



State of New Jersey

DEPARTMENT OF EDUCATION
 PO Box 500
 TRENTON, NJ 08625-0500

JON S. CORZINE
 Governor

LUCILLE E. DAVY
 Commissioner

April 27, 2009

Ms. Karen L. Bilbao
 Superintendent
 Middletown Township School District
 59 Tindall Road
 Middletown, NJ 07748-2999

Dear Ms. Bilbao:

Pursuant to the requirements of N.J.A.C. 6A:30, Evaluation of the Performance of School Districts, the Middletown Township School District has undergone the Quality Single Accountability Continuum (QSAC) performance review. Based on that district performance review (DPR), I have placed the district on a continuum for each of the five areas that were evaluated in the DPR. Those placements are listed below:

DPR Area	Placement on the Continuum
Instruction and Program	75%
Fiscal Management	97%
Operations	98%
Personnel	100%
Governance	100%

As noted above, your district did not achieve at least 80% of the weighted indicators in the area of instruction and program. As required by QSAC, your district will need to complete a District Improvement Plan detailing the district's strategies for improvement in those areas in which 80% of the indicators were not satisfied. Your executive county superintendent, Carole Morris, will contact you to discuss the next steps in this process and provide information you will need to develop your improvement plan.

These placement results will be provided to the State Board of Education at an upcoming meeting. Please be advised that the QSAC regulations require to your district board of education to report the district's placement on the performance continuum at the next regularly scheduled meeting.

Since the district has completed the QSAC process, it is hereby certified, pursuant to N.J.A.C. 6A:30-4.1(c) to continue operation as a public school district in the State of New Jersey for a period of three years or until the district's next QSAC review.

Enclosed are the district's DPR results as verified by the county office of education. Pursuant to N.J.A.C. 6A:30-4.1(g), if your district would like to ask for reconsideration of a specific indicator(s) on the ground that the indicator(s) was scored incorrectly, you must submit a letter requesting such reconsideration within seven days of receipt of this letter.

We look forward to working with you in your improvement efforts.

Sincerely,

Lucille E. Davy
 Commissioner

LED:PJC:qsac/middletown twp/placement
 c: Gerald J. Vernotica
 Carole Morris

Step 1: Indicators	Step 2:	Step 3: Issue/Actions/Strategies/Intervention	Step 4: Person Responsible	Step 5: Evidence of Completion/Impact	County Review
<p>Instruction and Program</p> <p>A1: The district meets the current district definition of Adequate Yearly Progress (AYP) in language arts literacy.</p>	<p>√</p>	<p>Pass rates are: grade 4 -89.2%; grade 8-92.3%, and grade 11- 91.3% all exceed DFG</p> <p>1) Implemented IDEAL K-2, LEADS 3-8 High School Redesign of Literacy through English and History Grades 9 & 10 Professional Development(6/30/09) Implement pilot units (fall 09)</p> <p>2) Specific to special education subpopulation</p> <p>a. Include all but moderate to severe classified students in inclusion setting K-8 in IDEAL/LEADS(6/30/09) Extend to high school (9/30/09)</p> <p>b. Standardize and increase rigor for special education students K-8 (6/30/09) Begin 9-12 (9/30/09)</p> <p>c. Provide for uniform formative assessment - DRA2 and LEARNIA K-10 and Progress Monitoring System (10/30/09)</p>	<p>District Director of Instructional Initiatives District Director of Humanities</p>	<p>6/30/09 fall 09 6/30/09 9/30/09</p>	
<p>A3: When comparing current and prior year assessment data for total students, the district shows one of the following:</p> <p>a. An increase in the prior year's percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.</p> <p>OR</p> <p>b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in language arts literacy in the current year.</p>	<p>√</p>	<p>Specific to the special education subgroup, the district agrees this is the weakest area. With the pass rate for students with disabilities -Grade 4: 69.3%, Grade 8: 64.8% and high school 62.4%.</p> <p>Plan: to include all but moderate to severe classified students in inclusion setting K-8 in IDEAL/LEADS(6/30/09)</p> <p>Extend to high school (9/30/09) Interdisciplinary teams meeting during the spring of 09 to develop humanities units based upon the NJDOE High School Redesign plan.(3/09-6/09) The high school humanities curriculum to be realigned during the summer of 09. (7/09-8/09) All new units focus on individualizing and integrating instruction across the content areas.</p>	<p>District Director of Instructional Initiatives District Director of Humanities</p>		

Step 1: Indicators	Step 2:	Step 3: Issue/Actions/Strategies/Intervention	Step 4: Person Responsible	Step 5: Evidence of Completion/Impact	County Review
<p>A5: When comparing current and prior year assessment data for total students, the district shows one of the following:</p> <p>a. An increase in the prior year's percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.</p> <p>OR</p> <p>b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in mathematics in the current year.</p>		<p>Specific to the special education subgroup, the district agrees this is the weakest area. With the pass rate for students with disabilities -Grade 4: 78.3%, Grade 8: 45.7% and high school 62.7% Plans have been made for a summer 09 workshop for 60 teachers (20/level) to work on vertical articulation of the math curriculum. In the high schools students with disabilities will be exposed to a more problem based math curriculum to increase rigor.</p>	<p>District Director of Instructional Initiatives District Director of Mathematics and Science</p>		
<p>A6: The district has no schools in "Schools in Need of Improvement" (SINI) status pursuant to No Child Left Behind (20 U.S.C. Sec 6301 et seq).</p>	<p>√</p>	<p>Literacy - All of the above are in place in Thorne, the district SINI school. In addition, alterations were made to the Unified Plan to create instructional support services based upon subcluster goals. Math- Thorne's SINI status is based upon Math scores- grade 8 of 45.7%(P&AP) SES instruction in both LAL and mathematics was offered during the winter/spring of 09.</p>	<p>District Director of Instructional Initiatives Principal of Thorne Middle School District Director of Mathematics and Science</p>		