

PORZIO

Bromberg & Newman



**STATISTICAL
FORECASTING LLC**

A Feasibility Study to Dissolve the Kingsway Regional School District and Form a PK-12 Regional School District

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Commissioned by and in consultation with Porzio, Bromberg, & Newman, P.C.

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I. Introduction

The Kingsway Regional School District Board of Education desires to study the various options available with respect to the education of its students on a 7-12 basis. Through Porzio, Bromberg, & Newman, P.C., Kingsway retained the following independent consultants to prepare a preliminary study of the educational, financial, demographic and racial impacts of the lawful alternatives to its current educational configuration: Dr. Richard S. Grip of Statistical Forecasting LLC primarily was responsible for the demographic analysis, enrollment projections, and racial impact; David C. Hespe primarily was responsible for the educational analysis; and Steven Cea, a retired School Business Administrator, primarily was responsible for the financial analysis.

These consultants were requested to prepare a feasibility study analyzing the following educational options available to Kingsway:

1. Dissolution of the existing status quo configuration and create an all-purpose PK–12 regional school district with the communities of East Greenwich, Logan, South Harrison, Swedesboro, and Woolwich.
2. Dissolution of the existing status quo configuration and create an all-purpose PK–12 regional school district with the communities of East Greenwich, South Harrison, Swedesboro, and Woolwich. Logan continues its PK thru 8 school district and sends its 9 thru 12 grade students to the newly formed all-purpose regional through a sending-receiving relationship.

The purpose of this study is to identify the educational, demographic, and financial implications of the alternative proposed education scenarios set forth above. The consultants 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 ("NJDOE") were consulted and interviewed. At the municipal government level, officials of the local planning/zoning boards, construction departments, and the tax administrator were interviewed and used as resources.

II. Demographic Profiles

A. Community Descriptions

1. East Greenwich Township

Located in Gloucester County, East Greenwich Township (“East Greenwich”) contains a land area of 14.44 square miles and an additional 0.48 square miles of water area. Historical and projected populations for East Greenwich from 1940-2040 are shown in Table D1. In the 2020 Census, East Greenwich had 11,706 residents, which is 810.7 persons per square mile. From 1940-2020, East Greenwich’s population more than quintupled, with its greatest gain occurring in the 2000s (+76.0%).

Population projections for 2030 and 2040, which were prepared by the Delaware Valley Regional Planning Commission (“DVRPC”), indicate that the population will be fairly stable. However, as the projections were based off of the 2010 Census and the 2020 Census count has already surpassed the 2030 projection, the DVRPC projections need to be revised and increased to reflect the current trend. As it currently stands, forecasts project the population to be 11,801 in 2040, which would be a 0.8% increase from the 2020 population and a gain of 95 persons.

Table D1
Historical and Projected Populations for East Greenwich Township
1940-2040

Year	Population	Percent Change
Historical¹		
1940	2,121	N/A
1950	2,336	+10.1%
1960	2,722	+16.5%
1970	3,280	+20.5%
1980	4,142	+26.3%
1990	5,258	+26.9%
2000	5,430	+3.3%
2010	9,555	+76.0%
2020	11,706	+22.5%
Projected²		
2030	11,392	-2.7%
2040	11,801	+3.6%

Sources: ¹United States Census Bureau

²Delaware Valley Regional Planning Commission (2012)

2. Logan Township

Logan Township (“Logan”) is also located in Gloucester County and contains a land area of 21.93 square miles, with an additional 5.00 square miles of water area. Historical and projected populations for Logan from 1940-2040 are shown in Table D2. In 2020, the population in Logan was 6,000, which is 273.6 persons per square mile. After declining in the 1950s and 1960s, Logan’s population significantly increased from 1970-2000, more than tripling in size, with its greatest percentage gain occurring in the 1970s (+67.3%).

While the population projections prepared by the DVRPC are forecasting a population increase, the 2020 Census count reflects a stabilization in the population. As the projections were based off of the 2010 Census, the DVRPC needs to revise its projections now that the 2020 Census results are available. As it currently stands, forecasts project the population to be 7,300 in 2040, which would be a 21.7% increase from the 2020 Census and a gain of 1,300 persons.

Table D2
Historical and Projected Populations for Logan Township
1940-2040

Year	Population	Percent Change
Historical¹		
1940	1,630	N/A
1950	2,222	+36.3%
1960	1,924	-13.4%
1970	1,840	-4.4%
1980	3,078	+67.3%
1990	5,147	+67.2%
2000	6,032	+17.2%
2010	6,042	+0.2%
2020	6,000	-0.7%
Projected²		
2030	7,071	+17.9%
2040	7,300	+3.2%

Sources: ¹United States Census Bureau

²Delaware Valley Regional Planning Commission (2012)

3. South Harrison Township

South Harrison Township (“South Harrison”) is located in Gloucester County and contains a land area of 15.68 square miles, with an additional 0.05 square miles of water area. Historical and projected populations for South Harrison from 1940-2040 are shown in Table D3. In 2020, South Harrison had 3,395 residents, which is 216.5 persons per square mile. From 1940-2020, South Harrison’s population nearly quintupled, with its greatest gain occurring in the 2000s (+30.8%).

Population projections for 2030 and 2040, which were prepared by the DVRPC, are projecting the population to steadily increase. However, as the projections were based off of the 2010 Census, the DVRPC needs to revise its projections now that the 2020 Census results are available. As it currently stands, forecasts project the population to be 4,566 by 2040, which would be a gain of 1,171 persons (+34.5%) from the 2020 Census.

Table D3
Historical and Projected Populations for South Harrison Township
1940-2040

Year	Population	Percent Change
Historical¹		
1940	686	N/A
1950	868	+26.5%
1960	974	+12.2%
1970	1,226	+25.9%
1980	1,486	+21.2%
1990	1,919	+29.1%
2000	2,417	+26.0%
2010	3,162	+30.8%
2020	3,395	+7.4%
Projected²		
2030	4,310	+27.0%
2040	4,566	+5.9%

Sources: ¹United States Census Bureau

²Delaware Valley Regional Planning Commission (2012)

4. Swedesboro Borough

Located in Gloucester County, Swedesboro Borough (“Swedesboro”) contains a land area of 0.72 square miles, with an additional 0.03 square miles of water area. Historical and projected populations for Swedesboro from 1940-2040 are shown in Table D4. In 2020, Swedesboro had 2,711 residents, which is 3,765.3 persons per square mile. Swedesboro has the smallest population of the five communities. Swedesboro’s population slowly declined from 1950-1990 before reversing trend, gaining 687 persons in the last three decades.

Population projections for 2030 and 2040, which were prepared by the DVRPC, are projecting the population to slowly increase. However, as the projections were based off of the 2010 Census, the DVRPC needs to revise its projections now that the 2020 Census results are available. As it currently stands, forecasts project the population to be 2,971 in 2040, which would be a gain of 260 persons (+9.6%) from the 2020 population.

Table D4
Historical and Projected Populations for Swedesboro Borough
1940-2040

Year	Population	Percent Change
Historical¹		
1940	2,268	N/A
1950	2,459	+8.4%
1960	2,449	-0.4%
1970	2,287	-6.6%
1980	2,031	-11.2%
1990	2,024	-0.3%
2000	2,055	+1.5%
2010	2,584	+25.7%
2020	2,711	+4.9%
Projected²		
2030	2,901	+7.0%
2040	2,971	+2.4%

Sources: ¹United States Census Bureau

²Delaware Valley Regional Planning Commission (2012)

5. Woolwich Township

Located in Gloucester County, Woolwich Township (“Woolwich”) contains a land area of 20.91 square miles, with an additional 0.32 square miles of water area. Historical and projected populations for Woolwich from 1940-2040 are shown in Table D5. In the 2020 Census, Woolwich had 12,577 residents, which is 601.5 persons per square mile. Woolwich has the largest population of the five communities. Woolwich’s population was fairly stable from 1940-1990 before increasing significantly in the last three decades. Woolwich’s population doubled from 1990 to 2000 before more than tripling from 2000 to 2010.

Population projections for 2030 and 2040, which were prepared by the DVRPC, are projecting the population to increase significantly. However, as the projections were based off of the 2010 Census, the DVRPC needs to revise its projections now that the 2020 Census results are available. As it currently stands, forecasts project the population to be 23,098 in 2040, which would be a gain of 10,521 persons (+83.7%) from the 2020 Census count.

Table D5
Historical and Projected Populations for Woolwich Township
1940-2040

Year	Population	Percent Change
Historical¹		
1940	1,193	N/A
1950	1,343	+12.6%
1960	1,235	-8.0%
1970	1,147	-7.1%
1980	1,129	-1.6%
1990	1,459	+29.2%
2000	3,032	+107.8%
2010	10,200	+236.4%
2020	12,577	+23.3%
Projected²		
2030	20,745	+64.9%
2040	23,098	+11.3%

Sources: ¹United States Census Bureau

²Delaware Valley Regional Planning Commission (2012)

B. Relevant Demographic Characteristics

In Table D6, relevant demographic characteristics¹ of East Greenwich, Logan, South Harrison, Swedesboro, and Woolwich are compared from the 2010 and 2020 Censuses and the 2006-2010 and 2015-2019 American Community Surveys (“ACS”). While some Census variables account for everyone in the population (e.g., age and race), other variables are collected from a sample (e.g., median household 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 communities with fewer than 65,000 persons such as these, ACS data represent a sample collected over a five-year time period, where the estimates represent the average characteristics between January 2015 and December 2019, for example. 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 2015 to 2019, 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. Therefore, the forthcoming ACS data should be interpreted with caution.

1. East Greenwich Township

With respect to race, Whites are the largest race in East Greenwich. In the 2020 Census, East Greenwich was 81.0% White as compared to 86.5% in 2010, which is a loss of 5.5 percentage points. Black/African American (“Black”) was the second-largest race at 5.3% in 2020, which is nearly unchanged from 2010 (5.6%).

Regarding nativity, 6.3% of East Greenwich residents were foreign-born in the 2015-2019 ACS, which is nearly unchanged from the 2006-2010 ACS percentage (6.8%). As a point of comparison, New Jersey’s foreign-born resident percentage was 23.4% in the 2019 ACS, which is significantly higher than East Greenwich’s. While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that India was the largest source of immigrants in the 2015-2019 ACS, accounting for 21.2% of the foreign-born population.

The median age in East Greenwich has increased from 37.6 years in 2010 to 39.9 years in the 2015-2019 ACS, which is similar to the median age in New Jersey (40.2 years). During the same time period, the percentage of people under the age of 18 years, which corresponds predominantly to school-age children, declined slightly from 27.3% to 26.7%.

With respect to educational attainment for adults aged 25 and over, 44.3% of the population had a bachelor’s degree or higher in the 2015-2019 ACS, which is a gain of 5.6 percentage points from the 2006-2010 ACS percentage (38.7%). The percentage of East Greenwich residents having a bachelor’s degree or higher is similar to that of New Jersey (41.2%). Persons with graduate or professional degrees increased from 11.6% to 20.0% during this time period, a gain of 8.4 percentage points.

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

Median household income increased from \$98,295 in the 2006-2010 ACS to \$129,353 in the 2015-2019 ACS, a gain of 31.6%. By comparison, median household income in New Jersey is \$85,751, which is \$44,000 lower than that of East Greenwich. During this time period, the percentage of school-age children (5-17) that are in poverty decreased from 6.2% to 0.4%.

Regarding housing, there were 3,691 housing units in East Greenwich in the 2015-2019 ACS, which is a gain of 286 units (+8.4%) from 2010. Over this time period, the overall occupancy rate declined from 95.8% to 91.8% while the average household size increased from 2.89 to 3.06 persons. In the 2015-2019 ACS, 94.4% of housing units are owner-occupied, which is a 2.6 percentage-point gain from the 2010 percentage (91.8%). Renter-occupied units accounted for 5.6% of the housing units in the 2015-2019 ACS, which is a 2.6 percentage-point decline from the 2010 percentage of 8.2%. As a point of comparison, the percentage of renter-occupied units in East Greenwich is much lower than that of New Jersey (36.7%). Finally, the median home price of an owner-occupied unit in the 2015-2019 ACS was \$320,100, which is a 9.9% increase from the value reported in the 2006-2010 ACS (\$291,300).

2. Logan Township

In Logan, Whites also are the largest race. In the 2020 Census, Logan was 74.9% White, which is a decline of 4.3 percentage points from the 2010 percentage (79.2%). Like East Greenwich, the second-largest race was Black in 2020, representing 11.1% of the population, which is a loss of 1.1 percentage points from the 2010 percentage of 12.2%.

With respect to nativity, 4.4% of Logan residents were foreign-born in the 2015-2019 ACS, which is a 1.3 percentage-point increase from the 2006-2010 ACS percentage (3.1%). Logan's foreign-born percentage is significantly lower than that of New Jersey (23.4%). While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that Romania was the largest source of immigrants in the 2015-2019 ACS, accounting for 29.8% of the foreign-born population.

The median age in Logan increased from 36.8 years in 2010 to 39.2 years in the 2015-2019 ACS, which is similar to the median age in New Jersey (40.2 years). During the same time period, the percentage of people under the age of 18, which corresponds predominantly to school-age children, declined from 27.1% to 23.9%.

Regarding educational attainment for adults aged 25 and over, 35.6% of the population had a bachelor's degree or higher in the 2015-2019 ACS, which is a gain of 1.5 percentage points from the 2006-2010 ACS percentage (34.1%). The percentage of residents having a bachelor's degree or higher in Logan is slightly lower than that of New Jersey (41.2%). The percentage of persons with a graduate degree declined from 11.7% to 7.7% during this time period.

Median household income increased from \$87,209 in the 2006-2010 ACS to \$111,324 in the 2015-2019 ACS, a 27.7% increase. Median household income in Logan is nearly \$26,000 greater than that of New Jersey (\$85,751). During this time period, the percentage of school-age children (ages 5-17) in poverty declined from 3.2% to 2.0%.

Table D6
Relevant Demographic Characteristics

	East Greenwich		Logan		South Harrison		Swedesboro		Woolwich	
Race Origin¹	2006-10 ACS 2010 Census	2015-19 ACS 2020 Census	2006-10 ACS 2010 Census	2015-19 ACS 2020 Census	2006-10 ACS 2010 Census	2015-19 ACS 2020 Census	2006-10 ACS 2010 Census	2015-19 ACS 2020 Census	2006-10 ACS 2010 Census	2015-19 ACS 2020 Census
White	8,266 (86.5%)	9,480 (81.0%)	4,783 (79.2%)	4,496 (74.9%)	2,830 (89.5%)	2,896 (85.3%)	1,664 (64.4%)	1,628 (60.1%)	8,043 (78.9%)	9,472 (75.3%)
Black or African American	538 (5.6%)	624 (5.3%)	738 (12.2%)	665 (11.1%)	160 (5.1%)	162 (4.8%)	356 (13.8%)	379 (14.0%)	989 (9.7%)	1,290 (10.3%)
Hispanic or Latino	289 (3.0%)	583 (5.0%)	240 (4.0%)	391 (6.5%)	98 (3.1%)	157 (4.6%)	441 (17.1%)	478 (17.6%)	365 (3.6%)	651 (5.2%)
American Indian and Alaska Native	10 (0.1%)	5 (0.0%)	8 (0.1%)	12 (0.2%)	0 (0.0%)	0 (0.0%)	7 (0.3%)	7 (0.3%)	8 (0.1%)	4 (0.0%)
Asian	343 (3.6%)	530 (4.5%)	152 (2.5%)	180 (3.0%)	38 (1.2%)	62 (1.8%)	35 (1.4%)	64 (2.4%)	614 (6.0%)	640 (5.1%)
Native Hawaiian and Other Pacific Islander	2 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	2 (0.1%)	2 (0.1%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Other Race	4 (0.0%)	47 (0.4%)	13 (0.2%)	17 (0.3%)	4 (0.1%)	14 (0.4%)	2 (0.1%)	30 (1.1%)	11 (0.1%)	29 (0.2%)
Two or more Races	103 (1.1%)	437 (3.7%)	108 (1.8%)	239 (4.0%)	31 (1.0%)	102 (3.0%)	77 (3.0%)	125 (4.6%)	170 (1.7%)	490 (3.9%)
Age										
Under 18	27.3%	26.7%	27.1%	23.9%	28.8%	29.3%	27.4%	30.2%	33.5%	28.6%
18-64	62.2%	58.5%	66.2%	65.2%	60.8%	57.8%	62.6%	62.4%	60.1%	60.8%
65 and over	10.5%	14.8%	6.7%	10.9%	10.4%	12.9%	10.0%	7.4%	6.4%	10.6%
Median age (years)	37.6 years	39.9 years	36.8 years	39.2 years	40.4 years	36.4 years	32.7 years	35.5 years	35.7 years	38.1 years
Nativity										
Foreign-Born	6.8%	6.3%	3.1%	4.4%	14.8%	4.7%	3.5%	14.2%	7.1%	8.1%
Educational Attainment										
Bachelor's degree or higher	38.7%	44.3%	34.1%	35.6%	37.1%	51.2%	25.4%	31.5%	45.5%	54.4%
Graduate or professional degree	11.6%	20.0%	11.7%	7.7%	14.1%	21.3%	8.2%	10.8%	18.0%	22.9%
Income										
Median household income	\$98,295	\$129,353	\$87,209	\$111,324	\$106,667	\$132,880	\$65,085	\$81,071	\$109,360	\$141,875
Percentage of Persons in Poverty ages 5-17	6.2%	0.4%	3.2%	2.0%	4.8%	11.2%	11.3%	19.3%	5.1%	1.4%
Housing Units										
Total number	3,405	3,691	2,172	2,200	1,056	1,066	1,004	964	3,275	4,253
Occupied units	3,262 (95.8%)	3,387 (91.8%)	2,087 (96.1%)	2,056 (93.5%)	1,020 (96.6%)	987 (92.6%)	938 (93.4%)	852 (88.4%)	3,141 (95.9%)	3,934 (92.5%)
Owner-Occupied units	2,996 (91.8%)	3,197 (94.4%)	1,935 (92.7%)	1,860 (90.5%)	969 (95.0%)	931 (94.3%)	611 (65.1%)	576 (67.6%)	2,834 (90.2%)	3,300 (83.9%)
Renter-Occupied units	266 (8.2%)	190 (5.6%)	152 (7.3%)	196 (9.5%)	51 (5.0%)	56 (5.7%)	327 (34.9%)	276 (32.4%)	307 (9.8%)	634 (16.1%)
Median value of an owner- occupied unit	\$291,300	\$320,100	\$233,200	\$218,300	\$388,200	\$370,500	\$212,500	\$202,600	\$373,700	\$344,600
Average household size	2.89	3.06	2.89	2.87	3.10	3.17	2.75	3.02	3.21	3.15

Sources: American Community Survey (2006-2010 and 2015-2019), United States Census (2010 and 2020)

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

Cells shaded orange are from the decennial Census while cells shaded blue are from the American Community Survey.

Regarding housing, there were 2,200 housing units in Logan in the 2015-2019 ACS, which is a gain of 28 units (+1.3%) since 2010. Over this time period, the average household size remained nearly constant (2.87 persons in the 2015-2019 ACS) and the overall occupancy rate declined from 96.1% to 93.5%. In the 2015-2019 ACS, 90.5% of housing units are owner-occupied. Renter-occupied units accounted for 9.5% of the occupied units in the 2015-2019 ACS, which is a 2.2 percentage-point gain from the 2010 percentage (7.3%). The percentage of renter-occupied units in Logan is much lower than that of New Jersey (36.7%). Finally, the median home price of an owner-occupied unit in the 2015-2019 ACS was \$218,300, which is a 6.4% decline from the value reported in the 2006-2010 ACS (\$233,200).

3. South Harrison Township

In South Harrison, Whites also are the largest race. In the 2020 Census, South Harrison was 85.3% White, which is a decline of 4.2 percentage points from the 2010 percentage (89.5%). Black was the second-largest race at 4.8% in 2020, which is nearly unchanged from 2010 (5.1%).

Regarding nativity, 4.7% of South Harrison residents were foreign-born in the 2015-2019 ACS, which is a loss of 10.1 percentage points from the 2006-2010 ACS percentage (14.8%). While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that Mexico was the largest source of immigrants in the 2015-2019 ACS, accounting for 48.6% of the foreign-born population.

The median age in South Harrison has decreased from 40.4 years in 2010 to 36.4 years in the 2015-2019 ACS, which is lower than the median age in New Jersey (40.2 years). During the same time period, the percentage of people under the age of 18 years, which corresponds predominantly to school-age children, increased slightly from 28.8% to 29.3%.

Regarding educational attainment for adults aged 25 and over, 51.2% of the population had a bachelor's degree or higher in the 2015-2019 ACS, which is a gain of 14.1 percentage points from the 2006-2010 ACS percentage of 37.1%. South Harrison's percentage of persons having a bachelor's degree or higher is greater than that of New Jersey (41.2%). The percentage of persons with graduate or professional degrees was 21.3% in the 2015-2019 ACS, which is a 7.2 percentage-point gain from the 2006-2010 ACS (14.1%).

Median household income increased from \$106,667 in the 2006-2010 ACS to \$132,880 in the 2015-2019 ACS, a gain of 24.6%. By comparison, South Harrison's median household income is \$47,000 greater than New Jersey's (\$85,751). During this time period, the percentage of school-age children (5-17) that are in poverty increased from 4.8% to 11.2%, a 6.4 percentage-point gain.

Regarding housing, there were 1,066 housing units in South Harrison in the 2015-2019 ACS, which is a gain of 10 units (+0.9%) from 2010. Over this time period, the average household size increased from 3.10 to 3.17 persons while the occupancy rate decreased from 96.6% to 92.6%. The majority of homes in the township are owner-occupied, as 94.3% consisted of owners in the 2015-2019 ACS. Renter-occupied units accounted for 5.7% of the occupied units in the 2015-2019 ACS, which is significantly lower than that of New Jersey (36.7%). The median home price of an owner-occupied unit in the 2015-2019 ACS was \$370,500, which is a 4.6% decline from the

value reported in the 2006-2010 ACS (\$388,200). South Harrison has the highest median home price of an owner-occupied unit of the five communities.

4. Borough of Swedesboro

Like the previous communities, Whites also are the largest race in Swedesboro. In the 2020 Census, Swedesboro was 60.1% White as compared to 64.4% in 2010, which is a loss of 4.3 percentage points. Hispanics were the second-largest race at 17.6% in 2020 while Blacks were the third-largest race at 14.0%. Of the five communities, Swedesboro has the highest Hispanic and Black percentages and the lowest White percentage.

With respect to nativity, 14.2% of Swedesboro residents were foreign-born in the 2015-2019 ACS, which is a gain of 10.7 percentage points from the 2006-2010 ACS percentage (3.5%). The foreign-born percentage in Swedesboro is the highest of the five communities, yet is still much lower than that of New Jersey (23.4%). While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that Mexico was the largest source of immigrants in the 2015-2019 ACS, accounting for 61.6% of the foreign-born population.

The median age in Swedesboro has increased from 32.7 years in 2010 to 35.5 years in the 2015-2019 ACS, which is lower than the median age in New Jersey (40.2 years). Swedesboro has the lowest median age of the five communities. During the same time period, the percentage of people under the age of 18 years, which corresponds predominantly to school-age children, increased from 27.4% to 30.2%.

Regarding educational attainment for adults aged 25 and over, 31.5% of the population had a bachelor's degree or higher in the 2015-2019 ACS, which is a gain of 6.1 percentage points from the 2006-2010 ACS percentage (25.4%). Swedesboro's percentage of persons having a bachelor's degree or higher is lower than that of New Jersey (41.2%) and the lowest of the five communities. The percentage of persons with graduate or professional degrees was 10.8% in the 2015-2019 ACS, which is a 2.6 percentage-point gain from the 2006-2010 ACS percentage (8.2%).

Median household income increased from \$65,085 in the 2006-2010 ACS to \$81,071 in the 2015-2019 ACS, a gain of 24.6%. Swedesboro's median household income is the lowest of the five communities and is slightly lower than New Jersey's (\$85,751). During this time period, the percentage of school-age children (5-17) that are in poverty increased from 11.3% to 19.3%, an 8.0 percentage-point gain.

Regarding housing, there were 964 housing units in Swedesboro in the 2015-2019 ACS, which is a loss of 40 units (-4.0%) from 2010. Over this time period, the average household size increased from 2.75 to 3.02 persons while the occupancy rate declined from 93.4% to 88.4%. The majority of homes are owner-occupied, as 67.6% consisted of owners in the 2015-2019 ACS. Renter-occupied units accounted for 32.4% of the occupied units in the 2015-2019 ACS, which is lower than that of New Jersey (36.7%) yet is the highest of the five communities. The median home price of an owner-occupied unit in the 2015-2019 ACS was \$202,600, which is a 4.7% decline from the value reported in the 2006-2010 ACS (\$212,500). Swedesboro has the lowest median home price of an owner-occupied unit of the five communities.

5. Woolwich Township

In Woolwich, Whites also are the largest race. In the 2020 Census, Woolwich was 75.3% White, which is a loss of 3.6 percentage points from the 2010 percentage (78.9%). The second-largest race in 2020 was Black, representing 10.3% of the population, which is nearly unchanged from the 2010 percentage of 9.7%.

With respect to nativity, 8.1% of Woolwich residents were foreign-born in the 2015-2019 ACS, which is a 1.0 percentage-point gain from the 2006-2010 ACS percentage (7.1%). Woolwich's foreign-born percentage is significantly lower than that of New Jersey (23.4%). While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that India was the largest source of immigrants in the 2015-2019 ACS, accounting for 24.4% of the foreign-born population.

The median age in Woolwich increased from 35.7 years in 2010 to 38.1 years in the 2015-2019 ACS, which is lower than the median age in New Jersey (40.2 years). During the same time period, the percentage of people under the age of 18, which corresponds predominantly to school-age children, decreased from 33.5% to 28.6%.

Regarding educational attainment for adults aged 25 and over, 54.4% of the population had a bachelor's degree or higher in the 2015-2019 ACS, which is a gain of 8.9 percentage points from the 2006-2010 ACS percentage (45.5%). The percentage of residents having a bachelor's degree or higher in Woolwich is greater than that of New Jersey (41.2%) and the highest of the five communities. The percentage of persons with a graduate degree increased from 18.0% to 22.9% during this time period.

Median household income increased from \$109,360 in the 2006-2010 ACS to \$141,875 in the 2015-2019 ACS, a 29.7% increase. The median household income in Woolwich is \$56,000 greater than the median household income in New Jersey (\$85,751) and is the highest of the five communities. During this time period, the percentage of school-age children (ages 5-17) in poverty decreased from 5.1% to 1.4%, a loss of 3.7 percentage points.

Regarding housing, there were 4,253 housing units in Woolwich in the 2015-2019 ACS, which is a gain of 978 units (+29.9%) since 2010. Over this time period, the average household size decreased slightly from 3.21 to 3.15 persons and the overall occupancy rate decreased from 95.9% to 92.5%. The majority of housing units in Woolwich are owner-occupied (83.9%) according to the 2015-2019 ACS. Renter-occupied units accounted for 16.1% of the occupied units in the 2015-2019 ACS, which is a gain of 6.3 percentage points from the 2010 percentage of 9.8%. The percentage of renter-occupied units in Woolwich is much lower than that of New Jersey (36.7%). Finally, the median home price of an owner-occupied unit in the 2015-2019 ACS was \$344,600, which is a 7.8% decline from the value reported in the 2006-2010 ACS (\$373,700).

C. District Overviews

1. East Greenwich Township School District

The East Greenwich Township School District is a PK-6 school district consisting of two schools. Children attend Jeffrey Clark School (“Clark”) for grades PK-2 and Samuel Mickle (“Mickle”) School for grades 3-6. The locations of the schools are shown in Figure 1. Children attend Kingsway Regional Middle School (“Kingsway Middle School”) for grades 7-8 and Kingsway Regional High School (“Kingsway High School”) for grades 9-12 in the Kingsway Regional School District (“Kingsway Regional”).

2. Logan Township School District

The Logan Township School District is a PK-8 school district consisting of three schools. For pre-kindergarten and kindergarten, children attend the Francis E. Donnelly Early Childhood Learning Center (“Donnelly”). Children then attend Logan Township Elementary School (“Logan Elementary School”) for grades 1-4 and Logan Township Middle School (“Logan Middle School”) for grades 5-8. The locations of the schools are shown in Figure 1. Children in grades 9-12 attend Kingsway High School in Kingsway Regional through a sending-receiving relationship.

3. South Harrison Township School District

The South Harrison Township School District is a PK-6 school district consisting of one school, South Harrison Township Elementary School. The location of the school is shown in Figure 1. Children in grades 7-8 attend Kingsway Middle School while students in grades 9-12 attend Kingsway High School in Kingsway Regional.

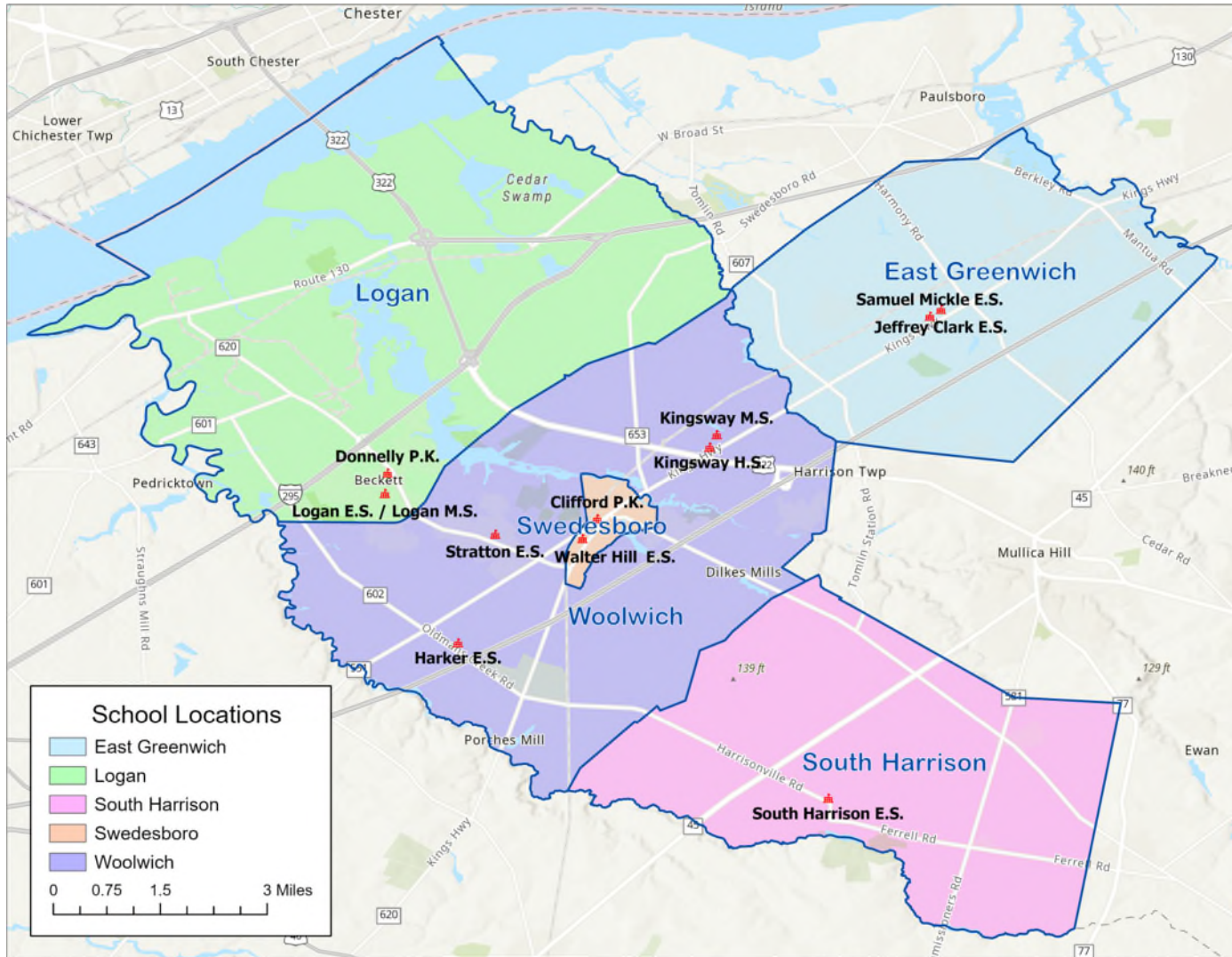
4. Swedesboro-Woolwich School District

The Swedesboro-Woolwich School District is a PK-12 school district educating children from Swedesboro and Woolwich. There are four schools in the district. Pre-kindergarten and kindergarten children attend Margaret C. Clifford School (“Clifford”) and children in grades 1-2 attend Governor Charles C. Stratton School (“Stratton”). General Charles G. Harker School (“Harker”) educates children in grades 3-5 while Walter Hill School (“Hill”) educates children in grade 6. The locations of the schools are shown in Figure 1. Children in grades 7-8 attend Kingsway Middle School while students in grades 9-12 attend Kingsway High School in Kingsway Regional.

5. Kingsway Regional School District

In Kingsway Regional, there are two schools that serve the communities of East Greenwich, South Harrison, Swedesboro, and Woolwich. The locations of the schools are shown in Figure 1. Both schools are located in Woolwich. Kingsway Middle School consists of grades 7-8 while Kingsway High School consists of grades 9-12. Kingsway Regional also receives students for grades 9-12 from Logan through a sending-receiving relationship.

Figure 1 School Locations



D. Explanation of the Cohort-Survival Ratio Method

In this study, historical enrollments from 2016-17 through 2021-22 were obtained from the New Jersey Department of Education (“NJDOE”) and/or the individual school districts, and were used to project enrollments for ten years into the future. Enrollments 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 will also 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 trends without any major unpredictable fluctuations from year to year. In school districts encountering rapid growth or decline 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 is then used to project enrollments ten years into the future.

E. Historical Enrollment Trends

1. East Greenwich Township School District

Historical enrollments for students attending the East Greenwich Township School District (grades PK-6) from 2016-17 to 2021-22 are displayed in Table D7. Enrollments slowly increased through 2019-20 before stabilizing. In 2021-22, enrollment is 1,309, which is a gain of 41 students from the 2016-17 enrollment of 1,268. 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.

Enrollments are also shown by school in Table D7. At Clark (PK-2), enrollments have been fairly stable in the last six years, ranging from 566-594. In 2021-22, enrollment is 584, which is slightly greater (+18) than the 2016-17 enrollment of 566. At Mickle (3-6), enrollments increased through 2018-19 before stabilizing. In 2021-22, enrollment is 725, which is a gain of 23 students from the 2016-17 enrollment of 702.

Table D7
East Greenwich Historical Enrollments (PK-6)
2016-17 to 2021-22

Year ¹	PK RE ²	K	1	2	3	4	5	6	SE ³	PK-2 Total	3-6 Total	PK-6 Total
2016-17	20	154	179	170	166	178	157	168	76	566	702	1,268
2017-18	21	162	161	186	175	167	183	162	63	569	711	1,280
2018-19	38	168	161	167	185	176	164	190	56	568	737	1,305
2019-20	26	175	171	165	174	189	172	171	75	594	724	1,318
2020-21	22	159	179	170	160	178	192	176	67	575	728	1,303
2021-22	24	173	162	182	172	168	178	192	58	584	725	1,309
Average 6-Year Ratios		1.2689 ⁴	1.0198	1.0224	1.0095	1.0213	1.0007	1.0272	0.0514 ⁵			

Notes: ¹Data were obtained from 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 using the last three years of historical data.

⁵ Average proportion of special education students with respect to PK-6 subtotals using the last four years of historical data.

2. Logan Township School District

Historical enrollments for students attending the Logan Township School District (grades PK-8) from 2016-17 to 2021-22 are shown in Table D8. During this time period, enrollments have been fairly stable, ranging from 832-871. If not for the expansion of the pre-kindergarten program in the last two years, enrollments would have likely declined in the school district. Enrollment is 871 in 2021-22, which is higher (+27) than the 2016-17 enrollment of 844. Table 8 also shows computed average survival ratios based on the last five years of historical data, which will be used to project future enrollments.

Enrollments are also shown by school in Table D8. In 2021-22, the school district changed its grade configuration from PK-1, 2-5, 6-8 to PK-K, 1-4, 5-8, which prevents a comparison of historical enrollments over time. In addition, Center Square School (PK-1) changed its name to Donnelly (PK-K) in 2021-22². In general, each school's enrollments were fairly stable prior to the change in grade configuration in 2021-22.

Table D8
Logan Historical Enrollments (PK-8)
2016-17 to 2021-22

Year ¹	PK RE ²	K	1	2	3	4	5	6	7	8	SE ³	PK-1/ PK-K Total	2-5/ 1-4 Total	6-8/ 5-8 Total	PK-8 Total
2016-17	48	84	84	92	98	68	96	71	87	88	28	227	364	253	844
2017-18	52	92	81	88	93	97	73	84	74	83	15	229	354	249	832
2018-19	82	67	90	88	91	87	96	68	80	79	27	247	372	236	855
2019-20	85	53	66	93	87	92	91	93	72	82	22	211	372	253	836
2020-21	112	84	45	65	94	89	89	98	93	70	0	241	337	261	839
2021-22	105	92	86	53	65	98	91	87	99	95	0	197	302	372	871
Average 5-Year Ratios		1.2090 ⁴	0.9591	1.0706	1.0084	1.0030	1.0064	0.9887	1.0054	1.0216	0.0000 ⁵				

Notes: ¹Data were obtained from the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>).

²Pre-kindergarten regular education enrollment.

³Self-contained special education enrollment/ungraded students.

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

⁵Average proportion of special education students with respect to PK-8 subtotals based on the last two years of historical data.

² For purposes of this study, Center Square is used interchangeably as the NJDOE data uses Center Square.

3. South Harrison Township School District

Historical enrollments for students attending the South Harrison Township School District (grades PK-6) from 2016-17 to 2021-22 are displayed in Table D9. As there is only school in the district, South Harrison Township Elementary School, enrollments for the district and the school are the same. Enrollments (PK-6) have been declining in the school district. In 2021-22, enrollment is 324, which is a decline of 60 students from the 2016-17 enrollment of 384. Table 9 also shows computed average survival ratios based on the last six years of historical data, which will be used to project future enrollments.

Table D9
South Harrison Historical Enrollments (PK-6)
2016-17 to 2021-22

Year ¹	PK RE ²	K	1	2	3	4	5	6	SE ³	PK-6 Total
2016-17	19	43	55	45	53	52	57	60	0	384
2017-18	18	45	43	51	50	50	50	58	0	365
2018-19	18	56	43	44	49	48	49	50	0	357
2019-20	18	35	51	38	48	47	47	46	0	330
2020-21	7	44	34	53	40	45	45	47	0	315
2021-22	23	40	49	32	51	38	47	44	0	324
Average 6-Year Ratios		1.6697 ⁴	0.9903	0.9629	1.0355	0.9500	0.9845	0.9868	0.0000 ⁵	

Notes: ¹Data were obtained from the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>).

²Pre-kindergarten regular education enrollment.

³Self-contained special education enrollment/ungraded students.

⁴Average birth-to-kindergarten ratio based on birth data five years prior using the last five years of historical data.

⁵Average proportion of special education students with respect to PK-6 subtotals.

4. Swedesboro-Woolwich School District

Historical enrollments for students attending the Swedesboro-Woolwich School District (PK-6) from 2016-17 to 2021-22 are shown in Table D10. Enrollments declined through 2020-21 before reversing trend. In the last year, enrollments increased by 74 students, which may be due to the coronavirus pandemic, as parents sought alternative educational experiences for their children in 2020-21 and many students returned to the school district in 2021-22. Enrollment is 1,569 in 2021-22, which is a decline of 118 students from the 2016-17 enrollment of 1,687. Table 10 also shows computed average survival ratios based on the last six years of historical data, which will be used to project future enrollments.

Enrollments are also shown by school in Table D10. At Clifford (PK-K), enrollments have slowly declined before stabilizing. In 2021-22, enrollment is 234, which is slightly lower (-13) than the 2016-17 enrollment of 247. At Stratton (1-2), enrollments have been fairly stable in the last six years, ranging from 402-439. In 2021-22, enrollment is 419, which is slightly higher (+15) than the 2016-17 enrollment of 404. At Harker (3-5), enrollments have been generally declining in the last six years. Enrollment is 666 in 2021-22, which is a decline of 112 students from the 2016-17 enrollment of 778. For grade 6 at Hill, with the exception of 2020-21, enrollments have been fairly stable, ranging from 210-275. In 2021-22, enrollment is 250, which is slightly lower (-8) than the 2016-17 enrollment of 258.

Table D10
Swedesboro-Woolwich Historical Enrollments (PK-6)
2016-17 to 2021-22

Year ¹	PK RE ²	K	1	2	3	4	5	6	SE ³	PK-K Total	1-2 Total	3-5 Total	Gr. 6 Total	PK-6 Total
2016-17	46	199	208	184	225	240	243	228	114	247	404	778	258	1,687
2017-18	49	193	222	205	180	232	252	243	81	243	430	714	270	1,657
2018-19	47	195	218	219	221	187	235	258	53	243	439	676	275	1,633
2019-20	41	184	204	189	209	219	177	244	114	235	419	660	267	1,581
2020-21	32	195	198	186	185	207	214	187	91	230	402	653	210	1,495
2021-22	43	191	214	198	202	192	228	235	66	234	419	666	250	1,569
Average 6-Year Ratios		1.1898 ⁴	1.0930	0.9502	1.0151	1.0178	1.0176	1.0433	0.0573 ⁵					

Notes: ¹Data were obtained from the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>).

²Pre-kindergarten regular education enrollment.

³Self-contained special education enrollment/ungraded students.

⁴Average birth-to-kindergarten ratio based on birth data five years prior using the last four years of historical data.

⁵Average proportion of special education students with respect to PK-6 subtotals.

5. Kingsway Regional School District

Table D11 shows historical enrollments of students attending Kingsway Regional (grades 7-12) from 2016-17 to 2021-22. In general, enrollments have been slowly increasing. In 2021-22, enrollment is 2,794, which is a gain of 127 students from the 2016-17 enrollment of 2,667.

Enrollments are also shown by school in Table D11. For grades 7-8 at Kingsway Middle School, enrollments increased through 2019-20 before reversing trend. In 2021-22, enrollment is 925, which is nearly identical to the 2016-17 enrollment of 923. For grades 9-12 at Kingsway High School, enrollments were fairly stable from 2016-17 to 2018-19 before increasing. In 2021-22, enrollment is 1,869, which is a gain of 125 students from the 2016-17 enrollment of 1,744.

