

2020

BASS RIVER
TOWNSHIP
SCHOOL
DISTRICT
FEASIBILITY STUDY

SRI&ETTC

STOCKTON UNIVERSITY

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SECTION I: BACKGROUND INFORMATION

Section I – A: Purpose of the Study

The Southern Regional Institute and Educational Technology Training Center (SRI&ETTC) of Stockton University was commissioned in 2019 by the Bass River Township Board of Education, Burlington County, for the purpose of reporting on the feasibility of sending students in a tuition relationship with the Little Egg Harbor Township School District, Ocean County, for their student population of PK-6 grade students. If approved, Bass River would become a non-operating school district. Bass River currently sends students from grades 7-12 to the Pinelands Regional School District.

The study is being presented through the major topics of background information, demographic information, educational program information, financial feasibility and legal considerations.

Section I – B: Project Team Composition

Once commissioned by the Bass River School District, the Southern Regional Institute and Educational Technology Training Center of Stockton University assembled a project team consisting of experienced educators and a well-known demographer. The members of the project team included:

- James Giaquinto – Retired Absecon Superintendent and SRI&ETTC Associate Director for Special Projects.
- Robert Previti, Ed.D. – Retired Brigantine Superintendent and SRI&ETTC Educational Consultant.
- Mark Ritter – Retired NJDOE County Business Administrator and School Business Consultant.
- Richard C. Perniciaro, Ph. D. – Consultant, SRI&ETTC.

Acknowledgement: The law firm of Parker McCay, P.A. is acknowledged for its support of the study. Special thanks are extended to Susan S. Hodges, Esq. for her assistance in the clarification of education law matters.

Section I – C: Background Information: Communities and School Districts

Bass River Township

The Bass River Township School District is a community public school district that serves students in PK-6 from Bass River Township, in Burlington County. The district serves students in one building, The Bass River Township Elementary School.

Bass River uses a Balanced Literacy Program. All students have access to technology learning tools with 1:1 Chromebooks for grades 1-6, and iPads for Kindergarten. The School operates a full day Kindergarten as well. In addition, Chorus and Band are offered to students in grades 4-6. The curriculum & textbooks are updated to ensure alignment with current state standards.

Program budget cuts effective this school year have limited offers a limited a range of clubs and activities. Eligible students are still able to participate in band, chorus, safety patrol, and shared service summer programs.

The District operates with a Superintendent/Principal, as well as a shared service Assistant Business Administrator with Little Egg Harbor and Pinelands Regional School Districts and is governed by a five-member Board of Education.

The Township's municipal website identifies Bass River as a large, 72 square mile Township on the eastern edge of Burlington County in the New Jersey Pinelands. A Commission Form of Government governs the Township. Voters elect three Commissioners, at large, non-partisan every four years. The Mayor is elected for a four-year term, who presides over the Board of Commissioners.

Bass River Township School District Factor Grouping

The district is classified by the New Jersey Department of Education as being in District Factor Group (DFG) "CD", the sixth highest of eight groupings. As previously stated, District Factor Groups organize districts statewide to allow comparison by common socioeconomic characteristics of the local districts. From lowest socioeconomic status to highest, the categories are A, B, CD, DE, FG, GH, I and J.

Bass River Township's Public school students in grades 7-12 attend the schools of the Pinelands Regional School District, which also serves students from Little Egg Harbor Township, Eagleswood Township and Tuckerton Borough. It is assumed that the school districts shall continue with this relationship, and therefore the 7-12 grade level students from Bass River Township are not included in the data sets of this feasibility study.

Little Egg Harbor Township

The Little Egg Harbor Township School District is a comprehensive community public school district that serves students in PK-6 from Little Egg Harbor Township in Ocean County, New Jersey.

The District consists of three schools, the George J. Mitchell School, (formerly known as Little Egg Harbor Elementary) Frog Pond Elementary, (formerly known as Little Egg Harbor Intermediate) and Robert C. Wood Sr. Early Childhood Center.

George J. Mitchell opened in 1951, accommodating students in grades K-8. The School converted to K-6 in 1959 and continued with this grade level configuration until 1989. In 1989, the present Frog Pond Elementary School opened as the "Little Egg Harbor Intermediate School", serving students in grades 3-6, while the Mitchell School then serviced grades K-2.

Starting with the 2009-10 school year, both the George J. Mitchell and Frog Pond Elementary schools underwent renovations and converted into K-6 schools. This was the same year that the Intermediate School was renamed to Frog Pond Elementary as well. With the start of the 2019-2020 school year however, the District reverted to servicing children in a K-2 and 3-6 grade level school plan respectively. In addition, the Robert C. Wood Sr. Early Childhood Center preschool opened for the 2012-13 school year and serves the District's approximately 302 three and four-year-old preschool children.

Public school students in grades 7-12 attend the schools of the Pinelands Regional School District, which also serves students from Bass River Township, Eagleswood Township and Tuckerton Borough. Little Egg Harbor Township has six members serving on the District's nine-member Board of Education. The remaining three board members, represent one from each municipality, of Bass River, Eagleswood Township and Tuckerton Borough.

It is assumed that the school districts identified in this study shall continue with this relationship, and therefore the 7-12 grade students who attend Pinelands Regional School District are not included in the data sets analysis of this feasibility report.

Little Egg Harbor School District and Pinelands Regional School District currently share a Superintendent of Schools, School Business Administrator, Director of Special Services, as well as support personnel in areas of technology and custodial/maintenance services.

According to the Little Egg Harbor Township municipal website, the Township was originally part of Burlington County. Little Egg Harbor took its name from the portion of the bay called Egg Harbor (known today as Little Egg Harbor) by Dutch sailors because of the eggs found in nearby gull nests. The first known account of the town was made by Captain Cornelius Jacobsen in 1614.

The Little Egg Harbor Township School District serves children in grades Pre-K through 6 in three buildings housed in separate facilities.

Grade Span: Preschool

Grade Span: 3-6

Grade Span: PreK-2

The School District is a Type II district, reflecting an elected school board, classified by the New Jersey Department of Education as being in District Factor Group (DFG) "B", the second lowest of eight groupings. District Factor Groups organize districts statewide to allow comparison by common socioeconomic characteristics of the local districts. From lowest socioeconomic status to highest, the categories are A, B, CD, DE, FG, GH, I and J.

According to the Department of Education, The DFGs represent an approximate measure of a community's relative socioeconomic status (SES). The classification system provides a useful tool for examining student achievement and comparing similarly situated school districts in other analyses. The DFGs do not have a primary or significant influence in the school funding formula beyond the legal requirements associated with aid provided to districts.

Though the information has not been upgraded from Census data from the Department of Education, efforts were made to improve the methodology while preserving the underlying meaning of the DFG classification system. After, Department of Education staff discussing the measure with representatives from school districts and experimenting with various methods, the DFGs were initially calculated using the following six variables that are closely related to socioeconomic status:

- 1) Percent of adults with no high school diploma
- 2) Percent of adults with some college education
- 3) Occupational status
- 4) Unemployment rate
- 5) Percent of individuals in poverty
- 6) Median family income.

SECTION II: DEMOGRAPHIC INFORMATION

Section II – A: Introduction - Purpose of Current Study

The Bass River School District has contracted with the SRI&ETTC of Stockton University to examine the feasibility of consolidating with the Little Egg Harbor School District. Both districts provide Pre-K to sixth grade education for the students in their respective municipalities. In addition, both districts send their graduating students to Pinelands Regional School District for grades 7 – 12. Bass River Township is in Burlington County while Little Egg Harbor Township is in Ocean County. However, the two municipalities are adjacent to each other geographically.

In 2018, Bass River served 106 students while Little Egg Harbor had 1,617 students-on-roll. The former operates the Bass River Township Elementary School in New Gretna while the latter operates two elementary schools, Frog Pond and George J. Mitchell, in addition to the Robert C. Wood Sr. Early Childhood center for Pre-K students.

The Pinelands Regional School District also serves the students in grades 7 – 12 from Eagleswood Township and Tuckerton Borough. In 2018, the district served 1,522 students.

The feasibility study includes the following three tasks which are covered in the demographic section:

1. Provide a 5-year cohort projection for students attending the Bass River School District. The cohort projection model recommended by the New Jersey Dept. of Education does not include the projection of students attending Pre-K classes. In this study, a projection based solely on the trend in Pre-K enrollments relative to those of K-6 is used, it is not tied to other demographic factors.
2. Provide a similar projection for the Little Egg Harbor School District.
3. Examine the ethnic, socio-economic and gender impacts of consolidation upon the Little Egg Harbor School District.

In addition to providing the information to directly answer these questions, the results of this part of the study have been incorporated into the analysis provided by other members of the overall study team.

Section II – B: Data Used in Current Study

Much of the data used in the study is readily available from the website of the New Jersey Department of Education and can be found at:

(<http://www.state.nj.us/njded/data/enr/>). The enrollment data is from the October 15th counts submitted each year for school aid. The website has data through the 2018-19 school year.

Economic and demographic data can be found at the NJ Department of Labor and Workforce Development's website:

http://lwd.dol.state.nj.us/labor/lpa/LMI_index.html.

Data on municipal births can be found at: <https://www.nj.gov/health/chs/>.

