

# NJQSAC District Performance Review -- School Year 2016-17

## Instructions for Completing the District Performance Review

### **General Information:**

Within this document, there are seven separate worksheets to complete for the District Performance Review (DPR): District Information and Score Summary, Instruction and Program, Fiscal Management, Governance, Personnel, Operations and Declaration. Each worksheet can be found within this one document; there is a separate tab for each section at the bottom of the Excel viewing pane.

To attain points for DPR indicators, the district must enter a district score of 1 (for "Yes" or "N/A") for each numbered indicator or block of indicators. Partial points for sub-indicators are not awarded.

### **Instructions for Completing the District Information and Score Summary Page:**

Enter the required information (district name and CDS #, county name, superintendent name, superintendent email address, district full mailing address).

The district score and county score columns will tally automatically once each section of the DPR is completed. There will be five scores - one each for Instruction and Program, Fiscal Management, Governance, Personnel and Operations. The scores will be expressed as a percentage, based upon the total point values awarded to each section.

### **Instructions for Completing the five DPR sections (Instruction and Program, Fiscal Management, Governance, Personnel and Operations):**

1. In each of the DPR sections, read the indicator carefully and determine whether the district fully complies with the indicator requirements. Then, enter a "1" for a Yes response or a "1" for an N/A response in the District Score column. If the district does not comply with the indicator requirements, leave the "0" in the District Score column.
2. An N/A response must be accompanied by the reason(s) why district administration has determined that the indicator is not applicable. Type the reason in the "Comments" column in the appropriate indicator row. Full points are awarded for an N/A response, just as they are for a Yes response.
3. The documents listed in the "Documentation" column are meant to provide you with the types of information necessary to ensure that you comply with the indicator requirements. The document lists are not meant to be exhaustive; there may be other documentation to support district compliance.
4. The "Comments" column is for use by the district and by the county office of education. Districts should use this column to: explain why an indicator was scored N/A and/or to provide the county office reviewers with any information that would help to clarify or enhance understanding of the district's scoring of a particular indicator. It is not necessary to list the documentation you used to determine district compliance. The county office will use the "Comments" column to provide the district with a justification for a county score of "0", which signifies a "No" response or non-compliance with indicator requirements.

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### **Instructions for Completing the Declaration Page:**

The chief school administrator and board of education president are responsible for attesting to the accuracy of the DPR responses.

1. The district chief school administrator needs to present the completed DPR at a board of education meeting.
2. The board needs to prepare a resolution attesting to the accuracy of the DPR responses and approving submission of the DPR to the NJ Department of Education.
3. Both the chief school administrator and board of education president must sign the DPR Declaration Page.

### **Instructions for Submitting the Completed DPR Excel File, Signed Declaration Page and Board Resolution to NJDOE:**

1. The district's DPR Excel file, signed Declaration Page and Board resolution must be submitted electronically to NJDOE. **Files cannot be uploaded until October 3, 2016. The submission deadline is November 15, 2015.**
2. Go to <http://homeroom.state.nj.us/> and click on QSAC DPR. Enter your district's code, user name and password. To obtain your user name and password, contact the district's Web User Administrator.
3. Make sure you have saved your district's DPR Excel file as: District name (County name) QSAC DPR 2016-17.xls  
EXAMPLE: Smith Township (Mercer) QSAC DPR 2016-17.xls
4. Follow instructions regarding uploading your DPR Excel file.
5. You will also need to upload your district's Declaration Page and Board resolution. Save both files as PDF files and upload through NJ Homeroom, along with your DPR Excel file.

### **Data Provided by the NJ Department of Education (NJDOE):**

#### **Instruction and Program:**

#1, 2, 3, 4, 6 (state assessment): The data that will be used to determine ratings for these indicators is the 2013 -2014 state assessment data. There are two applicable files: DPR Assessment Points and DPR Assessment Data by Subject. Use information from the Assessment Points file to determine how to score I&P indicators 1, 2, 3, 4 and 6. The Assessment Data by Subject file provides the actual test data that was used to determine the district's points values for these indicators. Note that indicators 3 and 4 are a comparison of the 2013 and 2014 assessment results. The data files are located on the Department's NJQSAC website at:  
[www.state.nj.us/education/genfo/qsac](http://www.state.nj.us/education/genfo/qsac).