Table D11
Kingsway Regional Historical Enrollments (7-12)
2016-17 to 2021-22

Year ¹	7	8	9	10	11	12	SE ²	7-8 Total	9-12 Total	7-12 Total
2016-17	486	434	451.5	420	433	415.5	27	923	1,744	2,667
2017-18	486	477	422.5	451.5	419.5	431	13.5	963	1,738	2,701
2018-19	492	492	436	434.5	445	417	6	985	1,737.5	2,722.5
2019-20	511	503	455	441	426	436	24	1,025	1,771	2,796
2020-21	487	536	471	447.5	432.5	419	16.5	1,023	1,786.5	2,809.5
2021-22	438	482	498	461.5	454	438.5	22	925	1,869	2,794
Average 6-Year Ratios	1.0558 ³	1.0110	0.8023	1.0006	0.9920	0.9933	0.0067 ⁴			

Notes: ¹Data were obtained from the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>).

²Self-contained special education enrollment/ungraded students.

³Computed using aggregated 6th grade enrollments from the feeder elementary sending districts.

⁴Average proportion of special education students with respect to 7-12 subtotals.

F. Birth Data

Kindergarten enrollments were calculated as follows: birth data, lagged five years behind its respective kindergarten class, were used to calculate the survival ratio for each birth-to-kindergarten cohort. For instance, in 2016, there were 138 births in East Greenwich. Five years later (the 2021-22 school year), 173 children enrolled in kindergarten, which is equal to a survival ratio of 1.254 from birth to kindergarten. Birth counts and birth-to-kindergarten survival ratios are displayed in Table 12 for East Greenwich, Logan, South Harrison, Swedesboro, and Woolwich. Kingsway Regional is excluded in the following table as the district does not educate kindergarten students and births are not needed to project middle and high school enrollments. Birth-to-kindergarten survival ratios greater than 1.000 indicate that some children are born outside of a community's boundaries and are attending kindergarten in the school district five years later, i.e., an inward migration of children into the district. This type of inward migration is typical in school districts with excellent reputations, because the appeal of a good school district draws families into the community. Inward migration is also seen in communities where there are a large number of new housing starts (or home resales), 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, charter, or out-of-district special education facilities, or where there is a net migration of families moving out of the community. It is also common in school districts that have a half-day kindergarten program where parents choose to send their child to a private full-day kindergarten for the first year. It should be noted that all of the school districts have had full-day kindergarten programs through the historical enrollment period, 2016-17 to 2021-22.

Table D12
Birth Counts and Historical Birth-to-Kindergarten Survival Ratios

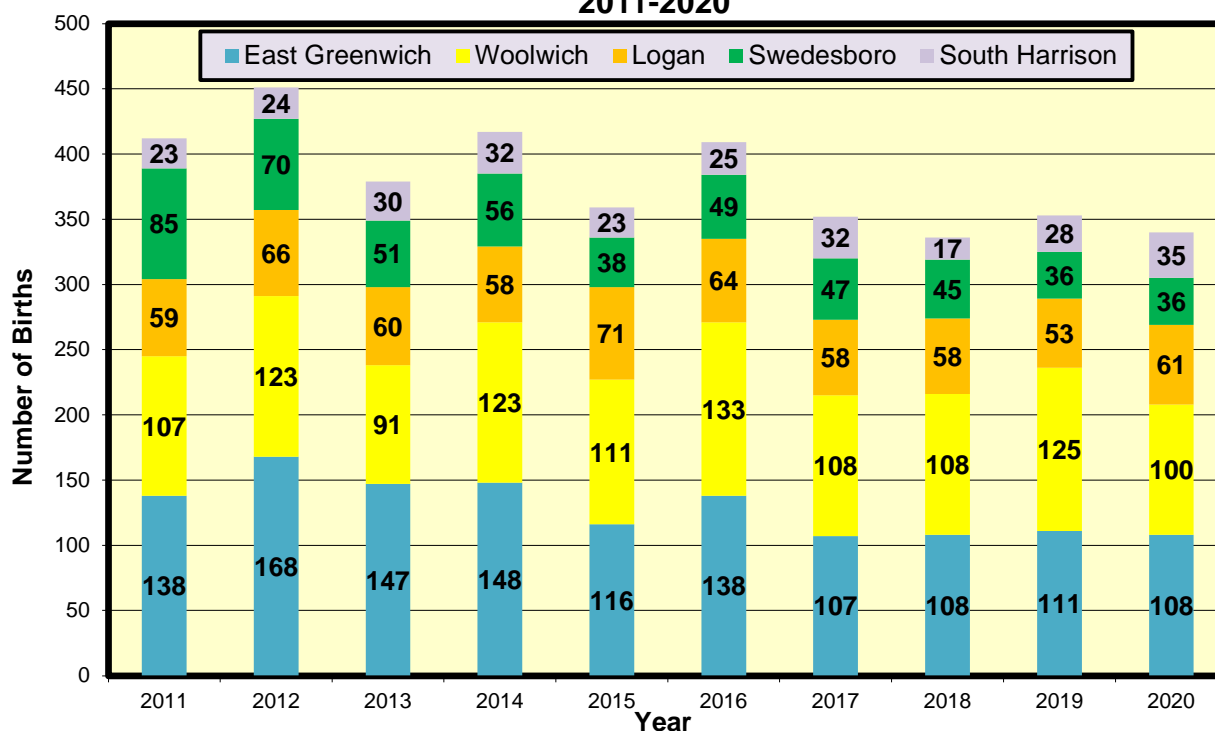
Year ¹	East Greenwich			Logan			South Harrison			Swedesboro-Woolwich				
	Births	Kindergarten Students 5 years Later	B-K Survival Ratio	Births	Kindergarten Students 5 years Later	B-K Survival Ratio	Births	Kindergarten Students 5 years Later	B-K Survival Ratio	Swedesboro Births	Woolwich Births	Total Births	Kindergarten Students 5 years Later	B-K Survival Ratio
2011	138	154	1.116	59	84	1.424	23	43	1.870	85	107	192	199	1.036
2012	168	162	0.964	66	92	1.394	24	45	1.875	70	123	193	193	1.000
2013	147	168	1.143	60	67	1.117	30	56	1.867	51	91	142	195	1.373
2014	148	175	1.182	58	53	0.914	32	35	1.094	56	123	179	184	1.028
2015	116	159	1.371	71	84	1.183	23	44	1.913	38	111	149	195	1.309
2016	138	173	1.254	64	92	1.438	25	40	1.600	49	133	182	191	1.049
2017	107	N/A	N/A	58	N/A	N/A	32	N/A	N/A	47	108	155	N/A	N/A
2018	108	N/A	N/A	58	N/A	N/A	17	N/A	N/A	45	108	153	N/A	N/A
2019	111	N/A	N/A	53	N/A	N/A	28	N/A	N/A	36	125	161	N/A	N/A
2020	108	N/A	N/A	61	N/A	N/A	35	N/A	N/A	36	100	136	N/A	N/A

Note: ¹Birth data were provided by the New Jersey Center for Health Statistics.

Birth-to-kindergarten survival ratios have been fairly inconsistent in each school district, particularly in South Harrison, which is a function of the low birth and kindergarten counts that lead to increased variability. In East Greenwich, birth-to-kindergarten survival ratios have been above 1.000 in five of the last six years, ranging from 0.964-1.371. In Logan, birth-to-kindergarten survival ratios have also been above 1.000 in five of the last six years, ranging from 0.914-1.438. In South Harrison, the survival ratios were above 1.000 in each of the last six years, ranging from 1.094-1.913. Finally, in Swedesboro-Woolwich, the birth-to-kindergarten survival ratios have also been above 1.000 in each of the last six years, ranging from 1.000-1.373.

Geocoded birth data were provided by the New Jersey Center for Health Statistics (“NJCHS”) from 2011-2020 by assigning geographic coordinates to a birth mother based on her street address. Births for 2020 are preliminary. Of the five communities, East Greenwich has had the greatest number of births, in general, during this time period. As shown in Figure 2, the number of births in East Greenwich has declined from 168 in 2012 to 108 in 2020, which is 60 fewer births. Woolwich has typically had the second-greatest number of births over this time period, ranging from 91-133 births per year. Logan has typically had the third-greatest number of births, ranging from 53-71 births per year. The annual number of births in Swedesboro has declined from 85 in 2011 to 36 in 2020, which is 49 fewer births. In South Harrison, there is not a clearly defined increasing or declining trend in the birth rate as the annual number of births has ranged from 17-35. Combining the data from all five communities, the number of births has been declining. In 2020, there were 340 births, which are 111 fewer births than the peak total in 2012 (451).

Figure 2
Historical Birth Counts
2011-2020



G. Potential New Housing

Representatives from East Greenwich, Logan, South Harrison, Swedesboro, and Woolwich provided information regarding current and future development in their respective communities. A list of proposed and/or approved developments in each municipality, if any, follows and includes the number of units, housing type, and project status. New houses to be built on single in-fill lots, or the subdivision of existing lots, or homes that are built after the demolition of an existing older home, were excluded. In the latter instance, there is no net gain in the number of housing units.

1. East Greenwich

In East Greenwich, there is the potential for two residential developments; however, both are currently under litigation. The first development by Conifer Realty, LLC would consist of 70 affordable apartment units on West Cohawkin Road. The second development, Creekside Crossing, would consist of 108 townhouse units on Mantua Road. It is unclear whether these projects will go forward or will change in scope upon approval.

Table D13
Proposed New Housing in East Greenwich Township

Subdivision/Developer (Location)	Number of Units	Housing Type	Project Status/Notes
Conifer Realty, LLC (129 West Cohawkin Road)	70	Affordable apartment units	In Litigation
Creekside Crossing by D. R. Horton (128 Mantua Road)	108	Townhouse	In Litigation. Will have affordable units.
Total	178		

Source: East Greenwich Land Use Board Secretary

Regarding historical new construction, the number of certificates of occupancy (“CO”) is shown for each community from 2016-2021 in Table 14. Over this time period, 408 COs were issued in East Greenwich, which is the second-greatest number of the five communities. Most of the COs issued were for single- or two-family homes.

When determining the impact of future new housing, it should be clearly stated 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, as these ratios will be used to project future enrollments. Therefore, it is not appropriate to add all of the new children generated from future housing units without considering the historical period, as double counting would occur, since the survival ratios have already increased due to the new children. The baseline enrollment projections should only be adjusted if the projected housing growth is significantly greater than prior housing growth. From

2016-2021, there was a gain of 408 housing units in East Greenwich. With respect to future construction, there is the potential for 178 housing units, which would be less than that which occurred since 2016. As such, the baseline enrollment projections were not modified to account for additional children from the new housing developments.

Table D14
Number of Residential Certificates of Occupancy by Year

Year	East Greenwich			Logan			South Harrison			Swedesboro			Woolwich		
	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	1&2 Family	Multi-Family/ Mixed Use	Total
2016	62	1	63	0	0	0	0	1	1	1	0	1	38	0	38
2017	56	0	56	0	0	0	0	0	0	2	0	2	55	80	135
2018	72	3	75	0	0	0	0	0	0	0	0	0	77	0	77
2019	81	4	85	0	0	0	0	1	1	0	0	0	93	0	93
2020	55	0	55	0	0	0	1	0	1	0	0	0	94	0	94
2021	74	0	74	0	0	0	1	0	1	1	0	1	115	0	115
Total	400	8	408	0	0	0	2	2	4	4	0	4	472	80	552

Source: New Jersey Department of Community Affairs.

2. Logan Township

In Logan, there are no residential developments under construction, nor are there applications for residential subdivisions before the planning board. With respect to historical residential construction, no COs have been issued in Logan in the last six years.

3. South Harrison Township

In South Harrison, there are no residential developments under construction, nor are there applications for residential subdivisions before the planning board. With respect to historical residential construction, only four (4) COs were issued in South Harrison from 2016-2021.

4. Borough of Swedesboro

In Swedesboro, there are no residential developments under construction, nor are there applications for residential subdivisions before the planning board. With respect to historical residential construction, only four (4) COs were issued in Swedesboro from 2016-2021.

5. Woolwich Township

In 2021, Woolwich Township approved a settlement agreement with the Fair Share Housing Center et al. regarding its affordable housing obligation. Pursuant to the agreement, there is the potential for 1,375 new housing units in the township. A list of proposed and approved developments, number of units, housing type, bedroom distribution, and project status is shown in Table 15. The table shows potential developments in The Villages at Weatherby, which will help to address the township's affordable housing obligation. Some of the developments are under construction, while others have been completed. Of the 1,375 potential housing units, 386 apartment units have not been approved and were not considered. An additional 259 units have been completed, resulting in 730 units that are approved and yet to be constructed and occupied. It should be noted that Table D15 does not include Four Seasons at Weatherby, which is age-restricted and will not have school children.

Table D15
Proposed and Approved New Housing in Woolwich Township

Subdivision	Section(s)	Number of Units	Housing Type	Bedroom Distribution	Notes
Villages I	2.3-2.5	175	Detached Single-Family	4-BR	83 homes have been completed. 92 homes have been approved but have not begun construction. Should begin in late 2023. Anticipated completion by end of 2025.
	3	86	Affordable Apartments	2-3 BR (even mix)	Anticipated start of construction in late 2022.
	4.2-4.7	231	Townhouse	3-BR	96 homes are approved and under construction. Anticipated completion by end of 2024. 135 homes approved but have not begun construction. Anticipated completion by end of 2026
	5	386	Apartment	1-2 BR	No approvals as of yet
	6	121	Townhouse	3-BR	Completed
Villages II	1	66	Detached Single-Family	4-BR (mostly)	15 homes have been completed. Anticipated completion by end of 2025 or 2026.
	2.1-2.3	117	Detached Single-Family	4-BR	40 homes have been completed. 77 homes are approved and under construction. Anticipated completion by mid-2023.
	2.4-2.7	193	Detached Single-Family	4-BR	135 homes approved but have not begun construction. Anticipated completion by mid/end 2026. 58 homes approved but have not begun construction. Anticipated completion by mid-2025.
Total		1,375			

Source: Woolwich Township municipal representatives

In the process of determining how many children will come from the new housing units, *Who Lives in New Jersey Housing?*³, published by the Rutgers University Center for Urban Policy Research (“CUPR”), was utilized. The resource provides 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. To project the number of public school children per housing unit, several additional assumptions were made:

1. The student yield multipliers used from CUPR are from a sample of New Jersey homes and these multipliers would be representative of the families moving into Woolwich.
2. All market-rate detached single-family homes with four bedrooms were assumed to have the following student yield multiplier: 0.848.
3. All affordable apartment units were assumed to have the following student yield multipliers: 2-bedroom = 0.408 and 3-bedroom = 1.087.
4. All market-rate townhouse units with three bedrooms were assumed to have the following student yield multiplier: 0.477.

A total of 524 public school children in grades K-12 are projected to be generated from the new housing developments.

Of the five communities, Woolwich has had the greatest amount of historical residential construction (552 COs) as shown in Table D14. From 2016-2021, 472 COs were issued for single- or two-family homes and 80 COs were issued for multi-family homes or mixed-use units.

As discussed previously, when determining the impact of future new housing, it should be clearly stated 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, as these ratios will be used to project future enrollments. Therefore, it is not appropriate to add all of the new children generated from future housing units without considering the historical period, as double counting would occur, since the survival ratios have already increased due to the new children. The baseline enrollment projections should only be adjusted if the projected housing growth is significantly greater than prior housing growth. From 2016-2021, there was a gain of 552 housing units in Woolwich. With respect to future construction, there is the potential for 730 non age-restricted housing units, which would be greater than the number built since 2016. Therefore, the baseline enrollment projections were subsequently modified to account for additional children from the new housing. **The modification to the enrollment projections assumes that all potential developments listed in Table D15 will be built and occupied according to the estimated construction timeline.**

³ Listokin, David, and Voicu, Alexandru. (2018). *Who Lives in New Jersey Housing?* Updated New Jersey Demographic Multipliers. Rutgers University Center for Urban Policy Research.

H. Enrollment Projections

Enrollments were projected from 2022-23 through 2031-32 for the following school districts: East Greenwich Township , Logan Township , South Harrison Township , Swedesboro-Woolwich , and Kingsway Regional . The grade-level enrollments from the feeder school districts were used to project enrollments at Kingsway Regional.

As discussed previously, enrollments were projected by grade from 2022-23 through 2031-32, a ten-year period. It should be noted that a five-year projection is more reliable than a ten-year projection. Since birth data are used to project kindergarten students five years later, the ten-year projection in years 6-10 relies on estimated birth counts in order to project the number of kindergarten students. For instance, in the 8th year of the ten-year projection, which corresponds to 2029-30, estimated birth data for 2024 would be needed to project the number of kindergarten students. For this reason, elementary projections are much more susceptible to higher error rates in a ten-year projection as compared to middle or high school projections, which rely on either children who have already been born or who are currently enrolled.

Enrollments for the self-contained special education classes were computed by calculating the historical proportions of special education students with respect to the PK-6 subtotals (or PK-8 for Logan Township) and 7-12 subtotals and then multiplying by the future general education subtotals to estimate the future number of self-contained special education students in the PK-6, PK-8, and 7-12 grade configurations.

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

On September 10, 2010, New Jersey 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. The Logan Township School District and South Harrison Township School District are both Choice school districts. According to each districts’ Choice profile on the NJDOE website, the Logan Township School District was able to accept one 8th grade student in 2021-22, as the Choice profile was not yet available for 2022-23. The South Harrison Township School District will be able to accept five students in grades K-5 for 2022-23. Choice students are included in the historical counts shown previously and the forthcoming 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 Group⁴ (“DFG”) A, B, and CD with a concentration of at-risk pupils equal to or greater than 40 percent,

⁴ 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.

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. According to a recent conversation with Ms. Karin Garver, Educational Program Development Specialist in the NJDOE Early Childhood Education, there are no plans in the imminent future by the State Legislature to fund the program, which would prevent school districts from implementing the program. 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
- 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 Kingsway Regional does not educate pre-kindergarten children, it is not listed in the forthcoming table. All of the districts are “Targeted” districts. Table D16 shows the potential impact on the school districts if the program were mandated.

Table D16
Estimated Number of Eligible Pre-School Students by School District
as Per School Funding Reform Act of 2008

School District	DFG (2000)	% Free/ Reduced Lunch	Total eligible	Year 1	Year 2	Year 3	Year 4	Year 5
East Greenwich	FG	5.64%	13	3	5	7	8	12
Logan	FG	12.49%	20	4	7	10	13	18
South Harrison	FG	6.46%	5	1	2	3	3	5
Swedesboro-Woolwich	DE	8.16%	35	7	12	18	23	32

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

For the purpose of this study, it has been assumed that the school districts will educate the pre-school children within their respective districts. As the table shows, the largest impact on enrollment would be in Swedesboro-Woolwich, where 35 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.

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. 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. Of the four elementary school districts, only Logan Township School District was awarded a PEEA grant. To project future enrollments in this district, only the last two pre-kindergarten enrollments were used, which reflects the pre-kindergarten program expansion.

1. East Greenwich Township School District

Projected PK-6 enrollments for the East Greenwich Township School District are shown in Table D17. Enrollments (PK-6) are projected to slowly decline before stabilizing near the end of the projection period. Enrollment is projected to be 1,095 in 2031-32, which would be a decline of 214 students from the 2021-22 enrollment of 1,309.

In addition, Table D17 displays the projected enrollments by school. In Clark (PK-2), enrollments are projected to decline for the next three years before stabilizing. In 2031-32, enrollment is projected to be 487, which would be a decline of 97 students from the 2021-22 enrollment of 584. At Mickle (3-6), enrollments are projected to decline, in general, for the next seven years before stabilizing. Enrollment is projected to be 608 in 2031-32, which would be a decline of 117 students from the 2021-22 enrollment of 725.

Table D17
East Greenwich Projected Enrollments (PK-6)
2022-23 to 2031-32

Year	PK RE ¹	K	1	2	3	4	5	6	SE ²	PK-2 Total	3-6 Total	PK-6 Total
2022-23	26	136	176	166	184	176	168	183	61	546	730	1,276
2023-24	26	137	139	180	168	188	176	173	59	522	724	1,246
2024-25	26	141	140	142	182	172	188	181	58	487	743	1,230
2025-26	26	137	144	143	143	186	172	193	57	488	713	1,201
2026-27	26	138	140	147	144	146	186	177	56	489	671	1,160
2027-28	26	138	141	143	148	147	146	191	54	485	649	1,134
2028-29	26	138	141	144	144	151	147	150	54	487	608	1,095
2029-30	26	138	141	144	145	147	151	151	54	487	610	1,097
2030-31	26	138	141	144	145	148	147	155	54	487	611	1,098
2031-32	26	138	141	144	145	148	148	151	54	487	608	1,095

Notes: ¹Pre-kindergarten regular education enrollment.

²Self-contained special education enrollment/ungraded students.

2. Logan Township School District

Projected enrollments (PK-8) for the Logan Township School District are shown in Table D18. Enrollments are projected to slowly decline throughout the projection period. In 2031-32, enrollment is projected to be 754, which would be a decline of 117 students from the 2021-22 enrollment of 871.

In addition, Table D18 displays the projected enrollments by school. At Donnelly (PK-K), enrollments are projected to be fairly stable throughout the projection period, ranging from 173-183. In 2031-32, enrollment is projected to be 179, which would be slightly lower (-18) than the 2021-22 enrollment of 197. In Logan Elementary School (1-4), enrollments are projected to increase for the next three years before reversing trend and stabilizing. Enrollment is projected to be 286 in 2031-32, which would be a decline of 16 students from the 2021-22 enrollment of 302. At Logan Middle School (5-8), enrollments are projected to decline, in general, throughout the projection period. In 2031-32, enrollment is projected to be 289, which would be a decline of 83 students from the 2021-22 enrollment of 372.

Table D18
Logan Projected Enrollments (PK-8)
2022-23 to 2031-32

Year	PK RE ¹	K	1	2	3	4	5	6	7	8	SE ²	PK-K Total	1-4 Total	5-8 Total	PK-8 Total
2022-23	109	70	88	92	53	65	99	90	87	97	0	179	298	373	850
2023-24	109	70	67	94	93	53	65	98	90	89	0	179	307	342	828
2024-25	109	64	67	72	95	93	53	64	99	92	0	173	327	308	808
2025-26	109	74	61	72	73	95	94	52	64	101	0	183	301	311	795
2026-27	109	71	71	65	73	73	96	93	52	65	0	180	282	306	768
2027-28	109	70	68	76	66	73	73	95	93	53	0	179	283	314	776
2028-29	109	70	67	73	77	66	73	72	96	95	0	179	283	336	798
2029-30	109	70	67	72	74	77	66	72	72	98	0	179	290	308	777
2030-31	109	71	67	72	73	74	77	65	72	74	0	180	286	288	754
2031-32	109	70	68	72	73	73	74	76	65	74	0	179	286	289	754

Notes: ¹Pre-kindergarten regular education enrollment.

²Self-contained special education enrollment/ungraded students.

3. South Harrison Township School District

Projected enrollments (PK-6) for the South Harrison Township School District are shown in Table D19. Enrollments are projected to decline through 2023-24 before reversing trend. In 2031-32, enrollment is projected to be 347, which would be a gain of 23 students from the 2021-22 enrollment of 324.

Table D19
South Harrison Projected Enrollments (PK-6)
2022-23 to 2031-32

Year	PK RE¹	K	1	2	3	4	5	6	SE²	PK-6 Total
2022-23	19	53	40	47	33	48	37	46	0	323
2023-24	19	28	52	39	49	31	47	37	0	302
2024-25	19	47	28	50	40	47	31	46	0	308
2025-26	19	58	47	27	52	38	46	31	0	318
2026-27	19	46	57	45	28	49	37	45	0	326
2027-28	19	47	46	55	47	27	48	37	0	326
2028-29	19	45	47	44	57	45	27	47	0	331
2029-30	19	49	45	45	46	54	44	27	0	329
2030-31	19	49	49	43	47	44	53	43	0	347
2031-32	19	47	49	47	45	45	43	52	0	347

Notes: ¹Pre-kindergarten regular education enrollment.

²Self-contained special education enrollment/ungraded students.

4. Swedesboro-Woolwich School District

Projected enrollments (PK-6) for the Swedesboro-Woolwich School District are shown in Table D20. Enrollments are projected to slowly decline throughout the projection period. In 2031-32, enrollment is projected to be 1,450, which would be a decline of 119 students from the 2021-22 enrollment of 1,569.

In addition, Table 20 displays projected enrollments for the individual schools in the district. In Clifford (PK-K), enrollments are projected to be fairly stable in the next ten years, ranging from 212-242. In 2031-32, enrollment is projected to be 227, which would be slightly lower than the 2021-22 enrollment of 234. At Stratton (1-2), enrollments are projected to decline for the next six years before stabilizing. Enrollment is projected to be 391 in 2031-32, which would be a loss of 28 students from the 2021-22 enrollment of 419. At Harker (3-5), enrollments are projected to increase for the next three years before reversing trend. Enrollment is projected to be 626 in 2031-32, which would be a decline of 40 students from the 2021-22 enrollment of 666. In Hill (grade 6), enrollments are projected to be fairly stable before declining near the end of the projection period. In 2031-32, enrollment is projected to be 206, which would be a loss of 44 students from the 2021-22 enrollment of 250.

Table D20
Swedesboro-Woolwich Projected Enrollments (PK-6)
2022-23 to 2031-32

Year	PK RE ¹	K	1	2	3	4	5	6	SE ²	PK-K Total	1-2 Total	3-5 Total	Gr. 6 Total	PK-6 Total
2022-23	45	186	210	205	202	208	197	240	85	234	427	654	263	1,578
2023-24	45	184	204	202	209	208	214	207	82	232	417	679	227	1,555
2024-25	45	194	202	196	206	215	214	225	84	242	409	683	247	1,581
2025-26	45	164	213	194	200	212	221	225	83	212	418	681	246	1,557
2026-27	45	182	180	205	198	205	218	232	82	230	396	667	254	1,547
2027-28	45	180	199	171	208	201	208	227	81	228	380	663	249	1,520
2028-29	45	180	197	189	174	212	204	217	80	228	397	635	238	1,498
2029-30	45	177	197	187	192	177	216	213	79	225	395	630	233	1,483
2030-31	45	180	193	187	190	195	180	225	79	228	391	608	247	1,474
2031-32	45	179	197	183	190	193	198	188	77	227	391	626	206	1,450

Notes: ¹Pre-kindergarten regular education enrollment.

²Self-contained special education enrollment/ungraded students.

5. Kingsway Regional School District

Projected enrollments (7-12) for Kingsway Regional are shown in Table D21. Enrollments are projected to be fairly stable for the next six years before declining. In 2031-32, enrollment is projected to be 2,618, which would be a decline of 176 students from the 2021-22 enrollment of 2,794.

In addition, Table D21 displays the projected enrollments for the individual schools in the district. For grades 7-8 at Kingsway Middle School, enrollments are projected to be fairly stable for the next seven years before declining. Enrollment is projected to be 848 in 2031-32, which would be a loss of 77 students from the 2021-22 enrollment of 925. For grades 9-12 at Kingsway High School, enrollment is projected to slowly decline, in general, throughout the projection period. Enrollment is projected to be 1,770 in 2031-32, which would be a decline of 99 students from the 2021-22 enrollment of 1,869.

Table D21
Kingsway Regional Projected Enrollments (7-12)
2022-23 to 2031-32

Year	7	8	9	10	11	12	SE¹	7-8 Total	9-12 Total	7-12 Total
2022-23	499	445	464	499	460	452	17	947	1,889	2,836
2023-24	496	505	436	465	496	458	16	1,004	1,868	2,872
2024-25	442	503	478	437	463	494	17	948	1,886	2,834
2025-26	479	448	480	479	436	461	16	930	1,869	2,799
2026-27	473	486	443	481	477	434	16	962	1,848	2,810
2027-28	478	478	443	443	477	474	16	959	1,850	2,809
2028-29	477	483	427	443	440	474	16	963	1,797	2,760
2029-30	430	482	465	427	440	437	16	915	1,782	2,697
2030-31	406	435	466	465	424	437	16	844	1,805	2,649
2031-32	435	410	409	466	461	421	16	848	1,770	2,618

Note: ¹Self-contained special education enrollment/ungraded students.

6. PK-12 Regional School District

If Kingsway Regional is dissolved and the East Greenwich, South Harrison, and Swedesboro-Woolwich School Districts form a PK-12 regional school district whereby Logan Township continues to operate a PK-8 school district and sends its grade 9-12 students to the new regional on a tuition basis, projected enrollments for this configuration are shown in Table D22. Enrollments are projected to steadily decline throughout the ten-year projection period. In 2031-32, enrollment is projected to be 5,510, which would be a decline of 486 students from the 2021-22 aggregated enrollment of 5,996. If Kingsway Regional is dissolved and the East Greenwich, Logan, South Harrison, and Swedesboro-Woolwich School Districts form a PK-12 regional school district, projected enrollments for this configuration are also shown in Table D22. Enrollments are projected to steadily decline throughout the ten-year projection period. In 2031-32, enrollment is projected to be 6,264, which would be a decline of 603 students from the 2021-22 aggregated enrollment of 6,867.

Table D22
Full PK-12 Regional School District Projected Enrollments
2022-23 to 2031-32

Year	PK RE ¹	K	1	2	3	4	5	6	7	8	9	10	11	12	SE ²	PK-12 Total
Without Logan Township, Maintains Sending-Receiving with Kingsway for 7-12																
2022-23	90	375	426	418	419	432	402	469	499	445	464	499	460	452	163	6,013
2023-24	90	349	395	421	426	427	437	417	496	505	436	465	496	458	157	5,975
2024-25	90	382	370	388	428	434	433	452	442	503	478	437	463	494	159	5,953
2025-26	90	359	404	364	395	436	439	449	479	448	480	479	436	461	156	5,875
2026-27	90	366	377	397	370	400	441	454	473	486	443	481	477	434	154	5,843
2027-28	90	365	386	369	403	375	402	455	478	478	443	443	477	474	151	5,789
2028-29	90	363	385	377	375	408	378	414	477	483	427	443	440	474	150	5,684
2029-30	90	364	383	376	383	378	411	391	430	482	465	427	440	437	149	5,606
2030-31	90	367	383	374	382	387	380	423	406	435	466	465	424	437	149	5,568
2031-32	90	364	387	374	380	386	389	391	435	410	409	466	461	421	147	5,510
Full PK-12 Regional Including Logan Township																
2022-23	199	445	514	510	472	497	501	559	586	542	464	499	460	452	163	6,863
2023-24	199	419	462	515	519	480	502	515	586	594	436	465	496	458	157	6,803
2024-25	199	446	437	460	523	527	486	516	541	595	478	437	463	494	159	6,761
2025-26	199	433	465	436	468	531	533	501	543	549	480	479	436	461	156	6,670
2026-27	199	437	448	462	443	473	537	547	525	551	443	481	477	434	154	6,611
2027-28	199	435	454	445	469	448	475	550	571	531	443	443	477	474	151	6,565
2028-29	199	433	452	450	452	474	451	486	573	578	427	443	440	474	150	6,482
2029-30	199	434	450	448	457	455	477	463	502	580	465	427	440	437	149	6,383
2030-31	199	438	450	446	455	461	457	488	478	509	466	465	424	437	149	6,322
2031-32	199	434	455	446	453	459	463	467	500	484	409	466	461	421	147	6,264

Notes: ¹Pre-kindergarten regular education enrollment.

²Self-contained special education enrollment/ungraded students for grades PK-12.

I. Capacity Analysis

Table D23 shows the capacities of the East Greenwich Township School District, Logan Township School District, South Harrison Township School District, Swedesboro-Woolwich School District, and Kingsway Regional in comparison to the enrollments in 2021-22 and the projected enrollments in 2026-27. While the projections were completed through 2031-32, the capacities are compared to the projections in 2026-27 as a five-year projection is more reliable than a ten-year projection. Using the capacities from the districts' Long Range Facilities Plans, the differences between building capacity and current/projected number of students were computed. Positive values indicate available extra seating while negative values indicate inadequate seating, also known as "unhoused students." It is important to note that the term "unhoused" students is not intended to convey that there will not be available space for students. Instead, this section is an overview of capacity, based upon how the space within the school district currently is being utilized. Districts with unhoused students can accommodate these children by increasing class sizes, and/or recouping existing space, 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 D23
Capacity Analysis

District	School	Capacity ^{1,2}	Current Enrollment 2021-22	Difference	Projected Enrollment 2026-27	Difference
East Greenwich	Jeffrey Clark School	642 ³	584	+58	489	+153
	Samuel Mickle School	803 ³	725	+78	671	+132
Logan	Donnelly ECLC	236	197	+39	180	+56
	Logan Township E.S.	604	302	-70	282	+16
	Logan Township M.S.		372		306	
South Harrison	South Harrison Twp. E.S.	445	324	+121	326	+119
Swedesboro-Woolwich	Margaret C. Clifford School	206	234	-28	230	-24
	Governor Charles C. Stratton School	438	419	+19	396	+42
	General Charles G. Harker School	655	666	-11	667	-12
	Walter Hill School	242	250	-8	254	-12
Kingsway Regional	Kingsway M.S.	865	925	-60	962	-97
	Kingsway H.S.	1,826	1,869	-43	1,848	-22

Notes: ¹District Practices capacity from the Long Range Facility Plan

²If the buildings' instructional spaces are being used differently than when the capacities were computed, the current capacities of the buildings may be different than the value shown.

³Adjusted functional capacity as District Practices capacity was not available.

In the East Greenwich Township School District, there is currently surplus seating in both Clark (+58) and Mickle (+78) in 2021-22. Due to a projected decline in enrollment, the number of surplus seats is projected to increase in Clark (+153) and Mickle (+132) in 2026-27.

While there is currently a surplus of seating (+39) in Donnelly in the Logan Township School District, there is a shortage of seating (-70) in Logan Elementary School and Logan Middle School, which share the same building. In 2026-27, the number of surplus seats at Donnelly (+56) is projected to increase due to a projected decline in enrollment. At Logan Township School and Logan Middle School, surplus seating (+16) is projected due to a projected decline in enrollment.

In the Swedesboro-Woolwich School District, there is a small number of unhoused students in three of four schools in 2021-22, with the largest being in Clifford (-28). Stratton currently has a small number of surplus seats (+19). In 2026-27, the shortage of seating in Clifford, Harker, and Hill is projected to be similar to their current number of unhoused students. The number of surplus seats in Stratton (+42) is projected to increase due to a projected decline in enrollment.

At South Harrison Township Elementary School, there is a surplus of 121 seats in 2021-22. It is estimated that there will be a similar number of surplus seats (+119) in 2026-27.

Regarding Kingsway Regional, Kingsway Middle School (7-8) and Kingsway High School (9-12) each have a shortage of seating in 2021-22, with the greater amount being in Kingsway Middle School (-60). In 2026-27, each school is projected to have unhoused students. However, due to a projected increase in enrollment in Kingsway Middle School, the school is projected to have a greater number of unhoused students (-97).

J. Economically Disadvantaged Students

As a proxy for measuring poverty in a school district, counts of students receiving free or reduced lunch were compiled from 2016-17 through 2021-22. The total number of economically disadvantaged students was compiled by district (Table 2D4) and the within-district percentages (Table D25) were also computed.

Table D24
Number of Economically Disadvantaged Students by District and School
2016-17 to 2021-22

District/School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Clark School	45	44	37	35	40	32
Mickle School	56	54	50	56	59	50
East Greenwich Total	101	98	87	91	99	82
Center Square/Donnelly ECLC	50	41	29	46	26	22
Logan Township E.S.	64	56	64	68	66	51
Logan Township M.S.	45	37	40	46	39	71
Logan Township Total	159	134	133	160	131	144
South Harrison Township	50	48	52	43	42	28
Clifford School	25	34	33	36	10	10
Stratton School	71	64	71	73	64	42
Harker School	110	114	123	113	94	69
Hill School	34	38	55	48	37	23
Swedesboro-Woolwich Total	240	250	282	270	205	144
Kingsway M.S.	96	100	73	132	135	112
Kingsway H.S.	262.5	229	217.5	225	216	243
Kingsway Regional Total	358.5	329	290.5	357	351	355
Proposed K-12 Regional Total	908.5	859	844.5	921	828	753

Sources: New Jersey Department of Education Enrollment data (<http://www.nj.gov/njded/data/enr/>) and School Performance Reports <https://rc.doe.state.nj.us/SearchForSchool.aspx>

1. East Greenwich Township School District

The number of economically disadvantaged students has been generally declining in the East Greenwich Township School District. Where there were 101 economically disadvantaged students in 2016-17, there were 82 in 2021-22, a decline of 19 students. The percentage of students that are economically disadvantaged has also been declining. In 2016-17, 8.0% of the students were economically disadvantaged as compared to 6.3% in 2021-22, a loss of 1.7 percentage points. Of the five school districts, the East Greenwich Township School District has had the lowest percentage of economically disadvantaged students in each of the last six years.

While both schools in the district have a lower percentage of economically disadvantaged students in 2021-22 as compared to 2016-17, Clark (-2.5) had the largest percentage-point decline

over this time period. In 2021-22, the percentage of economically disadvantaged students was fairly similar in Clark (5.5%) and Mickle (6.9%).

Table D25
Within-School Percentages of Economically Disadvantaged Students by District
2016-17 to 2021-22

District/School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Clark School	8.0%	7.7%	6.5%	5.9%	7.0%	5.5%
Mickle School	8.0%	7.6%	6.8%	7.7%	8.1%	6.9%
East Greenwich Total	8.0%	7.7%	6.7%	6.9%	7.6%	6.3%
Center Square/Donnelly ECLC	22.0%	17.9%	11.7%	21.8%	10.8%	11.2%
Logan Township E.S.	17.6%	15.8%	17.2%	18.3%	19.6%	16.9%
Logan Township M.S.	17.8%	14.9%	16.9%	18.2%	14.9%	19.1%
Logan Township Total	18.8%	16.1%	15.6%	19.1%	15.6%	16.5%
South Harrison Township	13.0%	13.2%	14.6%	13.0%	13.3%	8.6%
Clifford School	10.1%	14.0%	13.6%	15.3%	4.3%	4.3%
Stratton School	17.6%	14.9%	16.2%	17.4%	15.9%	10.0%
Harker School	14.1%	16.0%	18.2%	17.1%	14.4%	10.4%
Hill School	13.2%	14.1%	20.0%	18.0%	17.6%	9.2%
Swedesboro-Woolwich Total	14.2%	15.1%	17.3%	17.1%	13.7%	9.2%
Kingsway M.S.	10.4%	10.4%	7.4%	12.9%	13.2%	12.1%
Kingsway H.S.	15.1%	13.2%	12.5%	12.7%	12.1%	13.0%
Kingsway Regional Total	13.4%	12.2%	10.7%	12.8%	12.5%	12.7%
Proposed K-12 Regional Total	13.3%	12.6%	12.3%	13.4%	12.2%	11.0%

2. Logan Township School District

From 2016-17 to 2021-22, the number of economically disadvantaged students in the Logan Township School District ranged from 131-160 with no apparent increasing or declining trend. Over this time period, the percentage of economically disadvantaged students in the district has ranged from 15.6%-19.1%.

In the last six years, Center Square/Donnelly (-10.8) had the largest percentage-point change of economically disadvantaged students of the district's three schools. In 2021-22, the percentage of economically disadvantaged students ranged from a low of 11.2% in Donnelly to a high of 19.1% in Logan Middle School. Of the five school districts, the Logan Township School District has had the highest percentage of economically disadvantaged students in five of the last six years (2018-19 was the exception).

3. South Harrison Township School District

The number of economically disadvantaged students in the South Harrison Township School District had been fairly stable from 2016-17 to 2018-19 before declining in the last three years. The number of economically disadvantaged students in the district declined from 50 in

2016-17 to 28 in 2021-22, a decline of 22 students. The percentage of economically disadvantaged students in the district was fairly stable from 2016-17 to 2020-21 before declining in 2021-22. In 2021-22, 8.6% of the students were economically disadvantaged as compared to 13.0% in 2016-17, a loss of 4.4 percentage points.

4. Swedesboro-Woolwich School District

The number of economically disadvantaged students in the Swedesboro-Woolwich School District increased through 2018-19 before reversing trend and sharply declining. While there were 240 economically disadvantaged students in 2016-17, there were 144 in 2021-22, a decline of 96 students. Likewise, the percentage of students that are economically disadvantaged increased through 2018-19 before reversing trend. In 2021-22, 9.2% of the students were economically disadvantaged as compared to 14.2% in 2016-17, a loss of 5.0 percentage points.

Each of the district's schools had a lower percentage of economically disadvantaged students in 2021-22 as compared to 2016-17, where the largest percentage-point decline was in Stratton (-7.6). In 2021-22, the percentage of economically disadvantaged students ranged from a low of 4.3% in Clifford to a high of 10.4% in Harker.

5. Kingsway Regional School District

In general, the number of economically disadvantaged students in Kingsway Regional has been fairly stable, ranging from 290.5-358.5 students per year. Similarly, the percentage of economically disadvantaged students in the district has been fairly stable, ranging from 10.7%-13.4%.

In the last six years, there has been little change in the percentage of economically disadvantaged students in each school. Kingsway High School (-2.1) had the larger percentage-point change of economically disadvantaged students of the two schools. In 2021-22, the percentages of economically disadvantaged students in the two schools were very similar, ranging from 12.1% in Kingsway Middle School to 13.0% in Kingsway High School.

6. PK-12 Regional School District

If Kingsway Regional is dissolved and the East Greenwich, Logan, South Harrison, and Swedesboro-Woolwich School Districts formed a PK-12 regional school district, the number of economically disadvantaged students would have been fairly stable before declining in 2021-22. While there would have been 908.5 economically disadvantaged students in 2016-17, the number would have been 753 in 2021-22, a decline of 155.5 students. The percentage of students that are economically disadvantaged would have been fairly stable before declining in 2021-22. In 2021-22, 11.0% of the students would have been economically disadvantaged as compared to 13.3% in 2016-17, a loss of 2.3 percentage points.

III. Racial Impact

The following section analyzes the historical enrollments by race from 2016-17 to 2021-22 for the East Greenwich Township School District, Logan Township School District, South Harrison Township School District, Swedesboro-Woolwich School District, and Kingsway Regional. 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. East Greenwich Township School District

1. District Totals (PK-6)

In Table R1, the number and percent of students by race in the East Greenwich Township School District is displayed from 2016-17 to 2021-22, a six-year period.

