

**A FEASIBILITY STUDY ON THE TERMINATION
OF THE SENDING-RECEIVING AGREEMENT BETWEEN THE
MERCHANTVILLE SCHOOL DISTRICT
AND THE
PENNSAUKEN PUBLIC SCHOOLS**

**BY
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I. INTRODUCTION

The Merchantville Board of Education has long been concerned with the quality of the education its students in grades 9 through 12 receive as a result of its sending-receiving relationship with the Pennsauken Public School District. Among its various concerns is the lack of any significant and meaningful articulation between Merchantville's K-8 school district and Pennsauken High School. Merchantville has made repeated efforts to address its concerns with Pennsauken to no avail. As a result, the Merchantville Board of Education resolved to study the options available with respect to the education of its students in grades 9-12 in order to improve the quality of the education its students receive.

With the assistance of expert consultants, the Board determined that one such option would be to pursue termination of its sending-receiving relationship with Pennsauken and establish a new sending-receiving relationship with the Haddon Heights School District, wherein Merchantville's students in grades 9-12 would be educated in Haddon Heights High School along with students from Haddon Heights, Barrington Borough, and Lawnside Borough. Haddon Heights has advised the Board that, should it be permitted to terminate its sending-receiving relationship with Pennsauken, Haddon Heights would be amenable to establishing a relationship with Merchantville.

The Board retained the following independent experts to analyze the viability of this option and to prepare a preliminary study of the educational, financial, and racial impact of the termination of the Board's sending-receiving relationship with Pennsauken and the establishment of a new relationship with Haddon Heights: Dr. Richard S. Grip of Statistical Forecasting LLC was primarily responsible for the demographics and the racial impacts; Herbert F. Johnson, retired school administrator, was primarily responsible for the educational impacts; and James L. Kirtland, a retired CPA, was primarily responsible for the financial impacts.

This report follows the guidelines established by *N.J.S.A. 18A:38-13* and *N.J.S.A. 18A:38-21* with respect to the termination of a sending-receiving relationship. In doing so, it analyzes the educational, financial, and racial impacts of the termination of Merchantville's sending-receiving relationship with Pennsauken and the establishment of a new sending-receiving relationship with Haddon Heights on the following districts: Merchantville, Pennsauken, Haddon Heights, Barrington, and Lawnside. In particular, this feasibility study also analyzes the impact on the quality of education received by pupils in each of the aforementioned districts, and the effect on the racial composition of the pupil population of each of these districts.

The team interviewed school-based personnel, including but not limited to, district-level administrators, school business administrators, and building principals. Representatives of the New Jersey Department of Education were consulted and interviewed, as were administrators from the Camden County Office of Education. At the municipal government level, officials of the local planning/zoning boards and construction departments were interviewed and used as a resource. In analyzing the educational impact of the proposed reconfiguration, the consultants have concluded that the proposed reconfiguration would meet New Jersey's educational requirements, would provide an opportunity for a thorough and efficient education for all the high school students currently served by the Pennsauken and Haddon Heights School Districts,

and would not result in any substantial negative impact. The financial analysis was calculated in “2010 dollars” to eliminate the variable of inflation and the time value of money. The financial impact was determined based upon the average property tax levies and average tax rates of each of the affected communities. The consultants have concluded that the reconfiguration will result in four of the five school districts experiencing a reduction in the annual school tax levy. Pennsauken will experience a small increase of approximately \$70,000 on a year-to-year basis, which is less than 0.2% of the annual tax levy. The reconfiguration will not result in a substantial negative financial impact on any of the districts. Finally, the consultants have concluded that the effect on the racial composition of the pupil population of each of the districts is not substantial. The students in all of the districts will continue to be educated in racially diverse learning environments. Indeed, due to Merchantville’s relatively small 9-12 student population and its relatively diverse student make-up, Merchantville’s withdrawal from Pennsauken or integration into Haddon Heights will not result in a negative impact on any of the students from a demographic perspective.

In short, should Merchantville be permitted to terminate its sending-receiving relationship with Pennsauken and send its students to Haddon Heights High School, it will have an opportunity to offer its students a better educational program with overall savings while at the same time benefiting Haddon Heights, Barrington, and Lawnside.

II. EDUCATIONAL PROFILES

A. Community Descriptions

1. Merchantville Borough

Merchantville Borough is located in Camden County and contains a land area of approximately 0.6 square miles. Children attend the Merchantville School in the Merchantville School District for grades PK-8 and then attend Pennsauken High School for grades 9-12 as part of a sending-receiving agreement with the Pennsauken Public Schools. As of 2010, Merchantville Borough had 3,821 residents. The population density is 6,368.3 persons per square mile. From 1940 to 2010, the population in the borough has been fairly stable, ranging between 3,679-4,425 persons as shown in Table 1. More recently, the borough only gained 20 persons from 2000 to 2010, an increase of 0.5%.

Table 1
Historical and Projected Populations
for Merchantville Borough from 1940-2030

<u>Year</u>	<u>Population</u>	<u>Percent Change</u>
HISTORICAL¹		
1940	3,679	N/A
1950	4,183	+13.7%
1960	4,075	-2.6%
1970	4,425	+8.6%
1980	3,972	-10.2%
1990	4,095	+3.1%
2000	3,801	-7.2%
2010	3,821	+0.5%
PROJECTED²		
2020	3,797	-0.6%
2030	3,798	0.0%

Notes: ¹Source: United States Census Bureau (2000)

²Source: Delaware Valley Regional Planning Commission (2007)

Population projections for 2020 and 2030, which were prepared by the Delaware Valley Regional Planning Commission (DVRPC), indicate that the population in Merchantville Borough will remain relatively stable over the next 20 years. These forecasts project the population in Merchantville Borough to be 3,797 in 2020, which would be a 0.6% decline (24 persons) from the 2010 population. From 2020 to 2030, the population in Merchantville Borough is projected to be essentially constant with a gain of only one person.

2. Pennsauken Township

Pennsauken Township, also located in Camden County, contains a land area of 10.53 square miles with an additional 1.65 square miles of water area. As of 2010, Pennsauken Township had 35,885 residents. The population density is 3,407.9 persons per square mile. Children from Pennsauken Township attend the Baldwin Early Education Center for pre-kindergarten and then one of seven elementary schools for grades K-4, all of which are part of the Pennsauken Public Schools. Children attend Pennsauken Intermediate School for grades 5-6, Howard M. Phifer Middle School for grades 7-8, and Pennsauken High School for grades 9-12.

Regarding population growth in Pennsauken Township, the population nearly doubled in size from 1940 to 1960 as shown in Table 2. The township continued to grow from 1960 to 1970, albeit at a slower rate, but declined in population from 1970 to 1980. More recently, the population has stabilized, experiencing 2.9% gains from 1980 to 1990 and again from 1990 to 2000. A small gain of 0.4% occurred from 2000 to 2010, an increase of only 148 persons.

Table 2
Historical and Projected Populations
for Pennsauken Township from 1940-2030

<u>Year</u>	<u>Population</u>	<u>Percent Change</u>
HISTORICAL¹		
1940	17,745	N/A
1950	22,767	+28.3%
1960	33,771	+48.3%
1970	36,394	+7.8%
1980	33,775	-7.2%
1990	34,738	+2.9%
2000	35,737	+2.9%
2010	35,885	+0.4%
PROJECTED²		
2020	35,112	-2.2%
2030	35,000	-0.3%

Notes: ¹Source: United States Census Bureau (2000)

²Source: Delaware Valley Regional Planning Commission (2007)

Forecasts prepared by the DVRPC project Pennsauken Township's population to experience small declines in 2020 and 2030. The 2020 population in Pennsauken Township is projected to be 35,112, which would be a 2.2% decline from its 2010 population. From 2020 to 2030, Pennsauken Township is projected to decline to 35,000 persons, which would be a loss of 0.3% from the 2020 population.

3. Haddon Heights Borough

Haddon Heights Borough, which is also located in Camden County, contains a land area of approximately 1.55 square miles. As of 2010, Haddon Heights Borough had 7,473 residents. The population density is 4,821.3 persons per square mile. Children from Haddon Heights Borough attend one of three elementary schools for grades PK-6 before attending Haddon Heights High School for grades 7-12 in the Haddon Heights School District.

Regarding population trends, the population in Haddon Heights Borough grew from 5,555 to 9,260 from 1940 to 1960 as shown in Table 3, a gain of 66.7%. However, after a small 1.1% gain from 1960 to 1970, the population has been in decline. Since peaking at 9,365 in 1970, the population has declined to 7,473 in 2010, which is a loss of 20.2%. It appears that the population decline has lessened, as a decline of only 74 persons (-1.0%) occurred from 2000 to 2010.

Table 3
Historical and Projected Populations
for Haddon Heights Borough from 1940-2030

<u>Year</u>	<u>Population</u>	<u>Percent Change</u>
HISTORICAL¹		
1940	5,555	N/A
1950	7,287	+31.2%
1960	9,260	+27.1%
1970	9,365	+1.1%
1980	8,361	-10.7%
1990	7,860	-6.0%
2000	7,547	-4.0%
2010	7,473	-1.0%
PROJECTED²		
2020	7,244	-3.1%
2030	7,165	-1.1%

Notes: ¹Source: United States Census Bureau (2000)

²Source: Delaware Valley Regional Planning Commission (2007)

Population projections for 2020 and 2030, which were prepared by the DVRPC, indicate that the population in Haddon Heights Borough will continue to decline. From 2010 to 2020, Haddon Heights Borough is projected to decline 3.1% while an additional loss of 1.1% is projected from 2020 to 2030.

4. Lawnside Borough

Lawnside Borough, which is also located in Camden County, contains a land area of approximately 1.4 square miles. As of 2010, Lawnside Borough had 2,945 residents. The population density is 2,103.6 persons per square mile. Children from Lawnside Borough attend Lawnside Elementary School for grades PK-8 in the Lawnside School District. Students in grades 9-12 attend Haddon Heights High School in the Haddon Heights School District through a sending-receiving agreement.

Regarding population trends, the population in Lawnside Borough grew steadily from 1,270 in 1940 to 3,042 in 1980, more than doubling during that time period. However, the population declined from both 1980 to 1990 and 1990 to 2000 before reversing trend and increasing in 2010 as shown in Table 4.

Table 4
Historical and Projected Populations
for Lawnside Borough from 1940-2030

<u>Year</u>	<u>Population</u>	<u>Percent Change</u>
HISTORICAL¹		
1940	1,270	N/A
1950	1,566	+23.3%
1960	2,155	+37.6%
1970	2,757	+27.9%
1980	3,042	+10.3%
1990	2,841	-6.6%
2000	2,692	-5.2%
2010	2,945	+9.4%
PROJECTED²		
2020	2,685	-8.8%
2030	2,642	-1.6%

Notes: ¹Source: United States Census Bureau (2000)

²Source: Delaware Valley Regional Planning Commission (2007)

Population projections for 2020 and 2030 prepared by the DVRPC are forecasting a decline. However, since these forecasts were based on 2000 Census data, the forecasts likely need to be revised since the 2020 and 2030 projections for Lawnside Borough are similar to the 2000 population and do not incorporate the increase in population that occurred in 2010.

5. Barrington Borough

Barrington Borough, located in Camden County, contains a land area of approximately 1.61 square miles. As of 2010, Barrington Borough had 6,983 residents. The population density is 4,337.3 persons per square mile. Children from Barrington Borough attend Avon School for grades PK-5 and Woodland School for grades 6-8 in the Barrington School District. Students in grades 9-12 attend Haddon Heights High School in the Haddon Heights School District through a sending-receiving agreement.

Regarding population trends, the population in Barrington Borough experienced its greatest growth from 1950 to 1960, when it nearly tripled in size as shown in Table 5. After peaking in 1970 with 8,409 residents, the population declined through 1990 before reversing trend in 2000. The population has stabilized as a 1.4% decline occurred from 2000 to 2010, which is a loss of 101 persons.

Table 5
Historical and Projected Populations
for Barrington Borough from 1940-2030

<u>Year</u>	<u>Population</u>	<u>Percent Change</u>
HISTORICAL¹		
1940	2,329	N/A
1950	2,651	13.8%
1960	7,943	199.6%
1970	8,409	5.9%
1980	7,418	-11.8%
1990	6,774	-8.7%
2000	7,084	4.6%
2010	6,983	-1.4%
PROJECTED²		
2020	6,944	-0.6%
2030	6,908	-0.5%

Notes: ¹Source: United States Census Bureau (2000)

²Source: Delaware Valley Regional Planning Commission (2007)

Population projections prepared by the DVRPC for 2020 and 2030 indicate that the population in Barrington Borough will continue to be similar to the 2010 population. From 2010 to 2020, Barrington Borough is projected to decline 0.6% while an additional loss of 0.5% is projected from 2020 to 2030.

B. Selected Demographic Characteristics

In Table 6 below, selected demographic characteristics of Merchantville Borough, Pennsauken Township, Haddon Heights Borough, Lawnside Borough, and Barrington Borough are compared from the 2000 Census, the 2005-2009 American Community Survey (ACS), and the 2010 Census. As of this writing, limited amounts of data from the 2010 Census have been released at the municipal level and complete 2010 Census data will not be available until 2012. As a proxy for the 2010 Census, ACS data were used when 2010 census data were not available. ACS data represent a sample collected over a 5-year time period, where the estimates represent the average characteristics between January 2005 and December 2009. This information does not represent a single point in time like Census data. In addition, since ACS data are from a sample, margins of error exist for all of the results.

1. Merchantville Borough

Regarding ethnicity, Merchantville Borough has become more ethnically diverse since 2000. In 2010, the township was 76.6% White as compared to 85.9% in 2000. Blacks/African Americans continue to make up the largest minority group at 13.0% in 2010, which is an increase from the 7.4% that existed in 2000. The Census Bureau does not consider Hispanic as a separate race; rather it identifies the percent of people having Hispanic origin. The concentration of persons having Hispanic origin is 11.6% in Merchantville Borough in 2010 as compared to 5.5% in 2000.

Unlike the forthcoming school enrollment data which considers Hispanic to be a race and therefore mutually exclusive with other races, Hispanics in the Census population can be part of the White, Black, Asian or any of the other race categories. This helps to explain the disparity between the Census population data and the school enrollment data where the Merchantville School District (PK-8) is 57.45% White and 14.29% Hispanic in 2010-11 (Table 51). If the Hispanics in the enrollment data were categorized in the same fashion as the Census data and the majority of Hispanics were White, the percentage of White students in the Merchantville School District (approximately 72%) would be aligned more closely with the percentage of Whites (76.6%) in Merchantville Borough from the 2010 Census.

The median age in Merchantville Borough has increased from 37.2 years in 2000 to 38.6 years in 2010. During the same time period, the percentage of people under the age of 18 has decreased from 25.7% to 22.5%, which corresponds to school-age children.

Regarding educational attainment for adults aged 25 and over, 45.6% of the population had a bachelor's degree or higher in 2005-2009 as compared to 27.7% in 2000.

Median family income has increased from \$60,652 in 2000 to \$88,571 in 2005-2009. During this time period, the percentage of children under the age of 18 that are in poverty has nearly doubled from 9.4% to 17.4%. Not only does Merchantville's poverty rate for children under the age of 18 exceed that of Pennsauken Township (13.3%), but the change in the poverty rate over this time period was also much greater.

Regarding housing, there were approximately 1,688 housing units in Merchantville Borough in 2010, of which nearly 39% of the occupied units consisted of renters. Median home price of an owner-occupied unit in 2005-2009 was \$255,500, which is more than double the value reported in 2000 (\$122,200).

2. Pennsauken Township

Like Merchantville Borough, Pennsauken Township has also become more ethnically diverse since 2000. In 2010, the township was 47.6% White as compared to 60.1% in 2000. Blacks/African Americans are the largest minority group at 26.9% in 2010, which is a small increase from the 24.2% that existed in 2000. The concentration of persons having Hispanic origin more than doubled in Pennsauken Township as 26.9% were categorized as Hispanics in 2010 as compared to 11.6% in 2000.

The median age in Pennsauken Township has increased from 36.1 years in 2000 to 38.0 years in 2010. The percentage of people under the age of 18 has decreased from 27.5% in 2000 to 24.1% in 2010, which corresponds to school-age children.

Regarding educational attainment for adults aged 25 and over, 20.1% of the population had a bachelor's degree or higher in 2010 as compared to 15.4% in 2000.

Median family income has increased from \$52,760 in 2000 to \$68,902 in 2005-2009. The percentage of children under the age of 18 that are in poverty has increased from 10.1% in 2000 to 13.3% in 2005-2009.

Regarding housing, there were approximately 13,275 housing units in Pennsauken Township in 2010, of which nearly 23% of the occupied units consisted of renters. Median home price of an owner-occupied unit in 2005-2009 was \$181,000, which is nearly double the value reported in 2000 (\$95,300).

3. Haddon Heights Borough

With respect to ethnicity, Haddon Heights Borough has become slightly more ethnically diverse since 2000. In 2010, the borough was 95.5% White as compared to 98.0% in 2000. Individuals consisting of two or more races were the largest minority group at 1.4% in 2010. The concentration of persons having Hispanic origin is 2.6% in Haddon Heights Borough in 2010 as compared to 1.0% in 2000.

The median age in Haddon Heights Borough has increased from 40.6 years in 2000 to 42.6 years in 2010. During the same time period, the percentage of people under the age of 18 has decreased from 24.1% to 22.9%, which corresponds to school-age children.

Regarding educational attainment for adults aged 25 and over, 51.0% of the population had a bachelor's degree or higher in 2005-2009 as compared to 38.1% in 2000.

Median family income has increased from \$73,460 in 2000 to \$100,869 in 2005-2009. The percentage of children under the age of 18 that are in poverty is minimal, decreasing from 1.9% in 2000 to 0.0% in 2005-2009.

With respect to housing, there were approximately 3,159 housing units in Haddon Heights Borough in 2010, of which nearly 22% of the occupied units consisted of renters. Median home price of an owner-occupied unit in 2005-2009 was \$277,700, which is nearly double the value reported in 2000 (\$139,800).

4. Lawnside Borough

Unlike the other communities, Lawnside Borough's predominant race is Black/African American. In 2010, the borough was 88.8% Black/African American as compared to 93.6% in 2000. Whites consisted of 4.2% of the population in 2010 as compared to 1.7% in 2000. The concentration of persons having Hispanic origin increased from 2.4% in 2000 to 4.4% in 2010.

Also, unlike the other communities, the median age in Lawnside Borough has decreased from 42.4 years in 2000 to 41.4 years in 2010. The percentage of people under the age of 18 which corresponds to school-age children, has remained constant at 23.3% over the last decade.

Regarding educational attainment for adults aged 25 and over, 21.7% of the population had a bachelor's degree or higher in 2005-2009 as compared to 18.8% in 2000.

Median family income decreased from \$55,197 in 2000 to \$53,606 in 2005-2009. The percentage of children under the age of 18 that are in poverty has increased from 16.0% in 2000 to 23.0% in 2010.

Regarding housing, there were approximately 1,174 housing units in Lawnside Borough in 2010, of which nearly 28% of the occupied units consisted of renters. Median home price of an owner-occupied unit in 2005-2009 was \$159,600 as compared to \$99,900 as reported in 2000.

5. Barrington Borough

With respect to ethnicity, Barrington Borough has become slightly more ethnically diverse since 2000. In 2010, the borough was 89.6% White as compared to 91.6% in 2000. Blacks/African Americans are the largest minority group at 5.1 % in 2010, which is an increase from the 4.2% that existed in 2000. The concentration of persons having Hispanic origin in the borough is 5.4% in 2010 as compared to 2.8% in 2000.

The median age in Barrington Borough has increased from 38.2 years in 2000 to 40.7 years in 2010. During the same time period, the percentage of people under the age of 18 has decreased from 21.1% to 20.8%, which corresponds to school-age children.

Regarding educational attainment for adults aged 25 and over, 20.4% of the population had a bachelor's degree or higher in 2005-2009 as compared to 25.8% in 2000, a decline of 5.4 percentage points.

Median family income increased from \$59,706 in 2000 to \$67,656 in 2005-2009. The percentage of children under the age of 18 that are in poverty has increased from 0.8% in 2000 to 3.5% in 2010.

Regarding housing, there were approximately 3,158 housing units in Barrington Borough in 2010, of which nearly 38% of the occupied units consisted of renters. Median home price of an owner-occupied unit in 2005-2009 was \$212,300, which is nearly double the value reported in 2000 (\$111,200).

Table 6
Selected Demographic Characteristics

	Merchantville Borough		Pennsauken Township		Haddon Heights Borough		Lawnside Borough		Barrington Borough	
	2000	2005-2009, 2010 ²	2000	2005-2009, 2010 ²	2000	2005-2009, 2010 ²	2000	2005-2009, 2010 ²	2000	2005-2009, 2010 ²
Race Origin										
White	85.9%	76.6%	60.1%	47.6%	98.0%	95.5%	1.7%	4.2%	91.6%	89.6%
Black/African American	7.4%	13.0%	24.2%	26.9%	0.4%	1.1%	93.6%	88.8%	4.2%	5.1%
American Indian/ Alaska Native	0.3%	0.4%	0.3%	0.6%	0.1%	0.2%	1.0%	0.6%	0.2%	0.2%
Asian	2.1%	2.3%	4.6%	7.7%	0.6%	1.3%	0.5%	1.4%	1.4%	1.7%
Native Hawaiian/ Pacific Islander	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%
Other Race	2.8%	4.4%	8.3%	13.6%	0.3%	0.5%	0.5%	1.7%	1.1%	1.5%
Two or more Races	1.4%	3.3%	2.5%	3.6%	0.6%	1.4%	2.6%	3.2%	1.4%	1.9%
Total	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹
Hispanic Origin	5.5%	11.6%	14.3%	26.9%	1.0%	2.6%	2.4%	4.4%	2.8%	5.4%
Age										
Under 18	25.7%	22.5%	27.5%	24.1%	24.1%	22.9%	23.3%	23.3%	21.1%	20.8%
18-64	60.5%	64.6%	58.3%	63.0%	57.7%	61.1%	57.9%	59.4%	61.3%	63.4%
65 and over	13.8%	12.9%	14.2%	12.9%	18.2%	16.0%	18.8%	17.3%	17.6%	15.8%
Median age	37.2 yrs.	38.6 yrs.	36.1 yrs.	38.0 yrs.	40.6 yrs.	42.6 yrs.	42.4 yrs.	41.4 yrs.	38.2 yrs.	40.7 yrs.
Educational Attainment										
High school graduate or higher	81.8%	89.5%	77.2%	80.9%	90.7%	91.1%	79.0%	89.1%	86.2%	88.4%
Bachelor's degree or higher	27.7%	45.6%	15.4%	20.1%	38.1%	51.0%	18.8%	21.7%	25.8%	20.4%
Income										
Median family income	\$60,652	\$88,571	\$52,760	\$68,902	\$73,460	\$100,869	\$55,197	\$53,606	\$59,706	\$67,656
Percentage of Persons in Poverty under age 18	9.4%	17.4%	10.1%	13.3%	1.9%	0.0%	16.0%	23.0%	0.8%	3.5%
Housing Units										
Total number	1,607	1,688	12,945	13,275	3,136	3,159	1,110	1,174	3,164	3,158
Occupied units	1,524 (94.8%)	1,574 (93.2%)	12,389 (95.7%)	12,633 (95.2%)	3,039 (96.9%)	2,997 (94.9%)	1,026 (92.4%)	1,103 (94.0%)	3,028 (95.7%)	2,988 (94.6%)
Owner-Occupied units	920 (60.4%)	961 (61.1%)	9,963 (80.4%)	9,768 (77.3%)	2,372 (78.1%)	2,342 (78.1%)	750 (73.1%)	796 (72.2%)	1,869 (61.7%)	1,853 (62.0%)
Renter-Occupied units	604 (39.6%)	613 (38.9%)	2,426 (19.6%)	2,865 (22.7%)	667 (21.9%)	655 (21.9%)	276 (26.9%)	307 (27.8%)	1,159 (38.3%)	1,135 (38.0%)
Median value of a owner-occupied unit	\$122,200	\$255,500	\$95,300	\$181,000	\$139,800	\$277,700	\$99,900	\$159,600	\$111,200	\$212,300

Sources: American Community Survey (2005-2009), United States Census Bureau (2000 and 2010)

Notes: ¹Data may not sum to 100.0% due to rounding.