Section II – C: Enrollment Trends

The historical enrollments for 2014 - 2018 are shown in detail in TABLE 1 below. The cohorts of K-3 and grades 4-6 have been separated to show changes in enrollment patterns. From the table, four important observations can be made:

1. While the enrollments in Pre-K have risen substantially in the last five years in the LEHSD (15.9%), the K-3 cohort enrollment has declined by 5.9%. This shows clearly that Pre-K enrollments are not necessarily tied to demographic trends as enrollment is conditional to available space, alternative providers and parents' choice.
2. The decline in combined K-3 enrollments (-6.5%) reverses the trend of increases still observed in grades 4-6 (2.2%). This pattern holds for both districts. For the enrollment projections, it should be remembered that students in K-3 in 2018 will be in grades 4-6 through at least three of the five future years. In addition, when reviewing the data on births by municipality it will be important to note that the students in grades 4-6 were born 9 to 11 years prior to 2018 or in 2007- 2009 while the K-3 cohort were born from 2010-2014.
3. As a consequence of these trends, the overall enrollments in both districts have shown a steady decline. A look at the demographic/economic trends will examine whether or not this trend will continue or reverse itself through 2023.

In overall enrollment numbers, Bass River would have represented a slightly smaller proportion of total students in a consolidated district in 2018 than in 2014. Much of this has to do with the large and growing enrollments in Pre-K in Little Egg Harbor. The share of students from Bass River in consolidated overall enrollments fell from 6.7% in 2014 to 6.2% in 2018. The corresponding tables with students by all individual grade levels are available in the APPENDIX.

Table 1: Enrollment Summary

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY						
SRI-ETTC, STOCKTON UNIVERSITY						
ENROLLMENT SUMMARY - 2014 TO 2018						
						%ch
Grade:	2014	2015	2016	2017	2018	2014-18
Pre-K						
Bass River	8	8	7	7	5	-37.5%
% of Total	2.8%	2.8%	2.4%	2.4%	1.5%	
LEH	276	278	281	287	319	15.9%
Consolidated/Total	284	286	288	294	324	14.4%
Subtotal, K-3						
Bass River	60	54	52	48	52	-13.3%
% of Total	7.2%	6.8%	6.7%	6.2%	6.7%	
LEH	774	743	722	725	728	-5.9%
Consolidated/Total	834	797	774	773	780	-6.5%
Subtotal, 4-6						
Bass River	47	48	43	41	49	4.3%
% of Total	7.8%	8.0%	7.1%	6.8%	7.9%	
LEH	559	551	567	560	570	2.0%
Consolidated/Total	606	599	610	601	619	2.2%
Total, K-6						
Bass River	107	102	95	89	101	-5.6%
% of Total	7.4%	7.3%	6.9%	6.5%	7.2%	
LEH	1333	1294	1289	1285	1298	-2.6%
Consolidated/Total	1,440	1,396	1,384	1,374	1,399	-2.8%
Total, PreK-6						
Bass River	115	110	102	96	106	-7.8%
% of Total	6.7%	6.5%	6.1%	5.8%	6.2%	
LEH	1608	1572	1570	1572	1617	0.6%
Consolidated/Total	1,723	1,682	1,672	1,668	1,723	0.0%

Section II – D: Economic and Demographic Trends

While both Ocean and Burlington counties have experienced growth, the two townships are in the geographical extremities of the counties making them less accessible to the Northern New Jersey and Philadelphia labor markets. In addition, both are environmentally limited in development potential. These factors are reflected in the data to be examined below.

The components of future enrollment growth depend on overall population growth, the natural growth rate due to births, the net migration of younger households, and the expansion of the housing stock. Births and in-migration greatly influence the age of the population while housing data gives an indication of demand for residency in a municipality, part of which is driven by the quality of the schools as well as the school tax rate.

Overall growth in the region is illustrated by the population estimates in TABLE 2. In Burlington County, Washington and Shamong townships are included for comparison to Bass River Township as neighboring communities. In Ocean County, the municipalities used for comparison are those in the Pinelands Regional School District (Eagleswood and Tuckerton) plus Stafford Township which borders Little Egg Harbor Township and is of comparable size.

The trends in population are very different at the county level as Ocean County's 4.4% growth over the 2010-18 period is one of the highest in New Jersey. It has been exceeded by Little Egg Harbor Township (6.6%). Burlington County continues to struggle with an absolute decline in population persisting through 2017. A slight increase in 2018, not matched by Bass River, has occurred, signaling a possible plateau for county population.

Table 2: Population

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY							
SRI-ETTC, STOCKTON UNIVERSITY							
POPULATION, 2010 - 2018							
	2010						% Change
	Census	2014	2015	2016	2017	2018	2010 - 18
New Jersey	8,791,894	8,866,780	8,870,869	8,874,516	8,888,543	8,908,520	1.33%
Burlington County	448,734	448,224	446,923	446,108	445,196	445,384	-0.75%
Bass River Township	1,443	1,439	1,440	1,433	1,428	1,422	-1.46%
Shamong Township	6,490	6,471	6,443	6,414	6,395	6,382	-1.66%
Washington Township	687	672	671	692	707	710	3.35%
Ocean County	576,567	584,449	587,137	590,990	595,470	601,651	4.35%
Eagleswood Township	1,603	1,597	1,600	1,598	1,604	1,608	0.31%
Little Egg Harbor Township	20,065	20,321	20,568	20,865	21,080	21,386	6.58%
Stafford Township	26,535	26,629	26,893	27,084	27,232	27,542	3.79%
Tuckerton Borough	3,347	3,380	3,379	3,378	3,368	3,375	0.84%

As observed in TABLE 2, despite the population growth in the Little Egg Harbor Township a decline in enrollments has also occurred. The component of the population that is most revealing and explains this divergence is the change in the age cohorts, a result of the fact that the township has seen an influx of older adults. With the limited access to growing labor markets, the lower part of Ocean County has not seen a large influx of younger families.

From 2010 to 2017, the median age in Little Egg Harbor Township has risen from 44.8 years to 46.6 years and the population 65+ years of age has grown even faster from 19.7% to 25.1% in the same period. The change is not as pronounced in Stafford Township as the average age rose from 44.1 years to 44.6 while the 65+ population remained nearly constant at 19.8% in 2010 and 19.7% in 2017. Clearly, the area has attracted more residents who are retirees than those in child-bearing age.

As TABLE 3 reports, this slowdown and aging of the population results in fewer births and eventually a decline in the rate of school enrollment growth. In the cohort-survival models used to project enrollments, the number of births in the component municipalities are used to estimate the kindergarten enrollments five years in the future.

Table 3: Births by Municipality

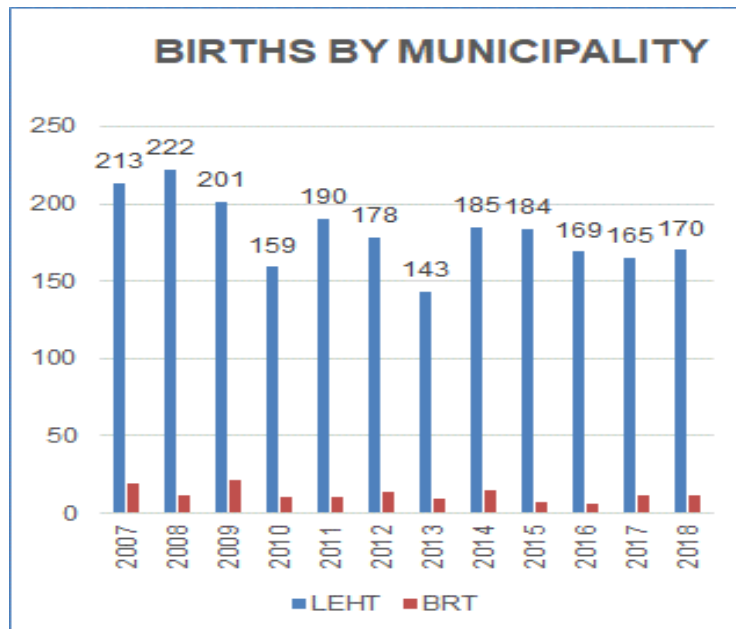
BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY						
SRI-ETTC, STOCKTON UNIVERSITY						
BIRTHS BY MUNICIPALITY, 2014 - 2018						
						Total
<u>YEAR/MUNICIPALITY</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2014 - 2018</u>
<i>Burlington County</i>	8,385	8,495	8,555	8,593	8,991	43,019
Bass River Township	15	7	6	12	12	52
Shamong Township	44	35	43	46	40	208
Washington Township	1	5	1	7	5	19
<i>Ocean County</i>	4,511	4,355	4,427	4,446	4,382	22,121
Eagleswood Township	14	21	15	19	20	89
Little Egg Harbor Township	185	184	169	165	170	873
Stafford Township	210	212	214	235	219	1,090
Tuckerton Borough	35	45	39	28	33	180

The above table shows that births have declined rather steadily in both Bass River Township as well as Little Egg Harbor Township. While Burlington County has experienced a substantial increase in births, the more rural townships have not. A longer-term view of this pattern is illustrated in CHART 1 below.