Table R1
East Greenwich (PK-6) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian, or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	1032	81.39%	64	5.05%	56	4.42%	0	0.00%	66	5.21%	50	3.94%	1,268	236	18.61%
2017-18	1022	79.84%	67	5.23%	66	5.16%	0	0.00%	66	5.16%	59	4.61%	1,280	258	20.16%
2018-19	1047	80.23%	61	4.67%	72	5.52%	1	0.08%	59	4.52%	65	4.98%	1,305	258	19.77%
2019-20	1052	79.82%	60	4.55%	80	6.07%	0	0.00%	55	4.17%	71	5.39%	1,318	266	20.18%
2020-21	1034	79.36%	66	5.07%	70	5.37%	0	0.00%	55	4.22%	78	5.99%	1,303	269	20.64%
2021-22	1031	78.64%	69	5.26%	76	5.80%	0	0.00%	55	4.20%	80	6.10%	1,311	280	21.36%

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

The largest race in the district is White, whose number and percentage have been fairly stable. In the last six years, the number of White students ranged from 1,022-1,052. However, there has been a small decline in the White student percentage over this time period. In 2016-17, 81.39% of the student population was White as compared to 78.64% in 2021-22, which is a loss of 2.75 percentage points.

Hispanic is the second-largest race in the district. From 2016-17 to 2021-22, the number of Hispanic students has slowly increased from 56 in 2016-17 to 76 in 2021-22, a gain of 20 students. In 2016-17, 4.42% of the student population was Hispanic as compared to 5.80% in 2021-22, a gain of 1.38 percentage points.

Black is the third-largest race in the district. From 2016-17 to 2021-22, the number of Black students was fairly stable, ranging from 60-69 per year, while the percentage of Blacks has ranged from 4.55%-5.26%.

From 2016-17 to 2021-22, the number of Asian students has been fairly stable, ranging from 55-66 per year. Likewise, the Asian percentage has been fairly stable, ranging from 4.17%-5.21%. Asians are the fourth-largest race in the school district.

The number of students who are Native American/Alaskan Native was insignificant and did not exceed one (1) student in any year.

Finally, the number of students of Two or More races increased from 50 in 2016-17 to 80 in 2021-22, a gain of 30 students. The Two or More races percentage increased from 3.94% to 6.10% over this time period, a gain of 2.16 percentage points.

In the last six years, there has been a gain of 44 minority students. Due to the increasing Hispanic and Two or More Races student populations, the percentage of minority students has increased from 18.61% in 2016-17 to 21.36% in 2021-22, a gain of 2.75 percentage points.

2. Jeffrey Clark School (PK-2)

As shown in Table R2, the racial composition of Clark from 2016-17 to 2021-22 was fairly similar to the district's racial composition. Whites are the largest race in the school. The number of White students has been fairly stable, ranging from 435-479. Likewise, the White percentage has been fairly stable, ranging from 76.45%-80.92%.

Table R2
Jeffrey Clark School (PK-2) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	458	80.92%	22	3.89%	23	4.06%	0	0.00%	34	6.01%	29	5.12%	566	108	19.08%
2017-18	435	76.45%	31	5.45%	32	5.62%	0	0.00%	35	6.15%	36	6.33%	569	134	23.55%
2018-19	453	79.75%	28	4.93%	33	5.81%	1	0.18%	24	4.23%	29	5.11%	568	115	20.25%
2019-20	479	80.64%	30	5.05%	34	5.72%	0	0.00%	19	3.20%	32	5.39%	594	115	19.36%
2020-21	461	80.17%	30	5.22%	30	5.22%	0	0.00%	21	3.65%	33	5.74%	575	114	19.83%
2021-22	467	79.69%	21	3.58%	39	6.66%	0	0.00%	22	3.75%	37	6.31%	586	119	20.31%

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

Hispanic is the second-largest race in the school. The number of Hispanic students has increased from 23 to 39 in the last six years, a gain of 16 students. In 2016-17, 4.06% of the student population was Hispanic as compared to 6.66% in 2021-22, a gain of 2.60 percentage points.

Asians are the third-largest race in the school and have ranged from 19-35 students per year. Over this time period, the Asian percentage has ranged from 3.20%-6.15%.

From 2016-17 to 2021-22, the number of Black students has been fairly stable, ranging from 21-31 per year, while the Black percentage ranged from 3.58%-5.45%.

The number of students who are Native American/Alaskan Native was insignificant with one (1) or fewer students per year.

Finally, the number of students of Two or More races has been fairly stable, ranging from 29-37 students per year. During this time period, the Two or More races percentage ranged from 5.11% to 6.33%.

The number of minority students has been fairly consistent, ranging from 108-134 students per year. Likewise, the percentage of minority students has been fairly consistent in the last six years, ranging from 19.08%-23.55%.

3. Samuel Mickle School (3-6)

From 2016-17 to 2021-22, the racial composition of Mickle was fairly similar to the district's racial composition. As shown in Table R3, Whites are the largest race in the school and the number has been fairly stable in the last six years, ranging from 564-594 students per year. However, the percentage of White students has declined from 81.77% to 77.79%, a loss of 3.98 percentage points.

Table R3
Samuel Mickle School (3-6) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	574	81.77%	42	5.98%	33	4.70%	0	0.00%	32	4.56%	21	2.99%	702	128	18.23%
2017-18	587	82.56%	36	5.06%	34	4.78%	0	0.00%	31	4.36%	23	3.23%	711	124	17.44%
2018-19	594	80.60%	33	4.48%	39	5.29%	0	0.00%	35	4.75%	36	4.88%	737	143	19.40%
2019-20	573	79.14%	30	4.14%	46	6.35%	0	0.00%	36	4.97%	39	5.39%	724	151	20.86%
2020-21	573	78.71%	36	4.95%	40	5.49%	0	0.00%	34	4.67%	45	6.18%	728	155	21.29%
2021-22	564	77.79%	48	6.62%	37	5.10%	0	0.00%	33	4.55%	43	5.93%	725	161	22.21%

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

Blacks are the second-largest race in the school, surpassing Hispanics in 2021-22. In the last six years, the total number of Black students ranged from 30-48 per year, while the percentage of Black students ranged from 4.14%-6.62%.

The number of Hispanic students has been very stable, ranging from 33-46 students per year. The Hispanic percentage has ranged from 4.70%-6.35% over this time period.

From 2016-17 to 2021-22, the number of Asian students has been very stable, ranging from 31-36 students per year, while the percentage of Asian students ranged from 4.36%-4.97%.

There were no students who were Native American/Alaskan Native.

The number of students of Two or More races increased from 21 in 2016-17 to 43 in 2021-22, a gain of 22 students. The Two or More races percentage increased from 2.99% to 5.93% over this time period, a gain of 2.94 percentage points.

From 2016-17 to 2021-22, there has been a gain of 33 minority students. Due to the increasing Two or More Races student population, the percentage of minority students has increased from 18.23% in 2016-17 to 22.21% in 2021-22, a gain of 3.98 percentage points.

B. Logan Township School District Enrollments by Race

1. District Totals (PK-8)

Enrollments by race in the Logan Township School District from 2016-17 to 2021-22 are shown in Table R4. Whites are the largest race in the district, whose number and percentage have been fairly stable. In the last six years, the number of Whites ranged from 595-616. The percentage of White students has also been fairly stable, ranging from 70.72%-73.20%.

Table R4
Logan Township School District (PK-8) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	608	72.04%	82	9.72%	73	8.65%	0	0.00%	20	2.37%	61	7.23%	844	236	27.96%
2017-18	609	73.20%	65	7.81%	74	8.89%	0	0.00%	25	3.00%	59	7.09%	832	223	26.80%
2018-19	616	72.05%	70	8.19%	84	9.82%	0	0.00%	27	3.16%	58	6.78%	855	239	27.95%
2019-20	598	71.53%	77	9.21%	72	8.61%	2	0.24%	27	3.23%	60	7.18%	836	238	28.47%
2020-21	595	70.92%	84	10.01%	77	9.18%	2	0.24%	30	3.58%	51	6.08%	839	244	29.08%
2021-22	616	70.72%	85	9.76%	85	9.76%	3	0.34%	28	3.21%	54	6.20%	871	255	29.28%

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

Hispanics are tied with Blacks for being the second-largest race in the district. From 2016-17 to 2021-22, the number of Hispanic students was fairly stable, ranging from 72-85 per year. Over the six-year period, the Hispanic percentage has ranged from 8.61%-9.82% with no apparent increasing or declining trend.

From 2016-17 to 2021-22, the number of Black students has been fairly stable, ranging from 65-85 per year, while the Black percentage ranged from 7.81%-10.01%.

In the last six years, the number of Asian students has been fairly stable, ranging from 20-30 per year. Likewise, the Asian percentage has been fairly stable, ranging from 2.37%-3.58%. Asians are the fourth-largest race in the school district.

The number of students who are Native American/Alaskan Native was insignificant and did not exceed three (3) students in any year.

Finally, the number of students of Two or More races has ranged from 51-61 students per year while the Two or More races percentage has ranged from 6.08% to 7.23%.

In the last six years, the number of minority students ranged from 223-255 students per year while the percentage of minority students has ranged from 26.80%-29.28%.

2. Francis E. Donnelly Early Childhood Learning Center (PK-K)

In 2021-22, Donnelly changed its name from Center Square School and its configuration from grades PK-1 to grades PK-K. From 2016-17 to 2021-22, the racial composition of Center Square/Donnelly was fairly similar to the district's racial composition. As shown in Table R5, Whites are the largest race in the school. White enrollment had been fairly stable before declining in 2021-22 due to the change in grade configuration, ranging from 147-184. The White student percentage was also fairly stable, ranging from 71.09%-78.60%.

Black students are the second-largest race in the school, surpassing Hispanics in 2020-21. From 2016-17 to 2021-22, the number of Black students ranged from 11-23 students per year while the percentage of Black students ranged from 4.80%-9.64%.

In the last six years, the number of Hispanic students has been fairly stable, ranging from 14-25 per year. Over the six-year period, the Hispanic percentage has ranged from 7.11%-10.12% with no apparent increasing or declining trend.

From 2016-17 to 2021-22, the number of Asian students ranged from 6-10 per year, while the Asian percentage ranged from 2.83%-4.57%.

Table R5
Francis E. Donnelly ECLC (PK-K) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	168	74.01%	14	6.17%	20	8.81%	0	0.00%	7	3.08%	18	7.93%	227	59	25.99%
2017-18	180	78.60%	11	4.80%	17	7.42%	0	0.00%	8	3.49%	13	5.68%	229	49	21.40%
2018-19	184	74.49%	17	6.88%	25	10.12%	0	0.00%	7	2.83%	14	5.67%	247	63	25.51%
2019-20	150	71.09%	18	8.53%	21	9.95%	1	0.47%	6	2.84%	15	7.11%	211	61	28.91%
2020-21	176	73.03%	23	9.54%	19	7.88%	1	0.41%	10	4.15%	12	4.98%	241	65	26.97%
2021-22	147	74.62%	19	9.64%	14	7.11%	0	0.00%	9	4.57%	8	4.06%	197	50	25.38%

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

The number of students who are Native American/Alaskan Native was insignificant with one (1) or fewer students per year.

Finally, the number of students of Two or More races has ranged from 8-18 students per year, while the Two or More races percentage has ranged from 4.06%-7.93%.

In the last six years, the number of minority students in the school has been fairly stable, ranging from 49-65 students per year. Likewise, the percentage of minority students has been fairly stable over this time period, ranging from 21.40%-28.91%.

3. Logan Township Elementary School (1-4)

Logan Elementary School changed its configuration from grades 2-5 to 1-4 in 2021-22. The racial composition of Logan Elementary School was fairly similar to the district's racial composition as shown in Table R6. The largest race in the school is White. The number of Whites was fairly stable before declining in the last two years, ranging from 221-266. The White student percentage has been fairly stable, ranging from 70.16%-73.18%.

Table R6
Logan Township Elementary School (1-4) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	260	71.43%	40	10.99%	31	8.52%	0	0.00%	7	1.92%	26	7.14%	364	104	28.57%
2017-18	253	71.47%	34	9.60%	36	10.17%	0	0.00%	6	1.69%	25	7.06%	354	101	28.53%
2018-19	261	70.16%	36	9.68%	39	10.48%	0	0.00%	10	2.69%	26	6.99%	372	111	29.84%
2019-20	266	71.51%	35	9.41%	31	8.33%	1	0.27%	14	3.76%	25	6.72%	372	106	28.49%
2020-21	239	70.92%	27	8.01%	33	9.79%	0	0.00%	15	4.45%	23	6.82%	337	98	29.08%
2021-22	221	73.18%	22	7.28%	30	9.93%	2	0.66%	9	2.98%	18	5.96%	302	81	26.82%

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

Regarding Hispanics, enrollments have been fairly stable, ranging from 30-39 students per year. The Hispanic percentage has also been fairly stable over this time period, ranging from 8.52%-10.48%. Hispanics are the second-largest race in the school.

Blacks are the third-largest race in the school but have declined from 40 students in 2016-17 to 22 in 2021-22, a loss of 18 students. In the last six years, the Black percentage declined from 10.99% to 7.28%, which is a loss of 3.71 percentage points.

Asians are the fourth-largest race in the school, ranging from 6-15 students per year. From 2016-17 to 2021-22, the percentage of Asian students ranged from 1.69%-4.45%.

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

The number of students of Two or More races has ranged from 18-26 students per year, while the Two or More races percentage has ranged from 5.96% to 7.14%.

The number of minority students had been fairly stable before declining in the last three years, ranging from 81-111 students per year. The percentage of minority students has been fairly stable over this time period, ranging from 26.82%-29.84%.

4. Logan Township Middle School (5-8)

Logan Township Middle School changed its configuration from grades 6-8 to 5-8 in 2021-22. In 2021-22, the racial composition of the school was slightly different than the district's racial composition (in particular, a smaller White percentage) as shown in Table R7. Whites are the largest race in the school, whose number was fairly stable before increasing in 2021-22 due to the change in grade configuration, ranging from 171-248. Over this time period, the percentage of White students decreased from 71.15% to 66.67%, which is a loss of 4.48 percentage points.

Blacks are the second-largest race in the school. The number of Black students was fairly stable before increasing in 2021-22 due to the change in grade configuration, ranging from 17-44. From 2016-17 to 2021-22, the percentage of Black students ranged from 7.20%-13.03%.

Table R7
Logan Township Middle School (5-8) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	180	71.15%	28	11.07%	22	8.70%	0	0.00%	6	2.37%	17	6.72%	253	73	28.85%
2017-18	176	70.68%	20	8.03%	21	8.43%	0	0.00%	11	4.42%	21	8.43%	249	73	29.32%
2018-19	171	72.46%	17	7.20%	20	8.47%	0	0.00%	10	4.24%	18	7.63%	236	65	27.54%
2019-20	182	71.94%	24	9.49%	20	7.91%	0	0.00%	7	2.77%	20	7.91%	253	71	28.06%
2020-21	180	68.97%	34	13.03%	25	9.58%	1	0.38%	5	1.92%	16	6.13%	261	81	31.03%
2021-22	248	66.67%	44	11.83%	41	11.02%	1	0.27%	10	2.69%	28	7.53%	372	124	33.33%

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

The number of Hispanic students was fairly stable before increasing in 2021-22 due to the change in grade configuration, ranging from 20-41 students per year. The percentage of Hispanic students ranged from 7.91%-11.02%. Hispanics are the third-largest race in the school.

Asians are the fourth-largest race in the school and have been fairly stable, ranging from 5-11 students per year, while the percentage of Asian students ranged from 1.92%-4.42%.

The number of students who are Native American/Alaskan Native was insignificant with one (1) or fewer students per year. Finally, the number of students of Two or More races ranged from 16-28 per year while the Two or More races percentage ranged from 6.13%-8.43% over this time period.

In the last six years, the number of minority students in the school was fairly stable before increasing in 2021-22 due to the change in grade configuration, ranging from 65-124 students per year. The percentage of minority students has increased from 28.85% in 2016-17 to 33.33% in 2021-22, a gain of 4.48 percentage points.

C. South Harrison Township School District Enrollments by Race

1. District Totals (PK-6)

As there is only one school in the South Harrison Township School District, the district's enrollment and that of South Harrison Township Elementary School are identical. The enrollments by race from 2016-17 to 2021-22 are shown in Table R8. White is the largest race in the district. The number of White students has slowly declined from 324 in 2016-17 to 284 in 2021-22, a loss of 40 students. However, the percentage of White students increased from 84.38% to 87.65%, which is a gain of 3.27 percentage points.

Table R8
South Harrison Township School District (PK-6) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	324	84.38%	15	3.91%	29	7.55%	0	0.00%	6	1.56%	10	2.60%	384	60	15.63%
2017-18	312	85.48%	8	2.19%	29	7.95%	0	0.00%	5	1.37%	11	3.01%	365	53	14.52%
2018-19	307	85.99%	9	2.52%	23	6.44%	0	0.00%	5	1.40%	13	3.64%	357	50	14.01%
2019-20	291	88.18%	9	2.73%	22	6.67%	0	0.00%	5	1.52%	3	0.91%	330	39	11.82%
2020-21	277	87.94%	6	1.90%	13	4.13%	0	0.00%	6	1.90%	13	4.13%	315	38	12.06%
2021-22	284	87.65%	10	3.09%	12	3.70%	0	0.00%	9	2.78%	9	2.78%	324	40	12.35%

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

The number and percentage of Hispanics, which are the second-largest race in the district, has declined from 29 in 2016-17 to 12 in 2021-22. Expressed as a percentage, 7.55% of the student population was Hispanic in 2016-17 as compared to 3.70% in 2021-22, a loss of 3.85 percentage points.

In the last six years, the number of Black students has ranged from 6-15 per year while the Black percentage ranged from 1.90%-3.91%.

From 2016-17 to 2021-22, the number of Asian students ranged from 5-9 per year while the Asian percentage ranged from 1.37%-2.78%.

There were no students who were Native American/Alaskan Native. Finally, the number of students of Two or More races ranged from 3-13 per year while the Two or More races percentage ranged from 0.91%-4.13%.

In the last six years, there has been a decline of 20 minority students in the South Harrison Township School District, which is primarily due to the declining Hispanic student population. As such, the percentage of minority students has decreased from 15.63% in 2016-17 to 12.35% in 2021-22, a loss of 3.27 percentage points.

D. Swedesboro-Woolwich School District Enrollments by Race

1. District Totals (PK-6)

The Swedesboro-Woolwich School District's enrollments by race from 2016-17 to 2021-22 are shown in Table R9. While Whites are the largest race in the district, their number has been slowly declining. In the last six years, the number of White students decreased from 1,271 to 1,051, which is a loss of 220 students. Expressed as a percentage, 75.34% of the student population was White in 2016-17 as compared to 66.82% in 2021-22, a loss of 8.52 percentage points.

Table R9
Swedesboro-Woolwich School District (PK-6) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	1271	75.34%	194	11.50%	119	7.05%	1	0.06%	98	5.81%	4	0.24%	1,687	416	24.66%
2017-18	1234	74.47%	196	11.83%	134	8.09%	2	0.12%	86	5.19%	5	0.30%	1,657	423	25.53%
2018-19	1189	72.81%	184	11.27%	162	9.92%	1	0.06%	69	4.23%	28	1.71%	1,633	444	27.19%
2019-20	1106	69.96%	179	11.32%	169	10.69%	2	0.13%	75	4.74%	50	3.16%	1,581	475	30.04%
2020-21	1048	70.10%	161	10.77%	164	10.97%	1	0.07%	61	4.08%	60	4.01%	1,495	447	29.90%
2021-22	1051	66.82%	191	12.14%	170	10.81%	0	0.00%	95	6.04%	66	4.20%	1,573	522	33.18%

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

From 2016-17 to 2021-22, the number of Black students has been fairly stable, ranging from 161-196 students per year. The percentage of Black students ranged from 10.77%-12.14% with no apparent increasing or declining trend. Blacks are the second-largest race in the district.

Hispanics, which are the third-largest race in the school district, have increased from 119 in 2016-17 to 170 in 2021-22, a gain of 51 students. Over this time period, the percentage of Hispanic students increased from 7.05% to 10.81%, a gain of 3.76 percentage points.

In the last six years, the number of Asian students ranged from 61-98 per year, while the Asian percentage ranged from 4.08%-6.04% with no apparent increasing or declining trend.

The number of students who are Native American/Alaskan Native was insignificant with two (2) or fewer students per year. The number of students of Two or More races increased from four (4) in 2016-17 to 66 in 2021-22 while the Two or More races percentage increased from 0.24% to 4.20%, a 3.96 percentage-point gain.

In the last six years, there has been a gain of 106 minority students. Due to the declining White population and increasing Hispanic and Two or More Races student populations, the percentage of minority students has increased from 24.66% in 2016-17 to 33.18% in 2021-22, a gain of 8.52 percentage points.

2. Margaret C. Clifford School (PK-K)

The racial composition of Clifford was fairly similar to the district's racial composition as shown in Table R10. Whites are the largest race in the school but have declined from 184 in 2016-17 to 156 in 2021-22, a decline of 28 students. Over this time period, the percentage of White students has declined from 74.49% to 66.38%, a loss of 8.11 percentage points.

Table R10
Margaret C. Clifford School (PK-K) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	184	74.49%	27	10.93%	22	8.91%	1	0.40%	13	5.26%	0	0.00%	247	63	25.51%
2017-18	178	73.25%	17	7.00%	30	12.35%	1	0.41%	16	6.58%	1	0.41%	243	65	26.75%
2018-19	175	72.02%	17	7.00%	31	12.76%	0	0.00%	11	4.53%	9	3.70%	243	68	27.98%
2019-20	156	66.38%	23	9.79%	31	13.19%	0	0.00%	12	5.11%	13	5.53%	235	79	33.62%
2020-21	162	70.43%	19	8.26%	28	12.17%	0	0.00%	10	4.35%	11	4.78%	230	68	29.57%
2021-22	156	66.38%	30	12.77%	19	8.09%	0	0.00%	17	7.23%	13	5.53%	235	79	33.62%

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

From 2016-17 to 2021-22, the number of Black students ranged from 17-30 per year while the percentage of Black students ranged from 7.00%-12.77%. Blacks are the second-largest race in the school.

In the last six years, the total number of Hispanic students ranged from 19-31 per year, while the percentage of Hispanic students ranged from 8.09%-13.19%.

The number of Asian students has been fairly stable, ranging from 10-17 per year over this time period while the Asian percentage ranged from 4.53%-7.23%.

The number of students who are Native American/Alaskan Native was insignificant with one (1) or fewer students per year.

Finally, the number of students of Two or More races has slowly increased from zero in 2016-17 to 13 in 2021-22 while the Two or More races percentage increased from 0.00% to 5.53%.

From 2016-17 to 2021-22, there has been a gain of 16 minority students. Due to the declining White student population and increasing Two or More Races student population, the percentage of minority students has increased from 25.51% in 2016-17 to 33.62% in 2021-22, a gain of 8.11 percentage points.

3. Governor Charles C. Stratton School (1-2)

From 2016-17 to 2021-22, the racial composition of Stratton was fairly similar to the district's racial composition. As shown in Table R11, Whites are the largest race in the school but have declined from 313 in 2016-17 to 284 in 2021-22, a loss of 29 students. Likewise, the percentage of White students has declined from 77.48% to 67.62%, a loss of 9.86 percentage points.

Table R11
Governor Charles C. Stratton School (1-2) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	313	77.48%	37	9.16%	29	7.18%	0	0.00%	22	5.45%	3	0.74%	404	91	22.52%
2017-18	332	77.21%	46	10.70%	33	7.67%	0	0.00%	17	3.95%	2	0.47%	430	98	22.79%
2018-19	325	74.03%	46	10.48%	46	10.48%	1	0.23%	18	4.10%	3	0.68%	439	114	25.97%
2019-20	303	72.32%	38	9.07%	49	11.69%	1	0.24%	14	3.34%	14	3.34%	419	116	27.68%
2020-21	280	69.65%	40	9.95%	50	12.44%	0	0.00%	13	3.23%	19	4.73%	402	122	30.35%
2021-22	284	67.62%	44	10.48%	54	12.86%	0	0.00%	22	5.24%	16	3.81%	420	136	32.38%

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

Regarding Hispanics, which are the second-largest race in the school, the number of Hispanic students has increased from 29 to 54 in the last six years, a gain of 25 students. Expressed as a percentage, 7.18% of the student population was Hispanic in 2016-17 as compared to 12.86% in 2021-22, a gain of 5.68 percentage points.

From 2016-17 to 2021-22, the number of Black students was fairly stable, ranging from 37-46 per year, while the percentage of Black students ranged from 9.07%-10.70%. Blacks are the third-largest race in the school.

In the last six years, the total number of Asian students ranged from 13-22 per year, while the percentage of Asian students ranged from 3.23%-5.45%.

The number of students who are Native American/Alaskan Native was insignificant with one (1) or fewer students per year. Finally, the number of students of Two or More races has slowly increased from three (3) in 2016-17 to 16 in 2021-22 and the Two or More races percentage increased from 0.74% to 3.81%, a gain of 3.07 percentage points.

In the last six years, there has been an increase of 45 minority students in the school. Due to the declining White student population and increasing Hispanic and Two or More Races student populations, the percentage of minority students has increased from 22.52% in 2016-17 to 32.38% in 2021-22, a gain of 9.86 percentage points.

4. Charles G. Harker School (3-5)

The racial composition of Harker was fairly similar to the district's racial composition as shown in Table R12. While Whites are the largest race in the school, their number has declined from 580 in 2016-17 to 447 in 2021-22, a loss of 133 students. The White percentage declined from 74.55% in 2016-17 to 67.02% in 2021-22, which is a loss of 7.53 percentage points.

Table R12
Charles G. Harker School (3-5) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	580	74.55%	101	12.98%	50	6.43%	0	0.00%	47	6.04%	0	0.00%	778	198	25.45%
2017-18	538	75.35%	83	11.62%	57	7.98%	1	0.14%	33	4.62%	2	0.28%	714	176	24.65%
2018-19	484	71.60%	81	11.98%	61	9.02%	0	0.00%	34	5.03%	16	2.37%	676	192	28.40%
2019-20	466	70.61%	82	12.42%	61	9.24%	0	0.00%	33	5.00%	18	2.73%	660	194	29.39%
2020-21	464	71.06%	77	11.79%	62	9.49%	1	0.15%	28	4.29%	21	3.22%	653	189	28.94%
2021-22	447	67.02%	80	11.99%	71	10.64%	0	0.00%	39	5.85%	30	4.50%	667	220	32.98%

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

Blacks are the second-largest race in the school. From 2016-17 to 2021-22, the number of Black students has been fairly stable, ranging from 77-101 per year, while the percentage of Black students ranged from 11.62%-12.98%.

In the last six years, the number of Hispanic students increased from 50 to 71 students, which is gain of 21 students. In 2021-22, 10.64% of the student population was Hispanic as compared to 6.43% in 2016-17, which is a gain of 4.21 percentage points.

From 2016-17 to 2021-22, the number of Asian students ranged from 28-47 per year, while the percentage of Asian students ranged from 4.29%-6.04%.

The number of students who are Native American/Alaskan Native was insignificant with one (1) or fewer students per year. Finally, the number of students of Two or More races increased from zero in 2016-17 to 30 in 2021-22 and the Two or More races percentage increased from 0.00% to 4.50%.

The number of minority students was fairly stable before increasing in 2021-22. Due to the declining White student populations and increasing Hispanic and Two or More Races student populations, the percentage of minority students has increased from 25.45% in 2016-17 to 32.98% in 2021-22, a gain of 7.53 percentage points.

5. Walter Hill School (6)

The racial composition of Hill is very similar to that of the entire district as shown in Table R13. White students comprise the largest race at the school. From 2016-17 to 2021-22, the number of White students declined from 194 to 164, a loss of 30 students. In 2016-17, 75.19% of the student population was White as compared to 65.34% in 2021-22, a loss of 9.85 percentage points.

Table R13
Walter Hill School (6) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	194	75.19%	29	11.24%	18	6.98%	0	0.00%	16	6.20%	1	0.39%	258	64	24.81%
2017-18	186	68.89%	50	18.52%	14	5.19%	0	0.00%	20	7.41%	0	0.00%	270	84	31.11%
2018-19	205	74.55%	40	14.55%	24	8.73%	0	0.00%	6	2.18%	0	0.00%	275	70	25.45%
2019-20	181	67.79%	36	13.48%	28	10.49%	1	0.37%	16	5.99%	5	1.87%	267	86	32.21%
2020-21	142	67.62%	25	11.90%	24	11.43%	0	0.00%	10	4.76%	9	4.29%	210	68	32.38%
2021-22	164	65.34%	37	14.74%	26	10.36%	0	0.00%	17	6.77%	7	2.79%	251	87	34.66%

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

The second-largest race in the school is Black, whose number and percentage have been fairly stable. The number of Black students has ranged from 25-50 in the last six years, while the Black student percentage has ranged from 11.24%-18.52%.

Hispanics, which are the third-largest race at Hill, have been slowly increasing. In 2016-17, there were 18 Hispanic students as compared to 26 in 2021-22, a gain of eight (8) students. The percentage of Hispanic students increased from 6.98% to 10.36% over this time period, which is a gain of 3.38 percentage points.

In the last six years, the number of Asian students ranged from 6-20 per year, while the Asian percentage ranged from 2.18%-7.41%.

The number of students who are Native American/Alaskan Native was insignificant with one (1) or fewer students per year.

The number of students of Two or More races increased from one (1) in 2016-17 to seven (7) in 2021-22. Over this time period, the Two or More races percentage increased from 0.39% to 2.79%, a gain of 2.40 percentage points.

In the last six years, there has been a gain of 23 minority students. The percentage of minority students has increased from 24.81% in 2016-17 to 34.66% in 2021-22, a gain of 9.85 percentage points.

E. Kingsway Regional School District Enrollments by Race

1. District Totals (7-12)

Kingsway Regional's enrollments by race from 2016-17 to 2021-22 are shown in Table R14. White is the largest race in the district and has been fairly stable, ranging from 2,027-2,094.5 students per year. However, the percentage of White students declined from 77.18% to 72.55% over this time period, which is a loss of 4.63 percentage points.

Table R14
Kingsway Regional School District (7-12) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	2058.5	77.18%	302.5	11.34%	141	5.29%	0	0.00%	123	4.61%	42	1.57%	2,667	609	22.82%
2017-18	2060	76.27%	311.5	11.53%	159.5	5.91%	0	0.00%	124	4.59%	46	1.70%	2,701	641	23.73%
2018-19	2094.5	76.93%	300	11.02%	156	5.73%	2	0.07%	132	4.85%	38	1.40%	2,723	628	23.07%
2019-20	2075.5	74.23%	315	11.27%	185.5	6.63%	1	0.04%	127	4.54%	92	3.29%	2,796	721	25.77%
2020-21	2076.5	73.91%	307	10.93%	174	6.19%	2	0.07%	130	4.63%	120	4.27%	2,810	733	26.09%
2021-22	2027	72.55%	318	11.38%	195	6.98%	1	0.04%	123	4.40%	130	4.65%	2,794	767	27.45%

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

The second-largest race in the district is Black, whose number and percentage have been fairly stable. The number of Black students has ranged from 300-318 in the last six years, while the Black student percentage has ranged from 10.93%-11.53%.

The number and percentage of Hispanics, which are the third-largest race in the district, has been increasing. From 2016-17 to 2021-22, there has been a gain of 54 Hispanic students. In 2016-17, 5.29% of the student population was Hispanic as compared to 6.98% in 2021-22, a gain of 1.69 percentage points.

In the last six years, the number of Asian students ranged from 123-132 per year, while the Asian percentage ranged from 4.40%-4.85% with no apparent increasing or declining trend.

The number of students who are Native American/Alaskan Native was insignificant and did not exceed two (2) students in any year. The number of students of Two or More races increased from 42 in 2016-17 to 130 in 2021-22 while the Two or More races percentage increased from 1.57% to 4.65% over this time period, a 3.08 percentage-point gain.

In the last six years, there has been a gain of 158 minority students in Kingsway Regional, which is primarily due to the growing Hispanic and Two or More Races populations. The percentage of minority students has increased from 22.82% in 2016-17 to 27.45% in 2021-22, a gain of 4.63 percentage points.

2. Kingsway Regional Middle School (7-8)

The racial composition of Kingsway Middle School was fairly similar to the district's racial composition as shown in Table R15. White is the largest race in the school. The number of Whites was fairly stable before declining in 2021-22. The percentage of White students declined from 78.66% to 72.97% over this time period, a loss of 5.69 percentage points.

Table R15
Kingsway Regional Middle School (7-8) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	726	78.66%	85	9.21%	46	4.98%	0	0.00%	50	5.42%	16	1.73%	923	197	21.34%
2017-18	761	79.02%	95	9.87%	53	5.50%	0	0.00%	39	4.05%	15	1.56%	963	202	20.98%
2018-19	763	77.46%	101	10.25%	57	5.79%	0	0.00%	43	4.37%	21	2.13%	985	222	22.54%
2019-20	779	76.00%	111	10.83%	66	6.44%	0	0.00%	39	3.80%	30	2.93%	1,025	246	24.00%
2020-21	772	75.46%	95	9.29%	73	7.14%	1	0.10%	42	4.11%	40	3.91%	1,023	251	24.54%
2021-22	675	72.97%	89	9.62%	81	8.76%	1	0.11%	43	4.65%	36	3.89%	925	250	27.03%

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

Blacks, which are the second-largest race in the school, have been fairly stable, ranging from 85-111 students per year. From 2016-17 to 2021-22, the percentage of Black students ranged from 9.21%-10.83%.

The number and percentage of Hispanics, which are the third-largest race, has been increasing. In the last six years, there has been a gain of 35 Hispanic students. In 2016-17, 4.98% of the student population was Hispanic as compared to 8.76% in 2021-22, a gain of 3.78 percentage points.

Over this time period, the total number of Asian students was fairly stable, ranging from 39-50 students per year, while the percentage of Asian students ranged from 3.80%-5.42%.

The number of Native American/Alaskan Native students was insignificant and did not exceed one (1) student in any year. Finally, the number of students of Two or More races has increased from 16 in 2016-17 to 36 in 2021-22, a gain of 20 students. The Two or More races percentage increased from 1.73% to 3.89% over this time period, a 2.16 percentage-point gain.

As a result of the increasing Hispanic and Two or More races populations, there has been a gain of 53 minority students since 2016-17. The percentage of minority students has grown from 21.34% in 2016-17 to 27.03% in 2021-22, a gain of 5.69 percentage points.

3. Kingsway Regional High School (9-12)

From 2016-17 to 2021-22, the racial composition of Kingsway High School was fairly similar to the district's racial composition. As shown in Table R16, the largest race in the school is White. The number of Whites has been fairly stable, ranging from 1,296.5-1,352. However, the percentage of White students declined from 76.40% to 72.34% over this time period, which is a loss of 4.06 percentage points.

Table R16
Kingsway Regional High School (9-12) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	1332.5	76.40%	217.5	12.47%	95	5.45%	0	0.00%	73	4.19%	26	1.49%	1,744	412	23.60%
2017-18	1299	74.74%	216.5	12.46%	106.5	6.13%	0	0.00%	85	4.89%	31	1.78%	1,738	439	25.26%
2018-19	1331.5	76.63%	199	11.45%	99	5.70%	2	0.12%	89	5.12%	17	0.98%	1,738	406	23.37%
2019-20	1296.5	73.21%	204	11.52%	119.5	6.75%	1	0.06%	88	4.97%	62	3.50%	1,771	475	26.79%
2020-21	1304.5	73.02%	212	11.87%	101	5.65%	1	0.06%	88	4.93%	80	4.48%	1,787	482	26.98%
2021-22	1352	72.34%	229	12.25%	114	6.10%	0	0.00%	80	4.28%	94	5.03%	1,869	517	27.66%

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

From 2016-17 to 2021-22, the number of Black students ranged from 199-229 per year, while the percentage of Black students ranged from 11.45%-12.47% with no apparent increasing or declining trend. Blacks are the second-largest race in the school.

Regarding Hispanics, which are the third-largest race in the school, the number of Hispanic students ranged from 95-119.5 in the last six years. Over this time period, the percentage of Hispanic students ranged from 5.45%-6.75%.

In the last six years, the number of Asian students ranged from 73-89 per year while the percentage of Asian students ranged from 4.19%-5.12%.

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

Finally, the number of students of Two or More races has slowly increased from 26 in 2016-17 to 94 in 2021-22 while the Two or More races percentage increased from 1.49% to 5.03%, a 3.54 percentage-point gain.

In the last six years, there has been an increase of 105 minority students in the school. Due to the increasing Two or More Races student population, the percentage of minority students has increased from 23.60% in 2016-17 to 27.66% in 2021-22, a gain of 4.06 percentage points.

F. Racial Summary

The purpose of this section of the study is to compare the racial composition of all affected schools in the studied scenarios to the status quo. To perform the racial analysis, enrollments were tabulated by race from 2016-17 to 2021-22 and racial percentages were computed for each school district and the individual schools in each of the districts.

In the four elementary school districts, Whites are the largest race in each district in 2021-22, ranging from a low of 66.82% in Swedesboro-Woolwich to 87.65% in South Harrison. While the White student population has been fairly stable in East Greenwich and Logan, it has declined in South Harrison and Swedesboro-Woolwich. Hispanics are the second-largest race in East Greenwich, South Harrison, and tied for second-largest in Logan. The Hispanic student population has been increasing in East Greenwich and Swedesboro-Woolwich, which has the highest Hispanic percentage of the four elementary school districts. The Hispanic student percentage ranges from 3.70% in South Harrison to 10.81% in Swedesboro-Woolwich. Blacks are the second-largest race in Swedesboro-Woolwich and tied for second-largest in Logan and range from 3.09% in South Harrison to 12.14% in Swedesboro Woolwich in 2021-22. Asians are the smallest race in each district and range from approximately 3-4% of the student population in each district in 2021-22.

Two alternative configurations were considered in comparison to the status quo whereby the racial impact was analyzed for each of the alternatives.

1. Kingsway Regional is dissolved. The East Greenwich Township, Logan Township, South Harrison Township, and Swedesboro-Woolwich School Districts form a new PK-12 regional school district. In this scenario, all students would be educated in the same buildings in which they currently are housed. Reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.
2. Kingsway Regional is dissolved. The East Greenwich Township, South Harrison Township, and Swedesboro-Woolwich School Districts form a new PK-12 regional school district. Logan Township continues to operate a PK-8 school district and sends its grade 9-12 students to the new regional school district on a sending-receiving basis. In this scenario, all students would be educated in the same buildings in which they currently are housed. Reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.

IV. EDUCATIONAL IMPACT

A. Introduction

Kingsway Regional School District (offering grades 7-12) is composed of the following constituent districts that provide instruction in grades PK-6: East Greenwich, South Harrison, Swedesboro and Woolwich. The Logan Township School District currently provides education in grades PK-8 and sends students in grades 9-12 to Kingsway Regional High School through a sending-receiving relationship. This section of the feasibility study will identify the impact on educational programs and services in the event of the regionalization of the constituent districts of the Kingsway Regional School District into a new PK-12 regional school district. Logan Township, which is not currently a member of Kingsway Regional, will be considered alternatively as a member of the new PK-12 regional and as a sending-district in grades 9-12 with the new regional. This section of the study will review these three alternative scenarios:

1. Status quo.
2. East Greenwich, South Harrison, Swedesboro, Woolwich and Logan form a PK-12 All Purpose Regional.
3. East Greenwich, South Harrison, Swedesboro, and Woolwich form a PK-12 All Purpose Regional and Logan enters into a new Sending-Receiving Agreement with the new PK-12 Regional for grades 9-12.

This section will first establish a baseline for review by describing the schools and districts involved in the study and comparing them to each other and to Statewide averages on key metrics in order to understand the opportunities for improvement and the issues that may arise in the event that regionalization is pursued. Based on our understanding of the schools and districts involved, we will then answer the following questions:

1. Will students in all of the constituent districts have the opportunity to receive a high-quality education in the new PK-12 Regional School District?
2. Will the regionalization present challenges for certain communities or special student populations?
3. What opportunities for educational improvement will exist in the new regional district? In answering this question, we will determine whether the new regional district will be able to better support implementation of educational best practices.
4. What educational issues need to be taken into consideration during the transition to the new regional district?

The analysis in this section will be informed by public reports including enrollment reports, school performance reports, assessment reports, violence and vandalism reports, taxpayer guides, web site materials, outreach to school administrators and board members regarding:

1. Curriculum and instruction;
2. Enrichment through co-curricular and athletic opportunities;
3. Performance and achievement data;
4. Student demographic data;

5. School culture and climate indicators; and
6. Other data sources concerning all of the impacted schools.

A site visit was also made to each of the schools in the participating districts which included a meeting with key administrators and a walk through of the school. Observations from these site visits form a vital part of our data collection and inform our conclusions.

B. Educational Profile of Each School

Although this study concerns the regionalization of school districts, we should note at the outset that regionalization will not erase the characteristics of the communities involved. Rather, each school and community will continue to be unique in terms of its mission, points of pride, needs, and strategies for improvement. In order to recognize this uniqueness, this section will provide a broad overview of each school district involved in this regionalization study. This narrative description was developed through the site visits and discussions with school leadership, information from the NJDOE School Performance Reports and district web sites.

1. Kingsway Regional

Kingsway Regional is a regional public school district serving students from five communities in Gloucester County, New Jersey. The district serves students in seventh through twelfth grades from East Greenwich Township, South Harrison Township, Swedesboro and Woolwich Township, along with students in ninth through twelfth grades from Logan Township who attend as part of a sending/receiving agreement. Kingsway Regional Middle School serves students in grades 7-8 and Kingsway Regional High School serves students in grades 9-12. Both schools are located in Woolwich Township.

Mission: "KRSD is Committed to Excellence. We recognize the ultimate goal of education is to provide academic growth and to instill an intrinsic desire to continuously seek improvement through learning. We believe that such can be accomplished within a classroom in which G.R.E.A.T. Instruction is accessible to all students. This concept is captured through instruction that is (1) Guided by the Curriculum (2) Rigorous & Relevant (3) Engaging & Exciting (4) Assessment FOR Learning and, (5) Tailored to the Student. Through this G.R.E.A.T. Instruction and corresponding co-curricular opportunities, it is our hope and mission that our students not only succeed in college and career but also that they find fulfillment in their overall life's purpose. (Modified from the work of John O'Conner: Turning Average Instruction into Great Instruction: School Leadership's Role in Student Achievement, 2009").

