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March 25, 2013

**VIA ELECTRONIC MAIL**

Michael Sullivan, Esq.  
Parker McCay  
1009 Lenox Drive  
Building Four East, Suite 102B  
Lawrenceville, New Jersey 08648

Re: *Merchantville Board of Education v. Pennsauken Board of  
Education*  
Our File No.: 04420.70486

Dear Mr. Sullivan:

Enclosed please find the Merchantville Board of Education's Expert Report authored by Statistical Forecasting, LLC, Peter E. Carter, and James L. Kirtland, CPA.

Please do not hesitate to contact our office should you have any questions or wish to discuss this matter further.

Sincerely,

  
Kerri A. Wright

KAW/jac  
Encl.

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**EXPERT REPORT ON THE TERMINATION  
OF THE SENDING-RECEIVING AGREEMENT BETWEEN THE  
MERCHANTVILLE SCHOOL DISTRICT  
AND THE  
PENNSAUKEN PUBLIC SCHOOLS**

**BY  
STATISTICAL FORECASTING LLC**

**PETER E. CARTER**

**AND**

**JAMES L. KIRTLAND CPA<sub>OH</sub>**

**MARCH 2013**

## **I. Introduction**

This report is a supplement to our initial feasibility study completed in January 2012. The intent of this report is to consider the potential educational, financial, and racial impacts if the sending-receiving agreement between Merchantville Borough (“Merchantville”) and Pennsauken Township (“Pennsauken”) is terminated, which would allow Merchantville high school students to attend high school in Haddon Heights Borough (“Haddon Heights”).

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

Based upon the data obtained and analyzed, from a variety of sources, and with an understanding of the history with respect to Merchantville’s previous petition to terminate its sending-receiving agreement with Pennsauken so that it could send its grade 9-12 students to Haddonfield, it is the consultants’ collective opinion that no substantial negative racial, educational, or financial impact will result from a termination of Merchantville’s sending-receiving agreement with Pennsauken, whereby Merchantville would thereafter send its students in grades 9-12 to Haddon Heights High School.

## **II. Demographic Overview**

In the initial feasibility study, overviews of the population trends and demographic characteristics of Merchantville, Pennsauken, and Haddon Heights were provided. In addition, the population trends and demographic characteristics of Barrington Borough (“Barrington”) and Lawnside Borough (“Lawnside”) were also analyzed. The latter two communities currently send their high school students to Haddon Heights through a sending-receiving agreement. Since much of the data has not changed in the last year, it will not be repeated here. However, the demographic data from both Merchantville and Pennsauken are expanded to include the 1990 Census to show each community’s long-term trends and evolving racial composition.

## **III. Racial Overview of Merchantville and Pennsauken**

Since the decision of the Administrative Law Judge and the Commissioner of Education in 1992, where Merchantville’s request to terminate its sending-receiving agreement with Pennsauken was ultimately denied, both communities have a dramatically changed racial composition. Table 1 below shows the racial percentages of each community from the 1990, 2000, and 2010 Censuses. Where Merchantville was nearly entirely White (96.1%) in 1990, it has become much more diverse since. By 2010, 76.6% of the population was White, which is a

decline of 19.5 percentage-points from 20 years prior. The largest increases have occurred in the Black and Hispanic populations. While Blacks consisted of only 2.4% of the population in 1990, they increased to 13.0% of the population in 2010. Similarly, Hispanics increased to 11.6% of the population in 2010 after 1.9% was reported in 1990.

Like Merchantville, Pennsauken has also become more diverse since 1990. The percentage of Blacks has increased from 14.7% in 1990 to 26.9% in 2010. Hispanics have increased even more dramatically, from 4.9% to 26.9% over the same time period, a 22.0 percentage-point gain.

Given the physical proximity of the two communities, where Merchantville is surrounded by Pennsauken on approximately three sides (Figure 1), it is easy to see why there are similar patterns of changing racial composition in each community.

The racial change experienced from 1990-2010 is not unique to Merchantville and Pennsauken, but has also occurred at the county (Camden County) and state levels. As shown in Table 2, the percentage of Blacks, Hispanics, and Asians have increased in the last 20 years in the county and state. The greatest change is in the Hispanic and Asian populations, which have approximately doubled as a percentage of the population from 1990 to 2010 in both Camden County and New Jersey.

**Table 1**  
**Racial Characteristics of Merchantville and Pennsauken**  
**1990-2010**

Race Origin	Merchantville Borough			Pennsauken Township		
	1990	2000	2010	1990	2000	2010
White	96.1%	85.9%	76.6%	80.5%	60.1%	47.6%
Black/African American	2.4%	7.4%	13.0%	14.7%	24.2%	26.9%
American Indian/ Alaska Native	0.1%	0.3%	0.4%	0.4%	0.3%	0.6%
Asian	1.0%	2.1%	2.3%	1.8%	4.6%	7.7%
Native Hawaiian/ Pacific Islander <sup>1</sup>	N/A	0.0%	0.1%	N/A	0.0%	0.0%
Other Race	0.5%	2.8%	4.4%	2.6%	8.3%	13.6%
Two or more Races <sup>1</sup>	N/A	1.4%	3.3%	N/A	2.5%	3.6%
Hispanic Origin	1.9%	5.5%	11.6%	4.9%	14.3%	26.9%

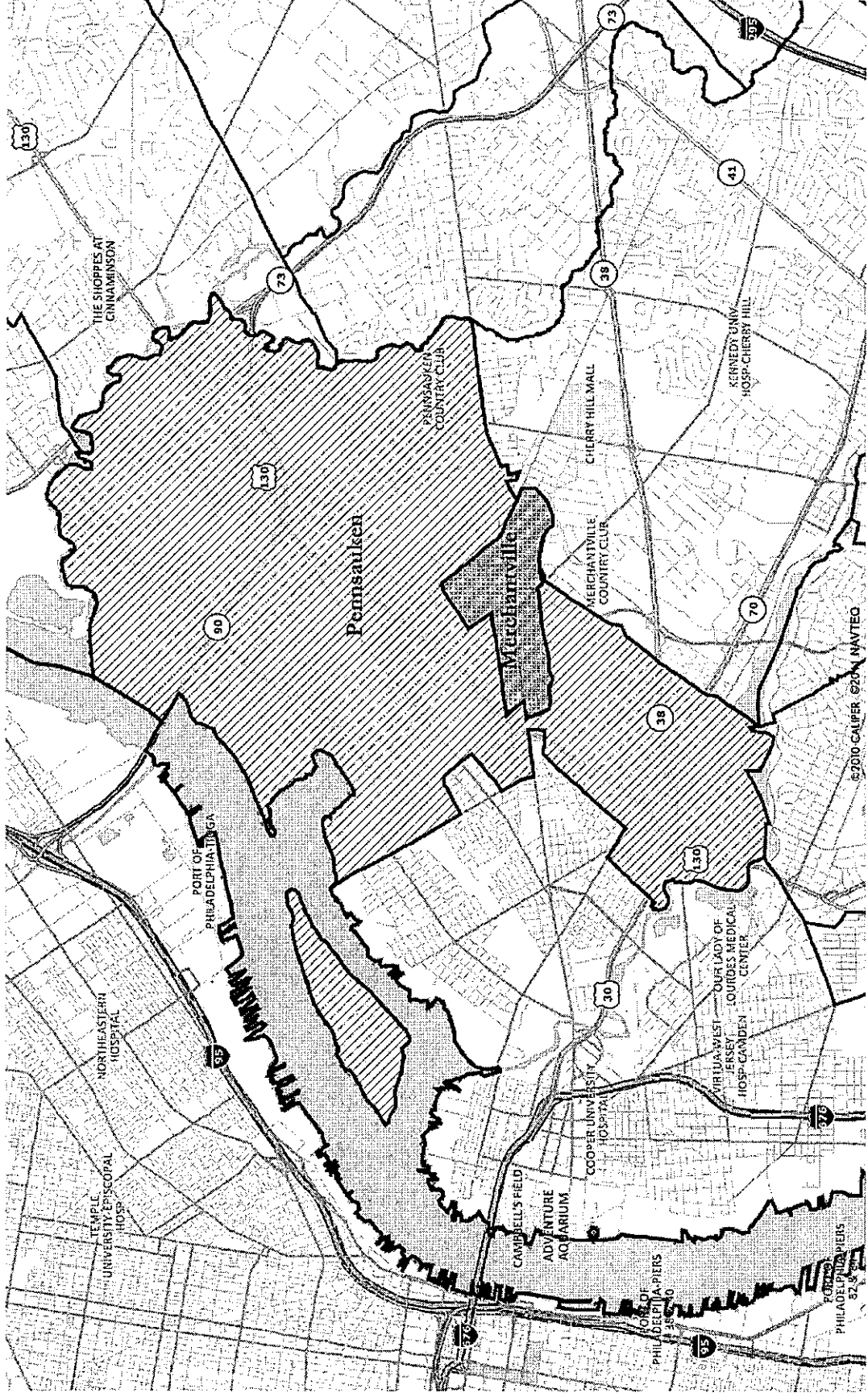
Notes: <sup>1</sup>New classification beginning in 2000 Census.

