

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2003-2004



PART II DUE APRIL 15, 2005

UPDATED JUNE 6, 2006

OMB Number: 1810-0614
Expiration Date: 07/31/2006

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the
No Child Left Behind Act of 2001

Name of State Educational Agency (SEA) Submitting This Report:

New Jersey Department of Education

Address:

100 River View Plaza
P. O. Box 500
Trenton, NJ 08625-0500

Person to contact about this report:

Name: Diane Schonyers

Telephone: (609) 777-1653

Fax: (609) 984-5901

e-mail: diane.schonyers@doe.state.nj.us

Name of Authorizing State Official: (Print or Type):

William L. Librera, Ed.D.
Commissioner

Signature

Date

**I. Improving Basic Programs
Operated by Local Educational Agencies (Title I, Part A)**

A. Student Achievement and High-Poverty Schools

1. Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2003-2004 school year as compared to assessments administered in the 2002-2003 school year **360**

2. Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2003-2004 school year as compared to assessments administered in the 2002-2003 school year. **384**

B. Title I, Part A Schools by Type of Program

For the 2003-2004 school year, please provide the following:

- | | |
|---|------------------------|
| 1. Total Number of Title I schools in the State | <u> 1440 </u> |
| 2. Total Number of Title I Targeted Assistance Schools in the State | <u> 1055 </u> |
| 3. Total Number of Title I Schoolwide Program Schools in the State | <u> 385 </u> |

C. Title I, Part A Student Participation**2003- Student Participation in Title I, Part A by Special Services/Programs and Racial/Ethnic Groups**

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2003-2004 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

Student Participation in Title I, A by Special Services or Programs 2003-2004 School Year	
	Number of Students Served
Students with Disabilities	22,762
Limited English Proficient	18,309
Homeless	2,230
Migrant	N/A

Student Participation in Title I, A by Racial or Ethnic Group 2003-2004 School Year	
	Number of Students Served
American Indian/Alaskan Native	634
Asian/Pacific Islander	11,029
Black, non-Hispanic	108,288
Hispanic	115,099
White, non-Hispanic	61,464
Other	226
Total	296,740

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

2. Student Participation in Title I, Part A by Grade Level

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide *programs* (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2003-2004 school year.

Student Participation in Title I, Part A by Grade Level 2003-2004 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0-2	6	-	-	0	6	0%
Age 3-5	698	6731	7	0	7,436	2%
K	4,694	17466	282	0	22,442	7%
1	10,017	19920	552	0	30,489	10%
2	9,858	18235	528	0	28,621	9%
3	9,910	19070	561	1	29,542	10%
4	9,605	18729	472	2	28,808	9%
5	9,164	18525	371	4	28,064	9%
6	8,759	18429	506	27	27,721	9%
7	9,605	18340	535	56	28,536	9%
8	9,726	17278	479	145	27,628	9%
9	5,817	5865	32	836	12,550	4%
10	5,143	4549	188	541	10,421	3%
11	4,450	3711	205	470	8,836	3%
12	3,439	3399	51	322	7,211	2%
Ungraded	329	5273	0	111	5,713	2%
TOTALS	101,220	195,520	4,769	2,515	304,024	100%

3. Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2003-2004 school year.

Student Participation in Title I, A Targeted Assistance (TAS) Programs by Instructional and Support Services 2003-2004 School Year	
Instructional Services	
	Number of Students Served
Mathematics	77,990
Reading/Language Arts	81,286
Science	12,829
Social Studies	10,514
Vocational/Career	-
Other: Reading Recovery, After school Academic Clubs, After school Tutoring, Study Skills, Computer Assistance, Test Preparation, English for LEP	890
Support Services	
Health, Dental, and Eye Care	870
Supporting Guidance/Advocacy	-
Other (specify)	1,138

C. Staff Information for Title I, Part A Targeted Assistance Programs

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2003-2004 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

Staff Information for Title I, A Targeted Assistance Programs 2003-2004 School Year	
	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	85.70
Teachers	2,029.70
Teacher Aides	323.70
Support Staff (clerical and non-clerical)	54.0
Other: ESL and Bilingual Teachers	87.40

**II. William F. Goodling Even Start Family Literacy Programs
(Title I, Part B, Subpart 3)**

A. Subgrants and Even Start Program Participants

For the 2003-2004 school year, please provide the following information:

1. Federally Funded Even Start Subgrants in the State

a. Number of federally funded Even Start subgrants in the State
30

**2. Even Start Families Participating
("Participating" means participating in all applicable core services.)**

a. Total number of families served
630

b. Total number of adults participating
("Adults" includes teen parents.)
707

c. Total number of adults who are English language learners
403

d. Total number of children participating
980

3. Characteristics of newly enrolled families at the time of enrollment

(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)

a. Number of newly enrolled families
321

b. Number of newly enrolled adult participants
363

c. Percent of newly enrolled families at or below the
Federal Poverty level
91%

d. Percent of newly enrolled adult participants without a high school diploma or GED

66%

e. Percent of newly enrolled adult participants who have not gone beyond the 9th grade

36%

4. Percent of families that have remained in the program

(Include families that are newly enrolled and those that are continuing.)

a. From 0 to 3 months

18%

b. From 4 to 6 months

20%

c. From 7 to 12 months

29%

d. More than 12 months

47%

Based on the information provided to the New Jersey Department of Education's (NJDOE) Office of Program Support Services (OPSS) from local programs, we were unable to conclusively report on two data sets given the nature of the indicator (see explanation for more detail). Due to the department's commitment to increase the quality of programs, grantees underwent an overhaul in program design and implementation which impacted some of the program outcomes. The department believes that the last two years of intensive technical assistance and training will result in improved outcomes which would likely be captured when reporting on the 2004-2005 program year.

Chart C which was added to the Even Start performance report last year, was still a challenge to New Jersey since we were still in the process of revising our state level indicators to match the federal indicators. As such, many of the reporting categories are not compatible and the department was unable to glean accurate data as a result. The approved New Jersey Indicators of Program Quality that programs were required to report against did not require them to collect the following data as indicated in Chart C:

- Regarding the indicator related to adult education, state indicators do not require programs to report each subject area separately. Currently, they are folded into one indicator;
- Regarding the indicator related to LEP adult gains, state indicators combined LEP and ABE level gains and does not isolate LEP for the purposes of reporting.
- Regarding the indicator related to adult education related to non-school age high school and GED attainment, state indicators do not require programs to report on non-school age high school/GED attainment individually;
- Regarding the indicator related to children entering kindergarten, all grade levels/ages are included except where we specify pre-kindergarten through grade 2;

- Regarding the indicator related to early childhood reading levels, school age children reading on grade level. Because children are not tested on reading in NJ until third grade, this information is not available; and
- Regarding the indicator related to parenting skill improvement, the current state indicators do not require programs to collect this data. However, as required in the revised indicators, programs will collect this data beginning in the 2004-2005 program year.

Please note that though we are not reporting on the federal chart this year, similar information can be gleaned from Chart B based on local program reports in the current indicators. The department has since revised the Indicators of Program Quality and will be better able to report against the federal indicators for the 2004-2005 reporting period.

B. State Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting its performance indicators developed under section 1240 of the Elementary and Secondary Education Act (ESEA). Include all State indicators, as developed under section 1240, including both required and optional indicators. Provide any targets set, measures used and results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets or standards, provide a descriptive assessment of progress. For indicators with more than one year of available data, please note the data in the results column and include trend information in the assessment of progress. Please indicate where data are not yet available.

Indicator <i>Name of required or optional indicator</i>	Target or Standards <i>Description of target or standard set by State of desired performance on indicator</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Result <i>Data for the current reporting year and trend data where available</i>	Assessment of Progress <i>Status of progress on indicator (1) Target met (2) Target not met</i>	Explanation of Progress <i>Description of why results were obtained</i>
EXAMPLE: Adult achievement in reading, writing, English language acquisition, problem solving and numeracy	EXAMPLE: 75% of adult learners will make a grade-level gain over a program year	EXAMPLE: Tests of Adult Basic Education (TABE)	EXAMPLE: 2001-2002: 45% of adult participants met target 2002-2003: 50% of adult participants met target	EXAMPLE: Target was not met in 2002-2003, but positive movement toward target was seen between 2001-2002 and 2002-2003.	EXAMPLE: Information on participation showed that only 50% of adult participants stayed in the program for 12 months. Participants who remained in the program for at least one full year were more likely to meet target. Of participants who remained in program for one full year, 70% met target as compared to only 40% of participants who remained in program for less than 12 months.
Early Childhood Participating children age 0-7 will receive developmentally appropriate early	100% of Even Start child participants are provided with instruction that is developmentally	Developmentally appropriate curriculum (e.g. Ages & Stages, Baby Talk Curriculum, High	93% of programs reported providing instruction that is age appropriate and designed to foster	Target Not Met	New Jersey is still conducting additional research regarding widely accepted curricula targeted towards children from 0-4. Some programs did not include children ages 0-3 due to

