://wp.me/p3DCs2-KE)

Finnish educator Pasi Sahlberg identifies five mistakes American educational reformers are making and four things we can do to improve outcomes for children. Read more on Page 22.

### Events

So many conferences, so little time

January is the start of conference season for NJEA. Learn more about the upcoming Legislative (Page 63) and Educational Support Professionals (Page 64) Conferences in this month's *Review*.

### Resources

Learn online with NJEA

Check out NJEA's E-Learning Academy on [njea.org](http://njea.org). Click on "Teaching & Learning" and you'll have access to dozens of free, self-paced, video-based courses on a variety of topics. Printable PD certificates are available upon completion.

### News

Two NJEA members on testing commission

Gov. Chris Christie has finally named the members of the Study Commission on the Use of Student Assessments in New Jersey. Want to see who's on it? Turn to Page 17.

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*Pictured in the center is Lauren Marrocco '03, M '09, NJ's 2012-2013 State Teacher of the Year.*

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# KNOW. LEAD. ACT.

## DA MEETS AT CONVENTION'S CONCLUSION

While most NJEA members headed home following the 160th NJEA Convention, the nearly 130 members who represent members on the Delegate Assembly (DA) remained behind to carry out Association business. The DA is NJEA's highest policy-making body and is made up of representatives from each county, as well as the Association's higher education, student, retiree and nonclassroom teacher constituencies.

### DELEGATES APPROVE RECOMMENDATIONS, ELECT HEARING COMMITTEE

As part of an ongoing Association project to review all existing policies, procedures, resolutions and positions, the Affiliations Committee and the Public Relations Committee made several recommendations to the DA germane to their areas of responsibility.

Delegates approved nine recommendations from the Affiliations Committee covering compliance with affiliation standards, equal representation of certificated and educational support professional (ESP) staff, and equitable membership participation.

Delegates also approved four recommendations from the Public Relations Committee covering partnerships with allied organizations and interest groups, the PRIDE in Public Education program, and appropriate use of the NJEA logo.

Over the course of several years, every NJEA committee will come before the DA with resolution and policy recommendations.

Delegates also approved a new business item calling on NJEA to "compel the state of New Jersey to fund community colleges at the mandated legislative minimum of 50 percent of operating costs." Current state funding for community colleges is below 33 percent.

Delegates elected five members to the Hearing Committee: Patricia Bland, Rose Casey, Fred Frangiosa, Esther Innis and Keysha Knight.

### DELEGATES RECEIVE REPORTS

During his report, NJEA President Wendell Steinhauer asked NEA Executive Committee member Joyce Powell, a former NJEA president, to update the delegates on the New Jersey Center for Teaching and Learning (NJCTL). While NJEA president, Powell was instrumental to the founding of the NJCTL.

Powell commended the DA for its 2006 approval of the NJCTL's creation and NJEA's financial and staff support for it. Among NJCTL's many accomplishments since its founding, Powell noted that it now produces more physics teachers than any other entity in the U.S. She said the NJCTL is a significant producer of chemistry teachers. The organization is active in four states and two countries.

Delegates also received reports from the Leadership, Minority Leadership and Recruitment, Sexual Orientation and Gender Identity, and Worksite Safety and Health committees.

Minutes from DA meetings can be found at [njea.org/DA](http://njea.org/DA). The minutes of the November 2014 meeting are expected to be posted soon.

## NJEA, NEA FORMING STATE MINORITY LEADERSHIP TRAINING CADRE

NJEA is teaming up with NEA to form the nation's first state-association Minority Leadership Training (MLT) Cadre.

Through the cadre, NJEA members will be selected and trained to present workshops for local and county associations on various leadership development topics as well as cultural competency and social justice. Cadre trainers are volunteers whose training and workshop expenses are fully funded by NJEA.

As a partner in the development of the state cadre, NEA will provide trainers to teach NJEA cadre members how to present workshops using content already developed by NEA for the national MLT cadre. The tentative dates for these train-the-trainer programs are Feb. 20-22 and March 27-29, 2015.

NJEA President Wendell Steinhauer announced the new cadre at the NJEA Minority Leadership and Recruitment Conference in April.

"We need many different voices. We need many different perspectives. We need to learn from each other's experiences. We need to learn how to examine our own assumptions through other people's eyes," he said. "And if there's one thing that a union of educators ought to pursue, it's learning. What makes us smarter also makes us stronger."

Active and retired members who are interested in learning more about the NJEA MLT Cadre, or who would like to be considered for the cadre, should contact NJEA Executive Director Ed Richardson at [erichardson@njea.org](mailto:erichardson@njea.org).



Vernice "FlyGirl" Armour (I), who was the keynote speaker at the NJEA Convention on Friday, Nov. 7, steps in for a selfie with Mercer County Education Association President Christine Clark.

## SELFIE OF THE MONTH

Working a PRIDE event? Attending a local, county or state training, meeting or event? Send us your selfies via the NJEA app (select Gallery and follow instructions) or email them to [njeareview@njea.org](mailto:njeareview@njea.org). Be sure to identify where the picture was taken and the members who appear in the photo.

## "BUT ONLY A COUPLE OF US DO EVERYTHING!"

### TIPS TO GET YOUR MEMBERS INVOLVED

Yours may be one of those local associations where just a few people perform all the important functions. If so, how can you change that?

First, be patient. Change takes time. And remember that people will repeat actions that are positively reinforced. Sometimes all it takes is just remembering to say "thank you" when your members do participate.

Here are some other tips for recruiting helpers:

- Personally ask members to get involved. When members are approached one on one, the chances of their participating in association leadership roles, committees and activities improves dramatically.

- Consider how you can make such requests relevant. Members are more likely to get involved if they feel they will make a difference and/or see the benefits of their involvement.

- Target your requests to members whose skills, qualities and personalities apply to the task at hand. Ask the right member to do the job that is right for him/her.

Involving members in your association takes a lot of work. But in the end you will have an association that is better able to deal with challenges now and in the future.

Learn more by visiting the NJEA Member to Member Message Board at [njea.org/messageboard](http://njea.org/messageboard).

## VOTING REGISTRATION FOR NON-CLASSROOM TEACHERS

All NJEA members who *are not* classroom teachers or active supportive (ESP) members must identify themselves in order to vote in the appropriate unit in NJEA's spring elections. A "non-classroom teacher" is any person who is certified, where required, and a major part of whose time is spent in direct contact with students or who performs allied work that places that person on a local salary schedule for teachers.

NJEA members who were considered classroom teachers in last year's elections, and who now consider themselves non-classroom teachers must complete and return a registration form in order to be included in the non-classroom teacher unit of representation for the spring 2015 and future elections.

Go to [njea.org](http://njea.org) to download the form; it must be received at the address provided on the form by Jan. 15, 2015.

## CLEARING THE RECORD

### CONTACT YMCA CAMP BERNIE

The wrong email for YMCA's Senior Camp Program Director Julie Jester was listed in last month's *Review* on Page 53. Contact Jester to schedule a visit at [jjester@campbernieymca.org](mailto:jjester@campbernieymca.org).

### TRICARICO A FINALIST, TOO

In last month's article about the 2014-15 teacher of the year, we failed to identify Katie Tricarico, the Somerset County Teacher of the Year, as one of the finalists in this year's competition.

# YOUR TURN *readers respond*

## *Organize around health and safety issues in the community*

I am writing in response to the article, "Will Your School Safety and Security Plan Work in a Disaster?" published in the November 2014 *Review*.

While you correctly identified Paulsboro as an example of a lesson to be learned about educating ourselves on the potential disasters from train derailments, it is also important to note that Gloucester County has five other "brick and mortar" sites that could spell disaster for our students and members. The towns of West Deptford, Woolwich, Westville, Swedesboro, and Bridgeport are all home to companies listed on the Work Environment Council's list of "worst case" potential disasters!

I would urge all of our local associations to closely examine their district's school safety and security plan. Seek out those individuals who might not otherwise be involved within your local association and use this as an opportunity to organize around an issue that affects every single one of our students and members.

Susan Clark, Gloucester County EA

## *Professional educators know what is needed*

As professional educators we all understand what is really needed. Your November 2014 *NJEA Review* article, "It's Time For Action To Match Rhetoric," was correct, but I do not know why people continue to mention Finland as a standard to achieve. I have been to Finland and I saw no ethnic minority and no language differences. The population is only about 5,000,000. We certainly are not Finland.

Many years ago, the teacher in the classroom became the parent away from home. Teachers not only taught their subject matter but were relied on to teach the social values not being provided at home. The United States is also a melting pot of nationalities, and teachers have to be able to provide extra assistance to these students, as well as to the students that are classified.

We have an excellent education system. Let's have the professional educators teach our children, not the lay people in Washington. Testing is one of the tools used in teaching; overusing this tool will not become the means to the end.

Anne Marie Pohlman, Passaic County REA

## *We all need to assist early career members*

As a local association president who is concerned about teacher retention and happy members, I must compliment the *Review* and Hillsborough EA member Melissa Lavell on the fantastic article, "Seven Questions Every New Teacher Should Ask," which appeared last month. As a union, we cannot just say we need to help our early career members, we need to act.

Every week I send out a "Tips Bulletin" to my new members with information from [njea.org](http://njea.org). We also put the tips on our website. I'm hearing more and more how helpful these tips are, and how experienced members want to read them too!

Thank you for continuing to include articles that help all of us meet our individual professional needs.

Ellen Ogintz, East Windsor EA

The *NJEA Review* welcomes brief letters from members regarding content that has appeared in the magazine. Email your comments to [njeareview@njea.org](mailto:njeareview@njea.org) or fax them to 609-392-6321.

# COOL STUFF

## Nominate an outstanding N.J. public school graduate

Since 1984, NJEA has presented Awards for Excellence at its annual convention to New Jersey public school graduates who have demonstrated exceptional leadership in their fields of expertise. Awardees have come from all fields including—but not limited to—education, entertainment, government, media, and the fine arts.

To be eligible, the nominee must have graduated from a New Jersey public high school, be well-known, considered highly successful in his/her field, and have a pro-union point of view.

If you would like to make an Awards for Excellence nomination, send the information described below to Janet Royal at [jroyal@njea.org](mailto:jroyal@njea.org) by Jan. 16, 2015.

Include the nominee's name, mailing address, phone number, public high school from which he or she graduated, and a brief description of his or her achievement.

Also include your name, mailing address, phone number, and email address.

If you do not have access to email, mail the information to:

**Janet Royal**  
**NJEA Awards for Excellence**  
**PO Box 1211**  
**Trenton, NJ 08607-1211**

Nominations received after the Jan. 16 deadline will be considered for subsequent conventions.



## AID-NJEA can help

The AID-NJEA helpline has served NJEA members and their families for over 10 years.

Access to this free and confidential service is available 24 hours a day and seven days a week. Educators and school counselors are on the line from noon until 8 p.m. Monday through Thursday, and until 6 p.m. on Fridays to provide peer-to-peer support and information to callers. In addition, Rutgers University Behavioral Health Care provides mental health professionals who answer the helpline during all other hours for 24/7 coverage.

Callers seeking help from AID-NJEA can count on:

- Immediate personal response — a “real voice” with no buttons to push
- Access to thousands of resources from the AID-NJEA Information Directory
- High quality help by telephone with personal, family and school-related demands.

Why handle tough times alone? Whether you are a new teacher, a support staff member, or a retired school employee, AID-NJEA has people on the line who can provide guidance and information to help. Dial 866-AID-NJEA (243-6532) or email [helpline@njea.org](mailto:helpline@njea.org).

AID-NJEA is a program or partnership between the NJEA and Rutgers University Behavioral Health Care.



## SmileMakers discounts

SmileMakers is offering NEA members a 20 percent discount and free shipping on orders of \$25 or more when using the promo code NEAMB. Now is a great time to order for the fall holiday season.

Making plans for Read Across America? SmileMakers is the official Seuss Store of NEA. Check out thousands of classroom items at [SmileMakers.com](http://SmileMakers.com). This offer is good through Dec. 31

## Teaching about race relations

As more attention is focused on race and mass incarceration in the United States, the Southern Poverty Law Center's Teaching Tolerance project has released a free guide to help educators use *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander in high school classrooms.

The guide follows the arc of the book and equips teachers with the tools and strategies to distill for their students—step-by-step—Alexander's sophisticated arguments and analysis of mass incarceration. At the core of most lessons is an abridged excerpt of a chapter from *The New Jim Crow*.

Visit [www.tolerance.org](http://www.tolerance.org) for more information.



# Arts awards

VSA New Jersey (VSA/NJ), a statewide nonprofit organization dedicated to promoting the creative power of people with disabilities, is accepting applications for the 2015 Arts Achievement Awards and Art Par Excellence statewide touring exhibit.

The annual VSA/NJ Arts Achievement Awards include the Student Arts Excellence Awards and the Education in the Arts Awards.

The Student Arts Excellence Awards are presented to students with special needs (mainstreamed, inclusion, self-contained classes or activities), 14-21 years old, not to exceed 12th grade, who show outstanding achievement in and commitment to an art form.

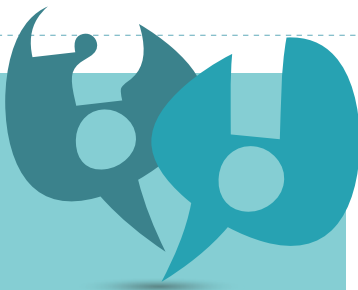
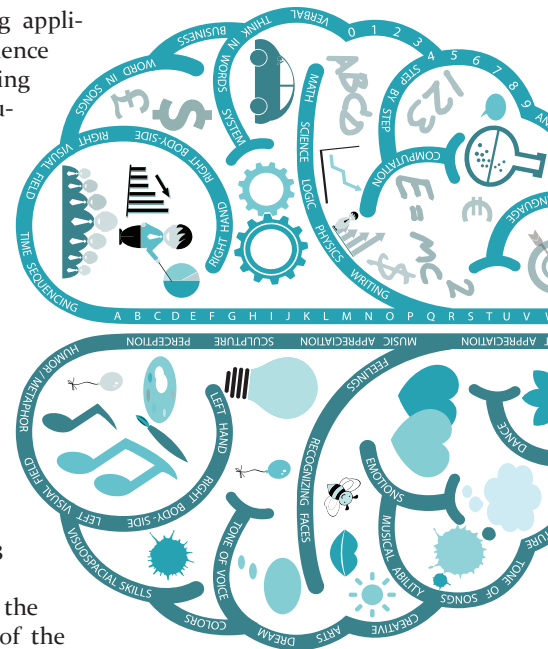
The Education in the Arts Awards are presented to outstanding educators and administrators for establishing high quality arts programs for students with special needs. The awards also recognize individuals who have demonstrated outstanding commitment to arts education for students with special needs. Award recipients become candidates for the distinguished NJ Governor's Awards in Arts Education.

The application deadline for these awards is Jan. 23, 2015.

In addition, VSA/NJ is accepting applications for the 13th Art Par Excellence statewide touring art exhibit featuring the two dimensional artwork by students with special needs through age 21. All schools in the state are invited to submit two works. Selected artists will have their work professionally displayed at prestigious locations throughout the state. The artists will be recognized at an opening reception with their families, teachers and school administrators as invited guests. The application deadline is Feb. 2, 2015.

For applications and registration information, contact VSA New Jersey 732-745-3885, 745-3913 (TTY) or [info@vsanjersey.org](mailto:info@vsanjersey.org).

VSA New Jersey is a member of the VSA Affiliate Network, a program of the John F. Kennedy Center for the Performing Arts.



## THE QUESTION

**School employees are known for spending their own money to support student needs and purchase school supplies. About how much do you spend each year out of your pocket?**

- \$0 to \$75
- \$76 to \$150
- \$151 to \$225
- \$226 to \$300
- More than \$300

**Cast your vote at [njea.org/thequestion](http://njea.org/thequestion).**

## RESULTS: LAST MONTH'S QUESTION

**While support in every phase of an educator's career is critical to his or her success, which of the four phases below, in your opinion, needs the most attention from those looking to improve professional learning for educators?**

**20%** Teacher preparation: The education and training that students and alternate-route candidates receive prior to earning teacher certification.

**25%** Teacher induction: The years in a teacher's career leading up to tenure.

**33%** Professional learning: Professional development and other experiences for professional growth throughout teachers' careers.

**22%** Teacher leadership: Creating a Teacher Leader endorsement that provides experienced and effective teachers with a leadership role in their schools.

# THE NJEA REPORT

## NJDOE to parents: opt out not an option

Many parents and even some local school board members may disagree, but New Jersey Commissioner of Education David Hespe does not believe that parents have the right to opt their children out of state standardized tests.

In an Oct. 30 memo, Hespe cited the federal No Child Left Behind Act, state law and regulations in his argument that students must take PARCC assessments as scheduled. Hespe instructed district superintendents to “review the district’s discipline and attendance policies to ensure that they address situations that may arise during days that statewide assessments, such as PARCC, are being administered.” He did not, however, discuss any sanctions or discipline that would be incurred as a result of opting out by parents or students.

Since the state maintains that opting out is not an option for parents, Hespe added that “schools are not required to provide an alternative educational program for students who do not participate in the statewide assessment.”

While there is no specific or explicit legal sanction for parents or students opting out from state assessments, taking and passing a state high school proficiency assessment is a mandatory requirement for graduating from high school and being issued a diploma. In the lower grades, however, there is nothing that acts as a sanction compared to the threat of not graduating for high school students opting out of the PARCC.

During his presentation at the NJEA Convention, Hespe claimed that less than one-tenth of one percent of parents of school age children in New Jersey want to opt their children out of state tests. For more from Hespe’s address, turn to Page 20.

## Speech-language specialist certification deadline approaching

For more than two decades, the certification requirements for speech-language specialists (formerly speech correctionists) have been evolving. Now an important deadline is approaching for those holding a speech correctionist endorsement.

According to state education policy, “Individuals holding a valid New Jersey speech correctionist endorsement may serve in a position requiring speech-language specialist certification until Aug. 31, 2015, by which date they shall have obtained the speech-language specialist endorsement or completed a department approved retraining program.”

The August 2015 deadline reflects a five-year extension approved by the state board in 2008. Current speech correctionists must apply for the standard endorsement before the deadline in order to receive the certificate by Aug. 31, 2015.

All speech professionals may log on to the New Jersey Department of Education Teacher Certification Information System at [www20.state.nj.us/DOE\\_TCIS\\_ONLINEED/](http://www20.state.nj.us/DOE_TCIS_ONLINEED/) to review their certifications. For more information, contact NJEA Associate Director of Professional Development and Instructional Issues Camy Kobylinski at [ckobylinski@njea.org](mailto:ckobylinski@njea.org).

## GSASE recommendations get a hearing

Recommendations to build a cohesive system of support for teachers—from preservice until retirement—moved another step forward when NJEA President Wendell Steinhauer testified before the Assembly Education Committee, and NJEA Vice President Marie Blistan testified before the Senate Education Committee.

### GSASE COALITION TESTIFIES

On Oct. 27, Steinhauer, along with five members of the Garden State Alliance for Strengthening Education (GSASE), provided the Assembly Education Committee with an overview of the coalition’s recommendations to enhance educator effectiveness.

Just one month prior to the hearing, GSASE had issued a report titled “Designing a Continuum to Support Effective Teaching in New Jersey: Today and Tomorrow.” The report contained 54 recommendations in four areas: teacher preparation, teacher induction, professional learning, and opportunities for leadership.

At the committee hearing, Steinhauer discussed the value of a team approach.

“It’s not enough for us individually to adjust programs and practices,” Steinhauer said. “We need a coordinated effort to ensure our reforms succeed and achieve the results we know are possible.”

Assembly Education Committee Chair Patrick Diegnan, D-Middlesex, said that he looked forward to proposed legislation and pledged to work with the GSASE coalition.

NJEA, the N.J. Association of Colleges for Teacher Education, the N.J. Association for Supervision and Curriculum Development, the

N.J. Field Directors Forum, the N.J. PTA, and the N.J. Principals and Supervisors Association comprise GSASE.

### BLISTAN TESTIFIES ON TEACHER LEADER ENDORSEMENT

On Nov. 13, NJEA Vice President Marie Blistan testified before the Senate Education Committee on S-165, a bill that would create a teacher leader endorsement on educator’s certificates. The proposed endorsement pre-dates GSASE’s report, but is among its proposals.

“The teacher leader endorsement we seek would be earned through a program of 12 graduate credits or 180 clock hours of professional development offered by colleges and universities or nonprofit educational organizations that have been approved by the New Jersey Department of Education,” Blistan explained.

Blistan was quick to add that teacher leaders would not assume the role of an administrator. They would not evaluate their colleagues or complete tasks to simply lighten an administrator’s workload.

“Collective leadership has a stronger influence on student achievement than individual leadership,” Blistan said. “The teacher leader approach can generate leadership by fostering discussion about best practices and advancing new roles for teachers.”

S-165 is sponsored by Sen. Jim Whelan, D-Atlantic. Its Assembly companion, A-448, is sponsored by Assembly members Mila Jasey, D-Essex; Patrick Diegnan, D-Middlesex; David Wolfe, R-Ocean; Ralph Caputo, D-Essex; and Angelica Jimenez, D-Hudson.

## RIDGEFIELD PARK EA WINS COLLECTIVE BARGAINING AWARD



The Ridgefield Park Education Association is the winner of the 2014 NJEA Jim George Collective Bargaining Award. From left: NJEA Secretary-Treasurer Sean M. Spiller, NJEA Vice President Marie Blistan, RPEA member Franco Selvaggio, RPEA Negotiations Chair Brian Maggio, RPEA President David Tadros, and NJEA President Wendell Steinhauer.

The Ridgefield Park Education Association (RPEA) in Bergen County won the 2014 NJEA Jim George Collective Bargaining Award at NJEA's annual collective bargaining summit on Oct. 17.

"Collective bargaining is at the very heart of what we do as a union," said NJEA President Wendell Steinhauer. "It's one of our most effective tools for accomplishing important things for our members. We all do a lot of important work and we do it well. But as a union, we are at our best when we are at the table, advocating for the people who make our schools work."

RPEA was the first local association in Bergen County to take advantage of the new law permitting contracts spanning five years. RPEA negotiated a four-year deal that provided a strong salary settlement for every member of its inclusive unit.

In addition, it won new dental insurance for paraprofessionals and their dependents.

RPEA also was able to alleviate the ill effects of Chapter 78 on its members.

Chapter 78 is the 2011 law that requires public employees who have health benefits coverage to contribute an annually increasing minimum percentage of their health benefits premiums over a four-year period (see Page 17 of the November 2014 *NJEA Review*).

During the first year of their new contract, RPEA members will

hit Year 4 and pay the maximum amount. But in the second year, RPEA members' contributions are scaled back.

"We're proud to have settled a contract that is considered worthy of this award," said RPEA President David Tadros. "But we're even prouder that we were able to make the contract fairer for our educational support professional colleagues while also mitigating some of the financial hardships that Chapter 78 has inflicted on each of us."

"Our ability to secure this contract hinged on our relationships," said RPEA Negotiations Chair Brian Maggio. "And those relationships aren't just the responsibility of our field representative, Ray Skorcka, or even our president. Every member of the association played a part by doing his/her job exceptionally well while maintaining strong ties to people in our community."

