A Feasibility Study on the Termination

of the Sending-Receiving Agreement Between the

Absecon Board of Education

and the

Pleasantville Board of Education

by

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I.   Introduction

For decades, the Absecon Board of Education has been concerned with the quality of the education its high school students have been receiving at Pleasantville High School as a result of its sending-receiving relationship with the Pleasantville Board of Education. These concerns include, but are not limited to, the quality and quantity of the educational opportunities offered at Pleasantville High School. As a result, the Absecon Board of Education resolved to study the options available with respect to the education of its high school students in order to improve the quality of the education its students receive.

With the assistance of expert consultants, the Absecon Board determined that one such option would be to pursue the termination of its current sending-receiving relationship with Pleasantville and establishment of a new sending-receiving relationship with a nearby school district, wherein Absecon's students in grades 9-12 would be educated at another nearby high school. The following school districts were identified by these independent experts as potential partners, worthy of further exploration and analysis: Mainland Regional School District and Greater Egg Harbor Regional School District. Both districts have expressed a willingness to accept Absecon's students, should Absecon be permitted to terminate its current sending-receiving relationship with Pleasantville. Greater Egg Harbor's administration has advised that if Absecon students were to be sent to Greater Egg Harbor Regional, they would attend Absegami High School. However, as with all Greater Egg Harbor Regional students, students from Absecon would be eligible to apply for, and if accepted, attend the academy programs at one of the District's other high schools.

The Absecon 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 Absecon's termination of its current sending-receiving relationship and the establishment of a new sending-receiving relationship with one of the above referenced school districts: Dr. Richard S. Grip of Statistical Forecasting LLC was primarily responsible for the demographics and the racial impacts; Mr. Peter E. Carter, retired school administrator and former New Jersey Department of Education official, was primarily responsible for the educational impacts; and Mr. Steven Cea, former School Business Administrator, was primarily responsible for the financial impacts.

This report follows the guidelines established by N.J.S.A. 18A:38-13 and NJ.S.A. 18A:38-21. In doing so, it analyzes the educational, financial, and racial impacts of Absecon's termination of its current sending-receiving relationship with Pleasantville and its establishment of a new sending-receiving relationship with Mainland Regional or Greater Egg Harbor Regional. 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 Atlantic 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 a proposed reconfiguration, the experts have concluded that Absecon's termination of its current sending-receiving relationship with Pleasantville and the establishment of a new sending-receiving relationship with either Mainland Regional or Greater Egg Harbor Regional 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 Pleasantville, Mainland Regional and Greater Egg Harbor Regional School Districts, and would not result in any substantial negative impact.

The financial analysis was calculated in "2017 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 experts have concluded that a new sending-receiving relationship involving either Mainland Regional or Greater Egg Harbor Regional will result in three of the four school districts studied experiencing a reduction in their annual school tax levy (i.e., Absecon, Mainland Regional and Greater Egg Harbor Regional). Pleasantville potentially could experience a small increase of up to $351,000 on a yearly basis, which is less than one half of one cent per hundred dollars of equalized property value. The tax levy increase is less than 0.4% of the total expenditures in 2016-17, and amounts to approximately $0.83 per week on the average assessed home in Pleasantville. However, termination of the existing relationship and establishing a new relationship with either Mainland Regional or Greater Egg Harbor Regional would not result in a substantial negative financial impact on any of the districts.

Finally, the consultants have concluded that the potential effect on the racial composition of the pupil population of each of the districts is not substantial. Absecon's students would continue to be educated in racially diverse learning environments, regardless of whether the Absecon Board chose to establish a new relationship with Mainland Regional or Greater Egg Harbor Regional. Indeed, due to Absecon's relatively small 9-12 student population and its relatively diverse student make-up, Absecon's pursuit of a new educational opportunity for its students in the form of the establishment of a new sending-receiving relationship with either Mainland Regional or Greater Egg Harbor Regional will not result in a negative impact on any of the students from a demographic perspective.

In short, should Absecon be permitted to terminate its current sending-receiving relationship with Pleasantville and establish a second sending-receiving relationship with either Mainland Regional or Greater Egg Harbor Regional, it will have an opportunity to offer its students a better educational program with overall savings. Based upon the analysis conducted by the consultants and set forth in more detail below, it is the consultant's recommendation that Absecon select Greater Egg Harbor Regional, wherein its students would attend Absegami High School (unless they apply for and are accepted into one of the District's academy programs).

II. Demographic Profiles

A. Community Descriptions

1. City of Absecon

The City of Absecon ("Absecon") is located in Atlantic County and contains a land area of 5.40 square miles and an additional 1.90 square miles of water area. Children from Absecon attend the Absecon Public School District ("Absecon School District") for grades PK-8 and Pleasantville High School for grades 9-12 through a sending-receiving agreement with the Pleasantville Public Schools. Historical and projected populations for Absecon from 1940-2040 are shown in Table 1. In 2010, Absecon had 8,411 residents, which is 1,557.6 persons per square mile, and is quadruple the 1940 population. Absecon experienced its greatest growth in the 1950s (83.4%) when it nearly doubled in size.

In addition, a population estimate for 2017 is provided in Table 1. The estimated population in 2017 is 8,283 persons, which is a loss of 128 persons (-1.5%) from 2010. The Census Bureau publishes estimates every July 1st following the last decennial census and are computed using the decennial census base counts, number of births and deaths in a community, and migration data (both domestic and international). Population projections for 2040, which were prepared by the South Jersey Transportation Planning Organization ("SJTPO"), are projecting the population to increase to 9,910 in 2040, which would be a gain of 1,627 persons from the 2017 population estimate.

Table 1
Historical and Projected Populations for Absecon
1940-2040

Year	Population	Percent Change
Historical[1]		
1940	2,084	N/A
1950	2,355	+13.0%
1960	4,320	+83.4%
1970	6,094	+41.1%
1980	6,859	+12.6%
1990	7,298	+6.4%
2000	7,638	+4.7%
2010	8,411	+10.1%
2017 (est.)	8,283	-1.5%
Projected[2]		
2040	9,910	+19.6%

Sources: [1]United States Census Bureau.
[2]South Jersey Transportation Planning Organization, *Regional Transportation Plan 2040, Technical Appendix #1: Demographic Forecast*, July 2012.

2.   City of Pleasantville

The City of Pleasantville ("Pleasantville"), also located in Atlantic County, contains a land area of 5.69 square miles and an additional 1.60 square miles of water area. Children from Pleasantville attend the Pleasantville Public Schools for grades PK-12. The location of Pleasantville High School, where Absecon children in grades 9-12 currently attend, is shown in Figure 1.

Historical and projected populations for Pleasantville from 1940-2040 are shown in Table 2. In 2010, the population in Pleasantville was 20,249, which is 3,558.7 persons per square mile. Pleasantville had its greatest population growth in the 1950s (+27.1%) before declining in the 1960s and 1970s. Since 1980, the city has grown for three consecutive decades. The estimated population in 2017 is 20,732, which is a gain of 483 persons from 2010. In 2040, the population in Pleasantville is projected to be 22,525, which would be a gain of 1,793 persons from the 2017 population estimate.

Table 2
Historical and Projected Populations for Pleasantville
1940-2040

Year	Population	Percent Change
Historical[1]		
1940	11,050	N/A
1950	11,938	+8.0%
1960	15,172	+27.1%
1970	14,007	-7.7%
1980	13,435	-4.1%
1990	16,027	+19.3%
2000	19,012	+18.6%
2010	20,249	+6.5%
2017 (est.)	20,732	+2.4%
Projected[2]		
2040	22,525	+8.6%

Sources: [1]United States Census Bureau.
[2]South Jersey Transportation Planning Organization, *Regional Transportation Plan 2040, Technical Appendix #1: Demographic Forecast*, July 2012.

4.   Greater Egg Harbor Regional Geographical Area

The communities of Egg Harbor City, Galloway Township ("Galloway"), Hamilton Township ("Hamilton"), and Mullica Township ("Mullica"), all of which are located in Atlantic County, are served by the Greater Egg Harbor Regional High School District ("Greater Egg Harbor Regional") whereby children attend either Absegami High School, Cedar Creek High School, or Oakcrest High School for grades 9-12. The data for each community have been aggregated and reflect the combined counts in the regional's geographic area. The Greater Egg Harbor Regional geographical area contains a land area of 267.55 square miles and an additional 29.07 square miles of water area. The locations of the districts' schools are shown in Figure 1.

Historical and projected populations for the Greater Egg Harbor Regional geographical area are shown in Table 4. In 2010, the population in the Greater Egg Harbor Regional geographical area was 74,242, which is 277.5 persons per square mile. From 1940-2010, the geographical area experienced significant growth, with the population increasing six-fold. Greater Egg Harbor Regional's greatest percentage gain in population occurred in the 1980s (+58.0%). The estimated population in 2017 is 73,167 persons, which is a loss of 1,075 persons from 2010. Forecasts prepared by the SJTPO project the population to increase significantly to 102,865 in 2040, which would be a gain of 29,698 persons (+40.6%) from the 2017 population estimate.

Table 4
Historical and Projected Populations
for the Greater Egg Harbor Regional Geographical Area
1940-2040

Year	Population	Percent Change
Historical[1]		
1940	11,909	N/A
1950	13,556	+13.8%
1960	19,011	+40.2%
1970	22,416	+17.9%
1980	31,536	+40.7%
1990	49,821	+58.0%
2000	62,165	+24.8%
2010	74,242	+19.4%
2017 (est.)	73,167	-1.4%
Projected[2]		
2040	102,865	+40.6%

Sources: [1]United States Census Bureau.
[2]South Jersey Transportation Planning Organization, *Regional Transportation Plan 2040, Technical Appendix #1: Demographic Forecast*, July 2012.

Figure 1
High School Locations
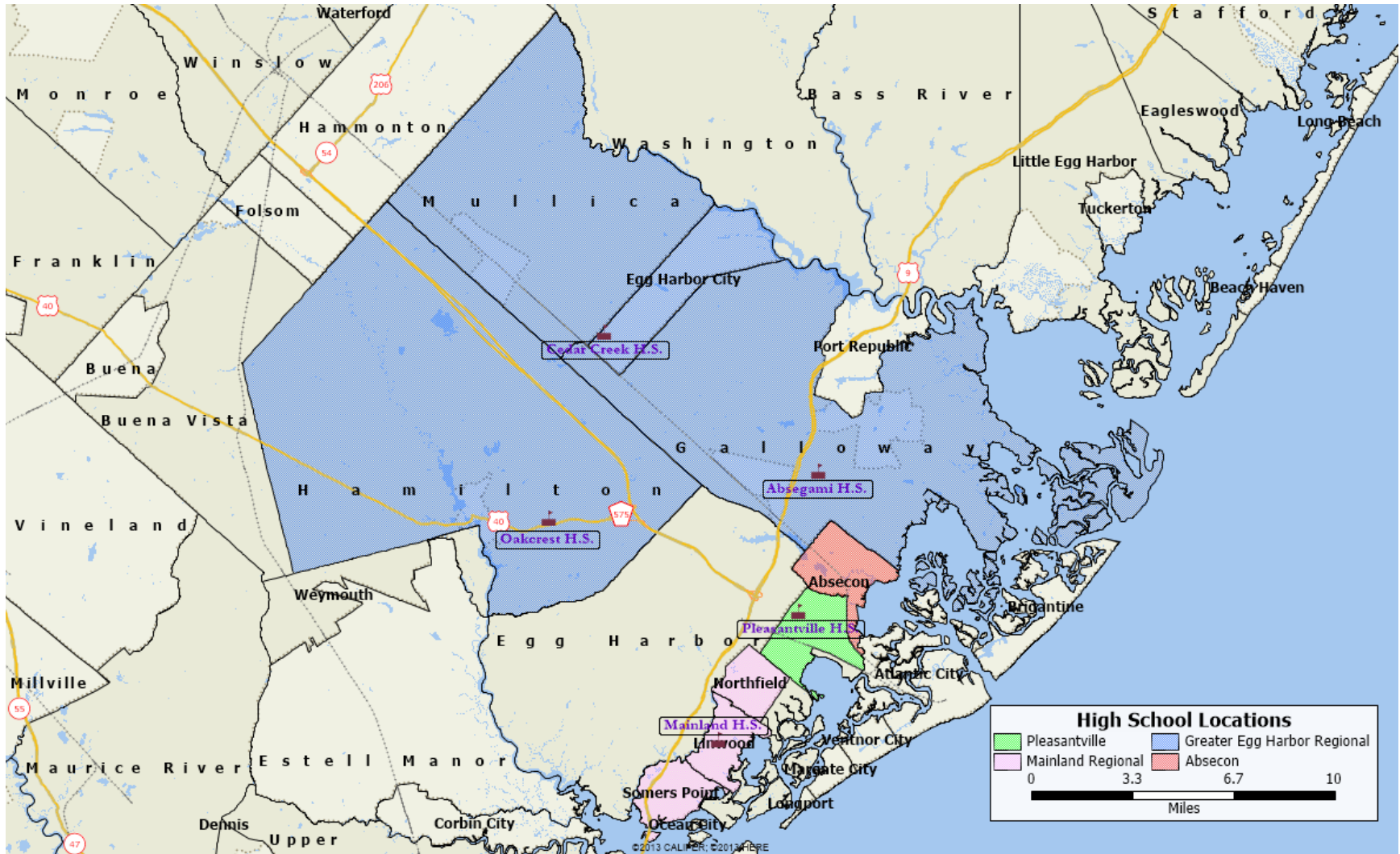
B.   Demographic Characteristics

In Table 5, relevant demographic characteristics[1] of Absecon, Pleasantville, the Mainland Regional geographic area, and the Greater Egg Harbor Regional geographic area are compared from the 2000 and 2010 Censuses, and the 2012-16 American Community Survey ("ACS"). Data for the Mainland and Greater Egg Harbor Regional geographical areas were obtained from the National Center for Education Statistics ("NCES"), which compiles Census data by school district geographical boundaries.

While some Census variables account for everyone in a 100% population count (e.g., age, race, and total housing units), other variables are collected from a sample (e.g., median family income, educational attainment, poverty status, etc.). The ACS replaced the long form of the Census, last administered in 2000 to approximately 16% of the population in the United States. For smaller municipalities such as those in this study, ACS data represent a sample collected over a five-year time period, where the estimates represent the average characteristics between January 2012 and December 2016. This information does not represent a single point in time like the long form of earlier Censuses. The five-year ACS contains 1% annual samples from all households and persons from 2012-2016, resulting in a 5% sample of the population. Due to the small sample size, the sampling error is quite large, which increases the degree of uncertainty of the estimated values.

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[1] As the number of demographic variables provided by the United Stated Census Bureau is voluminous, only variables pertinent to the study are shown.

1.   City of Absecon

While Whites are the largest race in Absecon, their population has declined from 2000 to 2010. In 2010, Absecon was 76.4% White as compared to 83.3% in 2000, a decline of 6.9 percentage points. The second-largest race in 2010 was Black/African American ("Black") representing 9.9% of the population, a gain of 3.9 percentage points from 2000 (6.0%). The second-largest race in 2000 had been Asian. The Census Bureau does not consider Hispanic as a separate race; rather it identifies the percentage of people having Hispanic origin. Hispanics in the Census population can be part of the White, Black, Asian, or any of the other race categories. It is not a mutually exclusive race category. The concentration of persons having Hispanic origin nearly doubled from 3.8% in 2000 to 7.5% in 2010.

Regarding nativity, 11.1% of Absecon residents were foreign-born in the 2012-16 ACS as compared to 10.4% in 2000. As a point of comparison, New Jersey's foreign-born resident percentage was 21.8% in the 2012-16 ACS, which is much greater than Absecon's percentage. While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that India and Egypt are currently the largest sources of immigrants, accounting for 36.6% and 6.4% of the foreign-born population in Absecon.

The median age in Absecon has increased from 40.3 years in 2000 to 44.1 years in 2010, which is higher than the median age in New Jersey (39.4 years). During the same time period, the percentage of people under the age of 18 declined slightly from 23.5% to 20.8%.

Regarding educational attainment for adults aged 25 and over, 28.6% of the population had a bachelor's degree or higher in the 2012-16 ACS as compared to 22.4% in 2000, which is a gain of 6.2 percentage points. The percentage of Absecon residents having a bachelor's degree or higher is below that of the State of New Jersey (37.5%). During this time period, the percentage of persons possessing a graduate degree increased from 7.3% to 9.8%.

Median family income increased from $61,563 in 2000 to $71,821 in the 2012-16 ACS, a 16.7% increase. By comparison, median family income in New Jersey is $90,757, which is greater than that of Absecon. During this time period, the percentage of school-age children (ages 5-17) that are in poverty increased from 4.8% to 6.0%.

Regarding housing, there were 3,365 housing units in Absecon in 2010, which is a gain of 463 housing units (+16.0%) from 2000. The occupancy rate was 94.5% in 2010, which was slightly lower than the occupancy rate in 2000 (95.6%). The majority of housing units in Absecon were owner-occupied (85.2%) in 2010, which is nearly unchanged from 2000 (85.5%). Renter-occupied units accounted for 14.8% of the occupied units in 2010. The median home price of an owner-occupied unit in the 2012-16 ACS was $197,900, which is a 60.9% increase from 2000 ($123,000).

2.   City of Pleasantville

Unlike Absecon, Blacks are the largest race in Pleasantville. However, the percentage of Black individuals in Pleasantville decreased from 57.7% in 2000 to 45.9% in 2010, a decline of 11.8 percentage points. The second-largest race in 2010 was White, representing 24.3% of the population, which is nearly unchanged from 2000 (25.0%). Pleasantville had the largest percentage of Black individuals of the four communities/geographical areas in 2010 while the Greater Egg Harbor Regional geographical area had the second-largest percentage. "Other Race" was the third-largest race at 22.0% in 2010, which is double the 2000 percentage of 11.0%. In communities with large Hispanic populations, many individuals select "Other Race" as they do not identify with any of the listed choices. The concentration of persons having Hispanic origin nearly doubled from 21.9% in 2000 to 41.1% in 2010, a gain of 19.2 percentage points. Of the four communities/geographical areas in this study, Pleasantville has the greatest Hispanic percentage followed by the Greater Egg Harbor Regional geographical area.

Regarding nativity, 22.7% of Pleasantville residents were foreign-born in the 2012-16 ACS, which is a 9.8 percentage-point gain from the 2000 percentage (12.9%) and slightly higher than that of New Jersey (21.8%). While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that the Dominican Republic and Mexico are currently the largest sources of immigrants, accounting for 24.1% and 23.8% respectively of the foreign-born population. Pleasantville has the highest percentage of foreign-born residents of the four communities/geographical areas.

The median age in Pleasantville increased slightly from 32.7 years in 2000 to 33.0 years in 2010, which is lower than the median age in New Jersey (39.4 years). During the same time period, the percentage of people under the age of 18 decreased from 30.4% to 27.5%.

Regarding educational attainment for adults aged 25 and over, 12.6% of the population had a bachelor's degree or higher in the 2012-16 ACS, which is a 2.4 percentage-point increase from 2000. The percentage of residents having a bachelor's degree or higher is much lower in Pleasantville than that of the State of New Jersey (37.5%). The percentage of persons with a graduate degree decreased from 3.1% to 2.0% during this time period.

Median family income increased from $40,016 in 2000 to $47,711 in the 2012-16 ACS, a 19.2% increase. Median family income in Pleasantville is nearly half the median family income in New Jersey ($90,757). During this time period, the percentage of school-age children (ages 5-17) in poverty significantly increased from 21.1% to 38.9%.

Regarding housing, there were 7,219 housing units in Pleasantville in 2010, which is a gain of 177 units (+2.5%) since 2000. The occupancy rate was 92.3% in 2010, which was slightly higher than the occupancy rate in 2000 (90.9%). The percentage of owner- and renter-occupied units were similar in the 2012-16 ACS as 53.3% of units consisted of owners while 46.7% were occupied by renters. The median home price of an owner-occupied unit in the 2012-16 ACS was $157,900, which is an 82.5% gain from the value reported in 2000 ($86,500).