As is true for most recessions, birth rates fall as households experience a decline in their expected income in the near future. As can be seen in the chart, the average number of births in Little Egg Harbor Township from 2007-2009 was 212 while that declined to 171 per year for 2010-18.

Referring back to bullet #2 in the discussion of enrollment trends in TABLE 1, the births in the earlier period of 2007-2009 helped to provide the growing enrollments in the grades 4-6 cohort. This growth fell off for the K-3 cohort, a response to the decline in average births after 2010. The continued lower level of births indicates that the decline in enrollments will not be reversed during the five-year projection period.

Chart 1: Births by Municipality 2007-2018



Section II – E: Housing Trends

The global economic recession of 2007 began with problems in the housing market, however the building permit data reported in TABLE 4 below illustrates that both counties have recovered as permits in 2018 have exceeded those in 2007. While the actual growth in housing in Bass River Township is just enough to keep the population steady, permits in Little Egg Harbor Township have allowed the population to grow as shown previously in TABLE 2. However, much of the housing expansion has been for age-restricted developments.

Table 4: Building Permits

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY							
SRI-ETTC, STOCKTON UNIVERSITY							
BUILDING PERMITS, 2007 - 2019							
	2007	2014	2015	2016	2017	2018	2019
							YTD AUGUST
<i>New Jersey</i>	25,389	28,155	30,560	26,793	28,501	27,942	22,356
<i>Burlington County</i>	1,037	1,000	892	825	1,133	1,268	2,409
Bass River Township	4	13	16	7	7	1	0
Shamong Township	13	13	16	7	7	1	0
Washington Township	3	3	0	5	0	2	0
<i>Ocean County</i>	2,160	2,937	2,621	2,628	3,427	2,283	1,511
Eagleswood Township	17	14	15	10	10	13	5
Little Egg Harbor Township	106	149	120	70	129	40	26
Stafford Township	141	284	139	128	245	143	178
Tuckerton Borough	21	0	0	5	15	29	17

Summary:

Once again, the lack of employment growth works to restrict the in-migration of younger families as well as the demand for housing. While this can be augmented by second-home owners and retirees, TABLE 5 below illustrates the fact that the municipalities in the Pinelands Regional School District are not those in demand for housing units compared to the rest of Ocean County. Prices in the last five-year period have risen 17.7% county-wide but at a much lower rate of increase in the four municipalities which make up the county's southernmost tier. While Stafford Township has shown a rebound since 2014, it is well below 2007 levels.

Table 5: Residential Sales Price

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY					
SRI-ETTC, STOCKTON UNIVERSITY					
AVG. RESIDENTIAL SALES PRICE, 2007 - 2018					
				% ch	% ch
YEAR/LOCATION	2007	2014	2018	2007-2018	2014-2018
<i>New Jersey</i>	NA	\$391,989	\$398,349	NA	1.6%
<i>Burlington County</i>	\$271,352	\$269,152	\$264,488	-2.5%	-1.7%
Bass River Township	\$269,142	\$413,000	\$231,333	-14.0%	-44.0%
Shamong Township	\$411,410	\$338,591	\$348,070	-15.4%	2.8%
Washington Township	\$293,250	NA	\$319,700	9.0%	
<i>Ocean County</i>	\$363,555	\$306,258	\$360,452	-0.9%	17.7%
Eagleswood Township	\$311,000	\$255,357	\$209,050	-32.8%	-18.1%
Little Egg Harbor Township	\$269,453	\$213,614	\$214,563	-20.4%	0.4%
Stafford Township	\$361,519	\$256,514	\$309,088	-14.5%	20.5%
Tuckerton Borough	\$280,128	\$192,955	\$214,517	-23.4%	11.2%

Summary:

The demographic and economic indicators of the most current five-year period show that a growth in school enrollments is not imminent and, also, that a continued slow decline during the projection period can be anticipated.

Section II – F: Enrollment Projections

Methodology:

The following methodology was used to develop the projections that follow:

- The cohort-survival worksheets for the Bass River and Little Egg Harbor districts were completed using NJDOE enrollment data for 2014 – 2018 and NJ Department of Health birth data as required for 2009 - 2018.
- The enrollments were independently projected for a five-year period as the base case assuming that the current relationship between the two districts continues. The consolidated district is the sum of these two independent projections. The APPENDIX gives the results of these models by grade level.
- The racial, ethnic and gender compositions are from the 2014 -2018 actual reports.
- Pre-K enrollments are not projected in the cohort-survival model as the enrollments in historical and projected years cannot be tied to demographic data unless attendance is mandated. However, these enrollments are projected strictly on the current relationship between Pre-K and total enrollments for reference. These trends are highlighted in yellow on TABLE 6.

Projections:

The enrollment projections are summarized in TABLE 6 below. The decline in student enrollment in grades K-3 noted in TABLE 1 have now influenced the enrollments in grades 4-6 which will decline (-1.8%) in both districts over the projection period of 2019-2023. In a consolidated district of grades K-6, a decline in enrollments of 4.0%, a total of 67 students from 2018 levels (see APPENDIX 1) for projections by all grades for each district and the proposed combined district), is anticipated.

Using the trended data for Pre-K, the overall Pre-K to sixth enrollment trend would be negative. As the Bass River decline is steeper than that of Little Egg Harbor in all cohorts, a consolidated district would have an increasing share of

Little Egg Harbor students during the five-year projection period, from 92.8% in K-6 in 2018 to 93.3% in 2023. The changes are similar for grades K-6.

Table 6: Enrollment Projections

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY									
SRI-ETTC, STOCKTON UNIVERSITY									
ENROLLMENT PROJECTIONS - 2019 TO 2023									
			%ch						%ch
<u>Grade:</u>	<u>2014</u>	<u>2018</u>	<u>2014-18</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2019-23</u>
Pre-K									
Bass River	8	5	-37.5%	6	6	6	6	6	0.0%
% Total	2.8%	1.5%		2.8%	2.8%	2.8%	2.8%	2.8%	
LEH	276	319	15.9%	321	322	316	314	311	-3.3%
Consolidated/Total	284	324	14.4%	327	328	322	320	317	-3.2%
Subtotal, K-3									
Bass River	60	52	-13.3%	53	50	47	46	45	-15.1%
% Total	7.2%	6.7%		6.7%	6.3%	6.0%	6.0%	6.0%	
LEH	774	728	-5.9%	739	742	730	717	702	-5.0%
Consolidated/Total	834	780	-6.5%	792	792	777	763	747	-5.7%
Subtotal, 4-6									
Bass River	47	49	4.3%	50	44	40	42	44	-12.0%
% Total	7.8%	7.9%		8.4%	7.4%	7.0%	7.2%	7.5%	
LEH	559	570	2.0%	546	547	532	538	541	-0.9%
Consolidated/Total	606	619	2.2%	596	591	572	580	585	-1.8%
Total, K-6									
Bass River	107	101	-5.6%	103	94	87	88	89	-13.6%
% Total	7.4%	7.2%		7.4%	6.8%	6.4%	6.6%	6.7%	
LEH	1,333	1,298	-2.6%	1,285	1,289	1,262	1,255	1,243	-3.3%
Consolidated/Total	1,440	1,399	-2.8%	1,388	1,383	1,349	1,343	1,332	-4.0%
Total, PreK-6									
Bass River	115	106	-7.8%	109	100	93	94	95	-12.8%
% Total	6.7%	6.2%		6.4%	5.8%	5.6%	5.7%	5.8%	
LEH	1,608	1,617	0.6%	1,606	1,611	1,578	1,569	1,554	-3.3%
Consolidated/Total	1,723	1,723	0.0%	1,715	1,711	1,671	1,663	1,649	-3.9%

At the end of the projected period, a consolidated district is projected to have 1,332 students in grades K-6. This is 67 less students than Little Egg Harbor alone had enrolled in 2018.

Summary:

The current projections are based on assumptions of a continuation of recent historical trends:

- Housing and demographic trends are not expected to shift unexpectedly, particularly the number of births. With the sluggishness in the local economy, it seems improbable that the mix of residents living in Southern Ocean County will reverse itself and bring younger families back to the communities in any substantial numbers. Housing pressure for this sector will continue to be weak.
- The lack of growth in the early grades will continue this will become the overall trend in both K-6 districts. There is no indication or trend that would cause concern about the acceleration of enrollments in either district. Overall capacity is available for consolidation.

Section II – G: Student Composition

Some of the considerations of allowing the consolidation of districts in the State of New Jersey include racial, ethnic and gender balance. The analysis here shows what these student compositions have been in each district over the past five years and what it would have been in 2018 – the last for which full data is available – if the districts had been consolidated as proposed. Since both districts send students to Pinelands for grades 7-12, the student composition of that district would not be impacted.

TABLE 7 below shows the historical student composition patterns in Bass River and Little Egg Harbor for 2014 – 2018. As reported, Little Egg Harbor has been more diverse with a lower percentage of White students and slowly growing Black and Hispanic student populations. However, Bass River has also seen an increase in the representation of Hispanic students from 3.5% in 2014 to 8.5% in 2018.