²Data shaded orange are from 2010 Census while data shaded blue are from 2005-2009 American Community Survey

C. Explanation of the Cohort-Survival Ratio Method

In this study, historical district-wide enrollments from the October 15th Fall Reports, NJ SMART, or from the individual school districts were used to project enrollment for five years into the future. Historical data from 2005-06 through 2010-11 were obtained from the New Jersey Department of Education website (<http://www.nj.gov/njded/data/enr/>). With the advent of NJ SMART, the Fall Report was eliminated by the NJDOE in the 2010-11 school year. In the past, the Fall Report was used by the NJDOE as a tool to uniformly compare school district enrollment data across the state. Unfortunately, the method of reporting special education students for NJ SMART is different as these students are now referred to as “ungraded”. For the five districts analyzed, the number of students categorized as “ungraded” are similar to historical counts of self-contained special education students. To maintain a level of consistency, “ungraded” student counts in the forthcoming tables were listed under the self-contained special education heading. Future enrollments were then projected using the Cohort-Survival Ratio method (“CSR”).

The CSR method has been approved by the New Jersey Department of Education to project public school enrollments. In this method, a survival ratio is computed for each grade, which essentially compares the number of students in a particular grade to the number of students in the previous grade during the previous year. The survival ratio indicates whether the enrollment is stable, increasing, or decreasing. A survival ratio of one indicates stable enrollment, less than one indicates declining enrollment, and greater than one indicates increasing enrollment. If, for example, a school district had 100 fourth graders and the next year only had 95 fifth graders, the survival ratio would be 0.95.

Although the CSR method is fairly simple to use, this technique assumes that what happened in the past will also happen in the future. In essence, this method provides a linear projection of the population. The CSR method is most applicable for districts that have relatively stable increasing or decreasing trends without any major unpredictable fluctuations from year to year. In school districts encountering rapid growth not experienced historically (a change in the historical trend), the CSR method must be modified and supplemented with additional information.

In this study, survival ratios were calculated using historical data from the past six years for each of the school districts. Due to the fluctuation in survival ratios from year to year, it is appropriate to calculate an average survival ratio, which is then used to calculate grade enrollments five years into the future.

To project the number of high school students that originate from Merchantville Borough, Pennsauken Township, Haddon Heights Borough, Barrington Borough, and Lawnside Borough, historical enrollment data by community for grades 9-12 was provided by the Pennsauken Public Schools and the Haddon Heights School District¹. Survival ratios were computed to project future enrollment in grades 9-12 for each community.

¹It should be noted that the sum of high school students by community will not equal the totals in Haddon Heights High School since historical enrollment figures provided by the Haddon Heights School District do not exactly match those from the NJDOE. Despite the difference, the discrepancies are within a reasonable tolerance.

D. Historical Enrollment Growth

1. Merchantville School District

Historical enrollment data for students attending the Merchantville School District from 2005-06 through 2010-11 are displayed in Table 7. Enrollment in the district (grades PK-8) had been fairly stable from 2006-07 through 2009-10, ranging between 355-367 students, before declining in 2010-11. Enrollment in the district as of October 15, 2010 was 322 students, which represents a loss of 69 students from the 2005-06 school year. When the entire PK-12 population is considered and includes those students attending Pennsauken High School, enrollment has declined from 459 in 2005-06 to 378 in 2010-11, a loss of 81 students. The number of students sent to Pennsauken High School has slowly declined in the last three years and has ranged between 56-69 students since 2005-06. Table 7 also shows computed average survival ratios based on six years of historical data, which will be used to project future enrollment.

2. Pennsauken Public Schools

Historical enrollment data for students attending the Pennsauken Public Schools (PK-12) from 2005-06 through 2010-11 are shown in Table 8. From 2005-06 through 2008-09, enrollment declined but appears to have stabilized in the last two years. Enrollment in the district as of October 15, 2010 was 5,487 students, which represents a loss of 327 students since the 2005-06 school year. Self-contained special education students were redistributed into both the K-8 and 9-12 totals.

At Pennsauken High School (grades 9-12), enrollment has, in general, been declining since the 2005-06 school year. During this period, enrollment has declined from 1,812 to 1,570 students, a loss of 242 students. Table 8 also shows computed average survival ratios based on six years of historical data, which will be used to project future enrollment.

Table 7
Merchantville Historical Grade PK-12
Total Enrollments for 2005-06 to 2010-11

Year ¹	PK SE ²	PK RE ³	K	1	2	3	4	5	6	7	8	SE ⁶	PK-8 Total	9 ⁷	10 ⁷	11 ⁷	12 ⁷	SE ⁸	9-12 Total	PK-12 Total
2005-06	0	28	34	43	35	38	40	36	39	39	43	16	391	12	16	12	11	17	68	459
2006-07	0	28	47	32	33	31	36	40	32	34	34	15	362	8	15	18	12	16	69	431
2007-08	0	30	37	38	31	30	33	39	39	29	33	16	355	12	15	15	16	11	69	424
2008-09	0	35	38	40	38	32	30	32	38	39	32	13	367	16	13	15	11	7	62	429
2009-10	0	28	42	34	35	41	30	33	35	39	38	5	360	9	11	13	17	7	57	417
2010-11	6	0	36	43	35	32	37	33	29	37	34	0	322	12	11	13	15	5	56	378
Average 6-Year Ratios			0.84344 ⁴	0.94986	0.92812	0.96406	0.97036	1.05061	0.96216	0.97230	0.95840	0.00765 ⁵		0.32418	1.22361	1.06136	0.98188	0.12177 ⁹		

Notes: ¹PK-8 data as provided by New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

²Pre-kindergarten special education enrollment

³Pre-kindergarten regular education enrollment

⁴Average birth-to-kindergarten ratio based on birth data five years prior

⁵Average proportion of special education students with respect to K-8 subtotals based on last two historical years

⁶Self-contained special education enrollment/Ungraded Students at PK-8 level

⁷Enrollments as provided by the Merchantville School District

⁸Self-contained special education enrollment/Ungraded Students at 9-12 level

⁹Average proportion of special education students with respect to 9-12 subtotals based on last three historical years

Table 8
Pennsauken Historical Grade PK-12
Total Enrollments for 2005-06 to 2010-11

Year¹	PK SE²	PK RE³	K	1	2	3	4	5	6	7	8	9	10	11	12	SE⁶	PK-8 Total	9-12 Total	PK-12 Total
2005-06	42	167	371	359	356	339	364	342	383	401	429	402	418	426	398	617	4,002	1,812	5,814
2006-07	39	141	401	363	357	352	335	356	374	418	401	369	413	435	390	602	3,963	1,783	5,746
2007-08	41	134	357	366	356	354	325	344	368	378	406	364	433	473	426	443	3,844	1,724	5,568
2008-09	65	154	386	350	358	341	345	337	322	393	378	393	341	414	413	469	3,857	1,602	5,459
2009-10	42	185	391	363	343	356	351	343	354	365	402	365	395	357	402	506	3,908	1,612	5,520
2010-11	49	144	422	365	351	346	350	358	337	364	375	328	382	395	318	603	3,917	1,570	5,487
Average 6-Year Ratios			0.83810 ⁴	0.94909	0.98005	0.98828	0.97971	1.01119	1.01925	1.06636	1.00432	0.90348	1.03786	1.03780	0.92594	0.10898 ⁵			

Notes: ¹Data as provided by New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

²Pre-kindergarten special education enrollment

³Pre-kindergarten regular education enrollment

⁴Average birth-to-kindergarten ratio based on birth data five years prior

⁵Average proportion of special education students with respect to K-12 subtotals

⁶Self-contained special education enrollment/Ungraded Students

3. Haddon Heights School District

Historical enrollment data for students attending the Haddon Heights School District from 2005-06 through 2010-11 are displayed in Table 9. Enrollment in the district (PK-12) as of October 15, 2010 was 1,334 students, which represents a gain of 48 students since the 2005-06 school year. In general, PK-8 enrollment has been slowly rising, gaining 83 students since the 2005-06 school year. Enrollment at Haddon Heights High School (grades 9-12) slowly increased from 2005-06 through 2009-10 before declining in 2010-11. Enrollment in Haddon Heights High School was 675 students in 2010-11, which is a loss of 35 students since the 2005-06 school year. Table 9 also shows computed average survival ratios based on six years of historical data, which will be used to project future enrollment.

4. Lawnside School District

Historical enrollment data for students attending the Lawnside School District (grades PK-8) from 2005-06 through 2010-11 are displayed in Table 10. Enrollment in the district has been steadily decreasing since the 2005-06 school year. As of October 15, 2010, enrollment in the district was 265 students, which represents a loss of 65 students since the 2005-06 school year. When the entire PK-12 population is considered and includes those students attending Haddon Heights High School, enrollment had been fairly stable through 2009-10 before declining in the 2010-11 year. PK-12 enrollment has declined from 477 in 2005-06 to 430 in 2010-11, a loss of 47 students. The number of students in grades 9-12 sent to Haddon Heights High School steadily increased from 2005-06 through 2009-10 before declining in 2010-11. The number of high school students sent to Haddon Heights High School in 2010-11 was 165, which is a gain of 18 students from the 147 students sent in 2005-06. Table 10 also shows computed average survival ratios based on six years of historical data, which will be used to project future enrollment.

5. Barrington School District

Historical enrollment data for students attending the Barrington School District (grades PK-8) from 2005-06 through 2010-11 are displayed in Table 11. Enrollment in the district has been rising, in general, since the 2005-06 school year. As of October 15, 2010, enrollment in the district was 622 students, which represents a gain of 39 students since the 2005-06 school year. When the entire PK-12 population is considered and includes those students attending Haddon Heights High School, enrollment was 892 students in 2010-11, which is a gain of 55 students from the 2005-06 year. The number of students sent to Haddon Heights High School had been steadily rising, in general, from 2005-06 through 2008-08 before holding nearly constant and declining in 2010-11. The number of students in grades 9-12 sent in 2010-11 was 270, which is a gain of 16 students from the total in 2005-06. Table 11 also shows computed average survival ratios based on six years of historical data, which will be used to project future enrollment.

Table 9
Haddon Heights Historical Grade PK-12
Total Enrollments for 2005-06 to 2010-11

Year ¹	PK SE ²	PK RE ³	K	1	2	3	4	5	6	7	8	9	10	11	12	SE ⁷	PK-8 Total	9-12 Total	PK-12 Total
2005-06	9	0	46	58	59	69	62	60	60	65	69	188	164	182	176	19	576	710	1,286
2006-07	4	0	48	56	60	57	74	53	60	65	66	186	185	164	175	13	556	710	1,266
2007-08	0	4	55	59	57	65	65	79	52	69	65	201	192	177	157	12.5	582.5	727	1,309.5
2008-09	0	23	57	59	59	61	74	70	84	59	67	181	193	189	171	3	616	734	1,350
2009-10	13	7	91	61	62	63	63	72	72	87	59	197	176	189	191	5	655	753	1,408
2010-11	5	0	83	92	59	65	63	63	72	72	85	144	179	168	178	6	659	675	1,334
Average 6-Year Ratios			0.74383 ⁴	1.12009	1.01408	1.04716	1.07681	0.99446	1.01460	1.08073	0.99268	0.97009 ⁵	0.97150	0.97499	0.96747	0.00758 ⁶			

Notes: ¹Data as provided by New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Haddon Heights School District

²Pre-kindergarten special education enrollment

³Pre-kindergarten regular education enrollment

⁴Average birth-to-kindergarten ratio based on birth data five years prior

⁵Grade 8-9 ratio for Haddon Heights resident students only

⁶Average proportion of special education students with respect to K-12 subtotals

⁷Self-contained special education enrollment/Ungraded Students

Table 10
Lawnside Historical Grade PK-12
Total Enrollments for 2005-06 to 2010-11

Year ¹	PK SE ²	PK RE ³	K	1	2	3	4	5	6	7	8	SE ⁵	PK-8 Total ¹	9 ⁶	10 ⁶	11 ⁶	12 ⁶	9-12 Total	PK-12 Total
2005-06	0	15	27	28	26	26	24	38	40	50	44	12	330	38	44	34	31	147	477
2006-07	0	8	23	27	29	28	29	22	42	41	43	12	304	49	37	44	30	160	464
2007-08	0	13	32	25	24	32	26	31	26	41	39	8	297	53	50	31	40	174	471
2008-09	0	18	29	35	23	22	29	27	29	29	40	11	292	57	48	50	30	185	477
2009-10	0	18	30	33	29	23	21	29	28	29	31	12	283	48	46	47	46	187	470
2010-11	0	15	28	29	29	27	27	21	28	28	33	0	265	29	47	40	49	165	430
Average 6-Year Ratios			1.0036 ⁴	1.05706	0.89827	1.01251	1.01573	1.01434	1.03813	1.03046	0.99875			1.18864	0.93719	0.93731	0.94435		

Notes: ¹Data as provided by New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Lawnside School District

²Pre-kindergarten special education enrollment

³Pre-kindergarten regular education enrollment

⁴Average birth-to-kindergarten ratio based on birth data five years prior

⁵Self-contained special education enrollment/Ungraded Students

⁶Enrollments as provided by the Haddon Heights School District

Table 11
Barrington Historical Grade PK-12
Total Enrollments for 2005-06 to 2010-11

Year¹	PK SE²	PK RE³	K	1	2	3	4	5	6	7	8	SE⁵	PK-8 Total¹	9⁶	10⁶	11⁶	12⁶	9-12 Total	PK-12 Total
2005-06	5	0	55	51	54	60	68	71	65	85	64	5	583	70	58	68	58	254	837
2006-07	7	0	60	65	54	58	73	69	71	62	80	0	599	75	68	54	68	265	864
2007-08	0	2	63	63	64	56	60	70	67	68	58	0	571	78	74	65	53	270	841
2008-09	10	0	48	75	59	66	57	57	74	62	70	5	583	69	78	73	64	284	867
2009-10	14	0	81	61	77	58	66	55	60	69	66	3	610	75	60	75	73	283	893
2010-11	9	0	96	78	53	71	59	65	58	57	73	3	622	60 ¹	67 ¹	71 ¹	72 ¹	270	892
Average 6-Year Ratios			0.80789 ⁴	1.13122	0.97509	1.00950	1.05725	0.97467	1.02707	0.94388	1.00571			1.06341	0.94420	1.00366	0.98522		

Notes: ¹Data as provided by New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and/or the Barrington School District

²Pre-kindergarten special education enrollment

³Pre-kindergarten regular education enrollment

⁴Average birth-to-kindergarten ratio based on birth data five years prior

⁵Self-contained special education enrollment/Ungraded Students

⁶Enrollments as provided by the Haddon Heights School District

E. Birth Data

Birth-to-kindergarten survival ratios greater than 1.000 indicate that some children are born outside of a community's boundaries and are attending kindergarten in the school district five years later, i.e. an inward migration of children into the district. This type of inward migration is typical in school districts with excellent reputations because the appeal of a good school district draws families into the community. Inward migration is also seen in communities where there are a large number of new housing units, with families moving into the community having children of age to attend kindergarten. Values that are below 1.000 indicate that a number of children born within a community are not attending kindergarten in the school district five years later. This is common in communities where a high proportion of children attend private, parochial, or out-of-district special education facilities, or where there is a net migration of families moving out of the community. It is also common in school districts that have a half-day kindergarten program where parents choose to send their children to a private full-day kindergarten for the first year.

Kindergarten enrollments were calculated as follows: Birth data, lagged five years behind its respective kindergarten class, were used to calculate survival ratios for each birth-to-kindergarten cohort. For instance, in 2005, there were a total of 61 births in Merchantville Borough. Five years later, in the 2010-11 school year, 36 children from Merchantville Borough enrolled in kindergarten, which is equal to a survival ratio of 0.590 from birth to kindergarten. A complete list of birth data and birth-to-kindergarten survival ratios for the Merchantville School District, Pennsauken Public Schools, and Haddon Heights School District is displayed in Table 12. Birth data for the Barrington and Lawnside School Districts, who send their high school students to Haddon Heights High School, were not analyzed as such data do not impact high school enrollments projected for Barrington and Lawnside, and therefore was not pertinent to the study.

Birth-to-kindergarten survival ratios have been, in general, inconsistent in the Merchantville School District, ranging from 0.590 to 1.119, as well as the Haddon Heights School District, ranging from 0.483 to 1.034. On the contrary, birth to kindergarten ratios have been fairly consistent in the Pennsauken Public Schools, ranging from 0.801 to 0.895. Most of the birth-to-kindergarten survival ratios in the three districts are below 1.000.

Birth data for each of the communities were geocoded by the New Jersey Center for Health Statistics ("NJCHS") for 2000-2008 by assigning geographic coordinates to a birth mother based on her street address. Birth data for 2008 from NJCHS were provisional. Of the three communities, Pennsauken Township has consistently had the greatest number of births during this time period, ranging between 430-523 births per year with no apparent increasing or declining trend. Since the NJCHS did not have geocoded birth data for 2009 and 2010, estimates were formulated by averaging the number of births from 2004-2008. Birth rates were needed for 2009 and 2010 since these cohorts will become the kindergarten classes of 2014 and 2015.

Table 12
Birth Rates and Historical Birth-to-Kindergarten Survival Ratios

Birth Year	Merchantville Borough			Pennsauken Township			Haddon Heights Borough		
	Births ¹	Kindergarten Students 5 years Later	B-K Survival Ratio	Births ¹	Kindergarten Students 5 years Later	B-K Survival Ratio	Births ¹	Kindergarten Students 5 years Later	B-K Survival Ratio
2000	50	34	0.680	453	371	0.819	95	46	0.484
2001	42	47	1.119	448	401	0.895	98	48	0.490
2002	46	37	0.804	430	357	0.830	80	55	0.688
2003	44	38	0.863	482	386	0.801	118	57	0.483
2004	50	42	0.840	456	391	0.857	88	91	1.034
2005	61	36	0.590	523	422	0.807	81	83	1.025
2006	59	N/A	N/A	492	N/A	N/A	98	N/A	N/A
2007	54	N/A	N/A	500	N/A	N/A	84	N/A	N/A
2008	71 ²	N/A	N/A	460 ²	N/A	N/A	86 ²	N/A	N/A
2009	59 ³	N/A	N/A	486 ³	N/A	N/A	87 ³	N/A	N/A
2010	59 ³	N/A	N/A	486 ³	N/A	N/A	87 ³	N/A	N/A

Notes: ¹Birth data were provided by the New Jersey Center for Health Statistics for 2000-2008.

²Provisional birth count

³Birth rates for 2009-2010 were estimated by computing the mean number of births from 2004-2008.

F. Effects of Housing Growth

1. Merchantville Borough

Zoning Officer, Mr. William Watson, provided information regarding current and future development in the community. Mr. Watson stated that there are very few open lots, which will limit future residential construction. Currently, there are no residential subdivisions under construction.

According to the Council on Affordable Housing (“COAH”), the borough’s third round, or projected growth share, is 0 units. The projected growth share is an estimate based on projected housing growth and employment in the borough.

Since the enrollment projections utilize cohort survival ratios that take into account prior new home construction growth, the baseline enrollment projections should only be adjusted if the

projected housing growth is significantly different from prior housing growth. Based on the certificate of occupancy (“CO”) data presented in Table 13, it appears that future residential construction will be similar to that which has occurred since 2005. From 2005-2010, there were no COs issued for single, two-family, or multi-family homes in Merchantville Borough. Since the number of future non age-restricted housing units (0) is identical to that which occurred in the last five years (0), the forthcoming baseline enrollment projections do not need to be modified to account for additional children from new housing developments.

Table 13
Number of Residential Certificates of Occupancy by Year

Year	Merchantville Borough		Pennsauken Township		Haddon Heights Borough		Lawnside Borough		Barrington Borough	
	1&2 Family	Total	1&2 Family	Total	1&2 Family	Total	1&2 Family	Total	1&2 Family	Total
2005	0	0	8	8	1	1	12	12	11	11
2006	0	0	13	13	4	4	25	25	6	6
2007	0	0	13	89	4	4	17	17	4	4
2008	0	0	10	10	7	7	8	8	4	4
2009	0	0	7	7	13	13	0	0	4	4
2010	0	0	4	4	14	14	3	3	0	0
Total	0	0	55	131	43	43	65	65	29	29

Source: New Jersey Department of Community Affairs

2. Pennsauken Township

Zoning Officer Mr. John Adams was contacted and provided information regarding current and future development in the community. Two potential developments are currently on hold and awaiting approval from the planning board. The first development by Rosewood Apartment Venture LLC would consist of 80 age-restricted apartment units. This development is not shown in the following table since it is age-restricted and should not have any impact on the Pennsauken Public Schools. The second development would consist of 48 luxury condominium units in two three-story buildings as shown in Table 14.

Regarding affordable housing, the township’s third round, or projected growth share, is 359 units, which is to be completed by 2018. The projected growth share is an estimate based on projected housing growth and employment in the township. However, there has recently been a legal challenge to COAH’s computation of the projected growth share due to the recession, which may impact the number of units a community is required to build.

Table 14
Projected Housing Growth in Pennsauken Township

Development Identification	Number of Units	Housing Type	Number of Bedrooms	Project Status
D'Anastasio – Park Avenue at St. Martin's Road	48	Condos	19 1-BR 29 2-BR	Project is currently on hold and awaiting further planning board approvals.

Source: Pennsauken Township Zoning Officer

From 2005-2010, 55 COs were issued for one- or two-family homes and an additional 76 COs were issued for multi-family homes (131 COs total) as shown in Table 13. Since the number of future non age-restricted housing units (48) is less than that which was built in the last six years (131), the forthcoming baseline enrollment projections do not need to be modified to account for additional children from new housing developments.

3. Haddon Heights Borough

Zoning and Code Enforcement Officer, Mr. Ronald Newell, provided information regarding current and future development. Mr. Newell stated that one new development consisting of 27-30 market-rate, non age-restricted single-family homes is scheduled to begin construction in 2012 as shown in Table 15.

Table 15
Projected Housing Growth in Haddon Heights Borough

Development Identification	Number of Units	Housing Type	Number of Bedrooms	Project Status
Glover Mill Village	27-30	SF	N/A	To begin construction in 2012

Source: Haddon Heights Borough Zoning and Code Enforcement Officer

According to COAH, the borough's third round, or projected growth share, is 36 units, which is to be completed by 2018. The projected growth share is an estimate based on projected housing growth and employment in the borough. However, there has recently been a legal challenge to COAH's computation of the projected growth share due to the recession, which may impact the number of units a community is required to build.

From 2005-2010, 43 COs were issued for single, two-family, or multi-family homes as shown in Table 13. In the last two years, 27 COs have been issued for new homes in Haddon Heights Borough. Since the number of future non age-restricted housing units (27-30) is less than that which was built in the last six years (43), the forthcoming baseline enrollment projections do not need to be modified to account for additional children from new housing developments.

4. Lawnside Borough

Ms. Bernadette Jefferson, Zoning Officer in Lawnside Borough, provided information regarding current and future development. Ms. Jefferson stated that there is no ongoing residential construction, nor are there any developments planned for the near future.

According to COAH, the borough's third round, or projected growth share, is 99 units, which is to be completed by 2018. The projected growth share is an estimate based on projected housing growth and employment in the borough. However, there has recently been a legal challenge to COAH's computation of the projected growth share due to the recession, which may impact the number of units a community is required to build.

Since 2005, there have been 65 COs issued in Lawnside Borough for single, two-family, or multi-family homes, the majority of which were issued prior to 2008. In the last two years, only 3 COs have been issued for new homes as shown in Table 13. Based on this data, and the comparatively fewer housing units proposed in the future, the forthcoming enrollment projections do not need to be modified to account for additional children from new housing developments.

5. Barrington Borough

Planning/Zoning Board Secretary, Ms. Patricia Farinella, provided information regarding current and future development. Ms. Farinella stated that there are few open lots available to build upon, which will limit future housing development.

According to COAH, the borough's third round, or projected growth share, is 78 units, which is to be completed by 2018. The projected growth share is an estimate based on projected housing growth and employment in the borough. However, there has recently been a legal challenge to COAH's computation of the projected growth share due to the recession, which may impact the number of units a community is required to build.

From 2005-2010, 29 COs were issued for single, two-family, or multi-family homes, as shown in Table 13. However, no COs were issued in 2010. Based on this data, and the comparatively fewer housing units proposed in the future, the forthcoming enrollment projections do not need to be modified to account for additional children from new housing developments.

For each community, it was assumed that any additional enrollment growth in the district would be entirely due to new home construction. Regarding growth due to home resales, it was assumed that the future home resale market would be similar to what has occurred historically, thereby including the effect of migration due to home resales.

G. Enrollment Projections

Baseline enrollment projections were calculated using average cohort-survival ratios based on the last six years of historical enrollment data. These values were used to project enrollments for each grade from the 2011-12 school year through the 2015-16 school year. As discussed previously, the survival ratios do take into account prior residential construction. None of the baseline enrollment projections were adjusted to account for housing growth since the planned growth in each community is similar to, or less than, that experienced historically.