In addition to the RPEA, this year's nominees were:

- Bogota Education Association, Bergen County
- Edison Township Education Association, Middlesex County
- Leonia Education Association, Bergen County
- Mine Hill Teachers' Association, Morris County
- South Amboy Education Association, Middlesex County
- South Harrison Education Association, Gloucester County
- South Plainfield Education Association, Middlesex County

### ICYMI

CHECK OUT THESE  
STORIES ON NJEA.ORG

• MEMBERS CONNECT OVER  
EVALUATION AT NJEA'S GOOGLE  
HANGOUT

*Published on Tuesday, Oct. 28*

• THREE-QUARTERS OF NJEA  
PAC-ENDORSED FEDERAL  
CANDIDATES WIN ELECTIONS

*Published on Monday, Nov. 7*

• STEINHAUER ON *TIME* TENURE  
STORY: MISGUIDED, POORLY  
REPORTED AND NEGLIGENT

*Published on Monday, Nov. 3*

## SEHBP to reconsider behavioral health claim reimbursements

The New Jersey Division of Pensions and Benefits has extended the deadline to Dec. 31 for submitting for reimbursement of some behavioral health claims.

Members who are insured through the School Employees' Health Benefits Program (SEHPB) as an active employee or a retiree, who have received a reimbursement between May 4, 2009 and March 23, 2014 for behavioral health claims for services provided by out-of-network providers, may be entitled to a reconsideration of their claim.

If you have made any such claims between the designated time period and would like to pursue an adjustment, you must be able to show proof that the difference between the Horizon BCBSNJ reimbursement and the provider's full charge has been paid.

Reconsiderations of such insurance claims are not automatic. Members must complete and submit a form to Horizon BCBSNJ no later than Dec. 31, 2014. For more information and access to the form, visit [www.state.nj.us/treasury/pensions/bhs-claim-reconsideration.shtml](http://www.state.nj.us/treasury/pensions/bhs-claim-reconsideration.shtml) or contact Horizon BCBSNJ at 844-296-1421.



## Online Master's Degrees and Certifications

Rutgers Graduate School of Education offers three fully online masters degree programs (Adult and Continuing Education, Language Education, and Learning, Cognition, and Development) and five online non-degree certifications (ESL, Bilingual/Bicultural, Supervisor, Special Education and Education Technology).

Rutgers Graduate School of Education is New Jersey's only nationally ranked school of education. US News and World Report also recently ranked Rutgers Graduate School of Education's online programs among the best online graduate programs in the nation. Apply today to engage in stimulating study led by top education professionals on campus, in your community, or right from your home computer.

NJEA members, find out how you can start advancing your career this semester by contacting 848-932-3232, [academic.services@gse.rutgers.edu](mailto:academic.services@gse.rutgers.edu) or visit [gse.rutgers.edu/NJEAonline](http://gse.rutgers.edu/NJEAonline).

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## Two NJEA members appointed to assessments commission

It took him four months, but Gov. Chris Christie has finally appointed the members of the Commission on the Use of Student Assessments in New Jersey.

As a result of pressure from parents, educators and legislators on the issue of testing, Christie issued an executive order in July creating the nine-member body.

Two NJEA members will serve on the commission: Matthew Stagliano, an English teacher at Camden County Technical Schools, and Tracie Yostpille, a seventh-grade teacher in Freehold Township.

Both Stagliano and Yostpille are officers in their respective local associations.

While NJEA is pleased that two of its members will serve on the commission, the Association is concerned about the very short timeline before issuing its preliminary report, which is due at the end of this month. The governor has asked for the commission's final report to be submitted after the first administration of the PARCC assessments this spring.

"Parents have told us they want a reduction in the amount of

testing, and they want to know what these tests cost in terms of valuable educational programming, instruction time and tax dollars," said NJEA President Wendell Steinhauer. "NJEA urges this commission to provide parents, educators, and students with multiple avenues for comment and input, including public hearings to be scheduled at times that are convenient for them to attend."

Commissioner of Education David C. Hespe will chair the commission. The remaining members are:

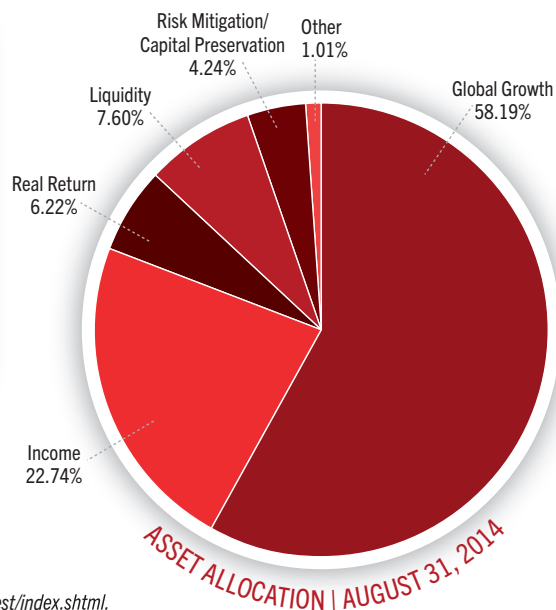
- Nicole Moore Samson, principal, Indian Mills Elementary, Shamong Twp.
- Raymond A. Yannuzzi, Ph.D. president, Camden County College.
- Dana Elizabeth Egreczky, senior vice president of Workforce Development, New Jersey Chamber of Commerce.
- Lawrence S. Feinsod, Ed.D., executive director, New Jersey School Boards Association.
- Catherine M. Lindenbaum, vice president of advocacy, New Jersey PTA.
- Marcia V. Lyles, Ed.D., Jersey City superintendent.



## PENSION UPDATE TOTAL PENSION FUND: \$79.7 BILLION

The totals below reflect values as of Aug. 31, 2014 and, for comparison, April 30, 2014. The figures, which are rounded, are not yet audited and are subject to change. They may not reflect the current market values of some alternative investments through the period noted due to lags in reporting under industry standards.

	August 31, 2014		April 30, 2014	
	Market Value (\$ billions)	Asset Allocation	Market Value (\$ billions)	Asset Allocation
Global Growth	\$46.4	58.19%	\$45.1	57.2%
Income	\$18.1	22.74%	\$17.9	22.69%
Real Return	\$4.9	6.22%	\$4.7	5.98%
Liquidity	\$6.1	7.60%	\$7.3	9.27%
Risk Mitigation/Capital Preservation	\$3.4	4.24%	\$3.3	4.15%
Other	\$0.8	1.01%	\$0.6	0.71%
<b>Total</b>	<b>\$79.7</b>	<b>100%</b>	<b>\$78.8</b>	<b>100%</b>



As of press time, the next State Investment Council (SIC) meeting date has not been announced. When scheduled, a notice will be posted on the SIC's calendar page at [www.state.nj.us/treasury/doinvest/calendar.shtml](http://www.state.nj.us/treasury/doinvest/calendar.shtml). Meetings are open to the public and normally held at the War Memorial, George Washington Ballroom, in Trenton. Dates and locations are subject to change.

All reports and financial statements are posted on the Division of Investments' website at [www.nj.gov/treasury/doinvest/index.shtml](http://www.nj.gov/treasury/doinvest/index.shtml).

# njea 2014 CONVENTION

For hundreds more photos from the convention, visit [http://bit.ly/NJEAConv\\_photos](http://bit.ly/NJEAConv_photos).



NJEA's leadership team, Atlantic County and Atlantic City association leaders, retiree and student association leaders, NJEA staff, and the 2014-15 teacher of the year open the 2014 NJEA Convention.



The annual convention George M. Adams Boardwalk Run and Fun Walk pushed off at 9 a.m. on Friday. For complete race results visit [njeaconvention.org/bwresults/](http://njeaconvention.org/bwresults/).



Bill Lavin, the immediate past president of the New Jersey Firefighters Mutual Benevolent Association (NJFMB), received the Ruthann Sheer Distinguished Service to Education Award at the NJEA Convention. From left: NJEA President Wendell Steinhauer, Lavin, Distinguished Service Award Committee Chair Danielle Clark, and NJEA Vice President Marie Blistan.



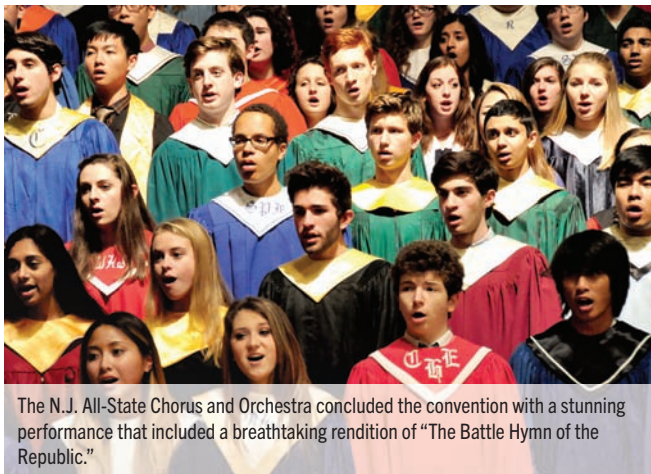
Marge Vallieu (l) and Donna O'Malley (seated, right) present "How Secretaries Can Meet Public, Student, and Staff Needs" as part of the ESP Career Development series.



NJSEA members talk about their future during the workshop, "Educational Leadership: What It Takes to Land Your First Job." From left: Daishanae Kemp-Jackson, Jessica Hunter and Christine Johnston.



The Celebration of Excellence is a highlight of the NJEA Convention. Pictured are 2014-15 Teacher of the Year Mark Mautone (third from right), Awards for Excellence winners Barbara Keshishian and Robert Kaplow (second and fifth from left), NJEA's officers and Frederick L. Hipp Foundation for Excellence in Education grant winners. A full story of the celebration can be found at [njea.org](http://njea.org).



The N.J. All-State Chorus and Orchestra concluded the convention with a stunning performance that included a breathtaking rendition of "The Battle Hymn of the Republic."



At the Urban Education Luncheon, keynote speaker Larry Hamm traced the history of public education through the lens of oppression from early America's history of slavery and indentured servitude through and beyond the modern civil rights movement. Hamm is chair of the New Jersey People's Organization for Progress.



The chair of the Senate Higher Education Committee, Sen. Sandra B. Cunningham, was the keynote speaker at the convention's Higher Education Luncheon. From left: Essex County College Faculty Association member Michael Frank, Cunningham, President Wendell Steinhauer, and Vice President Marie Blistan.



Andrew Truong (center) of the Lakeland EA was the lucky winner of the Ford Focus that was the top prize in Scan to Win on the exhibit hall floor. NJEA Director of Professional Development Michael Cohan offers him the keys while his local president Patricia Kebrdle congratulates him.



Continuing a long-standing tradition, the N.J. All-State Jazz Ensemble and N.J. Honors Jazz Choir returned for their annual concert on Thursday evening. Here, conductor Tim Hagans and a student take the lead.

# WHEN WILL THEY EVER LEARN?

## COMMISSIONER, STATE BOE SESSIONS DOMINATED BY MEMBER CONCERNS OVER TOO MUCH TESTING



If you came to the Convention last month, you probably grabbed this button/pin. If you weren't in Atlantic City, perhaps you've noticed one pinned on a colleague's lapel.

Tests don't teach.

It's remarkable how three short words can say so much.

Of course, the tens of thousands of NJEA members who gathered in the convention center came, as they always do, to hone their skills, hear about the latest trends, and gather materials and ideas for their classrooms. But this year, something else was on everyone's mind—the growing specter of standardized testing.

Because educators understand the harmful effects of the overuse and misuse of standardized tests, many of the questions asked during the State Board of Education Forum and the Commissioner of Education's address focused on the upcoming PARCC tests. And because of the deep concern held by teachers and parents, Finnish educator Pasi Sahlberg's plenary session generated particular interest. Finland's education system is widely regarded as among the best in the world yet its students take only one standardized test toward the very end of their school careers.

A description of these sessions follows. Turn back to Page 18 for photos from great moments at the convention. For more convention news and photos, visit [njea.org](http://njea.org).



Gabriel Tanglao of the Bergenfield EA asks Commissioner Hespe to discuss measures other than standardized tests that can demonstrate success.

## HESPE TO NJEA MEMBERS:

In his introduction, NJEA President Wendell Steinhauer described New Jersey's Acting Commissioner of Education David Hespe as a breath of fresh air, noting that the commissioner has been meeting and working with NJEA leadership.

"You know we don't get everything we want, but we've been working together well," Steinhauer said. "I look forward to working with the commissioner in the future."

Hespe echoed Steinhauer, saying that he wants to partner with NJEA and its members.

"The issues facing us are many, but ultimately our goal is to work through these issues together," Hespe said.

Most of Hespe's presentation focused on the Common Core State Standards and the Partnership for Readiness for College and Career (PARCC) exams. He also praised the report from the Garden State Alliance for Strengthening Education (GSASE). (See Page 22 of the November *NJEA Review*.)

NJEA is a founding member of GSASE. The report made recommendations to improve the effectiveness of teachers in all phases of their careers: preparation, induction, professional development, and leadership.

"The Garden State Alliance's report from last month offered a solid foundation, and we at the department are very interested in moving together with the coalition and NJEA on many of those recommendations," Hespe said.



Jennifer Bailey of the Montclair EA asks Commissioner Hespero why he will not allow parents or guardians to opt their children out of statewide standardized tests.

## “DATA IS OUR FRIEND”

Hespero congratulated all school employees for making New Jersey a top performer on the National Assessment for Educational Progress (NAEP), but moved quickly to what the NAEP revealed about a persistent gap in scores on the test between students living in poverty and better off students.

A former president and chief executive officer of Burlington County College, Hespero lamented the percentage of students requiring remedial coursework at the state’s county colleges.

While acknowledging that there is a correlation between achievement on standardized tests and family income, Hespero did not focus on economic and social measures that would mitigate the impact of poverty. Instead he championed the Common Core State Standards and data from PARCC exams as key tools for better academic outcomes.

Hespero contended that the PARCC exams are an improvement over previous statewide standardized tests because PARCC tests will provide timely, detailed, student-specific information to inform instruction. He said that parents will be able to use the data yielded from the tests to help their children stay on track for college and career.

“These tests are just one of many indicators of how well a child is doing, but the data from these assessments will provide a much fuller picture of student achievement at the individual, the classroom, the school, the district and the state level.”

### QUESTIONS FROM MEMBERS

Member Donna Mirabelli, a math supervisor, asked the commissioner to clarify when passing PARCC exams will become a graduation requirement. The department anticipates that the Class of 2019 will be the first to face that requirement. Hespero explained that in the years prior to 2019, PARCC exams may be used by districts as one option of several used as a graduation requirement.

As part of his answer to Mirabelli’s question, and those of others, Hespero noted the value of multiple points of data.

“When we have student-specific information, why not use it in all aspects of improving instruction?” Hespero asked. “Those of you who were in my college classes know, data is our friend.”

“Data is our friend, but children are our students,” member Marie Corfield retorted as the next person in line to ask a question. “We don’t teach data. We teach children.”

“I agree 100 percent,” Hespero responded.

An art teacher, Corfield asked what the department was going to do for the school districts that have seen their art, music, physical education, foreign language and AP classes cut because of the emphasis on standardized testing.

Hespero argued that the consequences of “standing still” result in students unprepared for college coursework.

“We are tired of doing things that are bad for children,” Delran Education Association President Mike Kaminski said of the over-

emphasis on standardized tests. He invited the commissioner to attend the local's "Take the PARCC" event scheduled for Dec. 3.

"Why would you not allow me as a parent to do what is best for my child?" asked Deanna Nicosia Jones, president of the Cumberland County Council of Education Associations. "Why will you not allow me to opt her out of state standardized tests?"

Hespe opined that it is fear of the unknown that may drive some parents to opt their children out of PARCC tests.

"We're not seeing an opt-out movement across the state of New Jersey," Hespe said. "The best I can tell, it's one-tenth of one percent of tests returned to us that were not filled in."

Members also asked questions about early childhood education, special education, parental involvement, the Common Core State Standards, teacher evaluation, and student growth objectives.

For another take on Hespe's session with members at the NJEA Convention, read Flemington-Raritan Education Association Vice President Marie Corfield's blog post at [http://bit.ly/NJEAConv\\_Hespe](http://bit.ly/NJEAConv_Hespe).

You can view the entire session at [njea.org](http://njea.org).



Acting Commissioner of Education David Hespe shares his views on the PARCC tests, Common Core State Standards, teacher evaluation and professional development.



## PASI SAHLBERG CALLS EQUITY KEY TO STUDENT ACHIEVEMENT

Finnish educator and scholar Pasi Sahlberg said that Finns were as surprised as anyone to learn that their students were Number 1 in performance on the standardized assessment most commonly used to compare student academic achievement across the industrialized world. In fact, they initially doubted the results.

The PISA, or Program for International Assessment, was first administered in 2000 in the 34 nations that comprise the Organization for Economic Cooperation and Development (OECD). The test is administered every three years. In 2000, Finland scored first in reading literacy. The U.S. scored 15th. In 2003, Finland scored first in mathematics. The U.S. scored 24th. In 2006, Finland scored first in science. The U.S. scored 21st.

Sahlberg played down the scores.

"I want nobody here in the room to leave thinking that Finland has the best education system in the world; that's an illusion that has been created by foreigners," he said. "Because in Finland we don't think of education as a global competition. We actually don't care if we are better than anybody else. Education for us is for individual enhancement and for the common good."

It is Finland's focus on the common good, rather than competition, that Sahlberg credits for his home nation's top ranking on the PISA. Sahlberg pointed to his nation's emphasis on economic and social equity as the true source of its educational preeminence.

"It's not only about education," Sahlberg said. "It's not only about good teachers. It's mostly about those things that surround the school. The achievement gap in this country is not a school problem. It's a societal problem. America's schools are not failing—American society is failing some of its children."



State Board of Education member Ronald Butcher (l) explains why he believes parents do not have the right to opt their children out of statewide standardized tests. To his left are State Board Vice President Joe Fiscaro and State Board President Mark Biedron.

Instead of ranking students and imposing market-based competition between schools, Finland focuses on individualized learning in every school. By ninth grade, Sahlberg reported, half of Finland's students have received some form of special education. Teachers, who spend 40 percent less time than their American counterparts in front of students, meet weekly to discuss students' needs and plan assistance for those who are struggling.

Calling teaching a team sport, Sahlberg said that Finland places its emphasis on overall school effectiveness rather than individual teacher effectiveness. And whatever metrics Finland uses to determine school effectiveness, it is not by administering a standardized test to every student.

Finnish students as a whole take only one standardized test, which is given in the last year of their school careers. Random samplings of students are periodically given standardized tests to audit overall performance in the same fashion as the National Assessment of Educational Progress (NAEP) is administered in the U.S.

"Where did we get all these ideas for the classroom and school-level leadership that our teachers practice in Finland?" Sahlberg asked. "The answer is very simple: from the United States of America. But now when I travel around this beautiful country, I really don't see those innovations practiced too much."

He noted that many of the ground-breaking educational practices found in the nations with high student achievement—Singapore, Canada, South Korea, Japan and Finland—have their roots in the U.S.

"My message is speak a little bit less about creating yet another innovation," Sahlberg concluded. "Look around the world instead at what American innovation has created."

For another take on Sahlberg's presentation, read Delran Education Association member Ani McHugh's blog post at [http://bit.ly/NJEACov\\_Sahlberg](http://bit.ly/NJEACov_Sahlberg).

## PARCC DOMINATES DISCUSSION AT STATE BOE FORUM

The unnerving pace of education reform in New Jersey was on full display during this year's State Board of Education Forum. Even though the rollout of the Common Core is still underway, not one question was asked about the new standards. Despite all the confusion associated with AchieveNJ, only a few members asked about the new evaluation system. So *what was* on the minds of educators that afternoon? High stakes standardized testing.

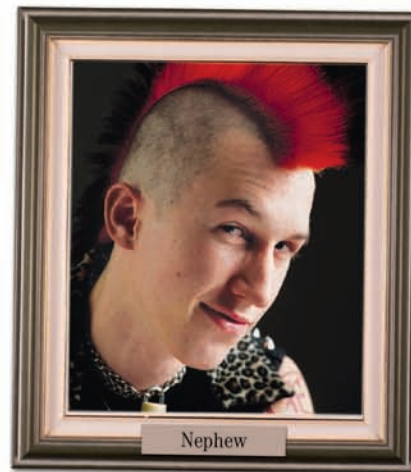
Three members of the New Jersey State Board of Education (SBOE) were on hand to field the 27 questions posed by NJEA members: President Mark Biedron, Vice President Joe Fiscaro and long-time member Ron Butcher.

Biedron, who joined the SBOE in 2011, became its president in July. He invited the audience to "ask the tough questions," noting that "Everybody in this room is educating children to think out of the box, and we want you to do the same thing."

When those tough questions did involve teacher evaluation, Assistant Commissioner of Education Peter Shulman was asked to respond. Shulman oversees the Office of Teacher and Leader Effectiveness at the New Jersey Department of Education (NJDOE).

For example, when members asked about creating student growth objectives (SGOs) for special education classes, Shulman explained that the NJDOE

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Paul Schirmer of the Middle Township EA tells State Board of Education members that requiring elementary school students to type, rather than write, their essays as part of the PARCC tests is not developmentally appropriate.

plans to increase the number of SGO examples on its website to provide more guidance for teachers and administrators. He also encouraged teachers of students with IEPs to contact the department with questions about ways to streamline the SGO process.

But when Mercer County teacher Heidi Olson asked what was going to be done about controversial aspects of AchieveNJ that are driving teachers from the profession, Biedron handled that one on his own.

“We are all ears. We believe we are in a partnership with NJEA,” he said. “We have to solve these problems together. Is this the perfect system? No. But together we’re going to make it one.”

Most of the 90-minute discussion revolved around the PARCC tests. The developmental appropriateness of the exams for elementary and special needs students, district readiness for the computer-based tests, and the inevitable narrowing of the curriculum as more time is spent on test preparation were addressed.

Hudson County teacher Gerald Lyons, who also serves as a board of education member in Jersey City, asked about the state’s policy on parents “opting out” of standardized tests for the children.

Butcher referred to a recent memo from Commissioner of Education David Hespe (see Page 20), in which he stated his belief that parents do not have the right to opt their children out of state tests.

“If you are sending your child to a public school you are obligated to follow state statutes and policies,” Butcher contended.

When Cumberland County Deanna Nicosia-Jones pushed back on the opt-out issue, Biedron expressed some bewilderment about parental concern about over-testing.

“The CTBS tests that I took in the ‘70s and ‘80s are not the high-pressure, high-stakes tests that the PARCC test is,” Nicosia-Jones explained.

Another member asked if her rights as a parent trump the state’s rights to test her child. Butcher speculated that this is an issue that may find its way to the New Jersey Supreme Court.

Middlesex County teacher Erin McCaffrey asked how the state can calculate student growth percentiles during the transition from current tests to PARCC.

“I’m not a psychometrician, but I’m going to do my best to answer,” said Shulman.

When his attempt failed to clear up the confusion, McCaffrey was asked to provide her contact information so that NJDOE personnel could get back to her.

Other topics addressed during the forum included vocational education, the Next Generation Science Standards, charter schools, district social media policies, zero tolerance, absenteeism and tenure.

NJEA President Wendell Steinhauer moderated the forum and complimented Biedron on his approach to communicating with NJEA.

“Working with Mark has been a welcome change,” said Steinhauer. He and Biedron meet monthly in an effort to solve problems before they become major issues.