Table 5
Selected Demographic Characteristics

Race Origin	Absecon 2000	Absecon 2010, 2012-2016[2]	Pleasantville 2000	Pleasantville 2010, 2012-2016[2]	Mainland Regional[3] 2000	Mainland Regional[3] 2010, 2012-2016[2]	Greater Egg Harbor Regional[3] 2000	Greater Egg Harbor Regional[3] 2010, 2012-2016[2]
White	83.3%	76.4%	25.0%	24.3%	90.0%	85.3%	74.6%	70.9%
Black/African American	6.0%	9.9%	57.7%	45.9%	4.0%	5.7%	12.4%	13.9%
American Indian/ Alaska Native	0.2%	0.4%	0.3%	0.8%	0.2%	0.2%	0.4%	0.3%
Asian	7.5%	7.9%	2.0%	2.4%	2.8%	3.7%	5.5%	7.2%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Race	1.5%	2.9%	11.0%	22.0%	1.9%	2.8%	4.5%	4.5%
Two or more Races	1.5%	2.4%	4.1%	4.5%	1.1%	2.3%	2.5%	3.3%
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]**
Hispanic Origin	3.8%	7.5%	21.9%	41.1%	4.1%	7.3%	9.0%	12.5%
Age								
Under 18	23.5%	20.8%	30.4%	27.5%	24.8%	23.2%	26.7%	22.7%
18-64	60.4%	62.2%	58.4%	61.8%	58.6%	60.8%	64.2%	64.9%
65 and over	16.1%	17.0%	11.2%	10.7%	16.6%	16.0%	9.1%	12.4%
Median age (years)	40.3	44.1	32.7	33.0	N/A	43.3	N/A	38.2
Nativity								
Foreign-Born	10.4%	11.1%	12.9%	22.7%	6.4%	9.7%	8.6%	13.7%
Educational Attainment								
Bachelor's degree or higher	22.4%	28.6%	10.2%	12.6%	25.5%	32.3%	19.7%	26.3%
Graduate or professional degree	7.3%	9.8%	3.1%	2.0%	7.8%	10.3%	5.8%	8.6%
Income								
Median family income	$61,563	$71,821	$40,016	$47,711	$60,301	$81,396	$55,124	$72,955
Percentage of Persons in Poverty ages 5-17	4.8%	6.0%	21.1%	38.9%	1.0%	14.3%	1.9%	12.7%
Housing Units								
Total number	2,902	3,365	7,042	7,219	11,085	11,614	22,900	28,424
Occupied units	2,773 (95.6%)	3,179 (94.5%)	6,402 (90.9%)	6,661 (92.3%)	10,415 (94.0%)	10,460 (90.1%)	21,595 (94.3%)	26,304 (92.5%)
Owner-Occupied units	2,371 (85.5%)	2,709 (85.2%)	3,605 (56.3%)	3,552 (53.3%)	7,825 (75.1%)	7,813 (74.7%)	16,095 (74.5%)	20,098 (76.4%)
Renter-Occupied units	402 (14.5%)	470 (14.8%)	2,797 (43.7%)	3,109 (46.7%)	2,585 (24.8%)	2,647 (25.3%)	5,505 (25.5%)	6,206 (23.6%)
Median value of an owner-occupied unit	$123,000	$197,900	$86,500	$157,900	$131,000	$240,800	$112,200	$209,100

Sources: United States Census Bureau (2000 and 2010) and American Community Survey (2012-2016).

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

[2] Cells shaded orange are from the 2010 Census while cells shaded blue are from the American Community Survey (2012-2016).

[3] The Census 2000 School District Tabulation (STP2) is a special tabulation prepared by the U.S. Census Bureau's Population Division and sponsored by the NCES.

3.   Mainland Regional Geographical Area

With respect to race, Whites are the largest race in the Mainland Regional geographical area. Like Absecon, the White population declined in the Mainland Regional geographical area from 2000 to 2010. In 2010, the Mainland Regional geographical area was 85.3% White as compared to 90.0% in 2000, a decline of 4.7 percentage points. The second-largest race in 2010 was Black, representing 5.7% of the population, which is a 1.7 percentage-point gain from the 2000 percentage (4.0%). The concentration of persons having Hispanic origin increased from 4.1% in 2000 to 7.3% in 2010.

With respect to nativity, 9.7% of the residents in the Mainland Regional geographical area were foreign-born in the 2012-16 ACS, which is a 3.3 percentage-point gain from 2000 (6.4%), but is still much lower than that of New Jersey (21.8%). The foreign-born percentage in the Mainland Regional geographical area is the lowest of the four communities/geographical areas. While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that Mexico and the Philippines are currently the largest sources of immigrants, accounting for 17.8% and 7.6% of the foreign-born population.

The median age in the Mainland Regional geographical area was 43.3 years in 2010, which is greater than that of New Jersey (39.4 years). The median age was unavailable for 2000. From 2000 to 2010, the percentage of people under the age of 18 has decreased slightly from 24.8% to 23.2%.

Regarding educational attainment for adults aged 25 and over, 32.3% of the population had a bachelor's degree or higher in the 2012-16 ACS, which is a 6.8 percentage-point increase from 2000 (25.5%). The Mainland Regional geographical area has the highest percentage of persons with a bachelor's degree or higher of the four communities/geographical areas. The percentage of persons with a graduate degree increased from 7.8% to 10.3% during this time period.

Median family income increased from $60,301 in 2000 to $81,396 in the 2012-16 ACS, a 35.0% gain. Median family income in the Mainland Regional geographical area is slightly below the median family income in New Jersey ($90,757). While the median family incomes of all four communities/geographical areas are below the State's median, the Mainland Regional geographical area had the highest income of the communities/geographical areas under consideration. During this time period, the percentage of school-age children (ages 5-17) in poverty significantly increased from 1.0% to 14.3%.

Regarding housing, there were 11,614 housing units in the Mainland Regional geographical area in 2010, which is a gain of 529 units (+4.8%) since 2000. The occupancy rate was 90.1% in 2010, which was lower than the occupancy rate in 2000 (94.0%). Like Absecon, the majority of homes in the Mainland Regional geographical area are owner-occupied, as 74.7% consisted of owners in 2010, which is nearly unchanged from 2000 (75.1%). Renter-occupied units accounted for 25.3% of the occupied units in 2010. The median home price of an owner-occupied unit in the 2012-16 ACS was $240,800, which is an 83.8% increase from the value reported in 2000 ($131,000). The Mainland Regional geographical area also has the highest median home price of an owner-occupied unit of the four communities/geographical areas.

4.   Greater Egg Harbor Regional Geographical Area

Like Absecon and the Mainland Regional geographical area, Whites are also the largest race in the Greater Egg Harbor Regional geographical area. The White population in the Greater Egg Harbor Regional geographical area has declined from 74.6% in 2000 to 70.9% in 2010, a loss of 3.7 percentage points. The second-largest race in 2010 was Black, representing 13.9% of the population, which is a small increase from the 2000 percentage (12.4%). The concentration of persons having Hispanic origin increased from 9.0% in 2000 to 12.5% in 2010, a gain of 3.5 percentage points.

Regarding nativity, 13.7% of the Greater Egg Harbor Regional geographical area residents were foreign-born in the 2012-16 ACS, which is a gain of 5.1 percentage points from the 2000 percentage (8.6%), yet is lower than that of New Jersey (21.8%). While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that India and Vietnam are currently the largest source of immigrants, accounting for 12.7% and 11.9% respectively of the foreign-born population.

The median age in the Greater Egg Harbor Regional geographical area was 38.2 years in 2010, which is similar to that of New Jersey (39.4 years). The median age was unavailable for 2000.   During the same time period, the percentage of people under the age of 18 decreased from 26.7% to 22.7%.

Regarding educational attainment for adults aged 25 and over, 26.3% of the population had a bachelor's degree or higher in the 2012-16 ACS, which is a 6.6 percentage-point increase from the 2000 percentage (19.7%).   The percentage of Greater Egg Harbor Regional geographical area residents having a bachelor's degree or higher is lower than that of the State of New Jersey (37.5%). During this time period, the percentage of persons possessing a graduate degree increased from 5.8% to 8.6%.

Median family income has increased from $55,124 in 2000 to $72,955 in the 2012-16 ACS, which is a 32.3% increase. Median family income in the Greater Egg Harbor Regional geographical area also is lower than the median family income in New Jersey ($90,757). During this time period, the percentage of school-age children (ages 5-17) in poverty increased significantly from 1.9% to 12.7%.

Regarding housing, there were 28,424 housing units in the Greater Egg Harbor Regional geographical area in 2010, which is a gain of 5,524 units (+24.1%) since 2000. Like Absecon and the Mainland Regional geographical area, the majority of homes in the Greater Egg Harbor Regional geographical area are owner-occupied, as 76.4% consisted of owners in 2010, which is a small increase from the 2000 percentage (74.5%). Renter-occupied units accounted for 23.6% of the occupied units in 2010. The median home price of an owner-occupied unit in the 2012-16 ACS was $209,100, which is an 86.4% gain from the value reported in 2000 ($112,200).

## C.	District Overviews

### 1.	Absecon Public School District

The Absecon School District is a PK-8 school district. Children from Absecon attend H. A. Marsh Elementary School ("Marsh") for grades PK-4 and Emma C. Attales Middle School ("Attales") for grades 5-8. Children in grades 9-12 attend Pleasantville High School in the Pleasantville Public Schools through a sending-receiving relationship.

### 2.	Pleasantville Public Schools

The Pleasantville Public Schools is a PK-12 school district. There are seven schools in the district. For grades PK-5, children either attend North Main Street Elementary School ("North Main Street"), South Main Street Elementary School ("South Main Street"), Leeds Avenue Elementary School ("Leeds Avenue"), or Washington Avenue Elementary School ("Washington Avenue"). Pre-kindergarten also is provided in the Decatur Avenue Early Childhood Center ("Decatur Avenue"). Pleasantville Middle School educates children in grades 6-8. Pleasantville High School educates children in grades 9-12. As mentioned previously, the school district receives children from Absecon for grades 9-12 through a sending-receiving relationship. According to the district's Long Range Facilities Plan ("LRFP"), the functional capacity of Pleasantville High School is 1,147 students.

### 3.	Mainland Regional School District

Mainland Regional is a limited-purpose regional school district educating children in grades 9-12. Mainland Regional has one school in the district, Mainland High School, which serves the communities of Linwood, Northfield, and Somers Point. According to the district's LRFP and using District Practices methodology, Mainland High School currently has a functional capacity of 1,785 students. 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").

If the sending-receiving relationship between Absecon and Pleasantville were terminated and a sending-receiving relationship between Mainland Regional and Absecon were created, Absecon students would attend Mainland High School for grades 9-12.

### 4.	Greater Egg Harbor Regional High School District

Greater Egg Harbor Regional is a grade 9-12 limited-purpose regional school district consisting of three high schools. Absegami High School ("Absegami") serves the community of Galloway. Oakcrest High School ("Oakcrest") serves the community of Hamilton. Cedar Creek High School ("Cedar Creek") serves the communities of Egg Harbor City and Mullica. In addition, the district receives children from Port Republic and Washington Township in Burlington County through a sending-receiving relationship to attend Cedar Creek. If the

sending-receiving relationship between Absecon and Pleasantville were terminated and a sending-receiving relationship between Greater Egg Harbor Regional and Absecon were created, Absecon students would attend either Cedar Creek or Absegami for grades 9-12. According to the district's LRFP, the adjusted functional capacity of Cedar Creek is 991 students, while the adjusted functional capacity of Absegami is 2,625 students.

D.   Explanation of the Cohort-Survival Ratio Method

In this study, historical enrollments from 2012-13 through 2017-18 were obtained from the New Jersey Department of Education ("NJDOE") and/or the individual school districts, and were used to project enrollments for five years into the future. Future enrollments then were projected using the Cohort-Survival Ratio method ("CSR").

The CSR method has been approved by the NJDOE 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 1.00 indicates stable enrollment, less than 1.00 indicates declining enrollment, and greater than 1.00 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.

The CSR method assumes that what happened in the recent past also will happen in the future. In essence, this method provides a linear projection of the population. The CSR method is most appropriate 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 (i.e., 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 last six years. Due to the fluctuation in survival ratios from year to year, it is appropriate to calculate an average survival ratio for each grade progression, which then is used to calculate future grade enrollments five years into the future.

E.   Explanation of Grade Progression Differences

The Grade Progression Differences ("GPD") method was used to project enrollments for grades 10-12 in Absecon at Pleasantville High School, since the number of students in each grade level was quite small. In this method, the change in the number of students, as opposed to the ratio, is computed for each grade progression. As compared to a ratio, a numerical change is less sensitive to the movement inward or outward of a few students and is preferred when grade level sizes are small. A positive value indicates an in-migration of students while a negative value indicates an outward migration of students. The computed changes in enrollment were averaged over a six-year period and these values were used to project grade-by-grade enrollments for five years into the future.

F.   Historical Enrollment Trends

1.   Absecon Public School District

Historical enrollments for Absecon students attending the Absecon School District (grades PK-8) and Pleasantville High School (grades 9-12) in Pleasantville from 2012-13 to 2017-18 are displayed in Table 6. PK-8 enrollment has been fairly stable, ranging from 817 to 874 students per year. In 2017-18, enrollment was 874, which is very similar to the 2012-13 enrollment of 866. When the entire PK-12 population is considered and includes those students attending Pleasantville High School, enrollment also has been fairly stable, ranging from 860-932 students per year. For grades 9-12, the number of Absecon students attending Pleasantville High School has declined from 66 in 2012-13 to 30 in 2015-16 before increasing. In the last four years, the number of students attending Pleasantville High School ranged from 30-43 students per year.   Table 6 also shows computed average survival ratios (grades K-9) and grade progression differences (grades 10-12) based on the last six years of historical data, which will be used to project future enrollments.

2.   Pleasantville Public Schools

Historical enrollments for students attending the Pleasantville Public Schools (PK-12) from 2012-13 to 2017-18 are shown in Table 7. Self-contained special education students were redistributed into both the PK-8 and 9-12 totals.   In general, PK-12 enrollment has been declining in the district. In 2017-18, enrollment (PK-12) was 3,505, which represents a loss of 373 students from the 2012-13 enrollment of 3,878.   PK-8 enrollment also has been declining. In 2017-18, PK-8 enrollment was 2,748, which is a loss of 369 students from the 2012-13 enrollment of 3,117. At Pleasantville High School (grades 9-12), enrollment has been fairly stable, ranging from 746-776 students per year. The historical high school enrollments in Table 7 also include students from Absecon that attend Pleasantville High School for grades 9-12 through a sending-receiving relationship. Table 7 also shows computed average survival ratios based on the last six years of historical data, which will be used to project future enrollments.

Table 6
Absecon Historical Enrollments (PK-12)
2012-13 to 2017-18

Year[1]	PK RE[2]	K	1	2	3	4	5	6	7	8	SE[3]	PK-8 Total	9	10	11	12	9-12 Total[4]	PK-12 Total
2012-13	0	93	93	85	111	79	92	90	93	94	36	**866**	6	11	22	27	**66**	**932**
2013-14	14	105	90	91	89	108	84	88	85	91	19	**864**	10	6	12	20	**48**	**912**
2014-15	0	69	100	93	91	95	109	85	84	84	18	**828**	11	11	5	11	**38**	**866**
2015-16	11	97	88	96	91	89	91	102	81	83	33	**862**	3	7	10	10	**30**	**892**
2016-17	25	84	76	74	92	92	86	84	105	75	24	**817**	9	6	11	17	**43**	**860**
2017-18	27	103	78	87	82	103	91	93	82	107	21	**874**	6	8	12	11	**37**	**911**
Average 6-Year Ratios		0.9915[5]	0.9815	0.9915	1.0184	1.0298	0.9972	0.9817	0.9715	0.9800	0.0316[6]		0.0903	-0.2000	1.8000	1.8000		

Notes: [1] PK-8 enrollments were provided by the New Jersey Department of Education (http://www.nj.gov/njded/data/enr/).
[2] Pre-kindergarten regular education enrollment.
[3] Self-contained special education enrollment/Ungraded Students at PK-8 level.
[4] Grade 9-12 enrollments were provided by the Pleasantville Public Schools.
[5] Average birth-to-kindergarten ratio based on birth data five years prior.
[6] Average proportion of special education students with respect to PK-8 subtotals using the last three years of historical data.

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Table 7
Pleasantville Historical Enrollments (PK-12)
2012-13 to 2017-18

Year[1]	PK RE[2]	K	1	2	3	4	5	6	7	8	9	10	11	12	SE[3]	PK-8 Total	9-12 Total	PK-12 Total
2012-13	592	338	325	300	279	281	257	246	241	254	201	192.5	169	198.5	4	3,117	761	3,878
2013-14	420	376	304	288	297	289	260	259	250	259	213	177	194	180	3	3,005	764	3,769
2014-15	581	351	345	286	267	272	270	247	252	246	188	208	170	180	3	3,120	746	3,866
2015-16	434	272	298	264	262	258	254	255	250	238	178	204	183	160	98	2,856	752	3,608
2016-17	389	313	255	289	253	254	259	236	244	242	178	194	188	201	67	2,786	776	3,562
2017-18	351	282	281	247	288	247	235	265	227	237	180	176	192	173	124	2,748	757	3,505
Average 6-Year Ratios		0.4929[4]	0.9002	0.9061	0.9576	0.9727	0.9445	0.9709	0.9840	0.9885	0.7878	1.0042	0.9519	0.9905	0.0279[5]			

Notes: [1] Enrollment data were provided by the New Jersey Department of Education (http://www.nj.gov/njded/data/enr/).
[2] Pre-kindergarten regular education enrollment.
[3] Self-contained special education enrollment/Ungraded Students.
[4] Average birth-to-kindergarten ratio based on birth data five years prior.
[5] Average proportion of special education students with respect to PK-12 subtotals using the last three years of historical data.

3. Mainland Regional School District

Historical enrollments for students attending Mainland Regional (grades 9-12) from 2012-13 to 2017-18 are shown in Table 8. After peaking in 2013-14, enrollment in the district has been declining. In 2017-18, enrollment was 1,267, which was a loss of 134.5 students from the 2012-13 enrollment of 1,401.5. Table 8 also shows computed average survival ratios based on the last six years of historical data, which will be used to project future enrollments.

While not shown in the table, PK-8 aggregated enrollments from the feeder districts (Linwood, Northfield, and Somers Point) for Mainland Regional also were examined. PK-8 enrollments have been declining steadily as well. In 2017-18, the aggregated enrollment was 2,654, which is a loss of 328 students from the 2012-13 enrollment of 2,982.

Table 8
Mainland Regional Historical Enrollments (9-12)
2012-13 to 2017-18

Year[1]	9	10	11	12	SE[2]	9-12 Total
2012-13	323	335	347.5	354	42	1,401.5
2013-14	386	315	323	362	32	1,418
2014-15	314	366	298	328.5	49	1,355.5
2015-16	309	311	361	305	30	1,316
2016-17	293	311	312	369	17	1,302
2017-18	303	297	304	321	42	1,267
Average 6-Year Ratios	1.0009[3]	0.9868	0.9755	1.0267	0.0271[4]	

Notes: [1]Enrollment data were provided by New Jersey Department of Education (http://www.nj.gov/njded/data/enr/).
[2]Self-contained special education enrollment/Ungraded Students.
[3]Grade 8-9 ratio computed using aggregated 8th grade counts from Linwood, Northfield, and Somers Point.
[4]Average proportion of special education students with respect to 9-12 subtotals.

4. Greater Egg Harbor Regional High School District

Table 9 shows historical enrollments of students attending Greater Egg Harbor Regional (grades 9-12) from 2012-13 to 2017-18. Enrollment has been steadily declining in the district. In 2017-18, enrollment was 3,124, which is a loss of 509 students from the 2012-13 enrollment of 3,633.