#5a and 5b (priority and reward schools): Refer to the lists of Priority and Reward schools that are posted on the NJQSAC website.

#7 (high school graduation rate): To determine the district's 2015 high school graduation rate, refer to the School Performance Report for the applicable high school. Use the percent of students who graduated via HSPA, as represented on the pie chart in the "Graduation Pathway Rates" section of the 2014 School Performance Report. Districts with more than one high school will have to compute the district HSPA graduation rate, using NJSMART. Detailed instructions are posted on the NJQSAC website (refer to memo dated October 31, 2014).

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#20 (average daily attendance rate): To meet indicator requirements, a district must have: submitted the School Register Summary (SRS) by the deadline AND must have a three-year average daily attendance rate (ADA) of 90 percent or greater. A list of districts that did not submit the SRS by the deadline is posted on the NJQSAC website; if your district's name is on that list, you must enter a response of "0" for this indicator. A list of district three-year average daily attendance (ADA) rates is also posted.

**Questions about completing and submitting your district's QSAC DPR files should be sent to [qsac@doe.state.nj.us](mailto:qsac@doe.state.nj.us)**

# NJ Single Accountability Continuum (NJQSAC) District Performance Review - School Year 2016-17

## District Information and Score Summary

<b>District Name and CDS #</b>	<b>Cape May County Technical School District</b>
<b>County Name</b>	<b>Cape May County</b>
<b>District Superintendent Name</b>	<b>Dr. Nancy Hudanich</b>
<b>District Mailing Address</b>	<b>188 Crest Haven Road, Cape May Court House, NJ 08210</b>
<b>Superintendent Email Address</b>	<b>nhudanich@capemaytech.com</b>

<b>DPR Area</b>	<b>District Score</b>	<b>County Score</b>
<b>Instruction and Program</b>	98%	0%
<b>Fiscal Management</b>	100%	0%
<b>Governance</b>	100%	0%
<b>Operations</b>	100%	0%
<b>Personnel</b>	100%	0%

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<b>Instruction and Program</b>		<b>Cape May County Technical School District</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
1. The district meets the Annual Measurable Objective (AMO) in language arts literacy (LAL) for the district's total population.	Assessment data provided by NJDOE	<b>3</b>	<b>1</b>	<b>0</b>	
2. The district meets the Annual Measurable Objective (AMO) in mathematics for the district's total population.	Assessment data provided by NJDOE	<b>3</b>	<b>1</b>	<b>0</b>	
<b>Directions for indicator A3a through A3h: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for A3a through A3d is 10.</b>					
3. Language Arts Literacy (LAL) State assessment data for the district's total student population shows <u>one</u> of the following:					
a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal); or	Assessment data provided by NJDOE	<b>10</b>	<b>1</b>	<b>0</b>	
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	Assessment data provided by NJDOE	<b>8</b>	<b>0</b>	<b>0</b>	

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c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	Assessment data provided by NJDOE	<b>6</b>	<b>0</b>	<b>0</b>	
d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	Assessment data provided by NJDOE	<b>5</b>	<b>0</b>	<b>0</b>	
e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>4</b>	<b>0</b>	<b>0</b>	
f. At least a 3% decrease in the difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	

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g. At least a 2% decrease in the difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	
h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student	DPR Assessment Worksheet provided by NJDOE	<b>1</b>	<b>0</b>	<b>0</b>	
<b>Subtotal - #3</b>			<b>10</b>	<b>0</b>	

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<p><b>Directions for indicator 4a through 4d: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for 4a through 4h is 10.</b></p>					
<p>4. Mathematics assessment data for the district's total student population shows one of the following:</p>					
a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal); or	Assessment data provided by NJDOE	<b>10</b>	<b>1</b>	<b>0</b>	
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year	Assessment data provided by NJDOE	<b>8</b>	<b>0</b>	<b>0</b>	
c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year	Assessment data provided by NJDOE	<b>6</b>	<b>0</b>	<b>0</b>	



