

Fair Lawn Board of Education

Transfers Report

Expenditure

Start date 7/1/2010 Period date 9/1/2010 End date 9/30/2010

Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
\$0.00	\$0.00	\$39,761.14	\$39,761.14	0%
\$0.00	\$422.56	\$24.86	\$447.42	0%
\$1,000.00	\$0.00	\$500.00	\$1,500.00	50%
\$226,685.00	\$11,476.00	(\$416.30)	\$237,744.70	5%
\$48,800.00	\$0.00	(\$48,800.00)	\$0.00	-100%
\$180,000.00	\$9,710.80	\$75,189.60	\$264,900.40	47%
\$0.00	\$0.00	\$31,996.70	\$31,996.70	0%
\$32,220.00	\$0.00	(\$32,220.00)	\$0.00	-100%
\$23,000.00	\$0.00	(\$1,500.00)	\$21,500.00	-7%
\$8,000.00	\$0.00	(\$4,700.00)	\$3,300.00	-59%
\$3,500.00	\$0.00	(\$2,000.00)	\$1,500.00	-57%
\$58,716.00	\$0.00	(\$2,000.00)	\$56,716.00	-3%
\$0.00	\$0.00	\$6,700.00	\$6,700.00	0%
\$26,516.00	\$146.70	\$450.00	\$27,112.70	2%
\$9,000.00	\$93.04	(\$1,500.00)	\$7,593.04	-16%

FUND 11 GENERAL CURRENT EXPENSE
 11-000-223-104-001-00-33-02 SAL SUBJECT SUPV was223-102
 22053 11-000-223-580-049-63-33-03 TT
 21918 11-000-223-102-001-00-33-02 TT
 11-000-223-580-049-00-33-03 TRVL STAFF OUT-OF-DISTRICT
 22053 11-000-223-104-001-00-33-02 TT
 11-000-223-580-049-63-33-03 TRVL LITERACY INITIATIVE
 22053 11-000-223-104-001-00-33-02 TT
 11-000-230-104-001-00-35-02 SAL PROFESSIONAL SUPT'S OFFICE
 21965 11-000-230-331-013-00-35-01 TT
 11-000-230-330-999-90-35-01 ELECTION SERVsee11-000-251-330
 21882 11-000-251-330-999-90-35-01 TT
 11-000-230-331-013-00-35-01 LEGAL SERVICES FEES
 21974 11-000-100-566-000-14-33-03 TT
 21965 11-000-230-104-001-00-35-02 TT
 21959 11-000-230-530-055-00-35-01 TT
 21962 11-000-230-590-522-00-35-01 TT
 21963 11-000-230-890-050-00-35-01 TT
 22045 11-000-230-890-042-90-35-01 TT
 11-000-230-332-023-00-35-01 PROF SERV PUB ACCOUNTANTwas333
 22045 11-000-230-890-042-90-35-01 TT
 21881 11-000-230-333-023-00-35-01 TT
 11-000-230-333-023-00-35-01 PROF SERV PUB ACCOUNTANTsee332
 21881 11-000-230-332-023-00-35-01 TT
 11-000-230-530-055-00-35-01 POSTAGE
 21959 11-000-230-331-013-00-35-01 TT
 11-000-230-580-044-00-35-01 TRVL SUPT OFF IN-DISTRICT
 21958 11-000-230-820-000-14-35-01 TT
 11-000-230-580-049-90-35-01 TRVL BRD OUT-OF-DISTRICT
 21958 11-000-230-820-000-14-35-01 TT
 11-000-230-590-522-00-35-01 INS LIAB ERRORS & OMISSIONS
 21962 11-000-230-331-013-00-35-01 TT
 11-000-230-820-000-14-35-01 JUDGMTS AGAINST SCH DIST-SP ED
 21958 11-000-230-580-044-00-35-01 TT
 21958 11-000-230-580-049-90-35-01 TT
 11-000-230-890-042-90-35-01 MEMBERSHIP NJSBA/BCSBA
 22045 11-000-230-331-013-00-35-01 TT
 22045 11-000-230-332-023-00-35-01 TT
 11-000-230-890-050-00-35-01 SUPPLIES - SUPT OFFICE
 21963 11-000-230-331-013-00-35-01 TT

Start date 7/1/2010 Period date 9/1/2010 End date 9/30/2010 Expenditure

FUND 11 GENERAL CURRENT EXPENSE

Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
11-000-240-102-001-00-33-02	SAL SUPV INSTRUCTION was -221-			
21850	09/08/10	(\$350,630.00)	\$4,607.89	-99%
21850	09/08/10	\$43,350.00		
21928	09/29/10	\$30,000.00		
		(\$423,980.00)		
11-000-240-102-001-23-33-03	SAL SUPV INST DIR-BSI was-221-			
21929	09/29/10	(\$12,000.00)	\$0.00	-100%
21948	09/29/10	(\$2,000.00)		
		(\$10,000.00)		
11-000-240-103-001-00-10-02	SALARIES OF PRINC/ASST TJ			
22041	09/20/10	\$1,138.40	\$1,138.40	94%
11-000-240-104-001-00-33-02	SAL SUPV INSTRUCTION was 240-102			
21850	09/08/10	\$393,980.00	\$393,980.00	0%
21928	09/29/10	(\$30,000.00)		
		\$423,980.00		
11-000-240-104-001-23-33-03	SAL SUPV INST BSC SKLLS was 240102			
21929	09/29/10	\$12,000.00	\$12,000.00	130%
21948	09/29/10	\$2,000.00		
		\$10,000.00		
11-000-240-105-803-00-29-02	SAL OF SECR SUBS ELEMENTARIES			
22041	09/20/10	\$0.00	\$0.00	0%
11-000-240-105-903-00-12-02	SAL SECR/CLER ASSTS SUBS HS			
22041	09/20/10	\$0.00	\$0.00	0%
11-000-240-105-903-00-29-02	SAL PRINCIPAL SECY SUBS ELEM			
22041	09/20/10	\$1,255.80	\$1,255.80	0%
11-000-240-105-906-00-35-02	SAL SECR & CLER ASSTS SMR DIS			
22041	09/20/10	\$3,158.30	\$3,158.30	-32%
		(\$1,138.40)		
		(\$477.75)		
		(\$286.35)		
11-000-251-330-999-90-35-01	ELECTION SERVICES was 11000230			
21882	09/22/10	\$48,800.00	\$48,800.00	0%
		\$48,800.00		
11-000-252-105-804-00-33-02	SAL SEC/CLER TEC ASST OVERTIME			
22054	09/20/10	\$1,167.98	\$1,167.98	0%
		\$1,167.98		
11-000-252-890-164-16-33-01	COMP EQUIP LEASE/PUR TECH PLAN			
22054	09/20/10	(\$1,167.98)	(\$1,167.98)	-16%
		(\$1,167.98)		
11-000-262-110-601-00-10-02	SAL CONTRACTED MAINTENANCE TJ			
22032	09/20/10	(\$2,924.96)	(\$2,924.96)	34%
		(\$2,924.96)		
11-000-262-490-016-00-33-01	ENERGY MANAGEMENT PROGRAM was 620			
21957	09/29/10	\$90,000.00	\$90,000.00	0%
		\$90,000.00		
11-000-262-490-092-00-33-01	CHEMICAL TREATMNT-BOILER was 620			
21956	09/29/10	\$7,500.00	\$7,500.00	0%
		\$7,500.00		
11-000-262-610-136-00-33-04	FILTERS			
22031	09/20/10	\$37.44	\$37.44	0%
		\$37.44		