Biedron’s response to the last question exemplified his desire to open the dialogue between policymakers and educators. When New Jersey Student Education Association member Megan Namnama from Montclair State University asked what the board planned to do to help teachers understand the complexities of AchieveNJ and PARCC so they can explain the issue to prospective teachers, Biedron reiterated his desire to improve communication.

“We are laser focused on clarifying the issues for teachers,” Biedron concluded. 🍷



## ESTABLISHING A STANDARD IN COLLEGE WRITING: THE BENEFITS OF A COMPOSITION EXIT EXAMINATION

BY JACQUELINE BEAMEN

*For 33 years, Camden County College has required a comprehensive writing exit examination for its composition classes. English Department members create and administer the test, analyze its results, and use that data to inform their teaching. Students, therefore, are assured they have the reading and writing skills necessary for success in college. A test that benefits both teachers and students? Sounds crazy, no?*

College campuses are not immune to the ever-increasing emphasis on assessment. Standardized or required tests now gauge much more than students' knowledge of course materials, and are used to ascertain whether student learning outcomes are met and whether those outcomes are comprehensive. For college composition courses, standardization is a bit more challenging. Determining what constitutes acceptable writing is subjective in nature; individual professors' standards of student competence are often widely disparate. To establish a standard of good writing amongst its students and professors, Camden County College's (CCC) English Department developed a comprehensive writing exit examination for its composition classes. This exam has been in place for 33 years, well before the testing craze hit, and is an important part of the curriculum.

English Composition 101 and 102 are essential to the college curriculum because good writing and reading skills are the fundamental goals. These courses focus on analysis of language and clarity of expression, and students develop skills that will enable them to partake fully in academic life by demonstrating their intellectual prowess through the use of language. The purpose of the comprehensive writing exit examination is to maintain high, uniform writing standards and to ensure that students are meeting these objectives.

No other New Jersey community college requires a formal test

of writing readiness. Yet the examination ensures that transferring students take consistent writing abilities with them to four-year institutions, which have come to expect a high level of competency in writing from Camden County College graduates. The program also helps CCC meet Middle States accreditation.

### **What do these exams accomplish?**

Aside from establishing a benchmark of skills for composition courses, the examination results show that students have demonstrated the analytical abilities required of a writer at this level. For the English Composition 101 examination, a passing score indicates students' proficiency in expository writing, and in English Composition 102, proficiency in formal argument and documentation. Many college Composition 102 courses require students to be able to document sources, while the same course at another institution might focus on rhetoric and/or literature. Such differences are especially problematic as some students may be unprepared for writing that requires research. But a passing grade on Camden County College's writing examination in English Composition 102 provides evidence of the documentation skills the student has refined in his or her composition class.

The format of each examination is basic and mirrors the goals of the courses for which it is being administered. The English Composition 101 examination consists of a randomized essay prompt or

quote—general enough to appeal to all test takers so any student can formulate ideas on the given subject. The student must respond in 90 minutes in an expository essay. English Composition 102 students are assigned to read opposing argument essays on two different topics; they must choose one topic and compose an argumentative essay with a refutation, citing each assigned essay at least once in a two-hour time allotment.

All students take the examination at the college's testing center about three weeks before the semester ends. Both full-time members of the English Department as well as adjunct faculty members grade the examination using a holistic, six-point rubric.

### Test results inform practice and instruction

The majority of Composition 101 and 102 test takers pass the examination, but as with any test, there are failures. Each semester, the English Department head gathers and analyzes such testing data. Other pertinent information is also calculated, such as the number of students taking the examination versus the number of students enrolled at the beginning of the semester.

Numerous factors contribute to the student success rate. One factor is the semester in which the student takes the course/examination. Composition 101 students generally tend to fare better in the fall semester, as Composition 102 students do in the spring. Department data have also shown that students who are placed into college English courses based on the results of their placement test scores will go on to pass both essay examinations; students who scored poorly on the writing placement examinations do not score at least a six on the writing component of the placement test. This finding supports the view that some students may already have weaknesses in their writing or reading abilities before taking college level composition courses.

Students neglecting to follow instructions also results in failing essays. This is sometimes more apparent in online classes where instructors cannot verbally remind students of the specific requirements. As English as a Second Language students experience problems expressing themselves properly in English, they sometimes struggle with the examination as well. All of this test result analysis provides important substance for department discussions on instruction and policy.

### Benefits for students

While students may not enjoy taking the required examinations, professors can impress upon them that if they do well in this it will help in other classes. This is not testing for testing's sake. Since most composition instructors count the examination as the actual final, it benefits the students in relieving a bit of stress at the end of the semester—at least for their writing class—since they do not take this examination when taking other finals.

Removing assessment from the classroom to a formal testing center is another benefit of the examination; it requires independent student writing without external interference. Writing is done on the spot, or “clean.” The tests have also been a positive component

for online classes; because students must take the examination in person, it validates the work they have completed and turned in throughout the semester. The tests, coupled with each individual instructor's grade, provide a more complete picture of a student's skills.

For students who fail the exams, workshops are provided so students can get help with their skills.

### Benefits for educators

Although the composition examinations may instill a feeling of exposure in some instructors, the tests actually protect instructors in that student scores validate overall grades. The examinations are not a reflection of or a commentary on faculty or student responsibility. Since the scoring sessions occur twice a semester, the tests provide the basis for professional development. There is a sense of camaraderie among instructors who might not otherwise meet as frequently, providing an opportunity to discuss other topics besides the examinations.

The exit examinations are a means of quality control, providing consistency for instructors and students alike, as well as a fair method of assessing writing skills and student readiness for the rigors of future classes. Although the examination program is quite simple in its nature, its 33-year history is a testament to the English Department's dedication to maintaining a writing standard for thousands of students. Rather than creating new tests to mollify the incessant need for assessment data, CCC has shown that effective testing does not have to be unnecessarily complicated. The test works; other New Jersey county colleges could easily adopt this exam.

To assist with this transition, Camden County College could spearhead a consortium of other community colleges that could use the department databases and server (i.e., ready-to-use, tested topics and materials). Adopting the format, administration and grading procedures would require minimal effort from other schools in that student learning outcomes have already been determined and there is (or would be) a consensus about standards. Furthermore, the examinations would impose no financial burden on the English Department or on the college.

Given the heavy emphasis on student learning outcomes on campuses today, a passing score on the departmental writing exit examination is a meaningful measure of assessment, providing individualized proof of student writing readiness. Other colleges wishing to quantify student writing ability need only look to Camden County College's model. 🏠

*Jacqueline Beamen is an assistant professor of English at Camden County College (CCC) and a graduate of the college. She previously worked at CCC as an adjunct writing instructor for seven years while simultaneously teaching English in both private and public New Jersey high schools. Beamen can be reached at [jbeamen@camdencc.edu](mailto:jbeamen@camdencc.edu).*

## THE CAMDEN COUNTY COLLEGE COMPOSITION EXIT EXAMINATION AT A GLANCE

The format of the examinations is basic and mirrors the goals of the courses for which they are being administered. All students take the examination (in place of a final exam) at the college's testing center about three weeks before the semester ends. Both full-time members of the English Department as well as adjunct faculty members (who receive an honorarium) grade the examination using a holistic, six-point rubric.

- Exam data is compiled.
  - Test result analysis provides important substance for department discussions on instruction, policy and professional development.
  - Workshops are provided so students get help with failing essays.
  - The exams pose no financial burden for the English Department or the college.
- Visit [www2.camdencc.edu](http://www2.camdencc.edu) for more information.

# 15 ways TO INVOLVE “at-risk parents” IN ENRICHMENT PROGRAMS

BY BRETT NOVICK

“We always have the same parents!”

It’s a frequent complaint year after year when conducting our parenting enrichment programs for the school district. Our “role model parents” were the only ones who attended. They seemed so adept at parenting that often I felt I could (and did) learn more from them than they did from us. Soon we began to ask—how can we increase attendance at our parenting programs, and more important, how do we get our “at-risk parents” to come?

Working with other school counselors and school social workers, we have discovered the following strategies helped to get some new faces at our events—and to keep them coming back again and again.

**1. Go to where they are.** Look at where the majority of your at-risk students live and hold the programs at those locations. Sometimes you can find a condo or apartment complex clubhouse or community center to give you the space at no cost by helping them see the benefit of improved parenting skills in their community.

**2. Offer food/dinner.** Food equals attendance. Dinner is one less meal that a parent has to prepare. This is especially important when families have to struggle to find money for food. Also, attendance tends to be better toward the end of a month when food stamps may be exhausted. Sometimes local restaurants may even consider donations in exchange for free advertising.

**3. Have children and parents involved at the same time.** When children are involved parents are usually not far behind. If you can encourage the children to be excited about an activity then you just have to schedule your parenting enrichment program at the same time.

**4. Choose topics that are long on practicality and short on theory.** Parents who are struggling to keep their heads above water are most interested in what they can use right now. Keep topics current and create a curriculum that addresses the most practical topics. Break the topics down so they can be handled in one night (e.g., “How to Deal with Temper Tantrums” or “How to Get Your Child to Listen”). Session titles that are too vague or too complex such as “Family Communication” will not generate as much interest.

**5. Offer other resources as well.** Most at-risk parents are dealing with difficult issues such as unemployment, illness, abuse, etc. If possible, ask local social services agencies to be present so they can answer questions and distribute appropriate materials.

**6. Advertise everywhere.** Sending a flier home with a child usually won’t cut it, so you need to work harder to get the word out. Find out where these parents look at fliers (community centers, grocery stores). The best thing to do is to make individual phone calls to the parents you want there. Does it take more time? Yes, but it is better than wasting your time conducting a program in a roomful of empty chairs. Also, be sure to encourage those who did attend to spread the word to

## TIPS FOR ORGANIZING A PARENTAL ENRICHMENT PROGRAM

- Identifying your target audience is a good place to start. Parenting enrichment programs can be offered to parents whose children attend one or more schools or the entire district. You may also consider opening them up to the entire community. Those families who may seem in particular need should be contacted directly by the social worker/counselor.

- When the program is new, you will have to work hard to get the word out. Try to layer your marketing by posting on social media, websites and print. Likewise, layer your efforts on the ground. Attend other events or meetings where the parents you wish to reach

may be. Tack up posters in neighborhood businesses and community centers. Make lots of phone calls. Personal invitations are always best.

- Be clear that there is an open invitation for parents to bring friends or neighbors. They may need a ride, an interpreter or moral support.

- At evening programs, always offer babysitting services or a program for children. Consider the fact that you may have single parents or spouses who work in the evening.

other parents.

**7. Make it fun.** Think of activities that parents and children can do together. Make it memorable for both parties.

**8. Involve the teachers.** Ask teachers to give out extra homework passes to students whose parents attend. Encourage students by having their teachers (who are usually the most familiar figures in a child's academic life) to be present at the programs.

**9. Give things away.** Check your district's policy on giveaways first, but sometimes the PTA will help with door prizes or other freebies the parents and children can take home.

**10. No RSVP.** You probably won't get an accurate number anyway.

**11. Keep it short.** The actual parenting enrichment program should not be longer than an hour. Focus on quality versus quantity. But remember to add time for a question-and-answer period.

**12. Call and say "thank you."** Have a sign-in sheet so you can call to thank those parents who attended. This will also be your list to call when promoting the next program session.

**13. Look for grants.** You may be able to find private grants to fund some of your parenting programs. If your district has a designated grant writer, this person may be helpful.

**14. Encourage don't discourage.** It goes without saying that parenting programs should be positive. Let parents know that you are trying to enrich the skills they have, not criticize or monitor what they already do. Many parents have had bad experiences with schools, child protective services or other agencies or institutions. Don't turn them off by complaining about the job they are doing.

**15. Make social service agencies aware of your programs.** If you are aware of private counselors or social service agencies that are working with your families, ask these people to encourage parents to participate in your programs.

*Brett Novick, MA, LMFT, has been a school social worker in the Brick Township School District 14 years. He holds a master's degree in family therapy from Friends University in Wichita, KS, and certification in school social work from Monmouth University, West Long Branch. Novick has been named his district's Teacher of the Year and the New Jersey School Counselors Association Human Rights Advocate of the Year. In 2011, he was honored with the New Jersey Council on Developmental Disabilities Inclusive Educator of the Year Award and Fellowship and in 2013 a Community Advocate Award from the Ocean County Mental Health Association. Contact Novick at lambrettj@gmail.com.*



- Organize topics around themes. For instance, School Violence Awareness Week is a good time to schedule a parenting program on conflict resolution skills. Thereby, you are discussing the concept of how to help support your child from being overly aggressive or passive. This, in turn, is a natural avenue to addressing the concepts of harassment, intimidation and bullying.

- Consider guest speakers. Professionals in the community are usually happy to discuss topics that you select. It is a win-win—your program benefits from their expertise and they meet prospective clients.

- Start with what you know, but then ask for input. Initially, parenting programs can be conducted using an existing parenting education curriculum. As soon as possible, distribute surveys to parents, teachers and administrators to identify other topics of interest.

- Include a parenting support component. Parenting is a difficult job and sometimes it helps to hear that others face the same challenges. Be sure to allow some time for informal discussion among parents. Not only will they be able to voice their concerns and discuss their feelings, but they may learn about strategies that have worked for others. And if you listen carefully, you may just pick up some ideas for topics for future meetings. 🗣️

# 2014-15 NEW JERSEY Teacher Salary Survey

Salary guides are reported only after the guides are agreed to by the local school board and the association and ratified by both parties. Contracts that had delayed settlements may not have been received in time for this publication. Current information can be requested by contacting your regional UniServ office or the NJEA Research and Economic Services Division.

Your local association's collective bargaining agreement—including your salary guide—can be found on the NJEA app. Search NJEA in your app store.

Minimum and maximum salaries, the number of steps for various levels of education, and average district increases are listed. The existence of longevity is indicated by a ∞ on the maximum levels.

## SUMMARY OF TEACHER SETTLEMENT INFORMATION

	Average \$ Increase	Average settlement rate (Includes increment)
<b>2014-15 average teacher settlements</b> – newly bargained plus previously bargained/378 settlements	\$1,698	2.46%
<b>Newly bargained 2014-15 teacher settlements – 58 districts</b>	\$1,822	2.67%
<b>Contracts to date covering 2015-16 – 184 districts</b>	\$1,814	2.57%

**2013-14 average teacher's salary-full time = \$69,381**  
**2013-14 average years of experience = 12 years**

KEY	DISTRICT GROUPING	DEGREE
∞ Service–longevity	Number...Enrollment	B ..... Bachelors
	1..... Elementary districts	B+ ..... Bachelors +30/32
	2..... K-12, below 3,000	B+ ... Bachelors +60/64
	3..... K-12, 3,000-5,999	M ..... Masters
	4..... K-12, 6,000 & over	M+..... Masters + 30/32
	5..... Secondary districts	

## ATLANTIC

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Absecon City	B	50,334	75,701	15	B+	53,316	80,207	15	M	54,808	83,489	15	M+	57,792	87,258	15	2,285
4 Atlantic City	B	48,114	92,184 ∞	15	B+	51,026	95,232 ∞	15	M	52,483	96,755 ∞	15	M+	55,396	99,801 ∞	15	3,159
1 Egg Harbor City	B	50,684	80,669 ∞	14	B+	52,384	82,326 ∞	14	M	53,326	83,244 ∞	14	M+	54,582	84,468 ∞	14	
1 Folsom Boro	B	46,781	77,194 ∞	18					M	49,531	79,944 ∞	18	M+	51,531	81,944 ∞	18	1,494
1 Galloway Twp	B	45,684	76,380 ∞	15	B+	47,953	78,729 ∞	15	M	49,088	79,904 ∞	15	M+	51,357	82,253 ∞	15	2,503
5 Greater Egg Harbor Reg	B	46,637	78,075 ∞	13	B+	49,137	80,575 ∞	13	M	50,387	81,825 ∞	13	M+	52,887	84,325 ∞	13	
1 Hamilton Twp	B	50,000	75,571	16	B+	52,175	78,858	16	M	52,275	80,521	16	M+	55,550	83,959	16	2,551
5 Mainland Regional	B	41,944	82,244	14	B+	44,444	84,744	14	M	45,944	86,244	14	M+	48,444	88,744	14	
1 Margate City	B	52,000	80,541	15					M	55,500	86,541	15	M+	58,500	89,541	15	
1 Ventnor City	B	48,965	80,346 ∞	13	B+	50,265	81,646 ∞	13	M	51,065	82,446 ∞	13	M+	51,865	83,246 ∞	13	

## BERGEN

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Alpine Boro	B	45,627	82,663	19	B+	46,967	84,003	19	M	50,267	87,303	19	M+	54,267	91,303	19	2,469
2 Cliffside Park Boro	B	47,600	92,300 ∞	17					M	51,000	101,100 ∞	17	M+	53,000	105,500 ∞	17	2,050
1 Closter Boro	B	45,112	77,972 ∞	14	B+	49,385	90,223 ∞	17	M	53,659	94,497 ∞	17	M+	59,358	100,195 ∞	17	
2 Cresskill Boro	B	52,775	87,165	16	B+	53,775	88,165	16	M	62,775	104,523	16	M+	66,775	109,579	16	1,726
2 Dumont Boro	B	50,185	84,330	17	B+	52,185	88,660	17	M	54,185	92,355	17	M+	56,185	101,375	17	
1 East Rutherford Boro	B	52,331	88,700	14	B+	57,706	94,393	14	M	58,781	97,401	14	M+	64,156	104,994	14	1,749
2 Emerson Boro	B	41,500	87,250 ∞	26					M	44,500	99,057 ∞	26	M+	47,500	106,544 ∞	26	
1 Englewood Cliffs Boro	B	50,270	71,190	16	B+	54,020	74,940	16	M	57,770	78,690	16	M+	61,520	82,440	16	2,023
3 Fair Lawn Boro	B	51,585	93,120	19					M	58,185	99,720	19	M+	64,885	106,420	19	1,953
2 Glen Rock Boro	B	49,950	87,589	18					M	53,650	96,958	20	M+	58,650	104,403	20	1,729
3 Hackensack City	B	54,165	85,280	14					M	62,010	98,045	14	M+	71,730	110,810	14	3,093
2 Hasbrouck Heights Boro	B	47,275	84,470	17					M	53,395	90,590	17	M+	60,875	98,070	17	2,934
1 Haworth Boro	B	46,176	83,238	18	B+	48,606	89,351	18	M	49,821	95,861	19	M+	52,859	103,434	19	
1 Ho Ho Kus Boro	B	55,407	84,072 ∞	15	B+	58,217	88,002 ∞	15	M	61,027	92,932 ∞	15	M+	66,647	95,732 ∞	15	1,686
3 Lodi Borough	B	42,533	86,534 ∞	15	B+	43,789	88,475 ∞	15	M	45,465	90,644 ∞	15	M+	47,773	94,286 ∞	15	
2 Lyndhurst Twp	B	51,525	87,605 ∞	16	B+	54,925	91,005 ∞	16	M	58,925	95,005 ∞	16	M+	62,925	99,005 ∞	16	
1 Montvale Boro	B	51,447	83,847	19					M	57,540	89,910	19	M+	62,390	94,760	19	1,729
2 North Arlington Boro	B	47,390	80,620	16	B+	49,040	82,270	16	M	52,040	85,270	16	M+	55,440	88,670	16	1,086
5 Northern Highlands Reg	B	53,715	76,150	13					M	58,010	99,970	16	M+	62,310	105,590	16	1,323
1 Northvale Boro	B	48,360	75,935 ∞	15	B+	53,680	85,000 ∞	15	M	56,340	89,515 ∞	15	M+	61,660	96,935 ∞	15	1,717
1 Old Tappan Boro	B	44,558	72,936 ∞	15					M	48,409	87,693 ∞	16	M+	54,887	95,323 ∞	17	1,507
3 Paramus Boro	B	51,000	92,950	22	B+	52,000	98,600	22	M	53,000	103,950	22	M+	53,800	110,800	22	
2 Park Ridge Boro	B	53,101	84,026	19	B+	54,776	88,111	19	M	56,451	93,439	19	M+	59,801	99,148	19	2,164
5 Pascack Valley Regional	B	51,500	89,000 ∞	15	B+	53,000	98,000 ∞	15	M	55,500	101,000 ∞	15	M+	62,000	108,000 ∞	15	2,345

## BERGEN (CONTINUED)

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
3 Ramsey Boro	B	51,300	83,668	16					M	54,330	94,575	16	M+	57,616	101,160	16	2,259
3 Ridgewood Village	B	55,693	87,703	15	B+	59,243	95,773	16	M	62,793	99,093	16	M+	66,343	105,423	16	
1 River Vale Twp	B	52,635	89,175	14	B+	57,260	93,800	14	M	61,305	97,845	14	M+	67,645	104,185	14	1,402
2 Rutherford Boro	B	48,000	77,260	16					M	53,442	88,242	17	M+	60,977	98,094	17	
2 Saddle Brook Twp	B	44,275	97,225	18					M	46,775	99,725	18	M+	50,275	103,225	18	2,240
1 Saddle River Boro	B	48,389	72,993	13	B+	54,918	100,584	18	M	56,837	101,572	18	M+	60,339	106,062	18	957
3 Tenafly Boro	B	51,215	84,755	14					M	54,015	92,855	14	M+	56,815	100,855	14	
2 Wallington Boro	B	45,920	87,110	22					M	49,069	90,310	22	M+	52,969	94,210	22	1,368

## BURLINGTON

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Bass River Twp	B	52,354	80,592	17	B+	54,864	83,092	17	M	55,604	83,842	17	M+	57,104	85,342	17	1,380
2 Bordentown Regional	B	50,982	79,732	16	B+	53,120	81,870	16	M	54,035	82,785	16	M+	56,899	85,649	16	1,790
2 Burlington Co Spec Serv	B	52,143	87,406	23	B+	55,227	92,769	23	M	56,091	94,913	23	M+	59,545	97,728	23	
2 Delran Twp	B	51,280	76,496	15					M	53,730	78,964	15	M+	55,130	80,374	15	1,670
1 Evesham Twp	B	50,000	83,568	17	B+	52,000	85,568	17	M	55,000	88,568	17	M+	56,500	90,068	17	1,631
1 Hainesport Twp	B	48,602	84,289	18					M	52,227	87,914	18					1,740
5 Lenape Regional	B	54,389	92,369	18	B+	56,789	94,769	18	M	59,189	97,169	18	M+	61,589	99,569	18	2,426
1 Mansfield Twp	B	50,837	83,436	15					M	53,337	85,936	15					1,854
2 Maple Shade Twp	B	54,560	87,700	17	B+	56,595	89,735	17	M	58,630	91,770	17	M+	60,665	93,805	17	1,943
1 Medford Twp	B	53,030	88,482	16	B+	56,852	92,303	16	M	59,116	94,568	16	M+	62,513	97,964	16	1,557
3 Moorestown Twp	B	48,000	85,336	12	B+	50,130	90,344	12	M	51,195	92,845	12	M+	53,326	97,907	12	2,048
1 Mount Holly Twp	B	50,079	80,225	12	B+	52,429	82,575	12	M	53,604	83,750	12	M+	54,779	84,925	12	1,665
1 New Hanover Twp	B	50,000	83,256	18	B+	51,600	84,856	18	M	52,300	85,556	18					1,494
1 North Hanover Twp	B	52,913	80,185	20	B+	56,403	83,675	20	M	58,148	85,420	20	M+	61,638	88,910	20	1,868
5 Northern Burlington Reg	B	50,778	87,746	17	B+	52,320	89,288	17	M	53,863	90,831	17	M+	55,405	92,373	17	1,894
2 Palmyra Boro	B	50,568	71,442	16	B+	53,443	74,317	16	M	54,443	75,317	16	M+	56,893	77,767	16	1,564
3 Pemberton Twp	B	52,318	82,485	12	B+	55,249	85,415	12	M	56,714	86,880	12	M+	59,644	89,809	12	1,965
5 Rancocas Valley Regional	B	51,580	86,936	19					M	55,352	90,708	19	M+	56,430	91,786	19	1,620
2 Riverside Twp	B	54,650	79,803	19	B+	56,650	81,803	19	M	57,650	82,803	19	M+	59,650	84,803	19	
1 Riverton	B	48,821	84,500	15					M	53,921	89,600	15	M+	65,821	101,500	15	2,075
1 Southampton Twp	B	50,200	77,400	16	B+	51,450	78,650	16	M	52,075	79,275	16	M+	53,325	80,525	16	1,339
1 Washington Twp	B	49,675	78,627	14	B+	51,225	80,177	14	M	52,000	80,952	14					1,400