**Table 2**  
**Racial Characteristics of Camden County and New Jersey**  
**1990-2010**

Race Origin	Camden County			New Jersey		
	1990	2000	2010	1990	2000	2010
White	76.6%	70.9%	65.3%	79.3%	72.6%	68.6%
Black/African American	16.2%	18.1%	19.6%	13.4%	13.6%	13.7%
American Indian/ Alaska Native	0.2%	0.3%	0.3%	0.2%	0.2%	0.3%
Asian	2.3%	3.7%	5.1%	3.5%	5.7%	8.3%
Native Hawaiian/ Pacific Islander <sup>1</sup>	N/A	0.0%	0.0%	0.0%	0.0%	0.0%
Other Race	4.6%	5.1%	7.1%	3.6%	5.4%	6.4%
Two or more Races <sup>1</sup>	N/A	1.9%	2.6%	N/A	2.5%	2.7%
Hispanic Origin	7.2%	9.7%	14.2%	9.6%	13.3%	17.7%

Notes: <sup>1</sup>New classification beginning in 2000 Census.

Figure 1  
Locations of Merchantville Borough and Pennsauken Township



#### IV. Historical Enrollment Trends and Projections

The following section explores the trends in enrollment for the Merchantville School District, the Pennsauken Public Schools, and the Haddon Heights School District. In addition, since the Lawnside and Barrington School Districts send their high school students to Haddon Heights High School, their enrollment will impact that of Haddon Heights. As such, their enrollment trends will also be explored.

For each of the five school districts in this study, historical enrollments from 2007-08 to 2012-13 are displayed in the Appendix along with enrollment projections from 2013-14 to 2017-18. While the Merchantville, Lawnside, and Barrington School Districts are K-8 districts, the tables in the Appendix show grades K-12 to determine the effect on future enrollment at both Pennsauken and Haddon Heights High Schools.

Birth data, which was used to compute future kindergarten enrollment, was collected for each of the five communities and is shown in Table A1<sup>1</sup>.

As with the initial feasibility study, representatives from the planning departments of Merchantville, Pennsauken, Haddon Heights, Barrington, and Lawnside provided information regarding current and future development in each community. Little has changed since our last report as there are few planned residential developments. To demonstrate historical residential growth, Table A2 shows the number of certificates of occupancy (“CO”) by community for new single-family, two-family, multi-family, or mixed housing units from 2007-2012. None of the baseline enrollment projections were adjusted to account for housing growth since the planned growth in each community is similar to, or less than, that experienced historically.

Enrollment projections were calculated using average cohort-survival ratios based on the last six years of historical enrollment data. These values were used to project enrollments for each grade from the 2013-14 school year through the 2017-18 school year.

To project the number of high school students that originate from Merchantville, Pennsauken, Haddon Heights, Barrington, and Lawnside, historical enrollment data by community for grades 9-12 was used.

##### 1. Merchantville School District

The number of students in the district (grades PK-8) has been fairly stable since 2007-08. Disregarding the 2010-11 year, when pre-kindergarten was not offered, as it had been in all of the other years, enrollment has ranged from 355-371 students as shown in Table A3. During this same time period, the number of students sent to Pennsauken High School has been fairly stable, ranging between 56-69 students per year.

For the last two years, Merchantville has been receiving students from the New Jersey Interdistrict Public School Choice Program (“Choice”). The district received 15 students in the 2011-12 school year and an additional 15 students in the 2012-13 school year. In each of those

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<sup>1</sup> All tables that start with A are in the Appendix.

years, 14 of the 15 students were from Pennsauken. The Choice students are included in the enrollments in Table A3.

Regarding future trends, enrollment is projected to range between 360-378 students through 2017-18 as shown in Table A4, which is slightly higher than the current enrollment in the district. For grades 9-12, enrollment is projected to be consistent with historical trends, ranging between 55-65 students in each of the next five years. Of course, if Merchantville were to terminate its sending-receiving agreement with Pennsauken and begin sending its students to Haddon Heights High School, it could see an increase in its 9-12 enrollment as parents who currently send their children to Camden County Technical School, Audubon High School (through the Choice program), or local parochial schools may opt instead to send their children to Haddon Heights. Table 3 shows the number of graduating Merchantville 8th grade students and where they attend school the following year as 9th graders. The majority of students are either attending Camden County Technical School or local parochial schools. In addition, Audubon High School, who is a participant in the Choice Program, received 7 children (six 9th grade students) from Merchantville in 2012-13 and will receive an additional 10 students in 2013-14.

While it is feasible that fewer children would attend Audubon High School, opting instead to attend Haddon Heights High School, the number of children attending Camden County Technical School and the local parochial schools are likely to be similar to historical counts. There will always be a percentage of children who are attracted to the programs at the Camden County Technical School. Likewise, there will continue to be parents who favor a parochial education for their child.

**Table 3**  
**High Schools Attended by Merchantville Students for Grade 9**

Year	Camden County Technical School	Camden Catholic	Paul VI	Other	Total
<b>2008-09</b>	1	10	2	2	<b>15</b>
<b>2009-10</b>	0	10	0	1	<b>11</b>
<b>2010-11</b>	3	7	1	5	<b>16</b>
<b>2011-12</b>	13	5	0	7	<b>25</b>
<b>2012-13</b>	0	5	2	2	<b>9</b>

**Source:** Merchantville School District

If Merchantville begins sending its high school students to Haddon Heights starting in the 2013-14 school year, the 8th grade students in 2012-13 would attend Haddon Heights High School as 9th grade students in 2013-14. Phasing in the 5th-7th grades from 2012-13 in subsequent years, based on current enrollment, there is a theoretical potential for 156 Merchantville students in grades 9-12. If 50% of these students attended Haddon Heights High School, which is higher than the historical average of about 31% attending Pennsauken High School, Merchantville would send approximately 78 students, or about 20 per grade level, to



Haddon Heights. If the grade 8 to 9 survival ratio were much higher, for example 75%, Merchantville would send a total of 117 students, or about 29 per grade level, to Haddon Heights. However, this is unlikely given Merchantville's historical enrollment trends.