Start date 7/1/2010 Period date 9/1/2010 End date 9/30/2010

Expenditure

FUND 11 GENERAL CURRENT EXPENSE

Account	Description	Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
11-000-262-610-137-00-33-04	PAINT SUPPLIES DISTRICT	\$20,000.00	\$0.00	(\$37.44)	\$19,962.56	-0%
22031	11-000-262-610-136-00-33-04 TT		09/20/10	(\$37.44)		
11-000-262-620-016-00-33-01	ENERGY MNGT PRGM see 262-490	\$90,000.00	\$0.00	(\$90,000.00)	\$0.00	-100%
21957	11-000-262-480-016-00-33-01 TT		09/29/10	(\$90,000.00)		
11-000-262-620-092-00-33-01	CHEMICAL TREATMNT-BOILERsee490	\$7,500.00	\$0.00	(\$7,500.00)	\$0.00	-100%
21956	11-000-262-480-082-00-33-01 TT		09/29/10	(\$7,500.00)		
11-000-263-110-504-00-33-02	SAL CARE OF GROUNDS OTwas-262-	\$20,000.00	(\$20,000.00)	\$2,924.96	\$2,924.96	-85%
22032	11-000-262-110-601-00-10-02 TT		09/20/10	\$2,924.96		
11-000-270-107-007-14-19-02	SAL TRANSP AIDES-SPEdwas w/161	\$193,375.00	\$912.50	(\$154.62)	\$194,132.88	0%
22027	11-000-270-161-187-14-19-02 TT		09/16/10	(\$154.62)		
11-000-270-161-187-14-19-02	SAL SPEC ED SUMMER PT DRIVERS	\$45,000.00	\$39.60	\$154.62	\$45,194.22	0%
22027	11-000-270-107-007-14-19-02 TT		09/16/10	\$154.62		
11-000-291-241-000-00-35-01	PERS RETIRE CONTRIB-REGULAR	\$1,275,000.00	\$0.00	\$123,221.00	\$1,398,221.00	10%
21901	11-000-291-270-516-00-35-01 TT		09/27/10	\$123,221.00		
11-000-291-249-000-00-35-01	DCRP RETIREMENT CONTRIBUTION	\$0.00	\$0.00	\$10,000.00	\$10,000.00	0%
22061	11-000-291-270-808-00-35-01 TT		09/01/10	\$10,000.00		
11-000-291-270-516-00-35-01	HEALTH COVERAGE	\$8,436,697.00	\$495,000.00	(\$123,221.00)	\$8,808,476.00	4%
21901	11-000-291-241-000-00-35-01 TT		09/27/10	(\$123,221.00)		
11-000-291-270-808-00-35-01	ANCILLARY BENEFITS-FLEA	\$2,265,233.00	\$0.00	(\$10,000.00)	\$2,255,233.00	-0%
22061	11-000-291-249-000-00-35-01 TT		09/01/10	(\$10,000.00)		
11-110-100-101-001-00-01-02	SALARIES OF TEACHERS WP	\$125,963.00	(\$23,943.00)	\$74,235.00	\$176,255.00	40%
22034	11-000-211-105-001-00-33-03 TT		09/20/10	\$5,674.35		
22034	11-000-211-110-031-00-33-02 TT		09/20/10	\$2,112.00		
22035	11-000-218-104-001-00-12-02 TT		09/20/10	\$2,730.97		
22033	11-110-100-101-001-00-04-02 TT		09/20/10	\$5,114.72		
22037	11-120-100-101-001-00-06-02 TT		09/20/10	\$3,720.50		
22055	11-120-100-101-001-00-06-02 TT		09/20/10	\$28,592.22		
22037	11-120-100-101-001-00-07-02 TT		09/20/10	\$12,560.64		
22038	11-130-100-101-001-00-11-02 TT		09/20/10	\$5,850.00		
22036	11-140-100-101-001-00-12-02 TT		09/20/10	\$7,879.60		
11-110-100-101-001-00-04-02	SALARIES OF TEACHERS WESTMORE	\$55,390.00	\$10,714.72	(\$5,114.72)	\$60,990.00	10%
22033	11-110-100-101-001-00-01-02 TT		09/20/10	(\$5,114.72)		
11-120-100-101-001-00-06-02	SALARIES OF TEACHERS RADBURN	\$1,055,970.00	(\$31,014.50)	(\$32,312.72)	\$992,642.78	-6%
22037	11-110-100-101-001-00-01-02 TT		09/20/10	(\$3,720.50)		
22055	11-110-100-101-001-00-01-02 TT		09/20/10	(\$28,592.22)		
11-120-100-101-001-00-07-02	SALARIES OF TEACHERS MILNES	\$1,265,260.00	\$32,065.00	(\$22,560.64)	\$1,274,764.36	1%
21855	11-120-100-101-918-00-29-02 TT		09/08/10	(\$10,000.00)		
22037	11-110-100-101-001-00-01-02 TT		09/20/10	(\$12,560.64)		
11-120-100-101-001-60-33-02	SALARIES OF TEACHERS SPEC SVC	\$1,522,699.00	\$0.00	(\$90,150.00)	\$1,432,549.00	-6%
22052	11-190-100-106-701-00-33-02 TT		09/20/10	(\$96,000.00)		
21941	11-120-100-101-026-00-29-02 TT		09/24/10	\$5,850.00		

Start date 7/1/2010 Period date 9/1/2010 End date 9/30/2010

Expenditure

FUND 11 GENERAL CURRENT EXPENSE

	Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
11-120-100-101-026-00-29-02	\$50,000.00	(\$19,800.00)	(\$5,850.00)	\$24,350.00	-51%
21941		09/24/10	(\$5,850.00)		
11-120-100-101-918-00-29-02	\$15,000.00	\$3,259.96	\$10,000.00	\$28,259.96	88%
21855		09/08/10	\$10,000.00		
11-130-100-101-001-00-11-02	\$2,182,087.00	\$37,465.00	\$0.00	\$2,219,552.00	2%
22038		09/20/10	(\$5,850.00)		
21940		09/24/10	\$5,850.00		
11-130-100-101-026-00-30-02	\$50,000.00	(\$5,450.00)	(\$5,850.00)	\$38,700.00	-23%
21940		09/24/10	(\$5,850.00)		
11-140-100-101-001-00-12-02	\$7,445,794.00	(\$19,868.50)	\$3,820.40	\$7,429,745.90	-0%
22036		09/20/10	(\$7,879.60)		
21942		09/24/10	\$11,700.00		
11-140-100-101-026-00-12-02	\$50,000.00	(\$10,450.00)	(\$11,700.00)	\$27,850.00	-44%
21942		09/24/10	(\$11,700.00)		
11-190-100-106-701-00-33-02	\$0.00	\$0.00	\$96,000.00	\$96,000.00	0%
22052		09/20/10	\$96,000.00		
11-190-100-420-155-12-33-03	\$6,500.00	\$0.00	(\$13.51)	\$6,486.49	-0%
21910		09/28/10	(\$13.51)		
11-190-100-610-050-00-01-03	\$18,828.00	\$0.00	\$49.65	\$18,877.65	0%
22030		09/20/10	\$49.65		
11-190-100-610-050-00-04-03	\$10,572.00	\$0.00	\$76.92	\$10,648.92	1%
21907		09/28/10	\$76.92		
11-190-100-610-050-00-06-03	\$14,836.00	\$0.00	\$536.35	\$15,372.35	4%
22030		09/20/10	(\$49.65)		
21905		09/27/10	\$586.00		
11-190-100-610-050-00-10-03	\$33,977.00	\$0.00	\$984.00	\$34,961.00	3%
21902		09/27/10	\$284.00		
21904		09/27/10	\$500.00		
21903		09/27/10	\$200.00		
11-190-100-610-050-06-33-03	\$3,665.00	\$0.00	\$1,897.72	\$5,562.72	52%
21924		09/29/10	\$675.00		
21925		09/29/10	\$905.00		
21926		09/29/10	\$317.72		
11-190-100-610-050-09-33-03	\$500.00	\$0.00	\$483.90	\$983.90	97%
21908		09/28/10	\$483.90		
11-190-100-610-050-11-33-03	\$11,837.00	(\$2,045.52)	\$327.00	\$10,118.48	-15%
21875		09/21/10	\$327.00		
11-190-100-610-050-13-12-03	\$2,750.00	(\$8.76)	\$846.75	\$3,587.99	30%
21815		09/07/10	\$683.13		
21868		09/13/10	\$14.01		

Start date 7/1/2010 Period date 9/1/2010 End date 9/30/2010

10/15/10 13:21

Expenditure

FUND 11 GENERAL CURRENT EXPENSE

	Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
11-190-100-610-050-13-12-03 SUPPLIES SCIENCE HS	\$2,750.00	(\$8.76)	\$846.75	\$3,587.99	30%
21914 11-190-100-610-166-13-33-03 TT		09/29/10	\$149.61		
11-190-100-610-050-13-30-03 SUPPLIES SCIENCE MIDDLE SCHOOL	\$500.00	\$153.11	(\$14.01)	\$639.10	28%
21868 11-190-100-610-050-13-12-03 TT		09/13/10	(\$14.01)		
11-190-100-610-050-19-33-03 TECHNOLOGY EDUCATION SUPPLIES	\$2,000.00	\$0.00	\$1,000.00	\$3,000.00	50%
21906 11-190-100-610-166-19-33-03 TT		09/27/10	\$1,000.00		
11-190-100-610-166-06-33-03 SOFTWARE WORLD LANGUAGE	\$950.00	\$0.00	(\$905.00)	\$45.00	-95%
21925 11-190-100-610-050-06-33-03 TT		09/29/10	(\$905.00)		
11-190-100-610-166-09-33-03 SOFTWARE FAM/CONS SCIENCE	\$650.00	\$0.00	\$85.46	\$735.46	13%
21909 11-190-100-610-253-09-33-03 TT		09/28/10	\$85.46		
11-190-100-610-166-11-33-03 SOFTWARE MATH	\$3,200.00	\$0.00	(\$527.47)	\$2,672.53	-16%
21875 11-190-100-610-050-11-33-03 TT		09/21/10	(\$327.00)		
21911 11-190-100-640-000-11-29-03 TT		09/28/10	(\$200.47)		
11-190-100-610-166-13-33-03 SOFTWARE SCIENCE	\$4,000.00	\$0.00	(\$149.61)	\$3,850.39	-4%
21914 11-190-100-610-050-13-12-03 TT		09/29/10	(\$149.61)		
11-190-100-610-166-19-33-03 TECHNOLOGY EDUCATION SOFTWARE	\$1,000.00	\$0.00	(\$1,000.00)	\$0.00	-100%
21906 11-190-100-610-050-19-33-03 TT		09/27/10	(\$1,000.00)		
11-190-100-610-253-06-33-03 WORKBOOKS WORLD LANGUAGE	\$3,380.00	\$0.00	(\$317.72)	\$3,062.28	-9%
21926 11-190-100-610-050-06-33-03 TT		09/29/10	(\$317.72)		
11-190-100-610-253-09-33-03 WORKBOOKS FAMILY/CONSUMER SCI	\$1,400.00	\$0.00	(\$569.36)	\$830.64	-41%
21908 11-190-100-610-050-09-33-03 TT		09/28/10	(\$483.90)		
21909 11-190-100-610-166-09-33-03 TT		09/28/10	(\$85.46)		
11-190-100-610-253-13-33-03 WORKBOOKS SCIENCE	\$2,800.00	\$0.00	(\$683.13)	\$2,116.87	-24%
21815 11-190-100-610-050-13-12-03 TT		09/07/10	(\$683.13)		
11-190-100-610-255-05-10-03 PAPERBACKS ENGLISH TJ	\$2,500.00	\$0.00	\$1,661.38	\$4,161.38	66%
21920 11-190-100-610-255-05-12-03 TT		09/29/10	\$1,661.38		
11-190-100-610-255-05-12-03 PAPERBACKS ENGLISH HS	\$11,000.00	\$0.00	(\$1,661.38)	\$9,338.62	-15%
21920 11-190-100-610-255-05-10-03 TT		09/29/10	(\$1,661.38)		
11-190-100-640-000-11-29-03 TEXTBOOKS MATH-ELEMENTARIES	\$55,500.00	\$0.00	\$661.38	\$56,161.38	1%
21911 11-190-100-610-166-11-33-03 TT		09/28/10	\$200.47		
21913 11-230-100-610-166-25-33-03 TT		09/28/10	\$455.50		
21912 11-230-100-610-253-25-33-03 TT		09/28/10	\$5.41		
11-190-100-640-000-12-33-03 TEXTBOOKS MUSIC	\$1,100.00	\$0.00	\$13.51	\$1,113.51	1%
21910 11-190-100-420-155-12-33-03 TT		09/28/10	\$13.51		
11-190-100-890-050-00-08-03 MISC EXPENDITURES LYNCREST	\$3,500.00	\$0.00	(\$500.00)	\$3,000.00	-14%
21874 11-190-100-890-050-00-12-03 TT		09/17/10	(\$500.00)		
11-190-100-890-050-00-12-03 MISC EXPENDITURES HS	\$6,000.00	\$0.00	\$500.00	\$6,500.00	8%
21874 11-190-100-890-050-00-08-03 TT		09/17/10	\$500.00		