Indicator <i>Name of required or optional indicator</i>	Target or Standards <i>Description of target or standard set by State of desired performance on indicator</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Result <i>Data for the current reporting year and trend data where available</i>	Assessment of Progress <i>Status of progress on indicator (1) Target met (2) Target not met</i>	Explanation of Progress <i>Description of why results were obtained</i>
childhood education services that will enable them to become independent readers by age 7.	appropriate and designed to ensure that they become independent readers by age 7.	Scope Curriculum, and Brazelton’s Touchpoint,), Teacher & HBE observations	independent reading.		their inability to identify specific programs for <i>instruction</i> for that age group.
Programs provided to early childhood participants will be developmentally appropriate and incorporate learning activities focused on age appropriate language and reading/reading readiness development.	100% of Even Start child participants are provided with instruction that is developmentally appropriate and activities that highlight language and reading/reading readiness development	Developmentally appropriate curriculum (i.e. Ages & Stages, Baby Talk Curriculum, High Scope Curriculum, and Brazelton’s Touchpoint,), Teacher & HBE observations and/or activities designed for HBE and PACIT	100% of programs are providing instructional programs that are developmentally appropriate. Programs reported either providing supplemental learning activities or utilizing curricula that infuse learning activities that focus on age appropriate language and reading/reading readiness development.	Target Met	Same as above.
Children enrolled in the Even Start program will participate fully in the appropriate early childhood education component.	100% of Even Start child participants will maintain satisfactory attendance in age appropriate programs/activities offered through the	Attendance Records/Logs	94 % of child participants from reporting programs report a satisfactory attendance rate for child participants.	Target Not Met	Attendance for school-age children is monitored by the school district and fall under the guidelines of the district’s attendance policies for satisfactory attendance. For children who are not enrolled in a preschool program, attendance is determined by

Indicator <i>Name of required or optional indicator</i>	Target or Standards <i>Description of target or standard set by State of desired performance on indicator</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Result <i>Data for the current reporting year and trend data where available</i>	Assessment of Progress <i>Status of progress on indicator (1) Target met (2) Target not met</i>	Explanation of Progress <i>Description of why results were obtained</i>
	early childhood component of the program.				participation in ancillary programs/activities. For students who are enrolled in preschool, attendance is monitored by their respective preschool programs.
Children enrolled in the Even Start program will develop early literacy skills needed to allow them to move through the school curriculum continuing from preschool through grade 2 without being retained.	95% of Even Start child participants will develop the literacy skills needed to enable them to proceed to the next learning/grade level.	School records, report cards, screening assessments	97% promotion rate	Target Met	
Children of limited English proficiency enrolled in the Even Start program will develop the English language skills needed to become fully proficient in English and develop literacy in the language.	100% of children participating in the ES program that are classified as Limited English Proficient (LEP) will develop English language acquisition for use in spoken and written environments.	Benchmark assessments (vary by program)	Inconclusive	N/A	Programs that service school age children who are enrolled in district-sponsored LEP programs are more likely to obtain information in this regard. Data is unavailable for non-school age LEP children and those who do not participate in a formal LEP program. Programs continue to struggle with isolating data on this population for the 2003-2004 program

Indicator <i>Name of required or optional indicator</i>	Target or Standards <i>Description of target or standard set by State of desired performance on indicator</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Result <i>Data for the current reporting year and trend data where available</i>	Assessment of Progress <i>Status of progress on indicator (1) Target met (2) Target not met</i>	Explanation of Progress <i>Description of why results were obtained</i>
					year.
Staff will receive appropriate professional development and training in early childhood education, including but not limited to training in developmentally appropriate practices and early literacy and language development.	100% of Even Start staff will receive appropriate professional development and training designed to increase their effectiveness in providing instruction within a comprehensive family literacy environment.	Documentation of attendance, professional development certificates, and training materials.	100% of staff received appropriate professional development.	Target Met	
<u>Adult Education</u> Participating adults will receive a minimum of six hours of adult education classroom instruction weekly (during the regular school year), thereby enabling them to attain their personal educational objectives.	100% of all adult participants will receive a minimum of six hours of instruction in adult education in a classroom setting on a weekly basis.	Class offerings/schedule, attendance records.	68% of all participating adults received six hours of weekly instruction.	Target Not Met	The result data does not take into account instruction offered in non-traditional styles including one-on-one tutorials and computer assisted instruction.

Indicator <i>Name of required or optional indicator</i>	Target or Standards <i>Description of target or standard set by State of desired performance on indicator</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Result <i>Data for the current reporting year and trend data where available</i>	Assessment of Progress <i>Status of progress on indicator (1) Target met (2) Target not met</i>	Explanation of Progress <i>Description of why results were obtained</i>
Participating adults will demonstrate improvements in literacy skills levels in reading, writing and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.	75% of participating adults will demonstrate improvement in literacy skill levels in reading, writing, and/or English language acquisition.	Pre and Post tests that indicate benchmark progress for adult education.	77% of adult participants that attended on a regular basis demonstrated improvement	Target Met	
Participating adults will receive sufficient basic education to enable them to benefit from placement in retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	100% of participating adults that have identified the attainment of a high school diploma or its equivalent as a goal are offered appropriate instruction/programs to enable them to achieve this goal.		Inconclusive	N/A	Very few programs have adult participants that fit this category. Most are in need of basic instruction in adult education, GED or ESL. Consequently, programs have inconsistent data for this population. For adult participants that complete the GED component, programs have reported providing post-secondary and/or career advancement assistance even though the adult participant may not have indicated this as a goal.
Participating adults will be provided with sufficient educational opportunities so they	100% of participating adults that have identified the attainment of a high	Curricula/Program design (as reflected in project activity plans).	100% of participating adults from reporting were provided with instruction as	Target Met	

Indicator <i>Name of required or optional indicator</i>	Target or Standards <i>Description of target or standard set by State of desired performance on indicator</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Result <i>Data for the current reporting year and trend data where available</i>	Assessment of Progress <i>Status of progress on indicator (1) Target met (2) Target not met</i>	Explanation of Progress <i>Description of why results were obtained</i>
may receive a secondary school diploma or its recognized equivalent.	school diploma or its equivalent as a goal are offered appropriate instruction/programs to enable them to achieve this goal.		appropriate or referred to collaborating agencies to ensure the provision of services/programs in this area.		
Records will show that adult education instructional staff has participated in appropriate professional development related to their field (minimum of five hours each program year.)	100% of Even Start adult education staff will receive appropriate professional development and training designed to increase their effectiveness in providing instruction within a comprehensive family literacy environment.	Documentation of attendance, professional development certificates, and training materials.	100% of programs report providing staff development appropriate to their role in the program.	Target Met	
Parenting Skills Participating parents will develop skills to enable them to help their children learn and develop literacy skills.	HBE (two visits monthly- 80% standard); Parenting Classes/Workshops (at least one monthly-80% standard) and PACIT (at least one monthly-80% standard).	Documentation of attendance, professional development certificates, and training materials.	100% of programs report providing staff development appropriate to their role in the program.	Target Met	Data from the 2004-2005 program year, the will be used to measure the effectiveness of the components identified in this indicator utilizing the Parenting Education Profile (PEP)

Indicator <i>Name of required or optional indicator</i>	Target or Standards <i>Description of target or standard set by State of desired performance on indicator</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Result <i>Data for the current reporting year and trend data where available</i>	Assessment of Progress <i>Status of progress on indicator (1) Target met (2) Target not met</i>	Explanation of Progress <i>Description of why results were obtained</i>
<p><u>Integration of Services</u> To maximize the services provided through the Even Start program, all required services must be fully integrated and focused on program goals.</p>	<p>All five components of the ES program (Early Childhood Education, Adult Education, HBE, Parenting Skills and PACIT) must be fully integrated to reflect a comprehensive family literacy program.</p>	<p>Records reflecting regular staff and program planning meetings across all components of the program and cooperation amongst collaborating agencies.</p>	<p>100% programs report fully integrating all program components</p>	<p>Target Met</p>	<p>Ongoing training is provided to ensure that programs fully comprehend how to integrate program components effectively. In the 2003-2004 program year, at least four director’s trainings and one targeted training was provided to funded programs.</p>

C. Federal Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting the federal performance indicators listed for Even Start participants in your State. States should report data if local projects are using the indicated measures and the state collects the data.

Indicator	Target <i>Baseline data will be set with the 2002-2003 data</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Assessment of Progress <i>Status of progress on indicator: "Target met" or "Target not met"</i>	Explanation of Progress <i>Description of why results were obtained or not</i>
A. Percentage of adults showing significant learning gains on measures of reading	No baseline data available.	TABE: CASAS:	TABE: CASAS:	TABE: CASAS: Data Unavailable	TABE: CASAS:	*The approved indicators that were used for programs during the 2003-2004 program year did not isolate data as described in this indicator. However, in the revised indicators (effective beginning in the 2004-2005 program year), have been developed to capture this data separately. Additionally, the electronic data collection system developed by New Jersey will assist in obtaining such data.
B. Percentage of adults showing significant learning gains on measures of mathematics	No baseline data available.	TABE: CASAS:	TABE: CASAS:	TABE: CASAS: Data Unavailable	TABE: CASAS:	Same as above.

Indicator	Target <i>Baseline data will be set with the 2002-2003 data</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Assessment of Progress <i>Status of progress on indicator: "Target met" or "Target not met"</i>	Explanation of Progress <i>Description of why results were obtained or not</i>
C. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	No baseline data available.	*Please indicate measure used.	*Please indicate measure used.	*Please indicate measure used. Data Unavailable	*Please indicate measure used.	* The approved indicators that were used for programs during the 2003-2004 program year does not isolate LEP adults as described in this indicator. However, in the revised indicators (effective beginning in the 2004-2005 program year), have been developed to capture this data separately. Additionally, the electronic data collection system developed by New Jersey will assist in obtaining such data.
D. Percentage of school age adults who earn a high school diploma or GED	No baseline data available.	*Please indicate diploma or GED.	*Please indicate diploma or GED.	*Please indicate diploma or GED. Data Unavailable	*Please indicate diploma or GED.	* The approved indicators that were used for programs during the 2003-2004 program year does not separate school-age vs. non-school-age adults as described in this indicator. However, the revised indicators (effective beginning in the 2004-2005 program year), have been developed to capture this data separately. Additionally, the electronic data collection

Indicator	Target <i>Baseline data will be set with the 2002-2003 data</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Assessment of Progress <i>Status of progress on indicator: "Target met" or "Target not met"</i>	Explanation of Progress <i>Description of why results were obtained or not</i>
						system developed by New Jersey will assist in obtaining such data.
E. Percentage of non- school age adults who earn a high school diploma or GED	No baseline data available.	*Please indicate diploma or GED.	*Please indicate diploma or GED.	*Please indicate diploma or GED. Data Unavailable	*Please indicate diploma or GED.	*Same as above.
F. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	No baseline data available.	Peabody Picture Vocabulary Test (PPVT) receptive: Peabody Picture Vocabulary Test (PPVT) expressive:	Peabody Picture Vocabulary Test (PPVT) receptive: Peabody Picture Vocabulary Test (PPVT) expressive:	Peabody Picture Vocabulary Test (PPVT) receptive: Peabody Picture Vocabulary Test (PPVT) expressive:: Data Unavailable	Peabody Picture Vocabulary Test (PPVT) receptive: Peabody Picture Vocabulary Test (PPVT) expressive:	*The approved indicators that were used for programs during the 2003-2004 program year does not isolate kindergarten data as described in this indicator. However, the revised indicators (effective beginning in the 2004-2005 program year), have been developed to capture this data separately. Additionally, the electronic data collection system developed by New Jersey will assist in obtaining such data.