## CAMDEN

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Audubon Boro	B	48,800	86,300	17	B+	50,600	88,100	17	M	52,200	89,700	17	M+	52,800	90,300	17	
1 Bellmawr Boro	B	48,367	87,900	12	B+	52,368	89,293	12	M	53,662	90,702	12	M+	57,466	92,112	12	2,374
1 Berlin Twp	B	48,957	83,496	16	B+	50,557	85,219	16	M	52,157	86,942	16	M+	53,757	88,665	16	3,819
5 Black Horse Pike Regional	B	51,070	84,901	15	B+	52,020	85,851	15	M	52,870	86,701	15	M+	54,570	88,401	15	1,945
2 Collingswood Boro	B	48,500	78,000	15	B+	49,950	79,450	15	M	50,750	80,250	15	M+	51,750	81,250	15	1,870
1 Gibbsboro Boro	B	55,207	71,083	15	B+	56,607	72,483	15	M	58,007	73,883	15	M+	59,407	75,283	15	
2 Gloucester City	B	49,476	80,212	15	B+	50,855	81,591	15	M	52,234	82,970	15	M+	55,336	86,071	15	
1 Gloucester Twp	B	49,000	87,450	16	B+	51,425	89,875	16	M	52,925	91,375	16	M+	54,750	93,200	16	1,967
2 Haddon Heights Boro	B	50,600	82,540	16					M	54,370	86,310	16	M+	55,370	87,310	16	1,381
1 Lawnside Boro	B	52,152	73,739	15					M	54,552	76,139	15					1,630
2 Lindenwold Boro	B	49,007	75,053	15	B+	52,042	78,086	15	M	53,558	79,603	15	M+	56,709	82,754	15	1,644
3 Pennsauken Twp	B	53,225	81,375	16	B+	54,700	83,775	16	M	56,000	86,375	16	M+	59,375	90,750	16	1,465
5 Sterling High School Dist	B	48,800	84,599	16	B+	50,300	86,132	16	M	51,900	87,768	16	M+	53,600	89,505	16	2,272

## CAPE MAY

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Avalon Boro	B	49,481	77,231	13	B+	52,412	80,162	13	M	53,301	81,051	13	M+	54,881	82,631	13	1,404
5 Lower Cape May Regional	B	49,050	86,052	30	B+	51,050	88,052	30	M	52,050	89,052	30	M+	54,050	91,052	30	
2 Middle Twp	B	51,477	80,857	19	B+	52,613	81,973	19	M	53,171	82,531	19	M+	54,287	83,647	19	
1 Stone Harbor Boro	B	49,481	77,231	13	B+	52,412	80,162	13	M	53,301	81,051	13	M+	54,881	82,631	13	1,404
1 West Cape May Boro	B	51,548	64,498	13	B+	52,240	65,190	13	M	53,058	66,008	13					1,165
2 Wildwood City	B	56,001	76,074	16	B+	58,201	78,408	16	M	60,801	81,166	16	M+	63,201	83,912	16	1,380
1 Woodbine Boro	B	51,476	79,730	20	B+	52,776	81,030	20	M	53,576	81,830	20	M+	54,812	83,030	20	1,326

## CUMBERLAND

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
3 Bridgeton City	B	48,250	76,650	17	B+	48,950	77,350	17	M	49,750	78,150	17	M+	50,650	79,050	17	1,550
5 Cumberland Regional	B	53,831	77,988	16					M	58,031	82,190	16	M+	59,931	84,089	16	1,402
1 Lawrence Twp	B	57,392	68,964	13	B+	58,585	70,157	13	M	59,777	71,350	13	M+	60,970	72,542	13	1,300
1 Maurice River Twp	B	46,367	75,858	22	B+	48,111	77,602	22	M	48,983	78,474	22					1,167
4 Millville City	B	48,383	75,622	14	B+	48,983	76,222	14	M	49,583	76,822	14	M+	50,183	77,422	14	
4 Vineland City	B	54,518	82,884	20	B+	55,118	83,484	20	M	56,018	84,384	20	M+	57,018	85,384	20	

**ESSEX**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
3 Belleville Town	B	44,335	79,833	14					M	46,923	85,720	14	M+	49,968	91,556	14	
2 Caldwell-West Caldwell	B	48,529	65,466	14					M	54,286	73,621	14	M+	58,349	77,216	14	1,437
5 Essex Co Voc-Tech	B	50,324	78,550	∞ 18					M	52,112	80,000	∞ 18					
1 Essex Fells Boro	B	52,306	83,562	∞ 17	B+	56,593	88,163	∞ 17	M	57,547	89,361	∞ 17	M+	60,880	93,081	∞ 17	1,349
1 Fairfield Twp	B	45,794	92,754	17	B+	47,794	95,054	17	M	48,744	97,254	17	M+	53,167	100,127	17	
2 Glen Ridge Boro	B	51,447	70,434	∞ 14	B+	81,552	81,552	∞ 14	M	56,909	82,300	∞ 14	M+	61,649	98,076	∞ 14	250
					B++	97,438	97,438	∞ 14									
4 Irvington Township	B	52,479	90,779	15					M	54,276	97,776	15					1,748
1 North Caldwell Boro	B	46,895	87,217	17	B+	50,031	90,353	17	M	51,390	91,713	17	M+	54,684	95,006	17	1,248
3 Nutley Town	B	51,226	85,532	∞ 14	B+	53,405	92,273	∞ 14	M	55,040	94,545	∞ 14	M+	59,945	104,806	∞ 14	1,133
3 City Of Orange Twp	B	50,785	82,610	∞ 17					M	52,835	89,178	∞ 17	M+	54,885	93,185	∞ 17	1,460
1 Roseland Boro	B	48,085	88,744	∞ 17	B+	52,085	92,744	∞ 17	M	54,085	94,744	∞ 17	M+	58,085	98,744	∞ 17	2,210
4 West Orange Town					B+	54,516	91,605	∞ 13	M	55,380	92,665	∞ 13	M+	63,102	102,024	∞ 13	2,313

**GLOUCESTER**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
5 Clearview Regional	B	48,972	80,873	16	B+	50,125	83,123	16	M	52,100	85,983	16	M+	55,200	88,623	16	1,916
3 Deptford Twp	B	54,130	83,430	15	B+	55,730	84,930	15	M	56,530	85,930	15	M+	58,130	87,430	15	1,767
1 Franklin Twp	B	46,253	76,753	18	B+	47,253	77,753	18	M	48,253	78,753	18	M+	49,253	79,753	18	1,361
2 Glassboro	B	46,855	79,663	∞ 18	B+	49,624	82,463	∞ 18	M	52,391	85,263	∞ 18	M+	55,161	88,063	∞ 18	1,673
2 Gloucester Co Spec Serv	B	51,497	70,218	∞ 17	B+	52,997	71,718	∞ 17	M	53,797	72,518	∞ 17	M+	55,417	74,138	∞ 17	1,412
5 Gloucester Co Voc-Tech	B	51,895	80,520	18	B+	53,395	82,020	18	M	54,395	83,020	18	M+	55,395	84,020	18	1,604
1 Greenwich Twp	B	49,100	83,260	∞ 17	B+	50,472	84,632	∞ 17	M	51,158	85,318	∞ 17	M+	52,530	86,690	∞ 17	1,618
1 Harrison Twp	B	48,146	72,971	∞ 12	B+	49,606	74,431	∞ 12	M	50,336	75,161	∞ 12	M+	51,796	76,621	∞ 12	1,607
5 Kingsway Regional	B	45,937	80,972	18	B+	47,240	82,275	18	M	48,541	83,576	18	M+	49,843	84,878	18	1,570
1 Logan Twp	B	52,443	77,553	∞ 16	B+	53,443	78,553	∞ 16	M	54,643	79,753	∞ 16	M+	55,143	80,253	∞ 16	1,630
1 Mantua Twp	B	47,108	72,202	14					M	48,608	73,702	14	M+	50,108	75,202	14	1,364
4 Monroe Twp	B	48,900	81,532	16	B+	50,900	83,532	16	M	51,900	84,532	16	M+	52,900	85,532	16	2,073
2 Paulsboro Boro	B	43,521	77,374	15	B+	44,721	78,574	15	M	45,921	79,774	15	M+	47,121	80,974	15	1,658
1 Swedesboro-Woolwich	B	49,056	73,961	15	B+	50,456	75,361	15	M	51,156	76,061	15	M+	52,556	77,461	15	1,567
4 Washington Twp	B	48,750	78,835	∞ 13	B+	50,660	80,745	∞ 13	M	51,615	81,700	∞ 13	M+	53,675	83,760	∞ 13	1,730
3 West Deptford Twp	B	56,516	77,866	∞ 15	B+	57,646	79,423	∞ 15	M	53,713	80,981	∞ 15	M+	59,907	82,538	∞ 15	1,719
1 Westville Boro	B	51,550	77,695	16	B+	52,550	78,695	16	M	53,550	79,695	16	M+	54,550	80,695	16	2,173

**HUDSON**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 East Newark Boro	B	38,000	80,215	∞ 23	B+	39,600	73,216	∞ 23	M	41,000	74,578	∞ 23	M+	41,950	75,940	∞ 23	
4 West New York Town	B	57,163	91,889	∞ 18	B+	59,763	94,489	∞ 18	M	62,163	96,889	∞ 18	M+	65,163	99,889	∞ 18	2,570

**HUNTERDON**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Alexandria Twp	B	52,368	78,588	∞ 16					M	55,368	81,788	∞ 16	M+	58,368	84,988	∞ 16	
1 Califon Boro	B	47,659	68,029	∞ 16	B+	50,109	70,479	∞ 16	M	50,724	71,094	∞ 16	M+	53,174	73,544	∞ 16	
5 Delaware Valley Regional	B	50,270	79,475	15	B+	52,890	82,095	15	M	54,235	83,440	15	M+	57,005	86,210	15	1,404
1 Frenchtown Boro	B	47,815	72,200	15	B+	51,165	75,560	15	M	54,515	80,995	15	M+	57,865	84,680	15	2,047
1 Holland Twp	B	50,051	79,421	∞ 19	B+	52,601	81,971	∞ 19	M	54,751	84,121	∞ 19	M+	57,051	86,421	∞ 19	
5 Hunterdon Central Reg	B	55,527	82,322	∞ 16	B+	58,860	87,260	∞ 16	M	60,525	89,730	∞ 16	M+	63,855	94,670	∞ 16	1,588
5 Hunterdon Co Polytech	B	45,360	77,420	21	B+	48,425	82,655	21	M	51,495	87,890	21	M+	53,030	90,510	21	
1 Lebanon Twp	B	53,214	68,335	16	B+	54,714	69,835	16	M	55,414	70,535	16	M+	56,814	71,935	16	1,620
5 N Hunt/Voorhees Reg	B	51,515	76,160	16	B+	55,315	83,780	16	M	57,215	86,050	16	M+	61,015	91,480	16	1,767
5 South Hunterdon Regional	B	50,924	78,324	∞ 18	B+	53,089	80,489	∞ 18	M	55,259	82,659	∞ 18	M+	58,054	85,454	∞ 18	
1 Tewksbury Twp	B	53,934	77,938	∞ 15	B+	56,134	80,138	∞ 15	M	58,334	82,338	∞ 15	M+	60,534	84,538	∞ 15	1,988
1 Union Twp	B	46,100	73,295	14	B+	48,600	75,795	14	M	51,100	78,295	14	M+	56,100	83,295	14	1,349
1 West Amwell Twp	B	49,192	71,082	17	B+	50,192	72,082	17	M	52,192	74,082	17	M+	55,192	77,082	17	1,444

**MERCER**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
3 East Windsor Regional	B	57,492	85,690	∞ 17	B+	58,202	86,400	∞ 17	M	59,222	87,420	∞ 17	M+	59,972	88,170	∞ 17	
4 Hamilton Twp	B	46,379	76,195	∞ 14	B+	47,779	77,360	∞ 14	M	49,279	79,838	∞ 14	M+	50,979	82,070	∞ 14	1,808
3 Hopewell Valley Regional	B	50,789	87,834	∞ 18	B+	51,795	88,839	∞ 18	M	54,308	91,353	∞ 18					1,724
2 Mercer Co Special Service	B	53,565	83,975	14	B+	54,765	85,175	14	M	55,345	85,755	14	M+	56,495	86,905	14	
4 Trenton City	B	52,200	84,900	∞ 15	B+	53,000	85,650	∞ 15	M	53,600	86,450	∞ 15	M+	54,200	86,860	∞ 15	
					B++	54,200	86,850	∞ 15									
4 W Windsor-Plainsboro Reg	B	50,675	84,500	∞ 16					M	52,675	87,390	∞ 16	M+	54,155	89,620	∞ 16	

## MIDDLESEX

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
4 East Brunswick Twp	B	53,273	84,758	13					M	57,015	88,500	13	M+	59,886	91,371	13	1,955
1 Jamesburg Boro	B	47,696	67,557	15	B+	48,331	68,192	15	M	48,968	68,829	15	M+	49,602	69,463	15	
2 Middlesex Boro	B	46,361	86,171	18					M	50,761	90,571	18	M+	53,161	92,971	18	
2 Middlesex Co ESC	B	46,000	71,540	20					M	47,000	72,540	20	M+	48,000	73,540	20	
5 Middlesex Co Voc-Tech	B	50,245	84,187	13	B+	51,245	85,187	13	M	52,245	86,187	13	M+	54,245	88,187	13	1,394
1 Milltown Boro	B	43,870	72,570	16					M	44,920	73,620	16	M+	45,920	74,620	16	
3 North Brunswick Twp	B	53,930	71,655	10	B+	55,480	73,205	10	M	56,830	74,555	10	M+	58,180	75,905	10	
4 Old Bridge Twp	B	45,061	86,368	16					M	49,605	93,382	16	M+	52,169	99,431	16	1,604
4 South Brunswick Twp	B	53,222	80,400	15	B+	55,702	82,880	15	M	56,342	83,520	15	M+	59,682	86,860	15	1,738
3 South Plainfield Boro	B	50,752	89,367	21					M	53,371	91,986	21	M+	55,471	94,086	21	
4 Woodbridge Twp	B	53,184	94,656	17	B+	55,347	96,819	17	M	56,903	98,375	17	M+	58,771	100,243	17	2,983

## MONMOUTH

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR	
1 Atlantic Highlands Boro	B	54,450	76,870	20	B+	56,530	78,950	20					M+	58,610	81,030	20	1,836	
1 Avon Boro	B	50,445	84,300	18					M	53,295	87,150	18	M+	55,199	89,054	18		
2 Bayshore Jointure Comm	B	46,710	54,225	10	B+	48,110	55,625	10	M	52,320	59,835	10	M+	54,360	61,875	10	1,181	
1 Belmar Boro	B	50,215	80,365	17					M	51,215	82,065	17	M+	52,215	83,565	17	1,478	
1 Bradley Beach Boro	B	48,018	82,825	18					M	50,718	85,525	18	M+	53,418	88,225	18	1,561	
1 Deal Boro	B	47,735	75,900	16					M	50,985	79,150	16					2,263	
1 Farmingdale Boro	B	45,845	76,847	16					M	49,845	80,847	16	M+	51,845	82,847	16	1,216	
1 Freehold Boro	B	44,410	78,200	16					M	46,760	80,550	16	M+	49,110	82,900	16	1,604	
5 Freehold Regional	B	60,050	72,500	10	B+	63,050	75,500	10	M	65,050	77,500	10	M+	68,050	80,500	10	1,871	
1 Freehold Twp	B	49,562	86,112	20	B+	51,062	87,612	20	M	52,562	89,112	20	M+	54,062	90,612	20	2,355	
3 Hazlet Twp	B	53,700	93,000	19					M	56,250	95,550	19	M+	58,825	98,125	19		
5 Henry Hudson Regional	B	49,430	75,490	18	B+	52,030	78,090	18	M	53,230	79,290	18	M+	55,430	81,490	18	2,052	
1 Highlands Boro	B	51,725	82,080	17	B+	53,025	83,380	17	M	54,325	84,680	17	M+	55,625	85,980	17		
1 Howell Twp	B	49,000	99,475	21	B+	50,000	100,475	21	M	50,500	100,975	21	M+	51,500	101,975	21	3,036	
1 Little Silver Boro	B	52,500	85,600	15	B+	54,000	87,100	15	M	55,500	88,600	15	M+	57,000	90,100	15		
3 Long Branch City	B	48,801	84,771	16	B+	51,801	87,771	16	M	52,801	88,771	16	M+	53,801	89,771	16		
2 Manasquan Boro	B	47,610	86,510	15					M	49,610	88,510	15					1,577	
1 Millstone Twp					B+	58,125	84,890	20	M	59,625	86,390	20	M+	63,025	89,790	20	1,475	
2 Monmouth-Ocean ESC	B	45,155	62,115	15					M	46,555	63,515	15					1,363	
3 Neptune Twp	B	50,702	95,382	21	B+	51,202	95,882	21	M	52,202	96,882	21	M+	52,702	97,382	21		
3 Ocean Twp	B	53,625	84,900	17	B+	55,575	86,850	17	M	57,525	88,800	17	M+	59,475	90,750	17	1,496	
1 Oceanport Boro	B	47,850	78,200	15	B+	49,050	79,400	15	M	50,250	80,600	15	M+	51,450	81,800	15		
1 Red Bank Boro	B	48,910	82,625	17	B+	50,910	84,625	17	M	51,910	85,625	17	M+	53,910	87,625	17	1,422	
1 Rumson Boro	B	47,860	83,320	19	B+	51,860	87,320	19	M	53,610	89,070	19	M+	56,810	92,270	19		
					B++	89,870	89,870	19										
5 Rumson-Fair Haven Reg	B	53,872	93,995	22	B+	55,227	95,350										22	
					B++	56,582	96,705	22										
					B+	59,400	95,250	20	M	61,200	97,050	20	M+	64,200	100,050	20		
5 Shore Regional	B	55,200	91,050	20	B+	51,635	81,945	17	M	54,335	84,645	17	M+	55,235	85,545	17	1,571	
1 Shrewsbury Boro	B	48,935	79,245	17					M	55,815	82,645	15					2,045	
1 Spring Lake Boro	B	54,315	81,145	15					M	51,789	81,024	18	M+	52,989	82,224	18	1,327	
1 Spring Lake Heights Boro	B	49,189	78,424	18					M	56,620	89,300	21	M+	58,020	90,700	21		
3 Wall Twp	B	53,820	86,500	21	B+	55,920	88,600	21	M	56,620	89,300	21	M+	58,020	90,700	21		

## MORRIS

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Boonton Twp	B	49,625	82,820	17	B+	52,825	87,472	17	M	54,425	89,795	17	M+	57,625	94,833	17	1,663
3 Sch Dist Of The Chathams	B	55,715	82,025	17	B+	57,945	88,935	17	M	59,060	96,845	17	M+	61,285	103,660	17	2,242
2 Dover Town	B	51,367	86,629	15	B+	53,583	88,889	15	M	55,798	91,148	15	M+	56,906	92,278	15	
1 East Hanover Twp	B	54,210	90,860	20	B+	56,760	93,410	20	M	58,035	94,685	20	M+	61,095	97,745	20	1,444
5 Hanover Park Regional	B	52,377	86,205	16	B+	53,984	88,479	16	M	57,234	95,674	16	M+	60,753	100,531	16	
3 Jefferson Twp	B	49,145	77,242	17					M	51,175	85,031	17	M+	53,205	93,348	17	1,359
2 Madison Boro	B	51,745	85,700	16					M	56,595	92,502	16	M+	66,045	100,000	16	1,100
1 Mendham Boro	B	52,235	81,935	18	B+	55,935	85,635	18	M	57,735	87,755	18	M+	60,335	90,115	18	1,604
1 Mendham Twp	B	49,750	75,770	19	B+	53,150	83,370	19	M	54,850	88,270	19	M+	58,250	91,070	19	1,690
3 Montville Twp	B	50,590	79,830	17	B+	53,945	85,725	17	M	57,300	90,505	17	M+	60,655	98,705	17	1,814
5 Morris Co Voc-Tech	B	58,294	93,169	18	B+	59,444	94,319	18	M	62,294	97,169	18	M+	65,644	100,519	18	1,545
5 Morris Hills Regional	B	56,240	89,155	16	B+	58,640	91,565	16	M	61,040	93,975	16	M+	68,240	100,905	16	2,158
1 Mount Arlington Boro	B	52,745	84,050	18	B+	56,145	87,450	18	M	57,775	89,080	18	M+	61,175	92,480	18	1,507
2 Mountain Lakes Boro	B	51,488	73,130	15	B+	53,788	76,452	15	M	58,388	80,442	15	M+	60,688	85,549	15	1,376
1 Long Hill Twp	B	49,250	85,200	16					M	52,050	88,000	16	M+	54,850	90,800	16	1,435
2 Pequannock Twp	B	51,440	86,455	20	B+	55,440	90,455	20	M	57,440	92,455	20	M+	61,440	96,455	20	2,295
1 Riverdale Boro	B	49,855	69,490	17	B+	52,255	71,890	17	M	53,055	72,690	17	M+	55,455	75,090	17	1,134
1 Rockaway Twp	B	54,470	89,210	19	B+	55,720	90,460	19	M	58,535	93,275	19	M+	59,785	94,525	19	
1 Wharton Boro	B	52,740	79,210	16	B+	55,240	81,710	16	M	56,490	82,960	16	M+	58,990	85,460	16	