Enrollments for self-contained special education/ungraded classes were computed by calculating the historical proportion of self-contained special education/ungraded students with respect to the K-12 subtotals for the school districts in Pennsauken Township and Haddon Heights Borough, and with respect to K-8 subtotals for the Merchantville School District. An average proportion was then computed and used to estimate the future number of self-contained special education/ungraded students in each district. Future self-contained special education/ungraded students in the Pennsauken Public Schools and the Haddon Heights School District were redistributed into the PK-8 and 9-12 subtotals using proportions from the 2010-11 school year.

On September 10, 2010, New Jersey Governor Chris Christie signed into law the Interdistrict School Choice Program, which took effect in the 2011-12 school year. This program enables students to choose to attend a school within a district outside their district of residence that participates in the choice program. The choice school sets the number of openings per grade level. Since this study uses historical enrollment ending in the 2010-11 school year, it is not known what the effect of the choice program will be on the enrollment of the school districts described in this report.

As part of the School Funding Reform Act of 2008 (SFRA), all school districts in New Jersey are to provide expanded Abbott-quality pre-school programs for at-risk 3- and 4-year olds as outlined in N.J.A.C. 6A:13A, *et seq.* The State of New Jersey will provide aid for the full-day program based on projected enrollment. School districts categorized as District Factor Group² (“DFG”) A, B, and CD with a concentration of at-risk pupils equal to or greater than 40%, must offer a pre-school program to all pre-school aged children regardless of income. This is known as “Universal” pre-school. For all other school districts, a pre-school program must be offered only to at-risk children, known as “Targeted” preschool. School districts are required to offer these programs to at least 90% of the eligible pre-school children by 2013-14. School districts may educate the pre-school children in district, by outside providers, or through Head Start programs. Due to budgetary constraints, the New Jersey Department of Education postponed the roll-out of the program, initially scheduled for 2009-10. Since it is unclear if and when the program will be mandated, the forthcoming enrollment projections do not include additional pre-kindergarten students from the SFRA. However, Table 16 shows the potential impact on the school districts in Pennsauken Township, Merchantville Borough, and Haddon Heights Borough.

² Introduced by the New Jersey Department of Education in 1975, it provided a system of ranking school districts in the state by their socio-economic status.

The pre-school program must be rolled out over a five-year period according to the following schedule:

- At least 20% of the eligible pre-school universe in the 2009-10 school year
- At least 35% of the universe in 2010-11
- At least 50% of the universe in 2011-12
- At least 65% of the universe in 2012-13
- At least 90% of the universe In 2013-14

The universe of pre-school children in “Universal” districts is computed by multiplying the 1st grade enrollment in 2007-08 by two. The universe of pre-school children in “Targeted” districts is computed by multiplying the 1st grade enrollment in 2007-08 by two and then multiplying by the percentage of students (K-12) having free or reduced lunch in the district. Both the Merchantville School District and the Haddon Heights School Districts are “Targeted Districts”, while the Pennsauken Public Schools is a “Universal” district since it is a “CD” district with a concentration of at-risk pupils greater than 40 percent (54.14%). Of the three districts, the greatest impact would be on the Pennsauken Public Schools, which would have to potentially educate 644 pre-kindergarten students in 2013-14. In Table 16 below, the DFG of each district and the estimated number of total eligible pre-school students by school district and year is shown.

Table 16
Estimated Number of Eligible Pre-School Students by School District
as Per School Funding Reform Act of 2008

School District	DFG (2000)	Total eligible¹	2009-10	2010-11	2011-12	2012-13	2013-14
Merchantville School District	DE	20	4	7	10	13	18
Pennsauken Public Schools	CD	716	143	251	358	465	644
Haddon Heights School District	GH	5	1	2	3	3	5

Notes: ¹New Jersey Department of Education, Division of Early Childhood Education

1. Merchantville School District

Projected PK-12 enrollment for the Merchantville School District using cohort-survival ratios based on historical data from the last six years is shown in Table 17. Enrollment for the district (PK-8) is projected to slowly rise through 2015-16. The PK-8 enrollment in 2015-16, 373, would represent a gain of 51 students from the 2010-11 total of 322 students. At the PK-12 level, enrollment is also projected to slowly rise through 2015-16 to 428 students, which would be a gain of 50 students from the 2010-11 total of 378 students. For grades 9-12, enrollment is projected to be fairly stable, ranging between 55-58 students, which is similar to the 56 students in grades 9-12 in the 2010-11 school year.

Table 17
Merchantville Projected Grade PK-12 Enrollments for 2011-2015

Year	K SE	K RE	1	2	3	4	5	6	7	8	SE	PK-8 Total	9	10	11	12	SE	9-12 Total	K-12	
2011-12¹	6	0	50	34	40	34	31	39	32	28	35	2	331	11	15	12	13	6	57	388
2012-13¹	6	0	46	47	32	39	33	33	38	31	27	2	334	11	13	16	12	6	58	392
2013-14	6	0	60	44	44	31	38	35	32	37	30	3	360	9	13	14	16	6	58	418
2014-15	6	0	50	57	41	42	30	40	34	31	35	3	369	10	11	14	14	6	55	424
2015-16	6	0	50	47	53	40	41	32	38	33	30	3	373	11	12	12	14	6	55	428

Note: ¹This does not include approximately 15 PK-8 Choice students for 2011-12 and approximately 30 for 2012-13. This would add approximately two children per grade level for 2011-12 and four children per grade level for 2012-13 to the projections shown above. Merchantville had not been a choice district prior to the current school year, and will agree to cease accepting choice students at the request of Haddon Heights. Therefore, it has been assumed that choice enrollment will not increase beginning in 2013-14, should withdrawal be permitted.

In connection with this analysis, we reviewed Merchantville's enrollment, both K-8 and 9-12, going back as far as the 1998-99 school year. During this time period, Merchantville has never experienced a 100% cohort-survival ratio from 8th grade to 9th grade. Between 1998-99 and 2004-05, the average survival rate from 8th to 9th grade was 46.2%. As shown in Table 7, between 2005-06 and 2010-11, the average survival rate from 8th to 9th grade was 32.4%. Between 1998-99 and 2004-05, with the exception of two school years, Merchantville's 8th grade enrollment ranged between 40-46 students per year. During this time period, corresponding 9th grade enrollment ranged between 13-27 students per year. More recently, since 2005-06, the 8th grade enrollment has ranged between 32-43 per year. Corresponding 9th grade counts have been even less, ranging between 8-16 students per year.

Based upon the consultant's experience, analysis, and his understanding of Merchantville, the consultant believes that if Merchantville were to sever its sending-receiving relationship with Pennsauken and begin sending its students to Haddon Heights High School, Merchantville would likely experience a retention rate higher than its current retention rate. If Merchantville began sending its high school students to Haddon Heights beginning in the 2015-16 school year, the 6th grade students in 2012-13 would attend Haddon Heights High School as 9th grade students in 2015-16. Phasing in the 3rd – 5th grades from 2012-13 in subsequent years and including the Choice students as well (approximately four per grade level in 2012-13), there is a theoretical potential for 159 Merchantville high school students in grades 9-12. If 46.2% of these students attended Haddon Heights High School (the average grade 8 to 9 survival rate between 1998-99 and 2004-05), Merchantville would send a total of 73 students, or about 18 per grade level, to Haddon Heights. If the grade 8 to 9 survival ratio were much higher than observed historically, for example 75%, Merchantville would send a total of 119 students, or about 30 per grade level, to Haddon Heights.

However, it is the consultant's belief that the grade 8 to 9 survival ratio will not approach 75%. According to Merchantville School District records, a significant number of Merchantville students attend high schools other than Pennsauken High School. In the last three years, an average of 22 students per year has attended Camden County Vo-Tech. This is likely to continue into the future and reduce the potential number of Merchantville students attending Haddon Height High School. Likewise, a large number of students from Merchantville attend local parochial high schools such as Camden Catholic, Bishop Eustace, and Paul VI. It is also likely that these enrollment trends will continue into the future, reducing the potential number of students attending Haddon Heights High School.

2. Pennsauken Public Schools

Projected PK-12 enrollment for the Pennsauken Public Schools using cohort-survival ratios based on historical data from the last six years is shown in Table 18. PK-8 enrollment for the district is projected to slowly rise throughout the five-year projection period. The PK-8 enrollment in 2015-16, 3,995, would represent a gain of 78 students from the 2010-11 total of 3,917 students. At the PK-12 level, enrollment is projected to be fairly stable, ranging between 5,450-5,520 over the projection period. At the high school level, enrollment is projected to decline through 2013-14 before increasing in the last two years of the projection period. A total of 1,525 students are projected in grades 9-12 in 2015-16, a loss of 45 students from the 1,570 students in grades 9-12 in the 2010-11 school year.

Table 18
Pennsauken Projected Grade PK-12 Enrollments for 2011-2015

Year	PK SE	PK RE	K	1	2	3	4	5	6	7	8	9	10	11	12	SE	PK-8 Total	9-12 Total	PK-12 Total
2011-12	46	154	412	401	358	347	339	354	365	359	366	339	340	396	366	517	3,892	1,567	5,459
2012-13	46	154	419	391	393	354	340	343	361	389	361	331	352	353	367	518	3,943	1,529	5,472
2013-14	46	154	386	398	383	388	347	344	350	385	391	326	344	365	327	516	3,962	1,488	5,450
2014-15	46	154	407	366	390	379	380	351	351	373	387	353	338	357	338	520	3,977	1,513	5,490
2015-16	46	154	407	386	359	385	371	384	358	374	375	350	366	351	331	523	3,995	1,525	5,520

3. Haddon Heights School District

Projected PK-12 enrollment for the Haddon Heights School District using cohort-survival ratios based on historical data from the last six years is shown in Table 19. At the PK-8 level, enrollment is projected to slowly increase through 2015-16. PK-8 enrollment for the district is projected to be 748 students in 2015-16, which would represent a gain of 89 students from the 2010-11 total of 659 students. At the PK-12 level, enrollment is projected to be fairly stable, ranging from 1,359 to 1,397. PK-12 enrollment in 2015-16 is projected to be 1,383 students, which would be a gain of 49 students from the 2010-11 total of 1,334 students. At the high school level, enrollment is projected to decline, in general, through 2015-16. A total of 635 students are projected in grades 9-12 in 2015-16, a loss of 40 students from the 675 students in grades 9-12 in the 2010-11 school year.

Table 19
Haddon Heights Projected Grade PK-12 Enrollments for 2011-2015

Year	PK SE	PK RE	K	1	2	3	4	5	6	7	8	9	10	11	12	SE	PK-8 Total	9-12 Total	PK-12 Total
2011-12	5	6	73	93	93	62	70	63	64	78	71	199	140	175	163	10	678	687	1,365
2012-13	5	6	62	82	94	97	67	70	64	69	77	164	193	136	169	10	693	672	1,365
2013-14	5	6	64	69	83	98	104	67	71	69	68	166	159	188	132	10	704	655	1,359
2014-15	5	6	65	72	70	87	106	103	68	77	68	162	161	155	182	10	727	670	1,397
2015-16	5	6	65	73	73	73	94	105	105	73	76	161	157	157	150	10	748	635	1,383

4. Lawnside School District

Projected 9-12 enrollment for students from Lawnside Borough attending Haddon Heights High School is shown in Table 20. Projections were computed using cohort-survival ratios based on historical data from the last six years. The number of high school students is projected to decline from 165 students in 2010-11 to 118 students in 2015-16, a loss of 47 students over the five-year projection period.

Table 20
Lawnside Projected Grade 9-12 Enrollments for 2011-2015

Year	9	10	11	12	Total
2011-12	39	27	44	38	148
2012-13	34	37	25	42	138
2013-14	33	32	35	24	124
2014-15	29	31	30	33	123
2015-16	34	27	29	28	118

5. Barrington School District

Projected 9-12 enrollment for students from Barrington Borough attending Haddon Heights High School is shown in Table 21. Projections were computed using cohort-survival ratios based on historical data from the last six years. The number of high school students is projected to decline, in general, throughout the projection period. The number of students in 2015-16, 236, would be a loss of 34 students from the 270 students in 2010-11.

Table 21
Barrington Projected Grade 9-12 Enrollments for 2011-2015

Year	9	10	11	12	Total
2011-12	78	57	67	70	272
2012-13	61	74	57	66	258
2013-14	58	58	74	56	246
2014-15	67	55	58	73	253
2015-16	61	63	55	57	236

H. Capacity Analysis

As discussed previously, children from Merchantville attend Pennsauken High School in Pennsauken Township for grades 9-12 through a sending-receiving agreement. If the sending-receiving agreement is severed, high school students from Merchantville would attend Haddon Heights High School in Haddon Heights Borough. According to the Pennsauken Public Schools' Long Range Facilities Plan ("LRFP") and using District Practices methodology, Pennsauken High School has a functional capacity of 1,777 students. In the Haddon Heights School District, Haddon Heights High School (grades 7-12) has a functional capacity of 819 students using District Practices methodology, according to its LRFP. The District Practices methodology provides a reasonable approximation of the capacity of a school building, since it is based on how the building is utilized by the school district and factors in the district's targeted student-teacher ratios. This method does not take into account square footage allowances per student (known as the "FES methodology"). Since buildings cannot be 100% utilized due to scheduling conflicts, most districts employ either an 85% or 90% utilization factor to determine school capacity.

Table 22 shows the capacities of Pennsauken High School and Haddon Heights High School in comparison to the projected enrollment in the 2015-16 under two different scenarios. As shown previously in Table 17, 55 Merchantville students are projected to attend Pennsauken High School in 2015-16. The first scenario compares enrollment to capacity for the status quo; that is, if the sending-receiving agreement is not terminated. The second scenario compares enrollment to capacity if the sending-receiving agreement is terminated, which would result in 55 students from Merchantville attending Haddon Heights High School instead of Pennsauken High School. Positive values indicate available extra seating while negative values indicate a shortage of seating.

Table 22
Capacity Analysis

School	Capacity	Enrollment in 2015-16 Status Quo	Difference	Enrollment in 2015-16 after Termination of Send-Receive	Difference
Pennsauken High School	1,777	1,525	+252	1,470	+307
Haddon Heights High School	819	635	+184	690	+129

As the table shows, both Pennsauken High School and Haddon Heights High School have adequate capacity under the status quo, or in the event of the termination of the sending-receiving agreement if Merchantville students attend Haddon Heights High School. As shown previously in Table 7, the survival rate of Merchantville 8th graders to Pennsauken High School has been quite low, averaging approximately 32.4%. In a worst-case scenario, if all of the eligible Merchantville students attended Haddon Heights High School, there would be approximately 135 Merchantville students in 2015-16 (an additional 80 students), which still would not exceed the high school's capacity.

III. EDUCATIONAL IMPACT

A. Introduction

From an educational standpoint this feasibility study will focus on the consideration of the current (status quo) configuration of the sending-receiving relationship and the potential configuration of a sending-receiving relationship between Merchantville and Haddon Heights for students in grades 9-12. Haddon Heights already has two sending-receiving relationships in place for the high school students from Barrington and Lawnside.

The consultant interviewed the superintendents of Merchantville, Haddon Heights, Barrington and Lawnside and in some cases other district personnel. Pennsauken declined the opportunity to be interviewed or to participate in the study. This necessitated the use of the Open Public Records Act (“OPRA”) to obtain information from that district. While this is not an optimal scenario, much of the information was available either through the OPRA request or from other sources. Information and data from many sources were studied and considered. Where provided, these included, but are not limited to, the following: district curricula, No Child Left Behind data, the State Report Card for each district and school, master schedules, and data available from the New Jersey Department of Education website such as the Highly Qualified Teacher Survey, state assessment data, No Child Left Behind Reports, compliance reports, and Comparative Spending Guides. The consultant visited each district with the exception of Pennsauken and toured the Merchantville School and Haddon Heights High School.

Each of the three primary districts will be discussed later in this section but the following observations are worthy of mention as an introduction to the educational section. While facilities vary in age and conditions, all are appropriate for their purpose. Each district appears to meet the compliance requirements of the state. Each district has a curriculum based on the New Jersey Core Content Curriculum Standards. These Core content standards form the foundation of the districts’ programs.

B. Merchantville

1. Overview of the Merchantville School District

The Merchantville School District receives students from Merchantville along with a few tuition students from other communities. Merchantville is a participating "School Choice" district. School Choice districts are permitted to accept students outside their enrollment area and receive state aid for those students. The program is designed to afford more educational opportunity to New Jersey students. Currently, Merchantville accepts 15 school choice students. These students come from Camden and other local communities. Merchantville has a sending-receiving relationship with the Pennsauken School District to educate Merchantville students in grades 9-12. A school official stated that an increasing number of students choose to attend private or parochial high schools rather than Pennsauken. This is confirmed by student census.

Merchantville operates a comprehensive PK-8 school district with regular education and special education classes. The Merchantville School was built in 1936 as a high school and converted to an elementary school in the 1970s. The 85,758 square foot building has a capacity of 574 students and an enrollment of 322. The facility lacks complete accessibility for the handicapped. The building underwent a major refurbishment approximately twelve years ago and the auditorium was recently renovated. While it is an older building, it does provide the necessary space and facilities for an elementary school program. Along with the academic program, Merchantville offers numerous extra-curricular activities including: band, chorus, team sports, National Junior Honor Society, and an afterschool enrichment program. Merchantville is fortunate to have the Marie J. Carroll Memorial Fund that provides over \$50,000 for extra-curricular and cultural activities as well as over \$100,000 in scholarships per year to graduating seniors from Merchantville. Merchantville has a formal relationship with the Camden County Library that allows the County Library to operate and stock the Merchantville School library and make it available to both the school and the community. Merchantville belongs to several electronic databases for teacher use including "Children's Literature", "Brain Pop", and "Discovery Education Streaming."

In May of 2010 Merchantville received their New Jersey Quality Single Accountability Continuum ("QSAC") findings. With ratings of 94% in instruction and placement, 95% in fiscal management, 100% in operations, 99% in personnel, and 89% in governance Merchantville was designated a "high performing" district. Merchantville was also chosen as an "Interdistrict Public School Choice District" for 2011-2012. Currently 15 school choice students attend Merchantville schools. According to the state report, all Merchantville teachers are "highly qualified" in their instructional area. Merchantville issues a parent handbook containing pertinent information and school policies.

Merchantville school personnel stated that there has been no curricular articulation with Pennsauken over at least the last three years. Also, there is no joint curriculum development or textbook selection. Additional concerns were expressed that Pennsauken is an under-performing school district with low test scores and high tuition costs over which Merchantville has little, if any, control. Pennsauken does provide an annual guidance program for eighth grade students who will attend Pennsauken High School.

C. Pennsauken

1. Overview of the Pennsauken Public Schools

The Pennsauken Public Schools decided that neither the superintendent nor the high school principal would be interviewed for this study. The district did respond to Open Public Records Act requests for information on the district programs and provided the following materials: the teacher handbook; Language Arts and Mathematics Curriculum Guides; 2010-2013 Technology Plan; Supplemental Education Services Plan; 2007-2010 Comprehensive Equity Plan; Violence and Vandalism report; Student Handbook; 2011-2012 Program of Study; Report of Certificated Staff Status; Master Class List; District Professional Development Plan; No Child Left Behind Consolidated Application; and 2005 Long Range Facilities Plan. Pennsauken has 11 schools including: an early childhood building; seven elementary (K-4), an intermediate (5-6), a middle (7-8) and a high (9-12) school. The Technology and Comprehensive Equity Plans appear to be up to date and in compliance with the relevant laws. The Mathematics and Language Arts curriculum guides include the New Jersey Core Curriculum Content standards, sample rubrics, timelines and concept clusters.

The New Jersey School Report Card, New Jersey Assessment and Adequate Yearly Progress (“AYP”) data and the violence and vandalism data were reviewed from online sources.

2. Pennsauken High School

Although the district decided not to provide access to the high school principal or the high school, a great deal of information about the school and its programs was made available and additional information was available through the State Department of Education website. According to the School Report Card and Program Study List, the high school offers eleven (11) Advanced Placement courses, eleven (11) honors courses, and in total offers 196 courses. Camden County College offers college credit in nine courses. The report card mentions the numerous extracurricular activities, the related arts/technology program and the use of technology in the classroom. It reports that Pennsauken utilizes an academy approach focusing on smart boards, inclusion, data analysis, and effective instruction. The teacher handbook lists 37 clubs and activities for students along with 23 sports programs. The Student Handbook is a comprehensive document with the school calendar, various policies, services, and activities included.

Pennsauken High School recently underwent a “Collaborative Assessment and Planning for Achievement” (“CAPA”) evaluation. CAPA visitations are scheduled for schools and districts that do not meet the No Child Left Behind (“NCLB”) requirements for AYP. The state reports that Pennsauken High School is currently in year six in mathematics and year five –hold status, in language arts.

Pennsauken operates a Supplemental Education Services (“SES”) program. Their records indicate that 847 students in the high school were eligible in 2009-2010 and that 60 participated. In 2010-2011 1219 students were eligible and 31 participated. SES programs are “designed to

increase academic achievement ... of students that have not met state targets (AYP) for three or more years.”

The District Professional Improvement Plan contains Pennsauken High School information in which the teachers pointed out the need for “assisting the at risk students,” and “the need for improving instruction/methods in the classroom.” The students in the May 2009 survey cited two main issues; “a lack of consistently enforced discipline and a restrictive choice of available courses.” “Further, students seemed upset at the lack of technology within the school itself and would like more courses that make use of technology.” In response to the students’ concerns on discipline,” the School Discipline Committee established a tiered system of offenses and consequences to help alleviate concerns regarding bias and inconsistent application.” There was no mention of any articulation with Merchantville in the professional development plan.

Additional information about the high school may be found in specific sections later in this report.

D. Haddon Heights

1. Overview of the Haddon Heights School District

Haddon Heights operates a comprehensive PK-12 school district with regular and special education classes. The district operates four schools: three elementary schools and a six-year high school. Students from the communities of Barrington and Lawnside in grades nine through twelve attend Haddon Heights High School under sending-receiving relationships. The sending-receiving relationships add both racial and financial diversity to the district. In 2010, the Haddon Heights school district was designated a “high performing district after undergoing the QSAC District Performance Review (“DPR”). Interviews with the superintendent, Board of Education President, high school principal and other staff members gave the consultant a glowing picture of a progressive school district. The district has a parent advisory council with members from Barrington and Lawnside.

The district recently developed a strategic plan and utilizes the plan to guide the district. Haddon Heights emphasizes staff training and high expectations of both staff and students. A wide range of academics, sports, and extra-curricular activities is available to all students. Progressive programs such as “Understanding by Design” and “Differentiated Instruction” are in place. Reviewed curriculum guides followed the Core Content Curriculum Standards (“CCCS”) and listed these in the guides. The guides contain objectives, performance indicators, essential questions and common assessments. The Haddon Heights course selection guide lists 13 honors classes and 9 advanced placement courses. The technology education department includes courses in CAD, Digital Video Production, Cisco Networking and Architectural Graphics and Design. Haddon Heights also offers theater and business education courses. The district reports it has both a comprehensive equity plan and a technology plan in place.

Articulation with the sending districts appears to be both comprehensive and on-going. A “bridge” program helps with the transition and integration of the students from the sending districts to enter the high school. The districts do some cooperative purchasing and rotate novels between the three districts to save funds. The school calendar contains information about both the Barrington and Lawnside school districts’ events and regulations. The district is proud of their success in melding the sending districts’ students into a cohesive high school. The Board President touted the “real world environment” of the district. Haddon Heights has one additional Board of Education member from each of the Boroughs of Barrington and Lawnside. These members are active and involved on various committees of the board. Haddon Heights allows them to take part in the interview process for certain staff members.

2. Haddon Heights Junior/Senior High School

Haddon Heights Junior/Senior High School has an excellent reputation for students going on to post secondary education (97% for the class of 2010). The high school is located in the heart of Haddon Heights on a small site with no space for expansion and few on campus athletic facilities. While it is an older facility, additions and renovations to the building allow it to continue to be a comprehensive high school with modern technology. The high school operates a modified block schedule with two days of block scheduling each week. The administration utilizes pre-and post-conferences, department heads, sustained professional development, and administrative walkthroughs to assist instruction. Under the direction of principal David Sandowich, the high school is working on the following goals for 2010-2011:

1. Common assessment and data analysis. Demonstrate progress in assuring common assessments reflect essential knowledge, understanding and skills (doing).
2. Further application of backward design and “Understanding by Design” principles. Using Professional Learning Communities to show more problem solving and use of essential questions.
3. Further application of Differentiated Instruction principles
4. Detracking to expose all students to high level course work.

Haddon Heights Junior Senior High School professional development includes common planning time and co-teaching workshops in their inclusion programs to provide special education students with additional assistance. The high school has sufficient technology including internet, smart boards, iPods, pupil information and assistance software i.e.: Athena, Naviance Succeed Software, and Smart Response systems. A well-rounded program of extracurricular activities including those in the performing arts is present in the high school. Haddon Heights has both a parent advisory committee and a student advisory committee. Professional development is stressing closing the achievement gap, parallel instruction, data driven instruction, differentiated instruction, and common assessments. Some professional

development is handled through staff turn-key instruction. Additional information about the high school may be found in specific sections later in this report.