While not shown in the table, PK-8 aggregated enrollments from the constituent districts (Egg Harbor City, Galloway, Hamilton, and Mullica) also were examined, as well as those for communities that have a sending-receiving relationship with Greater Egg Harbor Regional (Port Republic and Washington Township). PK-8 enrollments have been declining as well, but not as

rapidly as at the high school level. In 2017-18, the aggregated PK-8 enrollment was 7,723, which is a loss of 141 students from the 2012-13 enrollment of 7,864.

Historical enrollments of Absegami, Cedar Creek, and Oakcrest from 2012-13 to 2017-18 are shown in Tables 10, 11, and 12. If the sending-receiving relationship between Absecon and Pleasantville were terminated and a sending-receiving relationship between Greater Egg Harbor Regional and Absecon were created, Absecon students would attend either Absegami or Cedar Creek for grades 9-12. Tables 10, 11, and 12 also show computed average survival ratios based on the last six years of historical data, which will be used to project future enrollments.

Absegami, which receives children primarily from Galloway, has been declining steadily. In 2017-18, enrollment was 1,230, which is a loss of 419.5 students from the 2012-13 enrollment of 1,649.5. Enrollment at Cedar Creek, which receives children primarily from Egg Harbor City, Mullica, Port Republic, and Washington Township, increased through 2015-16 before reversing trend. In 2017-18, enrollment was 893, which is a gain of 63.5 students from the 2012-13 enrollment of 829.5. Finally, Oakcrest, which receives children primarily from Hamilton, had declining enrollment through 2014-15 before stabilizing. In 2017-18, enrollment was 1,001, which is a loss of 153 students from the 2012-13 enrollment of 1,154. It is important to note that since there are magnet programs in the district, students may attend a high school different than their geographic designation.

Table 9
Greater Egg Harbor Regional Historical Enrollments (9-12)
2012-13 to 2017-18

Year[1]	9	10	11	12	SE[2]	9-12 Total
2012-13	935	923.5	865	869.5	40	**3,633**
2013-14	821	916	806	843	97	**3,483**
2014-15	835	816	825	774	62	**3,312**
2015-16	794	826	778	818	57	**3,273**
2016-17	757	790	803	763	72	**3,185**
2017-18	761	737	776	800	50	**3,124**

Notes: [1]Data as provided by the New Jersey Department of Education (http://www.nj.gov/njded/data/enr/).
[2]Self-contained special education enrollment/Ungraded students.

Table 10
Absegami High School Historical Enrollments (9-12)
2012-13 to 2017-18

Year[1]	9	10	11	12	SE[2]	9-12 Total
2012-13	396	409	400.5	439	5	1,649.5
2013-14	364	389	353	398	32	1,536
2014-15	330	346	358	354	22	1,410
2015-16	314	336	330	341	19	1,340
2016-17	315	306	330	335	21	1,307
2017-18	289	305	298	320	18	1,230
Average 6-Year Ratios	0.8465[3]	0.9788	0.9386	0.9868	0.0165[4]	

Notes: [1]Data as provided by the New Jersey Department of Education (http://www.nj.gov/njded/data/enr/).
[2]Self-contained special education enrollment/Ungraded students.
[3]Grade 8-9 ratio computed using 8th grade counts from Galloway and five years of historical data.
[4]Average proportion of special education students with respect to 9-12 subtotals using the last five years of historical data.

Table 11
Cedar Creek High School Historical Enrollments (9-12)
2012-13 to 2017-18

Year[1]	9	10	11	12	SE[2]	9-12 Total
2012-13	232	228	192.5	160	17	829.5
2013-14	202	235	207	185	32	861
2014-15	253	230	217	189	21	910
2015-16	227	246	217	214	17	921
2016-17	202	222	241	207	17	889
2017-18	219	205	218	243	8	893
Average 6-Year Ratios	1.6208[3]	1.0233	0.9473	0.9645	0.0177[4]	

Notes: [1]Data as provided by the New Jersey Department of Education (http://www.nj.gov/njded/data/enr/).
[2]Self-contained special education enrollment/Ungraded students.
[3]Grade 8-9 ratio computed using aggregated 8th grade counts from Egg Harbor City, Mullica, Port Republic, and Washington Township using five years of historical data with outlier removed.
[4]Average proportion of special education students with respect to 9-12 subtotals using the last four years of historical data.

Table 12
Oakcrest High School Historical Enrollments (9-12)
2012-13 to 2017-18

Year[1]	9	10	11	12	SE[2]	9-12 Total
2012-13	307	286.5	272	270.5	18	1,154
2013-14	255	292	246	260	33	1,086
2014-15	252	240	250	231	19	992
2015-16	253	244	231	263	21	1,012
2016-17	240	262	232	221	34	989
2017-18	253	227	260	237	24	1,001
Average 6-Year Ratios	0.7550[3]	0.9684	0.9241	0.9850	0.0252[4]	

Notes: [1]Data as provided by the New Jersey Department of Education (http://www.nj.gov/njded/data/enr/).
[2]Self-contained special education enrollment/Ungraded students.
[3]Grade 8-9 ratio computed using 8th grade counts from Hamilton and four years of historical data.
[4]Average proportion of special education students with respect to 9-12 subtotals using the last four years of historical data.

Rather than projecting enrollments at the district level, enrollments were projected at the school level and aggregated to a districtwide total. Since Absecon is seeking to terminate its sending-receiving relationship with Pleasantville and create a new sending-receiving relationship between Greater Egg Harbor Regional where Absecon students would attend either Absegami or Cedar Creek for grades 9-12, enrollment projections were needed for each of these individual high schools. The projections for Oakcrest also will be provided, solely to show the overall projected enrollment of the school district.

G.   Birth Data

Kindergarten enrollments were calculated by taking the birth data, lagged five years behind its respective kindergarten class, to calculate the survival ratio for each birth-to-kindergarten cohort.   For instance, in 2012, there were 93 births in Absecon. Five years later (the 2017-18 school year), 103 children enrolled in kindergarten, which is equal to a survival ratio of 1.108 from birth to kindergarten. Birth counts and birth-to-kindergarten survival ratios are displayed in Table 13 for Absecon and Pleasantville. Since Mainland Regional and Greater Egg Harbor Regional do not educate kindergarten students and births are not needed to project high school enrollments, data from these districts are excluded in the following table. 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 also is seen in communities where there are a large number of new housing starts, with families moving into the community having children of age to attend kindergarten. Birth-to-kindergarten survival ratios 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 also is 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. It should be noted that both Absecon and Pleasantville have had full-day kindergarten programs from 2012-13 to 2017-18.

Table 13
Birth Counts and Historical Birth-to-Kindergarten Survival Ratios

Year[1]	Absecon			Pleasantville		
	Births	Kinder-garten Students 5 years Later	B-K Survival Ratio	Births	Kinder-garten Students 5 years Later	B-K Survival Ratio
2007	96	93	0.969	675	338	0.501
2008	103	105	1.019	677	376	0.555
2009	95	69	0.726	706	351	0.497
2010	82	97	1.183	646	272	0.421
2011	89	84	0.944	581	313	0.539
2012	93	103	1.108	635	282	0.444
2013	90	N/A	N/A	682	N/A	N/A
2014	94	N/A	N/A	629	N/A	N/A
2015	67	N/A	N/A	680	N/A	N/A
2016	70	N/A	N/A	641	N/A	N/A

Note: [1] Birth data were provided by the New Jersey Center for Health Statistics from 2007-2016.

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In Absecon, birth-to-kindergarten survival ratios have been below 1.000 in three of the last six years. The survival ratios have been inconsistent, ranging from 0.726-1.183. In Pleasantville, birth-to-kindergarten survival ratios have been significantly below 1.000 in each of the last six years. The ratios have been fairly consistent, ranging from 0.421-0.555.

Geocoded birth data were provided by the New Jersey Center for Health Statistics ("NJCHS") from 2007-2016 by assigning geographic coordinates to a birth mother based on her street address. Births for 2017 were not yet available. Since the NJCHS did not have geocoded birth data for 2017, estimates were formulated by averaging historical births. Birth counts were needed for 2017, since this cohort will become the kindergarten class 2022.

Of the two communities, Pleasantville consistently has had the greatest number of births during this time period. The number of births in Absecon was very stable from 2007-2014, ranging from 82-103 births per year, before declining to 67 births in 2015. In Pleasantville, there does not appear to be a clearly defined increasing or declining trend in the birth rate. Births have ranged from 581-706 births per year in Pleasantville.

H.   Potential New Housing

1.   City of Absecon

Ms. Tina Lawler, Absecon Planning and Zoning Board Secretary, provided information regarding current and future residential development in the community. There currently is one development under construction in Absecon, Mi-Place at the Shore ("Mi-Place"), which is to consist of 400 apartment units (1-2 BR) and 30 townhouses (2-3 BR) for a total of 430 units. The 30 townhouses were constructed approximately three years ago by a prior builder. Of the new 400 apartment units, which will be constructed in 14 buildings, 99 units will be age-restricted and will have no impact on the district. Of the remaining 301 units, 24 will be affordable units and 277 will be market-rate units. All of the units will be rentals. As of September 2018, approximately 249 COs in ten buildings had been issued. According to the district, eleven (11) students in grades K-12 live at Mi-Place in 2018-19, which is a student yield of 0.039 (11/279). As 151 units are yet to be constructed, the anticipated impact on the district would be an additional six (6) students (using the calculated student yield), which would have minimal impact on the district.

Regarding historical new construction, the number of certificates of occupancy ("CO") is shown for each community/geographical area from 2013-2018 in Table 14. Prior to 2018, new residential construction in Absecon was limited, as only four (4) COs were issued for single- or two-family homes. However, 133 COs have been issued in 2018 for multi-family units, which is due to the construction of Mi-Place.

Table 14
Number of Residential Certificates of Occupancy by Year

Year	Absecon			Pleasantville			Mainland Regional Geographical Area			Greater Egg Harbor Regional Geographical Area		
	1&2 Family	Multi-Family/ Mixed Use	Total	1&2 Family	Multi-Family/ Mixed Use	Total	1&2 Family	Multi-Family/ Mixed Use	Total	1&2 Family	Multi-Family/ Mixed Use	Total
2013	1	0	**1**	9	0	**9**	10	0	**10**	87	0	**87**
2014	1	0	**1**	8	1	**9**	3	0	**3**	86	0	**86**
2015	1	0	**1**	0	145	**145**	9	0	**9**	47	0	**47**
2016	0	0	**0**	7	0	**7**	8	0	**8**	59	0	**59**
2017	1	0	**1**	2	138	**140**	7	0	**7**	51	0	**51**
2018 (through May)	0	133	**133**	0	0	**0**	0	0	**0**	22	0	**22**
Total	**4**	**133**	**137**	**26**	**284**	**310**	**37**	**0**	**37**	**352**	**0**	**352**

Source: New Jersey Department of Community Affairs

2.   City of Pleasantville

Ms. Patricia Racz, Pleasantville Planning and Zoning Board Secretary, provided information regarding current and future residential development in the city. Currently, there are no residential developments under construction in Pleasantville, nor are there applications for residential subdivisions before the planning board. Available land in Pleasantville is limited and the community is essentially built out.

With respect to historical residential construction, Pleasantville had the second-greatest number of COs issued (310) of the four communities/geographical areas, as shown in Table 14. From 2013-2018, 26 COs were issued for single-family or two-family homes and 284 COs were issued for multi-family homes or mixed use units. Most of the multi-family units were the result of the construction of Milan & Main at City Center, which is to consist of 300 apartment units, some of which will be age-restricted and/or meet affordable housing requirements.

3.   Mainland Regional Geographical Area

Municipal representatives from Linwood, Northfield, and Somers Point were contacted to provide information regarding current and future residential development. In Linwood and Somers Point, there are no residential developments under construction, nor are there applications for residential subdivisions before the planning board. In Northfield, one development is currently under construction, Cresson Hill, which will consist of 225 market-rate (1-2 BR) and 40 affordable apartment (1-3 BR) units in 14 three-story buildings. The development will be built in four phases depending upon market demand. The affordable units will be constructed in the latter phases. In addition, in a separate development, there is the potential for 19 detached single-family homes by Mason Properties.   However, since the builder just received a two-year extension on its application, it is uncertain whether it will ever get constructed. In total, there is the potential for 284 new housing units in the Mainland Regional geographical area.

Who Lives in New Jersey Housing?[2], published by the Rutgers University Center for Urban Policy Research ("CUPR"), was utilized in the process of determining how many children will come from the new housing units. The resource provides statewide housing multipliers (student yields) based on housing type, number of bedrooms, housing value, housing tenure (ownership versus rental), and whether the housing units are market-rate or affordable. The following CUPR multipliers were used:

1. All market-rate apartment units with 0-1 bedrooms were assumed to have the following student yield multiplier: 0.018.

2. All market-rate apartment units with two (2) bedrooms were assumed to have the following student yield multiplier: 0.130.

3. All affordable apartment units were assumed to have the following distribution: 1-bedroom = 20%, 2-bedroom = 60%, 3-bedroom = 20%.

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[2] Listokin, David, and Voicu, Alexandru. (2018). Who Lives in New Jersey Housing? Updated New Jersey Demographic Multipliers. Rutgers University Center for Urban Policy Research.

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4. All affordable apartment units were assumed to have the following student yield multipliers: 1-bedroom = 0.088, 2-bedroom = 0.408, 3-bedroom = 1.087.

5. All detached single-family homes were assumed to have four (4) bedrooms and the following student yield multiplier: 0.848.

Using the CUPR multipliers, a total of 54 public school children in grades K-12 are projected to be generated from the new housing developments. Using the CUPR expected distribution for the number of public school children in structures with 50 or more units (the predominant new housing type), only 29% of the new students are likely to be of high school age. Therefore, the immediate impact on Mainland High School would be an additional 16 students by the end of the five-year projection period.

Regarding historical construction, there were 37 COs issued in the Mainland Regional geographical area from 2013-2018, all of which were issued for single-family or two-family homes.

When determining the impact of future new housing on enrollment, it should be stated that enrollment projections utilize cohort survival ratios that <u>do</u> take into account prior new home construction growth. Children who move into new homes during the historical period are captured by the survival ratios. Therefore, it is not appropriate to add all of the new children generated from new housing units without considering the historical period, as double counting would occur, since the survival ratios have already increased, due to the new children. Based on the CO data, a total of 37 new housing units were built from 2013-2018 in the Mainland Regional geographical area. As there is the potential for 284 housing units in the geographical area, the impact on the school district would be the difference in the number of units (247), which would further lessen the impact on Mainland Regional. In addition, due to the uncertainty of whether the detached single-family homes by Mason Properties will get constructed (which have the highest student yield), as well as whether all of the units at Cresson Hill will be constructed in the next five years, the baseline enrollment projections for Mainland Regional were not adjusted for the additional children anticipated from the new housing developments. In short, the impact on the school district does not appear to be significant.

4.   Greater Egg Harbor Regional Geographical Area

Municipal representatives from Egg Harbor City, Galloway, Hamilton, and Mullica were contacted to provide information regarding current and future residential development. In Mullica, there are no residential developments under construction, nor are there applications for residential subdivisions before the planning board. However, as shown in Table 15, there is the potential for 597 new housing units in Egg Harbor City, Galloway, and Hamilton.

Table 15
Potential New Housing in Greater Egg Harbor Regional Geographic Area

Development	Municipality	Number of Units	Housing Type	Project Status/Notes
D. R. Horton	Egg Harbor City	280	Detached Single-Family	New developer to complete previously started development near Cedar Creek High School whereby 20 homes have already been built. Construction to begin on 80 homes (3-BR) in October 2018. Developer is seeking approval for remaining 200 units.
Raven's Nest	Galloway Township	120	Condo	Located in Smithville Planned Unit Development (PUD). Will have 90 1-BR units and 30 2-BR units. Has not yet begun construction.
Fay's Court	Galloway Township	25 (approx.)	Detached Single-Family	Will consist of 3- & 4- bedroom homes. Just started construction. No bedroom distribution was available.
Del Mar Lakes	Hamilton Township	73	Detached Single-Family	Has received preliminary site approval. No bedroom distribution was available.
Pine Grove at Hamilton (Harding Homes)	Hamilton Township	99	Market-rate Apt.	Bedroom distribution is as follows: 1-BR = 16, 2-BR = 51, 3-BR = 32.
Total		**597**		

Specific details of the proposed developments, such as bedroom distributions, were unavailable in some instances. As a result, an estimate was made of the number of public school children that could potentially come from the proposed housing developments. To estimate the number of children from these developments, student yields from CUPR again were utilized.

1. All market-rate apartment units with 0-1 bedrooms were assumed to have the following student yield multiplier: 0.018.

2. All market-rate apartment units with two (2) bedrooms were assumed to have the following student yield multiplier: 0.130.

3. All market-rate apartment units with three (3) bedrooms were assumed to have the following student yield multiplier: 0.614.

4. All detached single-family homes with three (3) bedrooms were assumed to have the following student yield multiplier: 0.385.

5. All detached single-family homes with four (4) bedrooms were assumed to have the following student yield multiplier: 0.614.

6. All single-family attached homes (condos) with one (1) bedroom were assumed to have the following student yield multiplier: 0.175.

7. All single-family attached homes (condos) with two (2) bedrooms were assumed to have the following student yield multiplier: 0.226.

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8. Fay's Court was assumed to have 13 3-bedroom homes and 12 4-bedroom homes as the bedroom distribution was unavailable.

9. Del Mar Lakes was assumed to have 37 3-bedroom homes and 36 4-bedroom homes as the bedroom distribution was unavailable.

A total of 217 public school children in grades K-12 are projected to be generated from the new housing developments. Using the CUPR expected distribution for the number of public school children in detached single-family homes with three bedrooms (the predominant new housing type), only 27% of the new students are likely to be of high school age. Therefore, the immediate impact on Greater Egg Harbor Regional would be 59 students by the end of the five-year projection period.

Since Absegami and Cedar Creek are the only Greater Egg Harbor Regional high schools considered as alternatives to educate Absecon high school students in this study, the impact of new housing would even be less. Absegami primarily serves Galloway, which is estimated to have an additional 38 students from the new housing developments. Assuming that 27% of these students are of high school age, the immediate impact on Absegami would be an additional ten (10) students, which would be minimal. Regarding Cedar Creek, it primarily serves Egg Harbor City and Mullica, which is estimated to have an additional 108 students from the new housing developments. Assuming that 27% of these students are high school age, the immediate impact on Cedar Creek would be an additional 29 students.

Regarding historical construction, the number of COs issued in the Greater Egg Harbor Regional geographical area was the greatest of the four communities/geographical areas. As shown in Table 14, a total of 352 COs were issued, all of which were for single-family or two-family homes.

As discussed previously, when determining the impact of future new housing, that enrollment projections utilize cohort survival ratios that do take into account prior new home construction growth. Children who move into new homes during the historical period are captured by the survival ratios. Therefore, it is not appropriate to add all of the new children generated from new housing units without considering the historical period, as double counting would occur, since the survival ratios have already increased due to the new children. Based on the CO data, a total of 352 new housing units were built from 2013-2018 in the Greater Egg Harbor Regional geographical area. As there is the potential for 597 housing units in the geographical area, the impact on the school district would be the difference in the number of units (245), which would further lessen the impact on Greater Egg Harbor Regional. Therefore, the baseline enrollment projections were not adjusted for the additional children anticipated from the new housing developments as the impact does not appear to be significant.

I.   Enrollment Projections

Enrollments were projected for each grade from 2018-19 through 2022-23 for the Absecon School District, Pleasantville Public Schools, Mainland Regional, and Greater Egg Harbor Regional. The grade-level enrollments from the feeder PK-8 districts (Linwood, Northfield, and Somers Point) were used to project enrollments at Mainland Regional.   In addition, PK-8 enrollments from Egg Harbor City, Galloway, Hamilton, and Mullica, as well as the PK-8 enrollments from Port Republic and Washington Township (which have a sending-receiving relationship with Greater Egg Harbor Regional), were used to project enrollments at Greater Egg Harbor Regional.