**OCEAN**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Bay Head Boro	B	53,113	67,028	11	B+	54,681	68,596	11	M	55,017	68,932	11	M+	56,025	69,940	11	
1 Berkeley Twp	B	46,115	78,986	∞ 18	B+	48,215	81,086	∞ 18	M	49,715	82,586	∞ 18	M+	50,415	83,286	∞ 18	1,857
4 Brick Twp	B	51,396	88,010	20	B+	52,211	89,335	20	M	53,211	90,485	20	M+	54,311	92,185	20	1,916
5 Central Regional	B	48,344	90,544	17	B+	49,344	91,544	17	M	50,344	92,544	17	M+	51,844	94,044	17	1,409
1 Eagleswood Twp	B	47,271	58,250	∞ 14	B+	47,771	58,750	∞ 14	M	48,021	59,000	∞ 14	M+	48,521	59,500	∞ 14	1,420
1 Island Heights Boro	B	42,365	57,073	∞ 13	B+	43,076	57,783	∞ 13	M	43,482	58,189	∞ 13	M+	43,786	58,494	∞ 13	
3 Lacey Twp	B	48,132	67,214	∞ 20					M	54,186	72,166	∞ 20	M+	57,974	77,366	∞ 20	1,189
1 Little Egg Harbor Twp	B	54,899	72,899	17	B+	56,359	74,439	17	M	56,729	74,829	17	M+	58,329	76,519	17	1,309
3 Manchester Twp	B	50,000	85,601	17	B+	50,866	86,569	17	M	51,243	87,919	17	M+	52,207	88,419	17	1,305
5 Ocean Co Voc-Tech	B	54,293	80,125	∞ 18	B+	54,823	80,655	∞ 18	M	56,093	81,925	∞ 18	M+	57,033	82,865	∞ 18	
1 Ocean Gate Boro	B	45,250	75,180	16	B+	46,750	76,680	16	M	48,250	78,180	16	M+	50,250	80,180	16	1,257
2 Plumsted Twp	B	54,591	82,054	∞ 19	B+	55,746	83,209	∞ 19	M	56,467	83,931	∞ 19	M+	57,189	84,653	∞ 19	1,457
2 Point Pleasant Beach Boro	B	51,269	78,469	18	B+	54,969	81,669	18	M	56,269	83,469	18	M+	59,469	86,669	18	1,705
1 Seaside Heights Boro	B	49,680	80,715	13	B+	50,580	81,615	13	M	51,180	82,215	13	M+	51,980	90,015	13	1,901
5 Southern Regional	B	55,799	93,910	19	B+	56,799	94,910	19	M	58,799	96,910	19	M+	60,799	98,910	19	2,247
1 Stafford Twp	B	51,636	87,547	∞ 25	B+	52,536	88,447	∞ 25	M	53,086	88,997	∞ 25	M+	53,986	89,897	∞ 25	
4 Toms River Regional	B	49,215	88,745	∞ 22	B+	50,415	89,945	∞ 22	M	51,715	91,245	∞ 22	M+	52,715	92,245	∞ 22	1,660
1 Tuckerton Boro	B	47,407	65,112	∞ 19					M	48,907	66,612	∞ 19					986

**PASSAIC**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Bloomingdale Boro	B	55,030	82,045	∞ 16	B+	59,730	86,745	∞ 16	M	62,080	89,095	∞ 16	M+	66,780	93,795	∞ 16	1,418
4 Clifton City	B	52,260	80,550	14					M	57,260	85,550	14					1,419
5 Lakeland Regional	B	48,000	76,955	∞ 16					M	51,080	84,155	∞ 16	M+	55,500	94,655	∞ 16	
1 North Haledon Boro	B	51,114	79,919	∞ 14					M	54,864	83,669	∞ 14	M+	58,614	87,419	∞ 14	
5 Pas Co Manchester Reg	B	53,900	84,920	∞ 17					M	57,640	88,660	∞ 17	M+	62,100	93,120	∞ 17	1,552
2 Pompton Lakes Boro	B	54,615	79,050	14					M	57,765	83,805	14	M+	64,065	88,985	14	1,877
1 Ringwood Boro	B	50,825	84,388	∞ 15	B+	52,125	86,125	∞ 15	M	54,300	89,333	∞ 15	M+	57,510	93,410	∞ 15	1,461
1 Totowa Boro	B	51,550	81,641	∞ 13	B+	54,100	84,255	∞ 13	M	55,800	85,998	∞ 13	M+	60,850	91,174	∞ 13	2,085
3 West Milford Twp	B	53,920	85,000	∞ 17	B+	55,920	91,550	∞ 17	M	57,670	93,750	∞ 17	M+	62,420	102,850	∞ 17	1,858
1 Woodland Park Boro	B	54,275	76,440	∞ 12					M	60,725	82,890	∞ 12	M+	65,275	87,440	∞ 12	

**SALEM**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Alloway Twp	B	49,908	70,484	18	M	51,762	72,338	18					M+	53,602	74,178	18	1,587
1 Elsinboro Twp	B	44,680	69,007	∞ 20	B+	45,580	69,907	∞ 20	M	45,980	70,307	∞ 20					1,405
2 Penns Grv-Carney'S Pt Reg	B	52,958	86,725	25	B+	54,658	88,250	25	M	55,508	89,013	25	M+	57,208	89,558	25	1,585
2 Pennsville	B	43,595	81,000	15	B+	44,943	82,348	15	M	46,236	83,641	15	M+	47,530	84,935	15	1,585
1 Quinton Twp	B	51,997	69,397	∞ 15	B+	53,397	70,797	∞ 15	M	54,097	71,497	∞ 15	M+	55,497	72,897	∞ 15	1,609
2 Salem City	B	51,084	80,621	17	B+	52,084	81,621	17	M	53,084	82,621	17	M+	54,134	83,671	17	1,044
2 Salem Co Special Service	B	47,483	60,701	∞ 14	B+	49,093	62,311	∞ 14	M	50,703	63,921	∞ 14	M+	52,313	65,531	∞ 14	1,343
5 Salem Co Voc-Tech	B	49,260	68,758	∞ 19					M	50,460	69,958	∞ 19	M+	51,060	70,558	∞ 19	1,339
1 Upper Pittsgrove Twp	B	52,240	65,340	∞ 18	B+	54,190	67,290	∞ 18	M	54,940	68,040	∞ 18	M+	56,440	69,540	∞ 18	1,456



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**SOMERSET**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
3 Bernards Twp	B	47,706	81,411	∞ 23	B+	50,936	87,002	∞ 23	M	53,706	91,626	∞ 23	M+	57,401	97,886	∞ 23	
4 Bridgewater-Raritan Reg	B	51,035	87,250	17	B+	54,085	90,329	17	M	57,135	93,350	17	M+	60,185	96,400	17	2,069
4 Hillsborough Twp	B	54,620	73,465	∞ 14	B+	56,720	75,565	∞ 14	M	58,820	77,665	∞ 14	M+	63,020	81,865	∞ 14	
3 Montgomery Twp	B	57,030	82,820	15					M	63,030	88,820	15	M+	67,530	93,320	15	1,782
1 South Bound Brook	B	51,595	81,555	∞ 16					M	54,095	84,055	∞ 16	M+	56,595	86,555	∞ 16	1,611
1 Watchung Boro	B	49,875	80,075	∞ 16	B+	51,375	81,575	∞ 16	M	55,375	85,575	∞ 16	M+	56,875	87,075	∞ 16	

**SUSSEX**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Franklin Boro	B	52,735	81,105	∞ 16	B+	54,885	83,255	∞ 16	M	57,035	85,405	∞ 16	M+	59,185	87,625	∞ 16	1,289
1 Fredon Twp	B	50,807	80,192	17	B+	52,207	81,592	17	M	53,607	82,992	17					
1 Green Twp	B	53,423	75,423	∞ 12	B+	56,423	78,423	∞ 12	M	59,423	81,423	∞ 12	M+	62,423	84,423	∞ 12	1,596
1 Hamburg Boro	B	54,315	77,155	∞ 17					M	57,635	80,475	∞ 17					1,345
1 Hampton Twp	B	49,590	96,160	28	B+	51,266	98,388	28	M	52,208	99,304	28	M+	54,199	101,237	28	1,769
5 High Point Regional	B	51,843	72,993	∞ 11	B+	57,287	80,657	∞ 11	M	59,619	83,942	∞ 11	M+	66,359	93,431	∞ 11	1,856
5 Kittatinny Regional	B	53,165	80,115	∞ 12					M	57,865	84,815	∞ 12	M+	61,565	88,515	∞ 12	1,701
1 Lafayette Twp	B	49,250	81,670	∞ 19	B+	52,250	84,670	∞ 19									
					B++	55,250	87,670	∞ 19									1,339
1 Ogdensburg Boro	B	48,320	78,710	∞ 18	B+	50,320	80,710	∞ 18	M	52,320	82,710	∞ 18	M+	54,320	84,710	∞ 18	1,227
1 Sandyston-Walpack Twp	B	47,573	77,847	17	B+	49,573	79,847	17	M	50,573	80,847	17					1,272
3 Sparta Twp	B	53,933	83,963	∞ 15	B+	56,033	86,063	∞ 15	M	59,183	89,213	∞ 15	M+	63,278	93,308	∞ 15	1,680
1 Stillwater Twp	B	51,905	72,705	16	B+	55,055	75,855	16	M	56,105	76,905	16	M+	57,155	77,955	16	1,436
1 Sussex Co Ed Serv Comm	B	46,000	64,000	21					M	49,600	67,600	21					1,361
3 Vernon Twp	B	51,880	84,495	∞ 14	B+	54,180	86,795	∞ 14	M	57,710	93,315	∞ 14	M+	60,100	95,705	∞ 14	1,722

**UNION**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Berkeley Heights Twp	B	52,164	102,416	22	B+	55,849	104,699	22	M	58,482	107,750	22	M+	64,273	114,046	22	1,569
					B++	62,431	111,242	22									
2 Clark Twp	B	51,170	93,340	18					M	54,945	100,640	18	M+	57,970	104,440	18	
3 Cranford Twp	B	50,990	87,395	∞ 18	B+	54,725	88,501	∞ 18	M	57,535	94,780	∞ 19	M+	60,401	99,403	∞ 20	1,338
4 Elizabeth City	B	58,275	82,601	∞ 13					M	62,075	86,877	∞ 13					3,089
1 Morris-Union Joint Com	B	46,572	61,413	16	B+	49,649	65,280	16					M+	51,743	67,926	16	1,277
1 Mountainside Boro	B	52,583	86,630	18					M	55,646	89,391	18	M+	57,484	91,256	18	
2 New Providence Boro	B	52,572	85,129	∞ 16	B+	55,988	91,123	∞ 16									902
2 Roselle Park Boro	B	53,599	89,057	33					M	57,850	98,931	33	M+	62,560	109,100	33	
3 Scotch Plains-Fanwood Reg	B	53,930	80,171	∞ 31	B+	56,829	86,816	∞ 31	M	58,539	90,256	∞ 31	M+	61,783	96,301	∞ 31	1,416
2 Springfield Twp	B	53,195	69,574	∞ 15					M	57,929	74,994	∞ 15					1,618

**WARREN**

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Allamuchy Twp	B	44,130	74,500	∞ 19	B+	45,730	76,100	∞ 19	M	46,530	76,900	∞ 19	M+	48,130	78,500	∞ 19	1,051
2 Belvidere Town	B	46,515	84,100	21					M	49,015	86,600	21	M+	51,015	88,600	21	1,452
1 Frelinghuysen Twp	B	46,282	76,002	14	B+	48,582	78,302	14	M	49,732	79,452	14	M+	52,032	81,752	14	1,921
1 Great Meadows Regional	B	51,920	74,475	15	B+	54,220	76,775	15	M	55,370	77,925	15	M+	57,670	80,225	15	1,346
1 Greenwich Twp	B	46,036	58,032	∞ 14	B+	49,322	61,318	∞ 14	M	50,965	62,961	∞ 14	M+	52,608	64,604	∞ 14	1,123
1 Harmony Twp	B	46,035	78,520	20	B+	48,385	80,870	20	M	50,035	82,520	20	M+	52,460	84,945	20	1,413
1 Knowlton Twp	B	47,635	73,475	19					M	50,035	75,875	19	M+	52,435	78,275	19	1,449
1 Mansfield Twp	B	51,474	74,919	∞ 13	B+	52,949	76,394	∞ 13	M	53,999	77,444	∞ 13	M+	55,844	79,289	∞ 13	
5 North Warren Regional	B	52,020	84,850	∞ 18	B+	54,420	87,250	∞ 18	M	56,420	89,250	∞ 18	M+	58,420	91,250	∞ 18	1,551
1 Oxford Twp	B	45,920	68,070	∞ 17	B+	47,495	69,645	∞ 17	M	48,395	70,545	∞ 17	M+	50,195	72,345	∞ 17	1,157
1 Pohatcong Twp	B	52,025	77,785	∞ 17	B+	52,925	78,685	∞ 17	M	53,825	79,585	∞ 17	M+	55,625	81,385	∞ 17	1,331
2 Warren Co Special Service	B	49,754	65,059	12	B+	51,654	66,959	12	M	52,454	67,759	12	M+	54,454	69,759	12	1,503
5 Warren Co Voc-Tech	B	45,867	76,177	∞ 28	B+	47,392	75,892	∞ 27	M	48,153	77,854	∞ 28	M+	49,678	78,247	∞ 27	1,448
5 Warren Hills Regional	B	50,718	77,223	14	B+	54,768	81,273	14	M	56,793	83,298	14	M+	60,843	87,348	14	1,821
1 Washington Boro	B	46,015	73,275	13	B+	47,165	74,425	13	M	48,720	75,980	13	M+	49,825	77,085	13	1,615
1 Washington Twp	B	46,326	74,896	∞ 17	B+	48,926	77,496	∞ 17	M	50,226	78,796	∞ 17	M+	52,826	81,396	∞ 17	1,512
1 White Twp	B	48,740	78,400	20	B+	52,740	82,400	20	M	54,740	84,400	20	M+	58,740	88,400	20	1,484

# 2014-15 NEW JERSEY Educational Support Professional Salary Survey

Salary guides are reported only after the guides are agreed to by the local school board and the association and ratified by both parties. Contracts that had delayed settlements may not have been received in time for this publication. Current information can be requested by contacting your regional UniServ office or the NJEA Research and Economic Services Division.

Your local association's collective bargaining agreement—including your salary guide—can be found on the NJEA app. Simply search NJEA in your app store.

Due to space limitations, only the highest guide for each of the categories listed below has been reported here. Minimum and maximum salaries and number of steps on the guide are indicated. Please note that annual guides do not necessarily represent a full-time work schedule. The existence of longevity is indicated by a ∞ on the maximum levels.

## SUMMARY OF EDUCATIONAL SUPPORT PROFESSIONAL SETTLEMENT INFORMATION

	Average \$ Increase	Average settlement rate (Includes increment)
<b>2014-15 average educational support professional settlements – newly bargained plus previously bargained/838 settlements</b>	\$967	2.49%
<b>Newly bargained 2014-15 educational support professionals contracts – 132 settlements</b>	\$994	2.63%
<b>Contracts to date covering 2015-16 – 422 settlements</b>	\$994	2.57%

**2013-14 average educational support professional's salary = \$34,311** (full time, four or more hours per day)  
**2013-14 average years of experience = 12 years**

**KEY**

∞ Longevity/service provision    R Low-high range in lieu of step guide    SS Starting salary–Min. hiring amount

<p><b>DISTRICT GROUPING</b></p> <p>Number....Enrollment</p> <p>1..... Elementary districts</p> <p>2..... K-12, below 3,000</p> <p>3..... K-12, 3,000-5,999</p> <p>4..... K-12, 6,000 &amp; over</p> <p>5..... Secondary districts</p>	<p><b>POSITION CATEGORIES</b></p> <p>C .... Custodial/maintenance/mechanics</p> <p>G .... Security</p> <p>F..... Food service/cafeteria</p> <p>P .... Paraprofessionals/aides</p> <p>S..... Secretarial/clerical/bookkeeping/data processing</p> <p>T..... Transportation/drivers</p> <p>O .... Other</p>	<p><b>RATE</b></p> <p>10m.....10 month</p> <p>10.5m....10.5 month</p> <p>11m.....11 month</p> <p>11.5m....11.5 month</p> <p>12m.....12 month</p> <p>D .....daily</p> <p>Hrly .....hourly</p>
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### ATLANTIC

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 ABSECON CITY	S	12m	25,383	36,010	10
	C	12m	30,426	40,527	12
	P	10m	16,357	23,133	10
4 ATLANTIC CITY	S	12m	46,123	69,974	∞ 12
	C	12m	45,353	68,540	∞ 12
	P	10m	18,366	34,643	∞ 12
1 EGG HARBOR CITY	G	10m	24,814	37,486	∞ 12
	S	12m	35,161	50,106	11
	C	12m	32,870	44,129	11
1 GALLOWAY TWP	P	10m	24,656	26,734	11
	S	10m	34,863	38,652	∞ 8
	S	12m	44,019	48,803	∞ 8
	C	12m	45,909	49,425	∞ 5
	P	Daily	192.94	211.90	∞ 3
5 GREATER EGG HARBOR REG	F	Hrly	11.40	13.44	∞ 9
	S	12m	39,048	54,646	25
	C	12m	64,633	64,633	R
	P	10m	18,401	27,940	17
	P	Hrly	13.80	20.96	17
1 HAMILTON TWP	S	12m	54,894	54,894	∞ 1
	C	12m	45,047	52,249	∞ 10
	P	10m	19,974	25,737	∞ 9
	F	Hrly	24.00	25.97	∞ 6
5 MAINLAND REGIONAL	S	10m	27,598	36,398	∞ 9
	S	12m	36,115	50,515	∞ 9
	C	12m	43,368	47,568	7
	P	10m	28,830	40,094	9
1 VENTNOR CITY	S	12m	35,527	47,243	∞ 9
	P	10m	23,276	33,670	∞ 9
	P	Hrly	10.04	16.04	∞ 13
	G	Hrly	8.25	10.50	∞ 8

### BERGEN

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 BERGEN CO SPECIAL SERVICE	C	12m	38,680	58,805	19
	F	10m	44,600	50,085	8
5 BERGEN COUNTY VOC-TECH	S	12m	39,738	68,006	∞ 18
	C	12m	47,111	69,151	∞ 16
	C	12m	48,226	69,151	∞ 16
2 CLIFFSIDE PARK BORO	S	10.5m	25,300	25,300	∞ 1
	S	12m	27,250	27,250	∞ 1
1 CLOSTER BORO	S	12m	38,663	52,913	10
	C	12m	48,854	63,369	9
	P	Hrly	16.80	19.20	5
2 CRESSKILL BORO	S	10m	30,480	40,760	∞ 15
	S	12m	41,740	55,835	∞ 15
	C	12m	47,855	64,125	∞ 10
2 DUMONT BORO	S	12m	36,245	43,472	∞ 8
	C	12m	51,914	52,914	9
1 EAST RUTHERFORD BORO	S	12m	37,062	57,426	13
	P	Hrly	20.09	24.70	8
2 EMERSON BORO	S	10m	21,600	30,900	∞ 8
	S	12m	25,500	38,500	∞ 8
1 ENGLEWOOD CLIFFS BORO	C	12m	30,000	45,158	∞ 10
	S	10m	29,680	40,520	13
	S	12m	35,615	48,625	13
3 FAIR LAWN BORO	C	12m	36,000	54,000	R
	P	10m	28,000	42,000	R
2 GLEN ROCK BORO	S	12m	37,062	57,426	13
	P	Hrly	23.70	25.35	4
3 HACKENSACK CITY	C	12m	39,044	60,019	∞ 12
	P	10m	19,140	27,560	∞ 12
2 HASBROUCK HEIGHTS BORO	P	10m	37,535	40,480	5
	S	12m	45,963	54,838	6
3 HACKENSACK CITY	C	12m	41,702	49,202	8
	P	10m	20,482	20,482	1

**BERGEN (CONTINUED)**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 MONTVALE BORO	S	12m	42,203	54,381	∞ 14
	C	12m	54,925	54,925	∞ 1
	P	Hrly	13.34	13.34	1
2 NORTH ARLINGTON BORO	S	10m	25,000	44,043	∞ R
	C	12m	51,532	60,057	6
5 NORTHERN VALLEY REGIONAL	C	12m	48,777	70,155	∞ 9
	C	12m	33,217	47,441	∞ 15
1 OAKLAND BORO	C	12m	33,217	47,441	∞ 15
1 OLD TAPPAN BORO	S	12m	44,104	44,104	1
	S	Hrly	18.42	18.42	1
	C	12m	59,428	59,428	1
2 PARK RIDGE BORO	S	10m	24,085	28,530	6
	S	12m	42,510	50,355	6
3 RAMSEY BORO	S	10m	36,077	41,057	∞ 7
	S	12m	42,507	48,507	∞ 7
2 RIDGEFIELD BORO	C	12m	34,000	48,652	12
5 RIVER DELL REGIONAL	S	12m	36,300	58,193	14
1 RIVER VALE TWP	S	12m	39,000	60,278	∞ 10
1 ROCHELLE PARK TWP	S	12m	44,258	53,843	10
	C	12m	36,384	45,734	12
2 RUTHERFORD BORO	S	10m	28,500	42,293	12
	S	11m	31,700	46,311	12
	S	12m	34,450	50,338	12
	S	Hrly	18.10	20.52	∞ 5
	C	12m	38,200	54,546	13
3 TENAFLY BORO	T	Hrly	24.00	25.95	∞ 5
	S	12m	47,020	60,770	∞ 6
	C	12m	57,524	72,524	6
2 WALLINGTON BORO	P	Hrly	46.61	46.61	1
	C	12m	36,000	45,970	∞ 11
2 WESTWOOD REGIONAL	C	12m	39,250	65,700	∞ R

**BURLINGTON**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 BASS RIVER TWP	C	12m	36,226	60,768	13
	P	10m	14,446	20,491	12
2 BURLINGTON CO SPEC SERV	C	12m	43,565	63,788	∞ 15
	P	10m	22,089	33,183	21
	P	Hrly	14.67	27.76	15
	F	10m	30,299	42,162	15
2 DELRAN TWP	S	10m	28,796	48,884	12
	S	12m	28,592	48,844	12
	C	12m	51,564	66,084	12
	P	10m	14,843	21,358	12
1 EVESHAM TWP	S	10m	26,583	40,833	∞ 13
	S	11m	28,997	43,809	∞ 13
	S	12m	31,900	49,000	∞ 13
	S	Hrly	14.45	19.04	∞ 16
	C	12m	48,700	54,138	∞ 11
	C	Hrly	12.35	16.06	∞ 12
	P	Hrly	25.00	28.63	∞ 16
	F	Hrly	10.60	15.63	∞ 18
1 HAINESPORT TWP	T	Hrly	18.50	27.82	∞ 16
	S	12m	29,075	33,102	11
	C	12m	37,559	46,861	11
	C	Hrly	13.76	18.26	11
5 LENAPE REGIONAL	P	Hrly	19.13	22.98	11
	S	12m	37,600	54,800	∞ 16
	C	12m	43,500	71,000	12
1 MANSFIELD TWP	P	10m	39,500	45,500	∞ 10
	T	Hrly	17.50	28.70	15
	S	Hrly	15.85	15.85	1
	C	Hrly	14.69	14.69	1
2 MAPLE SHADE TWP	F	Hrly	11.74	11.74	1
	S	12m	36,275	52,605	15
	S	Hrly	15.90	15.90	1
	C	12m	42,866	60,196	∞ 10
	C	Hrly	45.16	45.16	1
1 MEDFORD TWP	P	Hrly	11.50	15.92	4
	S	12m	37,513	54,241	∞ 16