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<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	Assessment data provided by NJDOE	<b>5</b>	<b>0</b>	<b>0</b>	
e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student	Assessment data provided by NJDOE	<b>4</b>	<b>0</b>	<b>0</b>	
f. At least a 3% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student	Assessment data provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	
g. At least a 2% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student	Assessment data provided by NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	

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<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student	Assessment data provided by NJDOE	<b>1</b>	<b>0</b>	<b>0</b>	
<b>Subtotal - #4</b>			<b>10</b>	<b>0</b>	
5a. The district has no priority schools as designated by the NJDOE.	Priority and Reward School lists provided by NJDOE	<b>2</b>	<b>2</b>	<b>0</b>	
5b. The district has reward schools as designated by the NJDOE.	Priority and Reward School list provided by NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	
6. At least 70% of the district's total student population, across all grades tested in science, achieved proficient or advanced proficient status on the most recent state science assessments.	Assessment data provided by NJDOE	<b>4</b>	<b>1</b>	<b>0</b>	
<p><b>Directions for indicator 7A through 7d: Each district may only receive credit for one indicator depending on the percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year. The maximum number of points that a district may receive for 7a through 7d is 4.</b></p>					
7. The percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last					

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a. at least 95%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ); or	School Performance Reports	<b>4</b>	<b>1</b>	<b>0</b>	
b. at least 90%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ); or	School Performance Reports	<b>3</b>	<b>0</b>	<b>0</b>	
c. at least 85%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ); or	School Performance Reports	<b>2</b>	<b>0</b>	<b>0</b>	
d. at least 80%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ).	School Performance Reports	<b>1</b>	<b>0</b>	<b>0</b>	
<b>Subtotal - #7</b>			<b>4</b>	<b>0</b>	

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8. The district analyzes student achievement data by comparing each grade level across all schools within the district, similar DFGs and against state averages. The district provides the analysis to each principal and verifies that the data analysis drives instruction and professional	District analysis Summary of assessment results by content Explanation of how district prepared analysis	<b>3</b>	<b>1</b>	<b>0</b>	

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<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
<p>9. Based on state assessment data, the achievement of all subgroup populations is analyzed at the district and school levels. For those populations not meeting AMO targets or showing a stagnant or declining trend, the district investigates and identifies possible causes, including but not limited to those below: Lack of curriculum that is aligned to the New Jersey Core Curriculum Content Standards and Common Core State Standards; lack of consistent focus on academic work using data; insufficient exposure to the NJCCCS and CCSS; use of unaligned instructional materials; inadequate support and/or professional development for teachers for new content and materials; teacher vacancy/substitute teacher; student absence or mobility; failure to meet the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English; failure to meet the AMAO for the percentage of students attaining English proficiency; other.</p>	<p>District analysis by total population, subgroup, concentration Minutes from curriculum meetings Review of information, issues, and status District action plan to correct areas of concern Letter of achievement of AMAO</p>	<b>4</b>	<b>1</b>	<b>0</b>	

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<b>Instruction and Program</b>		<b>Cape May County Technical School District</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
<p>10. For those subgroup populations at the district and school levels that have shown improvement or growth, the district investigates and identifies factors that may have contributed to improvement, including but not limited to those below: Curriculum aligned to the NJCCCS and CCSS; consistent focus on academic work; appropriate use of aligned assessments, both formative and summative; increased exposure to the NJCCCS and CCSS; adoption and implementation of aligned instructional materials; targeted professional development for teachers based on needs assessment and data analysis; employment of full-time, highly qualified teachers; improved student attendance; additional learning support (tutoring, after school, summer school, etc.); increased parent involvement; met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English; met the AMAO for the percentage of students attaining English proficiency; other.</p>	<p>District analysis by total population and subgroup(s) Minutes from curriculum meetings Review of information, issues, and status District action plan to correct areas of concern New/revised curriculum New/revised assessments</p>	4	1	0	