Enrollments for self-contained special education classes were computed by calculating the historical proportions of special education students with respect to the PK-8 and 9-12 subtotals and then multiplying by the future general education subtotals to estimate the future number of self-contained special education students in the PK-8 and 9-12 grade configurations.

With respect to projecting grade-level pre-kindergarten students, an average was computed from historical data and used to estimate future pre-kindergarten enrollment in each district.

On September 10, 2010, Governor Chris Christie signed into law the Interdistrict School Choice Program ("Choice"), which took effect in the 2011-12 school year. This enables students the choice in attending a school outside their district of residence if the selected school is participating in the choice program. The choice school sets the number of openings per grade level. Only Mainland Regional participates in the program. According to the school district's choice profile, a maximum of nine (9) students can be accepted into the program for the 9th grade, which would have no impact on the enrollment projections.

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. The State of New Jersey intends to provide aid for the full-day program based on projected enrollment. School districts categorized as District Factor Group[3] ("DFG") A, B, and CD with a concentration of at-risk pupils equal to or greater than 40 percent, must offer a pre-school program to all pre-school aged children regardless of income, 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 were 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 NJDOE postponed the roll-out of the program, which was scheduled for the 2009-10 school year. The pre-school program would have been rolled out over a five-year period according to the following schedule:

- At least 20% of the eligible pre-school universe in Year 1

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[3] Introduced by the New Jersey Department of Education in 1975, it provides a system of ranking school districts in the state by their socio-economic status. While the system is no longer used, the number of pre-kindergarten students was determined by the former DFG rankings.

- At least 35% of the universe in Year 2
- At least 50% of the universe in Year 3
- At least 65% of the universe in Year 4
- At least 90% of the universe in Year 5

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. As Mainland Regional and Greater Egg Harbor Regional do not educate pre-kindergarten children, they are not listed in the table below. Absecon is a "Targeted" district since its concentration of at-risk pupils is less than 40 percent (20.91%). However, since Pleasantville is an "A" district, it is a "Universal" district. Table 16 following shows the potential impact on the school districts if the program were mandated.

For the purpose of this study, it has been assumed that the school districts will educate the pre-school children within their district. As the table shows, the largest impact on enrollment would be in Pleasantville, where 566 children would be eligible for the program. Since it is unclear if and when the program will be funded and subsequently mandated, the forthcoming enrollment projections do not include additional pre-kindergarten students from the SFRA.

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 eligible	Year 1	Year 2	Year 3	Year 4	Year 5
Absecon	CD	39	8	14	20	25	35
Pleasantville	A	566	113	198	283	368	509

Source: New Jersey Department of Education, Division of Early Childhood Education.

In a different pre-school initiative, the administration of Governor Phil Murphy announced the availability of Preschool Education Expansion Aid ("PEEA") in 2018. In September 2018, the first round of funding ($20.6 million) was publicized, where 31 districts received aid to expand their pre-kindergarten programs, including the Absecon School District. A second round of funding was announced in January 2019, providing 33 additional school districts with roughly $27 million in funding. The second round targeted districts whose free and reduced lunch percentage is above 20% and who have not previously received State preschool aid. Districts that receive PEEA funding will be expected to develop a plan for implementing all elements of high quality education across the preschool program in the coming years, including conversion of all half-day slots to full-day slots with a minimum six-hour day and decreasing maximum class size to 15 children. Districts receiving funds also will be expected to provide certified teachers and aides for such programs and to include special needs students in such programs. PEEA is open to all age-eligible children who are residents of the district. PEEA funds can be used to cover costs of transportation for preschoolers, and if the district provides busing for K-12 students, it is required

to provide transportation for preschoolers as well. Some districts that were eligible to apply for PEEA would fall under the "Universal" category while others would be considered "Targeted" districts. However, the main difference with this expansion aid is that districts under SFRA were restricted to serve low-income children where now districts can educate all pre-school age children through PEEA. It appears that the Murphy administration may be moving towards a pre-school program for all children, rather than just for those who are low-income. The forthcoming enrollment projections do not reflect the expansion of Absecon's pre-kindergarten program as it has no bearing on the outcomes of this study.

1.   Absecon Public School District

Projected PK-12 enrollments for the Absecon School District are shown in Table 17. Enrollment for the district (PK-8) is projected to decline, in general, throughout the projection period. In 2022-23, enrollment is projected to be 782, which would be a loss of 92 students from the 2017-18 enrollment of 874. At the PK-12 level, enrollment also is projected to decline, in general, throughout the projection period. Enrollment is projected to be 820 in 2022-23, which would be a loss of 91 students from the 2017-18 enrollment of 911. Enrollment in grades 9-12, which represents the number of Absecon students projected to attend Pleasantville High School, is projected to be fairly stable, ranging from 37-40 students per year. This range would be similar to the 2017-18 enrollment of 37.

Table 17
Absecon Projected Enrollments (PK-12)
2018-19 to 2022-23

Year	PK RE[1]	K	1	2	3	4	5	6	7	8	SE[2]	PK-8 Total	9	10	11	12	9-12[3] Total	PK-12 Total
2018-19	26	89	101	77	89	84	103	89	90	80	26	854	10	6	10	14	40	894
2019-20	26	93	87	100	78	92	84	101	86	88	26	861	7	10	8	12	37	898
2020-21	26	66	91	86	102	80	92	82	98	84	25	832	8	7	12	10	37	869
2021-22	26	69	65	90	88	105	80	90	80	96	25	814	8	8	9	14	39	853
2022-23	26	68	68	64	92	91	105	79	87	78	24	782	9	8	10	11	38	820

Notes: [1]Pre-kindergarten regular education enrollment.
[2]Self-contained special education enrollment/Ungraded students for grades PK-8.
[3]Projected number of students to attend Pleasantville High School in Pleasantville.

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2.   Pleasantville Public Schools

Projected PK-12 enrollments for the Pleasantville Public Schools are shown in Table 18. At the PK-12 level, enrolment is projected to slowly decline. Enrollment is projected to be 3,419 in 2022-23, which would be a loss of 86 students from the 2017-18 enrollment of 3,505. PK-8 enrollment also is projected to slowly decline. In 2022-23, PK-8 enrollment is projected to be 2,711, which would be a loss of 37 students from the 2017-18 enrollment of 2,748. For grades 9-12 at Pleasantville High School, enrollment is projected to decline, in general, throughout the projection period. High school enrollment is projected to be 708 in 2022-23, which would be a loss of 49 students from the 2017-18 enrollment of 757.

Table 18
Pleasantville Projected Enrollments (PK-12)
2018-19 to 2022-23

Year	PK RE[1]	K	1	2	3	4	5	6	7	8	9	10	11	12	SE[2]	PK-8 Total	9-12 Total	PK-12 Total
2018-19	391	336	254	255	237	280	233	228	261	224	179	181	168	190	95	2,766	746	3,512
2019-20	391	310	302	230	244	231	264	226	224	258	169	180	172	166	94	2,747	714	3,461
2020-21	391	335	279	274	220	237	218	256	222	221	195	170	171	170	94	2,720	733	3,453
2021-22	391	316	302	253	262	214	224	212	252	219	167	196	162	169	93	2,711	721	3,432
2022-23	391	322	284	274	242	255	202	217	209	249	166	168	187	160	93	2,711	708	3,419

Notes: [1]Pre-kindergarten regular education enrollment.
[2]Self-contained special education enrollment/Ungraded students for grades PK-12.

3.   Mainland Regional School District

Projected enrollments for Mainland Regional are shown in Table 19. Enrollment is projected to slowly decrease. In 2022-23, enrollment is projected to be 1,124, which would be a loss of 143 students from the 2017-18 enrollment of 1,267.

Table 19
Mainland Regional Projected Enrollments (9-12)
2018-19 to 2022-23

Year	9	10	11	12	SE[1]	9-12 Total
2018-19	299	299	290	312	32	1,232
2019-20	282	295	292	298	32	1,199
2020-21	286	278	288	300	31	1,183
2021-22	292	282	271	296	31	1,172
2022-23	253	288	275	278	30	1,124

Note: [1]Self-contained special education enrollment/Ungraded students for grades 9-12.

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4.   Greater Egg Harbor Regional High School District

Projected enrollments (grades 9-12) for Greater Egg Harbor Regional are shown in Table 20. The totals in the table represent the sum of the individual high school enrollment projections, which will be discussed below. Enrollment for the district is projected to decline steadily throughout the projection period. In 2022-23, enrollment is projected to be 2,987, which would represent a loss of 137 students from the 2017-18 enrollment of 3,124.

Table 20
Greater Egg Harbor Regional Projected Enrollments (9-12)
2018-19 to 2022-23

Year	9	10	11	12	SE[1]	9-12 Total
2018-19	826	752	690	760	61	**3,089**
2019-20	744	817	704	676	59	**3,000**
2020-21	738	734	766	689	60	**2,987**
2021-22	810	729	687	750	60	**3,036**
2022-23	770	802	683	673	59	**2,987**

Notes: [1]Self-contained special education enrollment/Ungraded students

Projected enrollments for Absegami, Cedar Creek, and Oakcrest are provided in Table 21. In Absegami, enrollment is projected to decline for the first three years of the projection period before reversing trend. In 2022-23, enrollment is projected to be 1,156, which would represent a loss of 74 students from the 2017-18 enrollment of 1,230.

Enrollment in Cedar Creek is projected to be slightly lower than the 2017-18 enrollment of 893. Enrollment is projected to range from 849-890 students per year with no clearly defined increasing or declining trend.   In 2022-23, enrollment is projected to be 868, which would represent a loss of 25 students from the 2017-18 enrollment.

Finally, enrollment in Oakcrest is projected to be fairly stable before declining in the last year of the projection period. Enrollment is projected to be 963 in 2022-23, which would be a loss of 38 students from the 2017-18 enrollment of 1,001.

Table 21
Absegami High School, Cedar Creek High School, and Oakcrest High School
Projected Enrollments (9-12)
2018-19 to 2022-23

Absegami High School						
Year	9	10	11	12	SE[1]	9-12 Total
2018-19	301	283	286	294	19	1,183
2019-20	300	295	266	282	19	1,162
2020-21	286	294	277	262	19	1,138
2021-22	303	280	276	273	19	1,151
2022-23	305	297	263	272	19	1,156
Cedar Creek High School						
Year	9	10	11	12	SE[1]	9-12 Total
2018-19	246	224	194	210	16	890
2019-20	183	252	212	187	15	849
2020-21	207	187	239	204	15	852
2021-22	250	212	177	231	15	885
2022-23	225	256	201	171	15	868
Oakcrest High School						
Year	9	10	11	12	SE[1]	9-12 Total
2018-19	279	245	210	256	26	1,016
2019-20	261	270	226	207	25	989
2020-21	245	253	250	223	26	997
2021-22	257	237	234	246	26	1,000
2022-23	240	249	219	230	25	963

Notes: [1]Self-contained special education enrollment/Ungraded students

J.   Capacity Analysis

Table 22 shows the capacities of Pleasantville High School, Mainland High School, Absegami High School, Cedar Creek High School, Oakcrest High School in comparison to the actual enrollments in 2017-18 and the projected enrollments in 2022-23 under two different scenarios.   Positive values indicate available extra seating while negative values indicate inadequate seating, also known as "unhoused students." As discussed previously, students from Absecon currently attend Pleasantville High School for grades 9-12 through a sending-receiving relationship. If the existing sending-receiving relationship between Absecon and Pleasantville is terminated, Absecon high school students would either attend Mainland High School in Mainland Regional, or Absegami, Cedar Creek, or Oakcrest High Schools in Greater Egg Harbor Regional through a newly created sending-receiving relationship.

It is important to note that the term "unhoused" students is not intended to convey that there will be no space for additional students from Absecon. Instead, this section is an overview of "functional" capacity, based upon how the space within the school currently is being utilized. Districts with unhoused students can accommodate these children by increasing class sizes, which in turn increases the school's capacity. As such, the capacity of a school is not a fixed value and can be changed depending on how the building is used.

Table 22
Capacity Analysis

School	Functional Capacity	Actual Enrollment 2017-18	Difference	Projected Enrollment 2022-23 Status Quo	Difference	Projected Enrollment 2022-23 With/Without Absecon Students	Difference
Pleasantville High School	1,147	757	+390	708	+439	670	+477
Mainland Regional High School	1,785	1,267	+518	1,124	+661	1,162	+623
Absegami High School	2,625	1,230	+1,395	1,156	+1,469	1,194	+1,431
Cedar Creek High School	991	893	+98	868	+123	906	+85
Oakcrest High School	1,604	1,001	+603	963	+641	1,001	+603

According to its LRFP, Pleasantville High School has a functional capacity of 1,147 students. As the table shows, Pleasantville High School had a surplus of 390 seats in 2017-18. By 2022-23, the surplus is projected to increase to 439 seats in the status quo scenario. If Absecon students no longer attend Pleasantville High School, the number of surplus seats would increase to 477.

Mainland High School has a functional capacity of 1,785 students according to its LRFP. In 2017-18, Mainland High School had a surplus of 518 seats. By 2022-23, it is estimated that the surplus would increase to 661 in the status quo scenario. If Absecon students attend Mainland High School instead of Pleasantville High School, it is estimated that there would be 623 surplus seats in the school in 2022-23.

Regarding Absegami High School, the building has a functional capacity of 2,625 students. In 2017-18, there was a surplus of 1,395 seats. Due to declining enrollment, it is projected that there will be 1,469 surplus seats in the status quo scenario in 2022-23. If Absecon students attend Absegami High School instead of Pleasantville High School, the number of surplus seats would be reduced to 1,431 in 2022-23.

With respect to Oakcrest High School, the building has a functional capacity of 1,604 students. In 2017-18, there was a surplus of 603 seats. Due to declining enrollment, it is projected that there will be 641 surplus seats in the status quo scenario in 2022-23. If Absecon students attend Oakcrest High School instead of Pleasantville High School, the number of surplus seats would be reduced to 603 in 2022-23.

Finally, Cedar Creek High School has a functional capacity of 991 students. In 2017-18, there was a surplus of 98 seats. By 2022-23, it is estimated that there would be 123 surplus seats in the status quo scenario. If Absecon students attend Cedar Creek High School instead of Pleasantville High School, the number of surplus seats would be reduced to 85 in 2022-23.

Based on the capacity information of the high schools, Mainland High School, Absegami High School, Cedar Creek High School, and Oakcrest High School have the capability to accommodate Absecon high school students if Absecon terminates its sending-receiving relationship with Pleasantville.

III.   Racial Impact

The following section analyzes the historical enrollments by race for the Absecon School District, the Pleasantville Public Schools, Mainland Regional, and Greater Egg Harbor Regional. In particular, the racial composition of Pleasantville High School, Mainland High School, Absegami High School, Cedar Creek High School, and Oakcrest High School will be compared in two scenarios: (1) the status quo where Absecon high school students remain at Pleasantville High School; and (2) the termination of the existing sending-receiving relationship between Absecon and Pleasantville and the creation of a new sending-receiving relationship, where Absecon high school students would attend Mainland High School, Absegami High School, Cedar Creek High School, or Oakcrest High School instead.[4]

Unlike Census data where Hispanics are not considered to be a separate race, the NJDOE classifies students according to the following seven races pursuant to federal guidelines: White, Black/African American, Asian, Native Hawaiian or Pacific Islander, Native American/Alaskan Native, Hispanic, or Two or More Races. In the following tables, Asians, Native Hawaiians, and Pacific Islanders (heretofore referred to as Asians in the narrative) were grouped together for tabulation purposes. Minority students were defined as being a race other than White, which includes Black, Hispanic, Asian, Native American/Alaskan Native, or Two or More Races.

A.   Absecon Public School District Enrollments by Race

1.   District Totals (PK-8)

In Table 23, the number and percent of students by race in the Absecon School District is displayed from 2012-13 to 2017-18, a six-year period.

Table 23
Absecon Public School District (PK-8) Enrollments by Race
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian, or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	514	59.35%	121	13.97%	132	15.24%	0	0.00%	88	10.16%	11	1.27%	**866**	352	**40.65%**
2013-14	513	59.38%	110	12.73%	137	15.86%	0	0.00%	82	9.49%	22	2.55%	**864**	351	**40.63%**
2014-15	490	59.18%	103	12.44%	136	16.43%	0	0.00%	76	9.18%	23	2.78%	**828**	338	**40.82%**
2015-16	546	63.34%	136	15.78%	96	11.14%	0	0.00%	24	2.78%	60	6.96%	**862**	316	**36.66%**
2016-17	512	62.67%	126	15.42%	93	11.38%	0	0.00%	38	4.65%	48	5.88%	**817**	305	**37.33%**
2017-18	505	57.78%	147	16.82%	124	14.19%	0	0.00%	45	5.15%	53	6.06%	**874**	369	**42.22%**

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

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[4] Cedar Creek and Oakcrest are included in the racial analysis to ensure a comprehensive review of this issue, though the consultants understand that Absegami would be the designated school for attendance of Absecon students.

The largest race in the district is White, whose number and percentage have been fairly stable, ranging from 490-546 students per year with no apparent increasing or declining trend. The percentage of White students also has been rather stable, ranging from 57.78%-63.34%.

Black students comprise the second-largest race in the district. The number and percentage of Black students declined through 2014-15 before reversing trend. There were 147 Blacks students in 2017-18 as compared to 121 in 2012-13, which is a gain of 26 students. In 2017-18, 16.82% of the student population was Black as compared to 13.97% in 2012-13, which is a gain of 2.85 percentage points.

Hispanic enrollment, which is third-largest in the district, was fairly stable from 2012-13 through 2014-15, before declining. In 2017-18, the number of Hispanic students increased to 124, which is fairly similar to the 132 students that existed in 2012-13. Over the six-year period, the Hispanic percentage has ranged from 11.14%-16.43% with no apparent increasing or declining trend.

Asian enrollment, in general, has been decreasing both in number and percentage. From 2012-13 to 2017-18, the number of Asian students decreased from 88 to 45, a loss of 43 students. The Asian percentage also has been decreasing. In 2012-13, 10.16% of the student population was Asian as compared to 5.15% in 2017-18, a loss of 5.01 percentage points.

There were no students who were Native American/Alaskan Native from 2012-13 to 2017-18.

Finally, the number of students of Two or More races has increased from 11 in 2012-13 to 53 in 2017-18, which is a gain of 42 students. The Two or More races percentage has increased from 1.27% in 2012-13 to 6.06% in 2017-18, a gain of 4.79 percentage points.

The total number of minority students in the district declined through 2016-17 before reversing trend. In 2017-18, there was a gain of 64 minority students from the year prior, which is primarily due to gains in the Black and Hispanic student populations. The minority percentage was fairly stable from 2012-13 to 2014-15, ranging from 40.63%-40.82%. After declining in 2015-16, the minority percentage has increased to 42.22% in 2017-18.

2. Absecon Students Attending Pleasantville High School

In Table 24 below, the number of Absecon students in grades 9-12 attending Pleasantville High School is shown by race from 2012-13 through 2017-18. The number of White students attending Pleasantville High School has been insignificant, ranging from one to six students per year. The White percentage has ranged from 3.33%-16.22% over this time period. The large percentage range is related to the very small number of Absecon students attending Pleasantville High School (30-66 in the last six years), which is very sensitive to a gain or loss of just a few students.

The number and percentage of Black students declined through 2015-16 before reversing trend. There were 20 Blacks students in 2017-18 as compared to 33 in 2012-13, which is a loss of

13 students. In 2017-18, 54.05% of Absecon students attending Pleasantville High School were Black as compared to 50.00% in 2012-13, which is a gain of 4.05 percentage points. Despite having 13 fewer Black students at Pleasantville High School in 2017-18 as compared to 2012-13, the percentage of Absecon students who are Black increased due to the overall number of Absecon students attending Pleasantville High School declining at a faster rate than the Black student population.