E. Haddon Heights Sending-Receiving Relationships

1. Barrington

Barrington is a small PK to 8th grade school district located adjacent to Haddon Heights. Barrington has an enrollment of 622 students. Students in grades 9-12 attend Haddon Heights High School. According to the superintendent, Barrington is an actively engaged community where parents are concerned and committed to the education of the students. Additionally, they feel a sense of pride in belonging to Haddon Heights High School. Barrington superintendent, Anthony Arcodia, mentioned that articulation with Haddon Heights has “never been better.” Mr. Arcodia expressed that the transition to Haddon Heights was well done through various “bridge” programs and summer programs. He stated that Haddon Heights and Barrington have a common calendar with common in-service programs and grade level articulation. Haddon Heights allows both Barrington and Lawnside to be involved in the development of curriculum and textbook selection. They are allowed to participate in the interview process for staff members, such as, the Director of Special Services. Barrington’s superintendent felt that there would not be any difficulties or negative impact to either Barrington or Haddon Heights if the Merchantville students joined the district. Mr. Arcodia felt the addition of Merchantville to Haddon Heights could benefit Barrington with possible lower tuition costs and increased student programs.

2. Lawnside

Lawnside is a small historically minority community located in Camden County that was a stop on the Underground Railroad. Lawnside has an enrollment of 265 students. Students in grades 9-12 attend Haddon Heights High School. Lawnside is lower socio-economically than Haddon Heights. Both Haddon Heights and Lawnside point with pride to the belief that despite the differences in the communities the schools do a wonderful job of becoming a single learning community for high school. Lawnside collaborates with Haddon Heights on curriculum development and vertical articulation. Lawnside is implementing “Understanding by Design” with turn-key staff training in conjunction with in-service programs provided jointly with Haddon Heights. They also have common calendars and additional joint in-service programs. Lawnside believes that Haddon Heights is one of the top schools in the county. Like Barrington, Lawnside expressed no concerns about the possible addition of the students from Merchantville to Haddon Heights.

F. Comparison of New Jersey Assessments and Adequate Yearly Progress Indicators

1. Background

The NCLB requires that all states develop and establish standards for accountability for all schools and students through statewide assessments. The NCLB has a goal of 100% proficiency by the year 2014. New Jersey uses statewide assessments in language arts literacy and mathematics based on the NJ Core Content Curriculum Standards. All students, including those in subgroups, must meet proficiency benchmarks. In New Jersey, students must reach the level of either “proficient” or “advanced proficient” to meet the benchmarks. Schools are evaluated using these results based on forty-one (41) indicators. If a school fails to reach proficiency in all 41 indicators for two consecutive years, the school is labeled “in need of improvement” and does not obtain AYP.

G. Comparison of New Jersey Assessment of Skills and Knowledge Data for Grades Six-Eight

Tables 28 to 39 contain the results of the last three available years of results on the New Jersey Assessment of Skills and Knowledge (“NJASK”) for grades six through eight. The tables present the data for each of the districts involved in this study. Each subject area at each grade level has a table on the total population of the district and a corresponding table of the sub- group of students who are economically disadvantaged. Economically disadvantaged students are one of the sub groups that make up the 41 indicators that determine AYP. The New Jersey benchmark for AYP for these assessments is 72% in middle school (Grades 6-8) Language Arts Literacy and 61% in Mathematics.

Table 28 displays the results of the grade six language arts literacy assessment for the total district population. In 2010, Haddon Heights and Merchantville exceeded the required 72% of proficient and advanced proficient students while Barrington, Lawnside, and Pennsauken did not. In this area, Merchantville students were almost 25 percentage points higher than Pennsauken students.

Table 28
New Jersey Assessment of Skills and Knowledge
Language Arts Grade Six
District Total Population

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	66	48.5	51.5	0.0
	2009	71	25.4	70.4	4.2
	2010	57	33.3	61.4	5.3
Haddon Heights	2008	56	28.6	67.9	3.6
	2009	84	17.9	67.9	14.3
	2010	72	16.7	69.4	13.9
Lawnside	2008	30	66.7	33.3	0.0
	2009	31	58.1	41.9	0.0
	2010	27	55.6	44.4	0.0
Merchantville	2008	40	47.5	52.5	0.0
	2009	41	34.1	63.4	2.4
	2010	36	25.0	75.0	0.0
Pennsauken	2008	412	63.6	35.7	0.7
	2009	385	46.5	50.9	2.6
	2010	405	49.4	46.9	3.7
State	2008	102,146	42.9	54.8	2.4
	2009	102,432	30.2	62.6	7.2
	2010	102,828	34.7	57.7	7.6

Source: NJ DOE data

Table 29 presents the results of the economically disadvantaged sub-group. Barrington and Haddon Heights did not have a large enough student population in this sub-group to be reported to the state. This is represented by the “*” in the table. Only Merchantville, at 80%, obtained the 72% level required for AYP in this subgroup.

Table 29
New Jersey Assessment of Skills and Knowledge
Language Arts Grade Six
Economically Disadvantaged

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	13	69.2	30.8	0.0
	2009	12	41.7	58.3	0.0
	2010	*	*	*	*
Haddon Heights	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
Lawnside	2008	12	75.0	25.0	0.0
	2009	*	*	*	*
	2010	18	72.2	27.8	0.0
Merchantville	2008	15	60.0	40.0	0.0
	2009	13	61.5	30.8	7.7
	2010	15	20.0	80.0	0.0
Pennsauken	2008	261	71.3	28.0	0.8
	2009	265	50.6	48.7	0.8
	2010	270	57.4	40.4	2.2
State	2008	29,676	67.8	31.9	0.3
	2009	31,638	52.0	46.6	1.4
	2010	34,308	56.7	41.8	1.6

Source: NJ DOE data

Table 30 displays the results of the grade six mathematics assessment for the total district population. In 2010, Barrington, Haddon Heights, Pennsauken, and Merchantville exceeded the required 61% of proficient and advanced proficient students while Lawnside did not. Merchantville students scored 14 percentage points higher than Pennsauken students at this level.

Table 30
New Jersey Assessment of Skills and Knowledge
Mathematics Grade Six
District Total Population

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	66	25.8	59.1	15.2
	2009	71	26.8	53.5	19.7
	2010	57	15.8	59.6	24.6
Haddon Heights	2008	56	12.5	48.2	39.3
	2009	84	15.5	29.8	54.8
	2010	73	15.1	54.8	30.1
Lawnside	2008	31	58.1	38.7	3.2
	2009	31	38.7	45.2	16.1
	2010	27	55.6	33.3	11.1
Merchantville	2008	40	42.5	40.0	17.5
	2009	41	34.1	51.2	14.6
	2010	36	19.4	69.4	11.1
Pennsauken	2008	418	33.0	55.7	11.2
	2009	385	38.2	48.8	13.0
	2010	407	33.7	52.1	14.3
State	2008	102,571	28.0	52.0	20.0
	2009	102,643	29.1	45.6	25.3
	2010	103,096	28.2	48.3	23.5

Source: NJ DOE data

Table 31 presents the results of the economically disadvantaged sub-group. Barrington and Haddon Heights did not have a large enough student population in this sub-group to be reported to the state. This is represented by the “*” in the table. Merchantville obtained the 61% level required for AYP in this subgroup with Pennsauken just missing the standard with 59.6%.

Table 31
New Jersey Assessment of Skills and Knowledge
Mathematics Grade Six
Economically Disadvantaged

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	13	46.2	53.8	0.0
	2009	12	41.7	50.0	8.3
	2010	*	*	*	*
Haddon Heights	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
Lawnside	2008	13	61.5	38.5	0.0
	2009	*	*	*	*
	2010	18	72.2	22.2	5.6
Merchantville	2008	15	53.3	40.0	6.7
	2009	13	53.8	38.5	7.7
	2010	15	20.0	80.0	0.0
Pennsauken	2008	266	38.0	52.6	9.4
	2009	265	38.5	50.6	10.9
	2010	272	40.4	48.2	11.4
State	2008	29,845	47.8	45.0	7.1
	2009	31,731	48.5	40.9	10.6
	2010	34,423	45.9	44.4	9.7

Source: NJ DOE data

Table 32 displays the results of the grade seven Language Arts Literacy assessment for the total district population. In 2010, Barrington and Haddon Heights exceeded the required 72% of proficient and advanced proficient students while Merchantville, Lawnside, and Pennsauken did not. Merchantville students outscored Pennsauken students in this area by 14 percentage points.

Table 32
New Jersey Assessment of Skills and Knowledge
Language Arts Grade Seven
District Total Population

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	73	31.5	52.1	16.4
	2009	62	17.7	67.7	14.5
	2010	73	26.0	60.3	13.7
Haddon Heights	2008	67	6.0	74.6	19.4
	2009	61	18.0	55.7	26.2
	2010	86	18.6	62.8	18.6
Lawnside	2008	43	65.1	34.9	0.0
	2009	34	50.0	47.1	2.9
	2010	28	60.7	39.3	0.0
Merchantville	2008	33	36.4	54.5	9.1
	2009	38	50.0	34.2	15.8
	2010	36	30.6	66.7	2.8
Pennsauken	2008	450	44.7	51.6	3.8
	2009	444	40.8	52.0	7.2
	2010	417	44.6	48.4	7.0
State	2008	103,995	29.7	55.7	14.7
	2009	102,905	28.1	53.7	18.2
	2010	103,143	30.8	51.7	17.5

Source: NJ DOE data

Table 33 presents the results of the economically disadvantaged sub-group. Barrington and Haddon Heights did not have a large enough student population in this sub-group to be reported to the state. This is represented by the “*” in the table. None of the other districts obtained the 72% level required for AYP in this subgroup.

Table 33
New Jersey Assessment of Skills and Knowledge
Language Arts Grade Seven
Economically Disadvantaged

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	*	*	*	*
	2009	12	41.7	58.3	0.0
	2010	*	*	*	*
Haddon Heights	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
Lawnside	2008	17	64.7	35.3	0.0
	2009	16	43.8	56.3	0.0
	2010	16	68.8	31.3	0.0
Merchantville	2008	17	52.9	47.1	0.0
	2009	15	66.7	33.3	0.0
	2010	15	53.3	40.0	6.7
Pennsauken	2008	248	44.4	52.4	3.2
	2009	262	48.1	48.1	3.8
	2010	281	49.1	45.2	5.7
State	2008	29,642	52.5	44.2	3.3
	2009	30,563	48.9	46.0	5.1
	2010	33,135	52.2	42.6	5.2

Source: NJ DOE data

Table 34 displays the results of the grade seven mathematics assessment for the total district population. In 2010, Barrington and Haddon Heights exceeded the required 61% of proficient and advanced proficient students while Merchantville, Lawnside, and Pennsauken did not.

Table 34
New Jersey Assessment of Skills and Knowledge
Mathematics Grade Seven
District Total Population

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	73	34.2	39.7	26.0
	2009	62	30.6	38.7	30.6
	2010	73	24.7	47.9	27.4
Haddon Heights	2008	67	25.4	56.7	17.9
	2009	61	23.0	47.5	29.5
	2010	86	20.9	41.9	37.2
Lawnside	2008	43	44.2	51.2	4.7
	2009	34	64.7	35.3	0.0
	2010	28	46.4	46.4	7.1
Merchantville	2008	33	51.5	36.4	12.1
	2009	38	60.5	23.7	15.8
	2010	36	44.4	38.9	16.7
Pennsauken	2008	448	48.2	42.9	8.9
	2009	443	49.9	38.6	11.5
	2010	417	45.1	44.4	10.6
State	2008	104,393	35.7	44.5	19.8
	2009	103,173	33.7	42.6	23.7
	2010	103,383	35.7	39.9	24.4

Source: NJ DOE data

Table 35 presents the results of the economically disadvantaged sub-group. Barrington and Haddon Heights did not have a large enough student population in this sub-group to be reported to the state. This is represented by the “*” in the table. None of the other districts obtained the 61% level required for AYP in this subgroup.

Table 35
New Jersey Assessment of Skills and Knowledge
Mathematics Grade Seven
Economically Disadvantaged

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	*	*	*	*
	2009	12	58.3	25.0	16.7
	2010	*	*	*	*
Haddon Heights	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
Lawnside	2008	17	47.1	47.1	5.9
	2009	16	81.3	18.8	0.0
	2010	16	56.3	37.5	6.3
Merchantville	2008	17	64.7	29.4	5.9
	2009	15	73.3	20.0	6.7
	2010	15	46.7	40.0	13.3
Pennsauken	2008	247	51.0	41.3	7.7
	2009	262	57.3	35.9	6.9
	2010	281	45.9	44.5	9.6
State	2008	29,829	57.0	36.6	6.5
	2009	30,684	54.3	36.7	9.0
	2010	33,250	56.5	34.3	9.2

Source: NJ DOE data

Table 36 displays the results of the grade eight Language Arts Literacy assessment for the total district population. In 2010, Merchantville, Barrington, and Haddon Heights exceeded the required 72% of proficient and advanced proficient students while Lawnside, and Pennsauken did not. Pennsauken missed AYP by only 0.1% at this level.

Table 36
New Jersey Assessment of Skills and Knowledge
Language Arts Grade Eight
District Total Population

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	61	11.5	88.5	0.0
	2009	70	15.7	80.0	4.3
	2010	62	8.1	82.3	9.7
Haddon Heights	2008	68	8.8	79.4	11.8
	2009	65	1.5	83.1	15.4
	2010	58	8.6	69.0	22.4
Lawnside	2008	44	31.8	68.2	0.0
	2009	46	37.0	63.0	0.0
	2010	31	38.7	61.3	0.0
Merchantville	2008	38	15.8	81.6	2.6
	2009	33	18.2	78.8	3.0
	2010	35	25.7	62.9	11.4
Pennsauken	2008	445	36.4	60.4	3.1
	2009	443	32.1	64.3	3.6
	2010	442	28.1	64.7	7.2
State	2008	104,423	18.9	69.7	11.4
	2009	104,439	18.1	70.9	11.1
	2010	102,947	17.6	64.1	18.4

Source: NJ DOE data

Table 37 presents the results of the economically disadvantaged sub-group. Barrington, Merchantville, and Haddon Heights did not have a large enough student population in this sub-group to be reported to the state. This is represented by the “*” in the table. None of the other districts obtained the 72% level required for AYP in this subgroup.

Table 37
New Jersey Assessment of Skills and Knowledge
Language Arts Grade Eight
Economically Disadvantaged

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	*	*	*	*
	2009	11	27.3	72.7	0.0
	2010	*	*	*	*
Haddon Heights	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
Lawnside	2008	21	28.6	71.4	0.0
	2009	26	42.3	57.7	0.0
	2010	19	31.6	68.4	0.0
Merchantville	2008	17	35.3	64.7	0.0
	2009	18	27.8	72.2	0.0
	2010	*	*	*	*
Pennsauken	2008	277	40.8	58.5	0.7
	2009	284	39.4	59.2	1.4
	2010	258	33.3	63.2	3.5
State	2008	28,857	37.3	60.1	2.6
	2009	30,467	35.9	61.6	2.5
	2010	31,524	34.0	60.8	5.2

Source: NJ DOE data

Table 38 displays the results of the grade eight mathematics assessment for the total district population. In 2010, Barrington, Merchantville, and Haddon Heights exceeded the required 61% of proficient and advanced proficient students while Lawnside and Pennsauken did not.

Table 38
New Jersey Assessment of Skills and Knowledge
Mathematics Grade Eight
District Total Population

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	61	16.4	70.5	13.1
	2009	70	20.0	44.3	35.7
	2010	62	25.8	32.3	41.9
Haddon Heights	2008	68	8.8	52.9	38.2
	2009	65	13.8	53.8	32.3
	2010	59	20.3	39.0	40.7
Lawnside	2008	45	53.3	31.1	15.6
	2009	46	45.7	43.5	10.9
	2010	30	56.7	40.0	3.3
Merchantville	2008	37	40.5	40.5	18.9
	2009	33	36.4	51.5	12.1
	2010	35	37.1	37.1	25.7
Pennsauken	2008	445	38.0	47.9	14.2
	2009	442	39.8	44.6	15.6
	2010	442	44.8	38.9	16.3
State	2008	104,564	32.6	42.6	24.8
	2009	104,451	28.8	41.7	29.5
	2010	102,923	31.5	39.4	29.1

Source: NJ DOE data

Table 39 presents the results of the economically disadvantaged sub-group. Barrington, Merchantville and Haddon Heights did not have a large enough student population in this sub-group to be reported to the state. This is represented by the “*” in the table. None of the other districts obtained the 61% level required for AYP in this subgroup.

Table 39
New Jersey Assessment of Skills and Knowledge
Mathematics Grade Eight
Economically Disadvantaged

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	*	*	*	*
	2009	11	36.4	54.5	9.1
	2010	*	*	*	*
Haddon Heights	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
Lawnside	2008	22	50.0	31.8	18.2
	2009	26	50.0	38.5	11.5
	2010	19	63.2	36.8	0.0
Merchantville	2008	17	58.8	29.4	11.8
	2009	18	44.4	50.0	5.6
	2010	*	*	*	*
Pennsauken	2008	277	44.4	44.4	11.2
	2009	283	47.0	41.3	11.7
	2010	258	50.8	35.7	13.6
State	2008	28,904	55.6	35.3	9.1
	2009	30,447	49.4	37.8	12.8
	2010	31,509	51.0	36.5	12.5

Source: NJ DOE data

H. High School Proficiency Assessment Comparisons

Tables 40 to 43 contain the results of the last three available years of results on the New Jersey High School Proficiency Assessment (“HSPA”). The tables present the data for each of the high school districts involved in this study. Each subject area has a table on the total population of the district and a corresponding table of the sub-group of economically

disadvantaged students. These students are one of the sub-groups that make up the 41 indicators that determine AYP. The New Jersey benchmark for AYP for these assessments is 85% in Language Arts Literacy and 74% in Mathematics in high school (Grade 11).

Table 40 displays the results of the HSPA Language Arts Literacy assessment for the total district population. In 2010, Haddon Heights exceeded the required 85% of proficient and advanced proficient students while Pennsauken did not.

Table 40
High School Proficiency Assessment
Language Arts (Total Population)

School Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient	Avg. Scale Score
Pennsauken High School	2008	455	34.1	61.3	4.6	205.0
	2009	418	33.0	64.1	2.9	207.1
	2010	382	30.1	65.2	4.7	209.4
Haddon Heights High School	2008	182	17.0	72.5	10.4	219.5
	2009	187	11.8	72.7	15.5	227.6
	2010	193	12.4	73.6	14.0	226.2
District Factor Group CD	2008	8,188	20.6	73.0	6.4	215.4
	2009	8,139	19.6	72.9	7.4	217.8
	2010	8,166	15.2	74.1	10.6	222.1
District Factor Group GH	2008	18,232	9.7	74.3	16.0	228.3
	2009	18,125	8.6	74.8	16.6	230.2
	2010	18,327	6.6	70.4	23.0	234.0
Statewide results	2008	98,056	17.2	70.6	12.2	220.8
	2009	97,300	16.4	70.2	13.4	222.9
	2010	98,257	12.9	68.7	18.4	227.3

Source: NJ DOE data

Table 41 presents the results of the economically disadvantaged subgroup. Neither Haddon Heights nor Pennsauken obtained the 85% level required for AYP in this subgroup.

Table 41
High School Proficiency Assessment
Language Arts (Economically Disadvantaged)

School Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient	Avg. Scale Score
Pennsauken High School	2008	206	45.6	53.4	1.0	195.7
	2009	198	38.4	60.1	1.5	202.0
	2010	177	36.7	59.9	3.4	204.4
Haddon Heights High School	2008	*	*	*	*	*
	2009	27	18.5	81.5	0.0	215.8
	2010	34	20.6	79.4	0.0	213.4
District Factor Group CD	2008	2,096	32.3	65.0	2.6	205.1
	2009	2,294	27.9	68.4	3.7	210.1
	2010	2,564	22.7	71.5	5.9	214.9
District Factor Group GH	2008	1,298	27.9	67.9	4.2	210.3
	2009	1,518	23.3	72.5	4.2	214.3
	2010	1,920	18.5	74.1	7.4	218.5
Statewide results	2008	18,849	35.4	61.8	2.8	202.7
	2009	20,595	33.3	63.6	3.2	206.2
	2010	23,402	27.0	67.9	5.1	211.4

Source: NJ DOE data

Table 42 displays the results of the HSPA Mathematics assessment for the total district population. In 2010, neither Haddon Heights nor Pennsauken exceeded the required 74% of proficient and advanced proficient students. However, Haddon Heights was close with 73.1% achieving proficient or advanced proficient.

Table 42
High School Proficiency Assessment
Mathematics (Total Population)

School Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient	Avg. Scale Score
Pennsauken High School	2008	452	43.8	46.9	9.3	204.5
	2009	408	49.3	42.4	8.3	202.2
	2010	377	40.6	49.3	10.1	207
Haddon Heights High School	2008	182	26.9	59.3	13.7	217.4
	2009	186	26.3	59.1	14.5	218.9
	2010	193	26.9	50.8	22.3	220.5
District Factor Group CD	2008	8,164	30.6	56.7	12.7	213.8
	2009	8,106	33.5	53.8	12.7	213.1
	2010	8,149	31.2	55.6	13.2	214
District Factor Group GH	2008	18,243	15.9	53.8	30.4	229.5
	2009	18,099	16.9	52.6	30.4	229.3
	2010	18,319	16.9	52.6	30.6	229.8
Statewide results	2008	97,985	25.2	51.4	23.4	221.2
	2009	97,030	27.2	49.7	23.0	220.6
	2010	98,177	25.9	50.1	24	221.6

Source: NJ DOE data

Table 43 presents the results of the economically disadvantaged subgroup. Neither Haddon Heights nor Pennsauken obtained the 74% level required for AYP in this subgroup.

Table 43
High School Proficiency Assessment
Mathematics (Economically Disadvantaged)

School Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient	Avg. Scale Score
Pennsauken High School	2008	204	53.4	41.2	5.4	197.4
	2009	194	55.7	38.1	6.2	198.0
	2010	175	47.4	44.0	8.6	201.4
Haddon Heights High School	2008	*	*	*	*	*
	2009	27	48.1	51.9	0.0	198.6
	2010	34	47.1	47.1	5.9	202.3
District Factor Group CD	2008	2,088	42.4	50.6	7.0	204.6
	2009	2,282	43.9	48.9	7.3	204.8
	2010	2,549	40.6	50.4	9.1	206.9
District Factor Group GH	2008	1,300	38.5	51.9	9.6	207.9
	2009	1,515	39.0	51.0	10.0	208.7
	2010	1,918	38.2	50.9	10.9	208.8
Statewide results	2008	18,833	48.5	45.4	6.2	200.7
	2009	20,504	49.3	44.3	6.5	201.1
	2010	23,367	46.0	46.4	7.6	202.9

Source: NJ DOE data

I. No Child Left Behind Adequate Yearly Progress Data

As stated previously, the data in the assessment tables above are used in determining AYP. Under the NCLB accountability requirements, each state must set up a system of assessment of (AYP. In order to achieve “Yes” with regard to its AYP, a school’s students must meet all 41 indicators including both the proficiency targets and a 95 percent participation rate in math and language arts for each test administered at the school and for each of ten subgroups plus the attendance or dropout status indicator. AYP results are based on year-to-year comparisons of a schools’ scores in the HSPA, Grade Eight Proficiency Assessment (“GEPA”) and New Jersey Assessment of Skills and Knowledge, Grades Three and Four (“NJASK4”) tests. These tests are administered in the spring of each school year.

For the 2010-11 school year, Pennsauken High School received AYP report of year six status by the NJDOE Office of Title I Program in its Adequate Yearly Progress Status under NCLB Accountability Requirements for failure to make AYP. Pennsauken High School has been in this status since the 2003-04 school year. They did achieve a “hold” status at year four for the 2007-08 school year. Pennsauken also reached “hold” status for the current year in Language Arts Literacy. Therefore, Pennsauken High School is in year six status for Mathematics and year five status for Language Arts Literacy.

The latest available status data are from the 2008-09 school year. This data show that Pennsauken met 32 of the 41 required indicators of AYP. The data show that Pennsauken met the 95% participation rate in all sub-groups. Pennsauken’s white subgroup was the only subgroup to meet the AYP benchmark in LAL and Math. The African American and Hispanic sub-groups made safe harbor in Math. Pennsauken did not meet the dropout indicator.