The district administration consists of a Superintendent, an Assistant Superintendent, three Curriculum Supervisors, a Special Education Supervisor, a Director of Technology, and a SIS Administrator.

The district stands on a 100-acre campus with two buildings comprising 387,852 square feet. The KRMS building was constructed in 2006. Due to rapid enrollment increases, an addition was built onto the building in 2013. There are 3 computer labs, 3 science labs, 2 art rooms, 2 gymnasiums, and an exercise room and the entire building has central air conditioning. The original high school building opened in September of 1963 as a 7th-12th grade building. The last addition to the building was made in 2013. There are approximately 105 classrooms that include two seminar rooms, five art rooms, a foods lab, state of the art TV studio as highlighted by local

news media, and 10 science labs. The High School is air-conditioned and also has two cafeterias, two media centers, three gymnasiums, and one auditorium.

KRMS is a Renaissance School and recognizes students who excel with respect to academics, behavior, attendance, and community/school involvement. The middle school has partnered with several local businesses to fund this incentive program. In addition to the recognition of students, staff members also are recognized monthly and the Dragon of the Month award is given out to a staff member at each faculty meeting.

KRHS requires students to take a Career Explorations course during grade 9 to identify career interests and target coursework while at Kingsway. KRHS also provides opportunities for students to earn college credits through Advanced Placement and Dual Enrollment programs as an important part of the educational program. The school also offers many AP courses and courses on-site that award college credits while in high school. KRHS has also partnered with Rowan College of South Jersey and Camden County College to allow students to take college courses while in high school at a discounted rate.

2. East Greenwich

The East Greenwich Township School District serves students in pre-kindergarten through sixth grade from East Greenwich Township, in Gloucester County, New Jersey. The district operates two elementary schools: the Jeffrey Clark School serves students in Grades PreK-2 and the Samuel Mickle School serves students in Grades 3-6.

Mission: "The East Greenwich Township School District through enthusiastic and engaging community partnerships and the establishment of a safe, secure learning and emotional environment, will provide a challenging and exceptional educational program for its diverse learners."

The district administration consists of a Superintendent, two Supervisors of Instruction, a Director of Technology, a Child Study Team Coordinator, two Principals, and one shared Assistant Principal who serves in a similar role to a dean of students.

The district has received the BASF Science Award and is the recipient of two consecutive Axalta Teaching Excellence Awards. In the Spring of 2018, the Mickle school received 2 Character.org's Promising Practices Awards.

The district operates an Early Childhood program that serves both special needs and typically developing children selected through a lottery process.

The district operates both schools on a single campus. The Clark School was built in 1971 with additions in 1992, 2006 and 2012 and has a multi-use gymnasium. The Mickle School was built in 1992 with additions added in 2006 and 2012 and includes a multi-use cafeteria, full-size gymnasium, large group instruction room and science lab. Both schools are completely air conditioned, include security vestibules and have solar panels on the roof.

3. South Harrison

South Harrison Township is located in Gloucester County, New Jersey. The South Harrison Township School District serves public school students in pre-kindergarten through sixth grade at South Harrison Township Elementary School.

Mission: "The mission of the South Harrison Township Elementary School District is to prepare our students to become confident, capable life-long learners and problem solvers by providing learning experiences that foster the intellectual, physical, social and emotional growth necessary to become responsible, productive members of a culturally and economically diverse society. The community bond within the South Harrison Township Elementary School District allows for collaboration of all stakeholders to provide optimum educational experiences for its students by fostering a safe, caring, academically challenging, and supportive environment. The partnership between the community and the District confirms that South Harrison is Committed to Excellence in the lives of children."

The district administration consists of a Superintendent and an Assistant Principal. The district shares a Curriculum Supervisor, Director of Technology, and Special Education Supervisor with Logan (however, these are limited in scope to 24 days per year). The district also has a full time Interventionist focused on RTI/BSI/At Risk students.

The South Harrison School District recognizes students monthly through the Spotlight Student and Student of the Month programs. Sixth grade students also are recognized for demonstrating high academic performance, outstanding attendance, an intense love of reading, school spirit, good citizenship, dedication and perseverance, growth and effort, and talents in the arts and physical education.

South Harrison offers a half-day inclusive preschool funded by parent pay for typically developing students.

South Harrison Elementary School opened in 1952 and is located in Harrisonville, NJ. Through the years, there have been several additions and renovations to the building. The facility is completely air-conditioned. In addition to general classrooms, the school has two computer labs, a media center, science lab, art room, and one gymnasium with stage.

South Harrison Township Elementary School participates in the Inter-district Public School Choice Program in grades K-6. This voluntary school choice program was first established in the 1990s as a pilot program (and permanently codified in 2010) to allow students to cross school district attendance zones and attend a school of their choice that has opted to participate in the program. A school can apply to the NJDOE to participate in the program based on a particular subject area focus, theme or pedagogical approach and receive approval for a certain number of choice seats. Many districts in the State have participated in the program as a way to buffer against enrollment declines and have successfully attracted students based on such characteristics as small school and class sizes. Under the program, each year the school advertises the number of seats available per grade. South Harrison had only 5 seats (K, 1, 3,5) available for the coming school year. The available seat numbers are fairly low given that the State has frozen participation due to on-going costs to the State of funding increased program enrollments. Under the current funding formula, the State buffers the impact of the loss of funding on the sending district by providing additional aid which is costly to the State and has led to the decision to freeze enrollments.

4. Swedesboro-Woolwich

Swedesboro-Woolwich is a consolidated school district consisting of Swedesboro Borough and Woolwich Township in Gloucester County, New Jersey serving students in pre-kindergarten through sixth grade. The district is comprised of four schools:

1. Margaret C. Clifford School serving students in grades PreK-K (located in Swedesboro)
2. Governor Charles C. Stratton School serving students in grades 1-2 (Woolwich Township)
3. General Charles G. Harker School serving students in Grades 3-5 (Woolwich Township)
4. Walter H. Hill School serving students in Grade 6 (Swedesboro)

Mission: "A community dedicated to inspiring life-long learners." "The Swedesboro-Woolwich School District is committed to providing all students an educational experience that is dedicated to academic rigor, high student achievement, creativity and focused on the development of the whole child. Differentiated instruction and meeting the needs of all learners is at the heart of our mission."

The district administration consists of a Superintendent, Chief Academic Officer, Curriculum Coach and Educational Facilitator, Director of Technology and Chief Information Officer, Director of Special Services, four building principals, and one Vice Pprincipal assigned to the elementary school.

The district offers STEM instruction, after school clubs and numerous themed parent and community nights including ELL Family night, STEAM Night, and Coding Nights. District green team runs an annual recycling challenge through the community which gathers supplies for its engagement nights.

5. Logan

The Logan Township School District is a public school district that serves students in pre-kindergarten through eighth grade from Logan Township, in Gloucester County, New Jersey. The district operates 3 schools:

1. Center Square School in grades PreK - 1
2. Logan Elementary School in grades 2-5
3. Logan Middle School in grades 6-8

The district educates students in grades 9-12 at Kingsway Regional High School through a sending-receiving agreement.

Mission: The district and community core educational beliefs "are grounded in the following tenets: 1) equitable access for all 2) providing a safe, supportive & positive learning environment 3) celebrating and promoting diversity 4) living the belief that every child is capable of learning & 5) encouraging students to take risks." Logan's 3 goals: Achievement measured by I-Ready data; Equity with opportunities for staff to be more culturally responsive; Fiscal responsibility anticipating a 3rd year of drastic state aid cuts.

Each year, the district adopts three district-wide goals. Two recurring goals are "Continued Student Academic Achievement and Equity." The third district goal is "Strong Communication." The District Strategic Plan has five goals: "1)Meet the wide range of students' needs & interests while ensuring academic equity; 2) Effectively provide exposure and increased rigor in all curricular areas to include critical thinking, problem solving, real-life application and college and career readiness skills in order for students to be sufficiently prepared as 21st century lifelong learners; 3)Ensure our students are prepared for and successful in high school; 4) Develop strong communication and foster partnerships within the community; and 5)Foster and maintain a self-sustaining fiscally sound, educational institution which supports the mission of the district."

Current district goals are focused on professional development and diversity, equity and inclusion.

Around one quarter of eighth graders will attend Gloucester County vocational technical school and three quarters will attend Kingsway Regional.

The district was recently awarded a School Climate Grant of \$2.4 million along with three other districts. It also was awarded a School Climate Transformation Grant in the amount of \$2.4 million which also is shared with three other districts.

In addition, the Center Square School has been recognized as a Showcase School by the New Jersey Positive Behavior Support in Schools Organization ("NJPBSIS"). NJPBSIS is a collaboration between the New Jersey Department of Education Offices of Special Education and The Boggs Center, Rutgers Robert Wood Johnson Medical School. Finally, the Middle School student council has earned the prestigious Standards of Excellence award from NJ Association of Student Councils along with being named an Honor School and Community Smiles winner.

The district administration consists of a superintendent, curriculum supervisor, technology coach, special education supervisor, manager of technology, and technology coordinator.

The district has full-time Pre-K classes for 3 and 4 year old students fully funded by the NJDOE. Each of the Pre-K classrooms has a fully-certified teacher and an aide assigned to work with the students to meet their individual needs.

In terms of facilities, over the past year, the district has been involved in planning for an expansive construction project on both campuses to be funded through a bond referendum. The major projects included in this referendum are: roof and exterior window replacement for the Logan Elementary/Middle School building; security upgrades for all school offices; upgrading the playground surface for the elementary school; parking lot upgrade with additional parking spaces provided for Center Square School; and a chiller replacement at Center Square School.

Center Square School has a large multipurpose room where assemblies, physical education and lunch takes place. The school library has a litany of books which support young readers. Each classroom is equipped with a bathroom. The entire school building is air conditioned. The playground has a poured-in-place rubber resilient surface which was recently installed to offer year-round access to the playground for our very young students.

All instructional areas of the Elementary and Middle School buildings are now air-conditioned and lighting is motion activated to save on utilities.

Finally, the district participates in the Inter-district Public School Choice Program (see description above) but has only one opening (in grades 6,7,8) for the 2022-23 school year.

C. Curriculum and Programs

1. Curriculum Development and Implementation

All of the schools engaged in this study are currently implementing the New Jersey Student Learning Standards ("NJSLS"). The NJSLS are established by the New Jersey State Board of Education and describe what students should know and be able to do upon completion of their education. The academic standards serve as the foundation for local district curricula that is then used by teachers in their daily lesson plans. The standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas and are revised every five years through panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community. The standards define the constitutional guarantee of a "Thorough and Efficient Education" in order to prepare students for college and careers by emphasizing high-level and real-world skills. Although the foundation for the curriculum and instruction in each school is provided by the NJSLS, each school will implement the standards in different ways dependent on local needs and school capacity. In the following section we will discuss how each school is implementing the NJSLS. This information is pulled directly from the NJDOE School Performance Reports, the district web sites, and information provided to us by the districts.

New Jersey Administrative Code requires that each local board of education "ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards." In order to accomplish this, schools will develop curriculum and curriculum guides that provide for scope, pacing, and sequencing that is aligned with these standards. Basically, scope, pacing, and sequence establish the content of a particular curriculum (scope) and the order in which the curriculum presents that material (sequence) and the recommended number of lessons and amount of time for instruction. The curriculum guide will help teachers to teach the right content at the right time, to connect previous learning to new learning goals, and allow lessons to build on one another. The curriculum guide can then be used to link learning strategies, materials, and texts at the school level as well as guide professional development.

Pacing of instruction is also important to help teachers stay on track and to ensure curricular continuity across grades and schools in the district. Another important consideration for pacing is to ensure that the content that will be tested on the New Jersey Student Learning Assessment ("NJSLA") is taught prior to the testing dates.

In order to facilitate the development of curriculum and curriculum guides, the NJDOE has developed a model curriculum which includes all standards of the grade-level content organized into five units of study, each with targeted student learning objectives, intended for six weeks of instruction each. Sequencing and pacing of the curriculum also are provided. Formative assessments that allow for measuring student proficiency of those target skills are included. Based on these resources, teachers will be able to develop unit and lesson plans to implement the

curriculum. See [Model Curriculum \(nj.gov\)](https://www.nj.gov/education/curriculum). Guidance on scheduling also is referenced. For example, the DOE recommends that, in order to implement the model curriculum, 90-minutes of uninterrupted literacy instruction for all students in grades K-5, and 80 minutes for grades 6 through 8, should be provided.

However, schools cannot just adopt the model curriculum as their own. It is important for curriculum guides to be developed and driven locally in order to ensure that they meet the specific needs of the school and the students they serve. This is best done through a teacher-led process informed by data and developed through reflection and consensus. The guides must also be continually reviewed and adapted to meet changing needs. It appears that the schools and districts are engaged in this type of collegial localized curriculum review process.

For this reason, the role of the new regional district will not be to prescribe a curriculum and curriculum guide to be implemented in each school regardless of capacity, need and circumstances but to provide support, guidance, expertise and resources for the individual schools as they engage in these necessary tasks.

For students to actually learn the curriculum, teachers must be highly adept at monitoring the progress of each student and adjusting instruction accordingly. For this reason, students cannot be moved through the curriculum in mass as this will lead to many students moving from grade level to grade level without sufficient knowledge to understand and master more challenging concepts. Teachers need to adapt the curriculum and differentiate instruction so that individual students move to the next unit only when they exhibit mastery. Teachers must be able to analyze and respond to the individual learning needs of students. An effective evaluation and professional development program tailored to the needs of teachers is important to support these instructional goals. We will discuss this issue at greater length later in this chapter.

As indicated below, each school has established a curriculum development process and has adopted and implemented curriculum that is aligned to the content and skills outlined in the NJSLS. We note that the districts participate in the Gloucester County Curriculum Consortium which is a voluntary association of districts in the county focused on curriculum review and development. Districts in the consortium meet once a month with other meetings devoted to subject area specific affinity groups. This preexisting level of cooperation will be very helpful to the new regional district in developing a new shared curriculum office.

In Kingsway Regional curriculum leadership flows from the Assistant Superintendent through the department supervisors through the teachers who also write the new curriculum. The department supervisors have subject area responsibility as well as the assistant principal and Supervisor of Special Education. Kingsway Regional has established six (6) Programs of Study that span grades 7-12 to assist students in the identification of focused course selection during their middle school and high school years. The district offers a Business Leadership and S.T.E.M. Academy for qualifying students, over 20 Advanced Placement courses, and partnerships providing on-site job experiences in Health Professions and Animal Science. Kingsway Regional also holds dual credit partnerships with local colleges that allow students to earn college credits while taking courses at Kingsway.

KRMS launched a Unified Health and PE course during the 19-20 school year. KRMS offers Algebra I, Geometry 1, and Pre-Algebra to advanced level students in 7th grade. Additionally, students may take a high school world language class in both 7th and 8th grade.

Those students are then awarded high school credits at the end of their 8th grade year. After school, KRMS offers Odyssey of the Mind and Math Counts which are both enrichment opportunities for the students.

The East Greenwich District curriculum is developed to promote complex critical thinkers with the skills to succeed as global citizens. District wide curriculum review is supported by the Gloucester County Curriculum Consortium. The Clark School utilizes Creative Curriculum in Prek, the Go Math! series for math and the Journeys Series as well as Foundations for Literacy. Academic progress is assessed three times a year using AIMSweb for early literacy skills in K-2 classrooms as well as Bringance for Preschool students. Harmony lessons (that combine Sanford Harmony curriculum and Zones of Regulation) are used to provide character education lessons. At the Mickle school, the core instructional program includes Literacy, Written Expression, Mathematics, Social Studies & Science. Supports are provided through the Basic Skills program and through the I&RS process.

At South Harrison, the basic program of instruction includes Language Arts, Mathematics, Science, Social Studies, Art, Music, Physical Education, Library, World Cultures, and Technology. The last comprehensive curriculum development process was in 2014. District wide curriculum review is supported by the Gloucester County Curriculum Consortium which is a voluntary association of districts in the county focused on curriculum review and development. Expanded enrichment offerings and Gifted and Talented Programming are offered through the district's Response to Intervention Program. South Harrison Township School District's Gifted and Talented program includes differentiated instruction, specialized lessons in the younger grades, and a pull-out program in the older grades.

Swedesboro-Woolwich offers an inter-disciplinary curriculum with a focus on higher level critical thinking skills. Curriculum and instructional leadership is led by a chief academic officer and a supervisor of curriculum as well as instructional coaches to support implementation of the curriculum. The district uses creative curriculum in the preschool program. District wide curriculum review is supported by the Gloucester County Curriculum Consortium. The district has a Gifted and Talented program in the upper elementary grades which is focused mostly on STEM. Students are selected through a matrix process using both scores and teacher recommendations.

The Logan School District curriculum uses small group instruction and the workshop model in ELA and math classes. Strong emphasis is placed on the Balanced Literacy approach incorporating programs such as: Being a Reader and Writer, Words in Action, Phonics First & Leveled Literacy. Its mathematics resource is enVision Math 2.0.

Logan employs a Supervisor of Curriculum and Instruction and a Supervisor of Special Services who work with each principal to develop and monitor the implementation of the district curricula. The district also employs 6 Reading interventionists; 2 Math Interventionists and 10 Special Education teachers who support students in math and literacy in an in-class support instructional model. The district also employs a part time Gifted and Talented Education teacher. District wide curriculum review is supported by the Gloucester County Curriculum Consortium. There is a modified block schedule in grades 6, 7 and 8. Math is 75 minutes and ELA is 205 minutes throughout the year. Social studies and science are semester based, with 75 minutes on average per semester or 37.5 on average per year. The PE Block is 50 minutes throughout the year.

At Logan Center Square School students are provided with daily small group/differentiated instruction in Literacy, Writing, Mathematics and Science. The Prekindergarten program uses the New Jersey Preschool Teaching and Learning Standards and HighScope Curriculum which emphasizes active participatory learning. The prekindergarten classrooms have Hatch Tables, which are multi-touch tables that provide a cooperative learning environment for early learners in order to promote positive behavior and teamwork. The students in Kindergarten and 1st Grade have a weekly Italian Language lesson. The Italian lessons focus on the culture and customs of Italy. Kindergarten and First Grade students also are exposed to the following special areas: Art, Music and Physical Education.

Logan Elementary School curriculum includes enVision Math 2.0, ELA with Being a Writer and Reader and Words in Action, and Science Dimensions with a focus on small group, differentiated instruction. Students participate in weekly classes in the special areas of art, music, physical education, and technology that promote active engagement in lessons and projects that enable the students to delve deeper and further develop their understanding of these content areas. World Language-certified teachers offer students Spanish and Italian. Students in grades K-2 receive Italian instruction and students in grades 3-5 are exposed to Spanish instruction. When students reach the Middle School, they revisit both languages and in eighth grade select a preference for one of the languages. Another focal point of the school's program is S.T.E.M. (Science, Technology, Engineering and Math) education. During the year, students participate in a technology class that not only teaches the use of different applications, but emphasizes coding and the integration of technology for problem solving, creativity, and project based learning. Character Education is embedded in our curriculum using the Sanford Harmony program in grades 2-5 and is supported with its Culturally Responsive Positive Behavior Interventions and Supports ("PBSIS:") program. CRPBIS has proven to be an effective method for enhancing students' social-behavioral skills and creating a more positive school climate.

Logan Middle School uses Big Ideas for Math, Reader's & Writer's Workshop, TeachTCI for Social Studies & StemScopes for Science. All students receive 125 minutes of English Language Arts instruction per day. This block includes the components of Reader's and Writer's Workshop and Word Study with the express intent of engaging students in a variety of genres allowing students to respond to a wide range of texts presenting various ideas and perspectives. Math instruction occurs in a 75 minute block with heterogeneous classes in grade 6 working toward the rigorous grade level goals using Big Ideas. Science and Social Studies classes are both 75 minutes in length and operate on a semester schedule. All students also have a PE block each day with multiple days of PE and one day of Health. Sixth and seventh grade students' special area block rotates through Art, Music, 2 STEM classes and World Language (36 days each for 50 minutes at a time). Eighth grade students self-select two semester-based classes that meet their individual strengths and goals.

2. Implications of Regionalization for Curriculum and Programs

Although students in all of the districts receive a comparable comprehensive education with similar levels of programs and services, it is clear from our review that a regionalized curriculum office could provide expanded services and expertise to the individual schools in developing and implementing an aligned curriculum. Given the degree of reliance on the Gloucester County Curriculum Committee and the degree of shared services already being seen in this area, we do not envision much difficulty in this regard. We envision that there will be many opportunities in the new regional system to provide targeted support to accelerate student achievement with guidance from content area experts in a centralized curriculum office including:

- Support district efforts to align curriculum to State standards.
- Align instruction, student tasks and assessment with the rigor of State content standards.
- Share strategies and resources to provide effective instruction that meets the needs of all students including: English Language Learners, ESE, and Gifted.
- Offer guidance in the development and use of standards-aligned formative and summative assessments.
- Collaborate with district personnel to perform classroom walkthroughs for district or school-identified purposes and provide academic feedback that is appropriate and timely.
- Provide lesson/content planning conferences.
- Analyze and interpret district, school, classroom, and/or individual student data reports and collaborate with districts/administrators/teachers to identify next steps.

Regionalization may present a number of opportunities to develop, implement and track progress regarding the NJSLS. For example, a shared curriculum development and implementation office would provide additional resources to each school to provide strong learning connections across the schools and grade levels. Teachers across all the schools could be involved in writing the curriculum across all grades K-12. This level of articulation will be exceptionally helpful to ensure that quality is consistent across all schools and that the transition to high school is seamless.

The effectiveness of the curriculum implementation function will also be improved through robust data collection and analysis at the district, school, and professional learning community levels. The new regional district will have the capacity to hire a Chief Performance Officer who will be able to lead the data collection and analysis efforts and guide educators in the proper uses of data to drive student performance.

D. Comparison of Student Performance on State Assessments

Performance on the NJSLA is an important indicator for the effectiveness of the curriculum and in the instruction being provided in any given school and the need for additional interventions to ensure students are college and career ready. In order to measure student progress toward achieving mastery of the New Jersey Learning Standards in English Language Arts and Math, the State utilizes the New Jersey Learning Assessment (formerly known as the PARCC Subject Area

Tests). Student scores are divided into five categories: Not Meeting; Partially Meeting; Approaching; Meeting; and Exceeding Proficiency Expectations. The NJSLA data is very useful in determining the extent to which a given school is successfully implementing the New Jersey Learning Standards.

However, in reviewing NJSLA data we need to be cognizant of the impact of suppression rules (that protect privacy rights of small groups of students) which create difficulties in drawing insights from the disaggregated NJSLA data in some areas. For this reason, data may not be available for some subgroups of students. We also should be cautious in drawing conclusions from the data presented below that involve a comparison of student performance across differing groups of students in a school or district. Although assessment data can provide some evidence of curriculum and instructional quality and rigor, the schoolwide test scores alone cannot be used to determine whether one group of students in one school will receive a better educational opportunity if they as a group attend another school. This is especially true in schools where students do not share a homogenous background or the same needs or where the group to be studied is very small. What may be of far greater analytic significance would be to follow the performance of a group of students that has remained largely stable over the course of a period of years (cohort grouping). The exploration of these variables, however, was beyond the scope of this study. For this reason, we will develop a fuller picture of the schools in the sections that follow our review of NJSLA data without reliance on the Statewide assessment results.

1. Assessment Results and Growth Over Time

Set forth below is a comparison of each school on the various subject level and grade level state assessments administered during the Spring 2019 administration. The State assessments were not administered in the spring of 2020 nor the spring of 2021 due to the ongoing pandemic. The percentages represent students who met or exceeded state established expectations. The data was obtained from

<https://www.nj.gov/education/assessment/results/reports/1819/Spring2019NJSLAResults.shtml>.

The tables also provide Spring administration data indicating the percentage of students who met or exceeded expectations for years 2015, 2016, 2017 and 2018 in order to establish growth over time. Growth is an important trend indicator since the true quality of a school focuses on the degree to which the school is able to take every child from where they are academically and to support them in their growth toward college and career readiness. Growth over time can also be a useful tool for gauging student performance in districts with different demographics.

To the degree that some of these districts lag in comparison on absolute terms, it should be noted that just maintaining a consistent level of student performance over time in the face of increased demographic and financial challenges represents a significant accomplishment for many districts.

Table E1
Percentage of Students who Met or Exceeded Expectations ELA 3

District	2015	2016	2017	2018	2019	Change 2015-19
East Greenwich	46.3	59	65.3	62	61.7	15.4
South Harrison	57.4	66	64	59.2	60	2.6
Swedesboro- Woolwich	48.6	57.1	60.9	53.8	48	-0.6
Logan	57.5	58.6	72.4	76.1	51.1	-6.4
State Average	44	48	50	52	50	6

Bold: Designates Above State Average for 2019 and Change 2015-19

Table E2
Percentage of Students who Met or Exceeded Expectations Math 3

District	2015	2016	2017	2018	2019	Change 2015-19
East Greenwich	42.1	58.7	68	69.8	64.7	22.6
South Harrison	58.2	60.4	58	49	50	-8.2
Swedesboro- Woolwich	42.6	56.3	64.8	66.5	68.9	26.3
Logan	54	73.9	80.6	80.4	78.9	24.9
State Average	45	52	53	53	55	10

Bold: Designates Above State Average for 2019 and Change 2015-19

Table E3
Percentage of Students who Met or Exceeded Expectations ELA 4

District	2015	2016	2017	2018	2019	Change 2015-19
East Greenwich	59.9	67.3	70.9	71	77	17.1
South Harrison	55.8	72	74	60.4	56	0.2
Swedesboro- Woolwich	54.8	49.6	64.3	63.4	54.4	-0.4
Logan	69.9	77	75	84.4	72.6	2.7
State Average	51	54	56	58	57	6

Bold: Designates Above State Average for 2019 and Change 2015-19

Table E4
Percentage of Students who Met or Exceeded Expectations Math 4

District	2015	2016	2017	2018	2019	Change 2015-19
East Greenwich	46.7	53.8	62.1	62.7	67.4	20.7
South Harrison	42.3	68	56.9	64.6	68.6	26.3
Swedesboro- Woolwich	30.3	39.5	48.7	53.3	56.5	26.2
Logan	68.5	79.3	82.4	86.5	88.5	20
State Average	41	47	47	49	51	10

Bold: Designates Above State Average for 2019 and Change 2015-19

Table E5
Percentage of Students who Met or Exceeded Expectations ELA 5

District	2015	2016	2017	2018	2019	Change 2015-19
East Greenwich	67.1	71.8	72.8	72.9	76.2	9.1
South Harrison	63.5	33.3	63.5	76	51.1	-12.4
Swedesboro- Woolwich	61.2	52.4	62.2	67.6	62.9	1.7
Logan	57.5	69.4	73.3	62.3	70.8	13.3
State Average	52	53	59	58	58	6

Bold: Designates Above State Average for 2019 and Change 2015-19

Table E6
Percentage of Students who Met or Exceeded Expectations Math 5

District	2015	2016	2017	2018	2019	Change 2015-19
East Greenwich	60	70.6	64.6	63	65.5	5.5
South Harrison	51.9	41.2	55.8	50	51.1	-0.8
Swedesboro- Woolwich	43.6	46.5	46.3	45.8	51	7.4
Logan	53.8	75	75.6	76.8	80.4	26.6
State Average	41	47	46	49	47	6

Bold: Designates Above State Average for 2019 and Change 2015-19

Table E7
Percentage of Students who Met or Exceeded Expectations ELA 6

District	2015	2016	2017	2018	2019	Change 2015-19
East Greenwich	68.8	69.4	72.9	76.4	70.9	2.1
South Harrison	58.1	59.6	46.3	62.1	69.4	11.3
Swedesboro-Woolwich	56.6	63.8	57.4	68.7	59.9	3.3
Logan	59.3	48.8	69.9	69.2	61.4	2.1
State Average	49	52	53	56	56	7

Bold: Designates Above State Average for 2019 and Change 2015-19

Table E8
Percentage of Students who Met or Exceeded Expectations Math 6

District	2015	2016	2017	2018	2019	Change 2015-19
East Greenwich	62.6	72.6	71.1	76.4	64.8	2.2
South Harrison	57.1	55.8	51.9	43.9	53.1	-4
Swedesboro-Woolwich	53.8	64.2	59.8	56.8	45.9	-7.9
Logan	53.1	44.8	49.3	63.6	57.1	4
State Average	41	43	44	44	41	0

Bold: Designates Above State Average for 2019 and Change 2015-19

In terms of absolute test scores on the eight tests: East Greenwich exceeded the State average (met and exceeding expectation) on eight tests; South Harrison on five tests; Swedesboro-Woolwich on six tests and Logan on eight tests.

In terms of Growth (Change from 2015-19), the following districts exceeded the State average on the eight tests as follows: East Greenwich exceeded the State average (met and exceeding expectation) on six tests; South Harrison on two tests; Swedesboro-Woolwich on three tests and Logan on five tests.

In order to determine how well staff at the constituent districts have prepared students for success in the middle grades at Kingsway Regional, we will examine State assessment results for the Middle School.

Table E9
Kingsway Regional Middle School Percentage of Students who Met or Exceeded Expectations

Subject	2015	2016	2017	2018	2019	Change 2015-19
ELA 7	50.8	64.8	76.5	74.3	73.7	22.9
State Avg. ELA 7	52	56	59	63	63	11
Math 7	43.8	49.8	63.1	61	53.9	10.1
State Avg. Math 7	37	39	40	43	42	5

Bold: Designates Above State Average for 2019 and Change 2015-19

As can be seen above, Kingsway Regional Middle School exceeds the State average on both tests in terms of both absolute scores and improvement over time.

2. Achievement Gap

In reviewing assessment data, it also is important to disaggregate the data to determine if subgroups of students are achieving at similar rates. The achievement gap compares these subgroups and provides a starting point for implementing remedial measures. The following table examines the extent of any achievement gap based on Student Growth Percentile (SGP) data. Student growth is a measure of how much students are learning each year. The State calculates a SGP to show how students progressed from grade level to grade level when compared to students Statewide with similar test scores over time. Student Growth Percentile Methodology creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35; Typical Growth: Between 35 and 65; and High Growth: Greater than 65. If the SGPs for all students in the school are ordered from smallest to largest, the median Student Growth Percentile (mSGP) for the school is the percentile in the middle of that list.

Table E10
Achievement Gap: SGP Disaggregated By Special Population

SCHOOL	SCHOOLWIDE		SOC/ECO DIS		DISABILITIES		ELL	
	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
East Greenwich	57	65	60.5	39	53	52	ND	
South Harrison	45	53	32	51	60	51	ND	
Swedesboro-Woolwich	43	58	39	58	45	55	ND	
Logan	43	54	40.5	52	43.5	53.5	ND	
State Average	50	50	48	46	43	45	52	50

In the following Table we can identify achievement gaps by comparing the schoolwide SGP with the SGP of special populations of students including socio-economically disadvantaged students, students with disabilities and English Language Learners. For the most part, the schoolwide population and the subgroups indicate typical growth with the one exception being socio-economically disadvantaged students in South Harrison which show low growth on ELA.

Table E11 examines the SGP scores and the achievement gap for subgroups based on race and ethnicity.

Table E11
Achievement Gap SGP Disaggregated By Race/Ethnicity Major Subgroups

SCHOOL	SCHOOL WIDE		AFRICAN AMERICAN		ASIAN		HISPANIC		WHITE	
	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
East Greenwich	57	65	61	48	56.5	86.5	72.5	77	56	65
South Harrison	45	53	ND	ND	ND	ND	18	64	47	51
Swedesboro-Woolwich	43	58	39	55.5	56	66.5	39	62.5	45	57
Logan	43	54	40	52	70.5	ND	49	59	44	52
State Average	50	50	45	43	59	60	49	47	50	52

Similar to our findings regarding subgroups above, for the most part, the schoolwide population and the racial subgroups indicate typical growth with the one exception being Hispanic students in South Harrison which show very low growth on ELA. We recommend that the district perform additional information gathering to determine the cause of the gap and implement remedial supports and interventions. On the other hand, we see high growth for Hispanic students in both ELA and Math at East Greenwich and among Asian students in East Greenwich and Logan.

Achievement Gap data for Kingsway Regional Middle School is set forth in the Tables below.

Table E12
Achievement Gap: KRMS Disaggregated By Special Population

SCHOOL	SCHOOLWIDE		SOC/ECO DIS		DISABILITIES		ELL	
	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
Kingsway regional Middle School	44	46	47	50.5	40.5	36	ND	ND
State Average	50	50	48	46	43	45	52	50

Table E13
Achievement Gap: KRMS SGP Disaggregated By Race/Ethnicity

SCHOOL	SCHOOLWIDE		AFRICAN AMERICAN		ASIAN		HISPANIC		WHITE	
	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
Kingsway Middle	44	46	44	59	58.5	52.5	51	38	42	44
State Average	50	50	45	43	59	60	49	47	50	52

The achievement gap (determined by comparing schoolwide performance to subgroup performance) is not pronounced in regards to socio-economic status or disability. Similar to our findings regarding subgroups above, for the most part, the schoolwide population, student subgroups and the racial groupings all indicate typical growth.

3. ESSA Accountability Status

The federal Every Student Succeeds Act ("ESSA") requires each state to adopt an accountability system for school improvement that is compliant with federal requirements. New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support due to consistent underperformance. Performance on the New Jersey Learning Assessment is an important indicator for the effectiveness of the curriculum and instruction being provided in any given school and the need for additional interventions to ensure students are college and career ready. The State in its accountability plan utilizes NJSLA proficiency scores as well as SGP (where available) and Chronic Absenteeism. Complete school profiles under the accountability plan can be accessed at www.state.nj.us ESSA Home. The table below provides the school's federal school status as provided in the 2018-19 school performance reports.

Table E14
ESSA Accountability Status

SCHOOL	ESSA Status
East Greenwich	Not in Status. Some Math subgroup targets not met.
South Harrison	Not in Status. Chronic absenteeism goals not met for certain subgroups. Math target not met for socio-economic subgroup.
Swedesboro-Woolwich	Not in Status. Chronic absenteeism goals not met for socio-economic subgroup. Some ELA subgroup targets not met.
Logan	Not in Status. Chronic absenteeism goals not met for certain subgroups. ELA target not met for Students with Disabilities subgroup.
Kingsway Middle	Not in Status.

(Source: 2018-19 School Performance Reports)

None of the schools have been deemed to be in status as a consistently underperforming school. However, some of the schools have room for improvement in having not fully met the established accountability targets as indicated above. We also note that the schools also exceed the established targets in many areas.

4. Technology and Stem

Each of the schools are providing students with access to instructional technology necessary to achieve the NJSLA and have established specialized STEM programs as indicated below.

Kingsway Regional has a 1:1 device ratio using chrome books and every classroom has a SmartBoard. Kingsway's middle school and high school provide access to a variety of technology tools to support student achievement. Teachers have received training in the use of Google Apps for Education to augment and support student learning. Additionally, both the middle school and high school offer various co-curricular S.T.E.M. opportunities as clubs or activities for interested students. At KRMS, each content team has two Chromebook carts of thirty to access at all times. Additionally, the special education department and the elective teachers have access to

three Chromebook carts. Each classroom in the building has an interactive Promethean Board and a bank of four desktops. KRMS offers a computer science course as an elective for 7th graders. Additionally, two STEM courses (STEM Architectural Design and Discovering STEM) are offered as electives to both 7th and 8th graders. After school, students can sign up for Robotics club which is held monthly. Technology standards are embedded in each and every course of study.

The East Greenwich District has a 1:1 Chromebook initiative in First through Sixth Grade. I pads and notebook devices have been added into the Kindergarten and 1st grade. Classrooms also are equipped with SmartBoards, document cameras, and other technology. STEM classes are offered throughout the year for Third and Fourth grades. All grade levels implement STEM activities in the classroom with cross-curricular activities. The district also has dedicated STEM labs.

In the South Harrison District, the K-3 Media/Technology special area course provides students with the opportunity to engage in various hands-on activities in computer science, engineering, and biomedical science (Project Lead the Way modules). These courses encourage students to become creative, collaborative problem solvers. Students also are exposed to STEM activities during enrichment throughout the year. The district currently has 2 computer labs, an outfitted media center, and Chromebook carts. Every classroom has an interactive whiteboard and a teacher station. Each classroom is also outfitted with student computers to facilitate instruction and individualized learning. The district has a 1:1 Chromebook program. Students in grades 3 to 6 may take their devices home with them.

At the Swedesboro-Woolwich district, students in grades 2 through 6 participate in a 1:1 Chromebook initiative. All classrooms have interactive whiteboards. Students in grades 4-6 complete STEM curriculum as part of their coursework. Students in grades K through 2 are provided technology curriculum and instruction.

In the Logan District, STEM experiences are offered to all students in both the Elementary and Middle Schools with a focus on the engineering design loop, 3D printing, as well as designing and building canoes and guitars. There is an emphasis in using the Google Suite in all grades. Technology is used for innovation, integration & data-driven academic interventions in the district. An in-house Tech Coach is available to assist teachers in integrating technology into daily instruction and to provide assistance to a wide-variety of digital programs. This encourages high-tech classroom lessons, which increase student engagement. Students and staff use SmartBoards/Promethean Boards, ChromeBooks, iPads and Hatch Tables and the many resources available on the internet as part of daily instruction.

- Center Square School has I pads and Chromebooks in all classrooms K to 1. Students in Pre-K have access to I pads and a Hatch Table. Students are exposed to various digital programs including: EnVisions, and personalized digital programs. Students participate in coding opportunities. All classrooms are equipped with Smartboards or Promethean Boards. Each K and 1st Grade classroom has 6 Chromebooks and 6 ipads.
- Logan Elementary School is implementing a 1:1 Chromebook Initiative for technology integration in all subject areas. All classrooms are equipped with a SmartBoard/Promethean Board and adequate wireless bandwidth to support the use of Google Apps for Education. Students participate in various digital programs including: ST Math, EnVisions, i-Ready, and other digital programs. Students in grades 2-5 are enrolled

in technology class each week and are also offered STEM opportunities through this class. During these classes, students learn the Google Suite and are provided with coding opportunities.

- Logan Middle School has a 1:1 Chromebook initiative in grades 6-8. All students have a Chromebook available for their personal use throughout the entire instructional day. All classrooms are equipped with a SmartBoard and adequate wireless bandwidth to support the use of Google Apps for Education. Students participate in STEM class where they build canoes, guitars, and work with 3D printers. A computer science course, focused on web design, is offered to 8th graders as part of special area choice.

It is clear from the above that technology is being infused into the educational programs in all of the schools. Table E15 below compares the schools regarding their use of technology by reference to the Device Ratio (number of computers, tablets etc. per student). As can be seen in the table, the schools are at, or approaching, a 1:1 ratio which will allow them to infuse technology throughout the curriculum. The consultants also would note that this data is from the 2018-19 school year and all of the districts have made additional expenditures on technology to support virtual and hybrid instruction during the pandemic.

Table E15 also provides information regarding student performance on the New Jersey Science Assessment by indicating the percentage of students who scored in Levels 3 and 4 (highest levels) on the New Jersey Science Assessment. For comparison purposes, the Statewide percentage of students in Levels 3 and 4 was 29.2 (5th Grade) and 19.8 (8th Grade).

Table E15
Comparison of Schools on Key STEM Program Metrics

SCHOOL	Grade Levels	Device Ratio	Science Assessment Levels 3 and 4
East Greenwich Clark School	PK-2	ND	NA
East Greenwich Mickle School	3-6	1:1	40% (5th Grade)
South Harrison Elementary School	PK-6	1.1:1	23% (5th Grade)
Swedesboro-Woolwich Clifford School	PK-K	ND	NA
Swedesboro-Woolwich Stratton School	1-2	ND	NA
Swedesboro-Woolwich Harker School	3-5	1:1	27% (5th Grade)
Swedesboro-Woolwich Hill School	6	1:1	NA
Logan Elementary School	2-5	1.3:1	48% (5th Grade)
Logan Middle School	6-8	ND	26% (8th Grade)
Logan Center Square School	PK-1	ND	NA

Source: NJDOE School Performance Reports 2018-19

In order to determine how well students at the constituent districts have prepared students for success in the middle grades at Kingsway Regional, we will examine these same key metrics for the Middle School as set forth in the table below.

Table E16
Kingsway Regional Middle School Key Educational Program Metrics

SCHOOL	Device Ratio	Science Assessment Levels 3 and 4 (8 th)
KRMS	1.7:1	28%

Source: NJDOE School Performance Reports 2018-19

The device ratio at KRMS is substantially higher (more students per device) than in the elementary schools (although we should again note that this data is from the 2018-19 school year and the middle school undoubtedly has made additional expenditures on technology to support virtual and hybrid instruction during the pandemic). The Statewide percentage of students in Levels 3 and 4 on the 8th Grade Science assessment was 19.8 placing KRMS substantially higher than the State average.

E. Comparison of School Readiness and Climate Indicators.

We need to look beyond student performance data in order to get a fuller picture of each school and better understand the school's strengths and weaknesses. The School Performance Reports (formerly known as the School Report Card) issued annually by the NJDOE establish a number of indicators that demonstrate student progress toward being prepared for college and careers. The tables below present these College and Career Readiness/School Climate indicators from the most recent reports (2019-20) for comparison purposes. As indicated below, all of the districts provide a school climate that is conducive to learning.

1. Enrichment Opportunities and Co-Curricular Activities and Athletics

In this section, we will assess enrichment opportunities that are available to students. Athletics and clubs are an important part of producing well rounded students and in establishing a common school identity and culture. The schools provide a similarly broad offering of co-curricular activities and athletics typical for the ages of the children being served. It is clear that the offerings in these areas, taken as a whole, provide students a wide array of opportunities to support the educational program outside of the classroom. We also note the importance of athletic programs and clubs in upper elementary grades that can form a bridge to middle and high school clubs and interscholastic programs, leading to a better student experience and higher attendance rates. Participation in athletics at the middle and high school level provides many benefits such as promoting good citizenship, healthy life styles and experiences with diverse populations.