Hispanic students, in general, have been decreasing both in number and percentage. From 2012-13 to 2017-18, the number of students decreased from 23 to 7, a loss of 16 students. The percentage of Hispanic students also has been decreasing. In 2012-13, 34.85% of the student population was Hispanic as compared to 18.92% in 2017-18, a loss of 15.93 percentage points.

Similar to White students, the number of Asian students was insignificant, ranging from 3 to 6 students per year. The percentage of Asian students was fairly stable, ranging from 9.09%- 10.81% with no apparent increasing or declining trend.

There were no students who were Native American/Alaskan Native or Two or more races.

The number of minority students declined through 2015-16 before stabilizing. In the last six years, there has been a loss of 31 minority students from Absecon attending Pleasantville High School. Likewise, the minority percentage has decreased from 93.94% in 2012-13 to 83.78% in 2017-18, a loss of 10.16 percentage points.

Table 24
Race of Absecon Students Attending Pleasantville High School
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian, or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	4	6.06%	33	50.00%	23	34.85%	0	0.00%	6	9.09%	0	0.00%	66	62	93.94%
2013-14	4	8.33%	25	52.08%	14	29.17%	0	0.00%	5	10.42%	0	0.00%	48	44	91.67%
2014-15	2	5.26%	20	52.63%	12	31.58%	0	0.00%	4	10.53%	0	0.00%	38	36	94.74%
2015-16	1	3.33%	14	46.67%	12	40.00%	0	0.00%	3	10.00%	0	0.00%	30	29	96.67%
2016-17	5	11.63%	17	39.53%	17	39.53%	0	0.00%	4	9.30%	0	0.00%	43	38	88.37%
2017-18	6	16.22%	20	54.05%	7	18.92%	0	0.00%	4	10.81%	0	0.00%	37	31	83.78%

Source: Pleasantville Public Schools

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Finally, the number of students of Two or More races has declined from 36 in 2012-13 to ten (10) in 2017-18, a loss of 26 students. The Two or More races percentage has decreased from 0.93% in 2012-13 to 0.29% in 2017-18, a loss of 0.64 percentage points.

In the last six years, there has been a loss of 362 minority students in the Pleasantville School District, which is similar to the overall population decline of 373 students in the district. Therefore, the percentage of minority students has been very stable over this time period, ranging from 98.40% -99.04%.

2.   Pleasantville High School

The racial composition of Pleasantville High School (grades 9-12), which also includes students from Absecon, is very similar to that of the entire district as shown in Table 26. Like the district, Hispanic students comprise the largest race at Pleasantville High School. The Hispanic student population, both in number and percentage, has been increasing. From 2012-13 to 2017-18, the number of Hispanic students increased from 340 to 467, a gain of 127 students. In 2012-13, 44.68% of the student population was Hispanic as compared to 61.69% in 2017-18, a gain of 17.01 percentage points.

Students who are Black make up the second-largest race at Pleasantville High School, which is similar to the overall district as well. The number of Black students has slowly declined from 310 in 2012-13 to 268 in 2017-18, a loss of 42 students. The percentage of Black students has declined from 40.74% to 35.40% over this time period, which is a decline of 5.34 percentage points.

Table 26
Pleasantville High School (9-12) Enrollments by Race
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	16	2.10%	310	40.74%	340	44.68%	3	0.39%	89	11.70%	3	0.39%	**761**	**745**	**97.90%**
2013-14	20	2.62%	327	42.80%	366	47.91%	2	0.26%	43	5.63%	6	0.79%	**764**	**744**	**97.38%**
2014-15	10	1.34%	306	41.02%	399	53.49%	1	0.13%	26	3.49%	4	0.54%	**746**	**736**	**98.66%**
2015-16	9	1.20%	298	39.63%	420	55.85%	1	0.13%	21	2.79%	3	0.40%	**752**	**743**	**98.80%**
2016-17	8	1.03%	290	37.37%	462	59.54%	0	0.00%	11	1.42%	5	0.64%	**776**	**768**	**98.97%**
2017-18	5	0.66%	268	35.40%	467	61.69%	0	0.00%	15	1.98%	2	0.26%	**757**	**752**	**99.34%**

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

Enrollment for Asian students has declined from 89 in 2012-13 to 15 in 2017-18, which is a loss of 74 students. The percentage of Asian students also declined from 11.70% to 1.98% over this time period, which is a loss of 9.72 percentage points.

Like the district, White students comprise the fourth-largest race in Pleasantville High School. From 2012-13 to 2017-18, the number of White students has declined from 16 to five (5), a loss of 11 students. The percentage of White students also declined from 2.10% to 0.66%, which is a loss of 1.44 percentage points.

The number of students who are Native American/Alaskan Native or Two or More races was insignificant and did not exceed six (6) students in any year.

From 2012-13 to 2017-18, the number of minority students was fairly stable, ranging from 736-768 students per year. Over the six-year period, the minority percentage has increased from 97.90% to 99.34%, which is a gain of 1.44 percentage points.

a)   Pleasantville High School without Absecon Students

If the sending-receiving relationship was terminated between Absecon and Pleasantville, Table 27 estimates what the racial distribution would have been at Pleasantville High School from 2012-13 to 2017-18. Table 28 shows the percentage point change by race over this time period. The percentage point changes were computed by using data from Tables 26 and 27.

Without Absecon students, the percentage of White students attending Pleasantville High School would have decreased by 0.09 to 0.66 percentage points from 2012-13 to 2017-18. Hispanics in Pleasantville High School would have increased by 0.93 to 2.29 percentage points. Blacks in Pleasantville High School would have decreased by 0.29 to 0.91 percentage points on five occasions and increased by 0.13 percentage points on one occasion. Regarding Asians, their population would have decreased by 0.30 to 0.46 percentage points on five occasions and increased by 0.25 percentage points on one occasion. The change in the Native American/Alaskan Native or Two or More races population would be insignificant if Absecon students did not attend Pleasantville High School. The percentage of minority students would have increased by 0.09 to 0.66 percentage points from 2012-13 to 2017-18.

C. Mainland Regional School District Enrollments by Race

1. District Totals (9-12)

As there is only one school in Mainland Regional, the district's enrollment and that of Mainland High School are identical. The district's enrollments by race from 2012-13 to 2017-18 are shown below in Table 29. While the largest race in the district is White, the White student population has declined from 1,057 in 2012-13 to 877 in 2017-18, a loss of 180 students. The percentage of students who are White in the school also has declined from 75.42% in 2012-13 to 69.22% in 2017-18, a loss of 6.20 percentage points.

Table 29
Mainland Regional School District (9-12) Enrollments by Race
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	1057	75.42%	69.5	4.96%	157.5	11.24%	0.5	0.04%	84	5.99%	33	2.35%	1,401.5	344.5	24.58%
2013-14	1048.5	73.94%	76	5.36%	161	11.35%	0.5	0.04%	84	5.92%	48	3.39%	1,418	369.5	26.06%
2014-15	986.5	72.78%	76	5.61%	158	11.66%	1	0.07%	74	5.46%	60	4.43%	1,355.5	369	27.22%
2015-16	918	69.76%	81	6.16%	179	13.60%	2	0.15%	75	5.70%	61	4.64%	1,316	398	30.24%
2016-17	904	69.43%	82	6.30%	186	14.29%	1	0.08%	75	5.76%	54	4.15%	1,302	398	30.57%
2017-18	877	69.22%	73	5.76%	191	15.07%	1	0.08%	67	5.29%	58	4.58%	1,267	390	30.78%

Source: New Jersey Department of Education (http://www.nj.gov/njded/data/enr/).
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The total number of Black students in the district has been fairly stable, ranging from 69.5-82 students per year. From 2012-13 to 2017-18, the percentage of Black students ranged from 4.96%-6.30%.

Hispanic students have increased both in number and percentage. From 2012-13 to 2017-18, the number of Hispanic students increased from 157.5 to 191, a gain of 33.5 students. In 2012-13, 11.24% of the student population was Hispanic as compared to 15.07% in 2017-18, a gain of 3.83 percentage points.

Enrollment for Asians students has declined from 84 in 2012-13 to 67 in 2017-18, a loss of 17 students. Due to the school's overall declining enrollment, the percentage of Asian students has been fairly stable, ranging from 5.29%-5.99%.

The number of students who are Native American/Alaskan Native was insignificant with two (2) or fewer students each year.

Finally, the number of students of Two or More races increased through 2015-16 before stabilizing. In 2017-18, there were 58 students of Two or More races as compared to 33 in 2012-

13, a gain of 25 students.   The Two or More races percentage has increased from 2.35% in 2012-13 to 4.58% in 2017-18, a gain of 2.23 percentage points.

In general, the number of minority students has been slowly increasing. In 2017-18, there were 390 minority students as compared to 344.5 in 2012-13, a gain of 45.5 students. Due to the small gain in the number of minority students and the declining White student population, the percentage of minority students has increased from 24.58% in 2012-13 to 30.78% in 2017-18, a 6.20 percentage point gain.

a) **Mainland High School with Absecon Students**

If the sending-receiving relationship between Absecon and Pleasantville was terminated and Absecon students instead attended Mainland High School, Table 30 estimates what the racial distribution at Mainland High School would have been from 2012-13 to 2017-18. Table 31 shows the percentage-point change by race for each of these years. The racial percentage-point changes were computed by using the data found in Tables 29 and 30.

Table 30
Mainland Regional School District (9-12) Enrollments by Race
with Absecon Students
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	1061	72.30%	102.5	6.98%	180.5	12.30%	0.5	0.03%	90	6.13%	33	2.25%	**1,468**	**27.70%**	**406.5**
2013-14	1052.5	71.79%	101	6.89%	175	11.94%	0.5	0.03%	89	6.07%	48	3.27%	**1,466**	**28.21%**	**413.5**
2014-15	988.5	70.94%	96	6.89%	170	12.20%	1	0.07%	78	5.60%	60	4.31%	**1,393.5**	**29.06%**	**405**
2015-16	919	68.28%	95	7.06%	191	14.19%	2	0.15%	78	5.79%	61	4.53%	**1,346**	**31.72%**	**427**
2016-17	909	67.58%	99	7.36%	203	15.09%	1	0.07%	79	5.87%	54	4.01%	**1,345**	**32.42%**	**436**
2017-18	883	67.71%	93	7.13%	198	15.18%	1	0.08%	71	5.44%	58	4.45%	**1,304**	**32.29%**	**421**

If Mainland Regional received students from Absecon, the White percentage in Mainland High School would have decreased by 1.48 to 3.12 percentage points in the last six years with the magnitude of the change generally decreasing over time. Black students would have increased by 0.90 to 2.03 percentage points in the last six years. Over the same time period, the percentage of Hispanic students in Mainland High School would have increased by 0.11 to 1.06 percentage points. The percentages for Asian students and students with Two or More races would have been largely unchanged. As discussed above, the number of students who are Native American/Alaskan Native is insignificant and would have no change if Absecon students attended Mainland High

School. The percentage of minority students would have increased by 1.48 to 3.12 percentage points in the last six years with the magnitude of the change generally decreasing over time.

Table 31
Percentage Point Change by Race in Mainland Regional School District (9-12) with Absecon Students
2012-13 to 2017-18

Year	White	Black	Hispanic	Native American or Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	2 or More Races	Minority
2012-13	-3.12	+2.03	+1.06	0.00	+0.14	-0.11	**+3.12**
2013-14	-2.15	+1.53	+0.58	0.00	+0.15	-0.11	**+2.15**
2014-15	-1.84	+1.28	+0.54	0.00	+0.14	-0.12	**+1.84**
2015-16	-1.48	+0.90	+0.59	0.00	+0.10	-0.10	**+1.48**
2016-17	-1.85	+1.06	+0.81	0.00	+0.11	-0.13	**+1.85**
2017-18	-1.50	+1.37	+0.11	0.00	+0.16	-0.13	**+1.50**

D. Greater Egg Harbor Regional High School District Enrollments by Race

1. District Totals (9-12)

The Greater Egg Harbor Regional enrollments by race (grades 9-12) from 2012-13 to 2017-18 are shown below in Table 32. While White students make up the largest race in the district, the number and percentage of White students has been declining. From 2012-13 to 2017-18, the number of White students declined from 1,965 to 1,497, a loss of 468 students. The percentage of White students in the school district also has declined, as 54.09% of the student population was White in 2012-13 as compared to 47.92% in 2017-18, a loss of 6.17 percentage points.

Table 32
Greater Egg Harbor Regional High School District (9-12) Enrollments by Race
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	1965	54.09%	710	19.54%	552.5	15.21%	4	0.11%	382.5	10.53%	19	0.52%	**3,633**	**1,668**	**45.91%**
2013-14	1838	52.77%	698.5	20.05%	559.5	16.06%	4	0.11%	356	10.22%	27	0.78%	**3,483**	**1,645**	**47.23%**
2014-15	1706	51.51%	683	20.62%	569	17.18%	3	0.09%	322	9.72%	29	0.88%	**3,312**	**1,606**	**48.49%**
2015-16	1664	50.84%	689	21.05%	588	17.97%	4	0.12%	301	9.20%	27	0.82%	**3,273**	**1,609**	**49.16%**
2016-17	1577	49.51%	664	20.85%	597	18.74%	4	0.13%	295	9.26%	48	1.51%	**3,185**	**1,608**	**50.49%**
2017-18	1497	47.92%	631	20.20%	642	20.55%	2	0.06%	286	9.15%	66	2.11%	**3,124**	**1,627**	**52.08%**

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

On the contrary, the number and percentage of Hispanic students in the district has been increasing. Since 2012-13, the number of Hispanic students has increased from 552.5 to 642, a gain of 89.5 students. Expressed as a percentage, 15.21% of the student population was Hispanic in 2012-13 as compared to 20.55% in 2017-18, a gain of 5.34 percentage points. Hispanic became the second-largest race in the district in 2017-18, surpassing Black.

Similar to the White student population, there has been a decline in the number of Black students in the last six years. During this time period, the number of Black students decreased from 710 to 631, a loss of 79 students. Due to the district's overall declining population, the percentage of Black students has been fairly stable over this time period, ranging from 19.54% to 21.05%.

Asian student enrollment also has been declining. From 2012-13 to 2017-18, the number of Asian students decreased from 382.5 to 286, a loss of 96.5 students. The percentage of Asian students has slowly declined from 10.53% to 9.15% over this time period, which is a loss of 1.38 percentage points.

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The number of students who are Native American/Alaskan Native was insignificant with four or fewer students each year.

Finally, the number of students of Two or More races has increased from 19 in 2012-13 to 66 in 2017-18, a gain of 47 students. The Two or More races percentage has increased from 0.52% in 2012-13 to 2.11% in 2017-18, a gain of 1.59 percentage points.

The number of minority students declined through 2014-15 before stabilizing. In the last six years, there has been a loss of 41 minority students in the district. Due to the declining White student population, the percentage of minority students has increased from 45.91% in 2012-13 to 52.08% in 2017-18, a gain of 6.17 percentage points

2.   **Absegami High School**

The racial composition and trends at Absegami are slightly different than that of the entire district. Like the district, the number and percentage of White students have been steadily declining in the school as shown in Table 33. The number of White students has declined from 878.5 in 2012-13 to 531 in 2017-18, a loss of 347.5 students. The percentage of White students in the school has declined from 53.26% in 2012-13 to 43.17% in 2017-18, a loss of 10.09 percentage points. The district's White student percentage (47.92%) in 2017-18 was higher than the school's percentage (43.17%).

Table 33
Absegami High School (9-12) Enrollments by Race
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	878.5	53.26%	274.5	16.64%	208.5	12.64%	0	0.00%	281	17.04%	7	0.42%	**1,649.5**	**771**	**46.74%**
2013-14	778	50.65%	273	17.77%	214	13.93%	0	0.00%	259	16.86%	12	0.78%	**1,536**	**758**	**49.35%**
2014-15	686	48.65%	253	17.94%	230	16.31%	0	0.00%	226	16.03%	15	1.06%	**1,410**	**724**	**51.35%**
2015-16	629	46.94%	242	18.06%	247	18.43%	1	0.07%	207	15.45%	14	1.04%	**1,340**	**711**	**53.06%**
2016-17	587	44.91%	222	16.99%	265	20.28%	1	0.08%	208	15.91%	24	1.84%	**1,307**	**720**	**55.09%**
2017-18	531	43.17%	197	16.02%	276	22.44%	2	0.16%	193	15.69%	31	2.52%	**1,230**	**699**	**56.83%**

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

Like the district as a whole, there has been a decline in the number of Black students in the last six years at Absegami. During this time period, the number of Black students decreased from 274.5 to 197, a loss of 77.5 students. Due to the school's overall declining population, the

percentage of Black students has been fairly stable over this time period, ranging from 16.02%-18.06%, which is slightly lower than that of the district.

There has been an increase in the Hispanic student population. In the last six years, the number of Hispanic students increased from 208.5 to 276, a gain of 67.5 students. Over this time period, the Hispanic percentage increased from 12.64% to 22.44%, a gain of 9.80 percentage points.

In general, the number of Asian students has been slowly decreasing. From 2012-13 to 2017-18, the number of Asian students declined from 281 to 193, a loss of 88 students. Over this time period, the percentage of Asian students decreased from 17.04% to 15.69%, a loss of 1.35 percentage points. In 2017-18, the percentage of Asian students in Absegami (15.69%) was higher than in the district (9.15%).

The number of students who are Native American/Alaskan Native was insignificant with two (2) or fewer students each year.

The number of students of Two or More races has increased from 7 in 2012-13 to 31 in 2017-18, a gain of 24 students. The Two or More races percentage has increased from 0.42% in 2012-13 to 2.52% in 2017-18, a gain of 2.10 percentage points.

In general, the number of minority students has been slowly decreasing. In 2017-18, there were 699 minority students as compared to 771 in 2012-13, a loss of 72 students. Due to the declining White student population, the percentage of minority students has increased from 46.74% in 2012-13 to 56.83% in 2017-18, a 10.09 percentage-point gain.

a)   Absegami High School with Absecon Students

If the sending-receiving relationship between Absecon and Pleasantville was terminated and Absecon students instead attended Absegami, Table 34 estimates what the racial distribution would have been from 2012-13 to 2017-18 in Absegami. The racial percentage point changes, shown in Table 35, were computed by using the data found in Tables 33 and 34.

Table 34
Absegami High School (9-12) Enrollments by Race
with Absecon Students
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	882.5	51.44%	307.5	17.92%	231.5	13.49%	0	0.00%	287	16.73%	7	0.41%	1,715.5	833	48.56%
2013-14	782	49.37%	298	18.81%	228	14.39%	0	0.00%	264	16.67%	12	0.76%	1,584	802	50.63%
2014-15	688	47.51%	273	18.85%	242	16.71%	0	0.00%	230	15.88%	15	1.04%	1,448	760	52.49%
2015-16	630	45.99%	256	18.69%	259	18.91%	1	0.07%	210	15.33%	14	1.02%	1,370	740	54.01%
2016-17	592	43.85%	239	17.70%	282	20.89%	1	0.07%	212	15.70%	24	1.78%	1,350	758	56.15%
2017-18	537	42.38%	217	17.13%	283	22.34%	2	0.16%	197	15.55%	31	2.45%	1,267	730	57.62%

If Absegami received students from Absecon, the percentage of White students in Absegami would have decreased by 0.79 to 1.82 percentage points from 2012-13 to 2017-18, with the magnitude of the percentage-point change generally decreasing over time. Over the same time period, Hispanic students in Absegami would have decreased by 0.10 percentage points in 2017-18 but increased by 0.40 to 0.85 percentage points for the five years prior. Asian students would have decreased by 0.12 to 0.31 percentage points while the percentage of Black students would have increased by 0.63 to 1.28 percentage points. The percentage of students who are Native American/Alaskan Native would not change if Absecon students attended Absegami. Finally, the Two or More races percentage would be largely unchanged. The percentage of minority students would have increased by 0.95 to 1.82 percentage points from 2012-13 to 2017-18 with the magnitude of the percentage-point change generally decreasing over time.