## **2. Pennsauken Public Schools**

In general, enrollment has been declining in the Pennsauken Public Schools (PK-12) as shown in Table A5. Enrollment is 5,237 students in 2012-13, which represents a loss of 331 students since 2007-08. At Pennsauken High School (grades 9-12), enrollment has, in general, also been declining since 2007-08. During this period, enrollment has declined from 1,724 to 1,477 students, a loss of 247 students.

Since the district did not report any special education/ungraded students in 2012-13, yet had reported 484-652 annually from 2007-08 to 2011-12 as per the New Jersey Department of Education ("NJDOE") website, the forthcoming enrollment projections do not contain special education students, as the district has returned these students back to the general education levels. While we had asked for the enrollment to be broken out with regular and special education students consistent with the method that districts report data for the NJDOE, Pennsauken did not honor that request. Looking to the future, K-12 enrollment is projected to continue to decline to 5,030 in 2017-18, which would be a loss of 207 students from the 2012-13 enrollment as shown in Table A6. At the high school level, enrollment is projected to increase slightly, ranging between 1,463-1,527 in the next five years. If Merchantville students did not attend Pennsauken High School, enrollment would range between 1,403-1,468 in the next five years. The loss of Merchantville students would not have a significant impact on the total enrollment in the school.

## **3. Barrington School District**

In general, enrollment in the district (grades PK-8) has been rising since 2007-08 as shown in Table A7. Enrollment was 624 students in 2012-13, which represents a gain of 53 students over this time period. The number of students sent to Haddon Heights High School has ranged from 259-284 students since 2007-08.

Regarding future high school enrollment, the number of students attending Haddon Heights High School is projected to be fairly stable and consistent with the most recent enrollment, ranging between 253-273 students over the five-year projection period (Table A8).

## **4. Lawnside School District**

After a number of years of decline, enrollment in the district (grades PK-8) increased to 276 students in 2012-13, which represents a loss of 21 students since 2007-08 (Table A9). The number of students in grades 9-12 sent to Haddon Heights has also been in decline. After peaking at 187 students in 2009-10, high school enrollment has been steadily declining. A total of 127 students were sent to Haddon Heights High School in 2012-13.

Regarding future high school enrollment, the number of students attending Haddon Heights is projected to slowly decline to 110 students in 2017-18, which would be a loss of 17 students over the five-year projection period (Table A10).

## **5. Haddon Heights School District**

As shown in Table A11, enrollment in the district (PK-12) was 1,328 students in 2012-13, which represents a gain of 18.5 students since the 2007-08 school year. Enrollment increased, in general, through 2009-10 before declining in 2010-11 and has been essentially constant since. Enrollment at Haddon Heights High School (grades 9-12) has followed the overall trend of the district and been essentially constant in the last three years. Enrollment in Haddon Heights High School was 667 students in 2012-13, which is a loss of 60 students since the 2007-08 school year.

Regarding future trends, enrollment is projected to be essentially stable in the district until 2017-18 when a small decline is anticipated. In the next five years, enrollment is projected to range between 1,317-1,356 students as shown in Table A12. At Haddon Heights High School (grades 9-12), enrollment is projected to steadily decline to 600 students in 2017-18, which would be a loss of 67 students from 2012-13 enrollment. If Merchantville students attend Haddon Heights High School, enrollment would range between 660-738 in the next five years. Due to the projected decline in enrollment at Haddon Heights High School, the gain of Merchantville students would not have a significant impact on the total enrollment in the school.

## **V. Building Capacity**

One main consideration is whether there will be any substantial negative impact on either Pennsauken High School or Haddon Heights High School enrollment if the sending-receiving agreement between Merchantville and Pennsauken is terminated, whereby Merchantville high school students would then attend Haddon Heights High School for grades 9-12.

Pennsauken High School has a functional capacity of 1,777 students while Haddon Heights Junior/Senior High School (grades 7-12, one building serving the middle and high school populations) has a functional capacity of 819 students. This capacity is based upon the current building configuration utilized by the two school districts, including the current student-to-teacher ratios.

Based on its 2012-13 enrollment, Pennsauken High School currently has 300 available seats. If Merchantville students no longer attend Pennsauken High School, the number of available seats is projected to increase to 310, which would have no impact upon the district.

Regarding Haddon Heights Junior/Senior High School, based upon its 2012-13 enrollment and its current building configuration, it is just below capacity. If Merchantville students attend Haddon Heights Junior/Senior High School, enrollment in the school would increase but the facility would still be able to accommodate the extra students. While the enrollment for the school would increase to approximately 838 students with the projected

addition of Merchantville's students by 2017-18, it would still be below the enrollment of 899 that occurred recently in 2009-10.

Therefore, there will be no substantial negative impact as related to the building capacities of each of the two high school buildings should the sending-receiving agreement between Merchantville and Pennsauken be terminated.

## **VI. Racial Impact**

The following section considers the racial impact on Pennsauken if Merchantville were permitted to terminate its sending-receiving agreement with Pennsauken and enter a new agreement with Haddon Heights. Under this arrangement, Merchantville would cease sending its high school students one grade-level at a time to Pennsauken High School and enroll them in Haddon Heights High School. In addition, the racial impact on Haddon Heights upon receiving students from Merchantville will also be analyzed. The historical racial trends will be shown, as well as the projected racial trends. To project future racial trends at the high school level, historical enrollments were broken down by the White and minority populations for Merchantville, Haddon Heights, and Pennsauken, and historical survival ratios were used to compute future enrollment, in a fashion similar to projecting enrollment for the general populations. The number and percentage of White and minority students were computed for a period of five years into the future.

In summary, the following section will show the following:

1. The Merchantville high school student population is much more diverse than it was in 1992 (the time of the decisions issued with respect to Merchantville's previous petition to terminate its sending-receiving agreement with Pennsauken). Approximately 72% of its high school students were minority in 2012-13 as compared to about 12% in 1992.
2. The racial composition at Pennsauken High School also has changed in the last twenty years. In 2012-13, approximately 83% of the students were minority as compared to 37% twenty years ago.
3. As the racial composition in Merchantville has changed and has become a "majority minority" population, the impact on the racial composition of the districts upon the gradual removal of Merchantville students from Pennsauken High School would be insignificant, leading to a 0.12-0.91 percentage-point increase in the minority population at Pennsauken High School in the next five years or, in other words, a 0.12-0.91 percentage-point decrease in the White student population.
4. The diverse student body from Merchantville will add to the current diversity at Haddon Heights High School. Currently, without Merchantville's students, Haddon Heights High School is already diverse, having 26.84 % minority students. The gradual phase in of Merchantville students would increase the minority percentage by 0.80-3.51 percentage-points in the next five years.

## 1. Merchantville

As shown in Table A13, the Merchantville School District (PK-8) is diverse, where minority students consisted of 41.78%-48.06% of the student population from 2007-08 to 2012-13. From 2007-08 to 2012-13, Blacks have consisted of 14.82%-26.67% of the population, while Hispanics have consisted of 14.29%-17.81% of the population. The percentage of Whites has ranged between 51.94%-58.22%, which indicates that the school district is more diverse than the borough as a whole, whose population was 76.6% White according to the 2010 Census. In reality, the 2010 minority population in Merchantville is probably even higher than shown in the Census data since the Census Bureau categorizes Hispanics differently than school districts or the NJDOE. In the Census, Hispanics can be part of any of the other race categories; it is not mutually exclusive. School district data considers Hispanics to be an exclusive race. Therefore, many of the Whites in the Census data likely also contain Hispanics, which would increase the percentage of minorities.