While this study does not project the racial composition of the schools, it should be noted that the small size of Bass River enrollments in any disaggregated segment allows for large swings due to small changes in the number of students in each segment. In 2018, only 9 students comprised the 8.5% share in the Hispanic population cohort. Changes in the racial/ethnic mix of only a few new students could cause a change in the overall composition in the district.

Finally, the gender splits for Little Egg Harbor have remained in the overall state norms for K-6 districts. However, Bass River has moved to a proportionately heavy female surplus. Once again, this is subject to large swings from small changes in the number of students in each gender segment as the five-year trend illustrates.

Table 7: Student Composition

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY					
SRI-ETTC, STOCKTON UNIVERSITY					
STUDENT COMPOSITION TRENDS, 2014 - 2018					
<u>YEAR/SCHOOL</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
<i>BASS RIVER</i>					
White	94.8%	93.6%	92.2%	92.7%	88.7%
Black	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic	3.5%	2.7%	4.9%	5.2%	8.5%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%
Hawaiian Native	1.7%	1.8%	0.0%	0.0%	0.0%
Two or More Races	0.0%	1.8%	2.9%	2.1%	2.8%
Male Students	59.1%	57.3%	51.0%	49.0%	46.2%
Female Students	40.9%	42.7%	49.0%	51.0%	53.8%
<i>LEHT</i>					
White	83.3%	85.0%	85.3%	84.0%	82.6%
Black	2.1%	2.0%	2.0%	2.9%	3.2%
Hispanic	8.8%	9.2%	8.7%	8.8%	9.7%
Asian	1.5%	1.0%	0.9%	0.9%	0.6%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%
Hawaiian Native	0.1%	0.0%	0.0%	0.0%	0.0%
Two or More Races	4.3%	2.9%	3.1%	3.4%	4.0%
Male Students	52.7%	53.4%	52.9%	53.2%	53.2%
Female Students	47.3%	46.6%	47.1%	46.8%	46.8%

Given these patterns, the results shown in TABLE 8 are not surprising. The table illustrates the student composition of a consolidated district should this have been the case in 2018. The table also adds the Pre-K and Special Education student segments. In short, the addition of the Bass River students to Little Egg Harbor would increase the diversity experienced by Bass River students and reduce that of Little Egg Harbor students by a small amount. For the hypothetical consolidated district compared to the actual Little Egg Harbor, the representation of White students would have risen from 82.6% to 83.0% with that of Black and Hispanic students falling by 0.2% and 0.1% respectively.

Finally, the gender distribution of a combined student body would gain in female representation by 0.4%. In addition, due to the large representation of Special Education students (27.4%) and the low representation of Pre-K students (4.7%) in Bass River compared to that of the Little Egg Harbor, a consolidated district would have a greater proportion of the former and a lower proportion of the latter than the current Little Egg Harbor.

Table 8: Impact on Student Composition

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY							
SRI-ETTC, STOCKTON UNIVERSITY							
STUDENT COMPOSITION, 2018							
	Bass R #	Bass R %	LEHT #	LEHT %	Combined #	Combined %	LEHT % Change
<u>Race/Ethnicity</u>							
White	94	88.7%	1,336	82.6%	1,430	83.0%	0.4%
Black	0	0.0%	51	3.2%	51	3.0%	-0.2%
Hispanic	9	8.5%	157	9.7%	166	9.6%	-0.1%
Asian	0	0.0%	9	0.6%	9	0.5%	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%	0.0%
Hawaiian Native	0	0.0%	0	0.0%	0	0.0%	0.0%
Two or More Races	3	2.8%	64	4.0%	67	3.9%	-0.1%
TOTAL	106	100.0%	1,617	100.0%	1,723	100.0%	6.6%
<u>Gender</u>							
Male	49	46.2%	861	53.2%	910	52.8%	-0.4%
Female	57	53.8%	756	46.8%	813	47.2%	0.4%
Pre-K	5	4.7%	305	18.9%	310	18.0%	-0.9%
SpEd	29	27.4%	241	14.9%	270	15.7%	0.8%

Summary:

Any changes in student composition for students in Little Egg Harbor would be extremely limited due to the large difference in the absolute sizes of the two districts. Neither is substantially different enough from the other in the composition of its current student population to make student composition an issue of consolidation. In review, the only real difference would be the size of the student population for the Bass River students moving from a district of 106 total students in 2018 to what would have been a consolidated district of 1,723 students.

Section III – A: Statewide Assessment – Little Egg Harbor

The following TABLES 9 and 10 show the median Student Growth Percentile (mSGP) for English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the District and the State. The tables also show whether each mSGP was below the Standard (1-39.5), Met the Standard (40-59.5), as required by ESSA accountability, or Exceeded Standards (60-99).

Table 9: 2017-2018 mSGP in ELA - Frog Pond

Student Group	ELA School Median	ELA District Median	ELA Statewide Median	ELA Met Standard
Schoolwide	41	46	50	Met Standard
White	37	44.5	50	Not Met
Hispanic	48	48	49	Met Standard
Black or African American	48	45	44	**
Asian	*	*	61	**
American Indian	N	N	52	**
Two or more Races	*	67.5	49	**
Economically Disadvantaged	40	40	48	Met Standard
Students with Disabilities	50	48	41	Met Standard
English Learners	48	48	54	**

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Table 10: 2017-2018 mSGP in Mathematics - Frog Pond

Student Group	Math School Median	Math District Median	Math Statewide Median	Math Met Standard
Schoolwide	54	56	50	Met Standard
White	54	56	51	Met Standard
Hispanic	59	46	48	Met Standard
Black or African American	52	52.5	44	**
Asian	*	*	61	**
American Indian	N	N	53	**
Two or more Races	*	58.5	51	**
Economically Disadvantaged	53	49	47	Met Standard
Students with Disabilities	46.5	44	43	Met Standard
English Learners	*	*	51	**

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

How does Little Egg Harbor Township George J. Mitchell Elementary School student growth compare to other students?

Median Student Growth Percentiles (2017-2018)

English Language Arts: 50%

Math 58%

Below Standard: 1 – 39.5

ELA / Math Met Standard: 40 – 59.5

Exceeds Standard: 60 – 99

New Jersey School Performance Data Report 2017-2018

The following TABLES 11 and 12 show the median Student Growth Percentile (mSGP) for English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the District and the State. The tables also show whether each mSGP was below the Standard (1-39.5), Met the Standard (40-59.5), as required by ESSA accountability, or Exceeded Standards (60-99).

Table 11: 2017-2018 mSGP in ELA - Mitchell

Student Group	ELA School Median	ELA District Median	ELA Statewide Median	ELA Met Standard
Schoolwide	50	46	50	Met Standard
White	49.5	44.5	50	Met Standard
Hispanic	47.5	48	49	**
Black or African American	*	45	44	**
Asian	*	*	61	**
American Indian	N	N	52	**
Two or more Races	*	67.5	49	**
Economically Disadvantaged	42	40	48	Met Standard
Students with Disabilities	42	48	41	Met Standard
English Learners	N	*	54	**

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Table 12: 2017-2018 mSGP in Mathematics - Mitchell

Student Group	Math School Median	Math District Median	Math Statewide Median	Math Met Standard
Schoolwide	58	56	50	Met Standard
White	59	56	51	Met Standard
Hispanic	33	46	48	**
Black or African American	*	52.5	44	**
Asian	*	*	61	**
American Indian	N	N	53	**
Two or more Races	*	58.5	51	**
Economically Disadvantaged	45	49	47	Met Standard
Students with Disabilities	44	44	43	Met Standard
English Learners	N	*	51	**

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Table 13: 2017-2018 mSGP in ELA – Bass River

Student Group	ELA School Median	ELA District Median	ELA Statewide Median	ELA Met Standard
Schoolwide	46	46	50	Met Standard
White	50	50	50	Met Standard
Hispanic	*	*	49	**
Black or African American	N	N	44	**
Asian	N	N	61	**
American Indian	N	N	52	**
Two or more Races	*	*	49	**
Economically Disadvantaged	50	50	48	Met Standard
Students with Disabilities	31.5	31.5	41	**
English Learners	N	N	54	**

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Table 14: 2017-2018 mSGP in Mathematics – Bass River

Student Group	Math School Median	Math District Median	Math Statewide Median	Math Met Standard
Schoolwide	70	70	50	Exceeds Standard
White	68.5	68.5	51	Exceeds Standard
Hispanic	*	*	48	**
Black or African American	N	N	44	**
Asian	N	N	61	**
American Indian	N	N	53	**
Two or more Races	*	*	51	**
Economically Disadvantaged	67.5	67.5	47	Exceeds Standard
Students with Disabilities	65	65	43	**
English Learners	N	N	51	**

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Section III – C: Participation and Performance

Participation and Performance Reports: The following TABLES 15 through 20 show information about the English Language Arts/Literacy and Mathematics sections of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The Tables display the 2017-2018 data for number of valid test scores, the percentage of students who took the test, and the percentage of testers that met or exceeded expectations in the school, district, and across the state.