**BURLINGTON (CONTINUED)**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 MOORESTOWN TWP	S	Hrly	13.24	18.61	∞ 16
	T	10m	12,592	21,612	∞ 16
	T	Hrly	17.49	30.02	∞ 16
	S	10.5m	25,725	44,757	∞ 12
1 MOUNT HOLLY TWP	S	10m	24,500	42,745	∞ 12
	S	12m	31,860	53,680	∞ 12
	C	12m	50,201	63,900	∞ 12
	P	Hrly	33.27	36.99	4
1 NEW HANOVER TWP	S	12m	36,176	52,147	13
	C	12m	36,176	52,147	13
	P	Hrly	22.75	24.25	4
1 NORTH HANOVER TWP	S	10m	14,112	24,002	9
	S	12m	30,552	41,895	18
5 NORTHERN BURLINGTON REG	C	12m	33,308	62,800	18
	S	10m	28,541	40,041	∞ 14
	S	12m	34,251	48,051	∞ 14
	C	12m	25,601	42,401	∞ 17
2 PALMYRA BORO	P	10m	16,421	23,571	∞ 13
	F	10m	23,972	29,808	∞ 14
	S	10m	32,499	39,082	∞ 20
3 PEMBERTON TWP	S	12m	36,982	44,316	∞ 20
	S	12m	23,695	37,548	15
5 RANOCAS VALLEY REGIONAL	S	12m	32,638	53,691	∞ 12
	C	12m	51,011	60,176	∞ 7
	P	10m	32,689	38,526	∞ 9
	F	10m	16,009	23,761	∞ 13
2 RIVERSIDE TWP	G	10m	31,712	40,839	∞ 9
	S	12m	32,925	55,460	18
	S	12m	41,752	48,752	∞ 7
2 RIVERSIDE TWP	C	12m	48,573	50,173	∞ 3
	P	10m	28,789	28,789	∞ 1

**CAMDEN**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 AUDUBON BORO	S	10m	28,900	47,700	∞ 16
	S	12m	35,100	57,600	∞ 16
	C	12m	40,200	59,600	∞ 13
0 AUDUBON PARK BORO	S	10m	28,900	47,700	∞ 17
	S	12m	35,100	57,600	∞ 17
	C	12m	40,200	59,600	∞ 14
	P	10m	15,500	27,950	∞ 12
1 BELLMAWR BORO	S	12m	33,189	39,643	13
	C	12m	34,383	43,010	16
	P	10m	21,793	24,930	9
1 BERLIN TWP	S	12m	33,205	44,060	10
4 CHERRY HILL TWP	P	Hrly	9.34	18.80	18
	S	12m	28,100	42,670	∞ 12
2 COLLINGSWOOD BORO	C	12m	27,860	42,028	∞ 17
	P	10m	24,150	36,919	∞ 9
	P	10m	12,949	17,567	15
	P	10m	29,270	30,924	2
1 GIBBSBORO BORO	P	12m	56,028	56,028	1
	P	Hrly	17.43	17.43	1
	G	12m	49,599	49,599	1
2 HADDON HEIGHTS BORO	S	10m	24,600	40,000	20
	S	12m	33,300	55,400	18
	S	Hrly	16.80	16.80	1
	C	12m	29,400	49,000	20
	C	Hrly	16.80	16.80	1
	P	Hrly	16.80	16.80	1
1 LAWNSIDE BORO	G	Hrly	22.17	22.17	1
	T	Hrly	15.55	16.35	3
	S	12m	22,173	30,734	∞ 12
	C	12m	24,082	32,208	∞ 12
2 LINDENWOLD BORO	P	10m	16,692	22,711	∞ 12
	S	12m	35,432	51,706	∞ 19
	C	12m	28,811	46,525	∞ 13
1 MAGNOLIA BORO	P	10m	11,403	21,617	∞ 19
	S	12m	35,321	46,122	∞ 13

**CAMDEN (CONTINUED)**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
5 STERLING HIGH SCHOOL DIST	C	12m	33,568	43,382	∞ 13
	P	10m	14,017	18,060	∞ 13
	S	10m	30,543	34,293	∞ 10
	S	12m	36,653	41,153	∞ 10
	C	10m	30,118	41,415	∞ 10
	C	12m	44,545	52,787	∞ 10
	P	10.5m	21,011	31,247	∞ 10
	P	10m	23,436	28,584	∞ 10
	P	12m	22,581	32,810	∞ 10
	O	10m	25,307	29,023	10

**CAPE MAY**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 MIDDLE TWP	S	12m	31,005	36,599	7
	C	12m	30,055	35,410	7
	P	12m	19,438	23,113	7
	T	Hrly	23.73	23.73	1
1 UPPER TWP	S	12m	23,026	26,141	5
	P	Hrly	11.28	12.79	6
2 WILDWOOD CITY	S	12m	32,961	47,697	13
	C	12m	37,665	46,184	20
	P	10m	20,198	23,811	13
	P	Hrly	14.09	16.61	13
1 WOODBINE BORO	C	12m	45,314	45,514	3
	P	10m	23,567	23,767	3

**CUMBERLAND**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 BRIDGETON CITY	S	10m	22,200	36,500	17
	S	12m	27,340	44,500	17
	P	10m	20,200	30,200	10
	P	Hrly	9.89	12.13	8
	F	Hrly	21.04	21.04	1
	G	10m	20,100	26,650	8
5 CUMBERLAND REGIONAL	S	12m	43,210	45,450	5
	C	12m	45,400	58,075	10
4 MILLVILLE CITY	S	10m	26,148	43,718	18
	S	12m	28,838	49,418	18
	C	10m	31,252	39,752	13
	C	12m	43,172	61,172	13
4 VINELAND CITY	P	10m	29,230	37,930	13
	S	10m	19,340	34,540	25
	S	12m	23,940	42,940	25

**ESSEX**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 CALDWELL-WEST CALDWELL	S	10m	38,704	44,867	∞ 15
	S	12m	48,244	55,266	∞ 15
	S	Hrly	25.49	25.49	∞ 1
	C	12m	39,054	47,346	∞ 12
2 CEDAR GROVE TWP	C	12m	34,620	47,260	∞ 11
3 CITY OF ORANGE TWP	S	12m	40,011	52,618	∞ 13
	P	10m	23,796	30,163	∞ 12
5 ESSEX CO VOC-TECH	S	10m	34,000	46,200	∞ 16
	S	12m	42,700	74,000	∞ 25
	C	12m	38,900	58,308	∞ 14
	P	10m	25,700	34,400	∞ 15
	G	10m	30,800	48,237	∞ 14
	T	10m	30,800	48,237	∞ 14
2 GLEN RIDGE BORO	S	12m	52,680	61,119	∞ 10
	C	12m	50,345	63,380	∞ 12
4 IRVINGTON TOWNSHIP	P	12m	33,231	44,551	11
5 WEST ESSEX REGIONAL	S	12m	41,302	53,302	∞ 11
	S	Hrly	20.76	21.89	4
	P	Hrly	15.88	17.02	4
4 WEST ORANGE TOWN	S	10m	33,693	56,636	∞ 8
	S	12m	42,866	72,055	∞ 8
	P	10m	28,293	33,469	∞ 11

**GLOUCESTER**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS	
5 CLEARVIEW REGIONAL	S	10m	26,250	26,250	R	
	S	12m	31,500	31,500	R	
	C	12m	27,650	27,650	R	
	P	10m	21,136	21,136	R	
	F	Hrly	12.00	12.00	R	
	T	Hrly	18.00	18.00	R	
5 DELSEA REG	T	Hrly	15.72	21.44	∞ 11	
	S	10m	29,725	29,725	∞ 1	
3 DEPTFORD TWP	S	12m	33,825	33,825	∞ 1	
	C	12m	56,800	56,800	∞ 1	
	P	Daily	180.00	180.00	∞ 1	
	T	Hrly	21.84	25.59	∞ 3	
	1 EAST GREENWICH TWP	C	12m	36,390	40,394	∞ 5
		P	Daily	113.87	164.96	∞ 11
F		Hrly	13.10	19.85	∞ 11	
2 GLASSBORO	S	10m	26,006	43,737	∞ 12	
	S	12m	31,208	52,487	∞ 12	
	C	12m	37,146	46,323	12	
	C	Hrly	38.76	38.76	1	
	P	Hrly	13.29	19.20	12	
	T	Hrly	19.44	25.05	∞ 9	
2 GLOUCESTER CO SPEC SERV	P	10m	27,444	29,414	∞ 5	
	5 GLOUCESTER CO VOC-TECH	C	12m	33,449	57,720	21
1 GREENWICH TWP	P	10m	17,222	25,141	26	
	S	12m	34,817	37,840	6	
1 HARRISON TWP	C	12m	38,015	53,135	19	
	S	10m	18,331	21,331	∞ 6	
	S	12m	22,209	24,009	∞ 4	
	P	Hrly	15.67	17.19	∞ 6	
	P	Hrly	15.67	17.19	∞ 6	
	P	Hrly	15.67	17.19	∞ 6	
5 KINGSWAY REGIONAL	S	12m	32,500	45,999	11	
	C	12m	29,467	41,030	12	
	P	10m	20,000	23,000	5	
	F	Hrly	15.00	19.00	5	
	T	Hrly	21.01	21.01	1	
	S	Hrly	12.75	19.30	15	
1 LOGAN TWP	C	12m	34,057	42,068	15	
	P	Hrly	19.67	23.88	10	
1 MANTUA TWP	S	10.5m	27,423	37,708	17	
	S	10m	26,116	35,911	17	
	S	11.5m	28,075	38,605	17	
	S	11m	25,465	35,015	17	
	S	12m	31,341	43,095	17	
	P	10m	17,652	26,603	20	
2 PAULSBORO BORO	S	12m	36,921	45,100	10	
	C	12m	48,380	48,380	1	
	F	Hrly	13.92	15.84	9	
	T	Hrly	22.68	22.83	3	
1 SWEDSBORO-WOOLWICH	P	10m	15,443	22,078	10	
	P	Hrly	18.00	18.00	1	
3 WEST DEPTFORD TWP	S	10m	40,516	43,266	∞ 15	
	S	12m	48,619	51,919	∞ 15	
	C	12m	44,762	55,474	15	
	C	Hrly	21.52	26.67	15	
	P	Hrly	14.62	15.92	8	

**HUDSON**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
4 BAYONNE CITY	P	Daily	102.73	102.73	1
1 EAST NEWARK BORO	P	Hrly	20.23	20.23	1
4 NORTH BERGEN TWP	C	12m	43,770	54,230	∞ 8
	P	10m	24,910	56,310	∞ 15
	G	10m	29,950	45,890	∞ 10
2 SECAUCUS TOWN	P	10m	27,360	29,600	3
4 WEST NEW YORK TOWN	S	10m	31,758	51,367	∞ 14
	S	12m	38,816	58,147	∞ 14
	C	12m	29,051	57,116	∞ 21
	P	10m	18,746	32,974	∞ 21
	T	10m	25,249	44,556	∞ 21

**HUNTERDON**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 ALEXANDRIA TWP	S	12m	18,476	46,879	R
	C	12m	22,483	71,280	R
	P	10m	17,851	33,137	R
5 DELAWARE VALLEY REGIONAL	S	10m	27,720	38,047	12
	S	12m	33,265	45,655	12
	C	12m	34,961	47,791	12
1 HOLLAND TWP	P	Hrly	17.72	19.80	5
	S	12m	31,271	42,388	∞ 17
	C	12m	37,538	51,928	∞ 16
5 HUNTERDON CENTRAL REG	P	Hrly	21.44	23.64	∞ 4
	S	12m	35,511	56,770	∞ 17
	C	12m	44,360	63,805	∞ 14
5 HUNTERDON CO POLYTECH	C	Hrly	26.40	35.40	∞ 10
	P	10m	22,725	32,145	∞ 16
	S	12m	31,703	38,028	12
1 LEBANON TWP	P	10m	27,555	34,738	12
	P	10m	24,904	34,369	14
	P	Hrly	12.17	16.27	18
5 N HUNT/VOORHEES REG	S	12m	12.17	16.27	18
	S	12m	35,325	47,315	15
	S	Hrly	21.03	28.16	15
5 SOUTH HUNTERDON REGIONAL	C	12m	35,832	50,132	14
	C	Hrly	17.23	24.10	14
	P	10m	23,944	32,374	18
5 SOUTH HUNTERDON REGIONAL	P	Hrly	18.39	24.86	18
	S	12m	32,998	55,630	∞ 17
	C	12m	37,662	59,642	∞ 19
5 SOUTH HUNTERDON REGIONAL	P	10m	27,802	27,802	∞ 1
	T	10m	6,774	8,808	3

**MERCER**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 EAST WINDSOR REGIONAL	S	10m	27,540	35,086	∞ 11
	S	12m	82,347	82,347	∞ 1
	C	12m	81,878	81,878	∞ 1
	P	10m	24,149	29,129	∞ 11
	G	10m	56,083	56,083	∞ 1
	T	Hrly	26.09	27.18	∞ 4
	O	Hrly	19.20	26.78	∞ 20
3 EWING TWP	S	10m	29,168	47,147	∞ R
	S	12m	38,615	59,322	∞ R
	C	12m	53,432	76,641	∞ R
4 HAMILTON TWP	P	Hrly	13.71	25.48	∞ R
	F	10m	17,317	30,887	∞ R
	S	12m	62,087	62,087	∞ 1
3 LAWRENCE TWP	C	12m	31,428	46,693	∞ 15
	P	10m	22,414	33,984	∞ 12
	G	10m	20,124	31,694	∞ 12
2 MERCER CO SPECIAL SERVICE	T	10m	31,138	31,138	∞ 1
	P	Hrly	15.70	15.70	1
	T	Hrly	19.90	19.90	1
3 PRINCETON REGIONAL	S	12m	41,240	49,155	∞ 10
	C	12m	42,720	50,635	∞ 10
	P	10m	23,250	36,349	∞ 15
4 TRENTON CITY	O	12m	57,280	65,195	∞ 10
	S	12m	33,333	78,332	∞ R
	C	12m	39,327	78,587	∞ R
4 TRENTON CITY	P	10m	19,100	47,655	∞ R
	P	12m	28,200	68,577	∞ R
	P	Hrly	29.00	29.00	∞ 1

**MIDDLESEX**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
4 EAST BRUNSWICK TWP	S	12m	34,468	51,728	12
	C	12m	39,896	60,094	11
	P	10m	21,208	40,591	12
	P	12m	33,193	50,453	12
	P	Hrly	13.61	17.91	12
	T	10m	21,676	30,101	9

**MIDDLESEX (CONTINUED)**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 METUCHEN BORO	P	Hrly	15.70	19.85	10
2 MIDDLESEX CO ESC	P	10m	15,285	23,742	∞ 16
5 MIDDLESEX CO VOC-TECH	S	12m	35,147	49,547	∞ 9
	S	10m	26,544	33,744	10
	S	12m	36,206	50,506	12
1 MILLTOWN BORO	C	12m	31,100	40,100	10
	S	10m	27,365	44,348	∞ 16
	S	12m	37,883	61,512	∞ 16
3 NORTH BRUNSWICK TWP	S	Hrly	11.09	14.84	∞ 11
	C	12m	37,100	55,650	∞ 11
	P	Hrly	26.40	27.77	∞ 4
4 OLD BRIDGE TWP	T	Hrly	17.29	20.93	∞ 6
	C	12m	42,931	61,974	10
	P	10m	15,849	24,772	14
4 SOUTH BRUNSWICK TWP	G	Hrly	19.79	19.79	1
	C	12m	40,124	55,639	∞ 13
	P	Hrly	11.99	20.76	∞ 18
3 SOUTH PLAINFIELD BORO	T	Hrly	16.66	22.50	∞ 12
	C	12m	59,008	59,008	∞ 1
	P	10m	21,261	24,642	∞ 7
4 WOODBRIDGE TWP	P	Hrly	18.36	21.28	∞ 7
	T	Hrly	20.22	25.06	∞ 4
	S	10m	32,750	46,785	∞ 11
4 WOODBRIDGE TWP	S	12m	41,116	58,738	∞ 11
	C	12m	45,859	65,514	∞ 4
	P	10m	48,857	69,795	∞ 4
4 WOODBRIDGE TWP	P	Hrly	16.18	23.11	4
	T	Hrly	15.53	20.68	4
	O	12m	68,698	77,626	∞ 3

**MONMOUTH**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 BAYSHORE JOINTURE COMM	P	10m	17,978	22,716	10
1 COLTS NECK TWP	S	12m	31,387	41,254	13
	C	12m	31,439	54,974	20
	P	Hrly	12.19	22.25	20
1 FREEHOLD BORO	S	12m	41,804	44,104	∞ 15
	C	12m	27,710	45,675	∞ 13
	P	10m	18,914	29,460	∞ 11
5 FREEHOLD REGIONAL	S	10m	35,138	41,138	∞ 10
	S	12m	45,515	52,715	∞ 10
	C	12m	46,430	56,825	∞ 10
1 FREEHOLD TWP	P	10m	30,128	39,908	∞ 3
	P	Hrly	15.36	15.81	∞ 2
	O	10m	35,805	40,305	∞ 10
3 HAZLET TWP	S	10m	26,354	35,354	∞ 10
	S	12m	43,267	55,832	∞ 8
	C	12m	43,816	61,818	∞ 19
1 HOWELL TWP	P	10m	24,339	29,939	∞ 8
	S	12m	34,200	51,185	15
	S	10m	18,550	41,040	∞ 15
3 LONG BRANCH CITY	S	12m	32,765	60,723	∞ 16
	C	12m	39,830	67,430	∞ 12
	C	Hrly	12.36	12.36	1
2 MANASQUAN BORO	P	10m	18,550	41,040	∞ 15
	F	Hrly	9.97	20.86	∞ 11
	T	Hrly	17.85	34.68	∞ 12
3 MATAWAN-ABERDEEN REG	S	10m	34,663	43,348	11
	S	12m	43,453	52,138	11
	C	10m	34,366	42,950	16
1 MILLSTONE TWP	C	12m	47,770	58,105	8
	S	12m	39,168	49,700	∞ 9
	C	12m	35,589	51,574	∞ 12
3 MATAWAN-ABERDEEN REG	P	Hrly	18.64	20.29	∞ 6
	C	Hrly	19.99	32.20	∞ 15
	S	12m	38,368	44,908	∞ 10
1 MILLSTONE TWP	C	12m	41,625	46,125	∞ 10
	P	10m	16,021	21,353	11
	P	Hrly	12.10	13.56	9

**MONMOUTH (CONTINUED)**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 NEPTUNE TWP	S	12m	36,960	41,655	15
	C	12m	47,207	51,407	∞ 15
	P	10m	41,976	43,256	5
3 OCEAN TWP	S	12m	44,278	56,894	23
	C	12m	50,685	59,656	12
	P	10m	23,118	30,940	14
	T	10m	30,245	40,805	17
	T	Hrly	21.73	28.29	10
1 OCEANPORT BORO	S	12m	38,508	43,997	∞ R
	P	Hrly	17.07	22.05	∞ 3

**MORRIS**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 BOONTON TWP	P	Hrly	22.16	22.16	∞ 1
1 DENVILLE TWP	S	12m	43,900	51,050	11
	C	12m	62,558	73,158	10
	P	10m	20,973	25,823	10
1 EAST HANOVER TWP	S	10m	37,270	45,185	∞ 11
	S	12m	44,725	54,225	∞ 11
	C	12m	41,365	54,235	∞ 12
3 JEFFERSON TWP	S	12m	58,244	62,949	∞ 4
	C	Hrly	24.04	31.11	∞ 12
	P	Hrly	19.65	20.89	∞ 5
	G	Hrly	19.45	20.45	∞ 5
	T	Hrly	21.70	26.78	∞ 9
1 LONG HILL TWP	S	12m	46,431	55,011	12
	P	12m	32,363	34,113	6
2 MADISON BORO	S	12m	48,825	52,720	7
3 MONTVILLE TWP	P	10m	21,325	23,450	∞ 3
	S	12m	36,015	53,950	∞ 18
	C	12m	39,695	47,580	∞ 8
5 MORRIS CO VOC-TECH	P	Hrly	17.77	17.77	∞ 1
	S	12m	37,702	52,572	∞ 14
5 MORRIS HILLS REGIONAL	S	12m	46,908	58,028	∞ 8
1 MOUNT ARLINGTON BORO	P	10m	20,620	35,175	∞ 12
	C	12m	37,812	44,412	∞ 16
	S	10m	36,981	46,633	∞ 13
2 MOUNTAIN LAKES BORO	S	12m	43,771	55,353	∞ 13
	C	12m	57,628	63,496	∞ 5
	P	10m	48,454	52,947	∞ 10
	P	Hrly	14.46	20.23	∞ 13
	S	12m	32,720	49,240	14
2 PEQUANNOCK TWP	C	11.5m	35,114	53,854	13
	C	12m	48,050	61,330	12
	P	10m	16,650	29,610	18
	T	10m	27,445	39,550	13
	S	12m	46,836	62,249	8
1 ROCKAWAY TWP	C	12m	39,865	59,845	16
	P	10m	17,140	21,375	14
	S	10m	30,828	44,860	∞ 15
3 SCH DIST OF THE CHATHAMS	S	12m	41,925	61,010	∞ 15
	P	10m	34,902	38,300	4
	P	Hrly	20.02	20.02	1

**OCEAN**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 BARNEGAT TWP	S	12m	27,448	34,423	∞ 13
	C	10m	29,883	36,672	14
	C	12m	35,860	44,006	∞ 14
	C	Hrly	10.87	11.79	7
	P	10m	16,407	21,794	∞ 13
	T	Hrly	15.23	20.19	∞ 13
4 BRICK TWP	P	10m	23,511	38,511	13
5 CENTRAL REGIONAL	S	12m	30,300	50,189	17
	C	12m	33,638	54,765	17
	P	10m	24,426	28,746	5
	T	Hrly	18.50	31.05	14
	S	12m	28,775	36,239	∞ 21

**OCEAN (CONTINUED)**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 LAKEWOOD TWP	C	12m	34,254	40,764	∞ 20
	P	10m	17,677	23,143	∞ 18
	F	10m	16,607	32,580	∞ 10
	G	12m	34,254	40,764	∞ 20
	T	Hrly	14.83	15.67	∞ 14
1 LITTLE EGG HARBOR TWP	S	10m	17,420	37,275	25
	S	12m	21,947	46,617	25
	P	10m	18,612	27,132	19
3 MANCHESTER TWP	S	12m	29,192	42,248	17
	C	12m	36,929	53,114	14
	P	Hrly	10.91	22.79	18
	F	Hrly	10.47	18.92	18
5 OCEAN CO VOC-TECH	S	10m	25,790	33,018	6
	S	12m	31,531	54,031	8
	C	12m	38,079	58,479	∞ 12
1 OCEAN TWP	P	10m	20,000	35,506	13
	T	10m	23,021	42,311	∞ 19
1 SEASIDE HEIGHTS BORO	S	10m	29,233	39,900	∞ 17
	S	12m	34,775	47,575	∞ 17
	C	12m	41,025	52,275	∞ 16
5 SOUTHERN REGIONAL	F	12m	17,165	17,713	6
	P	10m	22,268	27,018	∞ 4
1 STAFFORD TWP	C	12m	52,827	57,827	6
	P	10m	51,663	53,263	5
	G	10m	36,541	42,669	11
	S	12m	30,667	63,820	∞ 18
	C	12m	30,221	55,929	∞ 21
4 TOMS RIVER REGIONAL	P	10m	19,528	26,618	∞ 13
	P	Hrly	15.54	21.84	∞ 13
	T	10m	18,806	33,422	∞ 22
	S	10m	23,000	38,542	∞ 13
5 SOUTHERN REGIONAL	S	12m	31,900	50,195	∞ 11
	P	10m	33,600	40,400	∞ 7
	F	Hrly	11.00	18.78	11