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<b>Instruction and Program</b>		<b>Cape May County Technical School District</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
11. The district implements strategies to support progress or to address deficiencies identified in indicators 1-10 above. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, professional development and support, or other areas to address any and all hypothesized causes through the use of data. The strategies also specify a timeline for implementation with expected outcomes and target dates for	Analysis and related plan New/revised curriculum, teacher hires or other charges identified in the analysis District/school improvement plans	<b>4</b>	<b>1</b>	<b>0</b>	
12. The district assesses the progress of each student in mastering the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) at least two times each year, including content areas not included on statewide assessments. Data from rigorous assessments at the district, school and classroom level is used to evaluate, adjust and improve instruction	Assessment schedule for district, schools, and classrooms Samples of tests Assessment reports Meeting agendas that show review of test scores Test contracts	<b>4</b>	<b>1</b>	<b>0</b>	

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<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
13. The district uses a monitoring process to continually improve curriculum implementation for each NJCCCS and CCSS area.	Class schedules, lesson plans, assessment data, data analysis, observations	<b>3</b>	<b>1</b>	<b>0</b>	
14. The curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.	Curriculum in each content area Curriculum audit or map Interim assessments	<b>3</b>	<b>1</b>	<b>0</b>	
15. The curriculum and information about student strengths and needs are horizontally and vertically articulated among all grades, content areas, schools, and at all specific transition points.	Curriculum in each content area, curriculum audit or map, agendas, sign-in sheets, formative and benchmark assessments, data analysis, interventions	<b>3</b>	<b>1</b>	<b>0</b>	
16. The high school graduation requirements have been implemented for all students based on the implementation schedule in N.J.A.C. 6A:6-5.1.	Board of education resolution, minutes, district/student policy manual, meeting schedules, agendas, curriculum, Education Proficiency Plan (EPP)	<b>2</b>	<b>1</b>	<b>0</b>	



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<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
17. For each content area:					
a. supervisory practices are implemented to ensure that the curriculum is taught in every classroom; these practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, student performance data and	District policies and procedures Teacher evaluation schedules Lesson plans Professional improvement plans Assessment data	<b>6</b>	<b>1</b>	<b>0</b>	
b. lesson plans are aligned with the curriculum, the NJCCCS and the CCSS, integrate technology and are reviewed at least monthly by principals/supervisors. Each teacher is provided with feedback on lesson	Teacher observations and evaluation schedules Lessons plans and feedback loop Meeting agendas Board approved curriculum	<b>6</b>	<b>1</b>	<b>0</b>	

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<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
<p>18. The district requires and verifies that instruction for all students is based on the district's curriculum, instructional materials, media and school library resources and includes instructional strategies, activities and content that meet individual students needs including Individual Education Programs (IEP). "All students" include those students with disabilities, English language learners, gifted and talented students and students in alternative education programs.</p>	<p>Library Skills/Information Literacy/Library Media curriculum Lesson plans Assessment data and analysis Classroom visits Test contracts Recommendation forms Program description Student roster District technology plan</p>	<b>6</b>	<b>1</b>	<b>0</b>	

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<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
19. The district promotes regular attendance of students by adopting and implementing policies and procedures that include expectations and consequences regarding timely arrival and attendance and district responses to unexcused absences. ( <i>N.J.A.C. 6A:16-7.8</i> )	District policies and procedures regarding attendance and on-time arrivals (refer to <i>District Review of Checklist for Board-Approved Student Attendance Policies and Procedures</i> ), district procedures for responding to unexcused absences and excused absences, records indicating actions taken to prevent and intervene in the cases of absences and truancy that include contacts with parents regarding absences	<b>2</b>	<b>1</b>	<b>0</b>	
20. The district's average daily attendance (ADA) rate averages 90% or higher as calculated for the three years prior to completion of the DPR. ( <i>N.J.A.C. 6A:32-13.1</i> )	ADA report provided by the NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	

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<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
<p><b>Directions for indicator 21: Enter a district score for only ONE of the sub-indicators listed below. The score is based upon depending on the number of "Yes" and/or "N/A" responses on the Instruction and Program section of the NJQSAC Statement of Assurance. The maximum number of points that a district may receive for indicator 21 is 10.</b></p>					
21. The Board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.					
a. Compliance with 5 items	Statement of Assurance	<b>10</b>	<b>1</b>	<b>0</b>	
b. Compliance with 4 items	Statement of Assurance	<b>8</b>	<b>0</b>	<b>0</b>	
c. Compliance with 3 items	Statement of Assurance	<b>6</b>	<b>0</b>	<b>0</b>	
d. Compliance with 2 items	Statement of Assurance	<b>4</b>	<b>0</b>	<b>0</b>	
e. Compliance with 1 items	Statement of Assurance	<b>2</b>	<b>0</b>	<b>0</b>	
f. Compliance with 0 items	Statement of Assurance	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Subtotal - #21</b>			<b>10</b>	<b>0</b>	
<b>Instruction and Program Total</b>		<b>100</b>	<b>98</b>	<b>0</b>	