Table E17
BEFORE/AFTER SCHOOL PROGRAMS, CLUBS AND ACTIVITIES

School	Before/After School Programs, Clubs and Activities
East Greenwich	<p>The district offers several before & after school clubs. They are offered in areas such as Art, Music, Drama, STEAM, Character Ed. The STEAM club participates in competitive events & works with outside businesses in the area of science & technology. The Band & Chorus perform at out-of-district venues. The Lunch Bunch participates in many charitable events. The district assists community members by offering affordable child care before and after school, and a summer camp.</p> <p>At the Clark School enrichment opportunities are offered through Special Area teachers with health, wellness, and reading. Books and Beyond was offered while in person traditional learning occurred for Gifted and Talented students.</p> <p>At the Mickle School enrichment opportunities are offered through STEM classes, Gifted and Talented Program and many after school clubs and activities such as Art, Band, Chorus, Drama, and String Orchestra.</p> <p>The district is also looking to the future and implementing E sports such as a video game competition. The district currently offers stem enrichment and is considering adding coding enrichment.</p>
South Harrison	<p>South Harrison Township Elementary School offers several different clubs and activities for our students from Newspaper Club, Student Council, Clay Club, Unify Club, and Drama Club. Our Newspaper Club allows students the opportunity to further develop their writing, editing, and interviewing skills while providing information to the student body. The Student Council plan special events, promoting school spirit and unity within the elementary school, and serving as positive role models. The Battle of the Books Club challenges students to read a wide range of genres and authors and compete against other school districts. students can participate in band and chorus. There are also winter and spring concerts and a Celebration of the Arts displaying both the musical and artistic talents of students. South Harrison Township Elementary offers its students and after-care program at the school that is facilitated by the YMCA.</p>
Swedesboro-Woolwich	<p>After school clubs are offered for students. Programs are both District sponsored and non-District sponsored programs. Academic and interest clubs are available. Some of the most popular clubs are: Yoga, Circle of Friends, Drama Club (K, 2nd, 5th, 6th), Intermural clubs as well as Band and Choir are available to students in 5th and 6th grade.</p> <p>The Comet Care program is a tuition-based before and after school program that provides a safe and nurturing environment to students. While at Comet Care, children will have the opportunity to participate in a variety of activities including outdoor play, crafts, games and homework time.</p> <p>The district also has a fee-based aftercare program.</p>
Logan	<p>Clubs and activities emphasize the Arts, which includes a drama club, band and choir for grades 4 through 8 and a middle school spring musical. District teachers are employed to provide advanced courses both before and during school including Pre-Engineering & World Languages for middle school students.</p> <p>Center Square School clubs include Technology, Art, Cooking and Sports.</p> <p>At Logan Elementary School instrumental music lessons, band, and choir are offered to all 4th and 5th graders. After school clubs include Art Club, Board Games, Girls Can Be Superheros, Drama Club, Excel Club for ELA & Math, Intramural Sports, Kickball, Math Enrichment, World Music Club, ST Math/Study Island, and Fact Fluency. Junior Student Council promotes two community service projects each year.</p> <p>At Logan Middle School, Band and choir opportunities are offered 3 days a week with concerts twice a year. In addition, from December to early April, students are able to participate in the school play in both on and off -stage capacities. Weekly after school offerings include Student Council, fitness, student voice, art, academic assistance, and intra-mural sports. Logan Middle School also offers a pre-engineering course for 7th graders with a section before school and after school. In 8th grade, students may take a pre-engineering or world language class before school.</p>

School	Before/After School Programs, Clubs and Activities
KRMS	<p>Art Club, MS Reading Club, Book & Movie Club, Business Club, Circle of Friends, Community Service, Crafting Club, Cultures Club, Debate Club, STEM Club, Fitness Club, Game Club, Garden Club, KRMS News, Living History Club, Mathcounts, Odyssey of the Mind, Pep Band, Club S.T.O.P., Yearbook, Play, Musical, Talent Show, Basketball, Flag Football, Soccer, Indoor Soccer, Kickball, Tennis, Volleyball, Walking, MS Floor Hockey, MS Lacrosse, Wiffleball, Yoga.</p> <p>An Academic Assistance Program (AAP) is also offered to identified students in both math and language arts.</p>

Source: NJDOE School Performance Reports (2019-2020)

2. School Day and School Calendar

There are no significant differences in the school calendar, school day or school schedule that will present an impediment to regionalization. All of the schools meet the State minimum of 180 instructional days. Both the school day and school calendar are very similar for all the districts extending from the beginning of September and ending the middle of June depending each year on local circumstances such as facility, calendar, and transportation issues. The main difference in calendars is that East Greenwich started just before Labor Day while the other districts started right after Labor Day. However, we do not see any issues with students, families and staff adjusting to a slightly different school calendar if that is required by the regional board of education for transportation or professional development reasons. Any such issues should be discussed with all stakeholders and announced well in advance so that all impacted can plan accordingly.

TABLE E18
CALENDAR/SCHOOL DAY INFORMATION

SCHOOL	Grade Level	Start/End of School Day**	Length of School * Day	Instructional Time*	First/Last Day of School**
East Greenwich Clark School	PK-2	8:40-3:20	6' 40"	5' 37"	Sept. 3/ June 16
East Greenwich Mickle School	3-6	8:40-3:20	6' 40"	5' 37"	Sept. 3/ June 16
South Harrison Elementary School	PK-6	8:25-3:15	6' 47"	6' 00"	Sept. 3/ June 16
Swedesboro-Woolwich Clifford School	PK-K	8:45-3:25	7' 0"	6' 40"	Sept. 7/ June 17
Swedesboro-Woolwich Stratton School	1-2	8:35-3:10	7' 0"	6' 40"	Sept. 7/ June 17
Swedesboro-Woolwich Harker School	3-5	8:25-3:00	7' 0"	6' 40"	Sept. 7/ June 17
Swedesboro-Woolwich Hill School	6	8:45-3:25	7' 0"	6' 40"	Sept. 7/ June 17
Logan Elementary School	2-5	8:30-3:20	6' 50"	5' 50"	Sept. 7/ June 10
Logan Middle School	6-8	8:30-3:20	6' 50"	6' 15"	Sept. 7/ June 10
Logan ECS	PK-1	8:55-3:45	6' 50"	5' 45"	Sept. 7/ June 10
Kingsway Regional Middle School	7-8	7:40-2:38	6' 59"	6' 05"	Sept. 2/ June 17

Source: *NJDOE School Performance Reports (2019-2020). ** District Web Sites

3. Class Schedule

East Greenwich is fully departmentalized in sixth grade and semi departmentalized in fifth grade. In the lower grades students receive three periods of instruction in ELA, two periods of math and one period of science and social studies per day. The district uses Real Time as its student information system ("SIS") and "link it" as a benchmark assessment.

South Harrison is fully departmentalized in grades four, five and six. In terms of the schedule the students receive daily 120 minutes of ELA, 80 minutes of Math, In 40 minutes for all other subjects. The district is transitioning from power school to Alma as its SIS.

Swedesboro-Woolwich is fully departmentalized in grades five and six. The school schedule is based on a 45 minute period in a six day cycle. On average ELA is provided for 80 to 90 minutes per day and math is provided for 80 to 120 minutes per day. Social studies and science as well as specials are provided 40 minutes per day. A separate technology/stem period is also provided. The district uses "on course" as its SIS system.

Kingsway Middle School is fully departmentalized and the sending districts being departmentalized in the upper elementary grades will allow for a more effective transition. Kingsway Regional uses power school as its SIS.

The sending districts have some commonalities in the daily schedule, for example, all utilize multiple periods for ELA and Math exposing students to extended instruction in these core subjects. Not unexpectedly, the bell schedule differs from one school to another but this should not present any significant issue for regionalization. However, the districts also utilize different student information systems and it will be beneficial for the newly created regional to have one system across all the schools. Again with enough lead time and effective communication with stakeholders, migration to a common system should not be a problem.

4. Chronic Absenteeism

In this section, we examine another student performance indicator, chronic absenteeism, which is defined by the NJDOE as missing 10 percent of the school days (some 18 days for most school districts or two days per month). This is an important student performance indicator as absenteeism negatively affects a student's academic performance. According to Attendance Works, ([10 Facts About School Attendance - Attendance Works](#)) students, "who live in communities with high levels of poverty are four times more likely to be chronically absent than others...". The reasons for being absent are often beyond the student's or families control such as "unstable housing, unreliable transportation and a lack of access to health care." However, the school can take steps to improve attendance by forming relationships with students and families and engaging them in positive ways, creating a positive school climate, or providing mentors for chronically absent students. These steps can improve attendance and academic performance.

The following charts demonstrate where chronic absenteeism is a problem. Disaggregated data (by race and ethnicity and by special student populations) is provided for each school to provide insights regarding the students and communities most impacted.

Tables E19 and E20 indicates that chronic absenteeism is below the State average for the schoolwide population. However, some of the schools struggle with chronic absenteeism regarding the socio-economically disadvantaged population. Many schools in the State find that this population of students are absent from school more often than other students. The correlation between race and poverty is seen in Table E20, with Black students in the Swedesboro-Woolwich Clifford School and Hispanic students at Swedesboro-Woolwich Stratton School experiencing much greater rates of chronic absenteeism than the general schoolwide population.

Given the direct correlation between absenteeism and student performance, the new regional board of education should focus on this issue. In order to provide effective interventions for chronically absent students, schools must be able to understand the problem from multiple perspectives and address it at multiple levels - personal factors such as low self-esteem, school anxiety, social skills, or medical conditions; familial factors such as discipline, parental support, or poverty; and school factors such as attendance policies, teacher/student relationships, and bullying. The new regional board will be better situated to combat absenteeism issues by connecting and drawing on expertise and resources from throughout the region including county agencies, municipal agencies, and state government agencies that provide such things as

transportation; social services; before and after school care; health and dental care; probation services; job programs; crisis intervention and counseling; assistance in combatting homelessness; and links to mental health and behavioral services. Gloucester County has a wide array of such programs and services available.

Table E19
Chronic Absenteeism Schoolwide and by Special Populations

SCHOOL	State Average	Schoolwide	Economically Disadvantaged	Disabled	ELL
East Greenwich Clark School	10.3	1.4	8.8	2.6	ND
East Greenwich Mickle School	7.7	1.1	3.6	.6	ND
South Harrison Elementary School	8.8	5.3	14.0	7.4	ND
Swedesboro-Woolwich Clifford School	13.1	9.7	25.0	12.5	ND
Swedesboro-Woolwich Stratton School	9.0	4.6	12.1	9.2	0
Swedesboro-Woolwich Harker School	7.5	3.5	5.1	6.9	5.9
Swedesboro-Woolwich Hill School	8.4	5.5	8.2	10.0	0
Logan Elementary School	7.7	3.9	9.6	8.3	ND
Logan Middle School	9.1	4.6	8.1	11.4	ND
Logan Center Square School	11.4	3.1	8.7	8.3	ND
Kingsway Regional Middle School	9.5	7.7	14.2	13.4	ND

(Source: NJDOE School Performance Reports 2018-19)

Table E20
Chronic Absenteeism by Race and Ethnicity

SCHOOL	State Average	Schoolwide	Black	Asian	Hispanic	White
East Greenwich Clark School	10.3	1.4	0	4.5	0	1.0
East Greenwich Mickle School	7.7	1.1	2.9	2.9	0	1.0
South Harrison Elementary School	8.8	5.3	0	ND	9.5	5.5
Swedesboro-Woolwich Clifford School	13.1	9.7	33.3	ND	9.5	8.2
Swedesboro-Woolwich Stratton School	9.0	4.6	4.7	0	11.1	4.0
Swedesboro-Woolwich Harker School	7.5	3.5	5.1	0	3.2	3.7
Swedesboro-Woolwich Hill School	8.4	5.5	2.6	ND	ND	5.3
Logan Elementary School	7.7	3.9	0	18.2	2.5	4.2
Logan Middle School	9.1	4.6	0	10.0	5.3	4.6
Logan Center Square School	11.4	3.1	ND	ND	7.1	3.2
Kingsway Regional Middle School	9.5	7.7	3.0	2.2	10.5	8.5

Source: NJDOE School Performance Reports 2018-19

5. School Safety

An important condition for student success is a safe and secure school environment conducive to learning. The State of New Jersey requires school districts to report on an annual basis the number of incidents of violence, vandalism, weapons, bullying and substance abuse.

Although we should be careful interpreting this data given the low student numbers in some of the schools being studied and the lack of data, it is safe to conclude from this chart that the various elementary schools have similar low incidents of student behavioral issues with the middle schools being higher although consistent with peer schools across the State. It should also be noted that the schools have taken this issue very seriously and have implemented a number of school safety projects and initiatives.

A regionalized school district could provide additional support to schools in the area of student and staff safety. It will be difficult for individual districts to obtain the expertise needed

to understand the needs of the school, both in terms of physical hardening and in terms of training and processes. Experts throughout the new regional district could observe security drills held at a school and provide insights and guidance to school staff and law enforcement thereby providing an enhanced learning opportunity for districts to discover vulnerabilities.

Table E21
School Safety Indicators

SCHOOL	Incidents Per 100	Incidents Violence, Vandalism, Weapons	Incidents Substances	Incidents HIB	Suspensions % of Students
East Greenwich Clark School	0	0	0	0	ND
East Greenwich Mickle School	0	0	0	0	ND
South Harrison Elementary School	.91	2.0	0	1	ND
Swedesboro-Woolwich Clifford School	ND	ND	ND	ND	0
Swedesboro-Woolwich Stratton School	ND	ND	ND	ND	0
Swedesboro-Woolwich Harker School	.75	1.0	0	4.0	ND
Swedesboro-Woolwich Hill School	3.0	5.0	0	3.0	ND
Logan Elementary School	1.1	4.0	0	0	ND
Logan Middle School	3.5	6.0	0	3.0	5.8
Logan Center Square School	0	0	0	0	0
Kingsway Regional Middle School	2.51	16.0	3.0	7.0	1.7

Source: NJDOE School Performance Report 2019-20

It should also be noted that the districts have taken this issue very seriously and have implemented a number of school safety projects and initiatives. The following are some examples:

Kingsway Regional : Annually, the district partners with local law enforcement officials to assess its safety and security needs, policies, and procedures. Each school conducts two safety and security drills each month for which faculty, staff, and students are trained. Technology also is used with 80 cameras at the middle school and 125 cameras at the high school with a security system on both campuses. Each school building also has a resource officer and security guards.

East Greenwich: The district is committed to creating a safe and healthy environment for staff and students. School buildings utilize a digital fob system which provides for the immediate securing of the school building. All staff including support staff and substitutes are trained on safety and emergency drills. The district has also formed a school safety committee. School Resource Officers are in each school.

South Harrison: The administration collaborates with the police and emergency management organizations regarding planning and training. School staff including the school counselor and child study team support social and emotional well-being through character education programs and anti-bullying training. The district uses restorative justice practices for student discipline issues which is led by the school counselor.

Swedesboro-Woolwich: The district has a Safety Team that meets regularly to promote a safe and secure school environment and has one School Resource Officer provided through the municipality. The district uses a positive behavioral support model for student discipline as well as peer mediation in the sixth grade.

Logan: A camera system is used to provide security both in the interior and exterior of district school buildings. A School Resource Officer funded by the Township of Logan is also deployed to the schools. The district uses the Ruvna student tracking system during emergencies and safety drills. Access to the instructional portion of the school buildings is restricted without direct authorization from the main office. The district is not experiencing increasing numbers of HIB incidents but is seeing more LGBT discrimination incidents. Positive behavioral support program is being implemented. School culture initiatives are being supported through the equity grant leading to a more inclusive school environment.

6. Staffing Patterns

Much of the local concern with regionalization will focus on the impact that the unification will have on the number of staff who will be working with students and how this in turn will impact the student educational experience. For example, parents will want to know whether class sizes (the average number of students in the classroom) will increase. Class size is similar across the districts. For example, East Greenwich class sizes in grades 3 to 9 are 19 to 20 students and then grades 4 to 6 are on average 22 to 24 students. In South Harrison, average class size in kindergarten is 20 students and in all other grades average 24 to 25 students.

Another way to examine the issue of staffing is to look at staffing ratios (students per teacher). In the tables below, we report the current teacher and administrator ratios for each school.

Table E22
Staffing Patterns

School	Students to Teacher Ratio (State average-10.6)	Percentage of Teachers with 4 + years experience in district (75.3 State Average)	Students to Administrator Ratio (State Average- 136)	Percentage of Administrators with 4 + years experience in district (76.9 State Average)
East Greenwich Clark School	13	71.7	597	85.7
East Greenwich Mickle School	12	71.0	121	85.7
South Harrison Elementary School	11	80.6	330	100
Swedesboro-Woolwich Clifford School	11	68.2	247	90
Swedesboro-Woolwich Stratton School	12	89.2	71	90
Swedesboro-Woolwich Harker School	10	84.4	332	90
Swedesboro-Woolwich Hill School	10	63	267	90
Logan Elementary School	8	90.9	73	85.7
Logan Middle School	8	75.8	64	85.7
Logan Center Square School	8	69.2	54	85.7
Kingsway Regional Middle School	13	65.8	345	81.3

Source: School Performance Report 2019-20

The student teacher ratios are all at or about the State average of 10.6 except for Logan which is substantially below and East Greenwich which is substantially above. Moving forward, the new regional board of education will need to work with local leadership to understand the needs of each school and parental expectations. However, there should be no issue regarding pressure to change the established staffing patterns in the short term as we are recommending that the status quo will be maintained in terms of staffing numbers and assignments. In the long term, staff decisions will be made by the regional board of education based on the enrollments and financial pressures at that time.

F. Talent and Professional Learning

1. Introduction

The success of a school will often depend on developing effective human resource systems. Investments in human capital will improve organizational performance in terms of employee retention, innovation, and ultimately effectiveness.

2. Recruitment and Induction

The creation of a regional district will present opportunities to improve the recruitment and induction of new teaching staff. To build effective human capital systems, organizations must modernize their recruitment strategies in order to adapt to shifts in the labor market, new technologies, and advancing communication methods. Effective human capital systems attract quality talent (including those from diverse backgrounds) by engaging top candidates through targeted outreach using multiple vehicles, develop selection processes that evaluate qualifications, fit and expected performance. Strong induction programs include a well-thought-out coaching and mentoring component. The district must also retain highly sought employees through positive workplace cultures, competitive compensation packages and opportunities for professional growth. Effective human resource functions are often expensive to put in place and small school districts may not have the capacity to do so. Given the great importance of talent among educators in driving student performance, this should be a high priority for the new regional.

3. Professional Learning

A focus on teacher professional development is a vital component of a vibrant Professional Learning Community ("PLC"). For example, in order to provide effective instruction, teachers **must** learn new teaching strategies. By incorporating innovative teaching methods in the classroom, teachers can change the way they engage and teach their students to become life-long learners. The narrative below indicates clearly that each of the schools is committed to professional development through the implementation of best practices. It appears, however, that there was once shared professional development opportunities among the various constituent and sending districts and it would be highly desirable for these activities to be reinstated. These districts also appear to be interested in receiving disaggregated data from the regional district concerning the performance their own students in order to establish a longitudinal data base that could feed professional development and curricular decisions.

Kingsway Regional: The district is committed to providing high quality, personalized professional learning experiences connected with the needs of their students and district goals. In Professional development activities are planned on both a weekly and monthly basis. Time is provided to teachers within the school day and after school to meet as professional learning teams and departments. Teachers also have access to a number of professional learning avenues including an online professional development library, out-of-district workshops, a locally developed and facilitated Teacher Summer Academy, and extended-day professional learning workshops. At the middle school, 45 minutes is dedicated for all content area teachers to plan and share ideas in PLCs and a team meeting setting. These teachers meet as an interdisciplinary team three days a week and as a content area team two days a week. KRMS teachers host an instructional roundtable three

times a year where best practices are shared and professional workshops are also provided. Faculty meetings throughout the year have embedded professional learning opportunities and twice a month there are dedicated department meetings where teachers share best practices and align the curriculum.

East Greenwich. East Greenwich schools are using PLCs to provide opportunities for teachers to meet in both subject area and grade level meetings. Two meetings per week are built into the school schedule. The district also relies on professional development days to allow for subject area breakouts. Throughout the year the district engages in various types of in-house and out-of-district professional development throughout the year and during the summer. Faculty members at Rowan University work with teachers in math, literacy and how to support struggling readers. LinkIt! Software is used to store and analyze student data. Grade level teams meet twice in a 5-day cycle to analyze student progress. Out-of-district programs are turn-keyed at grade level or faculty meetings.

South Harrison. In South Harrison, professional development is provided through in-service days, a consultant hired through ESSER funds and through the OTIS online learning hub. Grade level teams meet biweekly. The District provides grade level common planning time and weekly professional learning time for staff to collaborate and plan. Staff meet three times after school every month to engage in various professional learning opportunities based on their individual needs. Meetings are held throughout the year to review data, monitor progress and develop student action plans and interventions to support struggling students.

Swedesboro-Woolwich. The district has 40 minutes of PLC time and 40 minutes of individual planning time daily. The district also provides training after school, during the summer, and through external professional development opportunities (which are then turn-keyed to other staff). Teachers meet in PLCs regularly following the Connected Action Roadmap (CAR) model developed by the New Jersey Principal's and Supervisor Association. Collaborations with elementary schools in the region is also used to identify best practices.

Logan. The district is committed to professional development of all staff members. Teachers regularly meet in PLCs to review student data and share instructional strategies and throughout the year have opportunities to attend workshops both in and out of the district. Staff at the Center Square School have participated in professional learning through the PLC (which meets every two weeks) including data driven decision-making and equity for all students including identifying areas of hidden bias. The district has common planning time for teachers of 15 minutes per day. Teachers meet in grade level groups at the elementary grades and in subject matter groups in the middle school. The school year also includes two days of professional development time.

4. The Benefits of a Regional System in Talent Acquisition and Development

We believe that a regional system would better enable each school to provide effective professional development which results in changes in teacher practices and improvements in student learning outcomes. A study reported in 2017 (see Darling-Hammond, L., Hyler, M. E., Gardner, M., 2017, *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy

Institute) found a number of criteria evidencing effective professional development. They found that effective professional development:

1. Is content focused;
2. Incorporates active learning;
3. Supports collaboration;
4. Uses models of effective practice;
5. Provides coaching and expert support;
6. Offers feedback and reflection; and
7. Is of sustained duration.

They also found that PLCs provide a good example of a PD model that can incorporate many of these elements. (see [Effective Teacher Professional Development \(learningpolicyinstitute.org\)](http://learningpolicyinstitute.org))

A regional professional development office could assist schools in developing and delivering high quality, rigorous, and effective professional development through:

- Planning, creating, and delivering professional learning content for educators to support district needs and or goals;
- Engaging teachers in professional learning focused on standards-based instruction;
- Facilitating PLCs related to best practices and standards using technology; and
- Developing online learning opportunities as needed.

G. Parent and Community Involvement

Schools are most effective when they communicate with and engage families and the school community in a meaningful manner. The schools involved in this study have demonstrated their commitment to parent and community involvement in a number of ways as reflected below:

Kingsway Regional: Both the middle and high school host parent advisory committees and a special education advisory committee that serve to inform parents and seek feedback on various school projects and issues. To provide parents and students access to students' academic progress, KRSD utilizes PowerSchool as a student management and communications system. Parents and students can see up-to-date information on grades, assignments, and attendance as well as receive important messages throughout the year. Finally, the Kingsway Education Foundation, comprised of a group of parents, teachers, administrators, staff and community members, was established to raise funds to support programs, equipment needs, and activities district-wide. At KRMS parents are used as volunteer helpers for Renaissance celebrations, book fairs, student showcases, and dances. Parents access the website often, and they utilize/access PowerSchool, the Principal's monthly newsletter, the district's quarterly newsletter, eblasts, and text messages as a means of communication. Lastly, parents participate heavily in our Career Day program each year.

East Greenwich: The district has an active Home and School Association and a Parent Special Education Advisory Council. The district partners with a number of parents and community organizations to support the schools.

South Harrison: The elementary school has partnered with its Home and School Association to support the schools including many events throughout the school year such as

Winter Wonderland, Lip Sync, Barnes and Noble Night, and Bingo Night. The district has an active Special Education Parent Advisory Committee (SEPAC) which holds meetings throughout the year to educate parents on topics of relevance to students with special needs including links with community organizations.

Swedesboro-Woolwich: The district has a very active and supportive PTO and Special Education Parent Advisory Committee ("SEPAC"). The District hosts many Family Nights by building, grade and Districtwide. The district uses OnCourse as the student information system. Communication with stakeholders occurs through a number of vehicles including social media school based sites, publishing the School Board Brief, and launching a new District website. The PTO offers all children and staff many enrichment assemblies, as well as other activities that supplement their social, emotional, and academic development.

Logan: Both Home and School League and SEPAC are active in the district. The Logan Township Educational Foundation ("LTEF") provides financial support for programs that have been cut due to the reduction in state aid. All parents are provided with ongoing, regular communication through automated phone messages, e-mail blasts, tweets and have electronic access to a parent portal. Parent workshops are offered on a variety of topics throughout the year. Center Square School offers a multicultural night which allows parents and students the opportunity to learn about other languages and countries. Logan Elementary School hosts a family literacy and math night each year.

H. Impact on Special Learners

1. Introduction

In this section we will examine the educational impact of the proposal on students identified as in need of special programs and services.

2. Students with Disabilities

Each district is providing specialized programs and services for students with disabilities. The classification rate for each district and placement data is provided below. Table E23 indicates that East Greenwich and Swedesboro-Woolwich have classification rates significantly higher than the State average. The new unified school board should be focused on this issue to determine whether any steps can be taken, such as a robust intervention and support program, to reduce the classification rate while students still receive the services and supports that they require.

Table E23
Classification Rate by School

District Name	Classification Rate 2019-20	Classification Rate 2017-18
East Greenwich	20.2	19.4
South Harrison	17.0	17.8
Swedesboro-Woolwich	23.5	21.8
Logan	15.0	15.2
KRMS	18.7	19.5
State Average All Ages (As of 10/15)	17.01	17.39

(Source- School Performance Report for 2019-20; NJDOE State Special Education Data)

3. Current Special Education Placements by Category

The following chart indicates the placements by category across the school districts in the county. Unfortunately, data suppression rules to protect student privacy (for example, when small numbers of students are involved) limit the information available. However, it is still clear from the data that the districts are providing a considerable number of specialized programs across many placement categories. KRMS provides programs for almost all of the classifications which should provide continuity across student ages in the new regional. The wide range and number of classifications may also provide the new regional district with the opportunity to consolidate offerings with the goal of providing higher quality programs at a lower cost.

Table E24
Students with Disabilities by School and Placement (2019-20 School Year)

District	Disability Category	Regular Class 80% or More of Day	Regular Class Between 79% and 40% of Day	Regular Class Less Than 40% of Day	Separate School	Residential Facility
East Greenwich	AUT	*	*	*	*	0
East Greenwich	EMN	0	0	0	*	0
East Greenwich	ID	0	0	*	0	0
East Greenwich	MD	0	0	*	*	0
East Greenwich	OHI	11	11	*	*	0
East Greenwich	SLD	30	28	*	0	0
East Greenwich	SLI	90	*	*	0	0
East Greenwich	TBI	*	0	0	0	0

South Harrison	AUT	*	0	0	0	0
South Harrison	MD	*	0	0	0	0
South Harrison	OHI	*	0	0	0	0
South Harrison	OI	*	0	0	0	0
South Harrison	SLD	*	0	0	0	0
South Harrison	SLI	31	0	0	0	0

Swedes.-Woolwich	AUT	11	12	*	*	0
Swedes.-Woolwich	HI	0	*	0	0	0
Swedes.-Woolwich	MD	*	*	*	*	0
Swedes.-Woolwich	OHI	25	19	*	*	0
Swedesboro-Woolwich	SLD	55	30	12	0	0

Swedesboro- Woolwich	SLI	91	10	*	0	0
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Logan	AUT	*	*	*	*	0
Logan	EMN	0	*	*	*	0
Logan	HI	*	*	0	0	0
Logan	MD	*	*	*	*	0
Logan	OHI	13	0	*	0	0
Logan	OI	*	0	0	0	0
Logan	SLD	26	*	0	*	0
Logan	SLI	33	*	*	0	0

Kingsway Regional	AUT	23	19	*	10	0
Kingsway Regional	EMN	*	0	*	*	0
Kingsway Regional	HI	*	0	0	0	0
Kingsway Regional	ID	*	*	*	*	0
Kingsway Regional	MD	*	14	*	11	0
Kingsway Regional	OHI	94	59	*	*	0
Kingsway Regional	OI	0	*	0	0	0
Kingsway Regional	SLD	117	127	*	*	0
Kingsway Regional	SLI	36	19	*	*	0
Kingsway Regional	TBI	*	0	0	0	0

Source: NJDOE Office of Special Education Data, 2020)

It does not appear from the data available that any of the schools have students that are being served in a Home/ Hospital setting or in a Correctional Facility.

A summary of each district's programs and services for students with disabilities follows:

Kingsway Regional. The district offers multiple types of programming for its special education population that range from self-contained classes to fully-mainstreamed classes. It has

a CST with School Psychologist; Social Worker; Learning Disability Teacher; and Speech Pathologist; contracted OT/PT; Board Certified Behavior Analyst; and Registered Behavior Technician.

East Greenwich. Services are designed to provide learning in the "least restrictive environment" and include a variety of placement options such as regular class placement with support, resource centers, self-contained programs, & specialized placements. The district pursues a co-teach model of classroom support for inclusion. Specialized classes include: in PK-2: two Self Contained ABA classrooms and 2 Resource Room Teachers. In Grades 3-6: three Self Contained Classrooms; Life Skills; Resource Room. The district has a contracted social worker.

South Harrison: The district has a full-time school psychologist, counselor, learning consultant and a full-time interventionist (who focuses on RTI and behavioral supports). The district uses a co-teach model for inclusion purposes and has an integrated preschool program. The district has two out- of- district placements.

Swedesboro- Woolwich: The district has self-contained classes for students on the autism spectrum and for medically fragile/down syndrome students. The district has nine out of district placements which has increased by three students just from last year.

Logan: The district employs four school counselors who also monitor implementation of Section 504 plans. A Social Worker, LDTC, School Psychologist, 2 Speech/Language Therapists and a Child Study Team Supervisor comprise the district's Child Study Team. Students with more complex needs are taught in 4 self-contained classes: PSD, MD Elem, LLD Elem and LLD Middle. Two of these classes are involved in Community-Based Instruction. Summer school and Extended School Year classes are also available. The district has currently 24 out of district placement with 10 at the elementary/middle level and 14 at the high school level. The district has a specialized language learning disabilities classroom which serves as a quasi-resource room. The district has a substantial LD and communication impaired population but currently has no MD classified students.

4. Potential Special Education Efficiencies through Regionalization

The new regionalized school board also will have opportunities to become more effective and more efficient in the delivery of special education programs. In terms of serving special populations, a regional structure would provide a substantial opportunity to improve both the breadth and quality of the programs being provided as well as to improve efficiency. For example, the regional district could provide child study team and case management services to the various schools including evaluations that identify a student's educational needs and the development of the individualized education program ("IEP"). The IEP process requires diagnostic evaluations by an interdisciplinary team including a learning disabilities teacher, a school psychologist and a school social worker. The interdisciplinary process requires student observation, information from the family and classroom teachers, and team testing. The IEP process also requires periodic reviews and evaluations of students previously classified. A regionalized student services unit could provide a number of CST services more efficiently including

1. Core CST Membership

- a. Psychological Services;
- b. Learning Disability Teacher Services;
- c. School Social Worker Services;
- 2. Evaluations
 - a. Psychiatric and Neurological Evaluations;
 - b. Speech and Language Evaluations
 - c. Occupational and Physical Therapy Evaluations
- 3. Services
 - a. Physical Therapy Evaluations Services
 - b. Speech Correction Services

In terms of programs, the districts have developed a wide continuum of special education programs and related services to address the needs of students with IEPs. However, shared services lessons from other parts of the State lend support to the proposition that a regional structure could be used to expand programming across the full continuum of services from the least restrictive environment (for example with a collaborative teacher) to the most restrictive environment, for example, special classes for autism. Pull out, resource room services, self-contained classes, adapted Physical Education, Art and other special classes can be provided and/or supported through the regional entity. Related services such as Speech, OT, PT, School Based Counseling, Vision, and Hearing can also be more efficiently provided through a regional program. The regional entity would also be able to ensure that preschool programs for disable students (both half-day and full- day) as well as Integrated Preschool Programs are available to deserving students throughout the county.

A Tiered System of Supports can also be provided more effectively and efficiently, identifying not only struggling students but also students that would benefit from additional instruction in Language Arts or Math. Schools can also ensure that screenings mandated by the new Dyslexia legislation are provided.

5. Socio-economically Disadvantaged Students

Schools with students that are socio-economically disadvantaged may need to provide targeted interventions and support through an individualized need and evidence-based process. The schools are implementing the following:

South Harrison: The district has a small number of at-risk students who are provided support in the regular classroom as well as through the intervention process. The district has been using the ESSER grant funds to support an afterschool program for students with academic struggles.

East Greenwich: The district has a small number of at-risk students that are supported through the regular education program and, if necessary, through the intervention process.

Swedesboro-Woolwich: The district has basic skills teachers to support academically struggling students.

Kingsway Regional Middle School: At Risk Students who currently make up 12% of the student population are provided additional academic assistance.

In order to serve at-risk students better, the regional school district will need to focus on providing specialized and targeted educational programs and services including high quality early childhood programs, after school programs, additional support services, and high impact tutoring to better serve the high concentrations of students from disadvantaged families. Individualized intensive tutoring every day is especially important for struggling students as well as initiatives that connect the family to the school including parenting classes, more frequent parent meetings, involving families in homework projects, and enrichment activities.

In developing strategies, it is imperative to understand that the programs to be established must arise from the specific needs of the students and their families as determined by the teachers and administrators in the schools, guided by experts in the field. They cannot be given an “off the shelf” menu of remedies and expect results. The NJDOE has worked with districts that are implementing reform efforts, including ESEA and other Federal and State programs, and recommend that program development begin with a data review with stakeholders in order to explore root causes and identify patterns. This root cause analysis will set the stage for the planning and goal setting that will drive the selection of evidence-based interventions. A feedback loop of goal setting, monitoring progress and assessing results will then establish the vehicle for improvement. Unfortunately, small school districts often lack the dedicated full-time administrative capacity or programmatic expertise (or see turnover in key personnel) to engage in this type of deliberative and evidence-based improvement process over time. A regional system would be able to muster the resources to accomplish these tasks and sustain them over time which would increase the chances of successfully implementing the improvement process. In order to serve at-risk students better, the regional school district should also focus on providing educational programs and services including high quality early childhood programs, after school programs, additional support services, and high impact tutoring to better serve the high concentrations of students from disadvantaged families.

6. Interventions and Support for Social Emotional Needs of Students

Each school must provide a comprehensive system of student supports in order to meet the needs of struggling students which has become more critical during the pandemic. All of the schools have demonstrated an understanding of these needs. The supports currently being provided are set forth below:

Kingsway Regional values the diverse needs of all students. It provides supplemental math and English/language-arts courses during the school day for students that need academic assistance to close achievement gaps. Intervention and Referral Services ("I&RS") are also offered in grades 7-12, which identify and support students who may need more targeted assistance with goal setting in the areas of academic or behavioral support.

Every student at Kingsway Regional is required to take Health and Physical Education courses. In addition to the physical health of our students, Kingsway Regional focuses on development of their social and emotional health through Mindfulness. All students are exposed

to Mindfulness practices in their physical education classes in an effort to provide coping strategies for dealing with everyday pressures. Kingsway Regional also administers a social and emotional screener to all students at the beginning and end of the year to assess their social and emotional health and provide supports as needed. A full-time Student Assistance Counselor ("SAC") is also available to support the entire school community by facilitating small group and/or individual counseling as well as building connections within the local community so they can act as a source of information and referrals to different community agencies and resources.

KRMS utilizes an Academic Assistance Program to provide at-risk students support in both math and ELA including Pop Up tutoring. A designated AAP coordinator reaches out to teachers, runs standardized test data, and reviews grades in order to target students for the program. An I&RS committee assists teachers with ways to help at-risk students. Math lab is run as a math intervention period where student's academic progress is monitored and skills are targeted and practiced. PE and Health are provided daily to all students for 45 minutes. Additionally, students can choose to take an elective, Sports and Health Science, which combines science with physical education and focusing on living a healthy lifestyle. This class meets daily in the classroom setting two days a week and in the workout room 3 days a week. Twelve wellness activities are offered to students after school ranging from yoga to flag football. There are two counselors at the Middle school. School counselors, social workers and SACs work on wellness and SEL issues which are addressed through small group and individual counseling as well as home visits.

East Greenwich: SEL needs are provided through a mental health professional. Guidance counselor in each school provide for Tier 1 mental health interventions. At the Clark School, a counselor provides direct student support with the assistance of various members of the Child Study Teams including a Behaviorist.

Swedesboro-Woolwich: SEL needs of students supportive through the intervention process.

South Harrison: South Harrison employs a School Psychologist, Learning Disabilities Teaching Consultant, Reading Specialist, and Instructional Coach to support social & emotional wellness and academic growth. South Harrison Elementary School's I&RS provides support for children who are struggling either academically, behaviorally, or with a health issue. The Response to Intervention Program ("RTI") follows a problem-solving framework for students in danger of inadequate learning outcomes in the literacy and math. The learning consultant coordinates the intervention and referral program along with the interventionist. Students in grades K-6 participate in physical education class weekly along with 4-6 receiving both physical education and health classes. A full-time nurse assists with meeting the health needs of all students while also keeping faculty and staff abreast of advancements in school policies and procedures related to the health office.

Logan: The intervention and referral function is staffed with an interventionist focused on reading and math, the principal, a CST member and teaching staff. The district is focused on the social emotional learning needs of students using a guidance counselor, social worker, school psychologist and behaviorist team. The intervention program includes three teachers for reading and two for math. The reading specialist and interventionist use a push-in model.

The district employs 4 full time PE/Health Teachers who promote the development of a healthy life style through proper nutrition and physical activity. The district employs two full time and one part time nurse and also offers both a breakfast and lunch program to all students. The

district is implementing a Culturally Responsive Positive Behavior Interventions and Supports ("CRPBIS") program through the School Climate Transformation Grant. CRPBIS is a school wide program that focuses on consistent expectations for all students and is instrumental in creating a positive school climate and teaching students to be: Safe, Respectful, Inclusive, Academically Engaging.

The district has a Wellness and Nutrition Policy which establishes guidelines for snacks and celebration foods that are provided from home, for example, foods with sugar as the first ingredient are not allowed. All Kindergarten and 1st Grade students receive Physical Education/Health 2 days a week and participate in recess on a daily basis. CRPBIS is used in both the elementary and middle school. The program is a school wide system which focuses on consistent expectations for all students and responds to students' academic, social and emotional needs. In LES, two part-time school counselors provide individual, small group, and whole class instruction and/or counseling to support social/emotional development of students. Students have the opportunity to purchase breakfast before starting classes each day. All students have a PE period two times per week and participate in daily recess activities. Health education topics are incorporated through the PE classes. LMS has a full-time school counselor available to students throughout the day who is available to students individually and in small groups to foster strong social-emotional growth. All middle school students have a PE period multiple times per week and participate in a wide variety of activities including team sports, physical fitness, and yoga. One period a week is dedicated to health education with a substantial list of topics at each grade level.

7. English Language Learners

None of the districts currently have large populations of ELL students and this population has remained steady. In all of the schools, students with limited English language skills are provided with appropriate supports including:

East Greenwich has a small number of ESL students and one dedicated teacher to provide support through small group instruction and individual sessions.

The South Harrison district has a few limited English students who are provided support in the regular classroom as well as through the intervention process.

The Swedesboro-Woolwich district has a growing ELL population which is supported through dedicated ELL teachers.

In the Logan district, programs for English Language Learners are provided through the learning consultant, interventionist in the ELL certified teacher. Given the small number of current ELL students, supports are being provided through the regular classroom.

Kingsway Regional offers an ELL program for eligible students. English Language Learners are provided an ELL period for academic/social support. The ELL students have chrome books to utilize and take home as well. At Kingsway Middle School, dedicated ESL teacher support the small number of students through push out and push in supports.

Table E25
ELL Population

District Name	ELL % 2019-20	ELL % 2017-18
East Greenwich	.3	.5
South Harrison	2.4	2.5
Swedesboro-Woolwich	2.9	2.0
Logan	.6	.2
KRMS	.5	.3

(Source: School Performance Reports, 2019-20)

8. Impact of Greater Diversity on Education

The regionalization of the sending districts to Kingsway Regional would provide additional opportunities for increasing programs to support diversity, equity and inclusion across the schools which in turn would have a positive impact on education.

In this regard, the positive impact of diversity on educational outcomes has been widely established. Orfield and Frankenberg (2011) indicated that:

The National Academy of Education, a group of 100 of the nation’s leading scholars, recently reviewed the massive body of research on school integration and found compelling evidence of its educational value. When desegregation is properly implemented, it is not an alternative to education reform or a barrier to educational change, but is, rather, an important education reform in itself. Desegregation increases learning, raises rates of graduation, and helps students from all backgrounds learn to understand, live, and work together in a diverse community, in a nation where half of the children born this year are not white and where all will live in a society of great diversity. (Orfield and Frankenberg (2011). Diversity and Educational Gains: a plan for a changing county and its schools, Civil Rights Project, <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/diversity-and-education-gains-a-plan-for-a-changing-county-and-its-schools>, page 35).

These benefits include improvements in critical thinking skills with all students becoming better problem solvers and communicators. Black and Latino student academic achievement is “generally higher in desegregated schools compared with black and Latino students in segregated minority schools.” The authors concluded that “Racially integrated schools enhance students’ learning, expand their future opportunities, and benefits society at large.” (Orfield and Frankenberg, 2011 at 35.)

School regionalization will provide the board with the opportunity to create programs to support equity and diversity across the schools of the sending districts. The sending districts are already implementing a number of initiatives to accomplish these goals, for example:

East Greenwich: The district supports equity and diversity by focusing on data from all sources including discipline data. It has also established an equity committee.

South Harrison: In order to support equity and diversity, the district has formed the All Inclusive Club.

Swedesboro-Woolwich: Fostering equity and diversity is a current Board initiative. The district has also established a Diversity and Equity Team. Finally, the district is focused on providing resources to support integrated classrooms.

Logan: Diversity, equity, and inclusion goals are being supported through the School Climate Team and the Inclusive Curriculum Committee. A school climate survey is done every year. The district has received an Equity Grant which supports these efforts. Logan uses an inclusive curriculum through multiple perspectives in all areas of the student day with purposeful attention to historically underrepresented groups.