For the 2010-11 school year, the Haddon Heights High School received an AYP report of year one status by the NJDOE Office of Title I Program in its Adequate Yearly Progress Status under NCLB Accountability Requirements for failure to make AYP in mathematics. This is the first year since 2007-08 that Haddon Heights High School did not meet the AYP status requirements.

The latest available status data are from the 2008-09 school year. This data show that Haddon Heights High School met 41 of the 41 required indicators of AYP. The data show that Haddon Heights met the 95% participation rate in all sub-groups. Haddon Heights High School used the “Safe Harbor” provisions to meet AYP in the Students with Disabilities sub-group. Haddon Heights met the dropout indicator as well.

J. Facilities

The consultants visited and toured Haddon Heights High School, however, due to Pennsauken’s decision not to participate in the study, did not tour Pennsauken High School. Haddon Heights High School is an older facility that has undergone additions and renovations. The building houses both the junior high school and the senior high school students. The renovations and additions increased the life-span of the facility and allow it to meet the needs of a modern high school curriculum. Pennsauken High School appears from the outside to be a typical large high school. Based only on observations of the exterior of the building, it is the consultant’s belief that the Pennsauken facility could also meet the needs of a current high school program.

K. Class Size

Class size is always an area of consideration when evaluating the educational programs of school districts. Research has shown the benefits of smaller class size in the elementary grades; the most prominent study is the Tennessee STAR study. However, research on the impact of class size in high school settings is relatively scant, as Jeremy Finn stated in his paper

titled: “Class Size: What Does Research Tell Us.” One study, “High School Class Size and College Performance in Science” by Wyss, Tai, and Sadler found that “results show no differences for pedagogy and student achievement until class sizes fall to 10 or fewer students. These findings suggest that incremental reductions in class size are likely not to have a significant impact on later student achievement.” The State of New Jersey in its Facilities Efficiency Standards (“FES”) recommends that high school classrooms have a capacity of 24 students. It is widely held that smaller class size does increase student-teacher interaction, helps to reduce discipline problems and improves teacher morale.

As shown in Table 44, both Haddon Heights (with the exception of grade 10) and Pennsauken High Schools’ average class sizes are below the state average and well below the state FES. Based on the projected Merchantville grades 9-12 enrollments from this study, 68 to 75 Merchantville students will attend Pennsauken High School annually. This is approximately 18 students per grade level. Tables 44 and 45 use the 2010-11 Merchantville enrollment of 74 students or 18.5 per grade level to determine adjusted enrollments. It is our position that the addition of the Merchantville students to Haddon Heights should require an additional staff member in tenth grade. However, even without the additional staff member, adding Merchantville students should not increase the average class size enough to negatively impact instruction. Table 44 utilizes the state school report card information on enrollment and average class size. Adding an additional teacher to each grade level in Haddon Heights would slightly decrease class size as shown in the bottom of Table 44. The withdrawal of the Merchantville high school students from Pennsauken would also not represent a substantial negative impact even if Pennsauken chose to reduce the number of teachers for financial reasons. Mathematically, this reduction of 18.5 students per grade level would allow Pennsauken to reduce at least four staff positions and still maintain or even lower average class size. A reduction of 6 staff members at Pennsauken, with the reduced enrollment, would slightly increase the average class size. As shown in Table 44 this new class size would still be below the state FES recommendations and the State’s average class size.

Table 44
Average Class Size

	Haddon Heights	Pennsauken	State
Grade 9	17.9	15.2	19.5
Grade 10	22	17.2	19.8
Grade 11	17.2	17	19.6
Grade 12	19.1	16.8	19.7
	Haddon Heights Plus Merchantville	Pennsauken Minus Merchantville	State
Grade 9	19.6	14.4	19.5
Grade 10	24.3	16.4	19.8
Grade 11	18.9	16.1	19.6
Grade 12	21.0	16.0	19.7
	Haddon Heights Plus Merchantville plus one teacher per grade	Pennsauken minus Merchantville minus one teacher per grade	State
Grade 9	17.9	15.1	19.5
Grade 10	21.6	17.1	19.8
Grade 11	17.3	16.9	19.6
Grade 12	19.0	16.7	19.7
	Haddon Heights Plus Merchantville plus 1.5 teachers per grade	Pennsauken minus Merchantville minus 1.5 teacher per grade	
Grade 9	17.2	15.2	
Grade 10	20.5	17.3	
Grade 11	16.6	17.1	
Grade 12	18.2	16.9	

The New Jersey Department of Education collects data annually from each district on certificated staff. The 2010-2011 data are used in Table 45 as an alternative method of computing average class size. Unfortunately, the data do not indicate the full-time equivalent (“FTE”) for the teachers. This leads to lower than expected average class size. Also, Haddon Heights reports both the Junior and Senior High School as a single entity. However the data still show similar results as table 44. Table 45 shows that it would be possible for Pennsauken to reduce staff by six teachers and maintain low average class size.

Table 45
Certificated Staff Report Data
Average Class Size Scenarios

	Haddon Heights Jr/Sr HS	Pennsauken HS
Total Teachers	89.3	115.6
2010-11 Enrollment	832	1570
Average class size	9.3	13.6
	Haddon Heights Jr/Sr HS plus Merchantville	Pennsauken HS minus Merchantville
Total Teachers	89.3	115.6
2010-11 Adjusted Enrollment	906	1496
Average class size	10.1	12.9
	Haddon Heights Jr/Sr HS plus Merchantville plus 4 staff	Pennsauken HS minus Merchantville minus 4 staff
Total Teachers	93.3	111.6
2010-11 Adjusted Enrollment	906	1496
Average class size	9.7	13.4
	Haddon Heights Jr/Sr HS plus Merchantville plus 6 staff	Pennsauken HS minus Merchantville minus 6 staff
Total Teachers	95.3	109.6
2010-11 Adjusted Enrollment	906	1496
Average class size	9.5	13.6

Source: NJ DOE 2010-2011 Certificated Staff data and enrollment from this report

L. Scholastic Aptitude Test and Advanced Placement Class Data

The 2010 New Jersey School Report card for Haddon Heights and Pennsauken High Schools reported the latest available Scholastic Aptitude Test (“SAT”) results. Table 46 displays these results. Haddon Heights students are close to the state average score on the verbal and essay section and slightly below that state average in Mathematics. Pennsauken is considerably below the state averages in all areas. A larger percentage of students take the SAT in Haddon Heights than in Pennsauken.

Table 46
Scholastic Aptitude Test (SAT) Results

	Haddon Heights	Pennsauken	State Averages
Percent Taking Test	65%	52%	66%
Mathematics Average Score	499	442	520
Verbal Average Score	493	417	496
Essay Average Score	491	417	499

Source: New Jersey School Report Cards

1. Advanced Placement Course Information

Table 47 provides information on the advanced placement courses for each school. Pennsauken had a greater number of students participating in advanced placement courses, but a much lower percentage of their students scored a 3 or above on the exam. Despite the lower number of students in AP, Haddon Heights had more students take the AP exams and double the number of students with results on the test of 3 or higher. Most colleges require at least a 3 or higher to give college credits for AP study.

Table 47
Advanced Placement Course Information

	Haddon Heights	Pennsauken
Number of Students Participating	88	120
Number of Students Taking the Test	76	70
Number of Students Scoring 3 or Above	51	23
Grades 11, 12 Percent Participating (State Average= 19.9%)	12.4%	4.6%

Source: New Jersey School Report Cards

M. Attendance, Dropout, and Graduation Rates

High attendance and graduation rates with a low dropout rate are indicative of successful schools. As shown in Table 48, both Haddon Heights and Pennsauken have good attendance rates but are slightly below the state average. Pennsauken's attendance rose over 6% in the last year. Haddon Heights' dropout rate is an outstanding 0.8%, less than half the state average, while Pennsauken's rate is above the state average. Pennsauken increased their graduation rate significantly over the previous year but is still slightly below the state average. Haddon Heights is above the stage average for both years. Additionally, almost 98% of Haddon Height's students graduating last year planned to attend college while 58% of Pennsauken students planned to attend.

Table 48
Attendance, Dropout and Graduation Rates

	Haddon Heights	Pennsauken	State Average
Attendance Rates			
2010	92.7%	91.1%	94.6%
2009	92.5%	84.7%	94.6%
Dropout Rates			
2010	0.8%	2.7%	1.7%
2009	0.8%	3.4%	1.7%
Graduation Rates			
2010	96.9%	92.5%	94.7%
2009	96.7%	84.5%	92.8%

Source: New Jersey School Report Cards

N. Violence and Vandalism

The State of New Jersey collects data on violence, vandalism, and substance abuse on an annual basis. This information is available online from the New Jersey Department of Education website. The 2008-09 school year is the last year that is currently available on the website. A summary of that information for all districts involved in the study is provided in Table 49.

Table 50 clearly shows that Pennsauken consistently had greater numbers of vandalism and weapons incidents than any of the other districts. While Haddon Heights reported higher numbers of violence incidents in the 2007-08 and 2008-09 school years than Pennsauken, Haddon Heights' four year total is considerably lower. This could be in part due to the district's determination of what constitutes a reportable incident. It should be noted that none of the schools included in this study is designated as an "unsafe school" under the guidelines of New Jersey's NCLB School Choice regulations.

Further review of the NJDOE data are presented in Table 50. Again, the data indicate higher numbers of incidents of all types occur at Pennsauken High School. However it should be remembered that Pennsauken has a larger enrollment than Haddon Heights.

Table 49
District Violence, Vandalism and Substance Abuse Summary
2005-06 to 2008-09

	District	Barrington	Haddon Heights	Lawnside	Merchantville	Pennsauken
Violence Summary	2005-06	7	4	0	3	84
	2006-07	8	0	4	3	43
	2007-08	13	38	11	14	31
	2008-09	11	39	8	10	31
	Totals	39	81	23	30	189
Vandalism Summary	2005-06	0	0	0	3	15
	2006-07	4	0	0	0	11
	2007-08	1	5	0	0	19
	2008-09	0	1	0	0	33
	Totals	5	6	0	3	78
Weapons Summary	2005-06	0	2	1	0	14
	2006-07	0	1	1	0	9
	2007-08	1	2	0	0	10
	2008-09	0	2	1	0	10
	Totals	1	7	3	0	43
Substance Abuse	2005-06	0	0	0	0	19
	2006-07	0	0	0	0	12
	2007-08	0	5	0	0	11
	2008-09	0	6	0	0	6
	Totals	0	11	0	0	48
Four Year Incident Total		45	105	26	33	358

Source: NJDOE, Archived Data of the Electronic Violence and Vandalism Reporting System

Table 50
Selected Violence and Vandalism Data
from 2007-08 and 2008-09
Limited to the High Schools

	Two-year Totals	
	Haddon Heights	Pennsauken
Assaults and Fights	36	38
Damage to Property	1	32
Thefts	5	13
Possession of Weapons	4	11
Confirmed Substance Use	10	12
Possession of Substance	2	6
Suspensions	87	142
Student Victims	40	30
Staff Victims	4	12

Source: NJDOE, Archived Data of the Electronic Violence and Vandalism Reporting System

O. Collaborative Assessment and Planning for Achievement (CAPA) Information

The New Jersey Department of Education conducts CAPA reviews of schools that are designated as “in need of improvement” for two or more consecutive years as defined in the NJ Accountability Workbook. School Support and Recognition of the NCLB requires that the NJDOE create and maintain a statewide system of intensive and sustained support for those Title I schools designated as “in need of improvement” for more than two consecutive years. As part of this required support system, the NJDOE developed the CAPA review process, which assigns teams of skilled and experienced individuals to provide schools with practical, applicable, and helpful assistance, increasing the opportunity for all students to meet the state’s Core Curriculum Content Standards. Haddon Heights High School’s success with achieving AYP did not warrant a CAPA review. Pennsauken High School received CAPA reviews in 2007 and again this year. The CAPA report from this year’s visit was not made available to the consultant team. The 2007 Pennsauken CAPA report listed the following selected findings:

- “Diverse, multicultural student body;
- A lack of consistent, timely, and effective discipline of students;
- Instruction is frequently disrupted due to discipline issues;
- Student code of conduct needs to be strengthened and consistently enforced;
- The facility is well maintained and generally orderly;

- Emergency and crisis management plan not adequate and not rehearsed;
- Inconsistency in the administrative styles of vice principals;
- Lack of a sense of awareness or urgency about AYP achievement;
- The school community seems to have adopted a comfortable and complacent attitude;
- Principal and other building administrators should be more visible in classrooms;
- Professional development needed in classroom management, data analysis, instructional methods, differentiated instruction, and cultural sensitivity;
- Curriculum and instructional program do not accommodate learning needs of ELL and SE students;
- Lack of supervisory oversight of special education;
- All teachers should have specific and measurable goals to improve instruction and meet AYP;
- ELL students are not accommodated within the implemented curriculum or educational program; and
- The school should provide a more welcoming environment for non-English-speaking families."

The 2007 Pennsauken High School CAPA review also included several commendations including:

“The principal is commended for his devotion and commitment to the students.

The school is commended for the coordinated effort of the principal, professionals, and non-professional staff members to keep the school viable.

The school is commended for the dedication of the mathematics supervisor to the K-12 mathematics program in the Pennsauken School District.

Teachers give freely of their time to plan and collaborate, and they devote energy to maintaining the educational process.

The school is commended for the implementation of the Interactive Mathematics Program.

The school is commended for piloting the language arts and mathematics instructional period from 45 to 67 minutes.”

Among the 2007 Pennsauken High School CAPA recommendations were the following:

“The district and school leadership should review The Bilingual Education Act (N.J.S.A. 18A:35-15 and P.L. 1974, c.197) to ensure that the bilingual program meets the needs of the current ELL population.

Teachers should vary instructional strategies in order to raise the level of learning and address varied learning styles. Teachers should utilize differentiated instruction in daily lessons. More student-centered learning should be observable. Lesson plans should

address various instructional strategies, and supervisory staff should hold the staff instructionally accountable.

The ESL department is commended for providing an enriching and enthusiastic environment for students. Classroom instruction is student-centered and culturally responsive with project-based, hands-on activities. Additionally, the ELL staff is commended for providing unconditional support to the 132 teachers within the building.

The school should design and implement meaningful benchmarks and student assessments in mathematics that are aligned to NJ CCCS to drive instruction. Formative and summative assessments should be used by the teacher to determine the level of student proficiency and drive instruction.

Assign a math coach to the building to improve instructional practice, serve as a modeling agent to expose teachers to best practices, and assist teachers with using data to analyze their instructional practices (data-driven decision making). The math coach will be able to assist with the implementation of professional development and the teacher's incorporation of their professional improvement plans."

The district did not provide information on implementation or follow-up on the 2007 CAPA report and recommendations.

P. Educational Synopsis

The purpose of the educational section of this study is to determine if Haddon Heights Junior/Senior High School could provide an equal- to or better educational opportunity to the Merchantville students than Pennsauken High School. To make that comparison, multiple criteria and sources were evaluated. These criteria range from graduation rates, student assessment results, SAT scores, attendance rates, to independent school ranking services. These criteria are examined below.

The magazine *New Jersey Monthly* annually rates all New Jersey Schools based on school environment, student performance, student outcomes and special notes. The rankings are compiled by Monmouth University's Polling Institute. *New Jersey Monthly* ranked Haddon Heights Junior/Senior High School as the 129th high school out of 322. Pennsauken High School ranked 298th out of 322. *School Digger.com*, an internet source, basing their rankings on information from the National Center for Educational Statistics, the United States Department of Education and the New Jersey Department of Education, ranked the Haddon Heights School district 241st out of 553 districts. Pennsauken School District was ranked 470th out of 553.

Reviewing the student assessment data performance of students in grades six through eight can provide some insight into the comparable starting points of students entering the two high schools. That data can then be used to compare the assessment data of students in the high schools. With the exception of Grade Eight Economically Disadvantaged Language Arts scores, Lawnside students scored lower than Pennsauken students. Pennsauken students scored lower in most cases than the students in Barrington, Merchantville and Haddon Heights. Despite the

entering point of the Lawnside students, the high school assessment scores show that Haddon Heights high school students, including those from Barrington and Lawnside, score better than the Pennsauken students in both the Total Population and Economically Disadvantaged classifications.

Both Pennsauken High School and Haddon Heights Junior/Senior High School are older facilities. While the consultant was unable to tour the Pennsauken High School, it appears capable of supporting a high school program. Haddon Heights Junior/Senior High School has undergone several renovations and is capable of supporting a modern high school program.

Pennsauken High School has a smaller average class size than Haddon Heights. Yet with the exception of tenth grade, Haddon Heights class size is still below the state average and all grades are below the state FES standards. If Merchantville were to leave Pennsauken and enter a sending-receiving relationship with Haddon Heights, it would be possible for Pennsauken to reduce staff and might require Haddon Heights to add staff members. This staff reduction would offset some of the loss of tuition to Pennsauken and the additional tuition to Haddon Heights would more than offset the cost of the additional staff members.

Haddon Heights has a higher percentage of students taking the Scholastic Aptitude Tests and higher average scores in every area than Pennsauken. Haddon Heights also has a higher percentage of students taking advanced placement courses. Surprisingly, Haddon Heights also has a higher number of students taking the advanced placement tests and a higher number scoring a three or better on these tests despite the much larger student population at Pennsauken. Haddon Heights also had higher percentages of student attendance, graduation rate, and students continuing education after high school, and a lower dropout rate than Pennsauken.

Pennsauken did not meet the NCLB required AYP meeting 32 of 41 criteria. Haddon Heights met 41 of 41 criteria on the last available results. Pennsauken High School is in year six status for Mathematics and year five status for Language Arts Literacy. Haddon Heights High School received a current AYP report of year one status by the NJDOE Office of Title I Program in its Adequate Yearly Progress Status under NCLB Accountability Requirements for failure to make AYP in mathematics. Pennsauken High School's continued failure to reach AYP necessitated two CAPA visits. Haddon Heights Junior Senior high School has never required a CAPA visit.

Since there is some difference in how violence and vandalism incidents are determined and reported, and taking into consideration the student population differential between Haddon Heights and Pennsauken, it appears that the two districts have comparable violence and vandalism statistics.

Interviews with sending district personnel from Merchantville, Barrington, and Lawnside revealed superior articulation between Haddon Heights sending districts and no real articulation or joint curriculum development between Merchantville and Pennsauken. Articulation is an important step to an integrated and common PK-12 curriculum. Furthermore, it allows teachers to address student assessment data and tailor instruction to meet student needs.

As a "School Choice" district, Merchantville receives 15 students from other districts for the 2011-12 school year and anticipates receiving a total of 30 students for the 2012-13 school year. These students are spread out evenly among each of Merchantville's grades with two choice students per grade for the 2011-12 school year and four students per grade for the 2012-13 school year. While it is not clear from a legal standpoint whether these students would be entitled to matriculate at Haddon Heights or Pennsauken High Schools, we have spoken with officials from the Department of Education who advise that it is the position of the Department of Education that these students would remain the responsibility of Merchantville until high school graduation or voluntary withdrawal.

Both Haddon Heights and Pennsauken are racially diverse school districts. This diversity would not significantly change whether Merchantville students were to leave Pennsauken, or Merchantville students were added to Haddon Heights. A review of educational research reinforced the consultant's belief that this racial diversity is beneficial to the educational performance of the two high school districts. There was nothing noted in this study that would indicate that either Pennsauken or Haddon Heights would be negatively impacted by the addition or withdrawal of the Merchantville students. Nor is it the consultant's belief that the Merchantville students would be negatively impacted by the termination of the current sending-receiving relationship with Pennsauken.

Based on the information and criteria described above it is clear that students attending Haddon Heights Junior/Senior High School perform better than those attending Pennsauken High School. It is the consultants' belief that if Merchantville students were permitted to attend Haddon Heights they would have the same benefits currently received by Barrington and Lawnside students, and their education would be equal to or better than what they currently receive at Pennsauken. Therefore, it is the consultants' opinion that Merchantville should be permitted to enter into a sending-receiving relationship with Haddon Heights for high school students.

Q. Transition Plan

In the event of the termination of the current sending-receiving relationship between Merchantville and Pennsauken a transition plan would be needed to implement the change to a sending-receiving relationship with Haddon Heights. While, upon approval of the change, it would be possible to immediately send all Merchantville 9-12 students to Haddon Heights, it is the consultants' opinion that the students and the districts would be better served by a four-year transition period with each new ninth grade class attending Haddon Heights. This would lessen the impact on Pennsauken of the loss of students and tuition. At the same time it would provide an opportunity for Haddon Heights to adjust to the increased student population. It would also allow students that currently attend Pennsauken to continue their education at the same school.

IV. RACIAL IMPACT

A. Merchantville School District Enrollments by Race

1. Merchantville School

From 2005-06 through 2009-10, the number and percent of minorities in the Merchantville School District (PK-8) steadily increased before declining in 2010-11 as shown in Table 51. Since there is only one school in the district, Table 51 represents the racial breakdown for both the Merchantville School and the entire district. In 2005-06, there were 147 minority students, which was 37.60% of the student population, and rose to 160 students in 2009-10. However, in 2010-11, 137 students were minorities, which was 42.55% of the student population and a gain of 4.95 percentage points over this time period. On the contrary, the number of White students has slowly declined within the district. In 2005-06, there were 244 White students making up 62.40% of the student population. By 2010-11, the number of White students in the district dropped to 185, comprising 57.45% of the student population. The declining trend in the percentage of White students is similar to the decline of Whites in Merchantville Borough as shown in Table 6, where the percentage declined from 85.9% in 2000 to 76.6% in 2010.

2. Merchantville Students Sent to Pennsauken High School

a) White Enrollment

The number of Merchantville White students attending Pennsauken High School has ranged between 24-35 students from 2005-06 to 2010-11 as shown in Table 52 and Figure 1. Whites comprised 48.53% of the Merchantville students sent to Pennsauken High School in 2005-06 and 42.86% in 2010-11, a decline of 5.67 percentage points. As discussed previously, the declining trend in the percentage of White students is similar to the decline of Whites in Merchantville Borough as shown in Table 6, where the percentage declined from 85.9% in 2000 to 76.6% in 2010.

b) Minority Enrollment

Since 2005-06, the number of Merchantville minority students attending Pennsauken High School has been fairly consistent, ranging from 31-41 students as shown in Table 52 and Figure 1. Minorities comprised 51.47% of the Merchantville students attending Pennsauken High School in 2005-06 and increased to 57.14% in 2010-11, a gain of 5.67 percentage points. Minority students were defined as being a race other than White, which includes Black, Hispanic, Asian, Native American, Native Hawaiian/Pacific Islander, or 2 or More Races. Asian and Native Hawaiian/Pacific Islander were grouped together for tabulation purposes.

Table 51
Merchantville School District (PK-8) Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	2 or More Races	%	Minority Total	Minority %
2005-06	244	62.40%	82	20.97%	57	14.58%	1	0.26%	7	1.79%	N/A	N/A	147	37.60%
2006-07	210	58.01%	78	21.55%	65	17.96%	0	0.00%	9	2.49%	N/A	N/A	152	41.99%
2007-08	203	57.18%	79	22.25%	63	17.75%	0	0.00%	10	2.82%	N/A	N/A	152	42.82%
2008-09¹	201	56.30%	84	23.53%	61	17.09%	0	0.00%	11	3.08%	10	2.72%	156	43.70%
2009-10	187	53.89%	96	27.67%	53	15.27%	0	0.00%	11	3.17%	13	3.61%	160	46.11%
2010-11	185	57.45%	77	23.91%	46	14.29%	0	0.00%	13	4.04%	1	0.31%	137	42.55%

Source: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

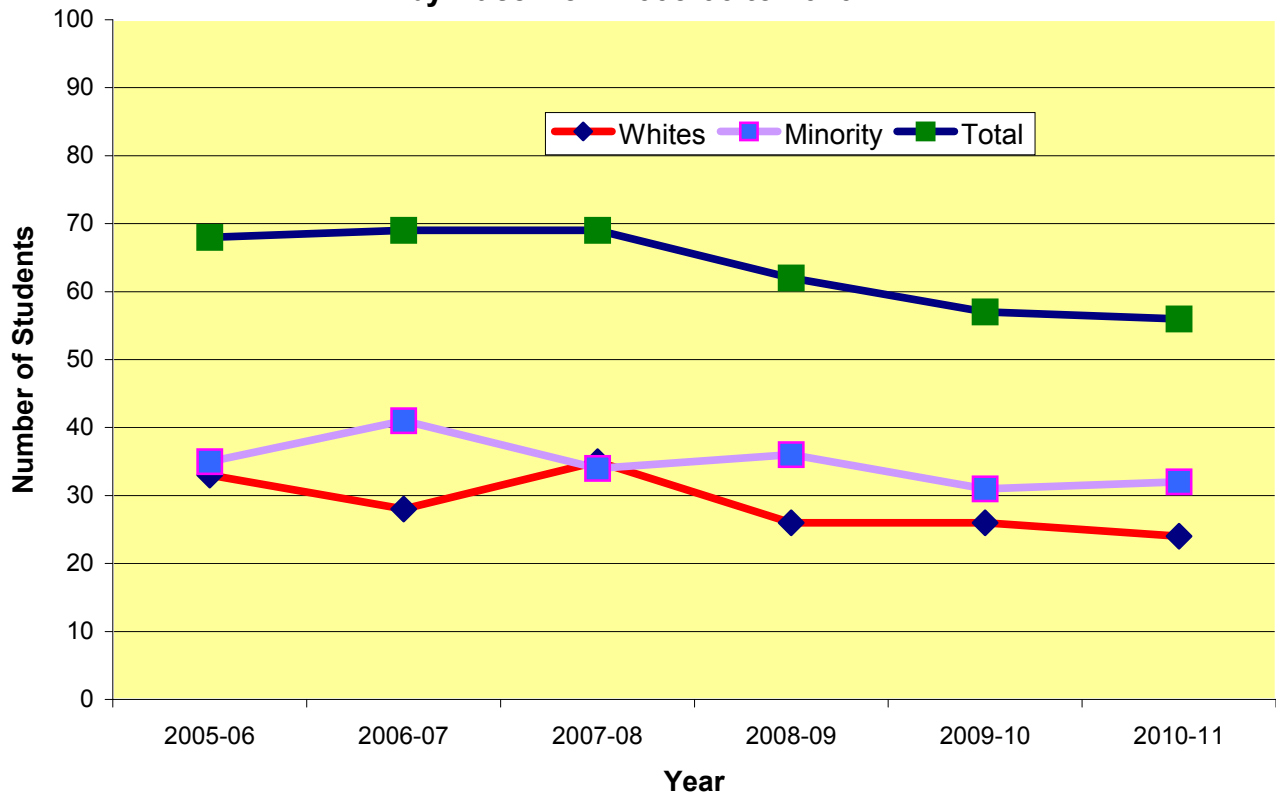
Notes: ¹New classification of “2 or more races” initially instituted.