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<b>Fiscal Management</b>		<b>Type District Name Here</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score Yes or N/A = 1 No = 0</b>	<b>County Score Yes or N/A = 1 No = 0</b>	<b>Comments</b>
<p>1. The monthly Board Secretary's report is completed and reconciled without exceptions (e.g.: unbalanced/inaccurate balance sheet, unauthorized transfers) and is completed within 30 days of the month's end, reconciled with the Treasurer's report or equivalent report within 45 days of the month's end and submitted to the board within 60 days of the month's end for approval (<i>N.J.A.C. 6A:23A-6.10</i>). The report contains a budget status report, which includes for each required line item account, the original budget, transfers, adjusted budget, expenditures, encumbrances and available balance.</p>	<p>Comprehensive Annual Financial Report (CAFR) Auditors Management Report (AMR) Monthly board secretary's and treasurer's report or equivalent report Board minutes</p>	<b>2</b>	<b>1</b>	<b>0</b>	

## NJQSAC District Performance Review - School Year 2016-17

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2. The district follows a standard operating procedures manual for business functions ( <i>N.J.A.C. 6A:23A-6.6</i> ), which includes a system of internal controls ( <i>N.J.A.C. 6A:23-A-6.4</i> ) to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud.	Budget status reports, monthly transfer reports, adopted board policies, organizational chart and duties, AMR, listing of purchase order numbers and invoice dates, cash receipts journal, listing of manual checks issued, fixed asset inventory, CAFR, Interim and Final Expenditure Reports, Position Control Roster, Standard Operating Procedures Manual, board adoption date, review of software capabilities	2	1	0	

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3. At least monthly, the district prepares and analyzes fiscal year cash flow management for all funds to ensure that payments can be made on a prompt basis and to ensure that reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	PO listing, contract files, annual purchasing plan (aggregation), CAFR, AMR, cash management plan, cash flow documentation, board secretary reports, treasurer or equivalent reports	2	1	0	
4. The district has filed the annual audit of its Comprehensive Annual Financial Report (CAFR) and filed other supporting forms and collections (Auditor's Management Report, Federal Data Collection Form) by the due date. (N.J.S.A. 18A:23-1)	CAFR AMR Audit Synopsis Federal data collection form AUDSUM submission	2	1	0	

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5. The district received an unqualified opinion on the annual audit and satisfies the all of the following:					
a. if required, has implemented a corrective action plan (CAP) acceptable to the Executive County Superintendent, which addresses all audit recommendations.	Board-adopted Corrective Action Plan (CAP), evidence that CAP was acceptable to the Executive County Superintendent, certification of CAP implementation, CAFR, AMR, unqualified opinion for 5a	3	1	0	
b. Has no repeat audit findings of a substantive nature.	CAFR, AMR	3	1	0	
c. has no material weaknesses in the findings.	CAFR, AMR	3	1	0	
d. ends the year with no deficit balances and no line item over-expenditures in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).	CAFR, AMR	2	1	0	



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6. The district manages and oversees NCLB, IDEA, ARRA and other entitlement and discretionary grants as required. Specifically, the district:					
a. complies with demonstration of comparability, maintenance of effort, supplement not supplant and other federal grant fiscal requirements.	CAFR, AMR, grant application submission and approval dates, carryover reports, transfer approvals, MOE and comparability reports, interim and final expenditure reports, project files, board meeting minutes, accounting system/reports by capital project	1	1	0	
b. spends grant funds as budgeted. Amendments and budget modifications are completed for charges that exceed the applicable threshold (entitlement grants - lesser of 10% or \$50,000; discretionary grants - lesser of 10% or \$10,000).	CAFR, AMR, grant application submission and approval dates, carryover reports, transfer approvals, MOE and comparability reports, interim and final expenditure reports	1	1	0	