Kingsway Regional: The district has a number of activities to support equity and diversity including clubs such as the Spark Club and the Culture Club. Equity and inclusion are school goals. Kingsway Regional also has a partnership with Rowan CASE (Center for Access, Success & Equity) to support ongoing equity discussions within the district in order to develop a sense of belonging in all students.

9. School Transitions

Transitions from one school to another often pose challenges for students and families both academically and socially. This new regional relationship will not add any new transition for students from any of the impacted schools who will continue to have the same number of transitions during their elementary and secondary education (PK-12) as they currently have, three transitions for students in East Greenwich; two transitions in South Harrison; five transitions in Swedesboro-Woolwich and four transitions in Logan. Except for South Harrison, the number of transitions are much higher than in most parts of the country, with students normally only making two transitions, elementary to middle and middle to high school. These transitions are important since student achievement often lags the year after the transition to a new school. For example, research suggests that after the transition to high school, students' grade point averages and attendance often decline. (Barone et al., 1991; Reyes et al, 1994).

Alsbaugh (1998) found that students experiencing a double transition (where the student moves from elementary to middle and then from middle to high school) experienced a greater achievement loss and higher dropout rates than did a single transition (from a K-8 school to high school).

Student achievement issues resulting from transitions can be attributed to lower levels of engagement which interfere with social networks, self-confidence and support systems (Barone et al, 1991; Hertzog et al, 1996). "New high school students find themselves in a larger, less personal and more competitive setting. Grades become more important than relationships; teachers and

peers become more diverse; and curricular and extracurricular activities become more demanding” (Feldlaufer et al, 1988). The research suggests that transitional programs that include counseling, school visits, and special summer courses can be used to help students adjust to the new school environment.

The sending districts are actively focused on easing the impact of the transition from elementary to middle school and considerable supports are being provided. For example, the principals of the upper elementary schools have an annual meeting with the Kingsway Middle School principal to discuss transition issues. The guidance counselors also meet with Kingsway Middle School staff to discuss students with interventions, IEP's, and Section 504 plans. Kingsway Middle School guidance counselors will also meet with sixth graders in the constituent districts to discuss transition to the middle school including the selection of courses, clubs and activities. We should also note that Kingsway Regional has a strong IEP transition program for special education students and other students needing interventions. The regional school district should continue to provide this level of support in order to lessen the impact of the transitions in the future.

The research provides support for reducing or minimizing the impact of transitions. For example, seventh and eighth grade students who attend the same school together in middle school as they will at the high school level may see positive student achievement impacts. Research indicates that middle grade students in high school earned better grades if they attended the same high school as their middle grade classmates. (Schiller, 1999). This is attributed to a sense of place and belonging where students can increase self-esteem, participation and reduce anonymity. Increased collaboration across grade levels of students and teachers will also lead to this sense of belonging. In this way, the current grade configuration at Kingsway Regional, where 6th graders from the sending districts attend middle school together (Grades 7-8) at Kingsway Regional and then move together to high school (grades 9-12) can be considered a best practice.

I. EDUCATION CHAPTER CONCLUSIONS

Our data collection and site visits demonstrate clearly that the schools engaged in this study are committed to providing the best education possible with the tools and resources they have available to them. They have much to be proud of. All of the schools have put in place the mandated curriculum standards as well as aligned programs and instruction. The schools have made significant investments in professional development, enrichment, co-curricular activities, and technology to serve their students and families. The educational issue that faces the families in East Greenwich, South Harrison, Swedesboro, Woolwich and Logan is the need to further expand learning opportunity and student potential through regionalization. Schools must be able to provide every child with the opportunity to discover their talents and interests and then prepare them academically to succeed in those aspirations. However, the expectations required for success will now be established in a global marketplace far beyond the borders of Gloucester County or even the State of New Jersey. The question is whether regionalization has the potential to improve the ability of these communities to provide this ever-increasing level of educational opportunity? We believe that the answer to this question is yes.

Research Questions

At the outset of this section we presented the research questions that will guide our data collection and analysis. We will now answer each of those research questions in the order they were posed at the beginning of the chapter.

1. Will all students in all communities have the opportunity to receive a high-quality education through regionalization?

We believe that students in all of the schools will have the opportunity to receive a higher quality education in the event that regionalization is approved by the voters and implemented. We believe that a new All Purpose Regional District will present distinct advantages for students and is capable of accomplishing certain critical education goals that are research based. For example, there is a substantial body of research on the characteristics of schools that work which can be summarized as follows:

- A challenging curriculum aligned to the New Jersey Learning Standards;
- A positive school culture where all students matter and can achieve at high levels;
- Instructional practices that engage all student;
- High quality, data infused professional development where teachers work across grades and subjects in PLCs;
- Parental support;
- Use of technology for learning;
- Effective school leaders;
- Strong student support services for special populations.

In the forgoing section, we have set forth in detail how a new regional district will have the ability to put in place those characteristics of successful schools and, thereby, improve educational outcomes for the communities involved.

2. Will regionalization present challenges for certain communities or special student populations?

Small school districts often struggle to provide needed support for students with special learning needs or who require accommodations due to medical conditions. A consolidated district may be better situated to design and deliver these programs and services more effectively and more efficiently. For example, it will be able to consolidated child study team and case management services to all constituent schools (including evaluations that identify a student's educational needs and the development of the individualized education program) in an optimized manner.

We also believe that the new regional school board will be uniquely better situated to serve at-risk students (chronically absent, socio-economically disadvantaged or English language learners) by being better able to connect and draw on expertise and resources from throughout the county and municipal agencies and state government including transportation, social workers, food programs, employment, health and dental care, before and after school care, as well as medical and dental care.

Our conclusion is that we believe that there will be substantial opportunity for the improvement of programs and services for special populations as greater capacity and expertise is developed at the central office level.

3. Will regionalization present opportunities for educational improvement?

Yes, there will be many opportunities for educational improvement presented by the implementation of the new configuration. For example, a shared curriculum development and implementation office would provide additional resources to each school to provide strong learning connections across the schools and grade levels. The effectiveness of the curriculum implementation function will be improved through robust data collection and analysis at the central office, school and professional learning community level. For this reason, we recommend that a Chief Performance Officer be hired to ensure that this is done effectively but our concern is whether, in a smaller regional, the resources will be available to do this.

In addition, a regionalized human capital and professional development office could also assist schools in recruiting and inducting teachers and in developing and delivering high quality, rigorous and effective professional development. A regional school district could provide additional support to schools in the area of student and staff safety.

4. What educational issues need to be taken into consideration during the transition to the new regional district?

We have not identified any obstacles to unification arising from the area of educational programs and services. We recommend that during the initial five-year period all students and staff remain in their current assignments until the new school board has conducted a needs assessment and engaged the various communities in a discussion regarding educational priorities and fiscal conditions. A deliberative approach will ensure that there is no disruption in the educational program moving forward. We do envision, however, that the administration of the regional district will be begin to provide expanded services and programs in the areas of professional development, student support and other areas in the short term which will bring both educational improvements and efficiency. We also foresee the consolidation of the central office functions of the various school districts in order to achieve efficiencies which will allow the new school district to make additional investments in the classroom.

It will be exceptionally important for the new regional board of education to maintain and foster parental and community involvement in education from the child level, to the classroom level, to the school level, to the district level. Often, as parents and community leaders see the locus of control over schools becoming more distant, they disengage and often become frustrated with being able to influence decisions that impact their child, community, or property tax bill. Needless to say, community relations need to be a high priority for the new board in terms of both providing information to families and the public but in receiving information as well. Identifying multiple strategies and means as possible for transmitting messages is also important and should be done as frequently as possible. The new board should be highly visible in the communities and meet in the schools as much as possible, perhaps rotating meetings amongst the various school buildings in the region. Board members should invite key communicators in each community and community groups to the meetings to hear and be heard.

In regards to the participation of some of the districts in the school choice program, given the current small number of openings being allowed each school year per participating school, continued participation in the program or discontinuation in the program will not have a measurable impact on education in the schools of the new regional (the financial impact will be considered in the Finance Chapter of this study).

Final Recommendation Education Chapter

For the above reasons, we recommend that the communities of East Greenwich, South Harrison, Swedesboro, Woolwich and Logan move forward with discussions regarding formation of a new All Purpose (PK-12) regional school district.

IV. EDUCATIONAL IMPACT OF ALTERNATIVE REGIONALIZATION SCENARIOS.

This study examined the feasibility of the regionalization of the constituent districts of Kingsway Regional and including Logan Township, a current sending-receiving district in the high school grades. The study reviewed these three alternative scenarios:

1. Status quo;
2. East Greenwich, South Harrison, Swedesboro, Woolwich and Logan form a PK-12 All Purpose Regional;
3. East Greenwich, South Harrison, Swedesboro, and Woolwich form a PK-12 All Purpose Regional and Logan enters into a new Sending-Receiving Agreement with the new PK-12 Regional for grades 7-12.

Based on the analysis in this study, we have recommended that the constituent districts of Kingsway Regional plus Logan Township move forward on discussions regarding the formation of a new All Purpose (PK-12 Regional) school district and that this consolidation would present distinct advantages to maintaining the status quo. We will next examine whether regionalization of only some of the constituent districts might also be preferable to the status quo.

The alternative scenario where Logan Township continues to operate a separate PK-8 school district and sends students in 9-12 to the newly formed PK-12 Regional will still present distinct educational advantages for all students and districts as in Section Three above. We have not identified any educational obstacles to regionalization related to educational programs and services in regards to this alternative scenario.

We would also observe that, in this alternative scenario, the smaller sized regional district may not have the budget to develop the capacity to deliver the anticipated full range of expertise and supports in the areas described above and therefore may be less effective in doing so. These goals also require a strong focus on finding, hiring and deploying talent across the organization. This will require an organizational focus that is more easily established in a somewhat larger district. We are especially concerned with developing a curricular vision and the capacity of a new central office curriculum unit to drive higher student performance expectations across the schools of the new district, if Logan does not become a member. However, we still believe that the advantages for East Greenwich, South Harrison, Swedesboro, and Woolwich still will be substantial. In summary, we believe that both of the above regional configuration scenarios present distinct advantages educationally and are preferable to the status quo.

Finally, we note that Logan Township has entered into shared services arrangements with South Harrison in the areas of curriculum development and implementation and in developing and implementing program and services for students with IEPs, two areas of high need in South Harrison Elementary School. Logan and South Harrison should be commended for taking steps to begin to address these needs through a shared approach. This partnership could provide the motivation and insights necessary to begin a broader conversation on regionalization and not having Logan as a part of the new regional district may hinder these initial discussions.

V. GOVERNANCE

A necessary component of a successful school district is effective governance. The governance of the newly created regional school district will be provided through the new regional board of education. The membership of the newly created board of education will be dictated by statute.

N.J.S.A 18A:13-8 provides that the “board of education of a regional district shall consist of nine members unless it consists of more than nine constituent districts, in which case the membership shall be the same as the number of constituent districts, plus one. If there are nine or less constituent districts, the members of the board of education of the regional district shall be apportioned by the executive county superintendent or executive county superintendents of the county or counties in which the constituent districts are situate, among said districts as nearly as may be according to the number of their inhabitants except that each constituent district shall have at least one member.” Population is based on the decennial United States Census.

The goal of the statute is to allocate the members as nearly as possible to the respective populations in those municipalities. A number of methods can be used to allocate the membership of the board.

The intuitive method or strict population method uses a simple calculation whereby the population of each individual municipality is divided by the total regional district population resulting in a percentage for each municipality which totals 100%. This percentage is then applied to the nine board seats. Alternatively, the total proposed regional district population can be divided by nine resulting in the average number of persons for each board seat or the ideal size. Then each municipalities population is divided by the ideal size to determine the number of members to be allocated to that municipality. The problem with these allocation methods is that significant rounding off is necessary given that the quotient will be a whole number plus a remainder and often the allocation of a particular board seat will be dependent on how that fractional entitlement is dealt with through rounding.

An alternative method, the Equal Proportions method, has been used by the NJDOE (although not specified by regulation) to apportion membership on a regional board as it is seen as producing the smallest relative differences in population per board member of all of the possible allocation methods. It has also been used by Congress to apportion house seats and has been adopted by the New Jersey Legislature to apportion legislative districts. Under the Equal Proportions Method, a "priority list" of claims to the seat is developed to determine the allocation of the "remaining" seats after each constituent municipality is allocated its mandatory minimum of one seat. Here, with four municipalities and nine seats, there are five remaining seats to be allocated. The priority list is developed by using multipliers for each seat (developed by reference to the geometric mean or the reciprocal of the rounding points) multiplied by each municipality's population. The resulting numbers can be ranked in a priority list for assigning seats in descending order of priority. This complicated formula can be simplified in application by using the table of multipliers established below for the nine seats.

Table E26
Multipliers for Determining Priority Values for Apportioning the Members by the Equal Proportions Method

Seat Assignment	Multiplier
1-5	One for each municipality per statute
6	0.70710678
7	0.40824829
8	0.28867513
9	0.22360680

For an excellent description of the use of this methodology see Board of Education Rancocas Valley Regional High School District, Burlington County v. New Jersey State Board of Education, et al., 364 N.J. Super. 623, 837 A.2d 111 (2003).

In the table below we have provided the 2010 Census population for each community along with the resulting board membership calculated through both of the above allocation methods.

Table E27
2010 Census Population For Each Community and Resulting Board Membership

SCHOOL	Population 2010 Census	% of Total New Regional	Number of Board Members in New Regional Intuitive Method*	Number of Board Members in New Regional Equal Proportions Method
East Greenwich	9,555	30.292	2.73=3 2.7263	2
Logan	6,042	19.155	1.72=1 1.7239	2
South Harrison	3,162	10.024	.90=1	1
Swedesboro	2,584	8.1920	.74=1	1
Woolwich	10,200	32.337	2.91=3	3
Total	31,543	100	9	9

*Number of citizens per board seat- 3,504.78

Table E27 illustrates the difference between the two methods in determining whether the ninth board seat goes to East Greenwich (giving the district 3 seats) or to Logan (giving the district 2 seats).

Given that the Governance issue will be an important factor in determining whether a community will vote to participate in the new regional we recommend that an alternative apportionment method be considered. *N.J.S.A. 18A:13-34a* provides that the boards of education

of the constituent districts of the proposed new regional district may, by resolution, agree to apportion the membership other than as provided in *N.J.S.A. 18A:38-8*. The new apportionment structure would need to be approved by the Commissioner of Education. The consultants recommend that the districts consider using this authority to create an apportionment structure that provides for a ten-seat board. This alternative apportionment structure would more closely track the current board membership of the ten-member limited purpose regional: Swedesboro-1; East Greenwich-3; South Harrison- 1; Woolwich-3; and Logan-2.

Pursuant to *N.J.S.A. 18A:13-37*, the initial members of the newly established board of education would be appointed by the Executive County Superintendent of Schools. Thereafter, with staggered terms to start, the members will be elected in the normal course at the annual school election.

However, we note that *N.J.S.A. 18A:13-8* was changed by the final approval of P.L. 2021, c. 402. Section 19 of that law (codified as *N.J.S.A. 18A:13-46.2*) provides that in the case of the enlargement of an existing regional district *N.J.S.A. 18A:13-8* will not apply and the board of education of the regional district and the board of education of the district seeking to join the regional district "may by resolution frame and adopt a proposal to calculate and apportion the membership of the enlarged board of education according to the number of each constituent districts' inhabitants, except that each constituent district shall have at least one member. The calculation and method of apportionment chosen pursuant to the provisions of this subsection need not be approved by the commissioner or his representative." In addition, the new law provides that the board of education of the new constituent district will "appoint one member of the enlarged board of education of the regional district from among the members of the board of education of the new constituent district, and the member so appointed shall serve..." until a successor is chosen.

It should be noted, however, that the above information is only intended as a guide to the allocation methods and the actual allocations that will be computed by the county superintendent may very well change based upon the 2020 Census data and the allocation methodology that will actually be used.

VII. FINANCIAL IMPACT

There is an initiative to explore more efficient use of public funds in New Jersey's educational system. Though it would be helpful only to think in terms of the efficiency of the total monies spent to educate the PK–12 population, that concept does not work in a system controlled by individual boards of education. Since any move to use regionalization to unify districts together will involve a vote of the residents in each constituent community, the financial efficiency must focus on changes in tax levies at the local community level.

Kingsway Regional is a limited-purpose regional servicing students in grades 7–12. The regional involves the four municipalities of East Greenwich, South Harrison, Swedesboro, and Woolwich. Additionally, Logan sends its high school students to Kingsway Regional High School through a sending-receiving agreement. The constituent municipalities of the regional operate independent PK–6 school districts and participated in Kingsway Regional to educate students in grades 7 thru 12. Logan operates an independent PK– 8 school district and sends its students to Kingsway for grades 9–12.

The issue of tax levy distribution in New Jersey regional school districts is highlighted in the 2004 decision of the New Jersey Supreme Court regarding the Borough of North Haledon's attempts to withdraw from the Passaic County Manchester Regional High School District and has added to this discussion. *IMO the Petition for Authorization to Conduct A Referendum on the Withdrawal of North Haledon School District from the Passaic County Manchester Regional High School District*, 181 N.J. 161, 186 (2004). Therefore, several constituent districts throughout New Jersey are refocusing on possible alternative configurations to the all- and limited-purpose regional districts to which they send students.

As requested, the analysis below studies the financial impact that would result from continuing the school districts as they presently exist (the "status quo" scenario) compared to two alternative configurations:

3. Dissolution of the existing status quo configuration and create an all-purpose PK–12 regional school district with the communities of East Greenwich, Logan, South Harrison, Swedesboro, and Woolwich.
4. Dissolution of the existing status quo configuration and create an all-purpose PK–12 regional school district with the communities of East Greenwich, South Harrison, Swedesboro, and Woolwich. Logan continues its PK thru 8 school district and sends its 9 thru 12 grade students to the newly formed all-purpose regional through a sending-receiving relationship.

The financial impact has been calculated in "2021 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 equalized tax rates, and any changes therein. The results are calculated assuming full implementation at the beginning of the 2022-23 school year. Though a phased approach is recommended given the various managerial decisions necessary for unification, this study does not utilize a phase-out period to calculate the financial impact. This is done to reflect

the full financial impact, over the five-year and ten-year periods. This offers better information for decision-making because it reflects the full long-term impact of the new configuration.

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 each district for the year ending June 30, 2020 and June 30, 2021.
- Review of user-friendly budgets for the 2020-21, 2021-22, and 2022-23 school years.
- Review of the historical enrollment data and projected enrollment data for each of the five school districts.
- Interviews and written communications with the business administrators to acquire relevant data concerning the proposed alternatives, and, where appropriate, to review the processes being used.
- Review of collective bargaining agreements for each bargaining unit in each district.
- Utilization of various websites to gather data related to State aid, equalized property values, educational spending, abstracts of ratables, Public Employment Relations Commission (PERC) and other relevant data for each of the districts, as set forth in various Internet databases maintained by the State of New Jersey.
- Application of certified tuition rates for sending-receiving relationships.
- Gather individual scattergrams for each district and consolidated them into a unified scattergram.
- Assessment of the transportation contracts in each district to determine method of providing services, efficiencies, and alternative structures.
- Examination of health benefit premiums and scattergrams to determine existing costs and opportunities for cost savings.
- Review of Long-Range Facility Plans uncompleted projects.
- Appraisal of Comprehensive Maintenance Plans and Form M-1 to obtain building replacement costs.
- Appraisal of fixed asset inventories to establish asset values.

A. Methodology

The starting point for analyzing the financial impact was modeling the existing pattern of revenues and expenditures for each of the school districts based upon the existing level of educational services being provided in the districts during the 2019-20 and 2020-21 school years. Additionally, the model is based upon the most recent audited revenue and expenditure data. To estimate the revenues, expenditures, and tax levies for both the present organizational structure and the alternative scenarios, the model is based on the actual enrollments for the most recent six years and the projected enrollment in the districts for five years from 2022-23 to 2026-27 and ten years from 2022-23 to 2031-32. The model considers fixed costs, such as utilities, administrative salaries, and interest on bonds, as well as those that vary with enrollment, like classroom teachers' salaries and instructional materials.

The years of actual financial data were impacted by the corona-virus pandemic. The steps taken to address the pandemic resulted in expenditures adjustments to health supplies, HVAC maintenance, transportation contracts, staffing, after school activities, etc. When reviewing the financial data, the consultants discussed any major variances in revenues and expenditure with the business administrators to ascertain the cause of these changes. This process helped determine the projected values over the five- and ten-years periods.

State aid provides some funding for the cost of education in New Jersey. Categorical aid is available for certain types of expenditures, such as transportation and special education costs regardless of income or property wealth. Non-categorical aid, on the other hand, is driven by the district's wealth as determined by equalized property value and/or household income.

New Jersey has established the School Funding Reform Act ("SFRA"), which went into effect in 2008, for calculating State aid. The formula has built in adjusters, for the first year, to keep the additional State aid for any district between 2% and 20% of the prior year. Subsequent years have again used prior year's State aid as a prime determinant for the current year. Therefore, the new formula is not being fully implemented at this time. It is unclear whether the State can afford to fund, on a continuing basis, the new formula at the indicated level. Nevertheless, the impact of the State aid under the new formula needs to be addressed. Given that future State aid for education will be funded at a level yet to be determined by Trenton, and that the allocation among the various school districts is subject to annual determination by the State's Legislature, the consultants have assumed that ongoing State aid will approximate the amount received in the 2020-21 school year.

When districts are being unified, the consultants have assumed that the State aid will be the sum received by the underlying districts before unification. Even with the revised State aid formula, any assumptions about future State aid involve a high level of uncertainty. Given the uncertainties as to future State aid identified above, the consultants believe that there is no better predictor of future State aid than the most recently awarded amount. However, the State aid section does provide potential State aid changes that might impact the new configuration.

Teachers' salary expenditures are based on the number of certificated staff that existed in the 2020-21 school year. Any projected increase or decrease in certificated staff will be based on the projected enrollment and 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 and ten-year periods 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 each 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 2021 dollars.

The consultants reference legislation signed into law in January 2022, which authorizes changes to the regionalization process that would have an impact on various aspects of the reconfigurations studied. For example, the legislation ensures no loss in aid for ten years. It also permits the use of a transitional allocation method if the traditional equalized valuation and enrollment allocations do not offer shared tax savings.

B. Key Assumptions

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

- Each community's tax levy and rate were estimated for purposes of comparing alternative configurations only and not to approximate the actual future tax levy and rate.
- Estimates of revenues, expenses, tax levies, and tax rates were expressed in 2021 nominal 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 sixth grade moving to seventh, and eight grade into 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 2020-21 school year. Any deviation from this assumption is clarified below.
- State aid for existing debt service will continue at the 2020-21 percentage.

- Educational programs were assumed to be equivalent to those that have existed in each constituent districts during the 2020-21 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 constituent districts during the 2020-21 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.
- The present method of apportioning the current expenses of regional school district, based on allocated equalized property value and/or enrollments, is used to allocate the regional district tax levy from an existing regional district to the appropriate constituent districts. For the newly formed regional district(s), tax levy allocations will consider equalized values, enrollments, and the combination of the two.
- Equalized property valuations are projected using five years of historical data and projected for ten years using a regression analysis.
- Tuition cost when it pertains to an alternative scenario uses the actual certified cost per pupil with tuition payments to the respective district based upon the enrollment numbers projected.
- 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 configurations were calculated as if fully implemented at the beginning of the 2022-23 school year.
- Programs that have not yet been implemented, but might have an impact on the regional allocation, have not been reflected in this study.
- All schools will remain operational until the new Board of Education can study the best way to proceed.
- Current collective bargaining agreements will remain in force until a unified all-purpose regional agreement can be negotiated.

C. Results of the Analysis

1. Proposed Creation of an All-Purpose PK–12 Regional District with All Existing Kingsway Regional Constituent Communities and Logan.

Under the proposed scenario, the communities would pursue the creation of a new all-purpose PK–12 regional school district consisting of each of the existing school districts. This model would require the dissolution of the existing limited-purpose regional school district and the discontinuation of the sending-receiving agreement with Logan prior to the creation of the new all-purpose regional district. All the students currently educated in East Greenwich, Kingsway Regional, Logan, South Harrison, and Swedesboro-Woolwich would now be educated in one unified regional school district servicing students from pre-kindergarten through twelfth grade.

It is imperative to understand that, based upon current law, such a regional district can only be created with the approval of a majority of the voters in each of the constituent communities by way of referendum held to consider this specific issue. This referendum must also specify the proposed tax levy allocation for the new regional district. Thus, short of state intervention, the consultants assumed that a projection of savings (or, at the very least, a break-even projection) in each municipality is desirable for the formation of a new PK–12 regional district servicing the five communities. Therefore, in analyzing the financial impact of this configuration, the consultants attempted to configure the new tax levy allocation to provide savings to each community.

Specifically, *N.J.S.A 18A:13-34* States that, *if the boards of education of two or more local districts, or the board of education of a consolidated district, or of a district comprising two or more municipalities, and the commissioner or his representative, after consultation, study and investigation, shall determine, that it is advisable for such districts to join and create, or for such district to become*

(a) an all-purpose regional school district for all the school purposes of such districts or district, or

(b) a limited purpose regional school district to provide and operate, in the territory comprised within such local districts or district, one or more of the following: elementary schools, junior high schools, high schools, vocational schools, special schools, health facilities or particular educational services or facilities, that board or boards shall by resolution frame and adopt a proposal to that effect stating also the manner in which the amounts to be raised for annual or special appropriations for such proposed regional school district, including the amounts to be raised for interest upon, and the redemption of bonds payable by the regional district, shall be apportioned upon the basis of:

a. the portion of each municipality's equalized valuation allocated to the regional district, calculated as described in the definition of equalized valuation in section 3 of P.L.1990, c.52 (C.18A:7D-3);

b. the proportional number of pupils enrolled from each municipality on the 15th day of October of the prebudget year in the same manner as would apply if each municipality comprised separate constituent school districts; or

c. any combination of apportionment based upon equalized valuations pursuant to subsection a. of this section or pupil enrollments pursuant to subsection b. of this section, and each such board shall submit on the same day in each municipality in its district at a special election or at the general election the question whether or not the proposal shall be approved, briefly describing the contents of the resolution and stating the date of its adoption and they may submit also, at the special election, as part of such proposal, any other provisions which may be submitted, at such a special election, under the provisions of this chapter but no such special election shall be held on any day before April 15 or after December 1 of any calendar year. Except as otherwise provided herein, the special election shall be conducted in accordance with the provisions of P.L.1995, c.278 (C.19:60-1 et al.).

In all the allocation tables for each scenario, the average tax levy over the five- and ten-year projection, by community, for the total PK–12 costs of education is reflected in thousands of dollars. These comparisons for the alternative configurations show the average tax levy and the increase/savings or decrease/loss in the average tax levy over the five- and ten-year projection. The rate and rate change represent the tax rate based on \$100 of equalized property valuations. Additionally, for each community identified in the allocation tables, the tax levy and the savings or loss is expressed in 2021 dollars.

Although the study includes a five- and ten- year projection as requested, longer, ten-year projections offer significantly more speculative data from an enrollment, equalized valuation, and financial perspective. The five-year period offers better reliability for decision making purposes.

Since there are multiple ways of allocating the tax levy in a new regional district, three tables illustrate three alternative allocation methods (1) 35% Equalized Property Value & 65% Pupil Enrollment (Table F2), (2) 100% Equalized Property Value (Table F3), and (3) 100% Pupil Enrollment (Table F4). The status quo scenario represents the tax levy expected under the current school districts' configurations.

Although the tables in this section provide the results under each configuration for each community, Table F1 summarizes the results of the three configurations for the proposed unified regional district over the five- and ten-year periods.

Table F1
Summary of Tax Impact for All-Purpose Regional District
Compared to the Status Quo

Unified All-Purpose Regional - Five (5) Communities							
Equalized Value	Enrollment	5 Year			10 Year		
		Tax Inc.	Tax Save	Total Inc. Tax Levy	Tax Inc.	Tax Save	Total Inc. Tax Levy
100.0%	0.0%	1	4	\$ 9,963	1	4	\$ 10,008
35.0%	65.0%	2	3	\$ 3,989	2	3	\$ 3,671
0.0%	100.0%	2	3	\$ 5,300	2	3	\$ 4,838

As noted, the current statute provides for an allocation based on equalized property values, enrollment, or any combination of the two. We will refer to this allocation methodology as the traditional allocation. A 2022 law allows for a transitional allocation which will be discussed below.

Using a traditional allocation between equalized value and enrollment does not result in all communities sharing in the cost savings associated with the new regional. The consultants find the optimal allocation for this scenario to be 35% equalized value and 65% enrollment. This will result in the largest number of constituent communities experiencing a tax reduction while minimizing the tax increase in the remaining communities. This allocation also results in the lowest overall tax levy increase for the new regional. As the proportion shifts to 100% equalized value or 100% enrollment, the aggregate tax increase increases. At 100% equalized value, the number of communities experiencing a tax increase drops to one. However, that community, Logan, sees a significant increase in tax levy. The same trend occurs under the ten-year period.

The information in Tables F2-F4 summarizes the findings of the analysis for the unified district. It is based on the enrollment tables shown previously using the cohort-survival method of projecting future enrollments. As noted above, for revenues and expenditures, the model assumes the continuance of the existing level of educational services provided in each of the school districts in the 2020-21 school year. The projected enrollment in each district for each of the ten years from 2022-23 to 2031-32 was used to estimate the revenues, expenditures, tax rates, and tax levies for each of the five-year and ten-year periods, under both the present organizational structure and alternative scenarios. The table expresses estimated tax levy savings as positive amounts and estimated additional tax levies as negative amounts.

For each community identified in these tables, the tax levy and the savings or loss is expressed in 2021 dollars. The average tax levy over the five- and ten-year projection, by community, for the total PK-12 costs of education is reflected in thousands of dollars. The rates are expressed in dollars per \$100 of equalized property valuation.

Optimal Allocation: 35% Equalized Valuation & 65% Enrollment

For this scenario, in which all the constituent communities involved in the Kingsway limited-purpose regional, and Logan unify to form a new PK–12 all-purpose regional, the best allocation uses 35% equalized valuation and 65% enrollment. As demonstrated in the tables in this section, all constituent communities except Logan and Swedesboro would see a reduction in tax levy under this allocation method. However, this allocation minimized the total increase in levy among the communities.

To better understand these findings, we will use the impact on South Harrison as an example. Given the assumptions as stated above, Table F2 shows South Harrison with a five-year status quo tax levy of \$5,978,000 (illustrated in 1,000's in the table as \$5,978), with an equalized tax rate of \$1.250 per \$100 of equalized property value. Using 35% equalized value & 65% enrollment to allocate the new tax levy needed to operate the unified district, South Harrison's proportional tax levy and corresponding tax rate would be \$5,364,000 and \$1.121, respectively. The new allocation represents a reduction in tax levy and rate of \$614,000 and \$0.128, respectively. In other words, South Harrison would experience an average annual savings of \$614,000 over the five-year period.

The ten-year time horizon shows South Harrison's annual reduction in tax levy of \$519,000 from \$5,785,000 for the status quo to \$5,266,000 under the unified PK–12 model with a corresponding change to the tax rate. South Harrison's enrollment is projected to be stable over the ten-year period. Other communities see declining enrollments, therefore, South Harrison's proportional share of the regional tax levy will increase driving the reduction in tax levy as compared to the five-year period.

Table F2
Summary of Tax Impact Compared With Status Quo
35% Equalized Valuation – 65% Enrollment

		Five-Year Average Status Quo	Five-Year Average Unified District	Five-Year Difference	Ten-Year Average Status Quo	Ten-Year Average Unified District	Ten-Year Difference
Community:	Tax Levy	\$3,368	\$5,356	-\$1,988	\$3,233	\$4,884	-\$1,651
Swedesboro	Rate	\$1.584	\$2.519	-\$0.935	\$1.423	\$2.149	-\$0.727
Community:	Tax Levy	\$20,636	\$20,536	\$100	\$19,950	\$19,806	\$144
East Greenwich	Rate	\$1.492	\$1.485	\$0.007	\$1.361	\$1.351	\$0.010
Community:	Tax Levy	\$5,978	\$5,364	\$614	\$5,785	\$5,266	\$519
South Harrison	Rate	\$1.250	\$1.121	\$0.128	\$1.136	\$1.034	\$0.102
Community:	Tax Levy	\$28,742	\$21,903	\$6,839	\$27,743	\$21,170	\$6,573
Woolwich	Rate	\$1.781	\$1.357	\$0.424	\$1.590	\$1.213	\$0.377
Community:	Tax Levy	\$12,856	\$14,857	-\$2,001	\$12,662	\$14,682	-\$2,020
Logan	Rate	\$0.690	\$0.798	-\$0.107	\$0.610	\$0.708	-\$0.097

Notes: Numbers in 1,000's; Annual School Tax Rate in \$100 Equalized Property Value

Alternative Tax Allocations Methods

As noted, the existing statute provides for an allocation based on equalized property values, enrollment, or any combination of the two. To identify the most advantageous allocation of savings generated from unification, the consultants analyzed various percentages between equalized value and enrollment to optimize the saving distribution that may have the greatest possibility of voter approval. However, increasing the allocation percentage of enrollment reduces the number of communities with a tax levy savings. Since each community must vote yes for the regional to be formed, having more communities experience some savings is generally preferable.

For illustrative purposes, this section includes allocations using 100% equalized property value, and 100% enrollment to demonstrate the distribution of tax savings across all communities in the five- and ten- year timeframes.

As is clear from Tables F3 and F4, different levels of savings occur as the allocation percentage is changed. The consultants explored various alternative allocation percentages combining enrollment and equalized value to distribute the savings to ensure each community received some share and thereby would experience a reduction in local tax levy. From that perspective, Table F2 illustrates the best of these combinations since it has the lowest overall increase in levy. Tables F3 and F4 show two possible allocations to demonstrate the impact of weighting the allocation at 100% equalized value or 100% enrollment.

Table F3 uses 100% equalized value to allocate the new regional tax levy across all constituent communities. By increasing the equalized value percentage to 100% the savings shift primarily from Logan and South Harrison to East Greenwich, Swedesboro, and Woolwich. For example, Logan's tax levy increases from \$2.0 million to \$9.96 million, while Swedesboro sees

savings of \$762,000 using 100% equalized value compared with a tax increase of \$2.0 million using the 35% equalized value / 65% enrollment split in the five-year period. This trend continues for the ten-year period.

Table F3
Summary of Tax Impact Compared With Status Quo
100% Equalized Valuation

		Five-Year Average Status Quo	Five-Year Average Unified District	Five-Year Difference	Ten-Year Average Status Quo	Ten-Year Average Unified District	Ten-Year Difference
Community:	Tax Levy	\$3,368	\$2,606	\$762	\$3,233	\$2,483	\$750
Swedesboro	Rate	\$1.584	\$1.225	\$0.358	\$1.423	\$1.093	\$0.330
Community:	Tax Levy	\$20,636	\$16,950	\$3,686	\$19,950	\$16,022	\$3,928
East Greenwich	Rate	\$1.492	\$1.225	\$0.266	\$1.361	\$1.093	\$0.268
Community:	Tax Levy	\$5,978	\$5,861	\$117	\$5,785	\$5,565	\$220
South Harrison	Rate	\$1.250	\$1.225	\$0.024	\$1.136	\$1.093	\$0.043
Community:	Tax Levy	\$28,742	\$19,780	\$8,962	\$27,743	\$19,069	\$8,674
Woolwich	Rate	\$1.781	\$1.225	\$0.555	\$1.590	\$1.093	\$0.497
Community:	Tax Levy	\$12,856	\$22,819	-\$9,963	\$12,662	\$22,670	-\$10,008
Logan	Rate	\$0.690	\$1.225	-\$0.535	\$0.610	\$1.093	-\$0.482

Notes: Numbers in 1,000's; Annual School Tax Rate in \$100 Equalized Property Value

In the final allocation example, Table F4 illustrates the comparative tax levies using 100% enrollment as the allocation method. The allocation of the regional tax levy to the various communities throughout the projection period is based, in part, on the number of students per community. Enrollment information by grade and by community was obtained from each constituent school district, from the regional district, and/or from the NJDOE. Using these data, enrollment by community was projected and used in the calculation of each constituent community's tax levy allocation.

This allocation widens the disparity between the communities. A 100% enrollment allocation results in an increase in tax levy for East Greenwich and Swedesboro in the amounts of \$1.8 million and \$3.5 million, respectively. This trend continues as enrollments shift in the 10-year period. Conversely, using 100% enrollment generates tax savings for Logan and South Harrison, which experienced an increase in taxes under the 35%/65% split. The change in enrollment redistributes the savings in the later years of the analysis and does not provide savings for each community.

Table F4
Summary of Tax Impact on Community Compared With Status Quo Scenario
Using 100% Enrollment

		Five-Year Average Status Quo	Five-Year Average Unified District	Five-Year Difference	Ten-Year Average Status Quo	Ten-Year Average Unified District	Ten-Year Difference
Community:	Tax Levy	\$3,368	\$6,837	-\$3,469	\$3,233	\$6,177	-\$2,944
Swedesboro	Rate	\$1.584	\$3.215	-\$1.631	\$1.423	\$2.719	-\$1.296
Community:	Tax Levy	\$20,636	\$22,467	-\$1,831	\$19,950	\$21,844	-\$1,894
East Greenwich	Rate	\$1.492	\$1.624	-\$0.132	\$1.361	\$1.490	-\$0.129
Community:	Tax Levy	\$5,978	\$5,097	\$881	\$5,785	\$5,105	\$680
South Harrison	Rate	\$1.250	\$1.066	\$0.184	\$1.136	\$1.003	\$0.134
Community:	Tax Levy	\$28,742	\$23,046	\$5,696	\$27,743	\$22,302	\$5,441
Woolwich	Rate	\$1.781	\$1.428	\$0.353	\$1.590	\$1.278	\$0.312
Community:	Tax Levy	\$12,856	\$10,569	\$2,287	\$12,662	\$10,380	\$2,282
Logan	Rate	\$0.690	\$0.568	\$0.123	\$0.610	\$0.500	\$0.110

Notes: Numbers in 1,000's; Annual School Tax Rate in \$100 Equalized Property Value

Projected Savings from Unification

The literature on school unifications clearly states the positive financial benefits of combining small districts together. Two primarily economic principles drive the cost reductions associated with unification. The first involves economies of scale in which a larger organization achieves lower prices and reduced costs by leveraging its greater buying power. It also distributes fixed costs over the larger entity, in the case of schools, thereby reducing the cost per pupil. Although generally the first type of savings considered in any unification, scale economies represent a minor part of overall cost reductions. Indeed, every district utilizes some form of cooperative purchasing to benefit from bulk purchasing and volume discounts. These purchasing cooperatives include New Jersey State contracts, the Educational Services Commission of New Jersey, Hunterdon County Educational Services, Alliance for Competitive Telecommunications, County Special Services Consortia, Educational Data Services, and various national contracts.

The second financial benefit relates to efficiencies gained by reducing the functions replicated over several school districts. For example, every school district is responsible to report student data through the NJSMART data collection system. Rather than separately training and equipping six or more individuals to meet this reporting requirement, a unified regional district would have one or two employees performing that function. These types of efficiency savings are significantly larger than those from scale economies.

The economy and efficiency gains involved in unification will generate significant economic savings resulting in reduced taxes and better functional performance. The cost of operating a unified district will be lower than the sum of the constituent districts. However, the bulk of these savings will result in improved operational functionality. In other words, although real economic savings, these efficiencies will not be credited exclusively to reduced tax levy but are essentially reinvested in the organization thereby improving the performance of the new organization.

Some research also indicates a potential for municipal savings when unifying school districts. Although the potential exists, the consultants would anticipate minimal cost reductions to individual municipal government operations. For example, a municipality may provide its school district salt to treat its paved surfaces during winter storms. The unified district may assume that responsibility thereby saving the municipality the cost of the salt. If present, these savings would be unique to the specific community and not included in this study.

Saving Methodologies

This financial analysis took a multi-pronged approach to the methodology for determining the savings generated from unification. The first approach compared various cost centers for the proposed unified district with the average of other New Jersey school districts with similar sized enrollments and budgets. The unified district will educate approximately 6,600 students with combined expenditures of \$118 million. For example, audit fees for similar sized districts average about \$63,000 annually. Collectively, the studied school districts spent \$122,700 in audit fees in 2020-21. Therefore, unification could save about \$60,000 on audit fees. This approach was used on similar type expenses primarily in administrative areas.

The second method to estimate cost savings first constructs a model structure in a variety of cost centers for the unified district, then develops costs associated with the model, and compared those costs with actual expenditures. The consultants used this method to develop cost savings related to administrative staffing.

The third approach used existing research on expected economic savings from unification and applied the anticipated cost reductions to the unified district. This review functioned as a crosscheck to ensure the cost savings identified in the other approaches comported with research findings.

In a paper entitled, “Local Government Consolidation: Potential Savings due to Economies of Scale & Efficiency Gains”, published in 2011, professors Dagny Faulk and Michael Hicks present a compelling argument on the economies and efficiencies of unification. Their research specifically sites New Jersey districts, “Among the six New Jersey counties with populations below 250,000, ... potential annual savings from merging one school district with another to reduce the number of districts by one would range from \$2.65 million to \$6.08 million.”

This and other studies cite an optimal district size in the 2,000 to 4,000 range. The proposed unification projects enrollment of about 6,600 students exceeding this range. Combining multiple districts would generate \$2.65 million in savings for each district until this optimal enrollment. By that measure, combined economic savings could range as high as \$14.6 million by applying this rate to the four smaller districts studied in this report. As noted above, all efficiency savings do not directly result in reductions in tax levy. Savings would still be generated by each additional district added with positive but diminishing returns. Using the above-mentioned methodologies, the consultants identified potential savings for the new unified regional of approximately \$3.5 million.

On the other end of the spectrum, the Center for American Progress studied unification in a 2013 paper, “Size Matters: A Look at School District Consolidation.” The study outlines a third method of estimating potential savings from unification by setting the savings equivalent to \$1,000 per teacher, or \$125 million for the State of New Jersey. The certified teachers in all the public school districts studied here total 571, which would make the savings under this method \$571,000 for the consolidation considered in this report. This method seems inadequate to account for all the economic efficiencies generated by the proposed unification.

Based on review of the audited financials of the five districts, and applying these methodologies, the consultants have concluded that a unified all-purpose regionalization could result in an overall tax levy savings of \$3,563,000 annually due to reductions in staffing (salaries and benefits), and other identified costs. Public education relies heavily on labor to accomplish its core mission. Indeed, typically districts see expenditures for salary and benefits ranging from 70 to 80 percent of the annual budget. Therefore, it follows that the primary savings result from staffing reductions. Although some of the studied districts share a business administrator, the redundancy in central office positions account for much of the savings. In addition to the savings for salaries and benefits, the expenditures for audit fees, insurance premiums, software maintenance, and similar items are expected to be lower than the sum of these expenses for the individual districts.