Table 35
Percentage Point Change by Race at Absegami High School (9-12)
with Absecon Students
2012-13 to 2017-18

Year	White	Black	Hispanic	Native American or Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	2 or More Races	Minority
2012-13	-1.82	+1.28	+0.85	0.00	-0.31	-0.02	+1.82
2013-14	-1.28	+1.04	+0.46	0.00	-0.20	-0.02	+1.28
2014-15	-1.14	+0.91	+0.40	0.00	-0.14	-0.03	+1.14
2015-16	-0.95	+0.63	+0.47	0.00	-0.12	-0.02	+0.95
2016-17	-1.06	+0.72	+0.61	0.00	-0.21	-0.06	+1.06
2017-18	-0.79	+1.11	-0.10	0.00	-0.14	-0.07	+0.79

3. **Cedar Creek High School**

The racial composition and trends at Cedar Creek also are different than that of the entire district. Unlike the district, the number and percentage of White students increased in the school through 2015-16 before reversing trend as shown in Table 36. In 2017-18, there were 551 White students as compared to 520 in 2012-13, a gain of 31 students. The percentage of White students in the school increased from 62.69% in 2012-13 to 66.14% in 2016-17 before declining to 61.70% in 2017-18. The district's percentage of White students (47.92%) in 2017-18 was much lower than the school's (66.14%).

Table 36
Cedar Creek High School (9-12) Enrollment by Race
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	520	62.69%	119.5	14.41%	157	18.93%	2	0.24%	26	3.13%	5	0.60%	**829.5**	**310**	**37.31%**
2013-14	558	64.81%	112	13.01%	155	18.00%	3	0.35%	26	3.02%	7	0.81%	**861**	**303**	**35.19%**
2014-15	576	63.30%	125	13.74%	171	18.79%	3	0.33%	27	2.97%	8	0.88%	**910**	**334**	**36.70%**
2015-16	601	65.26%	123	13.36%	162	17.59%	2	0.22%	27	2.93%	6	0.65%	**921**	**320**	**34.74%**
2016-17	588	66.14%	117	13.16%	146	16.42%	2	0.22%	25	2.81%	11	1.24%	**889**	**301**	**33.86%**
2017-18	551	61.70%	121	13.55%	178	19.93%	0	0.00%	29	3.25%	14	1.57%	**893**	**342**	**38.30%**

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

The total number of Black students in the school has been fairly stable, ranging from 112-125 students per year. This contrasts with the district, which has had declining Black student enrollment. From 2012-13 to 2017-18, the percentage of Black students at Cedar Creek ranged from 13.01%-14.41%.

There has not been a defined increasing or declining trend in the Hispanic student population, which has ranged from 146-178 students per year. In the last six years, the percentage of Hispanic students at Cedar Creek ranged from 16.42%-19.93%. The district's Hispanic student percentage (20.55%) in 2017-18 is very similar to the school's percentage (19.93%).

The total number of Asian students in the school has been stable, ranging from 25-29 students per year. Over this time period, the percentage of Asian students at Cedar Creek ranged from 2.81%-3.25%. In 2017-18, the percentage of Asian students in Cedar Creek (3.25%) was much lower than in the district (9.15%), which has experienced a decline in the Asian percentage in the last six years.

The number of students who are Native American/Alaskan Native was insignificant with 3 or fewer students each year.

The number of students of Two or More races has increased from 5 in 2012-13 to 14 in 2017-18. The Two or More races percentage has increased from 0.60% in 2012-13 to 1.57% in 2017-18, a gain of 0.97 percentage points.

There has not been a defined increasing or declining trend in the minority student population, which has ranged from 301-342 students per year. The minority percentage has ranged from 33.86% to 38.30%, also with no apparent increasing or declining trend. Cedar Creek's minority percentage in 2017-18 (38.30%) is much lower than that of the district (52.08%).

a)   **Cedar Creek High School with Absecon Students**

If the sending-receiving relationship between Absecon and Pleasantville was terminated and Absecon students instead attended Cedar Creek, Table 37 estimates what the racial distribution would have been from 2012-13 to 2017-18 in Cedar Creek. The racial percentage point changes, shown in Table 38, were computed by using the data found in Tables 36 and 37.

Table 37
Cedar Creek High School (9-12) Enrollments by Race
with Absecon Students
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	524	58.51%	152.5	17.03%	180	20.10%	2	0.22%	32	3.57%	5	0.56%	895.5	372	41.49%
2013-14	562	61.83%	137	15.07%	169	18.59%	3	0.33%	31	3.41%	7	0.77%	909	347	38.17%
2014-15	578	60.97%	145	15.30%	183	19.30%	3	0.32%	31	3.27%	8	0.84%	948	370	39.03%
2015-16	602	63.30%	137	14.41%	174	18.30%	2	0.21%	30	3.15%	6	0.63%	951	349	36.70%
2016-17	593	63.63%	134	14.38%	163	17.49%	2	0.21%	29	3.11%	11	1.18%	932	339	36.37%
2017-18	557	59.89%	141	15.16%	185	19.89%	0	0.00%	33	3.55%	14	1.51%	930	373	40.11%

If Cedar Creek received students from Absecon, the White student percentage in Cedar Creek would have decreased by 1.81 to 4.17 percentage points from 2012-13 to 2017-18, with the magnitude of the percentage-point change generally decreasing over time. Over the same time period, Hispanic students in Cedar Creek would have decreased by 0.04 percentage points in 2017-18, but increased by 0.51 to 1.17 percentage points for the five years prior. Asian students would have increased by 0.22 to 0.44 percentage points while the percentage of Black students would have increased by 1.05 to 2.62 percentage points. The percentage of students who are Native American/Alaskan Native or Two or More races would be largely unchanged. The percentage of minority students would have increased by 1.81 to 4.17 percentage points from 2012-13 to 2017-18 with the magnitude of the percentage-point change generally decreasing over time.

Table 38
Percentage Point Change by Race at Cedar Creek High School (9-12)
with Absecon Students
2012-13 to 2017-18

Year	White	Black	Hispanic	Native American or Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	2 or More Races	Minority
2012-13	-4.17	+2.62	+1.17	-0.02	+0.44	-0.04	**+4.17**
2013-14	-2.98	+2.06	+0.59	-0.02	+0.39	-0.04	**+2.98**
2014-15	-2.33	+1.56	+0.51	-0.01	+0.30	-0.04	**+2.33**
2015-16	-1.95	+1.05	+0.71	-0.01	+0.22	-0.02	**+1.95**
2016-17	-2.52	+1.22	+1.07	-0.01	+0.30	-0.06	**+2.52**
2017-18	-1.81	+1.61	-0.04	0.00	+0.30	-0.06	**+1.81**

4. Oakcrest High School

The racial composition and trends at Oakcrest are slightly different than that of the entire district as it has a greater percentage of Black students. Like the district, the number and percentage of White students have been steadily declining in the school as shown in Table 39. The number of White students has declined from 566.5 in 2012-13 to 415 in 2017-18, a loss of 151.5 students. The percentage of White students has declined from 49.09% in 2012-13 to 41.46% in 2017-18, a loss of 7.63 percentage points. The district's percentage of White students (47.92%) in 2017-18 was slightly higher than the school's (41.46%).

Table 39
Oakcrest High School (9-12) Enrollments by Race
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	566.5	49.09%	316	27.38%	187	16.20%	2	0.17%	75.5	6.54%	7	0.61%	1,154	588	50.91%
2013-14	502	46.22%	313.5	28.87%	190.5	17.54%	1	0.09%	71	6.54%	8	0.74%	1,086	584	53.78%
2014-15	444	44.76%	305	30.75%	168	16.94%	0	0.00%	69	6.96%	6	0.60%	992	548	55.24%
2015-16	434	42.89%	324	32.02%	179	17.69%	1	0.10%	67	6.62%	7	0.69%	1,012	578	57.11%
2016-17	402	40.65%	325	32.86%	186	18.81%	1	0.10%	62	6.27%	13	1.31%	989	587	59.35%
2017-18	415	41.46%	313	31.27%	188	18.78%	0	0.00%	64	6.39%	21	2.10%	1,001	586	58.54%

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

Unlike the district, the number of Black students at Oakcrest has been fairly stable in the last six years, ranging from 305-325. Due to the school's overall declining population, the percentage of Black students has increased from 27.38% to 31.27% over this time period, which is a gain of 3.89 percentage points. The 2017-18 Black percentage at Oakcrest (31.27%) is much higher than that of the district (20.20%).

There has not been a defined increasing or declining trend in the Hispanic student population, which has ranged from 168-190.5 students per year. In the last six years, the percentage of Hispanic students at Oakcrest ranged from 16.20%-18.81%. The district's Hispanic student percentage (20.55%) in 2017-18 is slightly higher than the school's percentage (18.78%).

The total number of Asian students in the school has been fairly stable, ranging from 62-75.5 students per year. Over this time period, the percentage of Asian students at Oakcrest ranged from 6.27%-6.96%. In 2017-18, the percentage of Asian students in Oakcrest (6.39%) was slightly lower than the district's (9.15%), which has experienced a decline in the Asian percentage in the last six years.

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The number of students who are Native American/Alaskan Native was insignificant with two (2) or fewer students each year.

The number of students of Two or More races has increased from 7 in 2012-13 to 21 in 2017-18, a gain of 14 students. The Two or More races percentage has increased from 0.61% in 2012-13 to 2.10% in 2017-18, a gain of 1.49 percentage points.

In general, the number of minority students has been fairly stable, ranging from 548-588 students per year. Due to the declining White student population and increasing Black student population, the percentage of minority students has increased from 50.91% in 2012-13 to 58.54% in 2017-18, a 7.63 percentage-point gain.

a)   Oakcrest High School with Absecon Students

If the sending-receiving relationship between Absecon and Pleasantville was terminated and Absecon students instead attended Oakcrest, Table 40 estimates what the racial distribution would have been from 2012-13 to 2017-18 in Oakcrest. The racial percentage point changes, shown in Table 41, were computed by using the data found in Tables 39 and 40.

Table 40
Oakcrest High School (9-12) Enrollments by Race
with Absecon Students
2012-13 to 2017-18

Year	White	%	Black	%	Hisp-anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2012-13	570.5	46.76%	349	28.61%	210	17.21%	2	0.16%	81.5	6.68%	7	0.57%	**1,220**	**650**	**53.24%**
2013-14	506	44.62%	338.5	29.85%	204.5	18.03%	1	0.09%	76	6.70%	8	0.71%	**1,134**	**628**	**55.38%**
2014-15	446	43.30%	325	31.55%	180	17.48%	0	0.00%	73	7.09%	6	0.58%	**1,030**	**584**	**56.70%**
2015-16	435	41.75%	338	32.44%	191	18.33%	1	0.10%	70	6.72%	7	0.67%	**1,042**	**607**	**58.25%**
2016-17	407	39.44%	342	33.14%	203	19.67%	1	0.10%	66	6.40%	13	1.26%	**1,032**	**625**	**60.56%**
2017-18	421	40.56%	333	32.08%	195	18.79%	0	0.00%	68	6.55%	21	2.02%	**1,038**	**617**	**59.44%**

If Oakcrest received students from Absecon, the percentage of White students in Oakcrest would have decreased by 0.90 to 2.33 percentage points from 2012-13 to 2017-18, with the magnitude of the percentage-point change generally decreasing over time. Over the same time period, Hispanic students in Oakcrest would have increased by 0.49 to 1.01 percentage points from 2012-13 to 2016-17 with no change occurring in 2017-18. Asian students would have increased by 0.10 to 0.16 percentage points while the percentage of Black students would have increased by 0.28 to 1.22 percentage points. The percentage of students who are Native American/Alaskan Native or Two or More races would be largely unchanged if Absecon students attended Oakcrest. The percentage of minority students would have increased by 0.90 to 2.33 percentage points from 2012-13 to 2017-18 with the magnitude of the percentage-point change generally decreasing over time.

Table 41
Percentage Point Change by Race at Oakcrest High School (9-12)
with Absecon Students
2012-13 to 2017-18

Year	White	Black	Hispanic	Native American or Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	2 or More Races	Minority
2012-13	-2.33%	+1.22%	+1.01%	-0.01%	+0.14%	-0.03%	**+2.33%**
2013-14	-1.60%	+0.98%	+0.49%	0.00%	+0.16%	-0.03%	**+1.60%**
2014-15	-1.46%	+0.81%	+0.54%	0.00%	+0.13%	-0.02%	**+1.46%**
2015-16	-1.14%	+0.42%	+0.64%	0.00%	+0.10%	-0.02%	**+1.14%**
2016-17	-1.21%	+0.28%	+0.86%	0.00%	+0.13%	-0.05%	**+1.21%**
2017-18	-0.90%	+0.81%	+0.00%	0.00%	+0.16%	-0.07%	**+0.90%**

F.   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 Pleasantville (at Pleasantville High School) if Absecon were permitted to terminate its sending-receiving relationship with Pleasantville and create a new sending-receiving relationship with Mainland Regional or Greater Egg Harbor Regional. Under this arrangement, high school students in Absecon would attend either Mainland High School in Mainland Regional in one alternative, or Absegami High School, Cedar Creek High School, or Oakcrest High School in Greater Egg Harbor Regional in a second alternative. While Cedar Creek and Oakcrest High Schools were analyzed in this section of the study, the consultants have been advised by Greater Egg Harbor's administration that students from Absecon would attend Absegami High School.

To perform the racial analysis, enrollments were tabulated by race and racial percentages were computed for district totals and for all affected high schools. The analysis computed the change in racial percentages at Pleasantville High School without Absecon students, as well as the addition of Absecon students to Mainland High School, Absegami High School, Cedar Creek High School, or Oakcrest High School if a new sending-receiving relationship was created.

The racial demographics have been fairly stable in the Absecon School District. In 2017-18, the largest race in the district was White at 57.78%. The percentage of White students has been fairly stable, with no apparent increasing or declining trend. Black was the second-largest race at 16.82% followed by Hispanic at 14.19%.

In contrast, the racial demographics are changing in the Pleasantville Public Schools. In 2017-18, the largest race was Hispanic at 63.45% followed by Black at 32.75%, which combine to make up more than 96% of the student body. Asian (1.97%) and White (1.46%) consist of a very small percentage of the student population. In the last six years, Hispanic student enrollment has been generally increasing, while Black and Asian student enrollments have been decreasing. The number of White students in the district in 2017-18 (51) was fairly similar to the number in 2012-13 (62).

In 2017-18, 37 Absecon students attended Pleasantville High School, which represents 4.9% of the school's student population. If Absecon students no longer attended Pleasantville High School, it is the consultants' opinion that there would be no negative racial impact on the students at Pleasantville High School. If Absecon students did not attend Pleasantville High School in 2017-18, the impact would have been a 0.66 percentage-point decrease in the White population at Pleasantville High School or, in other words, the change in the minority student population would be less than 1%. In fact, if the last six years were to be considered, the percentage-point change would not have exceeded 0.66, in any given year, which amounts to an insignificant change. Given the substantial number of Black and Hispanic students at Pleasantville High School, the diversity of the school will not change if Absecon students no longer attend Pleasantville High School.

The second purpose of the study is to analyze the racial impact on Absecon students if they were to attend Mainland High School in Mainland Regional, or Absegami High School, Cedar

Creek High School, or Oakcrest High School in Greater Egg Harbor Regional. The impact of the inclusion of Absecon students on the overall student body in these schools also was analyzed.

If Absecon students were to attend Mainland High School, the Absecon students would not be afforded as diverse an environment as they would at Cedar Creek, Absegami, or Oakcrest High Schools. However, the addition of Absecon students would add more racial diversity to the school. The minority percentage at Mainland High School would have increased by 1.50 percentage points in 2017-18, as the minority percentage would have been 32.29%. Minority composition in the school would be predominantly made up of Hispanic students, and to a lesser extent, Black students. White students currently are the largest race in the school.

If Absecon students were to attend Absegami High School, the students would be afforded a diverse environment, and a more diverse environment than Mainland High School. Like Mainland High School, the addition of Absecon students would add more racial diversity to the school. The minority percentage at Absegami High School would have increased by 0.79 percentage points in 2017-18, as the minority percentage would have been 57.62%. Minority composition in the school would be predominantly made up of Hispanic and Black students, and to a lesser extent, Asian students. While White students currently are the largest race in the school, minorities would comprise the majority of the school.

If Absecon students were to attend Cedar Creek High School, the students would not be afforded as diverse an environment as Absegami or Oakcrest, but would be afforded greater diversity than Mainland High School. The minority percentage at Cedar Creek would have increased by 1.81 percentage points in 2017-18, as the minority percentage would have been 40.11%. Minority composition in the school would be predominantly made up of Hispanic and Black students. White students currently are the largest race in the school.

If Absecon students were to attend Oakcrest High School, the students would be afforded a diverse environment, and a more diverse environment than Mainland High School or Cedar Creek High School. The addition of Absecon students would add more racial diversity to the school. The minority percentage at Oakcrest High School would have increased by 0.90 percentage points in 2017-18, as the minority percentage would have been 59.44%. Minority composition in the school would be predominantly made up of Black and Hispanic students, and to a lesser extent, Asian students. While White students currently are the largest race in the school, minorities would comprise the majority of the school, which is similar to Absegami.

When comparing the three high school facilities that Absecon students could attend as an alternative, each has adequate capacity to house the additional students. However, if Absecon students who were previously attending other public schools return to be educated, Absegami, Oakcrest, and Mainland High Schools would have adequate capacity, while Cedar Creek High School would have a number of unhoused students. In addition, since Absegami High School and Oakcrest High School have greater racial diversity than Mainland High School, the consultants conclude that Absecon should consider terminating its existing sending-receiving relationship with Pleasantville and creating a new sending-receiving relationship with Greater Egg Harbor Regional. It also is the consultants' opinion that the racial impact on Pleasantville will be insignificant if

Absecon were permitted to terminate its sending-receiving relationship with Pleasantville and create a new sending-receiving relationship with Greater Egg Harbor Regional.

IV.   Educational Programs

A.   Introduction

The analysis begins with a focus on the current sending-receiving relationship between the Absecon Board of Education and the Pleasantville Board of Education. It will review the current educational configuration as well as a proposed change in that configuration whereby Absecon may seek to terminate its current sending-receiving relationship with Pleasantville and establish a new sending-receiving relationship with either the Greater Egg Harbor Regional High School District or Mainland Regional High School District. Mainland Regional High School and Absegami High School were studied in depth, from an educational standpoint.[5]

The consultants visited and interviewed the superintendents and school principals of Absecon, Greater Egg Harbor Regional, and Mainland Regional, with an attempt also to visit Pleasantville.[6] The schools and classrooms themselves also were visited, and observations made of the staff and students.   Information and data from many sources were studied, compared, and considered. These included, but are not limited to, the following: 2016-2017 data from the NJDOE website such as School Performance Reports, School Report Cards, QSAC data, and Comparative Spending Guides; curricula from the districts, master schedules, extra-curricular activities, and the individual school district websites.

B.   Overview of Schools

1.   Absecon Public School District

The Absecon School District is a K-8 district of about 860 students located in Atlantic County, New Jersey, which, according to its website is "committed to providing educational excellence by challenging children with state-of-the-art programs which empower students to make responsible choices, achieve personal success, and contribute to a global 21st century society." Upon personal observation of the district's staff and students, the consultants attest and affirm the prose promulgated by the district. In addition, the climate provided by the school's principal supports the learning environment present in the middle school building. It is welcoming and caring, mindful of both individuality and diversity. There is clear evidence of encouraged parental involvement as well as community involvement. The district offers after-school extra-

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[5] Cedar Creek High School and Oakcrest High School, two of the other secondary institutions operated by the Greater Egg Harbor Regional Board of Education were not considered viable educational options given the outcome of the demographic analysis contained herein. Additionally, it is the consultants' conclusion that Cedar Creek would have insufficient space to accommodate Absecon's students in the event additional students opted to matriculate at Cedar Creek than the number that have been matriculating historically at Pleasantville High School. Finally, Greater Egg Harbor Regional's administration advised this consultant that the students from Absecon would attend Absegami. Therefore, an in-depth educational analysis of Cedar Creek or Oakcrest were not conducted.