Indicator	Target <i>Baseline data will be set with the 2002-2003 data</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort Number of participants to whom the indicator applies	Result <i>Number of participants who met the achievement goal</i>	Assessment of Progress <i>Status of progress on indicator: "Target met" or "Target not met"</i>	Explanation of Progress <i>Description of why results were obtained or not</i>
G. Percentage of children entering kindergarten who are achieving significant learning gains on measures of reading readiness	No baseline data available.	Individual Growth Development Indicator (IGDI): Head Start FACES Letter Naming Task:	Individual Growth Development Indicator (IGDI): Head Start FACES Letter Naming Task:	Individual Growth Development Indicator (IGDI): Head Start FACES Letter Naming Task: Data Unavailable	Individual Growth Development Indicator (IGDI): Head Start FACES Letter Naming Task:	Same as above.
H. Percentage of school-aged children who are reading on grade level	No baseline data available.	Please indicate source.	Please indicate source.	Please indicate source. Data Unavailable	Please indicate source.	New Jersey does not test for reading levels until the third grade which is beyond the core servicing age of the program.

Indicator	Target <i>Baseline data will be set with the 2002-2003 data</i>	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort Number of participants to whom the indicator applies	Result <i>Number of participants who met the achievement goal</i>	Assessment of Progress <i>Status of progress on indicator: "Target met" or "Target not met"</i>	Explanation of Progress <i>Description of why results were obtained or not</i>
I. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities		Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP) Data Unavailable	Parent Education Profile (PEP)	New Jersey has implemented the usage of the Parent Education Profile (PEP) beginning in the 2004-2005 program year. The electronic data collection system which was launched in early 2005 will assist New Jersey in collecting more detailed information in this category.

**III. Education of Migratory Children
(Title I, Part C)**

Please complete the following tables for the Title I, Part C, Migrant Education Program.

General Data Reporting Information

1. The tables in this section contain annual performance report requirements for the Title I, Part C, Migrant Education Program (MEP) for reporting year 2003-2004.
2. Instructions for each table are provided just before the table.

INSTRUCTIONS: TABLE I. POPULATION DATA

Table I requires you to report the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2003-2004 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 – 5 cell. In all cases, the Total is the sum of the cells in a row.

TABLE I. POPULATION DATA		Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-grad-ed	Out-of-school	Total
A. ELIGIBLE MIGRANT CHILDREN																			
1.	All Migrant Children Eligible for the MEP	97	267	93	114	127	124	118	96	90	88	61	45	39	23	17	5	2927	4331
B. PRIORITY FOR SERVICES* Please note that the students reported only meet one criteria of the definition for "Priority for Services:" students whose education has been interrupted during the regular school year.																			
1.	All Migrant Children Eligible for MEP classified as having "Priority for Services"*			11	23	23	13	11	12	11	13	6	7	7	3	0	0		140

TABLE I. POPULATION DATA		Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out-of- school	Total
C. LIMITED ENGLISH PROFICIENT (LEP)																			
1.	Migrant Children that are LEP		19	46	67	74	60	51	40	38	34	21	16	11	9	3	1	457	947
D. CHILDREN ENROLLED IN SPECIAL EDUCATION																			
1.	Migrant Children Enrolled in Special Education	0	0	0	0	2	2	1	5	2	3	1	2	2	0	0	1	0	21
E. MOBILITY																			
1.	Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	49	87	22	37	32	32	19	20	20	20	9	7	5	2	0	0	1119	1480
2.	Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	41	72	22	25	24	13	21	18	15	11	10	8	8	1	3	0	962	1254
3.	Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	7	66	24	28	29	29	29	23	27	21	20	11	10	7	4	2	494	831
4.	Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	35	149	49	63	65	45	47	41	47	38	33	22	19	8	7	2	1252	1922

INSTRUCTIONS: TABLE II. ACADEMIC STATUS

Table II asks for the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count).

Include children who changed grades during the 2003-2004 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row.

TABLE II. ACADEMIC STATUS		Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
F. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																			
1.	<i>Dropped out of school</i>											*	*	*	*	*	*		*
2.	Obtained GED																		***
G. ACADEMIC ACHIEVEMENT -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																			
1.	Number of Migrant Students Enrolled During State Testing Window (State Assessment – Reading/Language Arts)						83	84	49	44	46	74		24	17	5	3		429
2.	Number of Migrant Students Tested in Reading/Language Arts (State Assessment)						56	57	**	**	**	28		**	14	**	**		155
3.	Number of Migrant Students Enrolled During State Testing Window (State Assessment – Mathematics)						83	84	49	44	46	74		24	17	5	3		429
4.	Number of Migrant Students Tested in Mathematics (State Assessment)						56	57	**	**	**	28		**	14	**	**		155

Please note:

*This data was not collected from sub-grantees for 2003-2004.

**New Jersey currently only administers statewide assessments in grades 3, 4, 8 and 11, respectfully.

***The sub-grantees only refer out for G.E.D. and subsequently, this data is not available.

INSTRUCTION: TABLE III. H. MEP PARTICIPATION – REGULAR SCHOOL YEAR

Table III H. asks for the statewide, *unduplicated* number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2003-2004 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds. DO NOT count migrant children served through a schoolwide program (SWP) where MEP funds were combined, in any row of this table.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP-funded service, even those children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Regular School Year Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a “referred” service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) – (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the regular school year.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds. (Do not count the number of service interventions per child).

TABLE III. MEP PARTICIPATION		Ages	Ages	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-	Out-	Total
		0-2	3-5														grad-	of-	
H. PARTICIPATION—REGULAR SCHOOL YEAR																			
1.	Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)	39	168	68	78	89	79	79	60	52	51	32	30	26	15	10	2	1703	2581
2.	Priority for Service*			7	14	13	8	11	9	10	11	3	7	6	3	0	0		102
3.	Continuation of Service		12	8	34	23	29	32	2	1	4	5	5	5	3	5	0	0	168
4.	Any Instructional Service	0	11	35	57	73	54	59	44	34	36	19	21	12	8	2	2	8	475
5.	Reading Instruction	0	3	6	46	54	44	39	27	26	22	9	14	7	3	1	0	5	306
6.	Mathematics Instruction	0	2	3	43	51	45	41	26	23	22	9	6	3	3	0	0	5	282
7.	High School Credit Accrual													0	0	0	0	0	0
8.	Any Support Service	39	168	63	54	68	59	58	43	44	42	26	27	25	14	10	1	1703	2444
9.	Counseling Service	0	0	0	0	0	2	1	1	1	1	0	0	0	0	0	0	0	6
10.	Any Referred Service**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Please note that the students reported only meet one criteria of the definition for “Priority for Services:” students whose education has been interrupted during the regular school year.

**No students received a referred service during the 2003-2004 regular school year.

INSTRUCTIONS: TABLE III. I. MEP PARTICIPATION –SUMMER/INTERSESSION TERM

Table III I. asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only in the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP funded service, even children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Summer or Intersession Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a “referred” service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) – (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the summer term.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds (*i.e.*, do not count the number of service interventions per child).

TABLE III. MEP PARTICIPATION		Ages	Ages	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-	Out-	Total
		0-2	3-5														grad-	of-	
I. PARTICIPATION—SUMMER TERM OR INTERSESSION																			
1.	Served in MEP Summer or Intersession Project (with an Instructional or Supportive Service Only)	39	131	62	80	81	69	57	53	53	41	24	14	14	7	4	0	952	1681
2.	Priority for Service*			10	19	20	12	7	7	8	10	5	5	5	2	0	0		110
3.	Continuation of Service		0	0	1	0	2	1	1	0	1	0	1	0	3	0	0	2	12
4.	Any Instructional Service	1	97	56	69	75	62	51	47	43	35	20	10	11	2	0	0	457	1036
5.	Reading Instruction	0	95	55	69	75	62	50	47	42	34	19	8	11	2	0	0	177	746
6.	Mathematics Instruction	0	94	55	69	75	62	50	47	42	34	19	8	11	2	0	0	5	573
7.	High School Credit Accrual													0	0	0	0	0	0
8.	Any Support Service	38	124	57	74	78	66	53	49	49	38	21	10	14	7	4	0	904	1586
9.	Counseling Service	0	87	47	61	70	55	44	43	39	32	15	7	10	2	0	0	214	726
10.	Any Referred Service	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1

***Please note that the students reported only meet one criteria of the definition for “Priority for Services:” students whose education has been interrupted during the regular school year.**

INSTRUCTIONS: TABLE IV. SCHOOL DATA

Table IV asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table IV, enter the number of schools that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide.

TABLE IV. SCHOOL DATA		
J. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 127	b. 1516
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

INSTRUCTIONS: TABLE V. K. MEP PROJECT DATA – TYPE OF MEP PROJECT

Enter the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds (by a subgrant from the State or through an intermediate entity that receives the subgrant) and provides services directly to the migrant child. DO NOT include *schoolwide* programs in which MEP were combined in any row of this table.