The studied school districts needed a total of approximately \$74 million in school tax levies that serve their respective communities in 2020-21. By creating an all-purpose PK–12 regional, five school districts will unify into one public school district. Assuming (1) that State and federal aid for the new unified school district will be no less than the sum of the State and federal aid currently being received by the existing school districts; (2) that these school districts can be combined at no additional costs for teachers’ salaries, benefits, or other costs; (3) that the above \$3,563,000 can be saved by unifying the various functions; the question is whether there is any way, under the current legislative requirements, that the tax levy can be distributed among the communities such that each will experience some tax levy reduction.

To provide some context, the identified savings represents 3.0% of actual 2020-21 expenditures and about 4.8% of annual tax levy for that year. The savings from the unification of the districts normally would be higher, but the constituent districts already have done a great deal to shared services for business, technology, transportation, and food services. These measures have brought cost reductions to the respective districts, and already are included in the status quo model. Additionally, economic savings from internal efficiencies contribute to better functionality in various departments but are not included in the tax levy savings.

Since regional districts can allocate the tax levy among the constituent districts in various ways based on any combination of equalized property value and enrollment, there are numerous possible outcomes. The consultants believe Table F2 above reflects the option, which maximizes the distribution of the savings among the constituent communities thereby optimizing the chances of referendum passage, namely a tax allocation method based 35% equalized property value and 65% enrollment. Since Logan would experience a tax levy increase, the transitional allocation section provides an alternative allocation allowed under changes to the regionalization law that went into effect in January 2022.

Teaching Staff & Negotiations

The underlying assumption that teaching staffs can be combined at no additional cost will require an extremely strong commitment by the new board to negotiate a collective bargaining agreement that keeps costs down. Based on the State's taxpayers' guide, the median teachers' salary ranges from \$58,105 to \$65,532 across the constituent districts. Table F5 summarizes the average and median salaries, the number of teaching staff, and the percent of total teachers to frame the negotiation discussion.

If, initially, all the teachers could be placed on a guide at no additional cost above traditional negotiations, and assuming that future increases would be no larger than they would be under the status quo scenario, the salary costs could be kept in line. From a legal perspective, as the board designs a new guide it is key that compensation for tenured teachers not be reduced. However, it is possible to freeze individuals' compensation until the guide catches up to their compensation. Teachers also can be paid off the guide as is currently the case in some of the constituent districts. Different starting and maximum salaries create one of the obstacles to the new design. A different number of steps and columns in the current guides also will tend to push salaries up.

Table F5
Teaching Staff Summary

District	Average Salary	Median Salary*	Teaching Staff**	% Total
Kingsway	66,287	58,105	208	36.4%
Swedesboro-Woolwich	N/A	65,532	139	24.3%
East Greenwich	69,117	64,380	111	19.5%
South Harrison	63,447	59,393	32	5.6%
Logan	70,954	65,364	81	14.2%
Total			571	100.0%

Source: *New Jersey Department of Education Taxpayers' Guide to Educational Spending.

** New Jersey Department of Education certified staff website.

There also may be a morale issue if teachers' salaries are frozen for multiple years. A new teachers' contract must be approved by a majority of the membership, which will continue to pressure compensation upward. In addition, members of a new board of education will likely face pressure to reach a quick settlement with the teaching staff to ensure a smooth transition and to avoid any obstacles in getting the new unified district established. Therefore, absent the use of salary freezes for some teachers, judicious oversight of the design of the initial scattergram and some creative ideas regarding placement of the teachers, overall salary costs may increase, resulting in a decrease in overall savings. This would mean lower long-term projected savings for each community. Appendix AD contains a combined scattergram to summarize the placement of teachers throughout the constituent districts.

Table F6 provides an overview of teacher collective bargaining salary guides for each of the constituent districts. It indicates the number of steps, whether the contract includes longevity payments, and lists starting, median and top of various educational tracts. Each salary column is conditionally formatted to offer a quick visual depiction from the highest salary in the column (colored in yellow) to the low (colored in green). For example, East Greenwich offers the highest starting BA salary at \$57,444, while Swedesboro-Woolwich offers the lowest at \$50,782. There is a gradation for the salaries between the high and low shaded from green to yellow.

Table F6
Teacher Collective Bargaining Agreements Sensitivity Analysis
for the 2020-21 School Year

District	Steps	*Long. Y/N	Starting BA	Starting MA+30/45	Median BA	Median MA+30/45	Top BA	Top MA+30/45
Kingsway	15	N	\$52,000	\$56,558	\$63,900	\$68,458	\$84,500	\$89,058
Swedesboro- Woolwich	15	Y	\$50,782	\$54,282	\$57,082	\$60,582	\$78,324	\$81,824
East Greenwich	16	Y	\$57,444	\$62,244	\$61,944	\$66,744	\$81,798	\$86,598
South Harrison**	15	Y	\$51,271	\$54,372	\$57,361	\$60,462	\$75,893	\$78,994
Logan	18	Y	\$54,991	\$57,691	\$62,116	\$64,816	\$81,923	\$84,623

* Provision for longevity payments

** South Harrison's highest education level is MA

Source: Collective bargaining agreements

Although bringing the various contracts together presents several challenges, it also is an opportunity to create a guide with meaningful increments and educational differentials. Settlements over time skew increments causing bubble steps and changes in education levels and compensation that stray from sensible values. A new guide offers the chance to return thoughtful consideration to each row and column of the guide. Furthermore, steps need not equate directly to years of experience. Districts establishing guides for the first time have created a model guide and placed employees at their corresponding education level at a step closest to, but not less than, their existing salary. This would eliminate the need to freeze salaries but would require a change in mindset that often links steps directly to years of experience.

Indeed, South Hunterdon Regional successfully unified the communities of Lambertville, West Amwell, and Stockton into a PK–12 all-purpose regional school district. The PK–12 regional developed a new collective bargaining agreement using such a strategy. It took about a year and a half to negotiate the agreement. In the end, the South Hunterdon Regional Board and Association agreed on a percent increase on the total existing teacher compensation thereby creating a total dollar value to be distributed within the new guide. According to the Business Administrator, the NJEA did a good job developing a new guide and placing each association member on that guide. Although no tenured teacher received less than his or her existing compensation, their guide placement did not necessarily correspond to their years of experience. South Hunterdon is a case study that the collective bargaining issue can be resolved amicably among the parties while containing costs.

Expansion Compared to Dissolution

The consultants recommend the dissolution of the existing limited-purpose regional and the creation of a new all-purpose regional to allow for the establishment of a new collective bargaining agreement as referenced in the Teaching Staff & Negotiations section. As demonstrated in the South Hunterdon unification, a new agreement allows for the flexibility and cost containment noted in that section.

Alternatively, the regionalization statute also permits the expansion of an existing regional. Under this method, communities would expand the existing configuration to include additional grade levels. For example, Kingsway Regional would expand from grades 7–12 to include all grades PK-12. The constituent communities would still need to vote to approve the new configuration as with dissolution. However, there is a significant difference. An expansion would require that all members of the respective collective bargaining units be placed on the Kingsway Regional's salary guides, which represents the most affiliated employees.

Kingsway Regional's guide has low starting salaries, but its top salaries are the highest of the group. Since tenured staff cannot be reduced in salary, a move to a new guide will result in higher costs. For example, East Greenwich and South Harrison teachers will see a salary increase likely higher than any independently negotiated agreement. Since cost savings represents a significant driver to the regionalization decision, dissolution and reformulation remains a better option.

Health Insurance

Health benefits represent a significant part of the budget and opportunities may exist to consolidate offerings and lower total expenditures. Table F7 outlines each district's provider, the premiums for the PPO 15 plan, and the total expenditures for health benefits for each district.

Total fixed charges without State on-behalf payments, represents 14.6% of the audited operating expenditures in the 2020-21 school year. (On-behalf payments include the State's share of social security and pension costs paid by the State on New Jersey on-behalf of the local district by law. These payments appear as a revenue and offsetting expenditure.) Health benefits include medical, prescription, dental, and vision premiums paid by the district on the employee's behalf, less the employee's contribution toward those benefits. Health benefits are a component of the fixed charges and specifically represent 10.2% of expenditures without the on-behalf amounts.

Generally, scale economies play a significant role in determining health benefit premiums since larger school districts can diversify their risk over more employees. The constituent districts have utilized the School Health Insurance Fund to exploit the purchasing power of large organizations through pooling. Indeed, the collective health benefits costs are below other PK-12 districts as a percentage of expenditures.

The variations in premiums among the districts would be expected to regress toward the mean once marketed collectively among the available providers. Comparing employee benefit expenditures of individual districts to the new unified regional district do not show a potential savings and therefore not included in the savings outlined above. Additionally, compared to other districts of similar size, the studied districts spend less on the aggregate and on a cost per employee basis. Nevertheless, gathering the census data from each district and formally marketing the plan would better determine the expected costs of these benefits.

Table F7
Total Health Benefit Expense & PPO 15 Premiums

District	Benefits Provider	Single	Parent Child	2 Adult	Family	Health Benefits Expense
Kingsway	School Health Insurance Fund	11,256	16,284	23,760	28,476	4,673,069
Swedesboro- Woolwich	School Health Insurance Fund	12,122	20,079	24,668	32,158	4,118,636
East Greenwich	School Health Insurance Fund	10,944	20,267	21,790	31,173	2,173,157
South Harrison	School Health Insurance Fund	12,252	17,244	25,452	30,768	572,445
Logan	School Health Insurance Fund	10,296	23,244	14,424	25,776	462,249
Total						11,999,556

Source: District data & CAFR 2020-21

State Aid Overview

For the purposes of this analysis, State aid is assumed to remain the same as 2020-2021 levels. Two primary reasons drive this assumption. First, removing the variability of this revenue allows direct consideration of the question related to unification. The decision to unify should not be influenced by an increase or decrease in aid independent of the reconfiguration. Second, the State's inconsistent application of the school funding formula presents challenges in anticipating fluctuations, particularly over the five- or ten-year time horizon specified in this study. Nevertheless, we will note some considerations and potential changes in aid under unification.

Collectively State aid represents a substantial portion of the constituent districts' budgets. Table F8 summarizes the total State aid by district. As a percentage of total expenses, 2020-21 State aid for all constituent districts was 29%. On an individual district basis State aid is tightly clustered from a low of 22.3% to a high of 32.5%. The cluster may be related to the relatively close DFGs for the constituent districts. Four of the school districts have a DFG of "FG"; and one has a DFG of "DE." With the socio-economic factors being so close, it is reasonable to assume that State formula aid will not be radically different under the new all-purpose regional.

Table F8
Unified Regional School District
State Aid by District

District	2020-21 State Aid*	2022-23 Budgeted State Aid**	\$ Diff Aid FY21 - FY23	2020-21 Total Expenses*	State Aid as Percentage of Expenses
Kingsway	14,463,274	20,902,057	6,438,783	44,466,433	32.5%
Swedesboro- Woolwich	9,024,862	10,273,400	1,248,538	28,942,587	31.2%
East Greenwich	4,784,489	7,262,007	2,477,518	19,449,781	24.6%
South Harrison	1,805,150	1,188,777	(616,373)	5,737,032	31.5%
Logan	4,317,741	2,298,321	(2,019,420)	19,404,234	22.3%
Total	34,395,516	41,924,562	7,529,046	118,000,067	29.1%

* Aid and expenses do not include on-behalf payments.

** Budgeted aid includes estimates for non-public transportation and extra-ordinary aids.

Table F9 shows aid by type. Equalization aid represents 72% of all aid to all districts and by far represents the largest single aid category and growing. Equalization aid shows a significant increase of 35% over the last three years from 2020-21 to 2022-23. Therefore, equalization will be critical revenue source in the unified regional. Equalization represents the difference between the local share and the adequacy budget and uses wealth as the major component of the formula. Since equalization aid is calculated based on the relationship between local property values compared State-wide, it is unlikely that it will change due to regionalization. If the State maintains its commitment to fully fund the formula, this aid is expected to be consistent under the unified regional compared to the status quo.

Table F9
Unified School District State Aid by Type

Aid Type	2020-21 Actual Aid	2022-23 Budgeted Aid +	\$ Change	% Change	% of Total Aid
Equalization Aid	22,409,899	30,186,237	7,776,338	35%	72%
Transportation Aid*	3,298,872	3,298,872	-	0%	8%
Special Education Aid	5,659,576	5,659,576	-	0%	13%
Security Aid	665,287	665,287	-	0%	2%
Adjustment Aid	-	-	-		
Extra Ordinary Aid**	516,044	503,000	(13,044)	-3%	1%
Choice Aid	285,294	306,375	21,081	7%	1%
Other Aid	97,952	-	(97,952)		
Debt Service Aid	1,462,592	1,349,532	(113,060)	-8%	3%
Total	34,395,516	41,968,879	7,573,363	22%	100%
* 2020-21 includes non-public transportation aid & 2022-23 includes estimated aid					
** 2020-21 includes extraordinary aid & 2022-23 includes estimated aid					
+ Budgeted aid may change from amount in Governor's budget message.					

No district receives adjustment aid and therefore they are not impacted by the phased-out provision in the S-2 legislation.

Categorical aids are calculated using enrollment-based formulas, and not wealth, and therefore expected to be consistent in the status quo and unified scenarios.

Generally, as the State seeks to implement the School Funding Reform Act ("SFRA") fully, overall aid across all districts has increased significantly from 2020-21 to the 2022-23 budget. Equalization aid is the primary cause of the increase. Kingsway, Swedesboro-Woolwich, and East Greenwich experienced significant increases in aid while South Harrison and Logan have seen reductions in aid over the three year period.

Potential Changes in Aid Due to Unification

Legislation signed into law in January 2022 allows the unified regional to receive, at a minimum, the sum of the aid received by each constituent district prior to the creation of the regional. This provision provides some financial security within the uncertainties faced by communities considering a new regional structure.

Nevertheless, the new regional district could see a change in state choice aid and federal Medicaid reimbursements after the transitional period.

Choice Aid

Any future negative impact in State aid from a unification scenario likely would be from choice aid. The Interdistrict Choice Program enables approved Choice Districts to enroll students in grades K-12 who do not reside within their districts to do so at no cost to the parents. The program does not provide for intra-district choice, i.e. the ability to choose another school within the student's district of residence. Under the unified district, all the choice schools from constituent communities will be part of the same district. Since former choice students will be enrolled in the unified district, the newly unified district no longer will be eligible for this type of aid for students residing in the five constituent communities.

South Harrison and, to a lesser extent Logan, participate in the Choice Program. Choice aid represents \$306,000 or 1% in collective state aid and 0.26% of expenditures for the unified district. This aid also has been relatively stable over the last three years.

The choice schools would continue to see choice aid for students attending a choice program from communities other than the five studied. All but four of the 26 choice students attending South Harrison reside outside the constituent districts. South Harrison receives about \$293,000 or 95.6% of the choice aid in the proposed regional. By tracking the district of residence of all choice students attending choice schools, the consultants can estimate the potential loss in aid from unification. Of the 26 students enrolled in choice districts, only four reside within the proposed regional, contributing for a potential loss of about \$45,000 or 18.2% of the choice aid.

Some of this loss is offset by payments made by districts to the choice program. The potential net loss in aid would reduce the savings associated with unification. However, the reduced savings are still sufficient to provide tax relief for all constituent communities under the 35% equalized valuation / 65% enrollment allocation referenced in Table F2. Whether the State will continue to honor these payments after the transition period remains an open question, and further state guidance is needed.

Special Education Medicaid Initiative (SEMI) Reimbursement

The Special Education Medicaid Initiative ("SEMI") assists school districts by providing partial reimbursement for medically related services stipulated in a student's IEP. The program requirements present a major administrative hurdle for small districts, causing many to opt out. Indeed, two of the five districts show no federal SEMI reimbursement revenue in the 2020-21 school year. The percentage of classified students for the five districts average 18.6%, ranging from 14.9% to 22.1%.

Under a unified district, the expertise of a district that performs the reporting requirement well can deploy those resources and knowledge to ensure more services get reimbursed. To measure the scale of potential increased reimbursement, the consultants analyzed eight districts with similar enrollments as the unified district and measured the reimbursement per special education student. The eight districts had an average reimbursement rate of \$116 with the best district's rate of \$219 per classified student. Swedesboro-Woolwich, which has the highest rate among the constituent districts, gets reimbursed \$94 per classified student.

The constituent districts received \$58,500 in SEMI reimbursements in the 2020-21 school year. Expanding the program by deploying the expertise to the unified regional could increase SEMI reimbursement by about \$98,300 (or 168%), using the average of similar districts, to \$236,900 (or 405%) if reimbursement mirrors the highest of these districts.

Operating Expenditures of Combined Existing Districts

The operating expenditures in Table F10 for the five districts which would comprise the new unified district were taken from comprehensive annual financial reports for the fiscal year ending June 30, 2021.

Table F10
Constituent Districts Total Expenditures

Expenditures	Year Ending June 30, 2021
Regular Instruction	45,650,042
Special Educaiton Instruction	9,728,899
Other Instruction	3,470,898
Special Schools	159,891
Tuition	7,458,462
Support Services	2,166,523
Administrative Services	4,566,769
Operations & Maintenance	8,631,343
Transportation	6,664,792
Employee Benefits	17,222,475
Food Services	60,000
Capital Outlay	2,115,872
Debt Service	10,104,103
Total Expenditures*	118,000,067
* Does not include \$18.9 million in on-behalf payments	

Source: Based Comprehensive Annual Financial Report for period ending June 30, 2021

The distribution of the 2020-21 operating expenses and debt service of the constituent school districts school shows the specific allocation to the related districts as presented in Table F11.

Table F11
Percentage Share of Operating and Debt Service Expenses

District	Operating Fund*	Debt Service	Total	Percent of Total
Kingsway	40,925,536	3,540,897	44,466,433	38%
Swedesboro-Woolwich	25,525,812	3,416,775	28,942,587	25%
East Greenwich	17,875,375	1,574,406	19,449,781	16%
South Harrison	4,856,032	881,000	5,737,032	5%
Logan	18,713,209	691,025	19,404,234	16%
Total	107,895,964	10,104,103	118,000,067	100%

Source: Based Comprehensive Annual Financial Report for period ending June 30, 2021

* Includes Special Revenue Fund

2. Alternative Configuration – PK–12 All-Purpose Regional District with Logan Sending to the New Regional through a Sending-Receiving Agreement.

This scenario would dissolve the various existing status quo configurations and create a PK–12 all-purpose regional school district with East Greenwich, South Harrison, Swedesboro, and Woolwich as constituent communities. Logan would continue in its current configuration serving students in grades PK thru 8 and would continue to send its 9–12 students to the new regional through a newly established sending-receiving relationship.

As in the full all-purpose regional scenario, for each community the tax levy and the savings or loss is expressed in 2021 dollars. The average tax levy over the five- and ten-year projection, by community, for the total PK–12 costs of education is reflected in thousands of dollars. The tax rates are expressed in dollars per \$100 of equalized property valuation.

The tables in this section also consider three configurations of 100% Equalized Valuation, 100% Enrollment, and a combination of equalized valuation and enrollment. The consultants also analyzed these two variables to optimize the tax levy distribution such that every district can share in the efficiency savings. Under this scenario the optimal allocation is 97% equalized valuation and 3% enrollment. However, the traditional allocation methodology does not provide an allocation combination that shows a tax levy reduction for all the constituent communities.

Since each community must vote yes for the regional to be formed, having all the communities experience some savings is generally preferable. Therefore, the consultants recommend a ten-year transitional allocation now permitted by law, and a phase-in to the recommended percentage over an additional five-year period. The transitional allocation section below explains this methodology in more detail.

Although the tables in this section provide the results under each configuration for each community, Table F12 summarizes the results of the three configurations for the newly proposed regional district over the five- and ten-year periods.

Table F12
Summary of Tax Impact for Regional District
Compared to the Status Quo

Four (4) Communities - Logan Sends 9-12 Students to New Regional							
Equalized Value	Enroll-ment	5 Year			10 Year		
		Tax Inc.	Tax Save	Total Inc. Tax Levy	Tax Inc.	Tax Save	Total Inc. Tax Levy
100.0%	0.0%	2	2	\$ 1,950	2	2	\$ 1,577
97.0%	3.0%	2	2	\$ 1,907	2	2	\$ 1,554
0.0%	100.0%	2	2	\$ 4,865	2	2	\$ 4,410

This scenario, using a 97% equalized value and 3% enrollment allocation, results in the lowest overall increase in tax levy over the five-year period. As the proportion shifts to 100% equalized value or 100% enrollment, the number of communities with an increase in levy remains at two but the total levy increases from \$1.9 million to \$1.95 million and \$4.9 million, respectively. A similar trend results under the ten-year period. Given the uncertainties inherent in a ten-year projection the consultants rely more heavily on the five-year projection.

Optimal Allocation Method: 97% Equalized Valuation & 3% Enrollment

Table F13 uses 97% equalized value and 3% enrollment to allocate the tax levy across the constituent communities. This allocation results in two of the four regional communities with higher tax levy in the five- and the ten-year periods. Other allocations also have two communities experiencing tax increases, but the aggregate increases are larger. Woolwich experiences a significant reduction in tax levy of about \$4.0 million. Logan sees a tax reduction of \$91,000.

Table F13
Summary of Tax Impact on Communities Compared With Status Quo Scenario
Using 97% Equalized Valuation & 3% Enrollment

		Five-Year Average Status Quo	Five-Year Average Unified District	Five-Year Difference	Ten-Year Average Status Quo	Ten-Year Average Unified District	Ten-Year Difference
Community:	Tax Levy	\$3,368	\$3,367	\$1	\$3,233	\$3,230	\$3
Swedesboro	Rate	\$1.584	\$1.583	\$0.000	\$1.423	\$1.422	\$0.001
Community:	Tax Levy	\$20,636	\$21,252	-\$616	\$19,950	\$20,308	-\$358
East Greenwich	Rate	\$1.492	\$1.536	-\$0.045	\$1.361	\$1.385	-\$0.024
Community:	Tax Levy	\$5,978	\$7,269	-\$1,291	\$5,785	\$6,981	-\$1,196
South Harrison	Rate	\$1.250	\$1.520	-\$0.270	\$1.136	\$1.371	-\$0.235
Community:	Tax Levy	\$28,742	\$24,706	\$4,036	\$27,743	\$24,062	\$3,681
Woolwich	Rate	\$1.781	\$1.531	\$0.250	\$1.590	\$1.379	\$0.211
Community:	Tax Levy	\$12,856	\$12,765	\$91	\$12,662	\$12,573	\$89
Logan	Rate	\$0.690	\$0.685	\$0.005	\$0.610	\$0.606	\$0.004

Notes: Numbers in 1,000's; Annual School Tax Rate in \$100 Equalized Property Value

Although the improved educational opportunities and overall efficiency of a unified regional informs the decision to form a new regional, the financial impact on each community also is a strong consideration. Securing a gradual transition to the new tax structure may help the impacted communities to support the new regional.

The newly established regional generates savings of \$2.1 million or about \$1.4 million less than the savings generated from the all-purpose regional in which all communities participate. For the reasons outlined in the savings section, the savings generated from this smaller regional does not represent the full economic efficiency savings that would be realized through unification.

Under this scenario, Logan would pay tuition for students sent to the new regional in grades 9–12. The analysis includes the projected tuition payments to the regional. These payments reflect the anticipated savings generated through regionalization. Since it does not participate in the new regional, Logan's decrease in tax levy remains the same in all three allocation examples.

Alternative Tax Allocations Methods

To identify the most advantageous allocation of savings generated from the unification scenario, the consultants considered various combinations of the two variables. This section illustrates the allocation using 100% equalized value and 100% enrollment to minimize the tax increases, while maintaining the number of communities with reduced tax levies over the five- and ten-year timeframes.

As is clear from Tables F14 & F15, the tax levy changes as the allocation percentages change. The various alternative allocation percentages use equalized value and enrollment to distribute the savings to ensure each community received some share and thereby experienced a reduction in local tax levy. From that perspective, none of these combinations allocate the savings to generate a tax levy reduction for all communities. Tables F14 & F15 show two possible configurations to demonstrate the impact of weighting the allocation at either end of the range of possibilities.

Under 100% equalized value, Swedesboro and Woolwich see a tax reduction. However, the total dollar tax increase for East Greenwich and South Harrison exceeds the optimal allocation by about \$50,000.

The new sending-receiving relationship drives Logan's reduction in levy. Therefore, the change in allocation method has no impact, and Logan's \$91,000 tax reduction is consistent in all three allocations. In the first scenario, Logan's participation in the regional resulted a significant tax increase, resulting in tax decreases among the other constituent communities. With Logan's regional contribution removed from the allocation, the balance shifts such that Woolwich sees the bulk of the savings regardless of the allocation percentages.

Table F14
Summary of Tax Impact on Communities Compared With Status Quo Scenario
Using 100% Equalized Valuation

		Five-Year Average Status Quo	Five-Year Average Unified District	Five-Year Difference	Ten-Year Average Status Quo	Ten-Year Average Unified District	Ten-Year Difference
Community:	Tax Levy	\$3,368	\$3,263	\$105	\$3,233	\$3,142	\$91
Swedesboro	Rate	\$1.584	\$1.534	\$0.049	\$1.423	\$1.383	\$0.040
Community:	Tax Levy	\$20,636	\$21,225	-\$589	\$19,950	\$20,271	-\$321
East Greenwich	Rate	\$1.492	\$1.534	-\$0.043	\$1.361	\$1.383	-\$0.022
Community:	Tax Levy	\$5,978	\$7,339	-\$1,361	\$5,785	\$7,041	-\$1,256
South Harrison	Rate	\$1.250	\$1.534	-\$0.285	\$1.136	\$1.383	-\$0.247
Community:	Tax Levy	\$28,742	\$24,768	\$3,974	\$27,743	\$24,127	\$3,616
Woolwich	Rate	\$1.781	\$1.534	\$0.246	\$1.590	\$1.383	\$0.207
Community:	Tax Levy	\$12,856	\$12,765	\$91	\$12,662	\$12,573	\$89
Logan	Rate	\$0.690	\$0.685	\$0.005	\$0.610	\$0.606	\$0.004

Notes: Numbers in 1,000's; Annual School Tax Rate in \$100 Equalized Property Value

In the final allocation example, Table F15 reflects the allocation based on 100% pupil enrollment for each participating community. As projected over the next five years, two of the five communities experience a reduction in tax levy as compared to the status quo. East Greenwich and Swedesboro incur additional annual tax levies in the five- and ten-year timeframes.

Table F15
Summary of Tax Impact on Communities Compared With Status Quo Scenario
Using 100% Enrollment

		Five-Year Average Status Quo	Five-Year Average Unified District	Five-Year Difference	Ten-Year Average Status Quo	Ten-Year Average Unified District	Ten-Year Difference
Community:	Tax Levy	\$3,368	\$6,736	-\$3,368	\$3,233	\$6,083	-\$2,850
Swedesboro	Rate	\$1.584	\$3.168	-\$1.584	\$1.423	\$2.677	-\$1.254
Community:	Tax Levy	\$20,636	\$22,133	-\$1,497	\$19,950	\$21,510	-\$1,560
East Greenwich	Rate	\$1.492	\$1.600	-\$0.108	\$1.361	\$1.467	-\$0.106
Community:	Tax Levy	\$5,978	\$5,021	\$957	\$5,785	\$5,027	\$758
South Harrison	Rate	\$1.250	\$1.050	\$0.200	\$1.136	\$0.987	\$0.149
Community:	Tax Levy	\$28,742	\$22,703	\$6,039	\$27,743	\$21,961	\$5,782
Woolwich	Rate	\$1.781	\$1.406	\$0.374	\$1.590	\$1.259	\$0.331
Community:	Tax Levy	\$12,856	\$12,765	\$91	\$12,662	\$12,573	\$89
Logan	Rate	\$0.690	\$0.685	\$0.005	\$0.610	\$0.606	\$0.004

Notes: Numbers in 1,000's; Annual School Tax Rate in \$100 Equalized Property Value

State Aid Overview

Table F16 shows aid by type for the new regional without Logan. Equalization aid represents 74% of all aid to the regional districts. As with the first scenario, this is the largest single aid category and critical in this new regional district without Logan.

Table F16
New Regional District
State Aid by Type

Aid Type	2020-21 Actual Aid	2022-23 Budgeted Aid +	\$ Change	% Change	% of Total Aid
Equalization Aid	19,661,334	29,151,105	9,489,771	48%	74%
Transportation Aid*	2,976,406	2,976,406	-	0%	8%
Special Education Aid	4,891,314	4,891,314	-	0%	12%
Security Aid	536,229	536,229	-	0%	1%
Adjustment Aid	-	-	-		
Extra Ordinary Aid**	481,660	473,000	(8,660)	-2%	1%
Choice Aid	274,118	292,972	18,854	7%	1%
Other Aid	97,952	-	(97,952)		
Debt Service Aid	1,158,762	1,161,027	2,265	0%	3%
Total	30,077,775	39,482,053	9,404,278	31%	100%
* 2020-21 includes non-public transportation aid & 2022-23 includes estimated aid					
** 2020-21 includes extraordinary aid & 2022-23 includes estimated aid					
+ Budgeted aid may change from amount in Governor's budget message.					

With expenditures of \$98.6 million, state aid represents 30.5% of budget, tax levy accounts for 62.1%, and tuition and other local, state, and federal revenue represent 7.4%.

South Harrison and Logan participate in the Choice Program. The impact on Choice aid is consistent under this scenario with the analysis presented in the first scenario. The potential of SEMI aid drops without Logan's special needs students to between \$82,000 and \$207,000.

Operating Expenditures of Combined Existing Districts

The total expenditures for the districts which would comprise the new regional district were taken from comprehensive annual financial reports for the fiscal year ended June 30, 2021. Table F17 provides a breakdown of expenditures by function, and Table F18 provides a breakdown of expenditures by constituent district.

Table F17
New Regional District
Total Expenditures

Expenditures	Year Ending June 30, 2020	Percent of Total
Regular Instruction	38,364,416	38.9%
Special Educaiton Instruction	8,642,294	8.8%
Other Instruction	2,975,120	3.0%
Special Schools	142,863	0.1%
Tuition	3,254,902	3.3%
Support Services	1,989,547	2.0%
Administrative Services	3,876,103	3.9%
Operations & Maintenance	7,400,636	7.5%
Transportation	5,764,797	5.8%
Employee Benefits	14,786,407	15.0%
Food Services	60,000	0.1%
Capital Outlay	1,925,672	2.0%
Debt Service	9,413,078	9.5%
Total Expenditures*	98,595,833	100.0%

* Does not include \$15.8 million in on-behalf payments

Source: Comprehensive Annual Financial Report for period ending June 30, 2021

Table F18 presents the distribution of the 2020-21 operating expenses and debt service by district.

Table F18
Percentage Share of Operating and Debt Service Expenses

District	Operating Fund*	Debt Service	Total	Percent of Total
Kingsway	40,925,536	3,540,897	44,466,433	45%
Swedesboro-Woolwich	25,525,812	3,416,775	28,942,587	29%
East Greenwich	17,875,375	1,574,406	19,449,781	20%
South Harrison	4,856,032	881,000	5,737,032	6%
Total	89,182,755	9,413,078	98,595,833	100%

Source: Based Comprehensive Annual Financial Report for period ending June 30, 2021

* Includes Special Revenue Fund

3. Transition Allocation Method Under New Regional Law

As noted above, current law allows for the allocation of tax levy among constituent communities involved in a regional school district by equalized valuation, enrollment, or some combination of the two. The consultants refer to this methodology as the “Traditional Allocation Method.”

Communities interested in the educational and financial benefits of unification have long struggled under the existing law to find an allocation using equalized value and/or enrollment that shares the expected savings among all communities. For example, in the second scenario, the aggregate projected savings total more than \$2.1 million, yet under the traditional allocation no combination of equalized value and enrollment distributes the savings such that all communities see a reduction in tax levy.

The consultants have reviewed the importance of shared financial savings to help pass a referendum in each community. The new law provides communities with the ability to develop an alternative or “Transitional Allocation” to address this situation. This law authorizes the use of a transitional allocation method during the first ten years of regionalization. This would buffer the impact on local communities and ensure a share of the regional savings before implementation of a permanent allocation.

A transitional allocation is not necessary when all the constituent communities participating in an all-purpose regional share in the savings generated from the creation of the new regional. However, in the two scenarios studied, not all communities see tax relief. Therefore, the consultants recommend the use of the transitional allocation in the second scenario, which offers a more manageable transition to a permanent allocation.

The consultants propose a transitional allocation method that would take a snapshot of the total budgeted tax levy in the year prior to the establishment of the new regional for each constituent community to calculate the allocation percentage for a ten-year transitional period. This would ensure each community pays no more than the current tax levy relative to the other members of the new regional. Indeed, each community already has agreed, either by budget vote or under the two percent cap threshold, to the current tax levy.

The savings identified above represents a conservative estimate of the potential cost reductions resulting for unifying four public school districts. This allocation ensures that each community benefits from the same percent savings whether the actual savings are higher or lower than anticipated. Whether the new board decides to actualize all savings or reinvest some of the savings, every community will pay the same proportion associated with its current tax levy.

Table F19 compares the transitional allocation using the budgeted tax levy from the 2020-21 school year to the permanent allocation using the traditional allocation of 97% equalized valuation and 3% enrollment.

Table F19
Allocation by Budgeted Tax Levy Compared to the
Permanent Allocation of 97% Equalized Value & 3% Enrollment

Community	Allocation % Based on Budgeted Tax Levy	Savings by Tax Levy Allocation	% Reduction in Tax Levy	Permanent Allocation
Swedesboro	6.03%	128,314	3.4%	5.95%
East Greenwich	37.09%	789,858	3.4%	37.55%
South Harrison	11.40%	242,849	3.4%	12.84%
Woolwich	45.48%	968,534	3.4%	43.65%
Total	100.00%	2,129,555		100.00%

For example, the East Greenwich Public School District budgeted tax levy of \$23,478,029 to support the 2020-21 local and regional budgets. In other words, the residents of East Greenwich authorized \$23.5 million to educate its public school students in the 2020-21 school year.

The taxes raised to fund public education for all the constituent communities in the proposed all-purpose regional total \$63.3 million. East Greenwich's tax levy of \$23.5 million represents 37.1% of the total tax levy. Therefore, East Greenwich's share of the estimated \$2.1 million in annual savings is \$789,858, or a 3.4% reduction in its budgeted tax levy. After the ten-year transition period, there would be a five-year phase-in to the permanent allocation of 37.55%, which represents the East Greenwich's share of the tax levy under an allocation percentage of 97% equalized value and 3% enrollment.

Using this new transitional allocation methodology, every community would save the same percentage, namely 3.4%, of its respective budgeted public educational tax levy. The actual dollar amount of the savings will vary according to the total tax levy paid by each community. However, the consultants believe this is a fair and equitable way to ensure each community shares in the savings generated through unification. It should be noted that this proposal would require the Commissioner of Education to approve this transitional allocation methodology before the question of regionalization can be put to public referendum.

Under the scenarios in which one or more of the communities declines to participate in the all-purpose regional, a transitional allocation method could be used to provide interim relief until the permanent allocation formula is implemented. The community that retains its current educational system for PK-6 will continue to send its 7-12 students to the new all-purpose regional under a sending-receiving agreement. The transitional allocation would mirror the current limited purpose regional allocation until the certified tuition cost per pupil is instituted.

For comparative purposes, Table F19a uses the same transitional allocation under the first scenario in which all communities participate in the regional including Logan. This scenario saves about \$3.6 million. Using a transitional allocation to distribute these savings based on a snapshot of the actual budgeted tax levy in the year prior to regionalization, generates a 4.6% tax reduction for all communities during the ten year transition allowed by law. Subsequent to this ten year period, the permanent allocation would phase in over an additional five years.

Table F19a
Allocation by Budgeted Tax Levy Compared to the
Permanent Allocation of 35% Equalized Value & 65% Enrollment
Including Logan

Community	Allocation % Based on Budgeted Tax Levy	Savings by Tax Levy Allocation	% Reduction in Tax Levy	Permanent Allocation
Swedesboro	4.95%	176,436	4.6%	7.42%
East Greenwich	30.48%	1,086,078	4.6%	30.10%
South Harrison	9.37%	333,925	4.6%	8.00%
Woolwich	37.37%	1,331,763	4.6%	22.31%
Logan	17.83%	635,400	4.6%	32.17%
Total	100.00%	3,563,601		100.0%

Tax Levy Change to Homes Based on Assessment

Over the transition period, each community sees a tax levy reduction proportional to its share of the all-purpose regional's savings in the case of the constituent communities, and the tuition savings for Logan. The tax reductions impact property owners based on assessed valuations. Table F20 presents the tax savings for homes assessed at the values indicated in the table under the transitional allocation method.

For example, East Greenwich homes assessed at \$300,000 would see a tax reduction of about \$193 annually on average over the five-year period following the implementation of the new all-purpose regional compared to the status quo. As noted earlier, this reduction assumes that the new regional board uses the cost reductions for tax relief and does not invest those savings into the educational programs and services.

Table F20
Tax Impact on Homes by Assessed Value

Community	Home Assessment	5-Year Tax Impact
Swedesboro	200,000	\$ 150
East Greenwich	300,000	\$ 193
South Harrison	400,000	\$ 249
Logan	300,000	\$ 18
Woolwich	400,000	\$ 282

Adjustments to Allocation Method

The proposed transitional allocation takes a snapshot of budgeted tax levies to identify the proportional share of each community's funding obligation for the unified regional. The uncertainties inherent in any reconfiguration should necessitate some future adjustment to incorporate the changes each community will experience in equalized valuation and enrollment during the ten-year transitional period.

The consultants propose a permanent allocation to be phased in after the ten-year transitional period to reflect changes in these two variables during the intervening time. The permanent allocation should take into consideration a community's property value fluctuations when adjusting the allocation. If a community experiences a change in equalized value as a share of the total regional, then its share of the tax obligation should be adjusted accordingly.

Both the number of students to be educated and the community's equalized value, as a proxy for wealth, play an important part of any allocation mechanism. However, based on the review of allocation methods, the consultants recommend transitioning to an allocation that include an equalized valuation and enrollment component after the first ten years of using the transitional allocation by tax levy. The proposed permanent allocation represents the lowest tax adjustment of the various combinations of equalized value and enrollment.

Table F21 identifies the transitional allocation by tax levy for the first ten years of the new regional. After ten years of cost reductions and tax savings, the allocation slowly phases into the permanent allocation over an additional five-year period. Table F21 represents an example of the mechanism used to adjust the allocation method from the transitional tax levy to the permanent allocation. In practice, the transitional allocation would be phased-out 20% each year for five years as the permanent allocation is phased-in.

Table F21
Adjustment from Transitional to Permanent Allocation

Community	Transition Allocation Years 1-10	Transition Allocation Year 11	Transition Allocation Year 12	Transition Allocation Year 13	Transition Allocation Year 14	Transition Allocation Year 15	Permanent Allocation 97% EV & 3% Enrol
Swedesboro	6.03%	6.01%	6.00%	5.98%	5.96%	5.95%	5.95%
East Greenwich	37.09%	37.18%	37.27%	37.37%	37.46%	37.55%	37.55%
South Harrison	11.40%	11.69%	11.98%	12.27%	12.56%	12.84%	12.84%
Woolwich	45.48%	45.12%	44.75%	44.38%	44.02%	43.65%	43.65%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

For example, in year 11, eighty percent of the tax levy would be calculated by using the traditional allocation and 20% will be calculated based on 97% equalized value and 3% enrollment. Table F21 reflects the combination in percentage terms, however, over the intervening ten years, valuations and enrollments will diverge from the projected values. The proportional share of the

regional also will change. Although the proportion will change, the approach to adjust the allocation over five years to the permanent allocation remains the same.

D. Financial Considerations for All Scenarios

The following sections pertain to general information related to all the communities involved in the study and are not necessary to be broken out for each scenario.

Equalized Valuation

Table F22 lists the 2021 equalized value for each community, the average using the years 2019, 2020, and 2021, and the value per student.

Table F22
Equalized Valuations

Community	2021 Equalized Value	3-Year Average Equalized Value	Equalized Value per Student
Swedesboro	197,517,954	189,082,936	274,232
East Greenwich	1,311,929,379	1,245,269,623	554,439
South Harrison	453,401,255	425,676,138	815,472
Logan	1,676,765,768	1,505,523,225	1,376,793
Woolwich	1,481,572,906	1,398,741,449	616,729
Total / Average	5,121,187,262	4,764,293,372	727,533

Source: "Table of Equalized Valuations" on the New Jersey Division of Taxation website

Borrowing Margin

The borrowing margin for school districts, as set forth in *N.J.S.A. 18A: 24-19*, is calculated by multiplying the average of the last three years of equalized values by a percentage corresponding to the district's grade configuration. Smaller districts have lower margin percentages. Table F23 shows the percentage for each district and the corresponding maximum and available school borrowing margins.

The maximum borrowing margin increases in a unified district by \$23.8 million. On June 30, 2021, the unified district's overall debt limit would be \$237.4 million, and the amount available for future borrowing would be \$151.7 million or 63.9% of the debt limit.

Other borrowing also has an impact on the debt carrying capacity of the equalized valuations. Each municipality and county may have additional debt which would impact the available borrowing for each community. However, the study focuses particularly on the impact of full unification. When considering a district's ability to issue and repay long-term debt, the entire debt burden borne by the residents and businesses should be measured. Each district

currently does this analysis individually and proportionally. Districts organized to serve grades PK-12 use 4% to calculate the debt limit. Over the same equalized values, the higher percentage would generate a larger debt margin and is not an impediment to unification.