Table 15: 2017-18 Participation and Performance ELA – Frog Pond

Student Group	Valid Scores	% of students Taking Test	School: % of students Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	2017-2018 Annual Target	2017-2018 Met Annual Target
Schoolwide	393	98.1	43.8	44.6	56.7	47.2	Met Target
White	311	97.6	47.3	46.6	65.6	48	Met Target
Hispanic	44	100.0	20.4	26.5	42.5	38.7	Not Met
Black or African American	22	100.0	22.7	*	37.3	N	N
Asian, Native Ha.	*	*	*	*	82.3	**	**
American Indian	N	N	N	N	52.7	**	**
Two or More Races	*	*	*	*	63.4	**	**
Female	195	98.1	51.8	52.5	64.5		
Male	198	98.1	35.9	36.9	49.4		
Economically Disadvantaged	181	97.5	34.2	29.8	38.5	42.4	Not Met
Non-Economically Disadvantaged	212	98.6	51.9	55.5	67.5		
Students with Disabilities	77	97.6	15.6	*	21.6	17.8	Met Target
Students without Disabilities	316	98.2	50.7	*	63.9		
English Learners	*	*	*	*	27.3	**	
Non-English Learners	*	*	*	*	59.4		
Homeless Students	*	*	*	30.0	27.7		
Military connected Students	*	*	*	*	57.4		
Migrant Students	N	N	N	N	30.1		

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Table 16: 2017-18 Participation and Performance Math – Frog Pond

Student Group	Valid Scores	% of students Taking Test	School: % of students Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	2017-2018 Annual Target	2017-2018 Met Annual Target
Schoolwide	392	97.8	40.5	39.2	45.0	38.2	Met Target
White	310	97.3	42.6	40.4	54.1	39.4	Met Target
Hispanic	44	100.0	31.8	29.4	29.2	19.2	Met Target
Black or African American	22	100.0	*	14.8	23.4	N	N
Asian, Native Ha.	*	*	*	*	77.0	**	**
American Indian	N	N	N	N	42.5	**	**
Two or More Races	*	*	70.0	*	53.0	**	
Female	194	97.6	39.7	39.7	46.0		
Male	198	98.1	41.4	41.4	43.9		
Economically Disadvantaged	180	97.0	34.4	34.4	26.6	32.8	Met Target
Non-Economically Disadvantaged	212	98.6	45.8	45.8	55.9		
Students with Disabilities	77	97.6	*	*	17.1	15.4	Not Met
Students without Disabilities	315	97.9	*	*	50.5		
English Learners	*	*	*	*	24.6	**	**
Non-English Learners	*	*	*	*	46.9		
Homeless Students	*	*	*	*	17.3	*	
Military connected Students	*	*	*	*	45.8	*	
Migrant Students	N	N	N	N	23.7	N	

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Table 17: 2017-18 Participation and Performance ELA – Mitchell

Student Group	Valid Scores	% of students Taking Test	School: % of students Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	2017-2018 Annual Target	2017-2018 Met Annual Target
Schoolwide	343	98.9	45.5	44.6	56.7	50.9	Not Met
White	300	98.7	48.0	46.6	65.6	53.9	Not Met
Hispanic	24	100.0	37.5	26.5	42.5	32.6	Met Target
Black or African American	*	*	*	*	37.3	**	**
Asian, Native Ha.	*	*	*	*	82.3	**	**
American Indian	N	N	N	N	52.7	**	**
Two or More Races	11	100.0	54.5	*	63.4	**	**
Female	165	99.4	53.3	52.5	64.5		
Male	178	98.4	38.2	36.9	49.4		
Economically Disadvantaged	132	97.9	23.5	29.8	38.5	39.6	Not Met
Non-Economically Disadvantaged	211	99.5	59.3	55.5	67.5		
Students with Disabilities	69	98.6	*	*	21.6	30.1	Not Met
Students without Disabilities	274	98.6	*	*	63.9		
English Learners	N	N	N	*	27.3	**	**
Non-English Learners	343	98.9	45.5	*	59.4		
Homeless Students	*	*	*	30.0	27.7		
Military connected Students	N	N	N	N	57.4		
Migrant Students	N	N	N	N	30.1		

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Table 18: 2017-18 Participation and Performance Math – Mitchell

Student Group	Valid Scores	% of students Taking Test	School: % of students Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	2017-2018 Annual Target	2017-2018 Met Annual Target
Schoolwide	343	98.9	37.6	39.2	45.0	40.9	Met Target
White	300	98.7	38.3	40.4	54.1	43.1	Not Met
Hispanic	24	100.0	25.0	29.4	29.2	28.4	Met Target
Black or African American	*	*	*	14.8	23.4	**	**
Asian, Native Ha.	*	*	*	*	77.0	**	**
American Indian	N	N	N	N	42.5	**	**
Two or More Races	11	100.0	36.4	*	53.0	**	**
Female	165	99.4	38.7	39.3	46.0		
Male	178	98.45	36.5	39.1	43.9		
Economically Disadvantaged	132	97.9	18.2	27.5	26.6	30.0	Not Met
Non-Economically Disadvantaged	211	99.5	49.7	47.8	55.9		
Students with Disabilities	69	98.6	*	*	17.1	22.2	Not Met
Students without Disabilities	274	98.9	*	*	50.5		
English Learners	N	N	N	*	24.6		
Non-English Learners			37.6	*	46.9		
Homeless Students	*	*	*	20.0	17.3		
Military connected Students	N	N	N	N	45.8		
Migrant Students	N	N	N	N	23.7		

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Table 19: 2017-18 Participation and Performance ELA – Bass River

Student Group	Valid Scores	% of students Taking Test	School: % of students Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	2017-2018 Annual Target	2017-2018 Met Annual Target
Schoolwide	60	98.4	41.6	41.6	56.7	34.6	Met Target
White	53	98.2	41.5	41.5	65.6	35.8	Met Target
Hispanic	*	*	*	*	42.5	**	**
Black or African American	N	N	N	N	37.3	**	**
Asian, Native Ha.	N	N	N	N	82.3	**	**
American Indian	N	N	N	N	52.7	**	**
Two or More Races	*	*	*	*	63.4	**	**
Female	31	100.0	45.2	45.2	64.5		
Male	29	96.8	37.9	37.9	49.4		
Economically Disadvantaged	30	100.0	40.0	40.0	38.5	30.8	Met Target
Non-Economically Disadvantaged	30	97.0	53.3	53.3	67.5		
Students with Disabilities	23	96.0	26.0	26.0	21.6	19.9	Met Target
Students without Disabilities	37	100.0	51.3	51.3	63.9		
English Learners	*	*	*	*	27.3	**	**
Non-English Learners	*	*	*	*	59.4		
Homeless Students	N	N	N	N	27.7		
Military connected Students	N	N	N	N	57.4		
Migrant Students	N	N	N	N	30.1		

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Table 20: 2017-18 Participation and Performance Math – Bass River

Student Group	Valid Scores	% of students Taking Test	School: % of students Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	2017-2018 Annual Target	2017-2018 Met Annual Target
Schoolwide	60	98.4	36.7	36.7	45.0	39.1	Met Target
White	53	98.2	35.9	35.9	54.1	35.8	Met Target
Hispanic	*	*	*	*	29.2	**	**
Black or African American	N	N	N	N	23.4	**	**
Asian, Native Ha.	N	N	N	N	77.0	**	**
American Indian	N	N	N	N	42.5	**	**
Two or More Races	*	*	*	*	53.0	**	**
Female	31	100.0	35.5	35.5	46.0		
Male	29	96.8	37.9	37.9	43.9		
Economically Disadvantaged	30	100.0	30.0	30.0	26.6	30.8	Met Target
Non-Economically Disadvantaged	30	97.0	43.4	43.4	55.9		
Students with Disabilities	23	96.0	13.0	13.0	17.1	23.7	Met Target
Students without Disabilities	37	100.0	51.3	51.3	50.5		
English Learners	*	*	*	*	24.6	**	
Non-English Learners	*	*	*	*	46.9		
Homeless Students	N	N	N	N	17.3		
Military connected Students	N	N	N	N	45.8		
Migrant Students	N	N	N	N	23.7		

* Data is not displayed in order to protect student privacy

**Accountability calculations require 20 or more students

N – No data is available to display

Summary:

Student growth as a (PARCC) assessment measure of how much students are learning each year in English Language Arts/Literacy and Mathematics identifies Frog Pond Elementary, George J. Mitchell Elementary, as well as Bass River Elementary all meeting the annual performance standard for median growth percentiles mSGP in the 2017-2018 PARCC assessment data.

Bass River exceeded the median growth standard in Mathematics for that assessment year.

All students tested reflected a greater than 98% participation rate for each school population. Overall Schoolwide student group performance indicates that Little Egg Harbor Township's Frog Pond Elementary and George J. Mitchell School met Annual Target in English Language Arts Literacy. Annual Target in Mathematics was met in Frog Pond Elementary and was not met at the George J. Mitchell School.

Overall Schoolwide student group performance indicates that Bass River Township School met the Annual Target in both English Language Arts Literacy and Mathematics on the 2017-2018 PARCC assessment.