TABLE V. MEP PROJECT DATA		
K. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. N/A	b. N/A
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. N/A	b. N/A
3. MEP Projects: Summer/Intersession Only	a. N/A	b. N/A
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 2	b. 3,426

INSTRUCTIONS: TABLE V. L. MEP PROJECT DATA – KEY MEP PERSONNEL

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification. For actual numbers, enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed. For the FTE number, define how many full-time days constitute one *FTE* for each term in your state. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, and one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) Use only the percentage of an FTE paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.

DO NOT include staff employed in *schoolwide* programs where MEP funds are combined with those of other programs.

TABLE V. MEP PROJECT DATA				
L. KEY MEP PERSONNEL	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR	FTE IN REGULAR SCHOOL YEAR 1 FTE = <u>180</u> Days	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = <u>30</u> Days
1. State Director*	a.	b.	c.	d.
2. Teachers	a. 46	b. 4.6	c. 62	d. 52.2
3. Counselors	a. 2	b. .4	c. 3	d. 2.1
4. All Paraprofessionals	a. 15	b. 1.2	c. 46	d. 41
5. "Qualified" Paraprofessionals	a. 4	b. .3	c. 20	d. 20.7
6. Recruiters	a. 8	b. 5	c. 19	d. 23.7
7. Records Transfer Staff	a. 1	b. 1	c. 1	d. 1

*The state director position is not funded by MEP.

IV. Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk (Title I, Part D)

A. Student Participation in Title I, Part D by Racial/Ethnic Groups and Gender

In the following table, please provide the unduplicated number of children participating in Title I, Part D by racial/ethnic groups and gender during the 2003-2004 school year.

Student Participation in Title I, D by Racial or Ethnic Group 2003-2004 School Year	
	Number of Students
American Indian/Alaskan Native	0
Asian/Pacific Islander	26
Black, non-Hispanic	3197
Hispanic	916
White, non-Hispanic	1071

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Student Participation in Title I, D by Gender 2003-2004 School Year	
	Number of Students
Male	4,408
Female	802

B. Program Results

The first year for which States are asked to submit data on program results is the 2004-2005 school year. These data will be available for the first time for the 2004-2005 school year and will be requested for the next Consolidated State Performance Report that will cover the results of school year 2004-2005 activities.

**V. Comprehensive School Reform
(Title I, Part F)**

- A. Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2003-2004 school year. 8 percent
- B. Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2003-2004 school year
8 percent
- C. How many schools in the State have or have been awarded a CSR grant since 1998?
185

VI. Improving Teacher Quality State Grants (Teacher and Principal and Recruiting Fund) (Title II, Part A)

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.

**VII. Enhancing Education through Technology
(Title II, Part D)**

Funding Year: FY 2002

School Years: 2002 – 2003 AND 2003 – 2004

FY 2002 Program Information

State (Approved) Technology Plan (YES/NO) Yes

Year last updated: 2003

Date of State Approval: 2003

Web Site Location/URL: http://www.nj.gov/njded/techno/state_plan.htm

State Program Goals, Objectives and Performance Indicators

Using the format of the table below, describe the State's progress in meeting its EETT performance indicators based on data sources that the State established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement, as submitted in the Consolidated State Application. Indicate which of the three or combination of the three Title II, Part D goals relates to your State goals.

Title II, Part D -- Enhanced Education Through Technology Goals:

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Provide results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets, provide a descriptive assessment of progress. Please indicate where data are not yet available.

For the purpose of completing the table below, please explain how you define the following:

1. Curriculum Integration

CURRICULUM INTEGRATION:

- Is the infusion of 21st Century technology across all curriculum areas in a relevant learner centered environment that engages students and increases achievement.
- Is the effective implementation of educational technology that requires teachers to develop teaching strategies that lead to academic success for each student.
- Supports higher-order thinking skills such as information-gathering, information-organizing, evaluating, problem solving and decision making, while working as a team member and developing communication skills.
- Requires support of all stakeholders within the community.

2. Technology literacy

Excerpts from the NJ Technological Literacy Standards:

Technology [is] any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability further emphasized by its inclusion as a separate standards area which focuses on both computer and information literacy and technology education.

All students must understand and be comfortable with the concepts and application of technology, not only in order to function in today's complex society, but also to become informed and productive adults of tomorrow.

Computer and Information Literacy

Computer and information literacy, which supports skills in information-gathering, information-organizing, and problem solving, has become critical for every student whether college- or workplace-bound. Colleges and employers are now demanding that students and employees possess a broad range of computer and information literacy proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of computer and information literacy. To ensure that students are computer literate, a separate standard that defines rigorous, in-depth learning has been included. The computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.

Technology Education

The technology education standard was developed to ensure the literacy needed by all students to succeed in a highly technological world. Business and industry has clearly stated the need for technological skills in the workplace of the 21st Century.

Early studies with design and technology curriculum indicate that students who learn important technological concepts develop positive attitudes about technology, math, science and learning in general. For these reasons, an introduction to technology education, including engineering and technological design, is an essential component of a thorough and efficient K-12 education.

For the full text from the NJ Technological Literacy Standards see http://www.nj.gov/njded/cccs/s8_tech.htm.

Goals, Objectives, Targets	Narrative
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>State Consolidated Application (9/1/03) Page 116. GOAL #1: Students will attain the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and to succeed in the workplace of the 21st century.</p>
<p>Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<p>Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools. Goal 2: To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time each student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location or disability.</p>
<p>Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	<p>State Consolidated Application (9/1/03) Page 116.</p> <p>1.1 Educational technology will be infused into every school district’s curriculum and instructional activities.</p> <p>1.2 All school districts will adopt curricula that include computer and information literacy and educational technology standards aligned with the Core Curriculum Content Standards and accepted national standards.</p> <p>1.3 All students will demonstrate proficiency in using educational technology and information literacy skills to enhance learning, increase productivity and promote creativity.</p> <p>1.4 All students will have equitable and easy access to effective and engaging software, CD ROMs and online resources for content delivery as an integral part of every school curriculum. Content materials will meet universal design standards to assure access for students with disabilities.</p> <p>1.5 All students will have equitable and easy access to the Internet and other distance learning technology to obtain information and resources from remote locations to collaborate, publish and interact with peers, experts and other audiences.</p> <p>1.6 All students will use technology tools and applications for solving problems, making informed decisions, and participating in authentic, project-based learning.</p> <p>1.7 All students will act responsibly and ethically when obtaining and using onsite and online information resources.</p>

Goals, Objectives, Targets	Narrative
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<p>Performance Indicator 1.1: All students will produce artifacts in the content area (specifically targeted areas of language arts literacy and mathematics) that reflect appropriate and effective use of educational technology as determined by the annual NJ Public School Technology Survey and the District-based Technology Plan for all reporting school districts; and as determined by evaluating competitive grant program by onsite and desk monitoring and an outside evaluator.</p> <p>Performance Indicator 1.2: All students will achieve Technological Literacy Standards as defined by each benchmark grade level. (NOTE: This indicator refers to objective 1.2 and 1.3).</p> <p>Performance Indicator 1.4: All districts will report to have equitable access to effective and engaging software and a variety of distance learning technologies as determined by the annual NJ Public School Technology Survey. (NOTE: This indicator refers to objective 1.4 and 1.5).</p> <p>Performance Indicator 1.6: Over 80% of all students will use technological tools and applications as determined by the annual NJ Public School Technology Survey.</p> <p>Performance Indicator 1.7: All districts will have provided the NJDOE with an assurance that AUPs were obtained by all students in the district as part of the District-based Technology Plan.</p> <p>All indicators achieved by the following statewide activities:</p> <ul style="list-style-type: none"> • Maintain the New Jersey Department of Education’s Web site with useful and pertinent information to inform the educational community in New Jersey and to provide online learning activities for students and educators. (Page 119). • Form strategic partnerships with the business community to develop projects and provide resources that will enhance student achievement of educational technology and information literacy skills. (Page 119). • Conduct research to identify both emerging and promising practices in educational technology implementation and disseminate this information to districts and schools. (Page 120). • Identify resources from the federal, state, county and local government, and the private sector to support necessary and effective implementation of educational technology. (Page 120). • Identify and reward established projects and programs at the state, county, and local levels that are exemplary practices for the application of technology in teaching, learning, and collaboration. (Page 120). • Encourage innovative programs and fill gaps in implementation

Goals, Objectives, Targets	Narrative
	<p>through targeted grant programs at state levels. (Page 120).</p> <ul style="list-style-type: none"> • Conduct the annual public school technology survey and report on the results. (Page 119). • Make available the results of national technology surveys and research with emphasis on New Jersey's results and related educational technology assessment information to the state's educational community and the public. (Page 119). • Model the use of technology (Web site, video-conferencing, data collection, etc.). (Page 119).
<p>Target Indicate status of data in 2002-03 school year (SY). BASELINE DATA</p>	<p>1.1 -Data collection was not developed in 2002-03. No targets developed. 1.2 -Initiative began – no implementation scheduled until 2006-2007. 1.4 -91.4% of all districts have equitable access. 1.6 -Less than 30% of all students use technological tools and applications. 1.7 -100% of all districts have provided the NJDOE with an assurance that AUPs were obtained by all students in the district as part of District-based Technology Plan.</p>
<p>Target Indicate status of data in 2003-04 school year</p>	<p>1.1 -Baseline data was obtained from 57 districts participating within two language arts literacy competitive grant programs. Baseline was obtained from each of their grant participating students on a district-by-district basis. Data collection for all school districts not developed. 1.2 -Planning year – no implementation scheduled until 2006-2007. 1.4 -92% of all students have easy access to the Internet. 1.6 -Less than 30% of all students use technological tools and applications.</p>
<p>Target Set target for 2004-05 school year.</p>	<p>1.1 -Two percent (2%) increase in student academic achievement in language arts literacy for all students participating in the two competitive grant programs. Data collection for all school districts not developed. 1.2 -Initiative began – pilot program planned for 2005-2006. 1.4 -93% of all students have easy access to the Internet. 1.6 -More than 30% of all students will use technological tools and applications.</p>
<p>Target Set target for 2005-06 school year</p>	<p>1.1 -Five percent (5%) increase in student academic achievement in language arts literacy for all students participating in the two competitive grant programs (STAR-W & ACE+), and 2% increase in student academic achievement in mathematics for all students participating in the MATRIX grant program. 1.2 -Pilot program to begin with schools recording baseline data. 1.4 -94% of all students will have easy access to the Internet. 1.6 -More than 31% and less than 55% (the range specified on the NJ Public School Technology Survey) of all students will use technological tools and applications.</p>
<p>Target Set target for 2006-07 school year.</p>	<p>1.1 -Ten percent (10%) total increase in student academic achievement in language arts literacy and 5% total increase in mathematics for all students</p>