[6] The consultant reached out via telephone and email to the Superintendent of the Pleasantville Board of Education and received no response to the communications, the purpose of which was to establish a visitation date to tour the high school and discuss with the Superintendent and Principal the programs offered at Pleasantville High School.

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curricular activities and summer programs to ensure that all students have opportunities to support their academic experience. There is a special emphasis on Character Education and Science, Technology, Engineering, Art and Math (also known as S.T.E.A.M.)

The district operates two schools: H. Ashton Marsh Elementary (grades PK-4, 500 students), and Emma C. Attales School (grades 5-8, 360 students), both of which share the slogan, "All Students Will Achieve." For purposes of this study, the consultants focused primarily on the Attales Middle School and its seventh and eighth grade students.

It is noted that the eighth grade met the PARCC[7] target in English Language Arts/Literacy Assessment with 54% of the testers meeting or exceeding expectations. In Mathematics Assessment-Algebra I, 68% of the testers met or exceeded expectations. Overall, the school met its target in English Language Arts [57.5/56.7], but did not in Mathematics [34.1/39.4].

2.   Pleasantville Public Schools - Pleasantville High School

The Pleasantville Board of Education operates a pre-K to-12th grade school district in Atlantic County educating approximately 4,000 students. Pleasantville High School, located at 701 Mill Road in Pleasantville, New Jersey, is a 9-12 comprehensive high school serving approximately 760 students residing in Pleasantville and Absecon.

Table 41
Partnership for Assessment of Readiness for College and Careers
Pleasantville High School

Participation and Performance	School-wide Valid Scores	Met/Exceeded Expectations School	Annual Target	SCHOOL ELA/Math Targets
PARCC English Language Arts	338	12.4%	19.5%	Not Met
PARCC Mathematics	335	*	9%	Not Met

Note: *The number of students tested was not considered significant enough by the NJDOE to determine an expectations percentage. It is unclear as to the cause of this finding on the part of the DOE given that the number of schoolwide valid scores for mathematics almost is identical to that of language arts. A possible explanation could be a failure on the part of the district to provide an expectation percentage in mathematics, or the NJDOE setting an annual target which was extremely low. Whatever the explanation, it is eminently clear that the school could not (and did not) meet expectations despite such a low target, an indicator of poor pupil performance.

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[7] The PARCC (Partnership for Assessment of Readiness for College and Careers) assessment also will be shown for each of the three high schools analyzed in the education portion of the study since this currently is New Jersey's measure for student performance. Grade 9 data is utilized herein due to the fact that this will be the entry grade for the rising Absecon 8th Graders. The PARCC data is shown under each high school heading. Comparisons in other areas shall be shown later in this section of the Study. The Source of the data is the 2016-2017 New Jersey School Performance Report.

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3.   **Greater Egg Harbor Regional - Absegami High School**

Absegami High School is one of three high schools operated by the Greater Egg Harbor Regional Board of Education, and is located a mere four miles from Absecon at 201 South Wrangleboro Road in Galloway, New Jersey. This high school educates approximately 1200 Galloway resident pupils. A state of the art Performing Arts Center, specialty classrooms outfitted to support programs such as culinary arts, sculpture, computer science, dance, creative writing and laboratory sciences, was striking to the consultants, immediately attesting to the range of instructional offerings at this institution. The instructional program primarily is academic in nature supported by meaningful professional development which ensures that students are being taught by a faculty that utilizes the most relevant research based pedagogy available for secondary schools. Interaction with staff members and students confirms this assertion.

An examination of the Curriculum Guide reveals a myriad of courses which are individualized with an emphasis on aptitude, interest, and career goal. Students are able to select from a very wide range of courses. Absegami High School offers 25 Honors courses and 22 Advanced Placement courses, according to the Superintendent, as well as a robust number of programs in athletics, performance, and clubs and activities. There is a unique course/program offering in Homeland Security of which the school is quite proud. Listings and comparisons with Mainland appear later in this section of the Study.

While touring the school, the consultant witnessed a positive overall school climate in which the diverse student body positively interacted with one another. It is the observation of this school climate, so well reinforced by administration and staff, that leads in large part to the conclusion found at the end of this portion of the study.

Table 42
Partnership for Assessment of Readiness for College and Careers
Absegami High School

Participation and Performance	School-wide Valid Scores	Met/Exceeded Expectations School	Annual Target	SCHOOL ELA/Math Targets
PARCC English Language Arts	509	42.5%	52.4%	Not Met
PARCC Mathematics	516	34.7%	36.7%	Met

The school met its PARCC target in the area of Mathematics, and even though English Language Arts was unmet, the PARCC target set was relatively high, and the district came within 10 percentage points.

4.   Mainland Regional

An examination of Mainland Regional High School reveals the following PARCC data:

Table 43
Partnership for Assessment of Readiness for College and Careers
Mainland Regional High School

Participation and Performance	School-wide Valid Scores	Met/Exceeded Expectations School	Annual Target	SCHOOL ELA/Math Targets
PARCC English Language Arts	297	54.2%	59.7%	Not Met
PARCC Mathematics	297	34.3%	33.8%	Met

A statistical tie exists with regard to the PARCC Mathematics target of 33.8% and the school expectations of 34.3%. As such, the pupil performance is noteworthy, not to mention the district's ability to predict outcomes accurately.

Mainland is recognized as a National Blue Ribbon School of Excellence by the United States Department of Education. During a visit to the school, the consultant was quick to discern that, as stated in its brochure, the district embraces an ideology that continues to pave the way for the next generation of learners to experience secondary school education in a new instructional venue that is student designed to prepare students for their future.

The high school boasts a robust extra-curricular and athletic program with student athletes being able to choose from 25 different activities. Also available to students is the Mock Trial activity where the school recently has excelled. Music, drama and forensics also are available to the Mainland adolescent where distinctions also have been achieved.

An examination of the courses offered by Mainland reveals a myriad of programs and courses available to its students both at the core and elective levels, including five world languages, plus significant course offerings in Special Education. It is noted that the elective course options by college and career readiness clusters are not restrictive pathways, thus allowing for a broad selection opportunity for the students.

There is only a single lunch period for all of the student body, giving the students options as to where (on campus or off campus) and how to enjoy their midday break from formal classes. In general the consultant found the school climate to be positive and inviting thus supporting the school's motto, "One Family, One School, One Community."

C.   **Biology Assessment**

Table 44 below presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the End of Course Biology test. [NJ School Performance Report] The results of the Biology Assessment are significant in that we are able to view the performance comparisons for a very specific discipline at a particular grade level and across all schools studied. The results for Mainland and Absegami are quite similar in most categories with a bit of an edge going to Absegami (Greater Egg Harbor Regional). Pleasantville's scores indicate many shortcomings in the performance of its students.

Table 44
Biology Assessment – Performance
Pleasantville High School

Subgroups	Advanced	Proficient	Partially Proficient
Statewide	16%	42%	42%
Schoolwide	1%	11%	89%
White	N	-	-
Hispanic	1%	10%	89%
Black	N	14%	86%
Asian	N	-	-
Economically Disadvantaged	1%	12%	88%
Students with Disabilities	N	21%	79%

The Pleasantville pupil performance in Biology is significantly below that of Absegami and Mainland. It can be noted that Mainland and Greater Egg Harbor (Absegami) are quite similar in their biology outcomes, with a ten percent differential with respect to the Advanced/Proficient columns.

Table 45
Biology Assessment – Performance
Absegami High School

Subgroups	Advanced	Proficient	Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	52%	41%
White	8%	63%	30%
Hispanic	3%	44%	53%
Black	4%	30%	66%
Asian	15%	-	-
Economically Disadvantaged	4%	47%	50%
Students with Disabilities	2%	30%	68%

Table 46
Biology Assessment – Performance
Mainland Regional

Subgroups	Advanced	Proficient	Partially Proficient
Statewide	16%	42%	42%
Schoolwide	14%	54%	32%
White	16%	57%	27%
Hispanic	N	44%	56%
Black	N	-	-
Asian	-	47%	-
Economically Disadvantaged	-	-	-
Students with Disabilities	N	21%	79%

**D.	2016-17 Comparison of High Schools in Other Key Areas**

An examination of the SAT/AP [Scholastic Aptitude Test/Advanced Placement] data shows the stark difference between the academic achievement of the Absegami/Mainland pupil population and that of Pleasantville. Of particular note is the AP participation and the number of courses offered. The two high schools under consideration for a new sending-receiving arrangement demonstrate that participation and performance are comparable in these areas, with Mainland Regional demonstrating a slight edge.   There is no significant difference between the two with respect to the Graduation or Dropout rates or Post-Secondary enrollment. Pleasantville High School lags far behind with respect to 4-year and 2-year Post-Secondary enrollment, and lists a Graduation Rate under 90%. In the area of Technology Devices, Absegami enjoys an enviable ratio in that regard. A summary of several key areas of educational comparison is provided in Table 47.

Table 47
High School Comparisons

Category	Mainland	Absegami	Pleasantville
SAT Participation	100%	100%	70%
SAT Performance – Reading and Writing	565*	543	453
SAT Performance – Math	560*	542	458
AP Participation	33%*	27.8%	15%
AP Score of 3 or above	64%*	61%*	24.3%
# of AP (IB)** Courses offered	24*	18*	7
Graduation Rate	95.9%	91.8%	86.6%%
Post-Secondary Enrollment 4yr/2yr	76.5%	73.1%	45%
Dropout Rate	0.8%	0.4%	0.4%
Instructional Time	6hrs.39mins	6hrs. 25mins	6hrs. 55mins
Length of School Day	7hrs.25mins	7hrs. 5mins	6hrs. 35mins***
Student Suspension Rate	8.6%	22.0%	31.8%
Violence, Vandalism, HIB, Substance Incidents	39	67	51
Student to Technology Device Ratio	4.5:1	1.2:1	4.6:1
Student to Teaching Staff Ratio	12:1	11:1	10:1
Accountability Indicator – Support Required	No	No	No

Source: NJ Performance Report for 2016-2017 School Year, except where noted as *which is a 2018 data point sourced from the most recent District statistical literature.
**There is no International Baccalaureate Program offered in any of the three high schools.
*** Length of School Day was reported as 6hrs 35 mins which obviously was in error, as it cannot be less than the school's total instructional time.

E.   Educational Conclusion

The above comparison of the educational services being offered at the various schools supports a change in the 9-12 instructional location for Absecon students. Even though Mainland's data demonstrates a slightly stronger performance by its students over the Absegami pupil population, Absegami High School is educationally preferential as a 9-12 destination for the Absecon pupils, due to geographic proximity and the close connections the communities already share. Discussion with administrators indicated that there already exists a nexus between Galloway and Absecon young people with respect to locally sponsored athletic and other community activities.

Galloway, the location of Absegami High School, is much closer (by four miles) to Absecon. It is noted, too, that Greater Egg Harbor has a history of integrating sending district students successfully into its various schools. In particular, Absegami High School publicizes in its Curriculum Guide various "orientations" for eighth grade students (Open House, Shadow Program, Academic Night…). It appears that Absegami goes to significant length to ensure successful matriculation of its students into the high school.

As the consultants toured the corridors and classrooms of both high schools in question, although each was impressive, the tone at Absegami seemed more likely to resemble that of Attales, driving the consultant more readily to recommend Greater Egg Harbor Regional High School District as the new sending-receiving partner for the Absecon Board of Education.   Either Mainland or Absegami would serve the instructional needs of the rising Absecon 8th grader. Both institutions educate about 1300 pupils each and offer curricular and co-curricular programs of benefit to a student as we end the second decade of this century. Cedar Creek High School and Oakcrest High School, the other secondary institutions operated by the Greater Egg Harbor Board of Education, were not considered as viable educational choices given the space constraints identified in the demographic portion of the study as well as the fact that the Superintendent for the Greater Egg Harbor Regional High School District advised that the students from Absecon would be placed at Absegami.

Given the fact that so few Absecon students attend (or have attended) Pleasantville High School, there will be no adverse educational effect upon Pleasantville were the Absecon School District to seek and obtain a change in its current send/receive relationship with the Pleasantville Board of Education.

V.   Financial Impact

A.   Introduction

From a financial standpoint this feasibility study will focus on the Absecon current (status quo) configuration of the sending-receiving relationship with Pleasantville and the potential termination of the current sending-receiving relationship and concurrent entering into a new sending-receiving relationship with either Mainland or Greater Egg Harbor for students in grades 9-12.[8]

The financial impact has been calculated in "2017 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 2019-20 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 study will be long-term, this offers better information to make a decision because it reflects the full long-term 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 Absecon School District for each of the two years ended June 30, 2016 and 2017.

- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor's Report on the general purpose financial statements of the Pleasantville School District for each of the two years ended June 30, 2016 and 2017.

- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor's Report on the general purpose financial statements of the Greater Egg Harbor Regional School District for each of the two years ended June 30, 2016 and 2017.

- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor's Report on the general purpose financial statements of the Mainland Regional School District for each of the two years ended June 30, 2016 and 2017.

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[8] For the reasons set forth in Footnote #5 in the educational section above, Cedar Creek High School, one of the other secondary institutions operated by the Greater Egg Harbor Regional Board of Education, was not considered a viable option given the outcome of the demographic analysis contained in Section III of the study. Because it is the consultants' conclusion that Cedar Creek would have insufficient space to accommodate Absecon's students in the event additional students opted to matriculate at Cedar Creek than the number that have been matriculating historically at Pleasantville High School, an in depth financial analysis of Cedar Creek was not conducted.

- Review of the historical enrollment data and projected enrollment data for each of the above four school districts.

- Communications with the business administrators and others in various districts to acquire relevant data as needed.

- 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 four school districts based upon the existing level of educational services being provided in the districts during the 2016-17 school year. Additionally, the model was based upon the most recent two years of audited revenue and expenditure data (2015-16 thru 2016-17). 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 2018-19 to 2022-23. 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 2016-17 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 2017 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.

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- Estimates of revenues, expenses, tax levies and tax rates were expressed in "2017 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 2016-17 school year.

- State aid for existing debt service will continue at the 2016-17 rate.

- Educational programs were assumed to be equivalent to those that existed in the Absecon, Pleasantville, Greater Egg Harbor Regional, and Mainland Regional School Districts during the 2016-17 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 2019-20 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 48 summarizes the findings of the analysis for the potential scenarios. The findings utilize the enrollment tables above. As previously noted, 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 2016-17 school year. The projected enrollment in each district for each of the five years from 2018-19 to 2022-23 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 scenarios. Estimated tax levy savings are expressed as positive amounts, whereas 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 48, the tax levy and the savings or loss is expressed in 2017 constant dollars. The rates are expressed in dollars and cents per $100 of equalized property valuation.

Table 48
Summary Of Tax Impact On Community
Compared With Status Quo Scenario

	Status Quo	High School Send-Receive Greater Egg Harbor	High School Send-Receive Mainland
Community: City of ABSECON			
Tax Levy*	$11,858	$11,765	$11,809
Tax Rate+	$1.582	$1.570	$1.575
Savings (loss)*		$93	$49
Rate Change		$0.012	$0.007
Community: City of PLEASANTVILLE			
Tax Levy*	$10,940	$11,291	
Tax Rate+	$1.478	$1.526	
Savings (loss)*		($351)	
Rate Change		($0.047)	
Community: GREATER EGG HARBOR REGIONAL			
Tax Levy*	$34,498	$34,157	
Tax Rate+	$0.603	$0.597	
Savings (loss)*		$341	
Rate Change		$0.006	
Community: MAINLAND REGIONAL			
Tax Levy*	$19,190		$18,909
Tax Rate+	$0.651		$0.6417
Savings (loss)*			$281
Rate Change			$0.01

Note: *In thousands; + $/$100 Equalized Tax Value

Other districts currently sending to Greater Egg Harbor Regional or Mainland Regional District are expected to benefit from the tuition revenue generated by the additional 38 Absecon students. The Absecon students will reduce the cost per pupil in either district and result in a marginally lower certified tuition rate.

1.   City of Absecon with Greater Egg Harbor Regional Send-Receive

If Absecon sent its high school students to Greater Egg Harbor Regional, there would be a decrease in the tax levy for Absecon property owners. The main reason for this financial savings is that the maximum tuition rate at Greater Egg Harbor Regional is $2,449 less than Pleasantville. The addition of 38 Absecon students on average over the five year projection, with related costs, will push further the certified tuition rate down below the Pleasantville rate by almost $200 per student. 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). Greater Egg Harbor Regional is slightly farther away than is Pleasantville. Therefore, an increase in transportation costs for high school students has been factored into the analysis. Additionally, based on the education section above, the better educational program at Greater Egg Harbor Regional likely will have a positive impact on the value of the average Absecon home.

2.   City of Absecon with Mainland Regional Send-Receive

If Absecon sends its high school students to Mainland Regional, there also would be a decrease in the tax levy for Absecon property owners. Similar to Greater Egg Harbor Regional, the major factor is that the maximum tuition rate at Mainland is $1,315 less than Pleasantville. The addition of 38 Absecon students on average over the five year projection, with related costs, will push further the certified tuition rate down below the Pleasantville rate by almost $500 per student. 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). Mainland Regional is also slightly farther away than is Pleasantville. Therefore, an increase in transportation costs for high school students has been factored into the analysis.   Additionally, based on the education section above, the better educational program at Mainland likely will have a positive impact on the value of the average Absecon home.

3.   City of Pleasantville without Absecon Students

As expected, the tax levy in Pleasantville would go up if the Absecon high school aged students do not attend Pleasantville High School as a result of the loss in tuition being paid by Absecon for these students (for the five-year projection, there is an annual average of approximately 38 students involved). However, the reduction in student count should lead to staff and other reductions. The historical student/teacher ratio has been about 10.3. The operating statistics in the June 30, 2017 CAFR show that the high school ratio consistently has been lower than the elementary ratio. For the last two years that high school ratio has been under 8. Using a conservative ratio of 10.3, there would be four teaching positions approximately that would not be needed. With about 350 certificated teachers in the district, it would be expected that this change could be handled through attrition with no teachers being subject to a reduction in force.

In light of the enrollment projections and expected reduction in costs, the approximate financial impact to Pleasantville would be $351,000. The long-term impact of this $351,000 is less than one half of one cent per hundred dollars of equalized property value. The tax levy increase is less than 0.4% of the total expenditures in 2016-17, and amounts to approximately $0.83 per week on the average assessed home in Pleasantville. As a result, the total increase in tax levy would be insignificant when compared to total expenditures.

Additionally, over the next five years, there is a projected decrease in enrollment and tax levy independent of the Absecon decision to seek an alternative sending-receiving relationship. Pleasantville is projected to lose almost 100 students by 2022-23. These changes, and the expected concomitant decrease in expenses, will offset the impact of the loss of the Absecon students by a factor of three.

4.   Greater Egg Harbor Regional with Absecon Send-Receive

For Greater Egg Harbor Regional, the tuition received for the 38 new students will exceed the cost of the additional teachers, benefits, and supplies by more than $341,000. The Greater Egg Harbor Regional District is comprised of Egg Harbor City, Galloway Township, Hamilton Township, and Mullica Township. Additionally, Greater Egg Harbor Regional receives high school students from Port Republic in Atlantic County and Washington Township in Burlington County. All of these communities will benefit from the tuition revenue generated by the additional 38 Absecon students.

5.   Mainland Regional with Absecon Send-Receive

For Mainland Regional, the impact is similar to Greater Egg Harbor Regional in that the tuition received for the 38 new students will exceed the cost of the additional teachers, benefits, and supplies by more than $281,000. The Mainland Regional District is comprised of Linwood City, Northfield City, and Somers Point City. All of these communities will benefit from the tuition revenue generated by the additional 38 Absecon students.