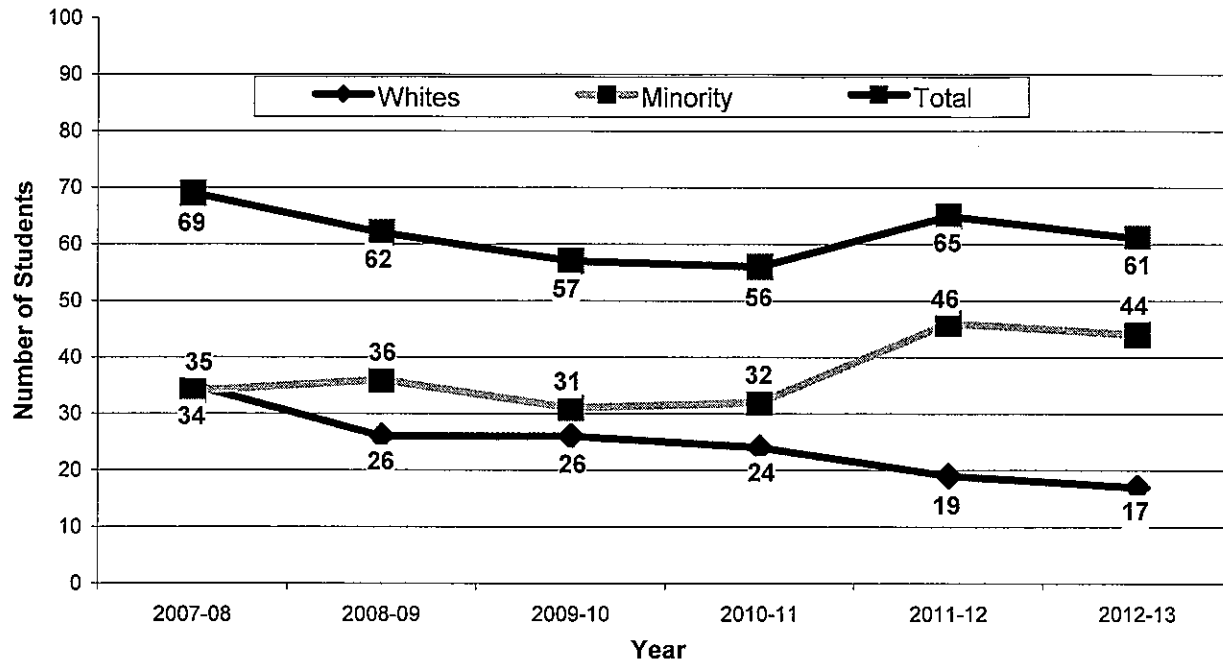
The percentage of Merchantville minority students attending Pennsauken High School has increased in each of the last two years as shown in Table 4. In 2012-13, 72.13% of the total number of Merchantville students was minority. Blacks made up nearly 41% of the population in 2012-13 and have been essentially stable the last three years. Hispanics made up 26.23% of the population in 2012-13 and have varied between 16.07%-26.32% since 2007-08. The percentage of Merchantville White students attending Pennsauken High School has declined in the last two years after ranging between 41.94%-50.72%. The percentage of White students in 2012-13 was 27.87%. Figure 2 following shows the number of Merchantville White and minority students attending Pennsauken High School from 2007-08 to 2012-13. It should be noted that, since the racial subpopulations are so small, the racial percentages can change drastically with an addition or subtraction of just a few students, leading to high variability in the percentages. For instance, while Merchantville only lost five White students from 2010-11 to 2011-12, the White percentage declined from 42.86% to 29.23%, a decline of 13.63 percentage-points.

**Table 4**  
**Racial Make-Up Of Merchantville Students**  
**Attending Pennsauken High School from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Minority Total	Minority %	Total Students
<b>2007-08</b>	35	50.72%	18	26.09%	15	21.74%	0	0.00%	1	1.45%	34	49.28%	69
<b>2008-09</b>	26	41.94%	21	33.87%	14	22.58%	0	0.00%	1	1.61%	36	58.06%	62
<b>2009-10</b>	26	45.61%	14	24.56%	15	26.32%	0	0.00%	2	3.51%	31	54.39%	57
<b>2010-11</b>	24	42.86%	22	39.29%	9	16.07%	0	0.00%	1	1.79%	32	57.14%	56
<b>2011-12</b>	19	29.23%	25	38.46%	17	26.15%	0	0.00%	4	6.15%	46	70.77%	65
<b>2012-13</b>	17	27.87%	25	40.98%	16	26.23%	0	0.00%	3	4.92%	44	72.13%	61

Source: Merchantville School District

**Figure 2**  
**Merchantville Students Attending Pennsauken High School by Race**  
**2007-08 to 2012-13**



Enrollments for Whites and minorities were projected from 2013-14 to 2017-18 for Merchantville students attending Pennsauken High School and shown in Table 5. Due to projecting enrollment at the subpopulation level and aggregating, the total number of students does not exactly match the number of projected Merchantville students in Table A4 but are within a reasonable tolerance. The number of Whites is projected to range between 15-21 students, which is similar to the number in 2011-12 and 2012-13. The percentage of White students is projected to be stable before increasing to 30.88% in 2017-18. The number of minority students is projected to range between 43-47 students, which is also similar to the number in 2011-12 and 2012-13. The percentages of White and minority students are projected to be similar to the most recent percentages in 2011-12 and 2012-13.

**Table 5**  
**Projected Merchantville High School Students Attending Pennsauken by Race**

Year	White	%	Minority	%
2013-14	16	25.81%	46	74.19%
2014-15	15	25.42%	44	74.58%
2015-16	15	25.86%	43	74.13%
2016-17	19	29.23%	46	70.77%
2017-18	21	30.88%	47	69.12%

## 2. Pennsauken

The enrollment by race for the Pennsauken Public Schools (PK-12) is shown in Table A14. Since 2007-08, Hispanics have increased from 35.26% to 39.84% of the population, a gain of 4.58 percentage-points and 122 students. Likewise, Asians have increased from 8.73% to 11.23% of the population, a gain of 2.50 percentage-points. On the contrary, Black enrollment has been in decline, losing 297 students since 2007-08 (a loss of 3.32 percentage-points). Whites have declined as well, losing 258 students since 2007-08 (a loss of 3.72 percentage-points). Simply stated, the overall demographic composition of the district continues to evolve and have a larger percentage of minority students, gaining 3.72 percentage-points to 84.66% of the population in 2012-13.

As shown in Table 6, the minority percentage at Pennsauken High School (9-12) in 2012-13 was 82.94% and has been essentially stable since 2007-08, ranging between 80.22%-83.47%. The percentage of Hispanics has also been fairly stable over this time period, ranging between 32.60%-34.60%. Asians have increased from 6.50% to 11.58% of the school's population, a gain of 5.08 percentage-points. Black enrollment has been in decline and the percentage of Black students has declined from 41.13% in 2007-08 to 36.76% in 2012-13. Like Whites in the overall district, Whites have declined at the high school, losing 89 students since 2007-08 (a loss of 2.72 percentage-points). Figure 3 following shows the number of Pennsauken White and minority students attending Pennsauken High School from 2007-08 to 2012-13. In general, the number of White and minority students are both declining in conjunction with the overall declining enrollment at the school. Tables A15-A26 show the racial breakdown from 2007-08 through 2012-13 for the remaining schools in the district.