Goals, Objectives, Targets	Narrative
	<p>participating in the competitive grant programs from year one of program.</p> <p>1.2 -Begin with schools recording baseline data.</p> <p>1.4 -95% of all students will have easy access to the Internet.</p> <p>1.6 - More than 31% and less than 55% of all students will use technological tools and applications.</p>
<p>Target <i>Set target for 2007-08 school</i></p>	<p>1.1 -Ten percent (10%) total increase in student academic achievement in mathematics for all students participating in the competitive grant programs from year one of program.</p> <p>1.2 -Pilot program has 5% technological literacy increase among students where the baseline data was recorded.</p> <p>1.4 -96% of all students will have access to the Internet.</p> <p>1.6 -55% of all students will use technological tools and applications.</p>
<p>Assessment of Progress <i>Status of progress on indicator (1) Target met (2) Target not met</i></p>	<p>1.1 (2)</p> <p>1.2 (2)</p> <p>1.4 (1)</p> <p>1.6 (1)</p> <p>1.7 (1)</p>
<p>Measurement tool(s) <i>used to assess progress of indicators.</i></p>	<p>School district assessment tools, NJ Public School Technology Survey, NJ District-based Technology Plan and an outside evaluator.</p>
<p>Explanation for not making progress - <i>Description of why target(s) was not met for SY 03-04, and steps that will taken to ensure progress.</i></p>	<p>1.1 -For school year FY'03-'04, baseline data was obtained for the discretionary programs.</p> <p>1.2 -Planning stage of the technology literacy initiative.</p>

Goals, Objectives, Targets	Narrative
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>State Consolidated Application (9/1/03) Page 117. GOAL 2: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards.</p>
<p>Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<p>3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.</p>
<p>Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	<p>State Consolidated Application (9/1/03) Page 117. 2.1 All educators will participate in high-quality professional development activities and attain, at a minimum, intermediate proficiency levels in utilizing educational technology to enhance student achievement. 2.2 All supervision and evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards. 2.3 All educators will use technology tools and applications that provide opportunities for authentic, student-centered, project-based learning. 2.4 All educators will have access to e-mail and other interactive tools to communicate with parents, students and other educators. 2.5 All educators will act responsibly and ethically when obtaining and using onsite and online information resources. 2.6 All schools will have technology coordinators for educators that offer timely, onsite guidance and modeling to enhance teacher and administrator proficiency in using and managing technology-based resources.</p>
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<p>2.1. a. Performance Indicator: All educators in New Jersey school districts will attain, at a minimum, intermediate proficiency levels in utilizing educational technology as reported on the annual School Technology Survey. 2.1. b. Performance Indicator: All educators involved with the NCLB Title II, Part D discretionary grant programs will include current and emerging technologies in their language arts literacy lesson plans as reported on a NJDOE approved technology implementation profile tool (such as LoTi – Levels of Technology Implementation questionnaire). 2.2 Through 2.6 Performance Indicator: Educators will be assessed on their effective use of educational technology tools and applications</p>

Goals, Objectives, Targets	Narrative
	<p>for student achievement including their access to e-mail, other interactive tools where the method of evaluation is established by an outside evaluator.</p> <p>All indicators achieved by the following activities:</p> <ul style="list-style-type: none"> • Continue relationship with the Educational Technology Training Centers to ensure high quality technology integration into the curriculum. (http://www.state.nj.us/njded/techno/techtran.htm) (Page 121). • Assist districts in assessing the progress of teachers in infusing technology into their curricular processes. (Page 121). • Develop initiatives with institutions of higher education to improve and enhance educational technology experiences for preservice teachers and integrate it into continuing professional development offerings. (Page 120). • Provide grant opportunities that will contribute to the achievement of the Core Curriculum Content Standards, encourage innovative programs, fill gaps in implementation and support ongoing sustained professional development. (Page 80). • Continue support of professional development activities, workshops and educational technology conferences that demonstrate technology skills and infusion of technology into the curriculum. Examples of co-sponsorship technology conferences, workshops, and resources across the state. (Page 121).
<p>Target Indicate status of data in 2002-03 school year (SY). BASELINE DATA</p>	<p>2.1 -Baseline data was obtained from the 2002 School Technology Survey which indicated that 50% of teachers are at an intermediate level of technology proficiency. Districts may want to consider adopting teacher technology proficiency standards as defined by ETTC (Educational Technology Training Centers) or ISTE (International Society for Technology in Education); Loti initiative was not launched in 2002-2003.</p> <p>2.2 through 2.6 – Baseline data is to be determined by outside evaluator.</p>
<p>Target Indicate status of data in 2003-04 school year</p>	<p>2.1 -When rounded, the 2002 School Technology Survey shows 47.5% of teachers in the reported districts are still at intermediate level of technology proficiency and baseline data was obtained on a district by district basis in two competitive grant programs.</p> <p>2.2 through 2.6 -Baseline data to be determined by outside evaluator.</p>
<p>Target Set target for 2004-05 school year.</p>	<p>2.1 -The 2002 School Technology Survey will show a 2% increase of all teachers moving from beginner to intermediate to advance levels and an additional target is for one LoTi level increase over baseline for 50% of all participants. Analysis to show longitudinal changes over three year is in the process of being conducted.</p>

Goals, Objectives, Targets	Narrative
	2.2 through 2.6 -Baseline data to be determined by outside evaluator.
<p>Target <i>Set target for 2005-06 school year</i></p>	2.1 -Target is set for 2% increase of all teachers moving from beginner to intermediate to advance and target is for one LoTi level increase over baseline for 40% of all participants.
<p>Target <i>Set target for 2006-07 school year.</i></p>	<p>2.1 -Target is for 2.5% increase for all teachers moving from beginner to intermediate to advance. Also, an analysis to show changes over two years is in the process of being conducted.</p> <p>2.2 through 2.6 -Target is for one level increase over baseline for 60% of all participants.</p>
<p>Target <i>Set target for 2007-08 school</i></p>	<p>2.1 -Target is set for 3% change over all teachers moving from beginner to intermediate to advance from baseline.</p> <p>2.2 through 2.6 -Target is for one level increase over baseline for all teachers participating in the grant program.</p>
<p>Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i></p>	2.1 (2)
<p>Measurement tool(s) used to assess progress of indicators.</p>	<p>2.1 Annual NJ Public Technology Survey and the National Business Education Alliance Corp has the LoTi tool.</p> <p>2.2 through 2.6 – NJ Public School Technology Survey, NJ’s process for monitoring and evaluating grant recipients, evaluator guidance.</p>
<p>Explanation for not making progress - <i>Description of why target(s) was not met for SY 03-04, and steps that will taken to ensure progress.</i></p>	<p>2.1 -In the process of analyzing data to show change over two years and in the process of analyzing NBEAC report.</p> <p>Office issues impeded the continuous analysis of data. Analysis is intended to track progress over time. In addition, our RFP for an evaluator has taken over 18 months in the approval process.</p>

Goals, Objectives, Targets	Narrative
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>State Consolidated Application (9/1/03) Page 118 GOAL #3: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings such as community centers.</p>
<p>Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<p>Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools. Goal 2: To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location or disability.</p>
<p>Program Objective</p>	<p>State Consolidated Application (9/1/03) Page 118</p> <p>3.1 All students and educators will have regular and equitable access to technology equipment (both desktop and portable) when needed in all learning environments. This includes access to technologies with universal design features or other design modifications that assure access for students with educational disabilities.</p> <p>3.2 All school districts will provide a ratio of five students or less to one multimedia computer in all instructional classrooms, with each of these classroom computers connected to the Internet.</p> <p>3.3 All districts, schools and classrooms will be connected to broadband, high-speed voice, video and data networks in all learning environments.</p> <p>3.4 All schools will have Local Area Networks (a system or network of interconnected computers within a school building), and all districts, where appropriate, will have Wide Area Networks (a network that electronically interconnects multiple school networks -- usually within a school district).</p> <p>3.5 All districts and schools will have high-quality, highly informative, user-friendly Web sites.</p> <p>3.6 All educators will have easy access to technical support via a technician and/or electronic assistance that is necessary to maintain operating technology equipment (e.g., help desks, hot lines, electronic monitoring, and troubleshooters).</p> <p>3.7 All school districts will establish relationships with appropriate partners, including, but not limited to, other public agencies and entities, education institutions, community-based organizations and private corporations to increase opportunities for sustained technology access and broad, collaborative learning environments.</p> <p>3.8 All districts and schools will identify and support the needs of students who do not have access to technology in their homes to enable them to</p>