**PASSAIC**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
4 CLIFTON CITY	C	12m	42,585	54,330	∞ 10
	C	Hrly	20.47	26.12	∞ 10
	P	10m	34,375	34,375	∞ 1
	P	Hrly	22.80	22.80	∞ 1
	F	10m	35,500	35,500	∞ 1
	F	Hrly	23.86	23.86	∞ 1
5 LAKELAND REGIONAL	T	10m	39,745	50,710	∞ 10
	S	10m	29,739	40,152	23
	S	12m	35,838	48,338	23
1 NORTH HALEDON BORO	S	12m	31,200	47,700	12
	C	12m	75,018	75,018	1
5 PASSAIC CO VOC-TECH	S	12m	52,790	67,645	10
5 PASSAIC VALLEY REGIONAL	C	12m	36,504	49,167	∞ 6
4 PATERSON CITY	C	12m	43,050	61,225	∞ 11
	F	10m	25,147	25,147	∞ 1
	T	12m	39,400	57,575	∞ 11
2 POMPTON LAKES BORO	S	12m	33,380	58,185	21
	C	12m	40,160	77,250	19
	S	12m	52,760	57,510	∞ 5
1 RINGWOOD BORO	C	12m	50,418	61,198	∞ 6
	P	Hrly	11.35	16.12	∞ 12
	T	Hrly	18.52	25.33	5
	C	12m	34,000	57,500	∞ 9
3 WEST MILFORD TWP	S	12m	49,290	51,290	3
	C	12m	57,819	72,819	∞ 7
1 WOODLAND PARK BORO	S	12m	44,822	55,469	10
	S	Hrly	23.80	23.80	1
	C	12m	42,080	56,480	10
	C	Hrly	21.88	21.88	1

**SALEM**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 PENNS GRV-CARNEY'S PT REG	S	10m	35,915	46,072	17
	S	12m	40,794	52,794	17
	C	12m	47,808	58,208	17
	P	10m	21,415	24,565	10
	F	Hrly	13.49	13.49	R
	G	10m	21,415	24,565	10
2 PENNSVILLE	T	Hrly	13.03	13.03	R
	S	12m	40,894	56,414	∞ 20
	C	12m	43,823	66,552	∞ 26
2 PITTSBURGH TWP	P	10m	16,157	19,660	∞ 8
	S	10m	25,681	33,359	15
	S	12m	31,025	40,239	15
2 SALEM CO SPECIAL SERVICE	C	12m	50,554	65,784	15
	P	10m	21,088	27,419	15
	S	10m	24,670	28,170	∞ 10
5 SALEM CO VOC-TECH	S	12m	29,604	33,804	∞ 10
	P	10m	59,840	59,840	∞ R
	C	12m	29,529	36,476	∞ 14
	P	10m	11,738	17,736	∞ 14

**SOMERSET**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 BERNARDS TWP	S	12m	42,337	51,337	9
	P	Hrly	25.25	27.64	5
4 FRANKLIN TWP	C	Hrly	28.07	28.07	∞ 1
	F	Hrly	21.00	21.00	∞ 1
	T	Hrly	20.81	20.81	∞ 1
	T	Hrly	20.81	20.81	∞ 1
4 HILLSBOROUGH TWP	S	10m	35,451	46,245	18
	S	12m	47,409	60,653	18
	S	Hrly	22.86	23.28	3
	C	12m	41,195	64,572	20
	P	10m	29,602	31,102	3
	T	Hrly	28.70	31.41	10
3 MONTGOMERY TWP	S	10m	28,325	37,100	11
	S	12m	43,825	52,600	11
	C	12m	52,430	63,980	12
	P	10m	23,388	26,968	8
5 SOMERSET CO VOC-TECH	S	12m	47,527	80,685	16
	C	12m	46,170	61,848	R
1 SOUTH BOUND BROOK	S	10m	30,670	51,018	R
	S	12m	35,688	61,147	R

**SUSSEX**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 HAMPTON TWP	P	10m	19,215	26,885	14
1 HARDYSTON TWP	S	10m	20,845	20,845	1
	P	10m	20,845	20,845	1
5 HIGH POINT REGIONAL	S	12m	41,340	57,221	∞ 15
	C	12m	37,890	43,940	∞ 12
	P	Hrly	12.98	19.06	∞ 13
5 KITTATINNY REGIONAL	S	12m	32,700	44,500	∞ 16
	C	12m	34,738	50,652	∞ 14
	P	10m	15,625	24,080	∞ 16
1 LAFAYETTE TWP	P	Hrly	11.42	14.50	11
2 NEWTON TOWN	C	12m	38,264	56,832	15
	P	10m	17,660	24,455	14
1 OGDENSBURG BORO	C	12m	36,328	36,328	∞ 1
	P	Hrly	13.47	13.47	∞ 1
3 SPARTA TWP	S	10m	28,714	41,354	∞ 18
	S	12m	33,825	48,925	∞ 18
1 STILLWATER TWP	P	10m	11,185	17,771	∞ 15
5 SUSSEX CO VOC-TECH	C	12m	29,400	47,430	∞ 19
3 VERNON TWP	S	12m	45,397	58,354	∞ 16
	C	12m	40,703	57,660	∞ 12
5 WALLKILL VALLEY REGIONAL	C	Hrly	21.13	21.30	∞ 4
	C	12m	33,076	63,234	∞ 20

**UNION**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 BERKELEY HEIGHTS TWP	C	12m	37,527	48,677	∞ 17
	P	10m	48,182	49,854	∞ 4
	T	Hrly	16.00	17.30	R
2 CLARK TWP	S	12m	42,795	62,211	9
	C	12m	58,911	71,844	9
3 CRANFORD TWP	P	10m	14,472	20,801	11
	S	10m	46,300	56,948	∞ 10
	S	12m	50,054	61,565	∞ 10
4 ELIZABETH CITY	C	12m	47,723	71,839	∞ 17
	P	10m	24,700	28,434	∞ 8
	P	12m	22,363	26,364	∞ 8
	S	10.5m	34,575	53,719	∞ 9
1 MOUNTAINBORO	S	12m	78,830	78,830	∞ 1
	C	10.5m	23,644	39,779	∞ 17
	C	12m	89,567	89,567	∞ 1
	P	10m	40,524	45,511	∞ 10
	P	11m	44,944	50,476	∞ 10
	F	10m	27,806	39,881	∞ 13
	F	11m	30,894	44,310	∞ 13
	G	10m	49,139	53,153	∞ 8
	G	11m	43,539	58,263	∞ 13
	G	12m	44,043	60,038	∞ 13
	T	10m	59,550	59,550	∞ 1
	T	11m	65,506	65,506	∞ 1
2 NEW PROVIDENCE BORO	T	12m	57,953	65,574	∞ 12
	O	12m	63,355	80,498	∞ 15
	S	12m	39,187	52,905	∞ 5
2 ROSELLE PARK BORO	C	12m	36,076	58,551	∞ 5
	P	Hrly	20.80	22.88	∞ 3
	S	10.5m	32,114	48,862	∞ 19
	S	10m	30,636	46,575	∞ 19
3 SCOTCH PLAINS-FANWOOD REG	S	12m	42,827	62,567	∞ 19
	C	12m	44,281	74,075	∞ 18
	P	12m	43,232	66,199	∞ 19
2 SPRINGFIELD TWP	S	10m	44,799	52,994	21
	S	12m	49,688	59,048	21
5 SOMERSET CO VOC-TECH	C	12m	46,869	46,869	1
	S	10m	26,724	48,785	∞ 28
	S	11m	35,478	63,249	∞ 28
2 SPRINGFIELD TWP	S	12m	33,459	58,405	∞ 28
	S	10.5m	29,333	55,608	∞ 29
	S	12m	34,972	61,059	∞ 30
2 SPRINGFIELD TWP	C	12m	40,286	71,754	32
	T	Hrly	17.72	18.52	3

**WARREN**

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 BELVIDERE TOWN	S	12m	31,335	48,625	∞ 20
	C	12m	38,925	49,730	∞ 20
	P	10m	16,830	30,295	12
1 HARMONY TWP	P	Hrly	11.85	17.70	13
1 LOPATCONG TWP	S	Hrly	15.91	16.63	3
	C	Hrly	28.10	28.10	1
5 NORTH WARREN REGIONAL	P	Hrly	25.07	30.78	3
	S	12m	28,620	44,506	∞ 16
	C	12m	31,041	48,816	∞ 16
2 WARREN CO SPECIAL SERVICE	P	10m	16,500	16,500	∞ R
	P	10m	18,539	25,016	13
5 WARREN CO VOC-TECH	S	12m	29,089	43,650	14
	C	12m	30,646	42,355	16
5 WARREN HILLS REGIONAL	S	12m	36,790	49,075	∞ 18
	P	10m	30,278	36,848	10
	O	10m	28,080	34,380	10
1 WASHINGTON BORO	O	Hrly	16.00	16.00	1
	S	12m	32,657	33,257	∞ 4
1 WASHINGTON TWP	C	12m	31,506	33,756	∞ 6
	P	Hrly	12.30	16.70	16
1 WHITE TWP	F	Hrly	11.40	16.83	16

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# Protect against the spread of infection

BY FRANCES GILMORE

*Taking the correct precautions will minimize the spread of both airborne and bloodborne infections.*

In this year's cold and flu season, the most common strain of virus was Enterovirus D68 (EV-D68), which hit children hardest, especially those with asthma or other respiratory conditions. Children have been hospitalized in most states with severe respiratory illness, and a five-year-old child died of the virus in New Jersey.

By the end of fall, enterovirus infections are expected to taper off. At about the same time, respiratory illnesses caused by other viruses, like influenza and respiratory syncytial virus (RSV), will become more common. So it is wise to be aware of appropriate precautions.

## HOW AIRBORNE AND BLOODBORNE INFECTIONS ARE SPREAD

Since EV-D68 causes respiratory illness, it can be found in an infected person's respiratory secretions, such as saliva, nasal mucus, or sputum. EV-D68 and other airborne illnesses such as strep throat, likely spread from person to person when an infected person coughs or sneezes, and the virus becomes aerosolized and is inhaled by others. Infection can also spread by close contact with an infected person, and by touching surfaces or objects with virus on them, and then touching one's eyes, nose, or mouth with unwashed hands.

Bloodborne illnesses, such as hepatitis B, hepatitis C and measles, can be transmitted by direct contact of eyes, nose, mouth or broken skin with an infected person's bodily fluids. Contact may occur when treating a nosebleed or wound or cleaning up vomit or other bodily fluid, or cutting yourself with a needle or broken glass with bodily fluid on it.

## APPROPRIATE PRECAUTIONS FOR AIRBORNE AND BLOODBORNE ILLNESS

Certain basic precautions apply to both airborne and bloodborne illnesses.

- Washing hands correctly is the most important thing you can do to stay healthy. Wash hands often, with soap and water, for 20 seconds. Wash all surfaces well, including wrists, palms, backs of hands, fingers and under nails. Clean dirt from under nails.
- Avoid touching eyes, nose and mouth with unwashed hands.
- Avoid close contact and sharing eating utensils with people who are sick.
- Cover coughs and sneezes with a tissue or shirt sleeve, not your hands.

- Clean and disinfect frequently touched or contaminated surfaces, such as toys, doorknobs and faucets.

- Staff and students should stay home when they are sick and return only 24 hours after fever is gone.

A note to nurses: Children with asthma should be sure to take their medications, and may need to consult their doctors to revise their asthma management plan. The Centers for Disease Control also advises them to get a flu shot.

## KEY REQUIREMENTS OF THE PEOSH BLOODBORNE PATHOGEN STANDARD

- Universal precautions: Handle all human blood and other bodily fluids as if they were contaminated.

- Personal protective equipment (PPE): When cleaning contaminated surfaces or assisting a person whose blood or other bodily fluids are present, use gloves, and other PPE as needed, such as goggles or lab coats.

- Engineering controls: Whenever possible, use methods that contain or remove the hazard, such as puncture-resistant containers for sharps.

- Standard procedures: Hand washing and written procedures must be in place for regular cleaning of the school and cleaning, sanitizing and disinfecting potentially contaminated surfaces.

- Vaccination: The hepatitis B vaccine must be offered at no cost to covered employees within 10 days after beginning their jobs.

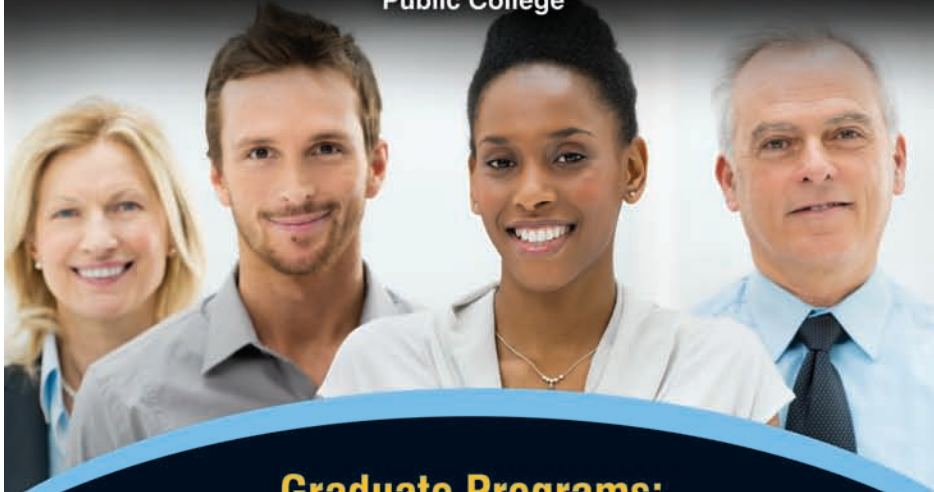
## STRENGTHENING COMPLIANCE WITH THE PEOSH BBP STANDARD

Further measures are needed to protect against bloodborne diseases. These measures are contained in the Public Employees Occupational Safety and Health Bloodborne Pathogen (PEOSH BBP) Standard, in place since 1993.

Local associations should work with their UniServ field representatives to ensure that a written plan is in place, enforced, and meets the requirements of the standard. Because details of compliance are up to individual school districts, local associations should seek strong protections, including:

- Ensuring that coverage applies broadly, not just to those whose written job descriptions include potential exposure. People potentially at risk include nurses, custodians, athletic directors, cafeteria workers, bus drivers and teachers who may clean surfaces in their

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- Prompt evaluation and medical follow-up for potentially exposed employees.
- A strong post-exposure plan, reviewed annually by, for example, the health and safety committee, association members, including school nurses, and district administration.

For more information on the PEOSH BBP standard, nontoxic cleaning and other resources, visit [njea.org/hsreview](http://njea.org/hsreview).

**CLEANING, SANITIZING AND DISINFECTING SURFACES SAFELY**

There are three levels of surface decontamination:

- Cleaning physically removes dirt and microorganisms by scrubbing with water and soap or detergent, followed by rinsing. It is sufficient for most areas of a school, including desks, tables, chairs and floors.
- Sanitizing kills some microorganisms, and is recommended for food preparation and service areas, and toilet and diapering areas. Following cleaning, apply a sanitizer, commonly a solution of 1/4 cup household bleach per gallon of water.
- Disinfecting kills many microorganisms, and is needed to clean up areas heavily contaminated with bodily fluids, such as blood or vomit. After cleaning, use 1.5 cups household bleach per gallon of water. Thoroughly douse contaminated areas and let stand for three minutes. If you use a spray bottle, put it on "jet" mode rather than "aerosol", to avoid creating a toxic mist. Wipe the surface with paper towels and discard the towels. Make a fresh bleach solution daily.

Local associations should strive to put in place healthy cleaning policies, including an approved list of certified, least toxic products; training for custodians, bus drivers and others who clean surfaces; a list of chemical product hazards regarding handling, measuring, mixing and storing; and required protective equipment. See the first information resource on the list at [njea.org/hsreview](http://njea.org/hsreview) for more details. 📄

*Frances Gilmore holds a Master of Science degree in Industrial Hygiene from the University of Pittsburgh, is a consultant with the New Jersey Work Environment Council, which is a frequent partner with NJEA on school health and safety concerns.*



# GOOGLE APPS FOR THE CLASSROOM

BY PATRICIA BRUDER

THESE FREE TOOLS CAN BE USED ANYTIME, ANYWHERE.



## CLASSROOM

A tool called classroom in Google Apps for Education “helps teachers create and organize assignments quickly, provide feedback efficiently and easily communicate with their classes.” You can set class permissions so that students can post and comment. You can also “mute” certain students, invite students to a class, create an assignment, post an announcement, email a student, view, grade and return an assignment, and “remove” a student from a class. At Google Apps for Education you can also find teacher-created lesson plans and Google Maps for Education.

Start by searching for “Google Apps for Education.” The Google presentation “Forty Ways to Start Using Apps in Schools” can be found at [goo.gl/pySakU](http://goo.gl/pySakU).

## GOOGLE DOCS

Google docs are a great tool to help you collaborate on lesson plans, keep a running record of meeting notes or create a lesson plan database. Create folders and share them with colleagues. Students can work collaboratively from home or school. You can easily encourage peer review with comments that tag students by name. The beauty of Google Docs is that it is web-based word processing, thus freeing you from needing software such as Office Suites.

“Eight Things Every Teacher Should be Able to Do with Google Docs,” found on [educatorstechnology.com](http://educatorstechnology.com), describes how to customize your document, name your document, change fonts, edit a table of contents, use the paint tool and more.

Edudemic.com’s “Fifty Little-Known Ways Google Docs Can Help in Education” reveals that:

- Google Docs has a template gallery you can use, with everything from résumé builders to college visit organizers.
- You can convert PDFs to images and text to make them easily editable.
- If you add links to Google Docs, they will be automatically detected (instead of typing out URLs).

- You can drag and drop photos.

- You can insert bookmarks to get to a section of a document quickly.

If you have any doubts about the power of Google Docs for collaboration, watch the video, “The Most Awesome 450-Page Presentation Ever,” compiled by artists to show creative ways to use Google Doc’s features.

## SPREADSHEETS

You can use spreadsheets to track all sorts of things, from student homework to attendance, seating charts and grades. You can give each student an anonymous name or number and then share the sheets with parents. You may want to coordinate parent or teacher meetings using a spreadsheet

The Great Easy Guide (listed in the sidebar) has tutorials on how to change formats, edit and format data, insert images into a spreadsheet, import data sets, create a series of numbers, merge cells, use the Paint Format tool, copy, re-order or delete sheets, move rows and columns, select range names, filter your data, use data validation, and create an in-cell dropdown list.

[Googletutor.com](http://Googletutor.com) has information on advanced tools such as “Polyline” and “Snap to Guides.”

## FORMS

You can create forms for assessments, student interest surveys, student reading records and discipline referrals. You can use an add-on app called Flubaroo that allows you to automatically grade assessments that were submitted using a Google Form.

There are a great number of sample forms available. “Tons of Google Forms for Teachers, Administrators and Teachers,” on [educatorstechnology.com](http://educatorstechnology.com), links to Google Forms for Teachers, A Must-Read Guide, Eight Steps to Create Engaging Google Forms, Teacher’s Guide to Adding Images to Google Forms, How to Create Quizzes Using Google Forms, Using Google Forms to Keep Track of Students Assignments and more.



## GET APPY WITH THESE RESOURCES!

The Great Easy Guide – Tips Every Teacher Should Know about Google Docs in Education | [Educatortechology.com](http://Educatortechology.com)

79 Interesting Ways\* to Use Google Forms in the Classroom | [Wikispaces](http://Wikispaces)

Google Docs | [Education Pinterest](http://Education Pinterest)

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“The Power of Google Forms for Teachers” is a Google presentation providing examples of forms such as a Wall of Fame, feedback for field trips, volunteer tracking and appreciation, video reflection form, educational fairs or student presentations, peer evaluation of presentations, and several other unique forms. See “Ten Great Free Google Forms Every Teacher Should Be Using,” also on *educatortechology.com*, and you’ll find forms titled “Get to Know Your Class,” “Emotion Graph,” “Prior Learning Assessment” and more.

### PRESENTATIONS AND DRAWINGS

The Great Easy Guide also provides tutorials on presentations and drawings. You’ll learn how to organize slides, import from another presentation, customize layouts and themes, format text and objects, customize slide transitions, insert text, shapes and lines, insert video, tables, or images, use keyboard shortcuts, add animations or embed a presentation.

The tutorials on drawing show you how to create and format a drawing, use keyboard modifiers, select and manipulate multiple objects, move, resize and rotate objects, insert drawings, add images to your drawings, add lines, arrow, and scribbles, use line connectors, and use text in drawings.

### GOOGLE TALK/HANGOUTS

This tool allows you to invite an expert to your class to do a guest lecture (video chat), invite up to 10 people to video chat (who can then invite others) and offer remote office hours and homework help. Some features for Google Plus described in Hack Education’s “Google Hangouts: Now with Good Docs Integration, Now Even Better for Edu,” can now be accessed via mobile phones, streamed live via an “on air” feature (allowing viewing beyond the 10 logged-in participants) and include of screen-sharing.

There’s a great “How to Start a Google Hangout” tutorial on *Dummies.com* and a YouTube video on “How to Create a Private Google Hangout.”

### OTHER TOOLS WORTH CHECKING OUT

- Google Sites: collaborate on a classroom website, maintain student portfolios that students can contribute to as they advance through the grades, work on student projects, and build classroom or lesson plan portals.
- Google Drive: build a video library on drive, record exemplary teaching and share for professional development. You can also control privacy settings on student videos to keep them in school or on the school website. For more ways to use Google Drive in the classroom see CoolCat Teacher’s “How to Enable Add Ons for Google Drive.”
- Google Classroom: create, review and grade assignments. It’s easy to provide feedback to students using the comments feature.
- Google Translate: translate correspondence for parents and the community.
- Google Groups: set up online and email-based groups for students and staff that allow for group discussion, shared resources and shared calendars.
- Google Circles: circles are important for sharing, especially videos. You can create circles into friends, colleagues, family, or even subject specific groups for projects. 📌

*Patricia Bruder, president of Linchpin Solutions LLC, consults for the Educational Information and Resource Center (EIRC) located at the South Jersey Tech Park at Rowan University, Mullica Hill. EIRC is a public agency specializing in education-related programs and services for teachers, parents, schools, communities, and non-profit organizations throughout New Jersey. Learn more about EIRC at [www.eirc.org](http://www.eirc.org) or call 856-582-7000. Contact Patricia Bruder at [linchpinsolutions@gmail.com](mailto:linchpinsolutions@gmail.com).*

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# A CLOSER LOOK *monthly highlights*



From musical theater in Park Ridge, to STEM (science, technology, engineering, and mathematics) in Jackson, to a living history museum in South Harrison Township, innovative educational programs featured on “Classroom Close-up, NJ” inspire residents across the state. Also featured this month, hundreds of educators flock to Newark to attend the Dodge Poetry Festival and small-town Audubon celebrates being home to three Medal of Honor recipients.

## watch

### DECEMBER 14

Jackson’s Elm Elementary School art teacher, Trevor Bryan, takes his students to the Princeton Art Museum to teach them art interpretation and improve their reading comprehension skills. Bryan’s techniques have inspired the museum to change the way it addresses art education.

### DECEMBER 21

Spyro Gyra guitarist Julio Fernandez receives the NJEA Award for Excellence from President Wendell Steinhauer. The award is presented each year to graduates of New Jersey public high schools who have excelled in their field. Fernandez received the award when he returned to his high school in Hoboken to encourage young musicians.

### DECEMBER 28

In Vineland, Pauline Petway Elementary School students attend a special assembly where student achievement is recognized. The school was named a 2014 National School of Character for its exemplary character education activities.