Table 52
Racial Make-Up Of Merchantville Students
Attending Pennsauken High School from 2005-06 to 2010-11

Year ¹	White Total	Minority Total	Total at PHS	% White	% Minority
2005-06	33	35	68	48.53%	51.47%
2006-07	28	41	69	40.58%	59.42%
2007-08	35	34	69	50.72%	49.28%
2008-09	26	36	62	41.94%	58.06%
2009-10	26	31	57	45.61%	54.39%
2010-11	24	32	56	42.86%	57.14%

Note: ¹As provided by the Merchantville School District and the Pennsauken Public Schools.

Figure 1
Merchantville Students Sent to Pennsauken High School
by Race from 2005-06 to 2010-11



B. Pennsauken Public Schools Enrollment by Race

1. District Totals: PK-12

The Pennsauken Public Schools has experienced a slow rise in the percentage of minorities since the 2005-06 school year as shown in Table 53. In 2005-06, 77.07% of the student population was minority as compared to 83.52% in 2010-11, a gain of 6.45 percentage points. During this time period, the number of minority students has increased from 4,481 in 2005-06 to 4,583 in 2010-11, a gain of 102 students.

While there has been a gain of 102 minority students in the Pennsauken Public Schools, the enrollment trends are different for the racial subgroups. Over the six-year period, the number of Hispanics has increased from 1,792 to 2,103, a gain of 311 students and 7.51 percentage points, while Asians have increased from 481 to 576, a gain of 95 students and 2.23 percentage points. On the contrary, Black enrollment has been in decline, losing 288 students since 2005-06 (a loss of 3.01 percentage points). Whites have declined from 1,333 to 904, a loss of 429 students and 6.45 percentage points.

This declining trend in the White student population is similar to the change in Pennsauken Township's White population as shown previously in Table 6, where the percentage of Whites declined from 60.1% in 2000 to 47.6% in 2010. The growth trends in the Hispanic and Asian student populations are similar to the growth in the overall population from 2000 to 2010 as shown in Table 6, as Hispanics grew from 14.3% to 26.9% while Asians increased from 4.6% to 7.7%. However, contrary to the enrollment trend showing a decline, the percentage of Blacks increased from 24.2% in 2000 to 26.9% in 2010.

Table 53
Pennsauken Public Schools – District Totals (PK-12)
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	1333	22.93%	2184	37.56%	1792	30.82%	24	0.41%	481	8.27%	5,814	4,481	77.07%
2006-07	1204	20.95%	2114	36.79%	1932	33.62%	12	0.21%	484	8.42%	5,746	4,542	79.05%
2007-08	1061	19.06%	2052	36.85%	1963	35.26%	6	0.11%	486	8.73%	5,568	4,507	80.94%
2008-09	970	17.77%	1969	36.07%	1985	36.36%	7	0.13%	528	9.67%	5,459	4,489	82.23%
2009-10	952	17.25%	1980	35.87%	2013	36.47%	7	0.13%	568	10.29%	5,520	4,568	82.75%
2010-11	904	16.48%	1896	34.55%	2103	38.33%	8	0.15%	576	10.50%	5,487	4,583	83.52%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

2. District Totals: PK-8

In Table 54 following, enrollment data by race are shown from 2005-06 through 2010-11 for grades PK-8 in the Pennsauken Public Schools, which reflects only Pennsauken Township residents. Similar to the district's PK-12 totals, there has been a steady rise in the percentage of minorities since the 2005-06 school year. In 2005-06, 78.09% of the PK-8 student population was minority as compared to 83.87% in 2010-11, a gain of 5.78 percentage points. During this time period, the number of minority students has increased from 3,125 in 2005-06 to 3,285 in 2010-11, a gain of 160 students.

While there has been a gain of nearly 160 minority students in the Pennsauken Public Schools since 2005-06, the enrollment trends are different for the racial subgroups. Over the six-year period, the number of Hispanics has increased from 1,249 to 1,581, a gain of 332 students and 9.15 percentage points. Asians have increased from 355 to 413, a gain of 58 students and 1.67 percentage points. On the contrary, Black enrollment has been in decline, losing 228 students since 2005-06 (a loss of 5.00 percentage points). Whites have declined from 837 to 632, a loss of 205 students and 5.78 percentage points.

The declining trend in the White student population is similar to the change in Pennsauken Township's White population as shown previously in Table 6, where the percentage of Whites declined from 60.1% in 2000 to 47.6% in 2010. The growth trends in the Hispanic and Asian student populations are similar to the growth in the overall population from 2000 to 2010 as shown in Table 6, as Hispanics grew from 14.3% to 26.9% while Asians increased from 4.6% to 7.7%. However, contrary to the enrollment trend showing a decline, the percentage of Blacks increased from 24.2% in 2000 to 26.9% in 2010.

Tables 55-65 show the enrollment data by race from 2005-06 through 2010-11 for each of the individual elementary and middle schools in the Pennsauken Public Schools.

Table 54
Pennsauken Public Schools – District Totals (PK-8)
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	877	21.91%	1512	37.78%	1249	31.21%	9	0.22%	355	8.87%	4,002	3,125	78.09%
2006-07	812	20.49%	1415	35.71%	1360	34.32%	3	0.08%	373	9.41%	3,963	3,151	79.51%
2007-08	720	18.73%	1343	34.94%	1401	36.45%	6	0.16%	374	9.73%	3,844	3,124	81.27%
2008-09	699	18.12%	1315	34.09%	1443	37.41%	6	0.16%	394	10.22%	3,857	3,158	81.88%
2009-10	675	17.27%	1332	34.08%	1481	37.89%	7	0.18%	414	10.59%	3,909	3,234	82.73%
2010-11	632	16.13%	1284	32.78%	1581	40.36%	7	0.18%	413	10.54%	3,917	3,285	83.87%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Table 55
Pennsauken Public Schools – A. E. Burling School
Enrollment by Race from 2007-08 to 2010-11

Year ¹	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2007-08	19	16.52%	34	29.57%	55	47.83%	0	0.00%	7	6.09%	115	96	83.48%
2008-09	19	15.32%	41	33.06%	55	44.35%	0	0.00%	9	7.26%	124	105	84.68%
2009-10	18	14.63%	45	36.59%	52	42.28%	0	0.00%	8	6.50%	123	105	85.37%
2010-11	19	14.39%	49	37.12%	56	42.42%	0	0.00%	8	6.06%	132	113	85.61%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Note: ¹School was not open prior to 2007-08.

Table 56
Pennsauken Public Schools – Baldwin Elementary School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	39	27.08%	41	28.47%	47	32.64%	1	0.69%	16	11.11%	144	105	72.92%
2006-07	26	27.08%	22	22.92%	33	34.38%	0	0.00%	15	15.63%	96	70	72.92%
2007-08	23	25.27%	20	21.98%	35	38.46%	0	0.00%	13	14.29%	91	68	74.73%
2008-09	34	28.33%	22	18.33%	41	34.17%	0	0.00%	23	19.17%	120	86	71.67%
2009-10	38	27.94%	36	26.47%	46	33.82%	0	0.00%	16	11.76%	136	98	72.06%
2010-11	25	19.69%	27	21.26%	57	44.88%	0	0.00%	18	14.17%	127	102	80.31%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Table 57
Pennsauken Public Schools – Benjamin Franklin Elementary School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	125	32.22%	133	34.28%	106	27.32%	1	0.26%	23	5.93%	388	263	67.78%
2006-07	113	28.25%	142	35.50%	120	30.00%	0	0.00%	25	6.25%	400	287	71.75%
2007-08	110	25.82%	141	33.10%	139	32.63%	2	0.47%	34	7.98%	426	316	74.18%
2008-09	101	24.75%	125	30.64%	147	36.03%	1	0.25%	34	8.33%	408	307	75.25%
2009-10	91	21.72%	139	33.17%	159	37.95%	1	0.24%	29	6.92%	419	328	78.28%
2010-11	95	21.30%	150	33.63%	171	38.34%	2	0.45%	28	6.28%	446	351	78.70%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Table 58
Pennsauken Public Schools – Central Elementary School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	75	23.08%	72	22.15%	111	34.15%	0	0.00%	67	20.62%	325	250	76.92%
2006-07 ¹	72	21.05%	79	23.10%	132	38.60%	1	0.29%	58	16.96%	342	270	78.95%
2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2009-10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2010-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Note: ¹School closed after 2006-07 school year

Table 59
Pennsauken Public Schools – Delair Elementary School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	48	12.73%	162	42.97%	149	39.52%	1	0.27%	17	4.51%	377	329	87.27%
2006-07	55	13.99%	159	40.46%	166	42.24%	0	0.00%	13	3.31%	393	338	86.01%
2007-08	72	19.67%	141	38.52%	147	40.16%	0	0.00%	6	1.64%	366	294	80.33%
2008-09	71	17.93%	147	37.12%	162	40.91%	1	0.25%	15	3.79%	396	325	82.07%
2009-10	69	18.45%	130	34.76%	156	41.71%	0	0.00%	19	5.08%	374	305	81.55%
2010-11	78	19.65%	126	31.74%	170	42.82%	0	0.00%	23	5.79%	397	319	80.35%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Table 60
Pennsauken Public Schools – G. H. Carson Elementary School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	46	15.65%	138	46.94%	81	27.55%	0	0.00%	29	9.86%	294	248	84.35%
2006-07	34	11.07%	98	31.92%	120	39.09%	0	0.00%	55	17.92%	307	273	88.93%
2007-08	45	12.82%	114	32.48%	136	38.75%	0	0.00%	56	15.95%	351	306	87.18%
2008-09	41	11.45%	93	25.98%	158	44.13%	0	0.00%	66	18.44%	358	317	88.55%
2009-10	38	10.33%	113	30.71%	146	39.67%	1	0.27%	70	19.02%	368	330	89.67%
2010-11	40	10.20%	131	33.42%	152	38.78%	1	0.26%	68	17.35%	392	352	89.80%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Table 61
Pennsauken Public Schools – George B. Fine School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	98	37.12%	96	36.36%	56	21.21%	5	1.89%	9	3.41%	264	166	62.88%
2006-07	105	40.23%	91	34.87%	53	20.31%	0	0.00%	12	4.60%	261	156	59.77%
2007-08	98	29.43%	89	26.73%	105	31.53%	0	0.00%	41	12.31%	333	235	70.57%
2008-09	97	30.03%	99	30.65%	93	28.79%	1	0.31%	33	10.22%	323	226	69.97%
2009-10	86	24.78%	88	25.36%	126	36.31%	2	0.58%	45	12.97%	347	261	75.22%
2010-11	84	23.73%	100	28.25%	138	38.98%	1	0.28%	31	8.76%	354	270	76.27%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Table 62
Pennsauken Public Schools – Longfellow Elementary School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	35	19.13%	52	28.42%	77	42.08%	0	0.00%	19	10.38%	183	148	80.87%
2006-07	24	13.71%	58	33.14%	73	41.71%	2	1.14%	18	10.29%	175	151	86.29%
2007-08	33	13.10%	79	31.35%	111	44.05%	3	1.19%	26	10.32%	252	219	86.90%
2008-09	24	82.00%	82	31.54%	120	46.15%	3	1.15%	31	11.92%	260	236	90.77%
2009-10	25	9.65%	99	38.22%	102	39.38%	3	1.16%	30	11.58%	259	234	90.35%
2010-11	21	8.61%	85	34.84%	90	36.89%	3	1.23%	45	18.44%	244	223	91.39%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Table 63
Pennsauken Public Schools – Roosevelt Elementary School
Enrollment by Race for from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	49	21.30%	80	34.78%	77	33.48%	0	0.00%	24	10.43%	230	181	78.70%
2006-07	37	16.67%	64	28.83%	95	42.79%	0	0.00%	26	11.71%	222	185	83.33%
2007-08	34	16.50%	64	31.07%	78	37.86%	0	0.00%	30	14.56%	206	172	83.50%
2008-09	27	13.50%	70	35.00%	77	38.50%	0	0.00%	26	13.00%	200	173	86.50%
2009-10	21	10.14%	61	29.47%	85	41.06%	0	0.00%	40	19.32%	207	186	89.86%
2010-11	22	11.46%	47	24.48%	84	43.75%	0	0.00%	39	20.31%	192	170	88.54%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Table 64
Pennsauken Public Schools – Pennsauken Intermediate School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	168	19.93%	347	41.16%	244	28.94%	0	0.00%	84	9.96%	843	675	80.07%
2006-07	178	20.89%	334	39.20%	274	32.16%	0	0.00%	66	7.75%	852	674	79.11%
2007-08	146	18.27%	290	36.30%	295	36.92%	0	0.00%	68	8.51%	799	653	81.73%
2008-09	130	16.73%	285	36.68%	284	36.55%	0	0.00%	78	10.04%	777	647	83.27%
2009-10	155	18.74%	289	34.95%	307	37.12%	0	0.00%	76	9.19%	827	672	81.26%
2010-11	122	15.21%	262	32.67%	347	43.27%	0	0.00%	71	8.85%	802	680	84.79%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Table 65
Pennsauken Public Schools – Howard M. Phifer Middle School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	194	20.34%	391	40.99%	301	31.55%	1	0.10%	67	7.02%	954	760	79.66%
2006-07	168	18.36%	368	40.22%	294	32.13%	0	0.00%	85	9.29%	915	747	81.64%
2007-08	140	15.47%	371	40.99%	300	33.15%	1	0.11%	93	10.28%	905	765	84.53%
2008-09	155	17.40%	351	39.39%	306	34.34%	0	0.00%	79	8.87%	891	736	82.60%
2009-10	134	15.80%	332	39.15%	302	35.61%	0	0.00%	80	9.43%	848	714	84.20%
2010-11	126	15.16%	307	36.94%	316	38.03%	0	0.00%	82	9.87%	831	705	84.84%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

3. Pennsauken High School

Pennsauken High School (9-12) has experienced a steady rise in the percentage of minorities from 2005-06 through 2008-09 before stabilizing, as shown in Table 66. In 2009-10 and 2010-11, the minority percentages were approximately 83%. From 2005-06 to 2010-11, the minority percentage increased from 74.83% to 82.68%, a gain of 7.85 percentage points. During this time period, the number of minority students decreased from 1,356 in 2005-06 to 1,298 in 2010-11, a loss of 58 students, which is a factor of the overall declining enrollment in the school.

a) White Enrollment

Enrollment by race at Pennsauken High School is shown in Figure 66 and Figure 2. From 2005-06 to 2010-11, White enrollment at Pennsauken High School has declined from 456 to 272, a loss of 184 students and 7.85 percentage points.

This declining trend in the White student population is similar to the change in Pennsauken Township's White population as shown previously in Table 6, where the percentage of Whites declined from 60.1% in 2000 to 47.6% in 2010.

b) Minority Enrollment

Enrollment by race at Pennsauken High School is shown in Figure 66 and Figure 2. From 2005-06 to 2010-11, the number of Hispanics has decreased from 543 to 522, a loss of 21 students, yet a gain 3.28 percentage points due to overall declining enrollment. Asians have increased from 126 to 163, a gain of 37 students and 3.43 percentage points. Like Hispanics, Black enrollment has been in decline, losing 60 students since 2005-06 (a gain of 1.89 percentage points). Minority students were identified as being a race other than White, which includes Black, Hispanic, Asian, Native American, or Native Hawaiian/Pacific Islander. Asian and Native Hawaiian/Pacific Islander were grouped together for tabulation purposes.

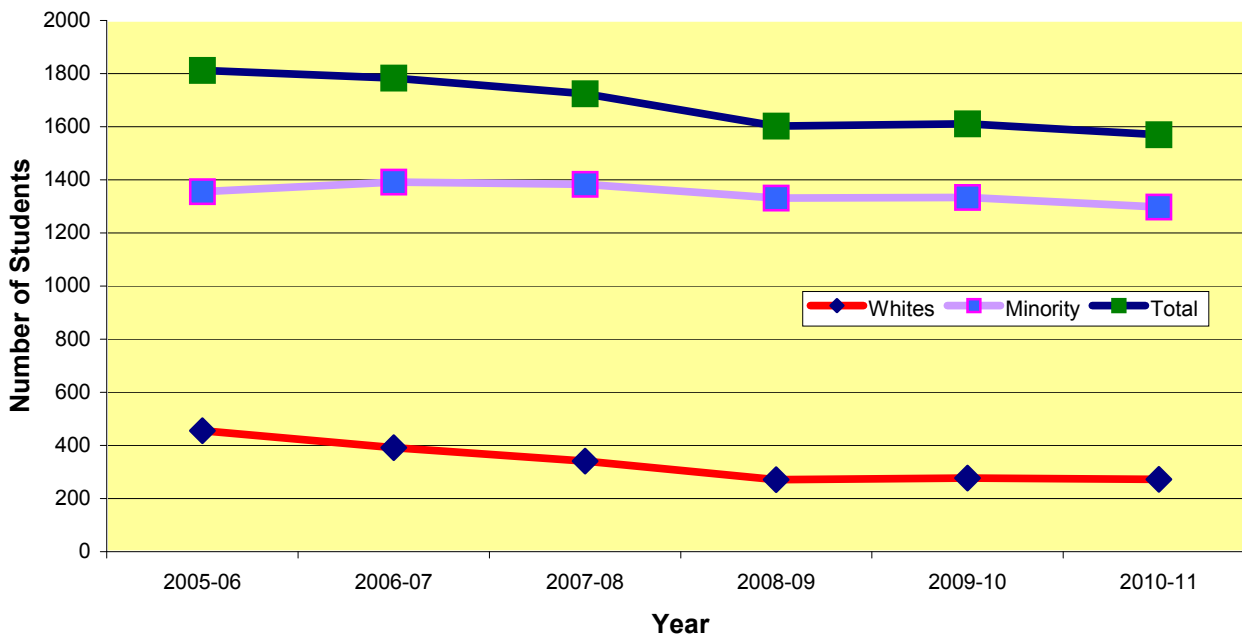
The percentage point growth trends in the Hispanic, Black, and Asian student populations are similar to the percentage point growth in the overall population in Pennsauken Township from 2000 to 2010 as shown in Table 6, as Hispanics grew from 14.3% to 26.9%, Blacks increased from 24.2% to 26.9%, and Asians increased from 4.6% to 7.7%.

Table 66
Pennsauken Public Schools – Pennsauken High School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2005-06	456	25.17%	672	37.09%	543	29.97%	15	0.83%	126	6.95%	1,812	1,356	74.83%
2006-07	392	21.99%	699	39.20%	572	32.08%	9	0.50%	111	6.23%	1,783	1,391	78.01%
2007-08	341	19.78%	709	41.13%	562	32.60%	0	0.00%	112	6.50%	1,724	1,383	80.22%
2008-09	271	16.92%	654	40.82%	542	33.83%	1	0.06%	134	8.36%	1,602	1,331	83.08%
2009-10	277	17.19%	648	40.22%	532	33.02%	0	0.00%	154	9.56%	1,611	1,334	82.81%
2010-11	272	17.32%	612	38.98%	522	33.25%	1	0.06%	163	10.38%	1,570	1,298	82.68%

Source: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Figure 2
Number of Students at Pennsauken High School by Race
2005-06 to 2010-11



c) Pennsauken High School Without Merchantville Students

If the sending-receiving relationship between Merchantville and Pennsauken were terminated, Table 67 reflects what the racial distribution would have been from 2005-06 to 2010-11 at Pennsauken High School without the Merchantville students. The percentage of minority students would range from a low of 75.75% in 2005-06 to a high of 84.09% in 2008-09. This would have led to an increase of 0.75%-1.29% points in the minority population in Pennsauken High School in the years referenced. The changes in minority percentage were computed by subtracting the minority percentages by year found in Tables 66 and 67.

Table 67
Pennsauken High School Enrollment by Race
Without Merchantville Students from 2005-06 to 2010-11

Year	White	White %	Minority Total	Minority %	Total Students	Minority % Change
2005-06	423	24.25%	1321	75.75%	1744	0.92%
2006-07	364	21.24%	1350	78.76%	1714	0.75%
2007-08	306	18.49%	1349	81.51%	1655	1.29%
2008-09	245	15.91%	1295	84.09%	1540	1.01%
2009-10	251	16.15%	1303	83.85%	1554	1.04%
2010-11	248	16.38%	1266	83.62%	1514	0.94%

C. Haddon Heights School District Enrollments by Race

1. District Totals

The Haddon Heights School District, in general, has experienced a steady rise in the number and percentage of minorities since the 2005-06 school year as shown in Table 68. In 2005-06, 17.81% of the student population was minority as compared to 20.46% in 2010-11, a gain of 2.65 percentage points. The number of minority students has increased from 229 in 2005-06 to 273 in 2010-11. During this time period, the total number of White students has been fairly stable, ranging between 1,030 and 1,105, but has declined as a percentage due to the increase in the number of minority students.

Tables 69-71 show the enrollment data by race from 2005-06 through 2010-11 for each of the individual elementary and middle schools in the Haddon Heights School District.

Table 68
Haddon Heights School District – District Totals
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
2005-06	1057	82.19%	185	14.39%	33	2.57%	2	0.16%	9	0.70%	N/A	N/A	1,286	229	17.81%
2006-07¹	1030	81.36%	185	14.61%	34	2.69%	0	0.00%	15	1.18%	2	0.16%	1,266	236	18.64%
2007-08	1059.5	80.91%	211	16.11%	28	2.14%	0	0.00%	11	0.84%	0	0.00%	1,309.5	250	19.09%
2008-09	1078	79.85%	218	16.15%	31	2.30%	0	0.00%	13	0.96%	10	0.74%	1,350	272	20.15%
2009-10	1105	78.48%	237	16.83%	34	2.41%	0	0.00%	23	1.63%	9	0.64%	1,408	303	21.52%
2010-11	1061	79.54%	195	14.62%	30	2.25%	0	0.00%	33	2.47%	15	1.12%	1,334	273	20.46%

Source: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Notes: ¹New classification of “2 or more races” initially instituted.

Table 69
Haddon Heights School District – Glenview Elementary School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
2005-06	178	95.19%	2	1.07%	4	2.14%	0	0.00%	3	1.60%	N/A	N/A	187	9	4.81%
2006-07¹	164	91.62%	5	2.79%	5	2.79%	0	0.00%	5	2.79%	0	0.00%	179	15	8.38%
2007-08	176	94.62%	6	3.23%	0	0.00%	0	0.00%	4	2.15%	0	0.00%	186	10	5.38%
2008-09	197	91.20%	11	5.09%	2	0.93%	0	0.00%	2	0.93%	4	1.85%	216	19	8.80%
2009-10	188	89.95%	13	6.22%	3	1.44%	0	0.00%	4	1.91%	1	0.48%	209	21	10.05%
2010-11	169	87.11%	11	5.67%	6	3.09%	0	0.00%	3	1.55%	5	2.58%	194	25	12.89%

Source: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Notes: ¹New classification of “2 or more races” initially instituted.