Goals, Objectives, Targets	Narrative
	<p>continue their learning through technology when school is not in session.</p> <p>3.9 All school districts will adopt an Acceptable Use Policy and other means to ensure that all students, teachers and administrators are able to use technology systems, online resources and software in a safe, ethical and secure manner.</p>
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<p>Performance Indicator for 3.1, 3.3 and 3.4: All school districts will have the infrastructure that supports each classroom that is connected to broadband, high-speed voice, video and data networks in all learning environments to support regular access to a variety of technology. Schools will implement policies that ensures access to technologies include those with universal design features or other design modifications that assure access for students with educational disabilities.</p> <p>3.2 Performance Indicator: School districts will have a ratio of five or less students to one multimedia computer (desktop, laptop and handhelds).</p> <p>3.5 Performance Indicator: Every school will have a web site.</p> <p>3.6 Performance Indicator: Maintenance for instructional technology will be available to each school within the district.</p> <p>3.7 Performance Indicator: All school districts will collaborate with at least one partner, including other public agencies and entities, education institutions, community-based organizations and private corporations to increase opportunities for sustained technology access and to accomplish learning objectives.</p> <p>3.8 Performance Indicator: All schools will report that 50% of all students will have the opportunity to participate in a program that provides the use of technology during hours when the school is not in session.</p> <p>3.9 Performance Indicator: All districts will have provided the NJDOE with an assurance that AUPs were obtained by all students in the district as part of the District-based Technology Plan. (Same as Indicator 1.7)</p> <p>All indicators achieved by the following activities:</p> <ul style="list-style-type: none"> • Encourage innovative programs and fill gaps in implementation through targeted grant programs. (Page 122) • Web site with information on safety on the Internet for students, parents and schools. • Maintain samples of Acceptable Use Policies (AUPs) on the state Web site as a resource for schools. • Post sites for community access and adult literacy training centers.

Goals, Objectives, Targets	Narrative
	<ul style="list-style-type: none"> • Facilitate partnerships exemplified by the NJ ELITE grant, the New Jersey Association for Educational Technology, the New Jersey Educational Computing Cooperative, the Business Partnership for Excellence in Education and Verizon's AccessNJ, etc. (Page 81 and 92.) • Maintain the New Jersey Department of Education's Web site with useful and pertinent information to inform the educational community in New Jersey and to provide online learning activities for students and educators. (Page 119) • Form strategic partnerships with the business community to develop projects and provide resources that will enhance student achievement of educational technology and information literacy skills. (Page 119) • Conduct research to identify both emerging and promising practices in educational technology implementation and disseminate this information to districts and schools. (Page 120) • Identify and disseminate resources from the federal, state, county and local government, and the private sector to support necessary and effective implementation of educational technology. (Page 120) • Identify and reward established projects and programs at the state, county, and local levels that are exemplary practices for the application of technology in teaching, learning, and collaboration. (Page 120)
<p>Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA</p>	<p>3.1, 3.3, 3.4, 3.6 – -A baseline question was added to the 2003 Technology Survey. Results were not analyzed to date. 3.2-Baseline data was obtained from the 2003 School Technology Survey which indicated that 68% of districts have achieved the 5:1 ratio or less. 3.5 –Data was obtained in 2002-2003, but not retained for reporting purposes. 3.7 –Only districts awarded a discretionary grant were required and expected to be tracked. 100% of all ACE+ grantees had a collaborative partner – 24 districts with at least one school per district with an active partner outside of the school. 3.8 – A baseline question was added to the 2003 Technology Survey. Results were not analyzed to date. In addition, 19 ACE Centers are in existence supporting 25 sites around the state with “off-hour” access to technology and training for the community. 3.9 -100% of all districts have provided the NJDOE with an assurance that AUPs were obtained by all students in the district as part of the District-based Technology Plan.</p>
<p>Target <i>Indicate status of data in 2003-04 school year</i></p>	<p>3.1, 3.3, 3.4 -- 97% of all schools that responded to the NJ Public School Technology survey have high-speed Internet access. 3.2 -2004 School Technology Survey indicates 70% of districts have achieved 5:1 ratio or less. 3.5-100% of all districts in NJ have a website. 50% of all schools have a web site. 3.6 -58% of Schools achieved a ratio less than 1:133 of technical support staff</p>

Goals, Objectives, Targets	Narrative
	<p>within the school to the total number of computers.</p> <p>3.7 – The MATRIX grant started and produced an additional 21 school districts with at least one school per district with an active partner outside of the school district.</p> <p>3.8 – Data was not analyzed at this time to show the number of students without access to computers that are functionally similar to those in school. Additional ACE Centers (specifically designed to bridge the digital divide were established in August of 2003 through a competitive grant for a total of 18 centers with multiple sites began. For a total of 37 ACE Centers across the State.</p>
<p>Target <i>Set target for 2004-05 school year.</i></p>	<p>3.1, 3.3, 3.4 – 99% of all schools that will respond to the NJ Public School Technology survey will have high-speed Internet access.</p> <p>3.2 -2004 School Technology Survey indicates 72% of districts have achieved 5:1 ratio or less.</p> <p>3.5 -55% of all schools have a website.</p> <p>3.6 -60% of schools achieved a ratio equal to or lower than 1:133 of technical support staff within the school to the total number of computers.</p> <p>3.7 –An additional grant requirement from the STAR-W grant opportunity will produced 24 grantees for a total of 69 districts with at least one school with a collaborative partner.</p> <p>3.8 – 70% of the students do not have a functionally similar computer at home as those used during the school day. The same number of ACE Centers is the target – 37 - but with developed strategic plan to continue success beyond grant program and publicize its existence.</p>
<p>Target <i>Set target for 2005-06 school year</i></p>	<p>3.1, 3.3, 3.4 – -100% of all schools that will respond to the NJ Public School Technology survey will have high-speed Internet access.</p> <p>3.2 -2004 School Technology Survey indicates 74% of districts have achieved 5:1 ratio or less.</p> <p>3.5 – 60% of all schools have a website.</p> <p>3.6 -62% of schools will achieve a ratio equal to or lower than 1:133 of technical support staff within the school to the total number of computers.</p> <p>3.7 –The ACE+ grantees are expected to collaborate with at least one more partner to assist in sustaining their centers beyond the grant period – at least 2% more partner LEAs are expected. The target is for at least 140 LEAs with partnerships.</p> <p>3.8 -65% of the students do not have access to functionally similar computers outside of the school day. Data collection will change to accommodate “access to” and not ownership.</p>
<p>Target <i>Set target for 2006-07 school year.</i></p>	<p>3.1, 3.3, 3.4 -95% of all districts will have high-speed Internet access.</p> <p>3.2 -2004 School Technology Survey indicates 76% of districts have achieved 5:1 ratio or less.</p> <p>3.5 – 65% of all schools have a website.</p> <p>3.6 - 64% of schools will achieve a ratio equal to or lower than 1:133 of technical support staff within the school to the total number of computers.</p> <p>3.7 – 2% more partner LEAs are expected than the last target year.</p>

Goals, Objectives, Targets	Narrative
	3.8 – 60% of the students do not have access to functionally similar computers outside of the school day.
<p>Target <i>Set target for 2007-08 school</i></p>	<p>3.1, 3.3, 3.4 – 100% of all districts will have high-speed Internet access. 3.2 -2004 School Technology Survey indicates 78% of districts have achieved 5:1 ratio or less. 3.5 – 70% of all school s have a website. 3.6 - 66% of Schools will achieve a ratio equal to or lower than 1:133 of technical support staff within the school to the total number of computers. 3.7 – 2% more partner LEAs are expected than the last target year. 3.8 – 65% of the students do not have access to functionally similar computers outside of the school day.</p>
<p>Assessment of Progress <i>Status of progress on indicator</i> (1) Target met (2) Target not met</p>	<p>3.1, 3.3, 3.4 (2) 3.2 (1) 3.5 (1) 3.6 (1) 3.7 (1) 3.8 (2) 3.9 (1)</p>
<p>Measurement tool(s) used to assess progress of indicators.</p>	Annual Educational Technology Survey
<p>Explanation for not making progress - <i>Description of why target(s) was not met for SY 03-04, and steps that will taken to ensure progress.</i></p>	<p>3.1, 3.3, 3.4 – Discretionary grant programs continue to support the school districts in obtaining the necessary infrastructure to meet the goals and objectives of the NJ Educational Technology Plan. In addition, the continued collaboration with the Office of Special Education that produced our Regional Assistive Technology Centers has allowed us to begin working with universal design in the curriculum on a pilot basis in 2005-2006.</p> <p>3.8 –We are in the process of correlating the numbers obtained from school-based technology survey with the attendance records of the ACE centers. In addition, the data collection will be revised to ensure the correct data is reported.</p>

Goals, Objectives, Targets	Narrative
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>State Consolidated Application (9/1/03) Page 118</p> <p>GOAL #4: New Jersey school districts will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.</p>
<p>Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<ol style="list-style-type: none"> 1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
<p>Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	<p>4.1 State Consolidated Application (9/1/03) Page 119 All school districts will obtain and maintain broadband, high-speed networks and reliable Internet access that enables students and educators to support their curricula activities.</p> <p>4.2 All school buildings will have the equipment necessary to provide distance learning opportunities when and where it is needed in the school.</p> <p>4.3 All schools will maintain quality hardware/software with adequate capacity and capability to support successful learning in classrooms, media centers and throughout the learning environment.</p>
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<p>4.1. and 4.3 objectives: Performance Indicator: Districts will have the infrastructure to support online learning with high-speed networks. Maintenance for instructional technology will be available to each school within the district. (Same as Indicator 3.6) Both areas are determined by the NJ Public School Technology Survey.</p> <p>4.2 Performance indicator: Districts will provide distance learning opportunities to students and staff as determine by the NJ Public School Technology survey.</p> <p>All indicators achieved by the following activities:</p> <ul style="list-style-type: none"> • Provide leadership and support for key initiatives such as the Educational Technology Training Centers, the state’s NJ ELITE