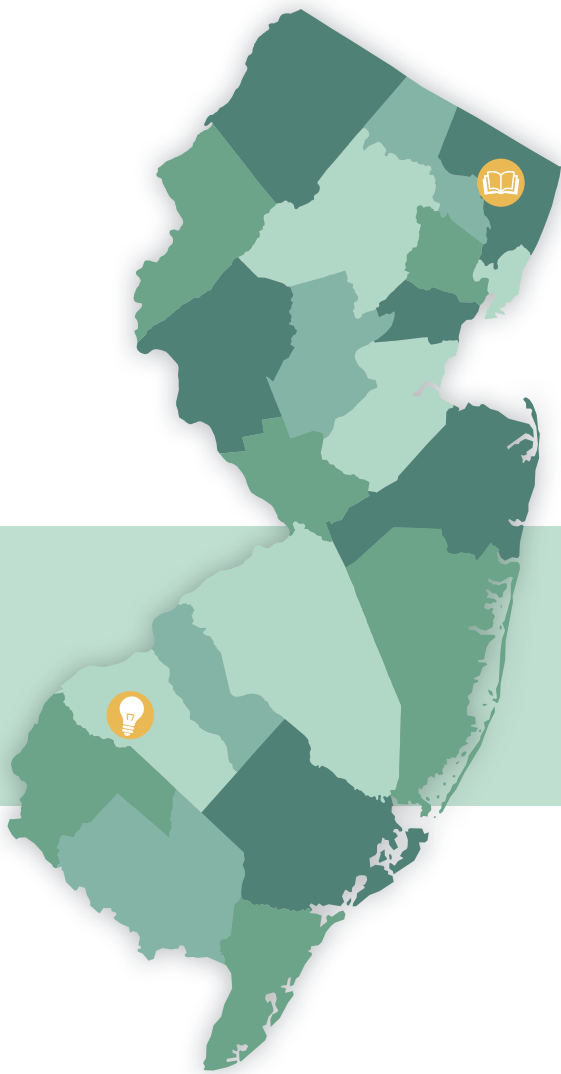


### classroomcloseup.org

Visit online to watch individual segments, entire shows, or to find out what’s coming up. On Twitter follow @CCUNJ and “like” Classroom Close-up, NJ at [facebook.com/crcunj](https://www.facebook.com/crcunj).

### AIR TIMES

“Classroom Close-up, NJ” has won 11 Emmy® awards. It inspires and educates the public about the great things happening in New Jersey’s public schools. The show airs on NJTV on Sundays at 7:30 a.m. and 12:30 and 7:30 p.m., on Wednesdays at 11:30 p.m., and Saturdays at 5:30 p.m. It is sponsored by PSE&G.



# SUSSEX TO CAPE MAY:

*Workshops, field trips, grants and more*

## highlights

*Eliminate achievement disparities, professional development academy, math workshops & STEM conference*

## showcase

These experiences have been endorsed by NJEA's Professional Development Institute and are also posted on [njea.org](http://njea.org). Providers seeking endorsement should call NJEA's Professional Development Division at 609-599-4561.



### The New Jersey Network to Close the Achievement Gaps

The Penn Center for Educational Leadership and the Educational Information and Resource Center (EIRC) invite you to attend a series of workshops and events being held at The EIRC, Mullica Hill.

The New Jersey Network to Close the Achievement Gaps (NJNCAG) is a valuable regional resource that offers venues where the best research-based and promising practices percolate—practices that address the critical areas of academic achievement, educational opportunity and equality. NJNCAG is uniquely positioned to systemically support school districts in eliminating the observed achievement disparities among subgroups of students defined by race/ethnicity, economic circumstance, gender and/or disability.

Workshops include:

- Dec. 8 – Diverse Learner Instructional Practices Workshop: “Growth Mindset as a Pathway to Equitable Access” (8:30 a.m.-2:30 p.m.)
- Jan. 8 – Diverse Student Learners and School Culture Workshop: “Building a Classroom Community—The Integration of Social Emotional Learning That Increases the Academic Suc-

cess of ALL Students” (8:30 a.m.-2:30 p.m.)

- Feb. 4 – Curriculum and Instruction Administrators Action Learning Network (8:30 a.m.-11:30 a.m.)
- Feb. 11 – School Counselors and Pupil Services Sharing of Promising Practices (8:30 a.m.-11:30 a.m.)
- Feb. 23 – Diverse Learners and School Culture Workshop: “Going Beyond Instruction—Motivating Diverse Middle and High School Students. Strategies for Building a Successful Classroom and Nurturing a Positive Learning Environment” (8:30 a.m.-3 p.m.)
- March 16 – District and School Leadership for Equity Workshop: “Cultivating Equity-Mindedness for Leaders, Teams and Decision Making” (8:30 a.m.-3 p.m.)
- March 28 – Fifth Annual NJNCAG Educators of Color Recruitment Fair (9 a.m.-1 p.m.)
- April 30 – Superintendents’ Annual Planning Meeting (8:30 a.m.-11:30 a.m.)

Call 856-582-7000 or visit [eirc.org](http://eirc.org) for more information.

## more to learn across the state

### Math workshops offered at Rutgers

The Rutgers Department of Mathematics and the university's Center for Discrete Mathematics and Theoretical Computer Science (DIMACS) are offering math workshops for elementary, middle and high school teachers. The workshops are held on Rutgers' Busch Campus and run from 8:30 a.m. to 3 p.m.

Following are workshops during February; workshops given in December, January, March, and April (and the summer) can be found on the websites below.

High school topics include: A Visual Approach to Algebra, Gr. 6-10 (Feb. 5, also given on Dec. 11); Alternative Assessments and Projects Designed to Enhance the Thinking Needed for the Common Core, Gr. 9-12 (Feb. 18); A Visual Approach to Geometry, Gr. 6-10 (Feb. 26); and Making Statistics Real: How to Get Students to Actively Learn the Tools of Statistics, Gr. 9-12 (Feb. 27).

Middle school topics include: Differentiating Math Instruction, Gr. 6-8 (Feb. 2); A Visual Approach to Algebra, Gr. 6-10 (Feb. 5, also given on Dec. 11); Inspiring K-8 Students to Love Math (Feb. 6); Math and Technology: Perfect Together—Integrating the New Standards Using Technology, Gr. 6-8 (Feb. 9); Do You Speak Fractions?, Gr. 3-6 (Feb. 10 - also given on December 15); Curricular and Instructional Pitfalls to Avoid in Implementing the Common Core Standards, Gr. 6-8 (Feb. 23 - also given on December 10); and A Visual Approach to

Geometry, Gr. 6-10 (Feb. 26).

Elementary school topics include: Inspiring K-8 Students to Love Math (Feb. 6); Do You Speak Fractions?, Gr. 3-6 (Feb. 10, also given on Dec. 15); Curricular and Instructional Pitfalls to Avoid in Implementing the Common Core Standards, Gr. K-5 (Feb. 12, also given on Dec. 2); Getting to the Core of the Number and Operations "Critical Areas" in Gr. 3-5 (Feb. 17, also given on Dec. 8); Visualizing Problem Solving in Gr. 3-5 and the Common Core (Feb. 19); Differentiating Math Instruction in Gr. K-5 (Feb. 20, also given on Dec. 9); and Measuring up to the Common Core Measurement, Geometry and Data Standards in Gr. 3-5 (Feb. 25, also given on Jan. 29).

To register or for more information about these and other workshops, visit [dimacs.rutgers.edu](http://dimacs.rutgers.edu).

### Conference looks at connection between STEM and the natural world

The Alliance for New Jersey Environmental Education's (ANJEE) 30th annual conference, titled "ANJEE 3.0: E-STEM—Indoors and Out," will be held Jan. 23 and 24 at the Conference Center at Mercer, West Windsor.

How can environmental education and the natural world help advance STEM education? How are elements of STEM (Science Technology, Engineering, and Math) education key to developing solutions for a healthy planet? What's the role of the non-formal educator in this new emphasis from

our public and private schools? All these issues, and more, will be explored.

Sample topics include: student models for passive solar design; habitats and math; watershed stewardship; soil science; waste reduction; sustainable lunches; environmental science; putting the arts in STEM education; lichens in the classroom; six strands of informal science education; sustainability education; trees; animal and plant adaptations; the science of air; youth fishing clubs; chemical awareness; beaches and dune systems; environmental sustainability for preservice educators; forest pests; Amazon adventures; protecting waterways; rain gardens; environmental education models; wind energy; and environmental stewardship.

Attendees wishing to stay overnight can get a conference rate at the Hilton Garden Inn, Hamilton.

The following early-bird rates are available until Dec. 24:

- One-day, basic package: \$125
- One-day, full package: \$160
- Two-day, basic package: \$225
- Two-day, full package: \$260

More conference information, registration details, rates, package details, presenter and exhibitor rates, and terms and conditions can be found at [www.ANJEE.org](http://www.ANJEE.org).



### Glen Rock Professional Development Academy

The Glen Rock Professional Development Academy (GRPDA) invites you to attend workshops held at Glen Rock High School. GRPDA is a division of the Glen Rock Community School, run under the auspices of the Glen Rock Board of Education.

The GRPDA offers professional learning workshops that:


- Align with student learning and educator developmental needs; and school, district, and/or state improvement goals
- Aim to improve teacher and school leader effectiveness in assisting students to meet the Common Core Curriculum Standards
- Include collaborative teams, school leaders and other administrative, instructional, and educational service staff members
- Incorporate coherent, sustained and evidence-based strategies that improve educator practice and therefore positively impact student learning.

Dates and topics are:

- Dec. 5 and March 25 – Google Forms/Sheets/Presentations – Educators of all grades will learn about one of the most robust tools in Google Drive—used to conduct surveys, assess student

knowledge and create exit tickets. Google Presentations allow students to collaborate on projects and work virtually to complete assignments for immediate feedback. Register by Dec. 1 and March 20, respectively.

- Jan. 7 – Digital Citizenship – Secondary teachers will understand the importance of the changing classroom and the need to apply virtual and web-based solutions to prepare students for college and career. Ethical and effective use of digital devices, media and the internet are critical to teaching and learning. Register by Jan. 5.
- Jan. 8 – Standards-Based Report Cards – Enrollment in this workshop will provide K-5 teachers and administrators with knowledge, skills and a plan to develop and implement a standards-based report card supported by all school constituencies. Register by Jan. 5.

All programs run from 9 a.m. to noon and cost \$125. For more information, contact Andrea Tahinos at 201-389-5011 or [grpda@glenrocknj.org](mailto:grpda@glenrocknj.org). To register, visit [grconline.com](http://grconline.com). 



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# NJREA *past, present and future*

## NJREA to elect new officers, delegates

**PETITIONS AND OTHER MATERIALS ARE DUE JAN. 15**

This spring, NJREA members will elect their officers and representatives to the NJEA Delegate Assembly (DA). In addition, members will elect delegates to the NEA-Retired Conference and NEA Representative Assembly (NEA RA).

## Officer and DA candidates must submit statement and photo

Balloting commences in April. Balloting details and candidate statements will be included in the March *NJREA Newsletter*.

To provide voters with candidate information, the March *NJREA Newsletter* will contain a color 2-inch by 2-inch passport-style head shot photograph and a brief statement (50 words or less) from each candidate. This applies to both NJREA officer and NJEA DA candidates. These materials are due by Jan. 15. If a candidate does not supply the proper photo and statement, only the name and office will be printed. Where there is not a contest for an office, the statements will not appear.

## Officer and DA member nominations

The following positions for terms that will run from Sept. 1, 2015 to Aug. 31, 2017 will be on the ballot this spring:

- President
- First vice president
- Second vice president
- Treasurer
- Secretary
- NJEA DA delegate
- NJEA DA alternate

Officers are permitted to serve two consecutive two-year terms.

NJREA's constitution requires that a person running for an NJREA office must be a unified member of NJREA (national, state and county) and has actively participated in a county retired education association and/or NJREA for a minimum of two years.

Candidates interested in running for NJREA offices must get both signatures and phone numbers from at least 15 unified NJREA members. These signatures must match the names that appear on the signers' NJEA membership cards in order to be valid.

Completed officer petitions must be received in NJREA's office no later than 5 p.m. on Jan. 15, 2015. Forms may be hand-delivered, mailed or faxed. Candidates are responsible for checking that petitions have been received by the deadline.

For a complete description of officers' duties, a self-nominating form, or a petition for NJREA officer, contact Cathy Raffaele at 609-599-4561, ext. 2300, or visit [njea.org/njrea](http://njea.org/njrea).

## NEA-Retired and NEA RA self-nominations

Candidates for delegate to the NEA-Retired Conference and NEA-RA may self-nominate. Individuals may run as a delegate, ethnic-minority concerns delegate, or both. Candidates who run for both categories (delegate and minority-concerns delegate) and are elected in both categories when election results are made public, but cannot be contacted within 48 hours following the announcement of the results, will be declared elected in the category in which they received the greatest number of votes. Successor delegates shall be chosen in order of the number of votes received after delegates have been determined by NJREA's Elections Committee.

Individuals elected will serve as delegates to the 2015 and 2016 conventions. Delegates to NEA-Retired Conference must also attend the NEA-RA that follows.

All NJREA officers are automatically elected as delegates to NEA-RA and the NEA-Retired Conference in 2015 and 2016.

Petition forms are available at the NJREA office and on the NJREA website. A candidate's name on the self-nominating form must reflect the name that appears on his/her NJEA/NJREA membership card.

Completed officer petitions must be received in NJREA's office no later than 5 p.m. on Jan. 15, 2015. Forms may be hand-delivered, mailed or faxed. Candidates are responsible for checking that petitions have been received by the deadline.



NJREA leadership at the Fall Luncheon: Treasurer Carol Kadi, Secretary Charles Moses, Second Vice President Walt Krichling, Jr., First Vice President Judy Perkins, and President Patricia Provnick (l-r).

## SEHBP to reconsider some behavioral health claim reimbursements

The New Jersey Division of Pensions and Benefits has extended the deadline for submitting for reimbursement of some behavioral health claims to Dec. 31, 2014. For more information, turn to Page 15.

## Around the counties

For questions, call your county REA.

**CAPE MAY COUNTY REA** invites you to its upcoming meeting/luncheon on Thursday, Dec. 11, at the Avalon Links Golf Club in Middle Township. The cost is \$22. To make a reservation, contact Diane Church at 609-884-7800.

**CUMBERLAND COUNTY REA** welcomes you to its holiday meeting/luncheon on Wednesday, Dec. 10, at the Centerton County Club. To attend, contact Linda Ward at 856-455-3873.

**MIDDLESEX COUNTY REA** invites you to its upcoming meeting/luncheon on Thursday, Dec. 11, at the East Brunswick Chateau in East Brunswick. The cost is \$25, and the Woodbridge High School Chorus will perform. To attend, contact Susan Jaysnovitch at 732-925-1606.

Join **MORRIS COUNTY REA** for its holiday meeting/luncheon on Wednesday, Dec. 10, at the Hanover Manor in East Hanover. The JAS Trio will entertain with holiday music. The cost is \$28. To attend, contact Nancy Condit at 973-335-0990.

**OCEAN COUNTY REA'S** next meeting/luncheon will be held on Thursday, Dec. 11, at the Clarion Hotel in Toms River. The cost is \$25. To make a reservation, contact Janice Sovinee at 732-477-1711.

**PASSAIC COUNTY REA** welcomes you to its meeting/luncheon on Wednesday, Dec. 10, at the Brownstone House in Paterson. To reserve, contact Kitty Sausa at 201-445-7577.

**SALEM COUNTY REA'S** meeting/luncheon will be held on Wednesday, Dec. 10, at Woodstown Diner in Woodstown. The cost is \$15. To attend, contact Betty Chance at 850-299-3902. 📍



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- ▶ Literacy
- ▶ Principal/School Administrator/Supervisor (O)
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FLOORING	800-526-5389
FURNITURE	800-631-0286
KITCHENS	800-327-3599
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## NJEA WEB GIVEAWAYS



### RECENT WINNERS:

Rena Moaning of Trenton EA won a free pair of prescription eyeglasses from Optical Academy\* and a \$100 Visa gift card from Wells Fargo Home Mortgage\*\*

Christine M. Meo of Camden EA EA won a \$100 gift certificate valid for single tickets to the Garden State Philharmonic (GSP)\* Professional Orchestra Series concert of choice and an IE2 Audio Headphones from Buyer's Edge, Inc\*\*

## DECEMBER GIVEAWAYS

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### • \$100 Help Your Classroom Donation from California Casualty\*\*

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**BE SURE TO REGISTER ONLINE EACH MONTH FOR THE WEB GIVEAWAYS!**

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# STAFF NEWS

## New hire



NJEA welcomes **Dominick Giordano** as a field representative in the Region 15 UniServ office in Cranford.

Giordano has been a middle school science teacher in the Scotch Plains-Fanwood school district since 1998 and has served as president of SPFEA since 2007. He was also a UniServ Consultant in the Region 15 office.

Giordano holds a bachelor's degree in environmental science from Rutgers University and a master's degree in educational leadership from Fairleigh Dickinson University.

Annalisa Russell, recently promoted to confidential assistant to the NJEA vice president, was thanked for her decades of dedication to the NJEA Convention.

Russell had most recently served as an administrative assistant in NJEA's Professional Development and Instructional Issues Division, working tirelessly to provide NJEA members with a memorable and valuable NJEA Convention experience.



## WORK FOR NJEA

*NJEA announces the following vacancies:*

### PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL ISSUES DIVISION

- Priority Schools Consultants: Six positions. Priority Schools Consultants must be retired school employees who are members of the New Jersey Retirees' Education Association.

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# DECEMBER & BEYOND *for more information go to njea.org*

12/15  
MONDAY

EXECUTIVE COMMITTEE MEETING

1/10  
SATURDAY

PRIORITY SCHOOLS CONFERENCE

1/17  
SATURDAY

NJEA MLK HUMAN RIGHTS CELEBRATION

1/23  
FRIDAY

NJEA EXECUTIVE COMMITTEE AND COUNTY PRESIDENTS' COUNCIL MEETINGS

1/24  
SATURDAY

DELEGATE ASSEMBLY MEETING

## deadlines

12/5 | WINTER LEADERSHIP SOUTH  
Event date: Jan. 30-31, 2015

1/3 | PRIORITY SCHOOLS CONFERENCE  
Event date: Jan. 10, 2015

1/5 | ESP CONFERENCE  
Event date: Feb. 6-8, 2015  
SEE PAGE 64

1/16 | WINTER LEADERSHIP NORTH  
Event date: Feb. 27-28, 2015

1/30 | LEGISLATIVE AND POLITICAL ACTION CONFERENCE  
Event date: Feb. 21, 2015  
SEE PAGE 63

2/13 | WINTER LEADERSHIP CENTRAL  
Event date: March 27-28, 2015

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# Is there a PSYCHOMETRICIAN in the house?

If policymakers wonder why educators are so skeptical about the use of student test scores for evaluation, one brief exchange at the NJEA Convention illustrated a big reason for that distrust.

During the State Board of Education (SBOE) Forum, educators asked several questions about the upcoming PARCC exams. When the SBOE members needed assistance with the details of some policies, Assistant Commissioner of Education Peter Shulman was asked to respond. Shulman leads the Office of Teacher and Leader Effectiveness at the New Jersey Department of Education (NJDOE).

Halfway through the session, a young middle school teacher asked how student growth could be accurately calculated as New Jersey moves from the NJASK to the PARCC assessments.

“I’m not a psychometrician,” said Shulman, “but I’m going to do my best to answer.”

Huh?

For the record, a psychometrician is defined as “A person who is skilled in the administration and interpretation of objective psychological tests.” (We had to look it up, too.)

Oh, OK.

Wait, huh?

Only a psychometrician can explain how student growth percentiles can be computed from the results of two different tests?

Apparently.

The NJDOE official directly responsible for the implementation of the AchieveNJ evaluation system can’t describe the process to a roomful of teachers?

Apparently not, because Shulman’s attempt to clarify the matter was unsuccessful. The young teacher was asked to give her name and contact information so someone from the NJDOE could reach out to her at a later date.

Is it any wonder that educators are frustrated and worried? Doesn’t the very fact that a psychometrician is required to explain how student growth percentiles work demonstrate that the system is unnecessarily complex? What employee would happily submit to an evaluation system that, in part, can’t be easily understood or readily explained by a supervisor?

It’s worth noting that last spring, the American Statistical Association (ASA), the largest organization in the U.S. representing statisticians and related professionals, issued a statement on the use of value-added models (VAMs) for educational assessment. The ASA reported that “VAMs typically measure correlation, not causation. Effects—positive or negative—attributed to a teacher may actually be caused by other factors that are not captured in the model.” Apparently the psychometricians in the ASA aren’t convinced that growth models add value to teacher evaluation systems.

There is hope that things could change. Later this month, the Study Commission on the Use of Student Assessments in New Jersey is expected to produce an initial report of recommendations.

The commission’s charge is to review and provide appropriate recommendations “about the effectiveness of the volume, frequency, and impact of student testing occurring throughout New Jersey school districts.”

The nine-member body was created by Gov. Chris Christie in an executive order in July, although Christie didn’t announce his appointments until Nov. 10.

That means the group will have less than 45 days—during the holiday season, no less—to do its preliminary work. According to the executive order, a final report is to be issued by July 31.

Given the complex nature and myriad implications of the state’s new standardized testing program, this timeline does little to assuage the fears of New Jersey’s parents and teachers when it comes to PARCC. That’s why it’s important that the commission hears from educators and community members as it completes its work.

**Doesn’t the very fact that a psychometrician is required to explain how student growth percentiles work demonstrate that the system is unnecessarily complex?**

NJEA President Wendell Steinhauer has noted that the first administration of the PARCC assessments begins March 1—less than four months away—so the commission has a lot of work to do in a short period of time.

“NJEA has been talking to parents, and they have major concerns about the amount of standardized testing their children now endure, and both the impact and use of that testing,” he added.

Just as teachers want to know how these tests accurately measure their abilities, parents want to know if these tests really measure the skills of their children.

One representative of the New Jersey PTA and two NJEA members will serve on the commission, but far more input from parents and practitioners is needed.

Commissioner of Education David Hespe, who will chair the commission, has promised to schedule public hearings to assist the commission with its work. Parents and teachers must take this opportunity to identify their concerns about PARCC. If the commission does its job, we might get some answers, and a psychometrician won’t be needed to explain them. 🏠

Above: Accompanied by State Board of Education President Mark Biedron (l), Assistant Commissioner of Education Peter Shulman responds to a question about teacher evaluation at the NJEA Convention.

2015 NJEA WALTER J. O'BRIEN

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9. AR – Key to a Strong Organization
10. ESP: Who We Are!
11. NJEA & ESP: How to ensure that your school is safe and healthy!
12. Negotiations & Basic Bargaining
13. You and Your Pension
14. Combating Privatization – You Could Be Fired!
15. Para Power (Offered Cycle 1 only)
16. ESP Power (Offered Cycle 2 only)
17. Financial Planning 101 – Alternatives to Depending on Powerball (Offered Cycle 1 only)
18. Maintenance/Custodians: Balancing Job Performance with Association Advocacy (New)
19. Nonviolent Crisis Intervention (New)

Most seminars are offered for both Cycle I and Cycle II. Cycle I seminars are held on Saturday from 9 a.m.-3:30 p.m. Cycle II seminars are held beginning Saturday 4:00 p.m. and through Sunday.

For more information  
& registration materials, visit  
[njea.org/esp](http://njea.org/esp)