Table 70
Haddon Heights School District – Atlantic Avenue Elementary School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
2005-06	126	93.33%	6	4.44%	2	1.48%	0	0.00%	1	0.74%	N/A	N/A	135	9	6.67%
2006-07¹	129	95.56%	0	0.00%	1	0.74%	0	0.00%	3	2.22%	2	1.48%	135	6	4.44%
2007-08	129.5	91.52%	6	4.24%	2	1.41%	0	0.00%	4	2.83%	0	0.00%	141.5	12	8.48%
2008-09	139	92.67%	3	2.00%	3	2.00%	0	0.00%	5	3.33%	0	0.00%	150	11	7.33%
2009-10	158	94.61%	0	0.00%	3	1.80%	0	0.00%	4	2.40%	2	1.20%	167	9	5.39%
2010-11	158	90.29%	3	1.71%	4	2.29%	0	0.00%	7	4.00%	3	1.71%	175	17	9.71%

Source: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Notes: ¹New classification of “2 or more races” initially instituted.

Table 71
Haddon Heights School District – Seventh Avenue Elementary School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
2005-06	110	91.67%	3	2.50%	4	3.33%	0	0.00%	3	2.50%	N/A	N/A	120	10	8.33%
2006-07¹	101	90.99%	3	2.70%	4	3.60%	0	0.00%	3	2.70%	0	0.00%	111	10	9.01%
2007-08	112	92.56%	5	4.13%	3	2.48%	0	0.00%	1	0.83%	0	0.00%	121	9	7.44%
2008-09	110	88.71%	4	3.23%	2	1.61%	0	0.00%	2	1.61%	6	4.84%	124	14	11.29%
2009-10	114	85.71%	3	2.26%	6	4.51%	0	0.00%	5	3.76%	5	3.76%	133	19	14.29%
2010-11	116	87.22%	3	2.26%	4	3.01%	0	0.00%	7	5.26%	3	2.26%	133	17	12.78%

Source: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Notes: ¹New classification of “2 or more races” initially instituted.

2. Haddon Heights Junior/Senior High School

The Haddon Heights Junior/Senior School (7-12) experienced a rise in the percentage of minorities from 2005-06 through 2009-10 before declining in 2010-11 as shown in Table 72. During this time period, the minority percentage increased from 23.82% to 25.72%, a gain of 1.90 percentage points. From 2005-06 to 2010-11, the number of minority students increased from 201 to 254 before declining to 214 in 2010-11. The minority percentages in the school have been consistently greater than the percentages in the district and elementary schools as previously shown, indicating a more diverse environment at the Junior/Senior High School. The higher minority percentage at the high school is due largely to the presence of students from Lawnside Borough, whose school district was 97.2% minority in 2010-11.

3. Haddon Heights High School

As discussed previously, if the sending-receiving relationship between Merchantville and Pennsauken is terminated, students from Merchantville would attend Haddon Heights High School for grades 9-12. While middle school and high school students are housed in the same building at Haddon Heights Junior/Senior High School, students from grades 7 and 8 were omitted from this analysis as they would have limited contact with the high school students.

a) White Enrollment

Table 73 and Figure 3 show the enrollment by race in Haddon Heights High School (grades 9-12) from 2005-06 to 2010-11. During this time period, White enrollment has ranged between 476-511 students. White enrollment at the high school had been relatively stable up until the 2010-11 school year, when a decline of 33 students occurred. This may be a result of the total enrollment in the school declining by 78 students. The percentage of White students has been fairly stable over the six-year period, ranging between 67.60%-71.97%.

b) Minority Enrollment

Table 73 and Figure 3 show the enrollment by race in Haddon Heights High School from 2005-06 to 2010-11. Haddon Heights High School (grades 9-12) experienced a rise in the number and percentage of minorities from 2005-06 through 2009-10 before declining in 2010-11 as shown in Table 73. From 2005-06 through 2010-11, the minority percentage increased from 28.03% to 29.48%, a gain of 1.45 percentage points. While the number of minority students increased from 199 in 2005-06 to 244 in 2009-10, the number declined to 199 in 2010-11 as total enrollment in the school dropped by 78 students. The minority percentages in the school have been consistently greater than the percentages in the district and elementary schools as shown in the preceding tables, indicating a more diverse environment at the high school. The minority percentages in the school are much higher than the district percentages due to the large number of minority students attending the school from Lawnside Borough. Minority students were identified as being a race other than White, which includes Black, Hispanic, Asian, Native American, or Native Hawaiian/Pacific Islander. Asian and Native Hawaiian/Pacific Islander were grouped together for tabulation purposes.

Table 72
Haddon Heights School District – Haddon Heights Junior/Senior High School
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
2005-06	643	76.18%	174	20.62%	23	2.73%	2	0.24%	2	0.24%	N/A	N/A	844	201	23.82%
2006-07¹	636	75.62%	177	21.05%	24	2.85%	0	0.00%	4	0.48%	0	0.00%	841	205	24.38%
2007-08	642	74.56%	194	22.53%	23	2.67%	0	0.00%	2	0.23%	0	0.00%	861	219	25.44%
2008-09	632	73.49%	200	23.26%	24	2.79%	0	0.00%	4	0.47%	0	0.00%	860	228	26.51%
2009-10	645	71.75%	221	24.58%	22	2.45%	0	0.00%	10	1.11%	1	0.11%	899	254	28.25%
2010-11	618	74.28%	178	21.39%	16	1.92%	0	0.00%	16	1.92%	4	0.48%	832	214	25.72%

Source: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Notes: ¹New classification of “2 or more races” initially instituted.

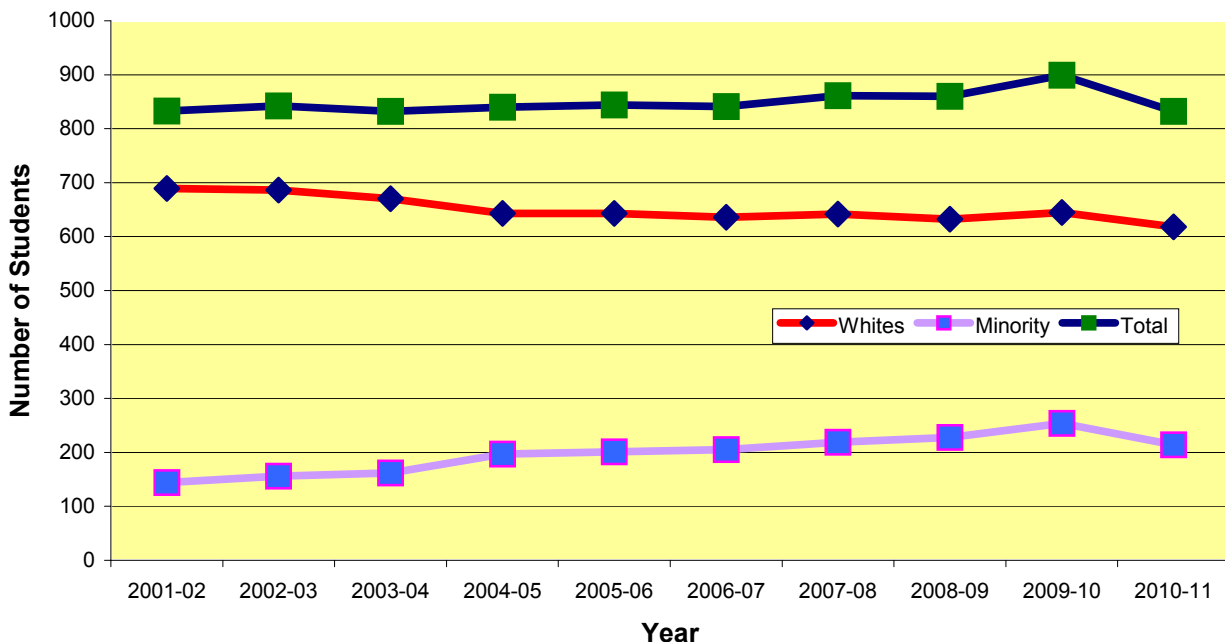
Table 73
Haddon Heights School District – Haddon Heights High School (Grades 9-12)
Enrollment by Race from 2005-06 to 2010-11

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
2005-06	511	71.97%	172	24.23%	23	3.24%	2	0.28%	2	0.28%	N/A	N/A	710	199	28.03%
2006-07¹	510	71.83%	175	24.65%	22	3.10%	0	0.00%	3	0.42%	0	0.00%	710	200	28.17%
2007-08	511	70.29%	193	26.55%	22	3.03%	0	0.00%	1	0.14%	0	0.00%	727	216	29.71%
2008-09	511	69.62%	196	26.70%	24	3.27%	0	0.00%	3	0.41%	0	0.00%	734	223	30.38%
2009-10	509	67.60%	218	28.95%	21	2.79%	0	0.00%	5	0.66%	0	0.00%	753	244	32.40%
2010-11	476	70.52%	175	25.93%	13	1.93%	0	0.00%	9	1.33%	2	0.30%	675	199	29.48%

Source: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>)

Notes: ¹New classification of “2 or more races” initially instituted.

Figure 3
Number of Students at Haddon Heights High School by Race
2005-06 to 2010-11



c) Haddon Heights High School With Merchantville Students

If the sending-receiving relationship between Merchantville and Pennsauken were terminated and Merchantville students instead attended Haddon Heights High School, Table 74 reflects what the racial distribution would have been from 2005-06 to 2010-11 at Haddon Heights High School with the Merchantville students. The number of minority students would have increased during this time period except for a decline in 2010-11, which is due to the declining total enrollment at Haddon Heights High School. The percentage of minority students also would have increased before declining in 2010-11, ranging from 30.08%-33.95% from 2005-06 through 2010-11. This would have led to an increase of 1.55-2.77 percentage points of the minority population in Haddon Heights High School. The changes in minority percentage were computed by adding the minority enrollment by year from Tables 52 and 73 and computing the new minority percentages.

Table 74
Haddon Heights High School Enrollment by Race
With Merchantville Students from 2005-06 to 2010-11

Year	White	White %	Minority Total	Minority %	Total Students	Minority % Change
2005-06	544	69.92%	234	30.08%	778	2.05%
2006-07	538	69.06%	241	30.94%	779	2.77%
2007-08	546	68.59%	250	31.41%	796	1.70%
2008-09	537	67.46%	259	32.54%	796	2.16%
2009-10	535	66.05%	275	33.95%	810	1.55%
2010-11	500	68.40%	231	31.60%	731	2.12%

D. Racial Summary

The purpose of this section of the study is to determine the racial impact on the composition of the high school students in Merchantville, Pennsauken, Haddon Heights, Lawnside, and Barrington if Merchantville were permitted to sever its sending-receiving relationship with Pennsauken and enter a new relationship with Haddon Heights. Under this arrangement, Merchantville would remove its high school students from Pennsauken High School and enroll them in Haddon Heights High School. To perform the race analysis, we studied enrollment data by race for a six-year period for district totals and for each school within the district in the Merchantville School District, Pennsauken Public Schools, and the Haddon Heights School District. The number and percentage of White and minority students were computed for each year.

The analysis computed the change in racial percentage at Pennsauken High School with Merchantville students removed, as well as the addition of Merchantville students to Haddon Heights High School if the sending-receiving agreement were terminated and Merchantville were to send its 9-12 students to Haddon Heights High School.

In analyzing Census data from both 2000 and 2010, the communities of Merchantville Borough and Pennsauken Township have become more racially diverse. In comparing enrollment data by race from 2005-06 through 2010-11, both districts have become more racially diverse, which appears to be a reflection of the changes that have occurred in the community populations as a whole.

Over the last 6 years, the percentage of minority students attending the Pennsauken Public Schools (PK-12) has steadily increased. At the same time, the number of minority students has also increased. This appears to be, in part, caused by increases in the Hispanic and Asian population over this time period. Similar increases have occurred in the Pennsauken High

School population as well. Over the same time period, the demographic makeup of Merchantville students attending Pennsauken High School has changed. Merchantville has also experienced an increase in the percentage of minority students attending Pennsauken High School. Like Pennsauken, the percentage of minority students in Merchantville's district population (PK-8) has increased as well. This appears to be generally reflective of the change in the racial makeup of Merchantville from 2000 to 2010. Overall, Pennsauken High School has been and remains very racially diverse. In the 2010-11 school year, the racial makeup of its student population, including those students from Merchantville, was as follows: 38.98% (Black); 17.32% (White); 33.25% (Hispanic); and 10.38% (Asian).

If the Merchantville students left Pennsauken High School, it is our opinion that there would be no negative racial impact on the students at Pennsauken High School. If Merchantville had withdrawn its students effective for the 2010-11 school year, the impact would have been a 0.94% point increase in the overall total minority population at Pennsauken High School or, in other words, a 0.94% point decrease in the White student population. While there is fluctuation from year to year, this value falls within the range experienced in the last six years, 0.75%-1.29% points, and does not represent the lowest or greatest change in the minority percentage. The average minority percentage point change from the last six years is 0.99%, which is slightly above the minority percentage point change in 2010-11.

Nevertheless, despite the small increase in the overall minority population, if Merchantville students had left, Pennsauken High School would continue to be a very diverse school. Without Merchantville students in 2010-11, Pennsauken High School's racial makeup would be as follows: 38.97% (Black); 16.38% (White); 33.88% (Hispanic); and 10.70% (Asian). The small number of Merchantville students (56-62 in the last three years) does not have a significant effect on the racial makeup of Pennsauken High School, which enrolled nearly 1,500 students in 2010-11. Moreover, and perhaps most importantly, as Merchantville's student population is itself racially diverse, removing its students will not impact the overall racial diversity of the students remaining at Pennsauken High School. In fact, if Merchantville were to have removed its students effective for the 2010-11 school year, it would have removed 24 White students and 32 minority students. Thus, 57.14% of the students it would have removed, or more than half, would have been minority. Removal of the Merchantville students would not have resulted in any negative racial impact.

The second purpose of this section of the study is to analyze the racial impact on Merchantville's students if they were to attend Haddon Heights High School, as well as the impact the inclusion of Merchantville's students would have on the overall student body at Haddon Heights, which is made up of students from Haddon Heights Borough, Barrington, and Lawnside. If the Merchantville students attend Haddon Heights High School, the students will still be afforded a diverse environment, primarily due to the presence of Lawnside Borough students, whose community consisted of nearly 96% minority residents according to the 2010 Census. With the exception of the 2010-11 school year, the number and percentage of minority students in Haddon Heights High School has been increasing. In 2010-11, the minority percentage at Haddon Heights High School was 29.48%. While the minority percentage at Haddon Heights High School is not as large as it is at Pennsauken High School, Merchantville students still will be exposed to a diverse environment. Also, since the enrollment at Haddon

Heights High School is much smaller (675 students) than Pennsauken High School, Merchantville students will have a greater effect on providing additional diversity to Haddon Heights High School. The minority percentage would have increased in Haddon Heights High School by 1.55-2.77 percentage points per year (from 2005-06 to 2010-11) if Merchantville students attended Haddon Heights High School, adding to the racial diversity of the school.

Therefore, the consultants conclude that there will be no negative racial impact resulting from the termination of the sending-receiving relationship with Pennsauken with the commensurate removal of Merchantville's students from Pennsauken High School and enrollment in Haddon Heights High School.

V. FINANCIAL IMPACT

A. Introduction

From a financial standpoint this feasibility study will focus on the consideration of the Merchantville current (status quo) configuration of the sending-receiving relationship with Pennsauken and the potential configuration of a sending-receiving relationship between Merchantville and Haddon Heights for students in grades 9-12. Haddon Heights already has sending-receiving relationships in place for the high school students from Barrington and Lawnside.

The financial impact has been calculated in "2010 dollars" to eliminate the variable of inflation and the time value of money. The results are expressed in terms of average property tax levies and average tax rates, and any changes therein. The results are calculated assuming full implementation at the beginning of the 2011-12 school year. Though a phase-out period might be involved with any change, this study does not utilize a phase-out period to calculate the financial impact. This is done in order to reflect the full financial impact, over the five-year period. Since the results of this potential change will be long-term, this offers better information to make a decision because it reflects the full impact.

In developing this analysis, the following activities were completed:

- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor's Report on the general purpose financial statements of the Merchantville School District for each of the three years ended June 30, 2008, 2009 and 2010.
- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor's Report on the general purpose financial statements of the Pennsauken School District for each of the three years ended June 30, 2008, 2009 and 2010.
- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor's Report on the general purpose financial statements of the

Haddon Heights Township School District for each of the three years ended June 30, 2008, 2009 and 2010.

- Review of the historical enrollment data and projected enrollment data for each of the above three school districts and the Barrington and Lawnside school districts.
- Communications with the business administrators and others in various districts to acquire relevant data.
- Review of the New Jersey Department of Education School Report Cards, State Aid information, equalized property values, and other relevant data for each of the districts, as set forth in various Internet databases operated by the State of New Jersey.

B. Methodology

The starting point for analyzing the financial impact was modeling of the existing pattern of revenues and expenditures in the three school districts based upon the existing level of educational services being provided in the districts during the 2009-10 school year. Additionally, the model was based upon the most recent three years of audited revenue and expenditure data (2007-08 thru 2009-10). In order to estimate the revenues, expenditures, and tax levies for both the present organizational structure and the alternative scenario, the model is based on the actual enrollments for the most recent six years and the projected enrollment in the districts for each of the five years from 2011-12 to 2015-16. The model takes into account fixed costs, such as superintendent salaries or interest on bonds, as well as those that vary with enrollment, like classroom teachers' salaries.

Teachers' salary expenditures are based on the number of certificated staff that existed in the 2009-10 school year. Any projected increase or decrease in certificated staff will be based on the approximate median staff salary, which reflects a long-term average cost rather than the specific salary of a new hire or a departing staff member. Possible changes in educational approach or philosophy are not reflected in the analysis, as they are independent of the various configurations being considered.

Tax levies and rates were estimated for each district. The average tax levies and average tax rates over the five-year period were calculated for each scenario for each community. The relative financial impact was obtained by comparing each community's average tax levy and rate, for the alternative scenario, to the average tax levy and rate estimated for the status quo scenario. These levies and rates are calculated solely for the purpose of comparing the scenarios and are not intended to reflect future tax levies and rates, as future tax levies will not be in 2010 dollars.

C. Key Assumptions

The analysis of the financial impact relied on a comprehensive set of assumptions. Among the more significant of these assumptions are the following:

- Each community's tax levy and rate were estimated for purposes of comparing alternative configurations only and not to approximate the actual future tax levy and rate.
- Estimates of revenues, expenses, tax levies and tax rates were expressed in “2010 real dollar” terms. This assumption facilitates comparison of the alternatives.
- Estimates of future enrollment were prepared using the Cohort-Survival Ratio method. This assumes that the ratios for each community, including the underlying ratios that impact eighth to ninth grade, will continue into the future.
- State aid for each district, before and after reconfiguration, will approximate the rate of funding that existed, or would have existed, in the districts in the 2009-10 school year.
- State aid for existing debt service will continue at the 2009-10 rate.
- Educational programs were assumed to be equivalent to those that have existed in the Merchantville, Pennsauken and Haddon Heights School Districts during the 2009-10 school year.
- Instruction in the districts after reconfiguration was assumed to involve approximately the same number of certificated staff per pupil as in the respective districts during recent school years. Any projected increase or decrease in certificated staff will be based on the approximate median staff salary, which reflects a long-term average cost rather than the specific salary of a new hire or a departing staff member.
- Tuition, at the actual cost per pupil for students under any of the alternatives is based on a sending-receiving relationship, with tuition payments to the respective district based upon the enrollment numbers projected. Nothing requires that the negotiated tuition rate between communities be set at this level (lower rates are possible, but rates higher than the actual per pupil cost are prohibited by law).
- Prior years' surplus is not used, nor is any additional surplus generated in any year.
- New conditions, such as authorized bonds that will have no impact in the comparison of alternatives, may not have been included in the projected tax levies and tax rates.
- The present organizational structure and alternative configuration were calculated as if fully implemented at the beginning of the 2011-12 school year.

- Programs at the PK-8 level, if any, that have not yet been implemented, have not been reflected in this study.

D. Results of the Analysis

The information in Table 75 below summarizes the findings of the analysis for the potential scenarios. They are based on the enrollment tables above that are based on cohort-survival ratios. As noted above, for revenues and expenditures, the model assumes the continuance of the existing level of educational services provided in each of the school districts in the 2009-10 school year. The projected enrollment in each district for each of the five years from 2011-12 to 2015-16 was used to estimate the revenues, expenditures, tax rates, and tax levies for each of the five years, under both the present organizational structure and alternative scenario. Estimated tax levy savings are expressed as positive amounts; estimated additional tax levies are expressed as negative amounts.

The assumption about State Aid, though normally an important consideration in these kinds of comparisons, is not a factor in this case. Any changes in State Aid would go to the same districts in each of the scenarios. Therefore the State Aid for each community would be identical in each of its scenarios and the projected difference would not change. The differences in the results come from tuition received or paid and the costs that change and determine revised tuition rates.

For each community identified in Table 75 below, the tax levy and the savings or loss is expressed in 2010 constant dollars. The rates are expressed in dollars and cents per \$100 of equalized property valuation.

Table 75
Summary Of Tax Impact On Community
Compared With Status Quo Scenario

	Status Quo	High School Send-Receive Haddon Heights
Community: Borough of MERCHANTVILLE		
Tax Levy*	\$4,818	\$4,803
Rate	\$1.769	\$1.763
Savings (loss)*		\$15
Rate Change		\$0.006
Community: Township of PENNSAUKEN		
Tax Levy*	\$40,017	\$40,261
Rate	\$1.502	\$1.511
Savings (loss)*		(\$244)
Rate Change		(\$0.009)
Community: Borough of HADDON HEIGHTS		
Tax Levy*	\$11,294	\$11,041
Rate	\$1.411	\$1.379
Savings (loss)*		\$253
Rate Change		\$0.032
Community: Borough of BARRINGTON (High School only)		
Tax Levy*	\$3,261	\$3,166
Rate	\$0.567	\$0.550
Savings (loss)*		\$95
Rate Change		\$0.017
Community: Borough of LAWNSIDE (High School only)		
Tax Levy*	\$1,675	\$1,627
Rate	\$0.625	\$0.607
Savings (loss)*		\$48
Rate Change		\$0.018
Note: * In thousands		

1. Borough of Merchantville with Haddon Heights Send-Receive

There would be a decrease in the tax levy for Merchantville property owners. The major factor relates to the fact that maximum tuition rates at Haddon Heights are virtually identical to those at Pennsauken. However, the addition of an average of 56.6 students, with related costs, will push the certified tuition rate down to almost \$600 per student below the Pennsauken rate. Nothing requires that the negotiated tuition rate between communities be set at this level (lower rates are possible, but rates higher than the actual per pupil cost are prohibited by law). Haddon Heights is slightly further away than is Pennsauken. Therefore, transportation costs for high school students will increase. With tuition savings greater than the annual increase in transportation, there is a financial incentive, in addition to the educational incentive because the quality of education seems to be better. If this turns out to be correct, the value of the average home will likely increase as well.

2. Township of Pennsauken without Merchantville Students

As expected, the tax levy in Pennsauken would go up slightly if the Merchantville high school students do not attend Pennsauken High School. For the five-year projection, there is an average of 56.6 students involved. Pennsauken would lose the tuition now being paid for the education of these students. However, the reduction in student count should lead to staff and other reductions. The historical student/teacher ratio has been about 12.5. The operating statistics in the June 30, 2010 CAFR show that the high school ratio has consistently been lower than the elementary ratio. For the last two years that high school ratio has been under 11. Using a conservative ratio of 12, there would be 4.7 teaching positions that would not be needed. With over 400 certificated teachers in the district, it would be expected that this change could be handled through attrition with no active reduction in force.

The long-term impact of this, \$244,000, is less than one cent per hundred dollars of equalized property value and is less than two cents per hundred on assessed values. The tax levy increase is less than 0.25% of the total expenditures in 2009-10. The total increase in tax levy is completely insignificant when compared to total expenditures or to the approximately \$40,000,000 of average tax levy.

3. Borough of Haddon Heights with Merchantville Send-Receive

For the Borough of Haddon Heights, the impact is the reverse of what happens in Pennsauken. The tuition received for the 56.6 new students will exceed the cost of the additional teachers, benefits and supplies. However, there is the additional twist that the maximum tuition rate will now be lower because the additional costs for 56.6 students is less than average costs for tuition purposes. This reduction in tuition to be received from Barrington and Lawnside still leaves Haddon Heights with over \$250,000 less in local tax levy when it adds Merchantville students.