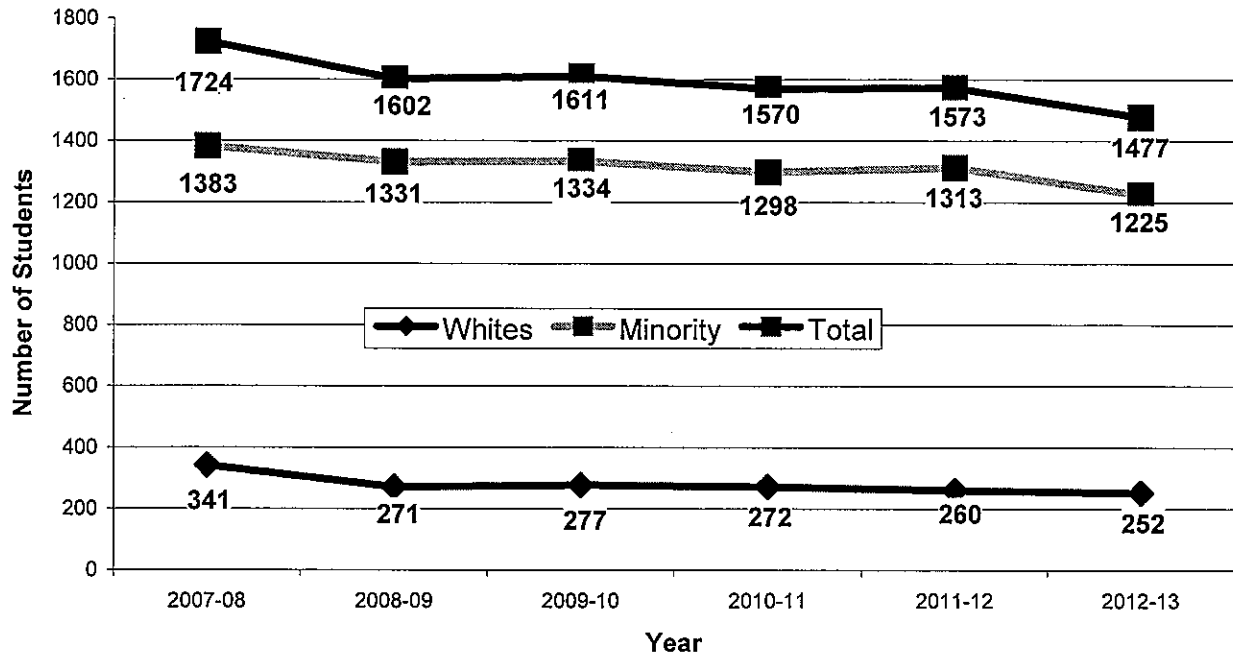
**Table 6**  
**Pennsauken Public Schools – Pennsauken High School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	341	19.78%	709	41.13%	562	32.60%	0	0.00%	112	6.50%	1,724	1,383	80.22%
<b>2008-09</b>	271	16.92%	654	40.82%	542	33.83%	1	0.06%	134	8.36%	1,602	1,331	83.08%
<b>2009-10</b>	277	17.19%	648	40.22%	532	33.02%	0	0.00%	154	9.56%	1,611	1,334	82.81%
<b>2010-11</b>	272	17.32%	612	38.98%	522	33.25%	1	0.06%	163	10.38%	1,570	1,298	82.68%
<b>2011-12</b>	260	16.53%	599	38.08%	529	33.63%	1	0.06%	184	11.70%	1,573	1,313	83.47%
<b>2012-13</b>	252	17.06%	543	36.76%	511	34.60%	0	0.00%	171	11.58%	1,477	1,225	82.94%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools



**Figure 3**  
**Number of Students at Pennsauken High School by Race**  
**2007-08 to 2012-13**



Assuming that the sending-receiving agreement between Merchantville and Pennsauken had been terminated, Table 7 reflects what the racial distribution would have been from 2007-08 to 2012-13 at Pennsauken High School without the Merchantville students. The percentage of minority students would have increased by 0.47%-1.29% points in Pennsauken High School. However, in the last two years, the minority percentage-point gain would have been 0.55% and 0.47%, which is insignificant.

Table 8 shows the projected number of White and minority students at Pennsauken High School through 2017-18 for both the status quo and if Merchantville students leave the school. In the status quo scenario, it is projected that the minority percentage in the school will increase and reach 88.86% of the school's population in 2017-18, gain of 5.46 percentage-points from 2012-13. If Merchantville students are removed from Pennsauken High School, the change would occur gradually with the 9<sup>th</sup> grade in 2013-14, followed by the 9<sup>th</sup> and 10<sup>th</sup> grades in 2014-15, until all grades have been removed by 2016-17. The impact of the phase out of the Merchantville students is also shown in Table 8. As the table shows, there will be little change in the minority percentage at the school. The minority percentage at the school without the Merchantville students would gradually increase with the phase out and would be 0.12-0.91 percentage-points higher in any given year than if they remained. In any case, the minority percentage-point change in the last two years when all grades are phased out (+0.72 and +0.91 percentage-points respectively) is insignificant and would have no negative racial impact upon the students at Pennsauken High School.

**Table 7**  
**Pennsauken High School Enrollment by Race**  
**Without Merchantville Students from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %	Minority % Comparison
<b>2007-08</b>	306	18.49%	691	41.75%	547	33.05%	0	0.00%	111	6.71%	1,655	1,349	81.51%	+1.29%
<b>2008-09</b>	245	15.91%	633	41.10%	528	34.29%	1	0.06%	133	8.64%	1,540	1,295	84.09%	+1.01%
<b>2009-10</b>	251	16.15%	634	40.80%	517	33.27%	0	0.00%	152	9.78%	1,554	1,303	83.85%	+1.04%
<b>2010-11</b>	248	16.38%	590	38.97%	513	33.88%	1	0.07%	162	10.70%	1,514	1,266	83.62%	+0.94%
<b>2011-12</b>	241	15.98%	574	38.06%	512	33.95%	1	0.07%	180	11.94%	1,508	1,267	84.02%	+0.55%
<b>2012-13</b>	235	16.60%	518	36.58%	495	34.96%	0	0.00%	168	11.86%	1,416	1,181	83.40%	+0.47%