6.   Phase-in Approach

When changes like the one being considered in this study occur, there generally is a phase out of the old with a phase in of the new configuration. Those students who already have begun high school in Pleasantville would be allowed to stay there through graduation. Incoming ninth graders each year would go to Greater Egg Harbor Regional or Mainland Regional instead of Pleasantville. Over a four-year period the change would be completed. Under this approach, the change in number of Pleasantville teachers each year would be 1.0, clearly a number that could be handled through attrition. On a year-to-year basis, the increase in tax levy for Pleasantville would be less than $88,000. This would be less than one-tenth of one percent of the projected expenses.

As a result, the impact on Pleasantville would be insignificant.

E.   Summary of Fiscal Advantages and Disadvantages

Under the proposed change for Absecon high school aged students from Pleasantville to Greater Egg Harbor Regional or Mainland Regional, ten of the eleven districts potentially involved will see a reduction in the annual school tax levy. The small increase in Pleasantville -- approximately $88,000 on a year-to-year basis, which is less than 0.1% of the projected expenses of more than $95 million -- is insignificant.

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

There is the possibility that more Absecon high school students will attend Greater Egg Harbor Regional than now attend Pleasantville. We cannot predict if this will occur or how significant it might be. Absecon students have a vast array of options for high school including Atlantic County Institute of Technology, charter, choice, private, and parochial schools. However, if the numbers increase, the receiving district and associated districts will see larger tax levy reductions, Pleasantville's change will stay the same, and Absecon's tax levy will increase.

VI.   Conclusion

When comparing the two high school facilities that Absecon students could attend if Absecon were to terminate its sending-receiving agreement with Pleasantville, both of the high schools have adequate capacity to house the additional students that currently are attending Pleasantville High School. From an educational standpoint, the students of Absecon would receive an enhanced educational opportunity at either Mainland Regional High School or Absegami High School. Absegami has been identified as the preferable educational choice in light of several factors, which include, among others, the historical integration of students through community activities and athletics, its robust history of successfully integrating sending district students, and its geographic proximity to Absecon.

There would be no negative racial impact on Pleasantville High School if Absecon were permitted to terminate its sending-receiving relationship with Pleasantville and create a new sending-receiving relationship with Mainland Regional or Greater Egg Harbor Regional. The school will have the same racially diverse educational learning environment. In addition, since Absegami High School has greater racial diversity than Mainland High School, the consultants conclude that Absecon should consider terminating its existing sending-receiving relationship with Pleasantville and create a new sending-receiving relationship with Greater Egg Harbor Regional so that Absecon children can attend Absegami High School (or one of Greater Egg Harbor's academy programs).

From a financial perspective, Pleasantville will see an insignificant tax levy increase, while the other districts will see decreases. As a result, there is no substantial negative financial impact that should impede the change in the sending-receiving relationship.

For the above reasons, the consultants conclude that a change in the sending-receiving relationship would benefit Absecon and should be encouraged. Further, the consultants conclude that such change should be permitted by the Commissioner of Education as there will be no substantial negative educational, racial or financial impact on any of the districts or their respective students.

Appendices

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ACADEMIC AND PROFESSIONAL CAREER HISTORY

Executive Director: Statistical Forecasting LLC, Dorset, Vermont, 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.

- Testified at a trial as an expert witness in school demography regarding the termination of the sending-receiving relationship of the Merchantville School District with the Pennsauken Public Schools.

- Testified at a trial as an expert witness in school demography regarding a proposed change in the funding formula for River Dell 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

Somers Point (NJ) – Feasibility Study (2017) – Analyzed demographic effects of the reconfiguration of the Somers Point School District.

Bedford Central School District (NY) – Demographic Study (2016) – Performed ten-year enrollment projections at the individual school level. Student addresses were geocoded to show the five-year changes in the relative concentrations of where students live and the sections of each community that have the most children per housing unit. Computed student yields by development and housing type (coops, townhouse/condos, and apartments). Projected enrollments for three separate subgroups: English Language Learners, special education students, and economically disadvantaged students.

Matawan-Aberdeen Regional School District (NJ) – Demographic Study (2016) – Performed five-year enrollment projections at the individual school level. Births by census block group were used to project kindergarten students at the school level. Student yields were computed by housing type (single-family, townhouse, apartment) in each community and used to adjust baseline enrollment projections.

Edgewater Park (NJ) – Feasibility Study (2016) – Analyzed demographic effects of the withdrawal of Edgewater Park students for grades 9-12 from the Burlington City School District upon termination of its existing sending-receiving relationship, as well as the demographic effects upon the creation of a new sending-receiving relationship with the Delran Board of Education.

North Haledon (NJ) – Feasibility Study (2016) – Analyzed demographic effects of the withdrawal of North Haledon students from Manchester Regional School District where students would instead attend Manchester Regional School District through a sending-receiving relationship.

Oaklyn Public Schools – Feasibility Study (2016) – Analyzed demographic and racial effects of expanding the Oaklyn Public Schools' existing relationship with the Collingswood Public Schools from a grade 10-12 sending-receiving relationship to a grade 6-12 sending-receiving relationship.

Arlington Public Schools (VA) – Demographic Consultant (2015-17) – Reviewed and evaluated the projection methodologies used by the Arlington Public Schools. Recommendations for improvements to the forecasting process were made. Student yields were computed both for 2010 and 2015 by housing type and affordability. A model was developed to project district-wide enrollments for the long-term, six to ten years into the future.

Seaside Park (NJ) – Feasibility Study (2015) – Analyzed the demographic and racial effects of Seaside Park students upon creating a second sending-receiving relationship with the Lavallette School District in addition to its existing sending-receiving relationship with the Toms River Regional School District.

East Newark (NJ) – Feasibility Study (2014) – Analyzed demographic and racial effects of the withdrawal of East Newark students from the Harrison Public Schools upon termination of its existing sending-receiving relationship, as well as the demographic and racial effects upon the creation of a new sending-receiving relationship with the Kearny Board of Education.

Cape May (NJ) – Feasibility Study (2013) – Analyzed demographic and racial effects of the withdrawal of Cape May students from Lower Cape May Regional for grades 7-12 and the establishing of a sending-receiving relationship with either Lower Cape May Regional or Middle Township for grades 7-12.

West Windsor-Plainsboro Regional School District (NJ) - Demographic Study (2013, 2017) – Performed ten-year enrollment projections for large school district (9,800+ students) at the individual school level. Births by census tract and block group were used to project enrollment at the school level. Student addresses were geocoded to show the five-year changes in the relative concentrations of where students live and the sections of each township that have the most children per housing unit. Computed student yields by development and housing type (single-family, townhouse, apartment) in both communities. Analyzed change in racial and poverty distributions in the district and at school level over six historical years.

Merchantville Borough (NJ) - Feasibility Study (2012) – Conducted a study considering the demographic and racial effects of the withdrawal of Merchantville students from the Pennsauken Public Schools upon termination of the existing sending-receiving relationship, as well as the demographic and

racial effects upon the creation of a new sending-receiving relationship with the Haddon Heights Board of Education.

Woodbridge School District (NJ) - Demographic Study (2012) – Performed five-year enrollment projections for large school district (13,000+ students) at the individual school level. Births by census tract and block group were used to project enrollment at the school level. Student addresses were geocoded to show the five-year changes in the relative concentrations of where students live and the sections of the township that have the most children per housing unit.

South Hunterdon Regional School District (NJ) Feasibility Study (2012) – Conducted a study considering the dissolution of the South Hunterdon Regional School District (grades 7-12) and analyzed six different scenarios for the education of students in Lambertville Borough, Stockton Borough, and West Amwell Township. Analyzed demographic and racial impacts in each of the scenarios.

Yonkers Public Schools (NY) - Demographic Study (2011, 2013, 2016) – Performed ten-year enrollment projections by the four major races in the school district. Other 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 (2006-2017) – 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.

Black Horse Pike Regional School District (NJ) Feasibility Study (2009) – Conducted a study considering the dissolution of the Black Horse Pike Regional School District (grades 9-12) whereby a full PK-12 regional district would be created between Bellmawr Borough, Gloucester Township, and Runnemede Borough. Analyzed demographic and racial impacts in each of the scenarios.

Robbinsville Township School District (NJ) - Demographic Study (2009, 2016) – 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, 2013) – The average student yield per home was computed by analyzing recent developments constructed in Vineland. 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. 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.

<u>Liberty Township (NJ) - Feasibility Study (2006, 2008)</u> – 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.

<u>Newfield Board of Education (NJ) - Feasibility Study (2006)</u> – 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.

<u>Elmer Borough Board of Education (NJ) - Feasibility Study (2004)</u> – Conducted a study of making the Elmer Borough School District a non-operating district by creating a new sending-receiving relationship between the Elmer Board of Education and the Pittsgrove Board of Education. Analyzed the demographic impacts on each school district for the proposed organizational change.

<u>Elk Township, Franklin Township, and Delsea Regional High School District (NJ) – Feasibility Study (2003-2004)</u> – 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.

<u>The College of New Jersey - External Evaluator and Psychometrician (2003-2006)</u> – 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.

<u>New Jersey Department of Education - External Evaluator and Psychometrician (2003-2006)</u> – 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 was subsequently analyzed to aid the New Jersey Department of Education in understanding the strengths and weaknesses of the program.

<u>Adjunct Professor</u>: Marlboro College, Marlboro, Vermont, January 2006 - May 2006.

- Taught *Statistics,* an undergraduate-level course offered by the Department of Mathematics.

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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.

- Chair of Technology Committee for Middle States Evaluation – Directed faculty in the creation of a report on uses of technology in the school. Presented the summative report to the faculty and administration for final approval.

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.

EDUCATION

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

Lead Presenter. Association of American Geographers, Chicago, IL, April 2015: Computing Student Yields: A Case Study in Comparing Methodology.

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: <u>Does Projecting School District Enrollments by Race Produce More Accurate Results?</u>

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

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

Lead Presenter. New Jersey Association of School Administrators, Morris, NJ, May 2002: <u>The Demographic Study: One size does not fit all.</u>

Lead Presenter. New Jersey Association of School Administrators, Morris, NJ, May 2001: <u>Projecting Enrollments in Rapidly Growing School Districts.</u>

Lead Presenter. New Jersey School Boards Convention, Morris, NJ, October 2000: <u>Enrollment projections: Making them accurate</u>

Lead Presenter. New Jersey Association of School Administrators, Morris, NJ, May 2000: <u>Enrollment projections: A new direction.</u>

Lead Presenter. New Jersey Association of School Administrators, Morris, NJ, May 1999: <u>Enrollment projections: A solution for high growth and low growth school districts.</u>

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

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. & Grip M.L. (2019). Using Multiple Methods to Provide Prediction Bands of K-12 Enrollment Projections.   <u>Population Research and Policy Review,</u> DOI 10.1007/s11113-019-09533-2,1-22.

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

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

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

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

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

Grip, R. S. & Young, J.W. (1999). The modified regression technique: A new method for public school enrollment projections. <u>Planning and Changing</u>, <u>30</u>(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

Peter E Carter

17138 Cuvee Lane   302-644-7745 (Voice/Fax)
Lewes, Delaware 19958   trainpec44@msn.com(e-mai)

Currently	Qualified as an Expert Witness in Educational Administration & Curricular and Co-curricular Programming K-12...Educational Contributor – Feasibility Studies in Merchantville, NJ (2014); East Newark NJ(2015); Oaklyn NJ(2016); Edgewater Park NJ(2016); Englewood Cliffs NJ (2016/17); Millstone (2017)

Facilitator – School Boards' Goal Setting and other State of N. J. Mandated Tasks
Legal Expert Witness – Institutional (K – 12 Education) Child Abuse

Most Recent (Interim) Experience

8/09 to 02/11   **Interim Superintendent of Schools**   Hoboken, NJ
Hoboken Board of Education

6/07 to 12/07   **Interim Superintendent of Schools**   Plainfield, NJ
Plainfield Board of Education

Superintendent Experience

1999-2004   Ringwood Board of Education   Ringwood, NJ
Superintendent of Schools

- Replaced all existing textbooks of the 80s and 90s with textbooks bearing copyright dates of 2000 to 2005.
- Was instrumental in starting the first in-district program for autistic teens in partnership with a neighboring school district.
- Provided the means whereby student achievement increased, especially in mathematics as measured by statewide and commercial assessments.
- Brought managerial strength and stability to a suburban district in need of leadership and direction.

1995-1999   Irvington Board of Education   Irvington, NJ
Superintendent of Schools

- Replaced a $9,000,000 deficit with a $3,000,000 surplus in three years.
- Increased achievement of thousands of pupils in this urban district.
- Completed a defunct and dormant $50 million building and renovation program.

1989-1995   N J Department of Education.   Trenton, NJ
Essex County Superintendent of Schools

- Assisted in the administration and governance of 23 urban and suburban school districts educating 116,000 pupils.
- Forged a close relationship with the County Prosecutor's and Sheriff's Offices, leading to an increased understanding and awareness of the serious issues of weapons, drugs and gambling.
- Monitored and certified two of the four Abbott Districts in the county, and provided the leadership for the takeover of a third.

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- Developed innovative programs providing urban and suburban students from 23 districts with an opportunity to interact with one another

Education	1972-1974	Hofstra University	M.S. in Ed Administration
	1961-1965	Fordham University	A.B. in Classical Languages
	Other years	Various universities	45 credits beyond the Masters

College-level Teaching Experience	Fall '06, Spring '07	Wilmington University	Wilmington, DE
	Fall '04; Spring '05	Fairleigh Dickinson University	Teaneck, NJ
	Fall – '02; '03; '04	Ramapo College of New Jersey	Mahwah, NJ

Adjunct Professor of Education / Educational Leadership

- Taught courses at both undergraduate and graduate levels

More Experience	1988-1989	Roselle Board of Education	Roselle, NJ

Superintendent of Schools

1986-1988	Irvington Board of Education	Irvington, NJ

Assistant Superintendent of Schools

1980-1986	Metuchen Board of Education	Metuchen, NJ

Middle School Principal

1975-1980	Christina School District	Newark, DE

Middle School Principal

1972-1975	Wyandanch School District	Wyandanch, NY

Director of Elementary and Secondary Education

1970-1972	Diocese of Brooklyn	Brooklyn, NY

Assistant Principal of The New High School

1969-1970	The Gillette Company	Boston, MA

Sales Representative for the Personal Care Division

1967-1969	Brooklyn Preparatory School	Brooklyn, NY

Teacher of Latin

1965-1967	Nazareth Regional High School	Brooklyn, NY

Teacher of Latin and English

Community Activities
        Paynters Mill Property Owners Association
        Millers Landing Home Owners Association (past Treasurer)
        Nassau Grove Homeowners Association (past President)
        Delaware Electric Cooperative Member Committee
        Delaware Botanic Gardens Board Member
        Children's Beach House – Child Development Center Task Force

Distinctions
        NAACP Hoboken Branch Education Achievement Award – 2010
        Hofstra University Black/Hispanic Alumni Association Recognition Award-2008
        New Jersey Council of Education Distinguished Educator - 2006
        Fordham Club of New Jersey "Man of the Year" Award - 2004
        NJASA Distinguished Service Award - 2001
        Four Year full academic scholarship to Fordham College - 1961
        Four Year academic scholarship to Regis High School - 1957

Affiliations
        New Jersey Council of Education (President, 1999-2000)
        Association of Former New Jersey County Superintendents
        American Association of School Administrators
        Association for Supervision and Curriculum Development
        Phi Delta Kappa (Rutgers Chapter)
        Girls Scouts of America – Trustee, Delaware-Raritan Council
        Essex County College – Trustee (1990-1995…Vice-chair, 1994)

Certifications
        SCHOOL ADMINISTRATOR - State of New Jersey
        TEACHER OF LATIN – State of New Jersey
        SCHOOL DISTRICT ADMINISTRATOR – State of New York
        SCHOOL ADMINISTRATOR AND SUPERVISOR – State of New York
        LATIN 7-12 – State of New York
        STANDARD SCHOOL LEADER II – State of Delaware
        SECONDARY SCHOOL PRINCIPAL – State of Delaware

Publications
        A K-6 Curriculum Guide and Outline for Wyandanch Union Free School District
        (Wyandanch, New York 1975)

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STEVEN CEA

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137 Sixth Avenue   Home: 845-353-6974
Nyack, NY 10960   Cell: 973-670-2696

EDUCATION

WALTER A. HAAS SCHOOL OF BUSINESS, UNIVERSITY OF CALIFORNIA AT BERKELEY
Master of Business Administration, May 1992

COLUMBIA COLLEGE, COLUMBIA UNIVERSITY
Bachelor of Arts, Computer Science, May 1985

EXPERIENCE

Paramus Public School District, Paramus, New Jersey
School Business Administrator/Board Secretary   **(9/10 – 7/18)**

Managed business office, operations, security, transportation, data services, and food services to provide student centered support services. Developed, presented, and managed $93 million district budget. Analyzed and implemented more than $5.1 million in cost savings initiatives including bond refinancing, copier replacements, health plan restructuring, energy conservation measures, and office productivity solutions. Oversaw upgrade of wireless network, new phone system, and one-to-one Chromebook initiative. Published four editions of the district's newsletter annually. Paramus provides education services to students in grades PK– 12 in eight schools, and maintains a staff of 820 employees.

West Milford Public School District, West Milford, New Jersey
School Business Administrator/Board Secretary   **(7/96 – 8/10)**

Managed business office, operations, transportation, data services, and food services to provide student centered support services. Developed, presented, and managed $70 million district budget to Board, Township Council, and public. Analyzed and implemented more than $1.5 million in cost savings initiatives including lighting retrofit, health plan changes, incentive programs, and office productivity solutions. Initiated automation of business accounting and budgeting functions. Coordinated district wide technology plan to provide network infrastructure, hardware, and software access to every classroom. The K-12 district maintained a staff of 730 employees.

Ho-Ho-Kus Public School District, Ho-Ho-Kus, New Jersey
School Business Administrator/Board Secretary   **(2/93 – 7/96)**

Managed support staff to provide student centered support services to a K-8 grade district. Analyzed and implemented more than $200,000 in cost saving initiatives including pooled health, workers' compensation, and property insurance, transportation, cooperative purchasing, and office operations. Initiated automation of business accounting and budgeting functions. Provided financial and demographic support to explore change in send/receive relationship to Northern Highlands Regional High School. Coordinated district wide technology plan to provide network infrastructure, hardware, and software access to every classroom.

Berkeley Unified School District, Berkeley, California
Management Intern – Business Services   **(6/92 – 8/92)**

Assisted Associate Superintendent for Business Services with implementation of school information system. Assembled performance measures by department.

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New York City Mayor's Office for Economic Development, New York City, New York
Deputy Director – Real Estate Office   (8/88 – 7/90)
Project Manager – Real Estate Office   (8/87 – 8/88)

ADDITIONAL SERVICE

President, Vice President, Secretary: Bergen County Association of School Business Officials (2014 – 2017)

Renewal Committee: North East Bergen Insurance Group – Workers' Compensation Pool (10/10 – 7/18)

Chairman: Bergen County Valedictorian Recognition Program (2016-2017)

Treasurer & Board Member: Edward Hopper Museum & Arts Center (2012 – 2016)

Chairman & Trustee: North Jersey Pooled Insurance Program – Workers' Compensation Pool (9/99 – 8/10)

Chairman & Trustee: North Jersey Pooled Insurance Program – Workers' Compensation Pool (9/99 – 8/10)

Chairman & Trustee: North Jersey Pooled Insurance Program – Workers' Compensation Pool (9/99 – 8/10)

Distinguished Service Award: New Jersey Association of School Business Officials (2009)

President, Vice President, Secretary: Passaic County Association of School Business Officials (1999 – 2001)

Commissioner appointed member of state wide education funding formula study group   (6/99 – 4/00)

President & Board Member: Nyack Community Center, Nyack NY (2006 – 2010)

Treasurer: Education Council of Passaic County

Legislative Chair: Bergen County Association of School Business Officials

Contributor to Key Post Magazine for New Jersey Association of School Business Officials

Presenter on Budget Preparation for NJASBO and BCASBO Conferences

Long Term Planning Committee: Bergen County Joint Insurance Fund – NESBIG

Interests include triathlon, pole vaulting, running, tennis, and platform tennis