Start date 7/1/2010 Period date 9/1/2010 End date 9/30/2010

Expenditure

FUND 11 GENERAL CURRENT EXPENSE

	Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
11-190-100-890-055-00-10-03 POSTAGE TJ	\$6,026.00	\$93.00	\$375.00	\$6,494.00	8%
21880 11-204-100-610-000-14-33-03 TT		09/22/10	\$375.00		
11-190-100-890-055-00-11-03 POSTAGE MEMORIAL	\$3,611.00	\$0.00	\$375.00	\$3,986.00	10%
21880 11-204-100-610-000-14-33-03 TT		09/22/10	\$375.00		
11-190-100-890-055-00-12-03 POSTAGE HS	\$13,014.00	\$0.00	\$750.00	\$13,764.00	6%
21880 11-204-100-610-000-14-33-03 TT		09/22/10	\$750.00		
11-201-100-106-701-14-33-02 SAL PARAPROFESSIONALS CI	\$119,890.00	\$0.00	(\$23,054.17)	\$96,835.83	-19%
22039 11-202-100-106-701-14-33-02 TT		09/20/10	(\$15,460.90)		
22039 11-204-100-106-701-14-33-02 TT		09/20/10	(\$580.24)		
22039 11-214-100-101-001-14-33-02 TT		09/20/10	(\$3,580.00)		
22039 11-214-100-106-701-14-33-02 TT		09/20/10	(\$3,433.03)		
11-202-100-106-701-14-33-02 SAL PARAPROFESSIONALS MCI	\$143,117.00	(\$24,515.79)	\$15,460.90	\$134,062.11	-6%
22039 11-201-100-106-701-14-33-02 TT		09/20/10	\$15,460.90		
11-204-100-106-701-14-33-02 SAL PARAPROFESSIONALS LD	\$477,860.00	\$0.00	\$580.24	\$478,440.24	0%
22039 11-201-100-106-701-14-33-02 TT		09/20/10	\$580.24		
11-204-100-610-000-14-33-03 LD TEACHING SUPPLIES	\$10,000.00	\$0.00	(\$1,500.00)	\$8,500.00	-15%
21880 11-190-100-890-055-00-10-03 TT		09/22/10	(\$375.00)		
21880 11-190-100-890-055-00-11-03 TT		09/22/10	(\$375.00)		
21880 11-190-100-890-055-00-12-03 TT		09/22/10	(\$750.00)		
11-209-100-106-701-14-33-02 SAL PARAPROFESSIONALS FLEX	\$218,873.00	\$0.00	(\$26,641.92)	\$192,231.08	-12%
22040 11-214-100-106-701-14-33-02 TT		09/20/10	(\$26,641.92)		
11-213-100-101-001-14-33-02 SALARIES RESOURCE TEACHERS	\$2,245,475.00	(\$24,674.46)	(\$103,629.04)	\$2,117,171.50	-6%
22040 11-214-100-106-701-14-33-02 TT		09/20/10	(\$103,629.04)		
11-214-100-101-001-14-33-02 SALARIES TEACHERS AUTISTIC	\$431,995.00	\$69,045.00	\$3,580.00	\$504,620.00	17%
22039 11-201-100-106-701-14-33-02 TT		09/20/10	\$3,580.00		
11-214-100-106-701-14-33-02 SAL PARAPROFESSIONALS AUTISTIC	\$760,513.00	\$87,085.15	\$133,703.99	\$981,302.14	29%
22039 11-201-100-106-701-14-33-02 TT		09/20/10	\$3,433.03		
22040 11-209-100-106-701-14-33-02 TT		09/20/10	\$26,641.92		
22040 11-213-100-101-001-14-33-02 TT		09/20/10	\$103,629.04		
11-230-100-610-166-25-33-03 BSI-MATH SOFTWARE	\$3,400.00	\$0.00	(\$455.50)	\$2,944.50	-13%
21913 11-190-100-640-000-11-29-03 TT		09/28/10	(\$455.50)		
11-230-100-610-253-25-33-03 BSI-MATH WORKBOOKS	\$2,500.00	\$0.00	(\$5.41)	\$2,494.59	-0%
21912 11-190-100-640-000-11-29-03 TT		09/28/10	(\$5.41)		
11-240-100-610-000-24-33-03 ESL TEACHING SUPPLIES	\$1,846.00	\$0.00	\$1,249.27	\$3,095.27	68%
21921 11-240-100-610-166-24-33-03 TT		09/29/10	\$962.46		
21922 11-240-100-610-253-24-33-03 TT		09/29/10	\$103.76		
21923 11-240-100-640-000-24-33-03 TT		09/29/10	\$183.05		
11-240-100-610-166-24-33-03 ESL SOFTWARE	\$2,200.00	\$0.00	(\$962.46)	\$1,237.54	-44%
21921 11-240-100-610-000-24-33-03 TT		09/29/10	(\$962.46)		

Start date 7/1/2010 Period date 9/1/2010 End date 9/30/2010 Expenditure

FUND	Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
FUND 11 GENERAL CURRENT EXPENSE					
11-240-100-610-253-24-33-03	\$878.00	\$0.00	(\$103.76)	\$774.24	-12%
21922		09/29/10	(\$103.76)		
11-240-100-610-000-24-33-03					
TT					
11-240-100-640-000-24-33-03	\$2,000.00	\$0.00	(\$183.05)	\$1,816.95	-9%
21923		09/29/10	(\$183.05)		
11-240-100-610-000-24-33-03					
TT					
11-401-100-610-237-00-10-03	\$500.00	\$0.00	(\$500.00)	\$0.00	-100%
21904		09/27/10	(\$500.00)		
11-190-100-610-050-00-10-03					
TT					
11-401-100-890-236-00-10-03	\$200.00	\$0.00	(\$200.00)	\$0.00	-100%
21903		09/27/10	(\$200.00)		
11-190-100-610-050-00-10-03					
TT					
Total	\$41,197,664.00	\$1,005,016.15	\$0.00	\$42,202,680.15	2%
FUND 20 SPECIAL REVENUE FUNDS					
20-231-100-101-000-00-33-03	\$93,000.00	\$0.00	\$500.00	\$93,500.00	1%
21883		09/01/10	\$500.00		
TITLE I SAL TEACHERS CURRENT					
ALLOCATE GRANT					
20-231-100-600-000-00-33-03	\$0.00	\$0.00	\$3,691.00	\$3,691.00	0%
21883		09/01/10	\$3,691.00		
TITLE I SUPPLIES					
ALLOCATE GRANT					
20-231-100-600-000-30-33-03	\$0.00	\$0.00	\$4,875.00	\$4,875.00	0%
21883		09/01/10	\$4,875.00		
TITLE I SUPPLIES TEMPLE SCHOOL					
ALLOCATE GRANT					
20-231-200-000-00-33-03	\$18,000.00	\$0.00	\$700.00	\$18,700.00	4%
21883		09/01/10	\$700.00		
TITLE I SUPPORT SERVICES					
ALLOCATE GRANT					
20-231-200-300-000-00-33-03	\$0.00	\$0.00	\$6,300.00	\$6,300.00	0%
21883		09/01/10	\$6,300.00		
TITLE I PURCH PROF & TECH SVC					
ALLOCATE GRANT					
20-231-200-300-000-30-33-03	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0%
21883		09/01/10	\$1,000.00		
TITLE I PUCH SVC TEMPLE SCHOO					
ALLOCATE GRANT					
20-241-100-100-000-00-33-03	\$25,000.00	\$0.00	\$1,000.00	\$26,000.00	4%
21884		09/01/10	\$1,000.00		
TITLE IIIA SAL PERS SRV CURRNT					
ALLOCATE GRANT					
20-241-100-600-000-00-33-03	\$2,000.00	\$0.00	(\$1,846.00)	\$154.00	-92%
21885		09/01/10	(\$1,846.00)		
TITLE IIIA SUPPLIES & MAT'L'S					
ALLOCATE GRANT					
20-241-100-800-000-00-33-03	\$0.00	\$0.00	\$2,400.00	\$2,400.00	0%
21884		09/01/10	\$2,400.00		
TITLE IIIA OTHER OBJECTS					
ALLOCATE GRANT					
20-241-200-100-000-00-33-03	\$0.00	\$0.00	\$7,000.00	\$7,000.00	0%
21884		09/01/10	\$7,000.00		
TITLE IIIA SAL SUPP SRV CURRNT					
ALLOCATE GRANT					
20-241-200-200-000-00-33-03	\$4,250.00	\$0.00	\$1,486.00	\$5,736.00	35%
21884		09/01/10	\$1,486.00		
TITLE IIIA SUP SER-EMP BENEFIT					
ALLOCATE GRANT					
20-241-200-300-000-00-33-03	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0%
21884		09/01/10	\$1,000.00		
TITLE IIIA PURCHASE SVC CURRNT					
ALLOCATE GRANT					
20-250-100-300-000-14-33-03	\$250,000.00	\$0.00	(\$54,684.00)	\$195,316.00	-22%
21893		09/01/10	(\$54,684.00)		
IDEA PT B PURCH PROF-TECH SER					
ALLOCATE GRANT					
21898		09/01/10	\$180.00		
ALLOCATE GRANT					