**Table 8**  
**Pennsauken High School (Grades 9-12)**  
**Projected Enrollment by Race**

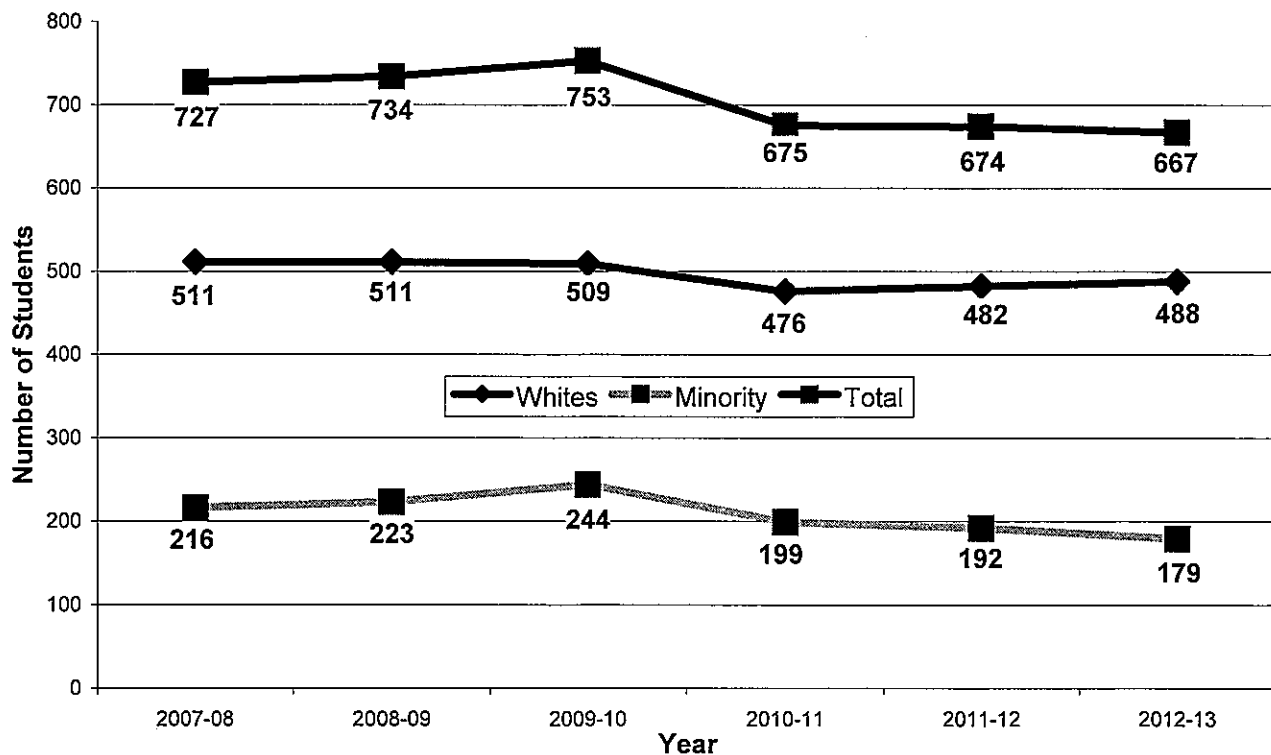
Status Quo		White		Minority		Comparison	
Year	White	%	White	%	Minority	%	Comparison
<b>2013-14</b>	254	17.21%	1,222	82.79%			
<b>2014-15</b>	220	15.00%	1,247	85.00%			
<b>2015-16</b>	217	14.37%	1,293	85.63%			
<b>2016-17</b>	199	12.96%	1,336	87.04%			
<b>2017-18</b>	172	11.14%	1,372	88.86%			
Merchantville Students Phased Out, One Grade Per Year							
Year	White	%	Minority	%	Comparison		
<b>2013-14 (9<sup>th</sup> grade Phased out)</b>	250	17.09%	1,213	82.91%	+0.12%		
<b>2014-15 (9<sup>th</sup> &amp; 10<sup>th</sup> grades Phased out)</b>	211	14.64%	1,230	85.36%	+0.36%		
<b>2015-16 (9<sup>th</sup>-11<sup>th</sup> grades Phased out)</b>	203	13.87%	1,261	86.13%	+0.50%		
<b>2016-17 (All grades Phased out)</b>	180	12.24%	1,290	87.76%	+0.72%		
<b>2017-18 (All grades Phased out)</b>	151	10.23%	1,325	89.77%	+0.91%		

### 3. Haddon Heights

As discussed previously, if the sending-receiving agreement between Merchantville and Pennsauken is terminated, students from Merchantville would attend Haddon Heights High School for grades 9-12. While middle school and high school students are housed in the same building at Haddon Heights Junior/Senior High School, students from grades 7 and 8 were omitted from this analysis, as they would have limited contact with the high school students. Tables A27-A31 show the racial breakdown from 2007-08 through 2012-13 for each of the district's schools and the entire district.

Of all of the schools in the district, Haddon Heights High School (grade 9-12) has the greatest percentage of minority students. This diverse environment is due largely to the presence of students from Lawnside, whose K-8 school district was 98.2% minority in 2012-13. Figure 4 and Table 9 show the enrollments by race in Haddon Heights High School (grades 9-12) from 2007-08 to 2012-13. Historically, White enrollment has been within a fairly narrow band, ranging between 476-511 students. The percentage of White students has been fairly stable over the six-year period, ranging between 67.60%-73.16%. Blacks, who are the largest minority at Haddon Heights High School, have ranged between 19.79%-28.95%.

**Figure 4**  
**Number of Students at Haddon Heights High School (9-12) by Race**  
**2007-08 to 2012-13**



**Table 9**  
**Haddon Heights High School (Grades 9-12) Enrollment by Race for Status Quo**  
**2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
2007-08	511	70.29%	193	26.55%	22	3.03%	0	0.00%	1	0.14%	0	0.00%	727	216	29.71%
2008-09	511	69.62%	196	26.70%	24	3.27%	0	0.00%	3	0.41%	0	0.00%	734	223	30.38%
2009-10	509	67.60%	218	28.95%	21	2.79%	0	0.00%	5	0.66%	0	0.00%	753	244	32.40%
2010-11	476	70.52%	175	25.93%	13	1.93%	0	0.00%	9	1.33%	2	0.30%	675	199	29.48%
2011-12	482	71.51%	155	23.00%	17	2.52%	0	0.00%	15	2.23%	5	0.74%	674	192	28.49%
2012-13	488	73.16%	132	19.79%	16	2.40%	0	0.00%	15	2.25%	16	2.40%	667	179	26.84%

Sources: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Haddon Heights School District

**Table 10**  
**Haddon Heights High School Enrollment Race With Merchantville Students**  
**2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %	Minority % Change
2007-08	546	68.59%	211	26.51%	37	4.65%	0	0.00%	2	0.25%	0	0.00%	796	250	31.41%	1.70%
2008-09	537	67.46%	217	27.26%	38	4.77%	0	0.00%	4	0.50%	0	0.00%	796	259	32.54%	2.16%
2009-10	535	66.05%	232	28.64%	36	4.44%	0	0.00%	7	0.86%	0	0.00%	810	275	33.95%	1.55%
2010-11	500	68.40%	197	26.95%	22	3.01%	0	0.00%	10	1.37%	2	0.27%	731	231	31.60%	2.12%
2011-12	501	67.79%	180	24.36%	34	4.60%	0	0.00%	19	2.57%	5	0.68%	739	238	32.21%	3.72%
2012-13	505	69.37%	157	21.57%	32	4.40%	0	0.00%	18	2.47%	16	2.20%	728	223	30.63%	3.80%

Table 10 shows the enrollment by race in Haddon Heights High School (grades 9-12) from 2007-08 to 2012-13 if the sending-receiving agreement between Merchantville and Pennsauken had been terminated and Merchantville students instead had attended Haddon Heights High School. The percentage of minority students would have increased in the school, ranging from 30.63%-33.95%. This would have led to an increase of 1.55-3.80 percentage-points of the minority population in Haddon Heights High School.

Table 11 shows the projected number of White and minority students at Haddon Heights High School through 2017-18 for both the status quo and if Merchantville students instead attend Haddon Heights High School. In the status quo scenario, it is projected that the minority percentage in the school will increase by approximately 7 percentage-points to 33.77% in 2017-18. However, if Merchantville students attend Haddon Heights High School, the school will be even more diverse than the status quo. If Merchantville students begin matriculating at Haddon Heights High School one grade level at a time, the change would occur gradually with the 9th grade in 2013-14, followed by the 9th and 10th grades in 2014-15, until all grades are phased in by 2016-17. The impact of the incoming Merchantville students on Haddon Heights High School is also shown in Table 11. The minority percentage at the school with the Merchantville students would gradually increase with the phase in of students and would be 0.80-3.51 percentage-points higher than the status quo.