Goals, Objectives, Targets	Narrative
	<p>program, the federal e-rate program, bridging the digital divide and Verizon’s <i>Access New Jersey</i> program. (page 81 & 92)</p> <ul style="list-style-type: none"> • Identify and disseminate resources from the federal, state, county and local government, and the private sector to support necessary and effective implementation of educational technology. (Page 120.) • Encourage innovative programs and fill gaps in implementation through targeted grant programs. (Page 119) • Maintain the New Jersey Department of Education’s Web site with useful and pertinent information to inform the educational community in New Jersey and to provide online learning activities for students and educators. (Page 119) • Form strategic partnerships with the business community to develop projects and provide resources that will enhance student achievement of educational technology and information literacy skills. (page 120) • Conduct research to identify both emerging and promising practices in educational technology implementation and disseminate this information to districts and schools. (Page 119)
<p>Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA</p>	<p>4.1 through 4.3: - A baseline question was added to the 2003 Technology Survey. Results were not analyzed to date. 4.2 - Baseline data collected, but not edited.</p>
<p>Target <i>Indicate status of data in 2003-04 school year</i></p>	<p>4.1 and 4.3: - 97% of all schools that responded to the NJ Public School Technology survey have high-speed Internet access. 58% of Schools achieved a ratio less than 1:133 of technical support staff within the school to the total number of computers. 4.2:- Data collected, but not edited.</p>
<p>Target <i>Set target for 2004-05 school year.</i></p>	<p>4.1 and 4.3: - 99% of all schools that will respond to the NJ Public School Technology survey will have high-speed Internet access. 60% of schools will achieve a ratio equal to or lower than 1:133 of technical support staff within the school to the total number of computers. 4.2: -Gathering baseline data for online courses this year and event-based distance learning opportunities data not edited.</p>
<p>Target <i>Set target for 2005-06 school year</i></p>	<p>4.1 and 4.3: -100% of all schools that will respond to the NJ Public School Technology survey will have high-speed Internet access. 62% of schools will achieve a ratio equal to or lower than 1:133 of technical support staff within the school to the total number of computers. 4.2: -30% of all students in the state will make use of distance learning capabilities.</p>
<p>Target <i>Set target for 2006-07 school year.</i></p>	<p>4.1 and 4.3: -95% of all districts will have high-speed Internet access. 64% of schools will achieve a ratio equal to or lower than 1:133 of technical support staff within the school to the total number of computers. 4.2: -40% of all students in the state will make use of distance learning capabilities.</p>

Goals, Objectives, Targets	Narrative
<p>Target <i>Set target for 2007-08 school</i></p>	<p>4.1 and 4.3: -100% of all districts will have high-speed Internet access. 66% of Schools will achieve a ratio equal to or lower than 1:133 of technical support staff within the school to the total number of computers. 4.2: -50% of all students in the state will make use of distance learning capabilities.</p>
<p>Assessment of Progress <i>Status of progress on indicator (1) Target met (2) Target not met</i></p>	<p>4.1. and 4.3 :(2) 4.2: (2)</p>
<p>Measurement tool(s) used to assess progress of indicators.</p>	<p>Annual NJ Public School Technology Survey</p>
<p>Explanation for not making progress - <i>Description of why target(s) was not met for SY 03-04, and steps that will be taken to ensure progress.</i></p>	<p>Data has to be analyzed to determine accurate percentages for 2004-05 survey. 4.1. and 4.3: -Data must still be analyzed to determine actual current percentage. Other office initiatives impeded the completion of editing the data. 4.2: -Newly designed data collection in 2004-2005 will capture distance learning courses</p>

If for any reason you have modified or added Goal(s), objectives, indicators, and/or targets since submitting the State Consolidated Application, please indicate in the chart below. (See pages 37-51)

Original Goal(s), objectives, indicators, and/or targets (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Modification or Additions

**IX. Safe and Drug-Free Schools and Communities Act
(Title IV, Part A)**

A. Performance Measures

Instructions: In the following chart, please identify:

- Each of your State indicators as submitted in the June 2002 Consolidated State Application;
- The instrument or data source used to measure the indicator;
- The frequency with which the data are collected (annually, semi-annually, biennially) and year of the most recent collection;
- The baseline data and year the baseline was established; and
- Targets for the years in which your State has established targets.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
30-day use of alcohol – Grade 10	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual Year of most recent collection: 02-03 _____	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>54%</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>44%</u> 2003-2004 _____* Baseline: <u>57%</u> Year established: <u>2001</u>
30-day use of alcohol – Grade 12	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual Year of most recent collection: 02-03 _____	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>60%</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>64%</u> 2003-2004 _____* Baseline: <u>63%</u> Year established: <u>2001</u> ¹
30-day use of marijuana – Grade 10	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual Year of most recent collection: 02-03 _____	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>19%</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>17%</u> 2003-2004 _____* Baseline: <u>22%</u> Year established: <u>2001</u>
30-day use of marijuana – Grade 12	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual Year of most recent collection: 02-03 _____	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>26%</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>34%</u> 2003-2004 _____* Baseline: <u>29%</u> Year established: <u>2001</u>
30-day use of tobacco (smoking cigarettes) –n Grade 10	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual Year of most recent collection: 02-03 _____	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>21%</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>18%</u> 2003-2004 _____* Baseline: 24 % Year established: <u>2001</u>

¹ 2001 denotes the 2000-2001 school year.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
30-day use of tobacco (smoking cigarettes) – Grade 12	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual Year of most recent collection: 02-03	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>30%</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>34%</u> 2003-2004 <u>*</u> Baseline: <u>33%</u> Year established: <u>2001</u>
Substance abuse incidents on school grounds or events	EVVRS ²	Frequency: _____ <u>Annual</u> Year of most recent collection: _____ <u>2004-05</u>	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>2,808</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>2,754</u> 2003-2004 <u>2,648</u> Baseline: <u>2956</u> Year established: <u>2001</u>
Age of Onset (use by age 14 or younger) - Alcohol	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual Year of most recent collection: 02-03	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>59%</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>55%</u> 2003-2004 <u>*</u> Baseline: <u>62%</u> Year established: <u>2001</u>
Age of Onset (use by age 14 or younger) - Marijuana	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual Year of most recent collection: 02-03	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>21%</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>19%</u> 2003-2004 <u>*</u> Baseline: <u>24%</u> Year established: <u>2001</u>
Age of Onset (use by age 14 or younger) - Tobacco	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual Year of most recent collection: 02-03 _____	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>36%</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-2003 <u>28%</u> 2003-2004 <u>*</u> Baseline: <u>39%</u> Year established: <u>2001</u>

² Electronic Violence and Vandalism Reporting System <http://homeroom.state.nj.us> - EVVRS

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Violence on School Grounds	EVVRS	Frequency: _____ <u>Annual</u> Year of most recent collection: _____ <u>2003-04</u>	2002-2003 _____ 2003-2004 _____ 2004-2005 <u>15,172</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-03: <u>13,915</u> 2003-04 <u>12,429</u> Baseline: <u>15,971</u> Year established: <u>2001</u>
Weapons Incidents on School Grounds	EVVRS	Frequency: _____ <u>Annual</u> Year of most recent collection: _____ <u>2003-04</u>	2002-2003 <u> </u> 2003-2004 _____ 2004-05 <u>1,447</u> 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2002-03 <u>1,533</u> 2003-2004 <u>1,580</u> Baseline: <u>1,523</u> Year established: <u>2001</u>

*** Data for these indicators are collected biannually and the next collection will occur in 04-05.**

B. Suspension and Expulsion Data

Instructions: In the following charts, indicate the number of out-of-school suspensions and expulsions for elementary, middle, and high school students for each of the underlined incidents.

Please also provide the State's definition of an elementary, middle, and high school, as well as the State's definition of each of the incidents underlined below.

(If your State does not collect data in the same format as requested by this form, the State may provide data from a similar question, provided the State includes a footnote explaining the differences between the data requested and the data the State is able to supply.)

School Type	State Definition
Elementary School	School terminating in grade 6 or below
Middle School	School terminating in grade 7, 8 or 9.
High School	School terminating in grade 10, 11 or 12.

1. The number of out-of-school suspensions and expulsions for physical fighting.

State definition of physical fighting: Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include verbal confrontations or a minor confrontation such as a shoving match. All participants should be classified as offenders. One needs to consider age and developmentally appropriate behavior before using this category.

SUSPENSIONS	Number for 2003-2004 school year	Number of LEAs reporting
Elementary	385	64
Middle	2760	93
High School	4569	200

EXPULSIONS	Number for 2003-2004 school year	Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	5	5

2. The number of out-of-school suspensions and expulsions for weapons possession

State definition of weapons:

Possession of a Firearm	Having on one's person, or in one's locker or vehicle, a handgun or rifle. The firearm need not be loaded. (Staff should not attempt to determine if weapon is loaded.) Include air guns, but do not include "look-alike" firearms that cannot be converted to a firearm. New Jersey law classifies "look-alike firearms" as firearms; federal law, however, does not. "Look-alike firearms" and paint ball guns are to be reported under Other Weapons (see Other Weapons Offense, below).
--------------------------------	---

Possession of Other Weapon	<p>Having on one's person or in one's locker or vehicle any weapon (other than a firearm). A weapon is any instrument readily capable of lethal use or of inflicting bodily injury that includes, but is not limited to, knives, clubs or other bludgeons, chains, sling shots, leather bands studded with metal filings and razor blades. This category also includes stun guns and any device which projects, releases or emits tear gas or any other substance (e.g., pepper spray) intended to produce temporary discomfort or permanent injury through being vaporized or otherwise dispensed in the air. Components that can readily be assembled into a weapon also apply. An incident of possession, if not reported on the EVVRS, may, of course, still be reported in the district's disciplinary record system.</p> <p>If Assault with Other Weapon is checked, Possession of Other Weapon cannot be checked. Consider age and developmentally appropriate behavior before using this category.</p>
-----------------------------------	--

Includes assault with weapon and sale/distribution of weapon.