Start date	7/1/2010	Period date	9/1/2010	End date	9/30/2010	Expenditure	Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
FUND 20 SPECIAL REVENUE FUNDS											
20-250-100-300-000-89-33-03		IDEA PURCH PROF/TEC SVC-NONPUB					\$50,600.00	\$0.00	\$4,428.00	\$55,028.00	9%
		ALLOCATE GRANT						09/01/10	\$4,428.00		
20-250-100-500-000-14-33-03		IDEA PT B OTHER PURCH SERVICES					\$600,000.00	\$0.00	\$225,000.00	\$825,000.00	38%
		ALLOCATE GRANT						09/01/10	\$225,000.00		
20-250-100-600-000-14-33-03		IDEA PT B SUPP & MATL'S					\$0.00	\$0.00	\$5,000.00	\$5,000.00	0%
		ALLOCATE GRANT						09/01/10	\$5,000.00		
20-255-100-300-000-14-33-03		IDEA PRE K PUR PROF & TECH-CUR					\$20,000.00	\$0.00	\$5,319.00	\$25,319.00	27%
		ALLOCATE GRANT						09/01/10	\$5,319.00		
20-255-100-300-000-89-33-03		IDEA PRE K PROF/TEC SV NON-PUB					\$5,318.00	\$0.00	(\$5,318.00)	\$0.00	-100%
		ALLOCATE GRANT						09/01/10	(\$5,318.00)		
20-255-100-600-000-14-33-03		IDEA PRE K SUPP & MATS-CURRENT					\$0.00	\$0.00	\$5,000.00	\$5,000.00	0%
		ALLOCATE GRANT						09/01/10	\$5,000.00		
20-255-200-300-000-89-33-03		IDEA PRE K PROF/TECH SERV CUR					\$0.00	\$0.00	\$6,468.00	\$6,468.00	0%
		ALLOCATE GRANT						09/01/10	\$6,468.00		
20-270-100-100-000-00-33-03		TITLE II SAL PERS SERV CURRENT					\$53,000.00	\$0.00	\$1,000.00	\$54,000.00	2%
		ALLOCATE GRANT						09/01/10	\$1,000.00		
20-270-100-600-000-00-33-03		TITLE II SUPPLIES & MATERIALS					\$0.00	\$0.00	\$3,816.00	\$3,816.00	0%
		ALLOCATE GRANT						09/01/10	\$3,816.00		
20-270-200-100-000-00-33-03		TITLE II SAL PERS SRV CURRENT					\$20,000.00	\$0.00	\$3,000.00	\$23,000.00	15%
		ALLOCATE GRANT						09/01/10	\$3,000.00		
20-270-200-200-000-00-33-03		TITLE II BENEFITS					\$13,000.00	\$0.00	(\$440.00)	\$12,560.00	-3%
		ALLOCATE GRANT						09/01/10	(\$440.00)		
20-270-200-320-000-00-33-03		TITLE II PURC PROF STAFF CURR					\$0.00	\$0.00	\$5,719.00	\$5,719.00	0%
		ALLOCATE GRANT						09/01/10	\$5,719.00		
20-270-200-320-000-30-33-03		TITLE II PURCH PROF STAFF-FLJC					\$0.00	\$0.00	\$40.00	\$40.00	0%
		ALLOCATE GRANT						09/01/10	\$40.00		
20-270-200-320-000-38-33-03		TITLE II PURCH PROF STAFF-VANR					\$0.00	\$0.00	\$77.00	\$77.00	0%
		ALLOCATE GRANT						09/01/10	\$77.00		
20-270-200-320-000-79-33-03		TITLE II PRCH PROF STAFF ST AN					\$0.00	\$0.00	\$2,030.00	\$2,030.00	0%
		ALLOCATE GRANT						09/01/10	\$2,030.00		
20-275-200-320-000-00-33-03		TITLE IID PURCH PROF-EDUC SERV					\$1,005.00	\$0.00	(\$739.00)	\$266.00	-74%
		ALLOCATE GRANT						09/01/10	(\$739.00)		
20-461-100-600-000-92-33-03		ARRA MONDO READING PROGRAM					\$0.00	\$37.20	(\$37.20)	\$0.00	0%
		AMENDMENT REALLOCATION						09/02/10	(\$37.20)		
20-461-100-610-000-92-33-03		ARRA DYNAXOX & MAKE CONNECT					\$0.00	\$623.20	(\$623.20)	\$0.00	0%
		AMENDMENT REALLOCATION						09/02/10	(\$623.20)		
20-462-100-101-000-92-33-03		ARRA DATA ANALYS PUSH IN SALAR					\$0.00	\$1,282.00	(\$1,282.00)	\$0.00	0%
		AMENDMENT REALLOCATION						09/02/10	(\$1,282.00)		

Expenditure

Start date 7/1/2010 Period date 9/1/2010 End date 9/30/2010

FUND	Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
FUND 20 SPECIAL REVENUE FUNDS					
20-462-200-200-000-92-33-03	\$0.00	\$98.00	(\$98.00)	\$0.00	0%
21794		09/02/10	(\$98.00)		
ARRA DATA ANALYS PUSH IN BENEF					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					
20-463-100-101-000-92-33-03	\$0.00	\$405.00	(\$405.00)	\$0.00	0%
21794		09/02/10	(\$405.00)		
ARRA HS WRITING SUBS					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					
20-465-100-100-000-92-33-03	\$0.00	\$2,269.40	(\$2,269.40)	\$0.00	0%
21794		09/02/10	(\$2,269.40)		
ARRA NJ ASK ACADEMIES					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					
20-465-100-101-000-92-33-03	\$0.00	\$569.60	(\$569.60)	\$0.00	0%
21794		09/02/10	(\$569.60)		
ARRA NJ ASK DATA ANALYSIS					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					
20-465-200-200-000-92-33-03	\$0.00	\$43.57	(\$43.57)	\$0.00	0%
21794		09/02/10	(\$43.57)		
ARRA NJ ASK DATA ANALYSIS BEN					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					
20-465-200-201-000-92-33-03	\$0.00	\$173.69	(\$173.69)	\$0.00	0%
21794		09/02/10	(\$173.69)		
ARRA NJ ASK ACADEMIES BENEF					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					
20-466-100-100-000-92-33-03	\$0.00	\$0.00	\$46,500.00	\$46,500.00	0%
21794		09/02/10	\$46,500.00		
ARRA MATH SALARY					
20-461-100-600-000-92-33-03			\$37.20		
AMENDMENT REALLOCATION			\$623.20		
20-461-100-610-000-92-33-03			\$1,282.00		
AMENDMENT REALLOCATION			\$98.00		
20-462-100-101-000-92-33-03			\$405.00		
AMENDMENT REALLOCATION			\$2,269.40		
20-463-100-101-000-92-33-03			\$569.60		
AMENDMENT REALLOCATION			\$43.57		
20-465-100-101-000-92-33-03			\$173.69		
AMENDMENT REALLOCATION			\$71.60		
20-465-200-200-000-92-33-03			\$36.74		
AMENDMENT REALLOCATION			\$5.40		
20-466-100-600-000-92-33-03			\$1,508.85		
AMENDMENT REALLOCATION			\$32,680.16		
20-466-200-200-000-92-33-03			\$2,400.00		
AMENDMENT REALLOCATION			\$4,295.59		
20-468-100-300-000-92-33-03			(\$71.60)		
AMENDMENT REALLOCATION			(\$71.60)		
20-468-200-300-000-92-33-03			(\$36.74)		
AMENDMENT REALLOCATION			(\$36.74)		
20-469-100-101-000-92-33-03			(\$5.40)		
AMENDMENT REALLOCATION			(\$5.40)		
20-466-100-101-000-92-33-03	\$0.00	\$71.60	(\$71.60)	\$0.00	0%
21794		09/02/10	(\$71.60)		
ARRA HSPA REMED MATH HS SALAR					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					
20-466-100-600-000-92-33-03	\$0.00	\$36.74	(\$36.74)	\$0.00	0%
21794		09/02/10	(\$36.74)		
ARRA HSPA REMED MATH HS SUPPL					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					
20-466-200-200-000-92-33-03	\$0.00	\$5.40	(\$5.40)	\$0.00	0%
21794		09/02/10	(\$5.40)		
ARRA HSPA REMED MATH HS BENEF					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					
20-466-200-201-000-92-33-03	\$0.00	\$9,720.50	(\$9,720.50)	\$19,273.16	0%
21795		09/02/10	\$5,424.41		
ARRA MATH INSTRUCTOR BENEFITS					
20-469-100-101-000-92-33-03			\$4,033.25		
AMENDMENT REALLOCATION			\$95.00		
20-469-100-600-000-92-33-03					
AMENDMENT REALLOCATION					
20-469-200-300-000-92-33-03					
AMENDMENT REALLOCATION					
20-466-200-500-000-92-33-03	\$0.00	\$1,508.85	(\$1,508.85)	\$0.00	0%
21794		09/02/10	(\$1,508.85)		
ARRA HSPA REMED MATH PURCH SVC					
20-466-100-100-000-92-33-03					
AMENDMENT REALLOCATION					