**Table 11**  
**Haddon Heights High School (Grades 9-12)**  
**Projected Enrollment by Race**

<b>Status Quo</b>					
<b>Year</b>	<b>White</b>	<b>%</b>	<b>Minority</b>	<b>%</b>	
<b>2013-14</b>	496	73.16%	182	<b>26.84%</b>	
<b>2014-15</b>	488	71.55%	194	<b>28.45%</b>	
<b>2015-16</b>	451	68.65%	206	<b>31.35%</b>	
<b>2016-17</b>	444	67.79%	211	<b>32.21%</b>	
<b>2017-18</b>	408	66.23%	208	<b>33.77%</b>	
<b>Merchantville Students Phased In, One Grade Per Year</b>					
<b>Year</b>	<b>White</b>	<b>%</b>	<b>Minority</b>	<b>%</b>	<b>% Comparison</b>
<b>2013-14 (9<sup>th</sup> grade Phased in)</b>	500	72.36%	191	27.64%	+0.80%
<b>2014-15 (9<sup>th</sup> &amp; 10<sup>th</sup> grades Phased in)</b>	497	70.20%	211	29.80%	+1.35%
<b>2015-16 (9<sup>th</sup>-11<sup>th</sup> grades Phased in)</b>	465	66.15%	238	33.85%	+2.50%
<b>2016-17 (All grades Phased in)</b>	463	64.31%	257	35.69%	+3.48%
<b>2017-18 (All grades Phased in)</b>	429	62.72%	255	37.28%	+3.51%

#### 4. Summary and Conclusions as to Racial Impact

In Merchantville's initial attempt to terminate the sending-receiving agreement with Pennsauken in the early 1990s, Merchantville students would have attended the Haddonfield School District. As discussed in the 1992 Administrative Law Judge's ("ALJ") decision initially approving the termination, only to be later overturned by the Commissioner of Education, the Merchantville and Haddonfield high school populations were more than 95% White at the time. In the current request to terminate the sending-receiving agreement with Pennsauken, Merchantville students would attend Haddon Heights High School, which is much more diverse than Haddonfield High School 20 years prior. In 2012-13, Haddon Heights High School is 26.84% minority, which will provide a much more diverse school setting for Merchantville students than Haddonfield High School would have 20 years ago. Even without Merchantville students, Haddon Heights High School is projected to be even more diverse, as the minority percentage at the high school is projected to grow to 33.77% by 2017-18.

The racial composition of both Pennsauken and Merchantville has also changed since the court decision was rendered over 20 years ago. Over the last six years, the percentage of minority students attending Pennsauken (PK-12) has slowly increased. This appears to be, in part, caused by increases in the Hispanic and Asian population over this time period. As a point of comparison, the Pennsauken Public Schools was approximately 80% White and 20% minority in 1984. In 1990, minorities constituted 36.5% of enrollment in the district. Similar increases have occurred in the Pennsauken High School population as well. In 1991, according to the 1992 court case, approximately 39% of the students at Pennsauken High School were minorities. In 2012-13, Pennsauken High School is 82.94% minority. In just over 20 years, the minority percentage at Pennsauken High School has increased by approximately 44 percentage-points.

It is important to look at the complete racial composition of Pennsauken High School to grasp its racial diversity. In the 2012-13 school year, the racial makeup of its student population, including those students from Merchantville, was as follows: 36.76% (Black); 17.06% (White); 34.60% (Hispanic); and 11.58% (Asian). The evolving change in the racial composition at the school is also reflected in the community as a whole, where 19.5% of Pennsauken was minority in 1990 and 52.4% minority in 2010. Similar increases in the minority population have occurred in Camden County and New Jersey in the last twenty years. In reality, the 2010 minority population for Pennsauken is probably even higher than shown in the Census data since the Census Bureau categorizes Hispanics differently than school districts or the NJDOE. In the Census, Hispanics can be part of any of the other race categories; it is not mutually exclusive. School district data considers Hispanics to be an exclusive race. Therefore, many of the Whites in the Census data likely also contain Hispanics, which would increase the percentage of minorities in Pennsauken if they were extracted from the White population. As predicted in the 1992 case by ALJ Campbell, "With or without Merchantville students, Pennsauken eventually will become a "majority minority" school," where minorities constitute the majority of the races. This has come to fruition.

Merchantville has also experienced an increase in the percentage of minority students attending Pennsauken High School. In 1990, approximately 95% of its students were White. In 2012-13, only 27.87% of its high school students were White, which is lower than the 42.86%

that existed just two years prior. Said another way, 72.13% of Merchantville's high school students at Pennsauken were minorities in 2012-13. Like Pennsauken, the change in Merchantville's racial composition is also reflected in the Census data where 3.9% of the population was minority in 1990 yet was 23.4% minority in 2010. As discussed above, the 2010 minority percentage is likely higher in Merchantville due to the Census categorization of Hispanics. Unlike the previous petition in 1992, it cannot be argued that a White school (Merchantville) is leaving Pennsauken only to join another White district (Haddonfield). Both Merchantville and Haddon Heights have racially diverse high school populations.

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

If Merchantville students left Pennsauken High School, it is the consultants' opinion that there would be no negative racial impact on the students at Pennsauken High School. If Merchantville had withdrawn its students effective for the 2012-13 school year, the impact would have been a 0.47% point increase in the overall total minority population at Pennsauken High School or, in other words, a 0.47% point decrease in the White student population. While there is fluctuation from year to year, this value is the lowest experienced in the last six years where the range was 0.47%-1.29% points. The average minority percentage-point change from the last six years is 0.88%, which is nearly double the minority percentage-point change in 2012-13. Enrollment was also projected for the high school populations for 2013-14 to 2017-18 in Merchantville and Pennsauken. If Merchantville withdraws its students in a gradual phase out starting with the incoming 9<sup>th</sup> grade in 2013-14, the minority percentage would gradually increase and would be 0.12-0.91 percentage-points higher at Pennsauken High School or, in other words, a 0.12-0.91 percentage-point decrease in the White student population.

The projected increase in the minority population is even smaller than that projected in the 1992 court case. Table 12 following replicates the number and percent of Whites and minorities from 1992-1995 as documented in the 1992 court decision. In that case, the projected increase in the minority percentage ranged from 1.5-1.8 percentage-points per year, which exceeds the projected 0.12-0.91 percentage-point gain discussed above. The other important feature from this table is the difference in the racial characteristics of Merchantville high school students from twenty years ago. In 1992, the Merchantville High School student racial composition was projected to be 88% White. In this study, the Merchantville student racial composition is projected to range from 25%-31% for the White population and 69%-75% for the minority population. Clearly, the Merchantville High School population is projected to be much more diverse than 20 years ago.

**Table 12**  
**Projected Enrollment of Pennsauken High School by Race**  
**from 1992 Court Decision**

Year	Status Quo			
	White	%	Minority	%
<b>1992 Total</b>	757	58.0	547	41.9
<b>Minus Merchantville</b>	64		9	
<b>Without Merchantville</b>	693	56.3	538	43.7
<b>1993 Total</b>	777	56.6	597	43.4
<b>Minus Merchantville</b>	71		14	
<b>Without Merchantville</b>	706	54.8	583	45.2
<b>1994 Total</b>	770	52.9	686	47.1
<b>Minus Merchantville</b>	60		15	
<b>Without Merchantville</b>	710	51.4	671	48.6
<b>1995 Total</b>	758	49.7	767	50.3
<b>Minus Merchantville</b>	70		23	
<b>Without Merchantville</b>	688	48.0	744	52.0

**Source:** 1992 Merchantville v. Pennsauken Court Decision by Commissioner Fox

If Merchantville students attend a different school, Pennsauken High School would continue to be a very diverse school. Without Merchantville students in 2012-13, Pennsauken High School's racial makeup would have been as follows: 36.58% (Black); 16.60% (White); 34.96% (Hispanic); and 11.86% (Asian). In the last six years, Merchantville has sent a range of 56-69 students to Pennsauken High School each year. The small number of Merchantville students does not have a significant effect on the racial makeup of Pennsauken High School; Merchantville students made up only 4.1% of the high school's student body in 2012-13. Perhaps most importantly, Merchantville's student population is itself racially diverse and removing its students will not impact the overall racial diversity of the students remaining at Pennsauken High School. In fact, if Merchantville were to have removed its students effective for the 2012-13 school year, it would have removed 17 White students and 44 minority students. Nearly three-quarters (72.1%) of the students that would have been removed were minority. Removal of the Merchantville students would not have resulted in any negative racial impact.