Section III – D: Daily Schedule

Table 21: Daily Schedule – Little Egg Harbor

School	Start/End	Early Dismissal	Length of School Day	Instructional Time
Frog Pond Elementary School	8:15am - 3:05pm	1:15pm	6 Hrs. 50 Minutes	5 Hrs. 45 Minutes
George J. Mitchell Elementary School	8:15am - 3:05pm	1:15pm	6 Hrs. 50 Minutes	5 Hrs. 45 Minutes
Robert Wood Sr. Early Childhood School	9:30am - 3:30pm	1:15pm	6 Hrs. 0 Minutes	5 Hrs. 0 Minutes

Table 22: Daily Schedule – Bass River

School	Start/End	Early Dismissal	Length of School Day	Instructional Time
Bass River Township Elementary Schools	8:45am - 3:00pm	1:15pm	6 Hrs. 15 Minutes	5 Hrs. 45 Minutes

Source –NJ School Performance Report 2017-2018

Summary:

Daily Schedules, Length of School Day, as well as Instructional time presented in TABLES 21 AND 22, reflect no statistical significant differences in instructional time between the two districts.

Section III – E: Climate and Environment

The following tables show the number and percentage of students in grades K-12 both overall and by student group who **were chronically absent** during the school year by each school within the district. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (**“Not Met”**) or less than or equal to the state average (**“Met”**).

Table 23: Chronic Absenteeism – Mitchell

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	62	10.7	8.9	Not Met
White	56	11.0	8.9	Not Met
Black or African American	*	*	**	**
Hispanic	4	9.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.5	8.9	Met
Economically Disadvantaged Students	43	17.6	8.9	Not Met
Students with Disabilities	19	16.8	8.9	Not Met
English Learners	*	*	**	**

This table shows the percentage of K-12 students by the number of days they were absent during the school year. The 10.7% schoolwide percentage indicates students that were absent for 10% or more of school days enrolled. 10.7% is still considered on the low risk continuum but is above the state average and does not meet the state absentee standard for schoolwide or all but one of the sub group.

Table 24: Chronic Absenteeism – Frog Pond

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	81	11.4	8.9	Not Met
White	62	10.9	8.9	Not Met
Black or African American	9	22.5	8.9	Not Met
Hispanic	7	9.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	14.3	8.9	Not Met
Economically Disadvantaged Students	59	16.8	8.9	Not Met
Students with Disabilities	20	16.1	8.9	Not Met
English Learners	*	*	**	**

This table shows the percentage of K-12 students by the number of days they were absent during the school year. The 11.4% schoolwide percentage indicates students that were absent for 10% or more of school days enrolled. 11.4% is still considered on the low risk continuum but is above the state average and does not meet the state absentee standard for schoolwide or any sub group.

Table 25: Chronic Absenteeism – Bass River

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	6	5.9	8.9	Met
White	6	6.5	8.9	Met
Hispanic	*	*	**	**
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	2	5.9	8.9	Met
Students with Disabilities	4	10.5	8.9	Not Met
English Learners	*	*	**	**

This table shows the percentage of K-12 students by the number of days they were absent during the school year. The 5.9% schoolwide percentage indicates students that were absent for 10% or more of school days enrolled. 5.9% is considered low risk and meets the schoolwide standard of the state. Students with disabilities at 10.5% does not meet the state standard for absenteeism.

As reported in table 26-30, The New Jersey Department of Education offers new data for Harassment, Intimidation and Bullying Investigations, Violence and Vandalism Reporting, and Student Discipline Removals. This data, effective 2017-2018, should be considered baseline data only since definitions and reporting fields have changed from previous reports. It is reported in this Study to render an impression of school climate and the incidents that substantiate disciplinary action in multiple domains within each school.

Table 26: Harassment, Intimidation and Bullying – Mitchell

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	4	4
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	2	12	14
No Identified Nature	14		14

Table 27: Harassment, Intimidation and Bullying – Frog Pond

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	16		16

Table 28: Harassment, Intimidation and Bullying – Bass River

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0

Table 29: Violence and Vandalism – Mitchell

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.85

Table 30: Violence and Vandalism – Frog Pond

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.98

Table 31: Violence and Vandalism – Bass River

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.91

Summary:

George J. Mitchell and Frog Pond School's percentages indicated students that were absent for 10% or more of school days enrolled did not meet the State standard for absenteeism. Bass River School met the state standard in all data categories shown with the exception of students with disabilities at 10.5% which does not meet the state standard for absenteeism. Harassment, Intimidation and Bullying Investigations, Violence and Vandalism reports for all schools, for the school year listed, rendered an impression of school climate conducive to learning as evidenced by evaluating the incidents that substantiate disciplinary action in multiple domains within each school. Climate indicators of troubled schools were not present for each school as well.

Table 32: Curriculum and Activities Offered

Courses, Curriculum, Instruction, Highlights, Activities, Support Services and Organizations	Bass River Elementary School	Little Egg Harbor Township Robert C. Wood Early Childhood Center	Little Egg Harbor Township Frog Pond Elementary	Little Egg Harbor Township George C. Mitchell Elementary
Music Classes	Yes	Music center daily	Yes	Yes
Art Classes	Yes	Art center daily	Yes	Yes
Band and Chorus	4-6 grades	No	4-6 grades	No
Other Special Subject Areas	Technology	No	Foreign Language / Health and STEAM	Foreign Language / Health and STEAM
Access to Technology for every student	1 to 1 Chrome books 1-6, iPads Kindergarten	Yes	1 to 1 Chrome books	2 nd grade 1:1 Chrome book K/1 iPads
Computer Labs, Smart Boards, Smart flat panels	Yes	Yes	3 rd grade Flat Panels; 4 th – 6 th Promethean Boards	Flat Panels in all classrooms
Student mentoring Program	No	No	Yes	Yes
Self-Contained Classrooms for SN	Not at this time, could accommodate if needed	Yes	Yes	Yes
Librarian	No	No	Media Clerk	Yes
Next Generation Science Standards Instruction	Yes	Study/Project based learning	Yes	Yes
Wilson Training Programs or Orton Gillingham for staff	Orton Gillingham teacher for reading intervention	No	Yes	Yes
Free After School Activities	Homework Club Title I, Sports/Cooking	Fall/Spring: Play at the Park Winter: Parent Connections	Chess, Kickball, Math Club, Book Club, Coding and others	Running Club, Yoga, Theater
Support Services for English language learners	% ELL low enough to be supported by BSI teacher	in class as per DECE guidelines	Yes	Yes
I and RS Services	Yes	Yes: PIRT	Yes	Yes
Recess for All Students	Yes	40 min daily	Yes	Yes
Breakfast Programs	In Classrooms	In Classrooms	Yes	Yes
PTO, Parent Resource Centers	Yes	Yes	Yes	Yes
School Climate Survey	Yes	Annual Community Needs assessment	Yes	Yes
Before School Child Care	No	Yes	Yes	Yes
After School Child Care	No	Yes	Yes	Yes
Safety Patrol	Yes	No	Yes	Yes
Student Council	No	No	Yes	Yes
Transportation Services	Jointure with Pinelands	Yes	Yes	Yes
Summer Programs	No, ESY was held last yr. as a shared service @LEH	Yes, social skills, play skills activities	Yes	Yes

Section III – F: Special Education

Twenty-one students from Bass River Elementary currently have instructional Individual Educational Plans as students with identified disabilities (IEPs). One additional student presently attends Atlantic County Special Services School for program needs not available within the Bass River School District.

Factors compliant with class size, instructional program accommodations, and mandated personnel for students with Instructional IEPs for grade level enrollment from Bass River, based upon the existing Little Egg Harbor student general population and programs, must be examined for compliant consideration across the grade levels for general educational placement, resource room placement, and age-appropriate placement, as well as other specific learning services such as eligible for speech language services and communication impairments in program options compliant with and in accordance to N.J.A.C 6A:14.

SECTION IV: FINANCE

Section IV – A: Introduction and Methodology

The Finance Section in Table 33 will compare the status quo costs of both Bass River and Little Egg Harbor. The status quo revenue sources of both districts for FY 2019-20 will be listed. Table 34 projects the revenue changes of both districts if Bass River would become a non-operating (tuition paying) school district by paying tuition for all of its PK through Grade 6 students. Finally, Section IV - B will include a description of the impact on the taxpayers of both districts should Bass River become a non-operating (tuition paying) school district.

The data for the Finance section includes the FY 2019-2020 budget documents, cost per pupil records and Application for State School Aid (ASSA) from October 15, 2018 from Bass River and Little Egg Harbor. Data was collected electronically in communications and telephone calls with Jon Yates, Assistant Business Administrator Pinelands Regional and Little Egg Harbor Township and Board Secretary for Bass River, John Acampora, Director of Curriculum and Instruction, Little Egg Harbor and Siobhan Grayson, Superintendent/Principal of Bass River.

It must be emphasized that all costs in the Finance Section are FY 2019-20 budgeted costs that are verifiable. It is virtually impossible in today's volatile economic and school finance environment to project future costs in a reasonable manner.

Notes:

1. Little Egg Harbor would have an increase in Tuition Revenues that would be offset if the district must absorb any Bass River staff members. The specific cost of this is unknown and therefore is not included in this report. There would also be a small increase in costs for supplies and textbooks.
2. Bass River has capital leases payable beyond 2019-20 that extend to 2033, most notably an ESIP (Energy Incentive Savings Program) for the school building that will no longer be occupied. These costs must continue to be paid.