Start date 7/1/2010 Period date 9/1/2010 End date 9/30/2010 Expenditure

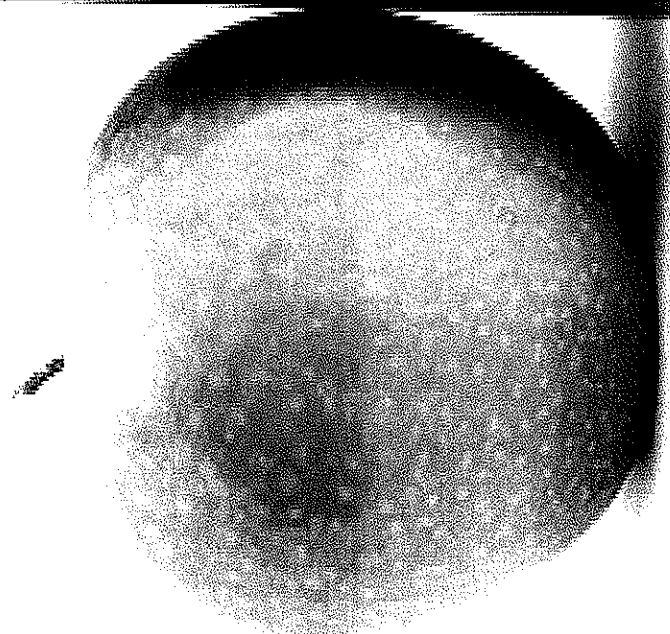
FUND 20 SPECIAL REVENUE FUNDS

Account Number	Description	Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
20-468-100-600-000-92-33-03	ARRA TECHNOLOGY SUPPLIES & MAT	\$0.00	\$32,680.16	(\$32,680.16)	\$0.00	0%
21794	20-466-100-100-000-92-33-03 AMENDMENT REALLOCATION		09/02/10	(\$32,680.16)		
20-468-200-300-000-92-33-03	ARRA IEP WRITER TRAINING	\$0.00	\$2,400.00	(\$2,400.00)	\$0.00	0%
21794	20-466-100-100-000-92-33-03 AMENDMENT REALLOCATION		09/02/10	(\$2,400.00)		
20-469-100-101-000-92-33-03	ARRA WILSON SUBS	\$0.00	\$9,720.00	(\$9,720.00)	\$0.00	0%
21794	20-466-100-100-000-92-33-03 AMENDMENT REALLOCATION		09/02/10	(\$4,295.59)		
21795	20-466-200-201-000-92-33-03 AMENDMENT REALLOCATION		09/02/10	(\$5,424.41)		
20-469-100-600-000-92-33-03	ARRA WILSON SUPPL	\$0.00	\$4,033.25	(\$4,033.25)	\$0.00	0%
21795	20-466-200-201-000-92-33-03 AMENDMENT REALLOCATION		09/02/10	(\$4,033.25)		
20-469-200-300-000-92-33-03	ARRA STAFF DEVEL WILSON	\$0.00	\$95.00	(\$95.00)	\$0.00	0%
21795	20-466-200-201-000-92-33-03 AMENDMENT REALLOCATION		09/02/10	(\$95.00)		
Total		\$1,155,173.00	\$65,773.16	\$233,822.00	\$1,454,768.16	26%

DISTRICT FOCUS

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October 2010

**FAIR LAWN
PUBLIC SCHOOLS**

FOCUS

2010 - 2011

FAIR LAWN PUBLIC SCHOOLS' FOCUS

Mission Statement

The mission of the Fair Lawn Public Schools is to promote continuous improvement and high levels of learning, to foster self-confidence and support success for all students, and to engender productive and humane citizens empowered by the critical, technological, and communication tools necessary to function democratically in a global society. Our expectation is that all students achieve the New Jersey CORE Curriculum Content Standards (NJCCCS) at all grade levels.

District Overarching Goals

- ★ Success for all students through the promotion of high levels of learning for each student.
- ★ Quality and Continuous Improvement.

Core Beliefs

Reference: DuFour and Ecker, 2002

- ❖ The fundamental purpose of the district is to ensure high levels of learning for all students.
- ❖ We can achieve our fundamental purpose of high levels of learning for all students only if we work together. We cultivate this collaborative culture through the development of Professional Learning Communities.
- ❖ We assess our individual and collective effectiveness in helping all students learn at high levels on the basis of results rather than activity. We eagerly seek out multiple indicators of student achievement and use that information to promote continuous improvement.
- ❖ Teacher effectiveness and school leadership are the top two factors affecting student achievement.
- ❖ We are responsible for preparing students to live and communicate in an interdependent and competitive global society.

Core Components of School Performance

Reference: Vanderbilt Assessment of Leadership in Education

- *High Standards for Students Learning* - There are individual, team, and school goals for rigorous student academic and social learning.
- *Rigorous Curriculum (content)* - There is ambitious academic content provided to all students in core academic subjects.

**DISTRICT
AND
SUPERINTENDENT'S
GOALS**

2010 - 2011

**District & Superintendent's Goals
2010-2011 and 2011-2012 School Year**

A1a. District Program Goals (continuation)

1. Continue ninth grade transitional focus for all students entering Fair Lawn High School, utilizing Peer Leaders, Student Government, Teaching Staff and Administration:
 - o Group meetings (both large and small) will be held throughout the year to deal with introduction and basic questions as well as time management, family, social and academics
2. Reinforce the use of the Mondo Bookshop in grades 3-5 in order to address/advance student achievement in reading/literacy.
3. Research and develop a Kindergarten science inquiring-based program
4. Create site-based planning teams at the elementary and middle school levels that will further implement the character education tenets into the academic and affective domains.
5. Continue to develop the Pathways Project (a suggested course of study for those students who have identified their career interest) during 2010-2011, and implement dialogue this year for students parents and teachers beginning in eighth (8th) grade.

A1b. District Program Goals (new)

1. By June 2011, grade level collaborative groups will present documentation for grades 3-5 classroom procedures that will be common to the district's elementary schools. It is understood that procedures are not rules. Grade level collaborative groups will highlight areas of focus and, in the spring of 2011, teachers will turnkey best practice procedures at staff meetings with their colleagues. Presentations will be part of the Professional Learning Communities established at each school.

A2a. District Preparation Goals (continuation)

1. Continue data analysis instruction and learning by both administrators and teachers throughout the 2010-2011 school year in order to make informed curricula decisions that foster student achievement.

B1a. District Instructional Goals (continuation)

1. Continue to assess the new Honors Physics Program at the High School and continue to research a new science sequence for high school students.
2. Continue the expansion of the IPOD initiative (Phase III) to the high school World Language Program to foster digital learning with intention of raising our World Language Students competencies.

5. A newly implemented master schedule will maximize instructional time in core content areas and contribute to a 10% decrease in partial proficiency on the NJASK math and language arts literacy subject tests, by June 2014.

C1a. District Staff Goals (continuation)

1. Continue support for our first and second year "Teacher Academy" and various in-service and professional development opportunities throughout the 2010-2011 school year for the purpose of expanding teacher strategies and proficiencies that would enhance student learning.
2. Retain a minimum of 95% of our first, second and third year highly qualified teachers that were hired through the rigorous interview process.
3. A. During the first year 90% of our novice teachers will enhance their knowledge of and strategies related to the NJCCCS in order to facilitate student achievement as evidenced through their plans, observations and evaluations.

B. During the second year, all non-tenured teachers will develop professional portfolios. Through this process 90% of the participants will report satisfaction with their professional growth and directions, as evidenced in the summaries of their collegial meetings and their supervisors, principals and mentors/coaches.

C. During the third year, 90% of our non-tenured teachers will pursue collegial partnerships. This will be achieved through discussions and written reflections based on classroom visitations of master teachers.

C1b. District Staff Goals (new)

1. Provide district staff with professional development opportunities that will develop their knowledge of professional learning communities by providing dedicated Thursday last period early dismissal and one (1) half (1/2) day in-service for teachers to work in PLC communities focusing on a variety of student improvement and achievement strategies.
2. During faculty meetings, the ESL Supervisor will present professional development sessions that will center on sensitivity towards newly arrived students, differentiation strategies and specific assessment strategies for different language acquisition levels. By May, 2011, all district staff will receive professional development training during a faculty meeting in the area of ESL/Bilingual Education by the ESL Supervisor.

Teachers will complete a pre and post-survey that will examine the variety and frequency of differentiation and assessment strategies that are used for ELLs before and after the presentation. The post survey will reflect that all teachers with ELLs in class have implemented strategies from the presentation. For those teachers who do not have ELLs in their classes, the survey will show that teachers are more prepared for future ELLs that may be part of their classes.

SCHOOL - BASED

OBJECTIVES

2010 - 2011

SCHOOL-BASED OBJECTIVES (2010-2011)

FORREST SCHOOL (K-5)

OBJECTIVE #1

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, Forrest School will focus on the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics. Teachers will share their best practices with each other and collaborate across grade levels in the delivery of writing instruction in a variety of content areas.

This goal, which will be a two-year objective, will commence in September 2010 and will culminate in June 2012. By June 2011, 100% of teachers will have created and implemented grade level common assessment rubrics. Teachers will also share their best practices horizontally and vertically with their peers.

The second year of this goal will culminate in June 2012, whereby 85% of all general education students will achieve a passing score on a teacher developed writing assignment. This assignment will be aligned to the rubric developed.

OBJECTIVE #2

In conjunction with the district's focus on 21st century skills, students at Forrest School will demonstrate growth in the area of technology in the 2010-2011 school year. General course content and vocabulary will focus on:

Grade 2 – keyboarding skills

Grade 3 – keyboarding skills, word processing, Excel, power point

Grade 4 – keyboarding skills, word processing, power point, Inspiration, Excel

Grade 5 – keyboarding skills, word processing, Excel, power point

The district's technology specialist has provided an outline with more specific grade level skills, and teachers will use this to guide their instruction in the classroom. Grade level teachers will create end of year common assessments to measure student mastery of these skills.

By June 2011, 85% of students in grades 2-5 will score 75% or higher on teacher-made, grade level assessments.

MILNES SCHOOL (K-5)

OBJECTIVE I

Reading and Writing: Across the Content Areas

In an effort to ensure the District's goals for success for each and every student at Milnes School, as well as quality and continuous improvement for the school year 2010-2011, we will be focusing in the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics.

Teachers will share their best writing practices with each other and will collaborate across grade levels in the delivery of the writing instruction in a variety of content areas. Teachers will be given opportunities to explain and model techniques which have proven successful in promoting improved writing skills in their classrooms. This will be accomplished through *Literacy Cadre* and *Grade Level* meetings throughout the school year.

The success of this goal will be measured by improved student writing across the curriculum. Students will grow as writers by learning to express their ideas, interests, opinions, and feelings about a wide array of topics. Teachers will identify writing strengths and needs and better prepare our students for standardized testing.

This goal, which will be a two-year objective, will commence in September 2010 and will culminate in June 2012. During the 2010-2011 school year, teachers will continuously and collaboratively develop grade-appropriate rubrics which the students will use to evaluate their writing. By June 2011, 100% of teachers will have created and implemented grade-level common assessment rubrics.