SUSPENSIONS	Number for 2003-2004 school year	Number of LEAs reporting
Elementary	173	74
Middle	587	77
High School	604	128

EXPULSIONS	Number for 2003-2004 school year	Number of LEAs reporting
Elementary	1	1
Middle	4	4
High School	11	7

3. The number of alcohol-related out-of-school suspensions and expulsions.

State definition of alcohol-related: _____]

Suspected Use Confirmed	An incident is reported as Suspected Use Confirmed when a positive determination from a medical examination indicates that the student is under the influence of alcoholic beverages , marijuana, and/or other drug (controlled dangerous substance, but not including cigarettes), or indicates that the student has used anabolic steroids. A report should be completed when suspected use is confirmed by a positive determination from a physician.
Possession	Student is found with alcohol , marijuana, and/or any other drug (controlled dangerous substance, including anabolic steroids, but not including cigarettes) in his/her locker or vehicle, or on his/her person. Includes possession of unauthorized prescription drugs and drug paraphernalia.
Distribution	Student is selling, buying, or giving alcohol , other controlled dangerous substance(s) or anabolic steroids to others, or employs others to do the same. The student need not be caught in the act of selling or giving. The term "distribution" includes having alcohol or other drugs under circumstances where it may be inferred that the student would distribute to others. Therefore, possession of a large amount of drugs should be reported as "distribution," not as "possession."

SUSPENSIONS	Number for 2003-2004 school year	Number of LEAs reporting
Elementary	9	3
Middle	125	30
High School	524	147

EXPULSIONS	Number for 2003-2004 school year	Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	0	0

4. The number of illicit drug-related out-of-school suspensions and expulsions.

State definition of illicit-drug related: (See above, B3)

SUSPENSIONS	Number for 2003-2004 school year	Number of LEAs reporting
Elementary	4	4
Middle	216	28
High School	1554	235

EXPULSIONS	Number for 2003-2004 school year	Number of LEAs reporting
Elementary	0	0
Middle	1	1
High School	6	5

C. Parent Involvement

Instructions: Section 4116 of the No Child Left Behind Act requires that each State provide information pertaining to the State's efforts to inform parents of and include parents in drug and violence prevention efforts. Please describe your State's efforts to include parents in these activities.

New Jersey has undertaken the following efforts to inform and include parents in drug and violence prevention efforts.

- State Statutes and Regulations – Parent involvement is required in a variety of ways under the following state statutes and regulations:

N.J.S.A. 18A:40A-16, N.J.S.A. 18A:40A-17 and N.J.A.C. 6A:16-3.1(a)6 – Pursuant to these statutes and the regulation (see Appendix A), local boards of education are required to offer substance abuse education programs to the parents or legal guardians of public school students according to the requirements established in the authorizing statutes and at times and places convenient to the parents and guardians of enrolled students.

N.J.S.A. 18A:37-15 et seq. – Pursuant to this statute (see Appendix A), local boards of education are required to adopt policies prohibiting harassment, intimidation and bullying on school property, at a school-sponsored function or on a school bus. The school districts are also required to attempt to adopt the policy through a process that includes representation of parents and guardians and other school and community representatives.

N.J.S.A. 18A:17-46 – Pursuant to this statute (see Appendix A), chief school administrators (CSAs) are required to hold annual public hearings at which time the CSAs report to the board of education all acts of violence and vandalism which occurred during the previous school year. The public hearings provide parents and other community members with the opportunity to learn about and comment on local school violence and vandalism issues.

N.J.A.C. 6A:16-7 – Pursuant to these Intervention and Referral Services (I&RS) regulations (copy attached), school districts are required to establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs. Pursuant to N.J.A.C. 6A:16-7.2(a)6 under the I&RS regulations, I&RS teams are required to “Actively involve parents or guardians in the development and implementation of intervention and referral services action plans.”

- No Child Left Behind Advisory Council – The New Jersey Department of Education (NJDOE) has established an advisory council to consult on all matters pertaining to the No Child Left Behind Act. The Council includes parent representation from two local school districts.
- Unsafe School Choice Option Policy – In accordance with the federal Unsafe School Choice Option (USCO) requirement (Title IX, Part E, Subpart 2, Section 9532 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001), the NJDOE developed its USCO Policy, in part, in consultation with the NCLB Advisory Council, which, as explained above, includes parent representation.
- NCLB Consolidated Formula Subgrant Application – The NJDOE's application to LEAs for NCLB funds, which includes Title IV-A, requires parent participation in the following ways:
 - *Statement of Assurances and Certification Form* – Each CSA is required to sign a separate statement of assurances for the use of Title IV-A funds (copy attached) that includes an assurance that “Appropriate persons, including parents ... have been involved in timely and meaningful consultation at all stages of the design, development and administration of all programs, services or activities funded under Title IV, Part A, including efforts to fulfill the principles of effectiveness, pursuant to section 4115(a) and 20 U.S.C. 7101 et seq.”
 - *Participants in Consultation & Collaboration in the Application Development Form* – LEAs are required to provide the names of parents, as well as others, participating in the development of the NCLB application on this form.
 - *Coordination of Programs & Participation Form* – LEAs are required to provide narratives on 1) how they will provide on-going consultation with the application participants throughout the project period; and 2) the mechanisms to be used to provide effective notice to the community of the intention to submit an application for Title IV-A funds.

- Children We Share: Partners in Student Discipline and Development (Phase I)
Under this Title IV-funded project, assistance was provided to schools through a collaborative effort among NJDOE and The College of New Jersey, with support provided by the New Jersey Principals and Supervisors Association, to effectively engage parents and families in promoting positive youth development, with particular attention given to discipline issues. The project included the development and dissemination of a guidebook and companion program in CD-ROM format, as well as a videotape program to school districts designed to provide relevant research, strategies and materials to use with parents in promoting positive youth development, and the provision of a principals' institute supporting use of the materials developed under the project.

**X. 21st Century Community Learning Centers
(Title IV, Part B)**

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.

**XI. Innovative Programs
(Title V, Part A)**

A. Please describe **major** results to date of State-level Title V, Part A funded activities to improve student achievement and the quality of education for students. Please use quantitative data if available (e.g., increases in the number of highly qualified teachers).

The New Jersey Department of Education utilized State-level Title V, Part A funds in the following ways:

1. Supporting the Office of Charter Schools in the start-up of charter schools, providing professional development to existing charter schools, and in the establishment of an effective and network of support for all charter schools in the state.
2. Recognition and professional development programs for Best Practices and Star School awardees (programs and schools) in the identification of, and planning for replication of exemplary and innovative programs state-wide.
3. Salaries for personnel working with districts on implementation of the Core Curriculum Content Standards, student services, charter schools, innovative programs and the delivery of professional development.

B. The table below requests data on student achievement outcomes of **Title V, Part A - funded** LEAs that use **20%** or more of Title V, Part A funds and funds transferred from other programs for **strategic priorities including: (1)** student achievement in reading and math, **(2)** teacher quality, **(3)** safe and drug free schools, **(4)** access for all students to a quality education. Complete the table below using aggregated data from all LEA evaluations of school year 2003-2004 activities funded in whole or in part from Title V, Part A - Innovative Programs funds.

Priority Activity/Area ³	Number of LEAs that used 20% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for:	Number of these LEAs that met AYP	Total Number of Students Served
Area 1: Student Achievement in Reading and Math	365	*	350,752
Area 2: Teacher Quality	158	*	188,055
Area 3: Safe and Drug Free Schools	79	*	46,561
Area 4: Increase Access for all Students	129	*	108,696
Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b).			

***AYP was not calculated for LEAS in 2003-2004.**

Please note the following:

Number of LEA Allocations = 592

Number of LEAS that responded, from which the data was analyzed = 562

Number of LEAS which did not respond = 30

B.1 Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2003-2004, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above. 0

³ In completing this table, States should include activities described in Section 5131 of the ESEA as follows: Area 1 (activities 3, 9,12,16,19,20,22,26,27), Area 2 (activity 1,2), Area 3 (activity 14,25), Area 4 (activities 4,5,7,8,15,17)

B.2 Indicate the number of LEAs shown in B.1 that met AYP in school year 2003-2004. _____*

***AYP was not calculated for LEAS in 2003-2004.**

**XII. Rural Education Achievement Program (REAP)
(Title VI, Part B)**

A. Small Rural School Achievement Program (Title VI, Part B, Subpart 1)

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2003-2004 school year. ____66____

B. Rural and Low-Income School Program (Title VI, Part B, Subpart 2)

1. LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2003-2004 school year.

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	0
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	0
Educational technology, including software and hardware as described in Title II, Part D	0
Parental involvement activities	0
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	0
Activities authorized under Title I, Part A	0
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0

2. Describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

No school districts are eligible in New Jersey.

XIII. Funding Transferability for State and Local Educational Agencies (Title VI, Part A, Subpart 2)

A. State Transferability of Funds

Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2003-2004 school year? No

B. Local Educational Agency Transferability of Funds

1. Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2003-2004 school year. 6
2. In the charts below, please indicate below the total number of LEAs that transferred funds TO and FROM each eligible program and the total amount of funds transferred TO and FROM each eligible program.

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	0	0
Educational Technology State Grants (section 2412(a)(2)(A))	1	\$882
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	\$1,060
State Grants for Innovative Programs (section 5112(a))	2	\$92,235
Title I, Part A, Improving Basic Programs Operated by LEAs	2	\$34,603

Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	4	\$30843
Educational Technology State Grants (section 2412(a)(2)(A))	2	\$90,707
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	\$2,995
State Grants for Innovative Programs (section 5112(a))	2	\$4,235

The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.