Table F23
Borrowing Margin

District	Percent of EV	Debt Limit	Outstanding Debt as of June 30, 2021	Legal Debt Margin	Ten Year Balance as of June 30, 2031
Kingsway	3.5%	110,760,382	30,455,000	80,305,382	7,055,000
Swedesboro-Woolwic	2.5%	4,727,073	26,115,000	(21,387,927)	-
East Greenwich	2.5%	31,131,741	14,380,000	16,751,741	5,100,000
South Harrison	2.5%	10,641,903	7,325,000	3,316,903	-
Logan	3.0%	45,165,697	7,385,000	37,780,697	3,265,000
Woolwich	2.5%	34,968,536	0	34,968,536	-
Total District		237,395,333	85,660,000	151,735,333	15,420,000
Unified District	4.0%	261,205,371	85,660,000	175,545,371	15,420,000

Source: Based Comprehensive Annual Financial Report for period ending June 30, 2021

Amount of Indebtedness to Be Assumed

The Comprehensive Annual Financial Reports of the districts in the study indicate that the combined indebtedness, consisting of serial bonds and bond refunding, will total \$85,660,000 as of June 30, 2021. This amount represents the total indebtedness of buildings, grounds, furnishings, equipment, and additions thereto. Under the proposed unification of all communities all assets will be assigned to the newly formed all-purpose regional.

Appendix AA provides a detailed schedule of principal balances for each bond issuance.

Replacement Costs

The Bureau of Facility Planning Services of the New Jersey NJDOE requires the filing of the Annual Maintenance Budget Amount Worksheet – Form M-1 submitted to the NJDOE in November 2021. The form uses construction cost per square foot times the applicable square footage to calculate replacement costs. As indicated in Table F24, the total square footage for school buildings in the constituent districts is about 1.15 million s.f. At a replacement rate of \$143 per square foot, the resulting estimated replacement costs for the buildings is \$164.5 million. The historical cost for buildings and contents total \$223.5 million. Assets will be incorporated into a new all-purpose regional, the debt will be assigned to the new regional structure if that scenario is pursued.

Table F24
Replacement Costs

District	Square Footage*	Replacement Costs*	Historical Cost**
Kingsway	406,372	58,111,196	95,685,435
Swedesboro-Woolwich	307,820	44,018,260	41,149,006
East Greenwich	192,198	27,484,314	36,375,233
South Harrison	68,543	9,801,649	19,431,044
Logan	175,305	25,068,615	30,825,149
Total	1,150,238	164,484,034	223,465,867

Source: *Annual Maintenance Budget Amount Worksheet – Form M-1, November 2021

** Comprehensive Annual Financial Report for Period Ending June 30, 2021, and Fixed Asset Inventory

Other Assets and Liabilities

Assets other than buildings, grounds, furnishings, equipment, and additions include cash, investments, accounts receivable, and other non-capital assets. The value of these assets total \$25.8 million as of June 30, 2021. The newly created all-purpose regional would manage these assets after unification.

Table F25
Current & Other Assets

Community	Current & Other Assets	Percent Share
Kingsway	6,194,930	24.0%
Swedesboro-Woolwich	5,514,705	21.4%
East Greenwich	4,759,876	18.5%
South Harrison	1,239,094	4.8%
Logan	8,054,114	31.3%
Total	25,762,719	100.0%

Source: Comprehensive Annual Financial Report for period ending June 30, 2021

Table F26 presents the accounts payable of approximately \$767,000 uses as of June 30, 2021, for the constituent districts. If the limited purpose regional is replaced by an all-purpose regional, the accounts payable and other liabilities will be assigned to the new regional.

Table F26
Accounts Payable Allocation

Community	Accounts Payable*	Percent of Total
Kingsway	380,362	49.6%
Swedesboro-Woolwich	475	0.1%
East Greenwich	19,720	2.6%
South Harrison	59,365	7.7%
Logan	307,033	40.0%
Total	766,955	100.0%

* Comprehensive Annual Financial Report for Period Ending June 30, 2021

Each constituent district may have some other liabilities that deserve special attention. The respective liability for compensated absences and pension would need to be recalculated for the new regional. Compensated absences are liabilities a district incurs for payments to employees upon resignation or retirement such as unused sick and vacation days. Employees can carry over their sick days to the new regional, the value of those days should be based on the new contract negotiated after unification.

Reserves

One important asset class vital to the financial health of any school district relates to the amount in reserve. The NJDOE has authorized the creation and operation of various reserves to help districts insure against unanticipated financial shocks and to maintain facilities. Table F27 summarizes the fund balances and reserves by type for each district. The total reserves represent 20% of operational expenditures in 2020-21, which is a solid foundation for the new regional.

Table F27
Reserves & Fund Balances

District	Fund Balance	Excess Surplus	Capital Reserve	Maintenance Reserve	Other Reserve	Capital Projects Fund	Debt Service Fund	Total Reserves & Balances
Kingsway	510,001	1,058,244	2,812,953	-	95,924	710,447	65,533	5,253,102
Swedesboro-Woolwich	1,116,320	1,861,783	1,499,532	450,000	279,043	-	4,691	5,211,369
East Greenwich	388,852	3,203,761	602,108	461,689	138,121	-	-	4,794,531
South Harrison	255,510	630,413	352,680	-	-	-	-	1,238,603
Logan	704,978	3,075,116	757,866	999,623	178,750	1,254,196	71,033	7,041,562
Total	2,975,661	9,829,317	6,025,139	1,911,312	691,838	1,964,643	141,257	23,539,167

Source: Based Comprehensive Annual Financial Report for period ending June 30, 2021

Facility Maintenance

The Long-Range Facility Plan ("LRFP") captures the proposed projects anticipated over the five-year plan period. To complete a capital project, the district must have the project listed in the LRFP or amend the plan to include the project. The NJDOE does not require districts to complete all projects stipulated in the plan. Indeed, some districts will list all potential projects to avoid amendment and ensure compliance with applicable regulations.

The NJDOE also wants to ensure districts maintain the existing facility and any new capital improvements complete as part of the LRFP. Therefore, the NJDOE requires the annual completion of the Annual Maintenance Budget and Comprehensive Maintenance Plan. Table F28 summarizes the minimum budget required for maintenance. The amount is two percent of the building replacement value contained in Table 23. Every constituent district far exceeds this minimum.

Table F28
Comprehensive Maintenance Requirements

District	Schools	Required Maintenance Minimum Budget	Budgeted Required Maintenance
Kingsway	2	116,222	650,000
Swedesboro-Woolwich	4	88,037	478,104
East Greenwich	2	54,969	218,006
South Harrison	1	19,603	131,550
Logan	3	50,137	212,111
Total	12	328,968	1,689,771

Financial Operations

The consultants conducted a review of the findings and recommendations included in each district's comprehensive annual financial report to identify any significant issues related to the districts' financial operations and practices. Table F29 summarizes the number of findings for the period ending June 30, 2021. Three districts had similar findings stating that the food service net cash position exceeded three months of average expenditures. Although districts are required to hold less than three months of average operating costs in cash, the finding relates to the impact of COVID on food services operation. These repeat findings from the prior year were difficult to resolve during the pandemic. Repeat findings are a component of the NJDOE's Quality Single Accountability Continuum monitoring program.

Table F29
Audit Findings

District	Audit Findings
Kingsway	1
Swedesboro-Woolwich	1
East Greenwich	0
South Harrison	0
Logan	1
Total	3

Source: Auditor's Management Report for period ending June 30, 2021

Shared Services

The studied districts have taken measures to share services on an inter-district basis. Appendix AB summarizes the various services shared by districts. However, there are a few relationships worth noting by virtue of the scope of the services.

Kingsway Regional has expanded several operations to offer services to area districts and municipalities. It assists other school districts with bus fleet maintenance, and transportation services. Additionally, four municipalities use Kingsway Regional to support their information technology.

Until recently, Kingsway provided a number of services to South Harrison including shared superintendent, business administrator, business services, chief academic officer, child study team, technology support, maintenance, and transportation management. Currently Logan provides these services for South Harrison and shares other services with Greenwich Township.

Although a cost savings, sharing business services among districts still requires multiple versions of the same tasks, products, and services. Each district requires a separate budget, state reporting, board management, accounting systems, etc. Eliminating these redundancies would save money as captured in the savings section, but it also would allow improved focus on achieving goals to advance operational efficiencies, and educational initiatives.

These shared services initiatives have lowered costs and improved services for the participating districts.

Operations & Maintenance

The Operations Department, or Buildings & Grounds, comprises the functions of custodial, maintenance, grounds keeping, and security. The constituent districts use a mix of in-house and private contractors to perform these services. All districts have decided to provide some custodial services in-house, while some also have in-house maintenance staff. As noted above, South Harrison receives maintenance services from Logan.

Privatizing these functions goes beyond the parameters of this study. The decision usually weighs factors other than cost savings, which the regional board can debate. Firms that specialize in this area could provide a more detailed analysis and make recommendations accordingly. Therefore, the consultants do not anticipate a change in custodial and maintenance staff in the short term. However, this analysis does include administrative savings from supervisory and secretarial support reductions.

Nevertheless, unification offers significant benefits in the maintenance of district facilities. The constituent districts employ 15 maintenance and grounds employees to maintain more than 1.15 million square feet of buildings. Combining these employees into one department offers an opportunity to hire trade specialists. Because of the varied repair demands within an individual district, a maintenance worker traditionally possesses a generalized skill set. A larger organization would have sufficient work volumes to hire licensed trade professions including electrician, plumber, HVAC mechanic, etc. The size of the unified district would warrant this approach and would require less reliance on outside contractors resulting in improved response times and reduced costs.

The new board also may opt to forgo some of the supervisory savings and employ a foreman or clerk of works for better supervision of capital projects. If undertaking the projects included in the Comprehensive Maintenance and Long-Range Facilities Plans, increased supervision could identify cost savings and improve completion times.

Transportation

As indicated, transportation is another area where districts have explored shared services to bring down costs. The districts work with Kingsway Regional and Gloucester County Special Services to bid transportation services. The existing synergy between the individual districts and the regional affords more efficient routing than working strictly within an individual district's boundaries, as it builds routes to combine area students to minimize travel times and costs.

Given the earlier assumption of keeping all existing schools open under the initial unification, it stands to reason that transportation costs will not increase from the status quo. Indeed, initial unification could replicate the status quo to ensure continuity of service. Although the same relationships could be maintained under a unified regional district, a preliminary analysis of pupil transportation shows little evidence of potential routing cost reductions. However, multiple districts have transportation coordinators that can be consolidated through regionalization thereby generating modest savings.

In addition to in-house transportation, the districts contract with a variety of transportation companies including Holcomb, BR Williams, and CJ's. Table F30 summarizes the primary contractor, number of routes, and transportation efficiency for each district.

The NJDOE uses the District Report of Transported Students ("DRTRS") to calculate the district's transportation efficiency. The efficiency measure relates to the number of times a bus gets fully loaded, i.e. 90% of capacity, in a given day. The state target of 120% is achieved when all district routes fill the buses to 120% of capacity, which is accomplished through tiering fully loaded buses. Table F30 demonstrates the difficulty in achieving the state's target in small districts. With limited routes, East Greenwich, South Harrison, and Swedesboro-Woolwich have limited options to tier routes. Consequently, their efficiency ratings fall below the 120% target.

Table F30
Transportation Efficiency Ratings

District	Transportation Provider	No. of Routes	Efficiency Rating
Kingsway	In-house, Holcomb, BR Williams, CJ's, GCSSSD	98	127%
Swedesboro-Woolwich	Kingsway, Holcomb, BR Williams	40	96%
East Greenwich	Kingsway, Holcomb, BR Williams, CJ's	42	93%
South Harrison	Holcomb, BR Williams	11	80%
Logan	Holcomb, BR Williams, CJ's, Pittsgrove	28	125%
Total		219	

Source: District transportation contracts, 2020 NJ Transportation Efficiency Summary based on DRTRS.

Full regionalization presents an opportunity to leverage the increased district size to expand the transportation department including district-owned and operated buses. This could capture savings and control contracted costs. Providing in-house transportation requires a significant investment in equipment and infrastructure. This investment represents a major impediment for many districts, especially smaller districts. Kingsway Regional has made that investment. The new all-purpose regional can leverage that investment to complement the contracted routes for smaller districts.

In-district buses can benefit the unified district in two ways. First, it can exploit any significant price differentials to selectively bring the highest cost routes in-house thereby maximizing savings. With no profit motive, and low input costs, districts can compete with private sector contractors. Second, and perhaps more importantly, having a credible in-district service applies pricing pressure on contractors to keep prices down or face losing the work to the district. A healthy balance of contracted and in-house routes means reasonable pricing and available extra capacity for flexibility and emergencies.

Although the districts do a good job in coordinating transportation services, Appendix AC provides a document issued by the NJDOE to help districts improve transportation efficiency by implementing various models and practices. A fully unified district would have more control and ability to adopt these practices.

Administrative Technology

Technology presents a unique opportunity to exploit the advantages of full regionalization. Each district operates and maintains separate systems for accounting, human resources, student information, work orders, etc. Each software package comes with an initial acquisition investment and training, but also ongoing costs for software maintenance, technical support, hardware purchase and maintenance (or cloud computing fees), backup, security, and training.

The districts have shown an ability to consolidate operations as evidenced in the shared services section, particularly around business services. Indeed, business services have been shared among three districts in the recent past. Four of the five districts use the same accounting software. Combining the operations of the remaining districts would bring greater efficiencies, continuity, and savings.

Generally, the marginal cost of adding the operation of another district to an existing system represents a fraction of the cost of a stand-alone system. This is particularly true of accounting systems. Adding the accounting activity for an additional district to an already existing system is not proportional because the activity can be added to ongoing operations. As a simple example, collectively, each of the five district currently prepares a purchase order for general liability insurance, NJSBA dues, utility providers, maintenance contracts, health benefits, etc. Under unification, the regional would generate just one purchase order for each of these district-wide purchases.

This concept also applies to telecommunication services. Comcast appears to be the predominant provider of internet services in the area making unification under a single wide area network more feasible. Recent experience with the pandemic has demonstrated the ability of school districts to function remotely. Although preferable to connect each constituent district's facilities through one network, the initial implementation could use the internet to remotely perform these functions. Phone systems present a similar example. Although preferable to have a district-wide system, each district currently possesses functioning systems, which provides time to assess and determine the best transition path.

Coordinating technology infrastructure presents challenges even within a single district. The new regional will wrestle with questions regarding centralized versus decentralized deployments, resident servers versus cloud computing, bandwidth size, topology, and resource deployment. However, unification can meet these challenges either by expanding an existing model from one of the constituent districts or coming together to reinvent a better alternative.

Another benefit will be to share employee talent across the regional rather than decentralizing similar skill sets in each district. Some districts do this already. However, as indicated in the operations area, joining technology expertise allows for specialization not easily

obtained by an individual district. A small technology staff, even in larger districts, will need a diverse skill set to address the district's wide-ranging needs from workstation repair to network administration and beyond. Unification provides the capacity to employ a specialist in cyber security, system backup, phone system maintenance, etc.

There will be no additional cost to take the existing technology positions and assign specialized responsibilities, but the benefits can be significant. One example worth noting relates to cybersecurity. Many districts have fallen prey to cyberattacks, ransomware, and data corruption resulting in disruption to mission critical systems and distracting the district from student centered activities. Unification provides the ability to employ specialized staff to deploy firewalls, train staff to avoid threats, perform frequent integrity tests, and ensure redundant backup protocols. Currently out of reach for small districts, this could be a reality under unification.

Although the savings analysis retains all existing technical staff, it does include administrative and supervisory staff redundancies in the technology departments. Similar to the buildings & grounds supervisors, the new board may elect to redeploy these positions to improve functionality or reduced contracted services.

Food Services

The NJDOE accounts for a food services operation as an enterprise fund distinct from the operating fund. An enterprise fund functions very much like a business with an expectation of breaking even or generating limited profits. When a deficit occurs, the district may transfer monies from the operating fund to cover the loss.

The expenditures in Table F10 indicate that there was a \$60,000 transfer to cover food service operations in 2020-21. East Greenwich provides in-house food services and required additional funding from the general fund to cover expenses. As noted earlier, three districts had audit findings of excess net cash balances in the food service program. Unification would likely improve operational efficiency and address these findings but is not anticipated to generate significant savings.

Transition Budget Costs

This section speaks to the additional costs incurred to establish the new regional and transition the constituent schools to the new organizational structure. Many costs associated with the transition would be incurred by the districts under the status quo scenario and therefore the consultants only considered the costs in excess of the status quo.

For example, one major task will be to combine the various bargaining units. Contracts usually are renegotiated every three years, and although the task to combine all the contracts may be challenging initially, it would be comparable to collectively negotiating on an individual basis. Certainly, once settled, renegotiating successor agreements would be less costly and time consuming than negotiating five separate agreements under the status quo. Maybe more importantly, the cost to administer the collective bargaining agreements for the unified regional structures will be far less than under the status quo.

The State offers implementation grants to help offset the costs associated with implementation of shared services – including one-time reimbursable costs for project completion or transition support which may include, but are not limited to, new technology, rebranding costs, equipment and vehicle outlays, professional services, rent for facilities, payroll system conversion costs and training. Funding is based on the total transition or implementation cost of a project.

South Hunterdon Regional went through a similar unification and estimated its transition to dissolve the existing limited purpose regional and unify its three communities into a new PK–12 all-purpose regional. The district applied for a state grant in the amount of \$1,125,000. The State reimbursed the district about \$400,000.

Once approved, the newly established regional would form a board of education and hire a superintendent. To administer these tasks and start the work of forming the new entity, a team of interim executive administrators, acting as a stand-alone unit, could be hired for approximately six months. The primary responsibility would center around ensuring the new entity is fully and properly prepared for the formation of the new all-purpose regional. This transition team will oversee the day-to-day operation and management of all transitional activities starting with hiring a superintendent, business administrator/board secretary, human resources director, and appointed professionals. This group would also post various positions and prescreen applicants to be available to the incoming administrators to build their respective departments.

Personnel	Amount	Assumptions
Interim Superintendent	96,000	1 - \$800/Day - Six Months
Interim Business Administrator/Board Sec.	72,000	1 - \$600/Day - Six Months
Interim Director of Human Resources	72,000	1 - \$600/Day - Six Months
Temporary Administrative Assists	90,000	3 - \$250/Day - Six Months
Total Personnel	330,000	

The first cost exclusive to the transition will be the election to present the question to the community for a public vote. Based on other special elections conducted in the region, the cost to conduct a referendum in all five municipalities might range from \$40,000 to \$50,000. However, the new regionalization statute, discussed above, provides for the DOE to cover the cost of any special election calling for regionalization.

The legal expense to dissolve existing regionals and establish new regional could cost about \$120,000. Additionally, the analysis of tenure and seniority rights in evaluating existing staff for open positions will require attorney review to ensure adherence to all state policies and statutes.

The new district will incur fees related to the creation of internal and district-wide policy, curriculum, and long-range plans and to ensure compliance with state mandates and regulations. Additionally, the formation of various operational departments provides an opportunity to reinvent the provision of these services. The districts have taken initial steps to combine transportation and food services, as noted in this section. The new district would do well to call upon experts in these specific areas to develop the most optimal organizational structure to meet the needs of the district.

The cost to rebrand the new district including signage, stationary, website, social media, and the like represent true additional expenditures, but is exceedingly difficult to estimate without a detailed inventory of impacted locations. Most schools are expected to retain their identity and not incur rebranding expenses. The consultants estimate that the additional cost for rebranding could be absorbed within the current supply, maintenance, and technology budgets, but incorporated a modest amount for incidental and unanticipated costs.

Organizational	Amount	Assumptions
Election	-	Five municipal elections covered by NJDOE
Legal	120,000	Costs to dissolve existing districts & create new regional
Strategic Planning	10,000	Board, Superintendent, and Community charting new direction
Policy Development	20,000	Complete policy review
Curriculum Development	50,000	Determine curriculum PK - 12
Buildings & Grounds Staffing Analysis	6,000	Review existing staffing relative to industry standards
Transportation Routing Analysis	10,000	
Rebranding & Signage	10,000	
Food Services RFP Development	-	
Total Organizational	226,000	

The budget does not include superintendent search consultants. The average tenure of superintendents in New Jersey is under three years. It would be expected that a vacancy would exist annually among the school districts.

The transition also will involve upgrading and unifying enterprise software for many functions. This budget is not an exhaustive list of all software but rather highlights the mission critical systems and functions required for initial startup. The budget assumes that sufficient servers and other hardware necessary to run these programs exist within the constituent districts and would be repurposed to meet the transition and beyond.

However, the work to integrate the data for all entities and then to the NJDOE may be significant.

Transitional Infrastructure	Amount	Assumptions
Hardware	20,000	Transition Team equipment. Servers for software uses existing capacity for hardware or cloud computing.
Software Purchase / Expansion	100,000	Student Information, Special Education, Accounting, Payroll, Human Resources, Work Order, Routing,
Data Migration	50,000	Migrate existing student, staff, accounting data into unified systems
Total Transitional Infrastructure	170,000	

Critical to the transition will be to articulate new curricula throughout the organization. Collectively, the educational entities spend about \$3.1 million on instructional supplies. To unify

the curricula supplies and provide all students with common textbooks will total about \$1.3 million if the new regional adapts Swedesboro-Woolwich elementary curriculum as a base. Directing existing supply and textbook budgets would allow this transition in one or two years, providing time for selection, purchase, training, and implementation. Existing articulation among the district would effectively reduce this expense and timeline.

Program Articulation	Amount	Assumptions
Supplies, Materials & Textbooks	1,303,000	2,606 students grades PK-6 x 5 classes x \$100 per class
Staff Training	493,500	987 Teachers, Administrators, Paraprofessionals x 5 trainings x \$100 each session
Total Program Articulation	1,796,500	

The total estimated transition costs are about \$2.5 million and represent delayed savings. Indeed, the faster the transition, the sooner the new district will see the cost reductions identified in this section. A prudent pace of transition guided by the realities of unifying five educational entities in five communities is recommended. The new board may wish to fund overlapping personnel for some period to ensure that each school functions smoothly throughout the transition. Maintaining existing staff would represent an opportunity cost by delaying savings but would help ensure continuity of vital functions during the transition.

E. Summary of Opportunities & Challenges

Although there are significant opportunities when regionalizing several districts, this new configuration is not without its challenges. This section will outline both the opportunities and challenges of unification in general terms and the proposed configuration specifically.

Opportunities

1. ***Create Something New*** – Unifying the separate school districts represents a significant opportunity to create an educational model employing the latest research, best management practices, and proven practices to optimize student achievement. The chance to provide educators with the tools, skills, and incentives to connect spending to outcomes is exceedingly rare. Unification offers a framework to implement around research-based solutions not available to most districts with entrenched practices and policies.
2. ***Economies of Scale*** – Larger districts offer economies when purchasing goods and services. There are two types of economies of scale. The first, on the production side, refers to factors that cause the average cost of producing something to fall as the volume of its output increases. Dividing fixed costs over more students will achieve these types of economies. The second, and more intuitive, are scale economies, generated by purchasing inputs at a lower per-unit cost when purchased in large quantities. For example, these economies include a range of goods and services from supplies to insurances.
3. ***Efficiencies*** – As discussed above, optimally sized districts are more efficient than small districts. These efficiencies can result in actual cost savings and other economic savings that present as improved services rather than expenditure reductions.
4. ***Resilience*** – Larger districts have an increased ability to absorb external shocks such as unexpected out-of-district special education placements, mechanical and building breakdowns, and more recently, pandemic response.
5. ***Capacity*** – Expanding the district provides an ability to offer more courses, programs, expertise, etc. For example, the PK–6 program could benefit from elementary counseling, academic coaches, or other services. Increasing the enrollment would provide the capacity to provide or expand these services to more students. This capacity advantage would impact a variety of programs ranging from academics to athletics.
6. ***Clean Slate*** – The most frustrating seven words for any manager are “that’s how we have always done it.” Unification clearly presents an opportunity to challenge old practices, keep the ones that work, and discontinue or modify those that do not work.
7. ***Expertise*** – Larger organizations can afford to maintain expertise across the enterprise. That expertise includes skill sets in academic subject specific areas as well as operational functions. As noted above, a small district may have one maintenance person who is responsible for all repairs. A larger school district may have several staff members and therefore can hire trade specific talent to address work in HVAC, plumbing, electric, etc.
8. ***Diversify Risk*** – The risks inherent in any enterprise lowers as the organization diversifies. For school districts, diversifying risk can help reduce costs for health insurance, general liability, workers’ compensation to name just a few.

9. **Internal Controls** – Related to risk diversification for business and central office functions, large organizations can more easily strengthen their internal controls. Internal controls are the mechanisms, rules, and procedures implemented by an organization to ensure the integrity of financial and accounting information, promote accountability, and prevent fraud. Relying on employees to perform multiple duties, small districts cannot implement strong internal controls. Separating functions is a critical component of maintaining strong internal controls, and it becomes increasingly difficult with limited staff.
10. **Cross Training** – Cross training staff to perform other departmental functions complement internal controls and risk diversification. Having more staff in the business office, for example, allows employees to learn other job functions. This provides backup during planned and unplanned absences. A good internal control practice would require another employee to issue payroll during the payroll associate’s vacation. This provides an opportunity to identify any incorrect and possibility fraudulent payroll entries.
11. **Slack** – A management theory well suited for school districts, the principle of slack stipulates that an agile organization able to respond to changing circumstances should allow its employees to function at less than full capacity. This staffing level provides the needed capacity to address emergent issues and unfunded mandates so frequently directed at school districts. Having staff not stretched to their limits offers the ability to comply when the NJDOE changes policy, the board of education adopts new goals, or a pandemic strikes.

Challenges

1. **Loss of Local Control** – New Jersey has a long tradition of local control of public education. Although some communities have regionalized or entered into sending-receiving arrangements to educate some of their students, the vast majority of municipalities maintain a school system run by a local board of education. Unifying some five educational entities, by definition, will reduce the voice of any one community.
2. **Accessibility** – The proposed all-purpose regional represents about 74 square miles. Regardless of where the new central office is located, it will be farther for some residents interested in attending board meetings or needing to conduct business. Although longer, the distances are not prohibitive. If located relatively central within the regional, travel will likely not exceed 8 miles or 15 minutes from the center of each municipality. Alternatively, some larger districts rotate public meetings to different schools and communities to provide opportunities for members of the public to participate.
3. **Initial Disruption** – Operationalizing an undertaking of this scope will require time, energy, focus, and resources. Although this study recommends maintaining existing schools, and student placements, unification will necessitate many decisions to reconfigure departments, logistics, policies, procedures, and protocols. This will require extensive community input, consideration, communications, training, and coordination. It will cause disruption as new processes get developed and implemented. However, as stated above, this also is an opportunity to jettison old and obsolete practices and reinvent services delivery.

4. ***Organization Culture*** – Each organization develops its own unique culture over time. Shared attitudes, beliefs, customs, and written and unwritten rules form the cornerstone of an organization’s culture. It consists of expectations, experiences, philosophy, as well as the values that guide employee behavior. A significant challenge lies ahead to merge the distinctive cultures from each constituent district into a unified culture for the new organization.
5. ***Efficiencies*** – Districts exceeding optimal size may see diminishing returns on efficiencies as they increase in size. More importantly, efficiencies can euphemistically mean reduction in force. School districts are labor intensive organizations. Salaries and benefits represent 70-80% of expenses. Some savings generated from unification will result in lost jobs and may impact community members who currently work for their local school district.
6. ***Manageability*** – Smaller districts provide for a more personal interaction between staff, students, parents, and the community. Larger districts can achieve this culture on a school by school basis, but it may be more difficult to attain district-wide.

VIII. CONCLUSION

For many years, the State of New Jersey has looked to reduce the number of operating school districts while creating PK–12 structures where practicable. Indeed, the purpose of the grant funding this study is to investigate unifying smaller school districts into a single PK–12 district to save money and improve efficiencies. The all-purpose regional configuration accomplishes this goal. Collectively the all-purpose regional scenario saves more than \$3.5 million annually and improves both economic and logistical efficiencies. Because students likely will remain in the same buildings with generally the same teachers, they can be expected to continue to experience educational success.

The all-purpose regional structure also develops a foundation for future restructuring to generate more savings in operational areas. Given the financial pressures on smaller districts, the all-purpose regional offers opportunities for additional non-instructional financial savings thereby allowing for the maintaining or expanding of instructional programs. The unified all-purpose regional exceeds the optimal district size of 2,000 to 4,000 students as defined by available research. However, the existing districts fall below, and therefore also outside, this range without providing the ancillary benefits of a larger district.

Two alternative configurations were considered in comparison to the status quo whereby the racial impact was analyzed for each of the alternatives.

1. Kingsway Regional is dissolved. The East Greenwich Township, Logan Township, South Harrison Township, and Swedesboro-Woolwich School Districts form a new PK-12 regional school district. In this scenario, all students would be educated in the same buildings in which they currently are housed. Reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.

2. Kingsway Regional is dissolved. The East Greenwich Township, South Harrison Township, and Swedesboro-Woolwich School Districts form a new PK-12 regional school district. Logan Township continues to operate a PK-8 school district and sends its grade 9-12 students to the new regional school district on a sending-receiving basis. In this scenario, all students would be educated in the same buildings in which they currently are housed. Reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.

In the Education Chapter, we reviewed data regarding student performance, climate indicators and indicators of success in college and careers. We conducted site visits to the various schools and observed the school environment and discussed how the schools support teaching and learning and the social emotional growth of students. We then compared the data collected against best practices that are research based and linked directly to the characteristics of successful schools.

From this data we concluded that regionalization will allow the communities to further expand educational opportunity and maximize student potential. Students in all of the districts will have the opportunity to receive a higher quality education. A new regional district will be better situated to put in place best practices that lead to successful schools and improve educational outcomes for the communities involved. We have not identified any educational obstacles to regionalization.

We also reviewed an alternative regionalization scenario where Logan Township continues to operate a separate PK-8 school district and sends students in 9-12 to the newly formed PK-12 Regional. We believe that this alternative scenario will still present distinct educational advantages for all students and districts and is preferable to the status quo.

In terms of a transition to the new regional structure, we recommend that during the initial five-year period, all students and staff remain in their current assignments. However, the administration of the unified district will begin to provide expanded services and programs in many areas including curriculum and instruction, professional development, and student support services. The consolidation of the central office functions of the various school districts also could start during the transitional period in order to achieve efficiencies in operation.

Finally, regarding the issue of the Governance of the new regional, we noted that current law provides that the boards of education of the constituent districts of the proposed new regional district may, by resolution, agree to apportion members other than as provided in statute. We recommend that the districts consider using this authority to create an apportionment structure that provides for a ten-seat board and track the current board membership of the ten-member limited purpose regional: Swedesboro-1; East Greenwich-3; South Harrison- 1; Woolwich-3; and Logan-2. Neither of the two scenarios studied using the traditional allocation methodology generates a tax levy reduction for all studied communities.

The first scenario in which all communities currently being serviced by Kingsway Regional unify into an all-purpose regional negatively impacts Swedesboro and Logan to an extent difficult to compensate for through the transitional allocation. The study uses the second scenario in which Logan retains its sending-receiving relationship for students in grades 9–12 to apply the transitional allocation. Although this scenario has reduced savings of \$2.1 million, the transitional allocation, using a snapshot of the latest budgeted tax levy, would ensure all communities share proportionally in the savings generated through regionalization for the first ten years. However, using the transitional allocation provision of the new regionalization law of January 2022, each community studied can share in the savings generated through regionalization. After the ten-year transition, the consultants propose an allocation of 97% equalized value and 3% enrollment to be phased-in over an additional five years. Given the potential changes to property values and enrollments over the ten-year period, a reevaluation of these percentages in year eight or nine is also recommended.

The savings generated from any of the scenarios assumes existing levels of state aid. Under the unified all-purpose regional, if the State does not adjust for any loss of choice aid, the savings may drop but still be sufficient to provide significant savings as compared with the status quo. The additional SEMI reimbursements will help offset any reduction of choice aid and may generate additional revenues to offset the tax levy.

Given the analysis herein, a four community PK–12 all-purpose regional with Logan continuing through a sending-receiving agreement is financially viable, which is a significant driver to recommending this reconfiguration. Additionally, the close existing working relationship among the districts and the significant educational benefits also provide strong motivation for entering into this new relationship.

Appendix AA – Debt Schedules

This Appendix lists each constituent local public school district, or municipalities of each regional district, the original and current debt principal balance(s) and remaining debt service schedule(s) by debt issuance, and percentage of each constituent district's principal to the aggregate.

East Greenwich Township

Issue	2012 Construction	2012 Refunding
Date Issued	February 6, 2012	June 5, 2012
Initial Amount	\$16,097,000	\$5,475,000
Annual Maturities	Principal Amount	Principal Amount
2022	475,000	620,000
2023	475,000	675,000
2024	550,000	650,000
2025	810,000	
2026	825,000	
2027	825,000	
2028	825,000	
2029	850,000	
2030	850,000	
2031	850,000	
2032	850,000	
2033	850,000	
2034	850,000	
2035	850,000	
2036	850,000	
2037	850,000	
Balance as of June 30, 2021	12,435,000	1,945,000

Logan Township

Issue	2013 Refunding
Date Issued	May 2, 2013
Initial Amount	\$9,105,000
Annual Maturities	Principal Amount
2022	345,000
2023	365,000
2024	380,000
2025	395,000
2026	400,000
2027	415,000
2028	430,000
2029	445,000
2030	465,000
2031	480,000
2032	495,000
2033	515,000
2034	535,000
2035	550,000
2036	570,000
2037	600,000
Balance as of June 30, 2021	7,385,000

Kingsway Regional

Issue	2012 Construction	2012 Refunding	2014 Refunding	2016 Refunding	2020 Refunding
Date Issued	Jan. 18, 2012	Jan. 27, 2012	Dec. 4, 2014	Oct. 20, 2016	Dec. 30, 2020
Initial Amount	\$22,659,000	\$5,935,000	\$8,730,000	\$8,190,000	\$16,625,000
Annual Maturities	Principal Amount	Principal Amount	Principal Amount	Principal Amount	Principal Amount
2022	775,000	600,000	1,115,000		135,000
2023		585,000	1,090,000		940,000
2024		590,000	1,070,000		975,000
2025				1,205,000	980,000
2026				1,195,000	990,000
2027				1,185,000	1,025,000
2028				1,180,000	1,035,000
2029				1,160,000	1,070,000
2030				1,135,000	1,110,000
2031				1,110,000	1,145,000
2032					1,185,000
2033					1,200,000
2034					1,185,000
2035					1,175,000
2036					1,160,000
2037					1,150,000
Balance as of June 30, 2021	775,000	1,775,000	3,275,000	8,170,000	16,460,000

South Harrison Township

Issue	2015 Refunding
Date Issued	April 21, 2015
Initial Amount	\$9,980,000
Annual Maturities	Principal Amount
2022	595,000
2023	615,000
2024	650,000
2025	675,000
2026	710,000
2027	745,000
2028	775,000
2029	815,000
2030	850,000
2031	895,000
2032	
2033	
2034	
2035	
2036	
2037	
Balance as of June 30, 2021	7,325,000

Swedesboro Borough & Woolwich Township

Issue	2013 Refunding	2015 Refunding	2021 Refunding
Date Issued	May 2, 2013	April 22, 2015	March 31, 2021
Initial Amount	\$9,105,000	\$17,920,000	\$5,625,000
Annual Maturities	Principal Amount	Principal Amount	Principal Amount
2022	510,000	1,115,000	840,000
2023	565,000	1,170,000	820,000
2024	625,000	1,210,000	815,000
2025	680,000	1,235,000	805,000
2026	745,000	1,275,000	795,000
2027	805,000	1,320,000	785,000
2028	875,000	1,360,000	765,000
2029	890,000	1,410,000	
2030	875,000	1,450,000	
2031	865,000	1,510,000	
2032			
2033			
2034			
2035			
2036			
2037			
Balance as of June 30, 2021	7,435,000	13,055,000	5,625,000

Appendix AB – Shared Services Summary

This schedule highlights each constituent local public school districts' shared services as Stated in the User-Friendly Budget and through discussions with the Business Administrator.

East Greenwich Township

1. Insurance Coverages and Benefits	2. Member of the Gloucester, Cumberland, Salem School Districts Joint Insurance Fund; Member of the Schools Health Insurance Fund
3. Purchasing	4. Purchasing consortiums for supplies, energy, telecommunications, and food
5. Special Education Services	6. Send receive relationship with Paulsboro School District for preschool disabled education
7. Transportation Services, including Fuel	8. Transportation jointure with Kingsway Regional School District, Gateway Regional School District, and GCSSSD

Kingsway Regional

9. Others	10. Kingsway Regional provides school bus maintenance services for the Clearview Regional and Harrison Township School Districts
11. Technology Services	12. Kingsway regional provides IT services to Woolwich Twp., South Harrison Twp., East Greenwich Twp., and Harrison Twp.
13. Transportation Services, including Fuel	14. Kingsway Regional provides student transportation services for the Swedesboro-Woolwich and East Greenwich School Districts

Logan Township

15. Curriculum Services	16. Curriculum Supervisor - South Harrison
17. Special Education Services	18. Special Education Consultant - South Harrison
19. Professional Staff Development	20. Greenwich Twp - Librarian Consultant
21. Staffing – Other	22. Spanish Teacher - Greenwich Twp
23. Business Services	24. South Harrison - Business office services
25. Insurance Coverages and Benefits	26. SAIF - joint insurance fund - property & liability 27. SHIF - joint insurance fund - health benefits
28. Technology Services	29. South Harrison - IT services
30. Purchasing	31. ACES - Cooperative bidding for electricity & gas
32. Custodial and Maintenance Services	33. Facility Management and Maintenance - South Harrison
34. Transportation Services, including Fuel	35. Transportation Coordinator - South Harrison 36. Jointure for GCIT students - Pittsgrove Twp
37. Municipal/Public Works	38. Logan Township Municipal - snow removal services

South Harrison Township

39. Special Education Services	40. Logan Twp provides CST and sp ed oversight
41. Business Services	42. Logan Twp provides Business Administrator, payroll, accounts payable, and other business-related services
43. Technology Services	44. Logan Twp provides IT management and support

45. Custodial and Maintenance Services	46. Logan Twp provides maintenance services. 47. District is enrolled in a consortium for custodial services
48. Transportation Services, including Fuel	49. Logan Twp provides transportation coordination services

Swedesboro-Woolwich

50. Special Education Services	51. Gloucester County Special Services School District
52. Insurance Coverages and Benefits	53. ERIC South Group. School Health Insurance Fund
54. Purchasing	55. Ed-Data Coop; Ed Services Commission; Hunterdon County Ed Services.
56. Transportation Services, including Fuel	57. Kingsway Regional School district. Woolwich Township.

Appendix AC – Transportation Efficiency Models & Practices

To help districts improve its transportation efficiency, the NJDOE has established the following models and practices.

Models of Transportation Efficiency

Local boards of education may utilize a number of methods to increase their use of school vehicles, and, therefore, their transportation efficiency. These practices encourage the more efficient use of vehicles and cost savings.

- Tier school opening and closing times - School opening and closing times should be staggered in such a way as to enable the use of a single vehicle for several routes. The development of additional tiers can result in the need for fewer vehicles to service the same number of students.
- Coordinate school calendars (Public and Nonpublic) - Coordinate the start and end of the school year, as well as school holidays and teacher in-service days, so that school calendars for both public and nonpublic schools are consistent and uniform. This will assist school districts in better coordinating public and nonpublic school transportation, may enable districts to fill a route with both public and nonpublic school students, and may necessitate the use of fewer vehicles to transport the same number of students.
- Provide out of district transportation through a coordinated transportation services agency - Since the number of students attending a specific out of district school is usually fewer than the number of students attending a school within a school district, utilizing coordinated or regionalized transportation services will likely result in a higher capacity utilization of the buses transporting students to that out of district school. One route could service several districts whose students attend the same out of district school.
- Provide services through jointures, either as a host or joiner - When school districts form jointures to provide transportation services, the host district has the opportunity to fill what would have been empty seats on their route, and the joiner is able to provide transportation to their own students without using one of their own buses or contracting for the service while leaving some seats empty.
- Optimizing route design - The design of routes that service the largest numbers of students with the least amount of stops. Such routes may mix public and nonpublic school students and/or have multiple schools as destinations.
- Design routes with multiple destinations - When a route to a certain school passes one or more schools located along that route, the bus will be more fully utilized if children attending those other schools who live along that route can be added to the route. The bus would then stop at each of the schools along the route.
- Mix public and nonpublic school students on the same routes - Public and nonpublic school students living in the same neighborhood and attending schools located close to each other could be placed on the same bus route with both schools as the destination. This would alleviate the need

for two separate routes following the same roadways to similar destinations, and result in fewer vehicles to service the same number of students.

- Standardize ride-time policies for all districts participating in consolidated services - When districts with different ride-time policies (i.e., limits on the length of time a student may ride on a bus) attempt to use the same consolidated transportation services agency, the differences in the policies place constraints on the ability of the agency to provide transportation which meets all of the varying policies. Limiting the transportation for all participants to the shortest ride-time policy of its members could result in the inability of the agency to provide transportation to any of the participants.
- Package bids with tiered routes - The design of bid packages which would require contractors to bid on a package of routes which have been tiered for efficiency. This practice would prevent contractors from picking and choosing the most profitable routes while failing to bid on more demanding routes or routes with a lower profit margin. The packaging of bids with tiered routes enables bulk bidding and leads to volume discounts from school bus contractors wishing to bid on the entire package.
- Use municipal/school district joint bidding for maintenance, fuel, etc. - Savings can be realized by combining the needs of both the municipality and school district into one bid, which would be more likely to result in volume discounts from vendors.

Appendix AD – Teacher Combined Scattergram

Step	BA	BA+15	BA+30	MA	MA+30	MA+60/ DOC	Total
1	13.7	-	-	1.0	-	-	14.7
2	8.0	-	1.0	2.0	-	1.0	12.0
3	16.8	1.0	1.0	6.6	-	1.0	26.4
4	34.8	3.0	3.0	12.0	1.0	-	53.8
5	19.0	3.0	3.0	17.0	-	-	42.0
6	9.8	5.0	-	14.0	-	1.0	29.8
7	15.0	2.0	2.0	12.7	1.0	-	32.7
8	24.0	2.0	-	14.0	-	1.0	41.0
9	5.8	2.0	-	9.0	-	1.0	17.8
10	7.0	2.0	-	8.0	1.0	-	18.0
11	15.0	2.0	-	14.0	1.0	-	32.0
12	10.0	2.0	1.0	8.0	1.0	-	22.0
13	6.0	1.0	1.0	7.0	1.0	-	16.0
14	3.7	2.0	-	10.0	-	1.0	16.7
15	14.0	1.0	2.0	20.0	-	-	37.0
16	5.0	-	-	9.0	-	2.0	16.0
17	13.0	-	-	8.0	-	-	21.0
18	-	-	-	-	-	2.0	2.0
Total	220.6	28.0	14.0	172.3	6.0	10.0	450.9

Note: Data for Swedesboro-Woolwich not included.