By June 2012, 85% of all general education students will demonstrate writing proficiency by the following:

- Passing score on grade level teacher-developed writing rubric
- Accurate demonstration of writing skills indicated by Fair Lawn Literacy Writing Roadmap using monthly guidelines and teacher-created assessments
- 3% increase on NJASK test scores (overall writing score)
- Fall/Spring assessments

In recognition of our large special education population, the following alternative assessments may be utilized to indicate student writing progress:

- APA (Oct-March, Grades 3-5)
- IEP progress tracking
- 1.5% increase on NJASK test scores (overall writing score)

RADBURN SCHOOL (K-5)

OBJECTIVE #1

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, Radburn School will focus on the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics. Teachers will share their best practices with each other and collaborate across grade levels in the delivery of writing instruction in a variety of content areas.

This goal, which will be a two-year objective, will commence in September 2010 and will culminate in June 2012. By June 2011, 100% of teachers will have created and implemented grade level common assessment rubrics. Teachers will also share their best practices horizontally and vertically with their peers.

The second year of this goal will culminate in June 2012, whereby 85% of all general education students will achieve a passing score on a teacher developed writing assignment. This assignment will be aligned to the rubric developed.

OBJECTIVE #2

In conjunction with the district's focus on 21st century skills, students at Radburn School will demonstrate growth in the area of technology in the 2010-2011 school year. General course content and vocabulary will focus on:

Grade 2 – keyboarding skills

Grade 3 – keyboarding skills, word processing, Excel, power point

Grade 4 – keyboarding skills, word processing, power point, Inspiration, Excel

Grade 5 – keyboarding skills, word processing, Excel, power point

The district's technology specialist has provided an outline with more specific grade level skills, and teachers will use this to guide their instruction in the classroom. Grade level teachers will create end of year common assessments to measure student mastery of these skills.

By June 2011, 85% of students in grades 2-5 will score 75% or higher on teacher-made, grade level assessments.

WESTMORELAND SCHOOL (K-5)

OBJECTIVE #1

In an effort to ensure the district's goals for success for each and every student at the Westmoreland School, as well as quality and continuous improvement for the school year 2010/2011, we will be focusing in the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics. Teachers will share best practices with each other and collaborate across grade level in the delivery of the writing instruction in a variety of content areas.

This goal, which will be a two-year objective, will commence in September 2010 and will culminate in June 2012. By June 2011, 100% of teachers will have created and implemented grade level common assessment rubrics. Teachers will also share their best practices horizontally and vertically with their peers at a Share Fair which will be held before the end of the school year.

The continuation of this goal in the 2011/2012 school year will culminate in June 2012, whereby 85% of all general education students will achieve a passing score on our teacher developed writing assignment. This assignment will be aligned to the rubric developed by the common assessments.

OBJECTIVE #2

In conjunction with the district's focus on 21st century skills and to ensure success for each and every student, students at Westmoreland School will demonstrate growth in the area of technology in the 2010-2011 school year. General course content and vocabulary will focus on:

Grade 2 – keyboarding skills

Grade 3 – keyboarding skills, word processing, Excel, power point

Grade 4 – keyboarding skills, word processing, power point, Inspiration, Excel

Grade 5 – keyboarding skills, word processing, Excel, power point

The district's technology specialist has provided an outline with more specific grade level skills, and teachers will use this to guide their instruction in the classroom. In keeping with our goal toward becoming a Professional Learning Community, grade level teachers will create end of year common assessments to measure student mastery of these skills.

By June 2011, 85% of students in grades 2-5 will score 75% or higher on teacher-made, grade level assessments.

Learner goals will include

- the application of the five strands of literacy;
- the ability to integrate reading and writing strategies across the curriculum;
- application of test taking strategies.

III. TASKS:

- Additional time on task for all subgroups will be provided with the addition of the Reading/Writing Workshop academic rotation course. This rotation course will be in addition to the existing literacy classes that will focus on this subgroup.
- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the CTP-4 reporting matrix.
- On-going teacher assessment and the use of the *Reading Progress Indicator* will be used to monitor student progress.

TIME LINES

September/October 2010

- Identify teachers who will provide instruction.
- Provide in-service to identified teachers.
- Identify targeted population.
- Pre-test students to develop an instructional plan.
- Continue to implement Language Arts/Literacy rotation classes.

November 2010

- Compare CTP4 skills array with the pre-test results to assess the instructional plan.

January 2011

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

April/May 2011

- Administer NJASK 8

Summer 2011

- Compare NJASK 8 results with CTP4 profiles and students' instructional plan to determine further remediation.

IV. RESULTS:

Results to be determined by analysis of the Special Education sub group scores from the 2011 NJASK 8 administration. (Passing rate =84%)

III. TASKS:

- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the CTP-4 reporting matrix.
- Time on task will be increased through the introduction of a mathematics skills and explorations course into the rotation period for all subgroups.
- On-going teacher assessment and the use of the *Mathematics Progress Indicators* will be used to monitor student progress.

TIME LINES

September/October 2010

- Identify teachers to provide instruction.
- Provide in-service to identified teachers.
- Identify targeted population.
- Pre-test students to develop an instructional plan.
- Continue to implement rotation classes.

November 2010

- Compare CTP4 skills array with the pre-test results to assess the instructional plan.

January 2011

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

April/May 2011

- Administer NJ ASK 8.

Summer 2011

- Compare NJ ASK 8 results with CTP4 profiles and students' instructional plan and determined further remediation for individual students.

IV. RESULTS:

Results to be determined by analysis of the Special Education sub group scores from the 2011 NJASK 8 administration. (Passing rate = 80%)

Learner goals will include

- the application of the five strands of literacy;
- the ability to integrate reading and writing strategies across the curriculum;
- application of test taking strategies.

III. TASKS:

- Additional time on task for all subgroups will be provided with the addition of the Reading/Writing Workshop academic rotation course. This rotation course will be in addition to the existing literacy classes that will focus on this subgroup.
- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the CTP-4 reporting matrix.
- On-going teacher assessment and the use of the *Reading Progress Indicator* will be used to monitor student progress.

TIME LINES

September/October 2010

- Identify teachers who will provide instruction.
- Provide in-service to identified teachers.
- Identify targeted population.
- Pre-test students to develop an instructional plan.
- Continue to implement Language Arts/Literacy rotation classes.

November 2010

- Compare CTP4 skills array with the pre-test results to assess the instructional plan.

January 2011

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

April/May 2011

- Administer NJ ASK 8

June 2011

- Compare NJ ASK 8 results with CTP4 profiles and students' instructional plan to determine further remediation.

III. TASKS:

- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the CTP-4 reporting matrix.
- Time on task will be increased through the introduction of a mathematics skills and explorations course into the rotation period for all subgroups.
- On-going teacher assessment and the use of the *Mathematics Progress Indicators* will be used to monitor student progress.

TIME LINES

September/October 2010

- Identify teachers to provide instruction.
- Provide in-service to identified teachers.
- Identify targeted population.
- Pre-test students to develop an instructional plan.
- Continue to implement rotation classes.

November 2010

- Compare CTP4 skills array with the pre-test results to assess the instructional plan.

January 2011

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

April/May 2011

Administer NJ ASK 8.

June 2011

Compare NJ ASK 8 results with CTP4 profiles and students' instructional plan and determined further remediation for individual students.

IV. RESULTS:

- Results to be determined by analysis of the Special Education sub group scores from the 2011 NJ ASK 8 administration. (Passing rate = 80%)

OBJECTIVE #2

Amended Objective: Year Eight (8) of an Eight-Year Objective

Initiated during the 2003-2004 school year and focused on quality and continuous improvement and high levels of learning for all students, this Middle States objective is to be completed during the 2010-2011 school year. This objective will replace the successfully completed Speech Objective which far exceeded its goal well ahead of schedule.

By the year 2011, eleventh grade special education students at Fair Lawn High School will demonstrate their ability to successfully fulfill the HSPA requirements as measured by a 39% increase in the number of students receiving a score of 200 or better on the Language Arts/Literacy section of the HSPA and a 53% increase in the number of students receiving a score of 200 or better on the mathematics section of the HSPA.

Since the results of the HSPA testing conducted in March of 2009 indicate that we did not meet the benchmark goals for special education students for the 2008-09 school year, we amended this 8 year goal. Our goal for the 2009-10 school year was to attain "Safe Harbor" status as indicated by the results of the special education cohort on 2010 HSPA test which will be administered in March of 2010.

Since the results of the HSPA testing conducted in March of 2010 continue to indicate that we did not meet the benchmark goals for the 2009-10 school year with the special education cohort, we have once again amended this 8 year goal. Our goal for the 2010-11 school year is to attain "Safe Harbor" status as indicated by the results of the 2011 HSPA test which will be administered in March of 2011.

Amended Indicator #1

By the year 2011, 91.96% of the eleventh grade special education students of Fair Lawn High School will achieve a passing score of 200 or better on the Language Arts/Literacy section of the HSPA.

Baseline: Year 2009-10, 83.6% received a score of 200 or better on the Language Arts/Literacy section of the HSPA. In order to attain "Safe Harbor" status a minimum increase of 8.36% is required.

Interim Year Progress Indicators

By the year 2004, passing rate or 59.5%

By the year 2005, passing rate of 66%

By the year 2006, passing rate of 72.5%

By the year 2007, passing rate or 79%

By the year 2008, passing rate of 85%

By the year 2009, passing rate of 87%

By the year 2010, ~~passing rate of 89%~~ ***This indicator is amended to achieve "Safe Harbor" 2010, minimum passing rate of 87.01 %***

By the Year 2011, ~~passing rate of 92%~~ ***This indicator is amended to achieve "Safe Harbor" 2011, minimum passing rate of 91.96 %***

In Language Arts, we have identified all 11th grade special education students whose NJ PASS and/or CTP 4 scores indicate that they require focused literacy instruction in preparation for the March 2011 administration of the Grade 11 HSPA. Our research indicates that these students would benefit from focused instruction, based on the data presented.

To ensure focused literacy instruction, we provide either of the two courses depending upon individual needs: (1) English 11 Academic level course in which class sizes are small and instruction is highly individualized. This class will be supported by paraprofessional(s) as needed OR (2) English 11 CP English Language Lab a college prep level course with support as necessary to meet individual needs.