Table 33: Status Quo Revenue of Bass River & Little Egg Harbor – FY 2019-2020

	BASS RIVER	LITTLE EGG HARBOR
LOCAL TAX LEVY	\$ 1,565,430	\$ 12,704,948
TUITION REVENUE	\$ -	\$ 75,000
MISC. REVENUE	\$ -	\$ 42,745
STATE AID	\$ 827,153	\$ 9,252,030
EXTRAORDINARY AID		\$ 250,000
FUND BALANCE	\$ 34,771	\$ 995,072
W/D MAINTENANCE RESERVE	\$ -	
TRANSFER FROM OTHER FUNDS	\$ -	\$ 305
MEDICAID REIMBURSEMENT	\$ -	\$ 65,723
GRAND TOTAL REVENUES	\$ 2,427,354	\$ 23,385,823

Table 34: Revised Revenues of Bass River & Little Egg Harbor if Bass River Tuitions Out All PK-6 Students

	BASS RIVER	LITTLE EGG HARBOR
LOCAL TAX LEVY	\$ 1,565,430	\$ 12,704,948
TUITION REVENUE	\$ -	\$ 1,408,222
MISC. REVENUE	\$ -	\$ 42,745
SCHOOL CHOICE AID	\$ -	\$ 250,000
STATE AID	\$ 827,153	\$ 9,252,030
FUND BALANCE	\$ 34,771	\$ 995,072
W/D MAINTENANCE RESERVE	\$ -	
INTEREST ON RESERVE FUNDS	\$ -	\$ 305
MEDICAID REIMBURSEMENT	\$ -	\$ 65,723
GRAND TOTAL REVENUES	\$ 2,427,354	\$ 24,719,045

Section IV – B: Financial Impact on Each District FY 2019-20

BASS RIVER

- a. As indicated in Appendix II, Bass River would have a net overall reduction of \$653,448 if it becomes a non-operating (tuition paying) school district. The gross reduction of \$2,212,296 less the increases in regular education tuition and unemployment compensation totaling \$1,558,848 lowers the net overall reduction in Appropriations to \$653,448 all of which would contribute to a decrease in school taxes.
- b. The net tax reduction of \$653,448 would save approximately \$850 per year for the average assessed home of \$221,587. It should be noted that Bass River does not have any debt service taxes.
- c. There will likely be an increase in transportation costs due to the increased distance to Little Egg Harbor schools though the amount cannot be estimated.
- d. Potential Unemployment costs are estimated at the maximum possible amount and are likely to be lower. Regardless these are one-year costs and savings will occur the succeeding year.

LITTLE EGG HARBOR

- e. As indicated in Appendix III, Little Egg Harbor would have a net overall increase in Revenue of \$1,327,022 resulting in a tax reduction of the same amount.
- f. The tax reduction of \$1,327,022 would save approximately \$114 per year for the average assessed home of \$200,000.

SECTION V: LEGAL

Section V – A: Introduction

The legal implications of the Bass River School District have been researched specifically regarding the status of the Bass River School District as a non-operating district upon closure, the responsibility for outstanding lease payments, and the legal responsibilities of the Little Egg Harbor School District in reference to the current tenured teachers of the Bass River School District.

Section V – B: Status of the Bass River School District as a Non-Operating School District Upon Closure

A "non-operating school district" is defined under New Jersey Law as, "a school district that is not operating schools." N.J.S.A. 18A:8-43. The New Jersey Legislature has mandated the elimination of non-operating school districts, through merger, "the executive county superintendent of schools shall eliminate any non-operating school district and merge that district with the district with which it participates in a sending-receiving relationship. N.J.S.A. 18A:8-44. However, under the statute:

If a non-operating district is in a sending-receiving relationship with more than one district or is in a sending-receiving relationship with a district in need of improvement pursuant to the "No Child Left Behind Act of 2001," then the executive county superintendent shall determine with which district the non-operating district shall be merged. The determination shall be based on the district that is able to accommodate the merger with the least disruption to its finances and educational operations. In making the determination the executive county superintendent shall examine, but need not be limited to, the following factors: current sending receiving relationships; the quality and effectiveness of educational programming and district operations; proximity of school districts; transportation costs; school building capacity; and special education needs.

N.J.S.A. 18A:8-44(b).

Each county superintendent is required to submit a plan to the commissioner of education outlining a plan for eliminating non-operating school districts. See N.J.A.C. 6A:23A:-2.4.

If Bass River is approved as a non-operating school district, the property of the school district would remain with the school district, unless, Bass River was thereafter

eliminated through merger. Specifically, pursuant to N.J.S.A. 18A:8-49, “upon the elimination of a non-operating district the municipal governing body of the municipality in which the former non-operating district is located shall take title to and control of all school grounds and buildings, unless the deed on the school grounds and building directs otherwise, and furnishings and equipment therein, situated in the municipality.”

The non-operating district merger law was designed to safeguard both the sending and receiving school from substantial financial harm based on the newly merged status, both in the short term and over time. The Executive County Superintendents have determined that non-operating school districts should be left unmerged until the complexities of merging the Districts could be resolved. In one district where the closing district was unable to develop a sustainable, educationally sound budget for the next school year, the result was the closure of the District, an expansion of the sending-receiving relationship, and the creation of a non-operating school district. (Found at [http://www.njleg.state.nj.us/legislativepub/budget 2014/DOE response.pdf](http://www.njleg.state.nj.us/legislativepub/budget%2014/DOE%20response.pdf)).

Upon approval of the expanded sending and receiving agreements and closure of the schools, the District will become a non-operating school district. However, thereafter the executive county superintendent is required to take steps to eliminate the district through merger. In order to keep the District open as a non-operating school district, Bass River will have to demonstrate substantial financial issues or other complications that warrant keeping the district open as a non - operating school district.

Section V – C: Responsibility for Outstanding Lease Payments

If the Executive County Superintendent approves the Bass River School District as a non-operating school district, it would maintain a Board of Education, which will still provide fiscal oversight and adopt a yearly budget, and meeting dates will be set by the board of education. Therefore, the outstanding expenses of the Bass River School District would remain the responsibility of the Board, if the District maintains status as a non-operating school district.

Section V – D: Legal Responsibilities of the Little Egg Harbor School District in Reference to the Current Teaching Staff Members of the Bass River School District

The reduction of teaching staff in the Bass River School District due to the new sending receiving relationship will be controlled by the provisions of N.J.S.A. 18A:28-6.1 which protects tenured teaching staff at the sending school in the event of such new agreement. The Statute reads as follows:

18A:28-6.1. Tenure upon discontinuance of school - Whenever, heretofore or hereafter, any board of education in any school district in this state shall discontinue any high school, junior high school, elementary school or any one or more of the grades from kindergarten through grade 12 in the district and shall, by agreement with another board of education, send the pupils in such schools or grades to such other district, all teaching staff members who are assigned for a majority of their time in such school, grade or grades and who have tenure of office at the time such schools or grades are discontinued shall be employed by the board of education of such other district in the same or nearest equivalent position; provided that any such teaching staff member may elect to remain in the employ of the former district in any position to which he may be entitled by virtue of his tenure and seniority rights by giving notice of said election to the boards of education in each of the school districts at least three months prior to the date on which such school, grade, or grades are to be discontinued. Teaching staff members so employed in such other district shall have their rights to tenure, seniority, pension and accumulated leave of absence, accorded under the laws of this state, recognized and preserved by the board of education of that district. Any periods of prior employment in such sending district shall count toward the acquisition of tenure in the other district to the same extent as if all such prior employment had been in such other district.

The statute provides that tenured Bass River teaching staff members who teach a majority of the time in the grades covered by the new sending-receiving relationship will have the following protections: a. Become employed by the Little Egg Harbor School District (LEHSD) in the “same or nearest equivalent position.” In this event, they will be covered by the LEHSD's collective bargaining agreement and the teacher's tenure, seniority, pension, and accumulated leave of absence will be preserved in the LEHSD. b. Impacted staff will have time in sending district count toward tenure rights in the receiving district. c. Impacted teaching staff have until three months prior to the effective date of the new agreement to notify the district of their decision

Bass River will need to notify impacted teachers three months prior to the effective date of the agreement and then need to terminate non-tenure staff and conduct a Reduction in Force for tenured staff bearing in mind the annual legal timelines for doing so. This will need to happen in both years one and year two to account for all staff members who will be displaced during the transitional period.

The impact on individual staff members will need to be done during the spring prior to the effective date of the new sending-receiving relationship based on the teaching roster and employment rights at that time including tenured vs. non-tenured status, certifications held by individual teachers, and seniority rights. The district must also be mindful of the provisions of the applicable collective bargaining agreement in the event of a reduction in force or transfer. Therefore, the impact on individual staff members cannot be included in the feasibility study.

The staffing implications referenced above will directly impact the compensation of teachers transferring from Bass River to LEHSD pursuant to the LEHSD salary guide. As part of this feasibility study, both the salary guides that are currently in effect should be examined, and any difference in salary will need to be taken into account as financial estimates are developed.

SECTION VI: SUMMARY AND CONCLUSION

Section VI – A: Summary

The scope of the study includes a demographic, educational, fiscal and legal review concerning the possible non-operating status of the Bass River School District and the assimilation of their PK-6 students into the Little Egg Harbor School District.