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c. spends federal and state grants funds as required and distributes non-public allocations as required. The district shows evidence of contact with non-public schools. If the district has returned funds in excess of \$1,000 to NJDOE: list the name of the grant and dollar amount refunded in the Comments column. If the returned funds were for nonpublic school services, specify the date the services began and the reason the funds were not spent.	CAFR Interim and Final Expenditure Reports Accounting system/report by capital project Project files Voter or other requisite approval to spend above authorized amount Board meeting minutes	1	1	0	
d. approves salaries funded by federal grants as documented in the board minutes and maintains the required time and activity reports.	CAFR, Interim and Final Expenditure Reports, Board meeting minutes	1	1	0	

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7. The district provide proper oversight and accounting of capital projects and Referendum and other Fund 30 capital projects. Specifically the district:					
a. maintains a separate accounting by project.	CAFR, AMR, accounting system/reports by capital project, project files, voter or other requisite approval to spend above authorized amount report of available balances, board minutes	2	1	0	
b. monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.	CAFR, AMR, accounting system/reports by capital project, project files, voter or other requisite approval to spend above authorized amount report of available balances, board minutes	2	1	0	

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c. spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	CAFR, AMR, accounting system/reports by capital project, project files, voter or other requisite approval to spend above authorized amount report of available balances, board minutes	2	1	0	
d. conducts the proper fiscal close-out of completed projects. This includes proper transfer of interest earned annually to the debt service and/or general fund.	CAFR, AMR, accounting system/reports by capital project, project files, voter or other requisite approval to spend above authorized amount, report of available balances, board minutes	2	1	0	
8. The district implements, reviews and revises as needed, projects that are consistent with the approved Long Range Facilities Plan and has received county office approval for emergent projects ( <i>N.J.A.C. 6A:23A-3.16</i> ).	Project approval, county office approval for emergent projects, board minutes, list of participants, revisions approved by NJDOE	1	1	0	

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9a. Annual health and safety reviews have been conducted in each building using the <i>Evaluation of School Buildings Checklist Report (N.J.A.C. 6A:19-6.1 et seq. )</i> .	Signed Facilities Checklist	2	<b>1</b>	<b>0</b>	
b. "100% compliance" section - all items are in compliance in all buildings.	Signed Facilities Checklist	4	<b>1</b>	<b>0</b>	

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c. "80% compliance" section - at least 80% of items are in compliance in all buildings.	Signed Facilities Checklist	2	<b>1</b>	<b>0</b>	
<b>Directions for indicator 10a through 10k: Each district may only receive credit for one indicator depending on the number of "yes and/or "N/A" responses on the Fiscal section of the Statement of Assurance document. The maximum number of points that a district may receive for indicator 10 is 10.</b>					
10. The Board has annually approved by resolution, the district Statement of Assurance document as reflected in the minutes.					
a. Compliance with 10 items	Statement of Assurance	10	<b>1</b>	<b>0</b>	
b. Compliance with 9 items	Statement of Assurance	9	<b>0</b>	<b>0</b>	
c. Compliance with 8 items	Statement of Assurance	8	<b>0</b>	<b>0</b>	
d. Compliance with 7 items	Statement of Assurance	7	<b>0</b>	<b>0</b>	
e. Compliance with 6 items	Statement of Assurance	6	<b>0</b>	<b>0</b>	
f. Compliance with 5 items	Statement of Assurance	5	<b>0</b>	<b>0</b>	
g. Compliance with 4 items	Statement of Assurance	4	<b>0</b>	<b>0</b>	
h. Compliance with 3 items	Statement of Assurance	3	<b>0</b>	<b>0</b>	
i. Compliance with 2 items	Statement of Assurance	2	<b>0</b>	<b>0</b>	

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j. Compliance with 1 item	Statement of Assurance	1	<b>0</b>	<b>0</b>	
k. Compliance with 0 items	Statement of Assurance	0	<b>0</b>	<b>0</b>	
<b>Subtotal - #10</b>			<b>10</b>	<b>0</b>	
<b>Fiscal Management Total</b>		<b>50</b>	<b>50</b>	<b>0</b>	