ACHIEVEMENT OF PERFORMANCE

OBJECTIVES

2010 - 2011

II ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2009-2010)

FORREST SCHOOL (K-5)

OBJECTIVE #1 (one-year goal)

To insure quality and continuous improvement in the area of language arts literacy, students at Forrest School will demonstrate proficiency in *speculative writing*.

By June 2010, 75% of the students in Grades K-5 will demonstrate proficiency in *speculative writing* as evidenced by an increase in scores on pre- and post- writing samples. A student self-assessment form will be used to indicate progress in grades K-2. A teacher-developed writing rubric will be used to assess students' progress in Grades 3-5.

RESULTS

By June 2010, 80% of the students in grades K-2 increased their proficiency in speculative writing as indicated in scores on a self-assessment form that compared the children's pre- writing and post-writing samples.

By June 2010, 85% of the students in Grades 3-5 increased their proficiency in speculative writing as indicated by an increase in scores on pre- and post-writing samples. A teacher-developed speculative writing rubric was used to assess students' progress.

OBJECTIVE #2 (one-year goal)

In alignment with the district goal of achieving success for all students and in conjunction with its ongoing character education initiatives, Forrest School will initiate a peer mentoring/buddy program.

By June 2010, 80% of the students in Grade 5 will have participated in a peer mentorship experience that will include but may not be limited to academic or social support for students to be identified to be at-risk by their teachers.

Leadership skills for the student mentors will be taught by selected faculty members who will also oversee the initiative and monitor the students' interaction with their peers.

Pre- and post- attitudinal surveys will be completed by teachers whose students participate in the initiative. Based on an analysis of the survey data, it is anticipated that participating students will demonstrate increased self-esteem with a concomitant increased engagement in both academic and social interactions.

LYNCREST SCHOOL (K-5)

MILNES SCHOOL (K-5)

OBJECTIVE #1 (2 year goal)

As part of the district initiative of utilizing the resources of a Professional Learning Community (PLC) to promote quality and continuous improvement, the Milnes faculty will engage in a school-wide collaborative to develop a deeper understanding of the characteristics and qualities of a PLC. Activities will include reading of appropriate literature, increased articulation with the district-wide PLC committee and development of common assessments. By June 2010 teachers will have read relevant literature and worked within at least one PLC within the school to improve student achievement.

RESULTS:

See "A Reflection on our Commitment to Key PLC Concepts 2010" attached...

OBJECTIVE #2 (2 year goal)

As part of the district initiative of utilizing the resources of a Professional Learning Community to promote quality and continuous improvement, the Milnes faculty will continue its character education initiative this year. During the 2009-2010 school year a team of teachers will continue to develop and implement the Character Education Program. The program will continue to include monthly school-wide goals and activities, class meetings, lunchtime/recess events, and assemblies. The focus of the program will be cooperative learning, community outreach, and family participation. By June 2010, 100% of the students in grades K-5 will have participated in classroom-based instruction and school-wide activities supporting the goals of the program. An evaluation instrument designed to measure the impact of the program will be completed by classroom teachers.

RESULTS:

Students in grades K-5 were given a pre- and post- survey to complete regarding knowledge of character traits; participation in activities; and, recognition of character traits in classmates. After all the data was collected and tabulated, it was determined that 100% of all students at Milnes School participated in at least one of the activities sponsored by the Character Education Committee this year. Participation in various activities included collecting items for Food Drives; lessons about specific character traits; creating greeting cards for soldiers; etc. See Attached paperwork for details.

RESULTS

Grade one teachers, as well as the Early Intervention Reading Specialist, at Radburn School focused on the improvement of skill deficiencies in the area of language arts literacy. Mondo assessments were used to measure the success of pre-emergent and emergent readers.

As of June 2010, 81% of pre-emergent and emergent readers achieved grade level competencies in the following areas as measured by Mondo assessments:

*Print Concepts
Phonemic Awareness
Letter/Sound Knowledge
Word Knowledge
Letter/Sound Correspondence*

WESTMORELAND SCHOOL (K-5)

OBJECTIVE #1

In an effort to ensure the district's goals for success for each and every student at the Westmoreland School, as well as quality and continuous improvement for the school year 2009/2010, targeted tier II students in grade one will demonstrate growth in the area of literacy. Specific skill deficiencies will be determined based on the Mondo pre-assessment administered in the fall of 2009. Eighty percent of pre-emergent and emergent readers will achieve grade level competencies in the following areas:

Print Concepts
Phonemic Awareness
Letter/Sound Knowledge
Letter/Sound Correspondence
Word Knowledge

Activities supporting this goal included:

*Meetings with staff on the following days to explain the objective: 9/21/09, 10/5/09, & 11/9/09.

*October 22, 2009, meeting with Literacy Specialists, Mary Ann Pasuit and Rachel Wesiss who presented the MONDO update during which I was able to peruse the Literacy Assessment Portfolio, Indicators of Success, Shared Reading, the e-Literacy Five-Day Plan and the Guided Reading component.

*R. Weiss spent eleven days in the two grade one classrooms between 9/9 and 11/12 in order to facilitate the initiative we were implementing.

* On April 23rd, the first grade teachers met to review running records, as well as the administration and implications for instruction for the new benchmarks.

RESULTS

On May 3, 2010, the two first grade teachers at Westmoreland School reported that greater than 80 percent of the students in their classes had achieved grade level competencies in print concepts, phonemic awareness, letter/sound knowledge, letter/sound correspondence, & word knowledge, thus achieving our goal.

OBJECTIVE #2

In an effort to ensure success for each and every student at the Westmoreland School, as well as quality and continuous improvement for the school year 2009/2010, targeted tier II students in grades two through five will demonstrate growth in the area of writing. Students will engage in activities that promote thinking and writing about reading. The skill deficiencies will be determined based upon a school based assessment specific to the grade level which will be administered in the fall of 2009. Tier II students will be identified and remediate over the 2009/2010 school year.

MEMORIAL MIDDLE SCHOOL (6-8)

OBJECTIVE #1

Qaar Language Arts Goal-Special Education Subgroup

There will be a ten percent increase in the number of special education students scoring at the proficient level in language arts literacy in the 2010 administration of the NJASK as compared to the 2009 administration.

Update: At this point, CTP4 scores have been analyzed and used to modify ISIP's for any student scoring below a 206 in the area of language arts. As a result, teachers have identified specific areas to remediate with their students and are modifying their instruction accordingly to meet the needs of the individual learners. Additionally, a focus in language arts in the area of literacy skills has helped to bolster student performance. Scores are expected to go up as a result.

RESULTS

Based on the 2010 administration of the NJASK, the special education subgroup did not see an increase in their language arts literacy scores. Scores remained relatively the same in grades 7 and 8, and the level of proficiency decreased in grade 6. Memorial will continue to analyze test scores of individual students in order to structure their instruction accordingly.

OBJECTIVE # 2

Qaar Mathematics Goal-Special Education Subgroup

There will be a ten percent increase in the number of special education students scoring at the proficient level in mathematics in the 2010 administration of the NJASK as compared to the 2009 administration.

Update: A remediation program was set up for 6th and 7th graders based on the individual weaknesses of the child. As a result, each student received remediation in the areas that they were weakest in and demonstrated growth between the pre and post assessments. The 8th grade had morning remediation in all areas.

RESULTS

Based on the 2010 administration of the NJASK, the 8th grade special education subgroup saw an increase of 17% in overall proficiency on the mathematics section of the NJASK. Scores remained relatively the same in grades 6 and 7. Memorial will continue to analyze test scores of individual students in order to structure their instruction accordingly.

III. TASKS:

- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the CTP-4 reporting matrix.
- On-going teacher assessment and the use of the *Reading Progress Indicator* will be used to monitor student progress.
- Rotation courses in Language Arts/Literacy will be made available to each student, providing additional skills, strategies, and time on task.

TIME LINES

September/October 2008

- Identify teachers who will provide instruction.
- Provide in-service to identified teachers.
- Identify targeted population.
- Pre-test students to develop an instructional plan.
- Implement Rotation courses

November 2008

- Compare CTP4 skills array with the pre-test results to assess the instructional plan.

January 2009

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

April/May 2009

- Administer New Jersey ASK 8.

June 2009

- Compare NJ ASK 8 results with CTP4 profiles and students' instructional plan to determine further remediation.

Results

Language Arts Literacy

The analysis of the results from the 2009 administration of the New Jersey ASK 8 indicates that the stated goal was achieved. Thomas Jefferson Middle School did meet the 2009 AYP passing rate of 72% for the targeted Special Education subgroup with an actual passing rate of 71.4%.

Learner goals will include

- an understanding of basic concepts in mathematics
- the ability to apply the concepts of mathematics as identified in the NJCCS
- application of test taking strategies

III. TASKS:

- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the CTP-4 reporting matrix.
- On-going teacher assessment and the use of the *Mathematics Progress Indicators* will be used to monitor student progress.
- Rotation courses in Mathematics will be made available to each student, providing additional problem solving skills, strategies, and time on task.

TIME LINES

September/October 2008

- Identify teachers to provide instruction.
- Provide in-service to identified teachers.
- Identify targeted population.
- Pre-test students to develop an instructional plan.
- Implement Rotation courses.

November 2008

- Compare CTP4 skills array with the pre-test results to assess the instructional plan.

January 2009

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

April/May 2009

- Administer NJ ASK 8.

June 2009

- Compare NJ ASK 8 results with CTP4 profiles and students' instructional plan and determined further remediation for individual students.

FAIR LAWN HIGH SCHOOL (9-12)

OBJECTIVE #1

Amended Objective: Year Six (6) of a Seven-Year Objective

Initiated during the 2004-2005 school year, this Middle States objective is focused on quality and continuous improvement and high levels of learning for all students. Based on a recommendation during the mid-point review, we added an authentic, practical assessment measure during the 2004-05 school year. This assessment will now appear as our primary indicator to our current technology objective.