The study shows several positive aspects for Bass River students and the communities of Bass River and Little Egg Harbor, however there are possible impediments particularly in the areas of special education and school district staffing. Also, there are major considerations governed by statutory law, timelines, and formal Board of Education resolutions. These are specifically addressed in Section VII-B.

Section VI – B: Conclusion

From an educational standpoint including assessment and educational programming, Bass River students will continue to receive a comparable education in Little Egg Harbor. Educational programs seem to have an existing parity and are comprehensive and comparable. There is no significant statistical difference in assessment based on statewide performance data. Both districts maintain a climate conducive to learning and there is no significant difference in the school calendar and length of the school day. Before and after school programs and activities will be a benefit recognized by Bass River's students.

Little Egg Harbor has the enrollment capacity to accommodate the Bass River student population. Due to housing, demographic and economic data, there is no indication or trend that would cause concern about the acceleration of enrollments. One of the major considerations of any feasibility study is the impact on racial balance. The racial impact this would have on Little Egg Harbor is minimal, although Bass River students would experience increased diversity.

From a financial perspective, both communities should see a decrease in the school tax rate. Bass River would recognize this by becoming a non-operating district and Little Egg Harbor would recognize this through increased tuition revenue. Please note, the cost of absorbing Bass River's tenured staff is unknown; therefore, this could alter the benefit of the tuition increase in Little Egg Harbor.

Bass River has a high number of students with IEP's (21) which could have an impact on special ed programming in Little Egg Harbor. We would recommend a comprehensive review of special ed programming in both districts. The review should include placement, grade level configuration, program compliance, related services and projected certificated and non-certificated staffing.

The major issue to be considered in this study is the legal responsibility of Little Egg Harbor in reference to the current teaching staff of Bass River. The status of Bass River's teaching staff will be controlled by the provisions of N.J.S.A 18 A: 28-6.1 which protects the tenured teaching staff in the sending and receiving districts in the event of such a new agreement. There are also salary guide issues to consider. These provisions would take time, cooperation, and maximum coordination. We recommend that this begin with a coordinated review with the solicitors, Superintendents of Schools, and BOE members of both districts. We further recommend that the leadership of both districts meet with the County Superintendent of Schools in both Ocean and Burlington Counties to discuss these legal ramifications. Lastly, we recommend that this be settled prior to any consideration of Bass River becoming a non-operating district.

APPENDIX

Appendix I: Enrollment History and Projections by Grade, 2014 - 2023

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY												
SRI-ETTC, STOCKTON UNIVERSITY												
ENROLLMENTS BY GRADE - BASS RIVER SCHOOLS, 2014 TO 2023												
	ACTUAL					%ch	PROJECTED					
Grade:	2014	2015	2016	2017	2018	2014-18	2019	2020	2021	2022	2023	2019-23
Pre-K	8	8	7	7	5							
K	16	11	12	12	16		16	9	7	15	15	
1	12	15	12	11	9		15	15	8	7	14	
2	16	13	14	12	13		9	16	16	8	7	
3	16	15	14	13	14		13	10	16	16	9	
Subtotal, K-3	60	54	52	48	52	-13.3%	53	50	47	46	45	-15.1%
4	11	15	15	14	14		14	13	10	16	16	
5	21	12	15	12	19		15	15	14	10	17	
6	15	21	13	15	16		21	16	16	16	11	
Subtotal, 4-6	47	48	43	41	49	4.3%	50	44	40	42	44	-12.0%
Total, K-6	107	102	95	89	101	-5.6%	103	94	87	88	89	-13.6%
Total, PreK-6	115	110	102	96	106	-7.8%						

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY												
SRI-ETTC, STOCKTON UNIVERSITY												
ENROLLMENTS BY GRADE - LEHT SCHOOLS, 2014 TO 2023												
	ACTUAL					%ch	PROJECTED					
Grade:	2014	2015	2016	2017	2018	2014-18	2019	2020	2021	2022	2023	2019-23
Pre-K	276	278	281	287	319							
K	188	178	182	180	182		188	187	172	168	173	
1	183	201	171	182	186		185	191	190	175	171	
2	200	180	191	174	187		185	184	190	189	174	
3	205	183	177	190	172		181	180	178	185	184	
Subtotal, K-3	774	743	722	725	728	-5.9%	739	742	730	717	702	-5.0%
4	186	193	182	175	192		169	179	177	176	182	
5	184	183	200	186	181		196	172	182	180	179	
6	190	175	184	200	196		181	196	173	182	180	
Subtotal, 4-6	559	551	567	560	570	2.0%	546	547	532	538	541	-0.9%
Total, K-6	1333	1294	1289	1285	1298	-2.6%	1285	1289	1262	1255	1243	-3.3%
Total, PreK-6	1608	1572	1570	1572	1617	0.6%						

BASS RIVER TOWNSHIP SCHOOLS FEASIBILITY STUDY**SRI-ETTC, STOCKTON UNIVERSITY****ENROLLMENTS BY GRADE - COMBINED DISTRICTS, 2014 TO 2023**

	ACTUAL					%ch	PROJECTED					%ch
<u>Grade:</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2014-18</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2019-23</u>
Pre-K	284	286	288	294	324							
K	204	189	194	192	198		204	196	179	183	188	
1	195	216	183	193	195		200	206	198	182	185	
2	216	193	205	186	200		194	200	206	197	181	
3	221	198	191	203	186		194	190	194	201	193	
Subtotal, K-3	834	797	774	773	780	-6.5%	792	792	777	763	747	-5.7%
4	197	208	197	189	206		183	192	187	192	198	
5	205	195	215	198	200		211	187	196	190	196	
6	205	196	197	215	212		202	212	189	198	191	
Subtotal, 4-6	606	599	610	601	619	2.2%	596	591	572	580	585	-1.8%
Total, K-6	1440	1396	1384	1374	1399	-2.8%	1388	1383	1349	1343	1332	-4.0%
Total, PreK-6	1723	1682	1672	1668	1723	0.0%						

Appendix II: Changes in Bass River Fund If It Becomes A Non-Operating District

REDUCTION IN APPROPRIATIONS	AMOUNT	
REGULAR ED. PROGRAMS	\$ 787,250	
SPECIAL ED., BASIC SKILLS	\$ 228,237	
COCURRICULAR, EXTRACURRICULAR, SUMMER SCHOOL	\$ 20,625	
SPEECH, OT/PT AND EXTRAORDINARY SERVICES	\$ 15,000	
ATTENDANCE & SOCIAL WORK, HEALTH, GUIDANCE	\$ 214,740	
CHILD STUDY TEAM	\$ 100,381	
IMPROVEMENT OF INSTRUCTION & INSTR. STAFF TRAINING SERVICES	\$ 80,783	
GENERAL ADMINISTRATION	\$ 101,388	
SCHOOL ADMINISTRATION	\$ 30,071	
BUSINESS OFFICE AND ADMINISTRATIVE TECHNOLOGY	\$ -	
OPERATION & MAINTENANCE OF PLANT SERVICES	\$ 100,000	ESTIMATE, DEPENDS ON STAFFING AND COSTS TO MAINTAIN BUILDING/LEASE PURCHASE PAYMENTS REMAIN
STUDENT TRANSPORTATION SERVICES	\$ -	
EMPLOYEE BENEFITS	\$ 533,821	
EQUIPMENT	\$ -	
SUBTOTAL - REDUCTION IN APPROPRIATIONS	\$ 2,212,296	
LESS:		
1. INCREASE IN REGULAR ED. TUITION	\$ 1,330,022	
2. INCREASE IN UNEMPLOYMENT COMPENSATION	\$ 228,826	Maximum benefit \$677 per week for 26 weeks times 13 FTE
	\$ 1,558,848	
FINAL NET OVERALL REDUCTION IN APPROPRIATIONS	\$ 653,448	

Appendix III: Changes in Little Egg Harbor Fund if Bass River Tuitions All of Their PK-6 Students

REVENUE	AMOUNT	
INCREASE IN TUITION REVENUE		
1. PRE-K, K STUDENTS - 18 @ \$10,671	\$ 192,078	
2. GRADE 1-5 STUDENTS - 72 @ \$13,041	\$ 938,952	
3. GRADE 6 STUDENTS - 16 @ 12,637	\$ 202,192	
4. MD STUDENTS - 0 @ 22,528	\$ -	
SUBTOTAL - INCREASE IN TUITION REVENUE	\$ 1,333,222	
LESS: REDUCTION IN SHARED SERVICES REVENUE	\$ (3,200)	
SUBTOTAL - GROSS INCREASE IN TUITION REVENUE	\$ 1,330,022	
LESS: INCREASE IN APPROPRIATIONS		
1. INCREASE IN SALARY AND BENEFIT COSTS FOR		
ABSORBING BASS RIVER STAFF MEMBERS	\$ -	See note #c for Little Egg Harbor. cannot be determined at this time
2. INCREASE IN SUPPLY AND TEXTBOOK COSTS FOR	\$ 3,000	
THE ABOVE NEW 106 TUITION STUDENTS		
FINAL NET OVERALL INCREASE IN REVENUE	\$ 1,327,022	