4. Boroughs of Barrington and Lawnside

The Boroughs of Barrington and Lawnside currently send their high school students to Haddon Heights. Nothing in the send-receive relationship between each of these and Haddon Heights will change. Based on discussion with the Business Administrator, Mark Stratton, both districts are currently paying tuition based on the maximum allowed by State law. Since this maximum will decrease with the addition of 56.6 students from Merchantville, each district will see a drop in its tuition paid to Haddon Heights. The amounts are small, but they will be between 2.8% and 3.0% lower. (The dollar amounts reflected for these two communities are related only to the tuition for high school students.)

5. Phase in Approach

When changes like the one being considered in this Study occur, there is generally a phase out of the old with a phase in of the new configuration. Those students who have already begun high school in Pennsauken would be allowed to stay there through graduation. Incoming ninth graders each year would go to Haddon Heights instead of Pennsauken. Over a four-year period the change would be completed. Under this approach, the change in number of Pennsauken teachers each year would be 1.2, clearly a number that would be handled through attrition. On a year-to-year basis, the increase in tax levy for Pennsauken would be approximately \$60,000. This would be approximately 0.15% of the annual tax levy.

Clearly, the impact on Pennsauken, the only district with a tax increase, would be insignificant.

E. Summary Of Fiscal Advantages And Disadvantages

Under the proposed change for Merchantville high school students from Pennsauken to Haddon Heights, four of the five districts involved will see a reduction in the annual school tax levy. The small increase in Pennsauken, approximately \$60,000 on a year-to-year basis, is approximately 0.15%. Therefore, there are no significant negative financial impacts on the five communities involved.

The decrease for Merchantville is small, but with the opportunity to improve the quality of education for their high school students and an opportunity to improve the values of their homes, Merchantville taxpayers should favor this proposed change.

There is the possibility that more Merchantville high school students will attend Haddon Heights than now attend Pennsauken. The consultant cannot predict if it will occur or how significant it might be. However, if the numbers increase, Haddon Heights, Barrington, and Lawnside will see larger tax levy reductions, Pennsauken's change will stay the same, and Merchantville's tax levy will increase. However, the Merchantville increase may be less than the Haddon Heights tuition rate if Merchantville is already paying tuition for that student who is currently attending another school, for example, those students currently attending Votech.

With the advantages identified, we would urge that Merchantville be permitted to enter into a sending-receiving relationship with Haddon Heights for high school students.

VI. CONCLUSION

From an educational standpoint, Pennsauken will be able to continue to offer the educational quality it is now delivering for the approximately 1500 high school students that would remain if Merchantville were permitted to sever its sending-receiving agreement. The addition of 56.6 students to Haddon Heights would similarly not change its ability to continue to deliver the same quality of education. Merchantville's high school students attending Haddon Heights High School would receive an equal or better high school education. Therefore, the consultants, from an educational perspective, encourage the change in the sending-receiving relationship.

Racially, there will be no negative impact on Pennsauken High School upon the termination of the Merchantville sending-receiving agreement. The school is currently, and will continue to be, a racially diverse educational learning environment. In addition, students in Haddon Heights High School, which currently enjoys racial diversity, will see no decrease in the racial diversity in their learning environment with the addition of Merchantville students.

From a financial perspective, Pennsauken will see an insignificant tax levy increase while the other four districts will see decreases. Therefore, there are no significant negative financial consequences that should impede the proposed change in the sending-receiving relationship.

For the above reasons, the consultants conclude that the change in the sending-receiving relationship should be encouraged.

Appendix A

RICHARD S. GRIP, Ed.D.

Work Address:
Statistical Forecasting LLC
P.O. Box 1156
Secaucus, NJ 07096-1156
1-877-299-6412

ACADEMIC AND PROFESSIONAL CAREER HISTORY

Executive Director: Statistical Forecasting LLC, Secaucus, New Jersey, March 1998 – present.

- Performed demographic studies projecting enrollment using the Modified Regression Technique and Cohort Survival Ratio method for public school districts.
- Testified at a deposition and trial as an expert witness in school demography regarding the termination of the sending-receiving relationship of Newfield Borough with the Buena Regional School District.
- Completed feasibility studies for school districts considering regionalization, de-regionalization, or alternative send-receive relationships. The studies look at demographic, educational, and financial implications of the new structure as compared to the status quo.
- Performed external evaluations of educational programs in both secondary and post-secondary settings using both qualitative and quantitative techniques. Constructed surveys and conducted interviews to measure program effects.

Representative Projects

Yonkers Public Schools (NY) - Demographic Study (2011) – Performed ten-year enrollment projections by the four major races in the school district. Another analyses performed include projecting future birth counts by race, studying the impact of immigration on enrollment, and the effects of charter, private, and parochial schools on enrollment. The impact of new housing developments on the school district was also considered.

New York City School Construction Authority - Demographic Study (2006-2010) – Performed enrollment projections for the New York City Public Schools as part of the Five-Year Capital Plan. Projections are being computed by the four major races for each of the 32 community school districts and aggregated by borough and citywide. Another analyses performed include projecting future birth counts by race, developing a special education model to project self-contained special education students, and studying the impact of immigration on enrollment. Finally, a comprehensive study of the impact of new housing development in New York City on enrollment at the community school district level was undertaken.

Hackensack Public Schools (NJ) - Demographic Study (2010) – Conducted a study projecting enrollment five years into the future. Analyzed local population trends, demographic characteristics

of the community using Census and ACS data, student mobility rates, and the impact of new housing starts on enrollment. Completed a capacity analysis of building capacities compared to projected enrollment. Performed a separate analysis of housing turnover in the community by using home sale data for the past 30 years to project the number of homes by length of ownership based on the current length of ownership and historical turnover rates. Using the student yields computed separately by length of ownership, the total number of students was projected five years into the future.

North Hanover Township School District (NJ) - Demographic Study (2010) – Conducted a study projecting enrollment five years into the future. Analyzed local population trends, demographic characteristics of the community using Census and ACS data, and student mobility rates. Completed a capacity analysis of building capacities compared to projected enrollment. Performed an in-depth analysis of the demolition and renovation of housing units at McGuire Air Force Base and its impact on enrollment.

Robbinsville Township School District (NJ) - Demographic Study (2009) – Conducted a study projecting enrollment five years into the future. Analyzed local population trends, demographic characteristics of the community using Census and ACS data, student mobility rates, and the impact of new housing starts on enrollment. Completed a capacity analysis of building capacities compared to projected enrollment. Performed a separate analysis of housing turnover in the community by using home sale data for the past 30 years to project the number of homes by length of ownership based on the current length of ownership and historical turnover rates. Using the student yields computed separately by length of ownership, the total number of students was projected five years into the future.

Montvale Borough (NJ) and Woodcliff Lake Borough (NJ) - Feasibility Study (2008) – Conducted a study considering the dissolution of the Pascack Valley Regional High School District whereby a full K-12 regional district would be created between Montvale and Woodcliff Lake Boroughs.

Carlstadt Borough (NJ) - Feasibility Study (2008) – Conducted a study considering the dissolution of the Carlstadt-East Rutherford Regional High School District whereby a full K-12 regional district would be created between East Rutherford and Carlstadt Boroughs or whereby a K-12 district would be created in East Rutherford Borough and high school students from Carlstadt Borough would attend East Rutherford on a sending-receiving basis.

Watchung Borough (NJ) - Feasibility Study (2008) – Conducted a study considering the withdrawal of Watchung Borough from the Watchung Hills Regional High School District whereby Watchung would send its students to the existing regional district on a sending-receiving basis. The study also considered the dissolution of the Watchung Hills Regional High School District whereby a full K-12 regional district would be created or whereby a K-12 district would be created in Warren Township and high school students from Watchung Borough would attend Warren Township on a sending-receiving basis.

Park Ridge Borough (NJ) - Feasibility Study (2007) – Conducted a study considering many different organizational structures to the existing PK-12 school district including forming an all-purpose regional school district with adjoining communities and joining an existing limited-purpose regional high school district.

Merchantville Board of Education (NJ) – Racial Impact Study (2007) – Conducted a study to determine the racial impact of Merchantville terminating its sending-receiving relationship with Pennsauken Township.

Vineland Board of Education (NJ) - Demographic Study (2006) – The average student yield per home was computed by analyzing recent developments constructed in Vineland City. This value was then used to project the number of children from comparable future developments. A representative sample of 26 new streets located in 15 different developments was analyzed. District transportation records were accessed from 2002-2006 to obtain the number of children per household on these streets and their grade levels for each of these years. The number of children per housing unit was computed and used to project the expected number of children from approximately 1,600 new single-family homes in Vineland City. Baseline enrollment projections were then modified.

Oradell Borough (NJ) - Feasibility Study (2006) – Conducted a study of dissolving the River Dell Regional School District, a limited-purpose grade 7-12 regional district, with the resulting formation of two independent K-12 districts in Oradell Borough and River Edge Borough. The study explored having Oradell enter into a send-receive relationship with River Edge for its grade 7 and 8 students while River Edge enter into a send-receive relationship with Oradell for its grade 9-12 students.

Liberty Township (NJ) - Feasibility Study (2006, 2008) – Conducted two studies, one which would dissolve the Great Meadows Regional School District, a grade PK-8 regional district, and create two independent PK-8 districts in Liberty Township and Independence Township. The second study analyzed dissolving the Great Meadows Regional School District, creating a PK-8 district in Independence Township and a PK-5 district in Liberty Township where Liberty Township students in grades 6-8 would be sent to Independence Township on a sending-receiving basis.

Newfield Board of Education (NJ) - Feasibility Study (2006) – Conducted a study of terminating the existing send-receive relationship between the Newfield Board of Education and the Buena Regional School Board of Education and initiating a new sending-receiving relationship between the Newfield Board of Education and the Delsea Regional Board of Education and the Franklin Township Board of Education. Testified at a deposition and trial as an expert witness in school demography regarding the termination of the sending-receiving relationship of Newfield Borough with the Buena Regional School District.

Elk Township, Franklin Township, and Delsea Regional High School District (NJ) – Feasibility Study (2003-2004) – Conducted a feasibility study exploring the expansion of the Delsea Regional High School District from a limited purpose (grades 7-12) regional concept to an all-purpose (grades PK-12) regional alignment. Other options explored were the dissolution of the Delsea Regional High School District and formation of two independent PK-12 school districts in Franklin Township and Elk Township.

The College of New Jersey - External Evaluator and Psychometrician (2003-2006) – Served as an external evaluator and psychometrician measuring the effects of the Teachers as Leaders and Learners program, which was designed to provide professional development opportunities, mentoring, and graduate coursework in mathematics and science for elementary and middle school teachers of an urban school district in New Jersey. Entry and exit surveys were constructed to measure changes in attitudes and beliefs of teachers after program participation. Terra Nova, NJASK4, and GEPA test score data of students whose teachers participated in the program were analyzed to measure gains. A summative year-end report, which consisted of survey and test score results, was written to demonstrate how the program's goals and objectives were being met.

New Jersey Department of Education - External Evaluator and Psychometrician (2003-2006) – Served as an external evaluator and psychometrician for the Alternate Route Strand of the Teacher Quality Enhancement Grant for the New Jersey Department of Education. Responsibilities included

writing quarterly and year-end reports documenting completion of program initiatives by the New Jersey Department of Education Provisional Teacher Program (Alternate Route). Provisional teachers rated the program's formal instruction component through a written survey. Data collected were subsequently analyzed to aid the New Jersey Department of Education in understanding the strengths and weaknesses of the program.

Adjunct Professor: Graduate School of Education, Rutgers University, New Brunswick, New Jersey, June 1999 – December 2000.

- Taught *Assessment and Measurement for Teachers*, a graduate-level course offered by the Department of Educational Psychology.
- Taught *Psychometric Theory I*, a graduate-level course offered by the Department of Educational Psychology.

Physics and Statistics Instructor (with tenure): Bridgewater-Raritan High School, Bridgewater, New Jersey, September 1993 – June 2001.

Adjunct Statistics Instructor: Raritan Valley Community College, Somerville, New Jersey, January 1996 - May 1999.

Physics Instructor (tenure-track): Montville High School, Montville, New Jersey, September 1992 - June 1993.

Adjunct Mathematics Instructor: County College of Morris, Randolph, New Jersey, June 1992 - December 1992.

Physics and Astronomy Instructor: Delbarton School, Morristown, New Jersey, January 1992 - June 1992.

EDUCATIONAL BACKGROUND

Rutgers University, New Brunswick, NJ

Doctor of Education in Educational Statistics and Measurement, May 1998

Dissertation: Prediction of Student Enrollments using the Modified Regression Technique

Doctoral Committee Chair: John W. Young

Rutgers University, New Brunswick, NJ

Master of Education in Science Education, January 1992

Rutgers University, New Brunswick, NJ

Bachelor of Science in Civil Engineering, May 1989

PRESENTATIONS

Panel Presenter. New Jersey Association of School Administrators, Branchburg NJ, June 2009: Forum on New Jersey School District Consolidation.

Lead Presenter. Population Association of America, New Orleans, LA, April 2008: Does Projecting School District Enrollments by Race Produce More Accurate Results?

Lead Presenter. Population Association of America, New York City, NY, March 2007: Highlights of a Demographic Study Prepared for an Abbott District.

Lead Presenter. American Association of School Administrators Rural and Small School Leaders, Baltimore, MD, July 2002: Performing Enrollment Projections in Vermont: A Case Study.

Lead Presenter. New Jersey Association of School Administrators, Atlantic City, NJ, May 2002: The Demographic Study: One size does not fit all.

Lead Presenter. New Jersey Association of School Administrators, Atlantic City, NJ, May 2001: Projecting Enrollments in Rapidly Growing School Districts.

Lead Presenter. New Jersey School Boards Convention, Atlantic City, NJ, October 2000: Enrollment projections: Making them accurate

Lead Presenter. New Jersey Association of School Administrators, Atlantic City, NJ, May 2000: Enrollment projections: A new direction.

Lead Presenter. New Jersey Association of School Administrators, Atlantic City, NJ, May 1999: Enrollment projections: A solution for high growth and low growth school districts.

Lead Presenter. American Educational Research Association, Montreal, Canada, April 1999: Predicting public school enrollments using the Modified Regression Technique.

Co-Presenter. Research Corporation Conference, Tucson, Arizona, January, 1996: Presented the experimental results of ^{152}Gd g-factors at the 2^+ and 4^+ states using a particle accelerator at Yale University.

PAPERS

Grip, R. S. (2010). Reading trends, not tea leaves. School Leader, 40(4), 32-38.

Grip, R.S. (2009). Does projecting enrollments by race produce more accurate results in New Jersey school districts? Population Research and Policy Review, 28(6), 747-771.

Grip, R. S. (2005). Enrollment trends in New Jersey. School Leader, 34(5), 20-27.

Grip, R. S. (2004). Projecting enrollment in rural schools: A study of three Vermont school districts. Journal of Research in Rural Education [On-line] 19(3). Available: <http://www.umaine.edu/jrre/19-3.htm>

Grip, R. S. (2002). Using demographic studies to project school enrollments. School Business Affairs, 68(7), 15-17.

Grip, R. S. & Young, J.W. (1999). The modified regression technique: A new method for public school enrollment projections. Planning and Changing, 30(3 & 4), 232-248.

AWARDS

Outstanding Dissertation Award (1999): Presented by the Rutgers University Alumni Association to the best dissertation from the Graduate School of Education

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Population Association of America

Appendix B

HERBERT F. JOHNSON

606 Wayne Avenue
 Pitman, New Jersey 08071
 856-589-5064

E-mail: hjohnson11@comcast.net

EDUCATION

ROWAN UNIVERSITY, Glassboro, NJ

Master of Arts in School Administration, 1980

Certification as Chief School Administrator

Certification as School Business Administrator, Principal

ROWAN UNIVERSITY, Glassboro, NJ

Master of Arts in Environmental Education, 1973

GETTYSBURG COLLEGE, Gettysburg, PA

Bachelor of Arts in Biology, 1968

MILITARY EXPERIENCE

UNITED STATES ARMY, (1968-1970)

First Lieutenant, Field Artillery

Artillery Battery Commander, Executive Officer and Forward Observer in Vietnam

Awarded two Bronze Stars, one with "V" for valor and Oak Leaf Cluster

EDUCATION EXPERIENCE

SPLIT TRAIL SERVICES, EDUCATIONAL CONSULTANT (2003-present)

Educational consultant in the areas of school finance and educational programs and evaluation

Liaison with government and private organizations

Consultant for the Educational Information and Resource Center

Testimony as an expert witness in the areas of educational programs and finance

Projects include feasibility studies for:

Delsea Regional, Franklin Township, and Elk Township

Elmer Borough and Pittsgrove Township School Districts

Shiloh Borough and Hopewell Township Boards of Education

Liberty Township (Great Meadows Regional School District)

Oradell (River Dell Regional School District)

Sea Isle City Board of Education

Newfield Board of Education (Buena Regional School District)

Park Ridge Board of Education

Carlstadt Board of Education (Carlstadt- East Rutherford Regional School district)

Pittsgrove Township Board of Education

Watchung Borough- Watchung Hills Regional School District

Montvale Borough – Pascack Valley Regional High School District

Stone Harbor and Avalon Boards of Education
 Franklin Township Board of Education
 Black Horse Pike Regional, Bellmawr, Runnemede, Gloucester Township Boards of Education

NEW JERSEY DEPARTMENT OF EDUCATION, EDUCATIONAL CONSULTANT (2005-2010)

CAPA Team Member

Member of several school evaluation teams as part of the Collaborative Assistance and Planning for Achievement program, part of the No Child Left Behind legislation
 Experience in the areas of: School leadership and Governance, Professional Development, School Culture and Climate
 Attended CAPA training 2005, 2006, 2007, 2008, 2009, 2010

EDUCATIONAL INFORMATION AND RESOURCE CENTER, (2000-2002)

Executive Director (2000-2002)

Overall supervision and leadership of all aspects of the center
 Responsibilities include supervision of 68 staff members, center operations, public relations, budget development
 Liaison with government and private organizations
 Presentations to public and private organizations on a variety of subjects

Educational Consultant (2003-present)

Lead consultant on feasibility studies in the areas of educational programs and finance

LINDENWOLD BOARD OF EDUCATION, (1994-2000)

Superintendent of Schools

Overall supervision and leadership of all aspects of an urban school district
 Responsibilities include supervision of 225 staff members, curriculum, public relations, budget development, and student support services
 Presentations to New Jersey School Boards Association on budget preparation and computer usage

LINDENWOLD BOARD OF EDUCATION, (1990-1994)

Assistant Superintendent of Schools for Finance and Curriculum

Chief Financial Officer for a \$14 million budget
 School Business Administrator
 Curriculum Coordinator for the district
 Financial duties included accounting, payroll, audit preparation, maintenance of buildings and grounds, budget development and implementation
 Curriculum duties included teacher supervision, curriculum development and implementation, state and federal programs, student testing and evaluation

LINDENWOLD BOARD OF EDUCATION, (1978-1990)

Principal

Responsible for the operation of a 650 student school with a staff of 55
 Duties included staff supervision, budget development, discipline, public relations and numerous other tasks
 Improved standardized test scores

MONROE TOWNSHIP BOARD OF EDUCATION, (1971-1978)

Teacher and Coach

Taught Science, Mathematics, Reading, Introduction to Vocations
 Co-author of state manual on occupational awareness
 Wrestling Coach

OTHER PERTINENT EXPERIENCE AND MEMBERSHIPS

EDUCATIONAL INFORMATION AND RESOURCE CENTER, (1984-1999)

Member, Board of Directors

Chairperson of the Board of Directors
 Chairperson of the Finance Committee

CAMDEN COUNTY PRINCIPALS AND SUPERVISORS ASSOCIATION, (1978-1990)

Member

Two term president of association
Actively involved in advocacy program

NEW JERSEY SCHOOL BUSINESS OFFICIALS ASSOCIATION, (1990-1994)

Member

NEW JERSEY ASSOCIATION OF SCHOOL ADMINISTRATORS, (1994-present)

Member

Testified at State Senate hearings on CEIFA
Member of the Small Schools Committee (2004-present)

GLOUCESTER COUNTY WORK FORCE INVESTMENT COUNCIL, (2000-Present)

Member of Executive Committee

Co- Chairman of the Youth Council

NEW JERSEY ASSOCIATION OF PARTNERS IN EDUCATION, (2000-2002)

Member of the Executive Committee

DEVEREUX FOUNDATION ADVISORY COUNCIL, (2001-2003)

Member

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, (2003-Present)

Retired member

Appendix C

JAMES L. KIRTLAND

149 CORNELL AVENUE
BERKELEY HEIGHTS, NEW JERSEY 07922
(908) 771-5607

Executive experienced in domestic and international business.

- \$10.8 million annual savings for a Fortune 50 corporation by implementing statistical sampling approach in taking of physical inventories.
- \$2.5 million savings in audit time by standardizing audit programs.

Chaired Statistical Sampling Subcommittee (AICPA) for three years.

Served on International Federation of Accountants' Committee on Audit Sampling.

Served on AICPA Ethics Division Behavioral Standards Subcommittee.

Proficient in Spanish and Portuguese.

Certified Public Accountant, Ohio.

MBA in Accounting, Columbia University, New York.

BA in Math, *magna cum laude*, Shelton College, Ringwood, New Jersey.

PROFESSIONAL EXPERIENCE

1991 - Present INDEPENDENT CONSULTING

- Consulted with various New Jersey school districts regarding financial impact of district reconfiguration.
- Consulted with and conducted seminars for Fortune 50 Corporation on audit effectiveness and efficiency in the international internal audit group.
- Consulted with USAID on Capital Markets Project in Sri Lanka. Involved in peer review of Sri Lankan accounting profession to promote better auditor/investor communications and in development of standard programs and related training.
- Consulted re statistical approach to multi-million dollar Medicaid claim for large school districts.

1975 - 1991 Partner DELOITTE & TOUCHE

Recognized as auditing and statistical expert, using innovative approaches to problem solving.

- Developed and assisted in the implementation of practical sampling and regression applications in auditing throughout the Firm.
- Developed materials and conducted seminars for internal audit staff of large multi-national corporation.
- Served many clients with innovative analytical problem solving.

Supported National Managing Director of accounting and Auditing in administrative management.

Prior to 1975

National Office Accounting and Auditing Department.

- Developed innovative client service and auditing approaches used throughout the Firm.
- Participated in the development of a computer-based program for the evaluation of internal accounting controls.

Responsible for audit work in clients' offices - Cleveland, Ohio.

Responsible for first US GAAP audit of 21-company conglomerate in Sao Paulo, Brazil.

Developed and presented expert testimony.

- *Pension fund allocation in spin-off of major business segment.*
- *Accounting for cellular phone acquisition costs defended before SEC.*
- *Tax Ruling on use of hedge accounting in mutual funds.*
- *Construction cost and allocation in major construction project.*

Other Activities.

- *Berkeley Heights Board of Education.*
Member 18+ years, including serving as Vice President and President.
Lead Board financial/quantitative analysis expert.
Lead Board negotiator for teachers' contract - multiple occasions.
Lead Board negotiator for administrators' contracts.
Developed salary guides.
- *Union County School Boards Association - Vice President*
- *Union County Regional High School Dissolution Group - Lead financial expert in successful application for dissolution of high school district.*
- *Lower Camden County Regional High School District # 1 - Feasibility study regarding financial aspects of Dissolution Feasibility Study.*
- *West Morris Regional High School District - Feasibility study regarding financial impact of possible reconfigurations of the District.*
- *Borough of North Haledon and North Haledon Board of Education – Feasibility study regarding financial impact of withdrawal from a regional school district.*
- *Mountain Lakes Board of Education – Feasibility study regarding financial impact of ending a sending/receiving relationship.*
- *Cape May Borough and Cape May Board of Education - Feasibility study regarding financial impact of possible alternative configurations of the Regional District.*
- *Seaside Park Borough and Seaside Park Board of Education - Feasibility study regarding financial impact of possible alternative configurations of Central Regional District.*
- *Township of Mansfield – Feasibility study regarding financial impact of possible alternative configurations of Northern Burlington County Regional District.*
- *Clinton Township – Feasibility study regarding financial impact of withdrawal from North Hunterdon-Voorhees Regional School District.*
- *Borough of Oradell - Feasibility study regarding financial impact of possible alternative configurations of River Dell Regional District.*
- *Borough of Park Ridge– Feasibility study regarding financial impact of possible alternative high school configurations including participating in Pascack Valley Regional District.*
- *Boroughs of Montvale and Woodcliff Lake– Feasibility study regarding financial impact of possible alternative high school configurations regarding Pascack Valley Regional District.*
- *Borough of Watchung– Feasibility study regarding financial impact of possible alternative high school configurations regarding Watchung Hills Regional District.*

- *Treasurer of local church with half million dollar annual budget.*
- *Treasurer of other charitable organizations.*