Amended Objective #1

By the year 2011, the graduating class of Fair Lawn High School will effectively use technology for documentation, communication and research as measured by a 1.5% to 9% increase in the "Authentic Practical Assessment" score; an increase of 3% on Task 1, Search Engines; 6% on Task 2, Word Processing; 1.5% on Task 3, Data Presentation; 9% increase on Task 4, Data Manipulation.

Amended Indicator #1

By the year 2011, the graduating class of Fair Lawn High School will achieve an average score of 98.2 on Task 1, Search Engines; 91.46 on Task 2, Word Processing; 98.91 on Task 3, Data Presentation; and 82.04 on Task 4, Data Manipulation.

Baseline: Year 2007-08 mean score of 95.2 for Task 1, Search Engines; 85.46 for Task 2, Word Processing; 97.41 for Task 3, Data Presentation; and 73.04 for Task 4, Data manipulation.

Interim Year Progress Indicators

	<u>Task 1</u>	<u>Task 2</u>	<u>Task 3</u>	<u>Task 4</u>
By the year 2009, mean score of:	96.20	87.46	97.91	75.04
By the year 2010, mean score of:	97.20	89.46	98.41	79.04
By the year 2011, mean score of:	98.20	91.46	98.91	82.04

Action Plan

We will continue to follow the original action plan set in place during the 1998-99 school year, while adding new activities and timelines for the 2005-06 through 2010-11 school years. Based on the feedback received during the midpoint Middle States review, we implemented an authentic, practical assessment measure during the 2004-05 school year

For the School Year 2009-10 our goal is to achieve a mean score of 97.20 on Task 1 Search Engines; 89.46 for Task 2, Word Processing; 98.41 for Task 3, Data Presentation; and 79.04 for Task 4, Data Manipulation. Baseline mean scores of 95.2 on Task 1, 85.46 on Task 2, 97.41 on Task 3, and 73.04 on Task 4 were achieved. We will continue to assess the class of 2011, testing them again in 2009-10 as juniors.

By the year 2009, passing rate of 87%
By the year 2010, ~~passing rate of 89%~~

This indicator is amended to achieve "Safe Harbor" 2010, minimum passing rate of 87.01 %

Amended Indicator #2

By the year 2010, 49.28% of the eleventh grade special education students of Fair Lawn High School will achieve a passing score of 200 or better on the mathematics section of the HSPA.

Baseline: Year 2008-09, 44.8% received a score of 200 or better on the Mathematics section of the HSPA. In order to attain "Safe Harbor" status in 2009-10 a minimum increase of 4.48% is required.

Interim Year Progress Indicators

By the year 2004, passing rate of 41%
By the year 2005, passing rate of 49%
By the year 2006, passing rate of 57%
By the year 2007, passing rate of 65%
By the year 2008, passing rate of 74%
By the year 2009, passing rate of 78%
By the year 2010, ~~passing rate of 82%~~
By the year 2011, passing rate of 86%

This indicator is amended to achieve "Safe Harbor" 2010, minimum passing rate of 49.28 %

Action Plan

Using data from our standardized testing program including the NJ Pass, CTP-4, GEPA, WRAP, and internal diagnostic assessments, we have identified students in need of additional mathematics and/or language arts instruction.

In mathematics, these students will be required by the district to successfully complete a Basic Skills Instruction course. This course will be considered a mandated elective and successful completion will earn him/her 5 credits. This mathematics class is designed to help students develop a better understanding of mathematical concepts. Class sizes are small and instruction is highly individualized. The class will utilize software that will be tailored to each child's needs. This course will be a combination of direct instruction, drill and practice, computer activities, and will provide students' with additional help in their regular mathematics course.

Participation in this specialized instructional program will provide students with the opportunity to focus on building and refining the mathematics skills and strategies required to perform with proficiency on the Mathematics section of the HSPA, which they will take as a member of the junior class in March 2010.

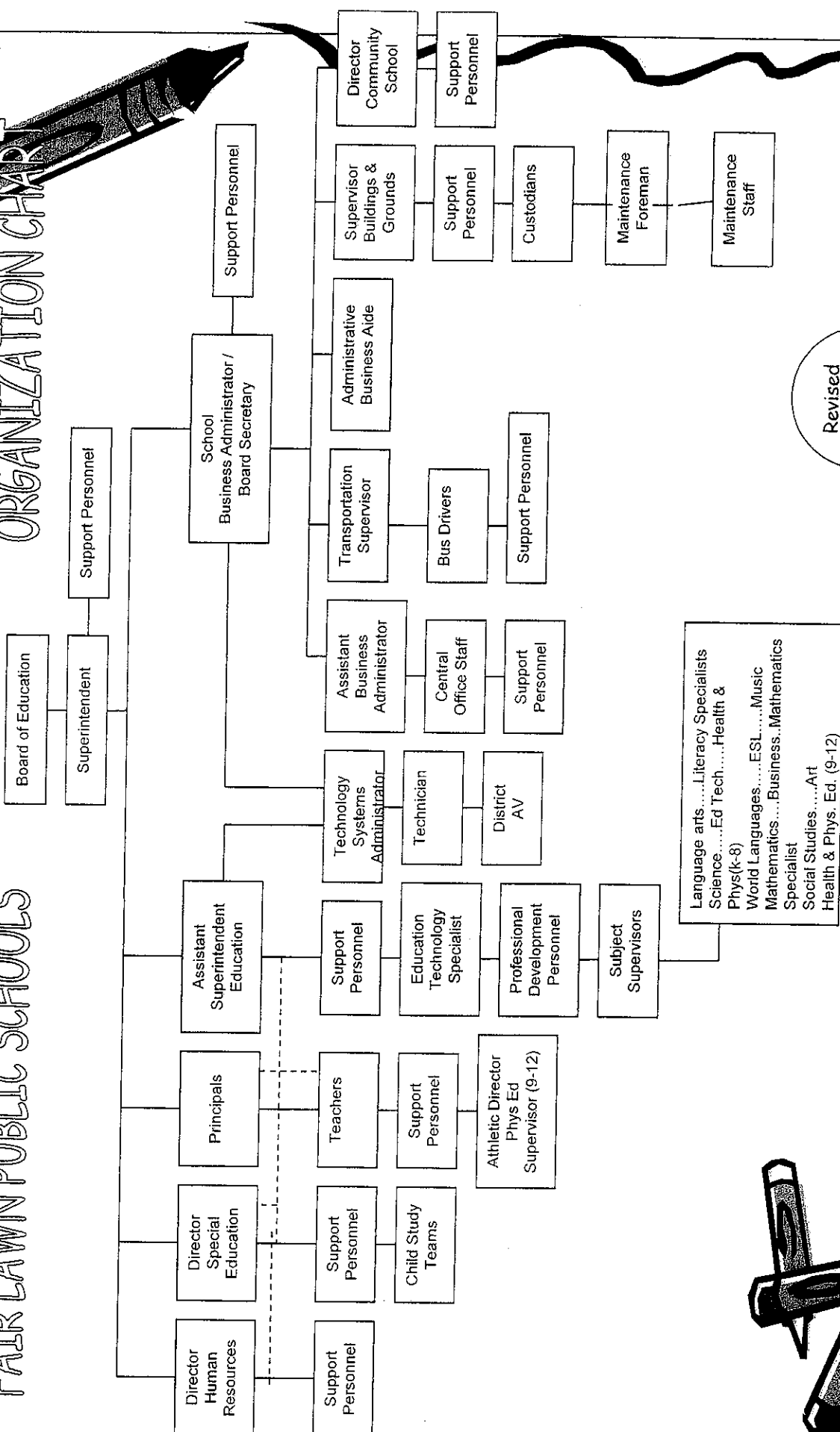
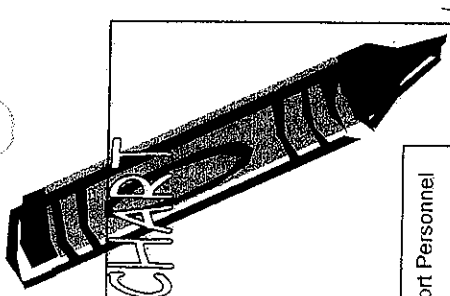
ORGANIZATION

CHART

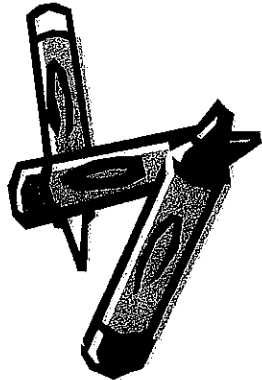
2010 - 2011

FAIR LAWN PUBLIC SCHOOLS

ORGANIZATION CHART



Revised
9/2010



SCHOOL NURSES

SCHEDULE

2010 - 2011

Assignment Plan for Certified and Non-Certified Nurses

Effective September 2010 through June 2011

Name	Time	School	Monday - Friday
Blanchard	8:00 - 12:30	Nurse Coordinator	Daily
Baker	8:15 - 3:30	Memorial	M T W F
Baker	8:15 - 3:30	Edison	TH
Niemiec	8:15 - 3:30	Milnes	Daily
Binetti	8:15 - 3:30	Thomas Jefferson	Daily
Manelis	11:00 - 12:15	Memorial	M T W F
Manelis	12:30 - 2:00	Thomas Jefferson	Daily
Ericson	8:30 - 1:00	Westmoreland	Daily
Sandler	12:30 - 2:00	Radburn	Daily
Sandler	11:00 - 12:15	Milnes	Daily
Marotta	7:45 - 3:05	High School	Daily
Goldberg	11:00 - 3:00	Lyncrest	Daily
Roberts	8:30 - 12:30	Edison	M T W F
Roberts	12:40 - 2:00	Forrest	M T W F
Rochford	7:45 - 3:05	High School	Daily
Sayegh-Hessami	8:15 - 3:30	Forrest	Daily
Sheps	12:40 - 3:00	Edison	Daily
Sheps	10:45 - 12:30	Warren Point	Daily
Roberts	8:15 - 3:30	Memorial	TH
Shubert	8:15 - 3:30	Radburn	Daily
Szabo	8:15 - 3:30	Warren Point	Daily
Mazzuca	12:30 - 3:30	Westmoreland	Daily
Mazzuca	8:15 - 11:15	Lyncrest	Daily