Another consideration in this study is the racial impact on Merchantville's students if they were to attend Haddon Heights High School, as well as the impact the inclusion of Merchantville's students would have on the overall student body at Haddon Heights High School, which is made up of students from Haddon Heights, Barrington, and Lawnside. If the Merchantville students attend Haddon Heights High School, the students will still be afforded a diverse environment. In 2012-13, the minority percentage at Haddon Heights High School was 26.84%. If Merchantville students had attended Haddon Heights High School in 2012-13, the minority percentage would have increased to 30.63%. In the last six years, the minority percentage would have increased by 1.55-3.80 percentage-points per year if Merchantville students attended Haddon Heights High School. Even without Merchantville students, the minority percentage at Haddon Heights High School is projected to increase and be 33.77% in



2017-18, a gain of 6.93 percentage-points from the current percentage, and 37.28% if Merchantville students are included. In the next five years, the minority percentage at Haddon Heights High School, including a gradual phase in of Merchantville students beginning with the 9<sup>th</sup> grade class of 2013-14, would increase by 0.80-3.51 percentage-points.

While the minority percentage at Haddon Heights High School is not as large as it is at Pennsauken High School, Merchantville students still will be exposed to a diverse environment. Additionally, Merchantville students will have a greater effect on providing additional diversity to Haddon Heights High School. Therefore, we conclude that there **will be no negative racial impact** – and certainly no substantial impact of any kind -- resulting from the termination of the sending-receiving agreement with Pennsauken with the commensurate removal of Merchantville's students from Pennsauken High School and enrollment in Haddon Heights High School.

Finally, enrollments were projected from 2013-14 to 2017-18 to determine whether there would be a negative educational impact on either Pennsauken High School with the removal of Merchantville students, or on Haddon Heights High School with the addition of Merchantville students. Pennsauken High School currently has 300 available seats, based on the capacity of the building and its 2012-13 enrollment. If Merchantville students no longer attend Pennsauken High School, the number of available seats is projected to increase to 310 in 2017-18, which would have no impact upon the district.

Regarding Haddon Heights Junior/Senior High School, based upon its 2012-13 enrollment and its current building configuration, it is just below capacity. If Merchantville students attend Haddon Heights Junior/Senior High School, enrollment in the school would increase but the facility would still be able to accommodate the extra students. While the enrollment for the school would increase to approximately 838 students with the addition of Merchantville's students by 2017-18, it would still be below the enrollment of 899 that occurred recently in 2009-10. Therefore, we conclude that there **will be no negative educational impact** resulting from the termination of the sending-receiving agreement with Pennsauken with the commensurate removal of Merchantville's students from Pennsauken High School and enrollment in Haddon Heights High School.

## VII. EDUCATIONAL IMPACT

### 1. Introduction

The educational section of this report is intended as an update to the “Feasibility Study on the Termination of the Sending-Receiving Agreement Between the Merchantville School District and the Pennsauken Public Schools,” dated January 2012. While the consultant primarily responsible for the educational portion of this report did not participate in the preparation of the aforementioned initial feasibility study, he has reviewed all of the findings and the data upon which those findings were based, has verified the data and the findings, and accepts the findings and opinions as though they were his own. The educational section of this report is an update to this initial feasibility study; it encompasses two additional years of data as well as data obtained from Pennsauken directly (data that was not made available by Pennsauken during the preparation of the original feasibility study) and information obtained by conducting interviews of various administrators, parents, and students in the affected school districts.

Like its predecessor feasibility study, from an educational standpoint this expert report will focus on the consideration of the current (status quo) configuration of the sending-receiving agreement and the potential configuration of a sending-receiving agreement between Merchantville and Haddon Heights for students in grades 9-12. Haddon Heights already has two sending-receiving agreements in place in which it receives high school students from Barrington and Lawnside.

In preparing this section of the expert report, interviews were conducted of the superintendents/chief school administrators of Merchantville, Haddon Heights, Pennsauken, Barrington and Lawnside. Interviews were also conducted with the Principals of Haddon Heights and Pennsauken high schools. Information and data from many sources were studied and considered. Where provided, these included, but are not limited to, the following: district curricula, No Child Left Behind data, the State Report Card for each district and school, and data available from the New Jersey Department of Education website such as the Highly Qualified Teacher Survey, state assessment data, No Child Left Behind Reports, compliance reports, and Comparative Spending Guides. The consultant visited each district with the exception of Pennsauken, which did not authorize a requested visit during the time this report was being authored. The consultant also toured Haddon Heights High School.

It is clear, based upon all available information, that the students in the five impacted school districts (Merchantville, Pennsauken, Haddon Heights, Barrington, and Lawnside) will not experience a substantial negative educational impact if Merchantville is permitted to terminate its sending-receiving agreement with Pennsauken, withdraw its students from Pennsauken in compliance with a structured phase-out, and enter into a new sending-receiving agreement with Haddon Heights for the education of its students in grades 9-12.

## **2. Educational Impact on Merchantville**

This section of the report serves to update the initial feasibility study with respect to the educational impact on Merchantville. In particular, it includes the most recent New Jersey Report Card data (for the 2010-11 school year) and documents recently obtained from each of the affected school districts. Based upon this review, it is our conclusion that Merchantville will not experience a negative educational impact as a result of the termination of its agreement with Pennsauken. In fact, quite the opposite. If permitted to send its students in grades 9-12 to Haddon Heights High School, its students will receive a higher quality of education than what they have and would no doubt continue to receive if forced to remain in Pennsauken. The more salient bases for this conclusion, include the following: Haddon Heights High School outperformed Pennsauken High School in numerous categories, as described below. As such, it appears that Merchantville students will be more academically challenged at Haddon Heights. In addition, future Merchantville eighth graders will be better prepared to enter high school as Haddon Heights has shown a consistent pattern of working closely with its sending districts to ensure the preparedness of its incoming high school students. Indeed, Haddon Heights has made impressive efforts to establish an open and collegial working relationship with Lawnside and Barrington so as to ensure that their students will be prepared to succeed at Haddon Heights High School. We have no reason to believe it will not continue to do the same with Merchantville. Lastly, Merchantville's students will still receive the educational benefits inherent in a diverse educational environment, because Haddon Heights High School provides such an environment.

### **A. Comparison of Haddon Heights High School to Pennsauken High School**

From an educational standpoint, Merchantville students can receive an equal or better educational opportunity from Haddon Heights High School than what they receive in Pennsauken High School. This determination was based on evaluating numerous factors, which include, but are not limited to, graduation/attendance/drop-out rates, standardized testing results, SAT scores, strength and difficulty of each curriculum, and class size. In almost all of these categories, Haddon Heights fares better when compared to Pennsauken. Therefore, it is our opinion that Merchantville grade 9-12 students will receive a greater educational benefit if permitted to matriculate at Haddon Heights High School than they would receive if forced to remain at Pennsauken High School.

#### **i. Comparison of New Jersey Assessment of Skills and Knowledge Data for Grades Six – Eight and High School Proficiency Assessment**

Instructional proficiency is measured through the New Jersey Assessment of Skills and Knowledge ("NJASK") for grades six through eight and the High School Proficiency Assessment ("HSPA") in Language Arts and Mathematics. Comparing student assessment data provides insight into how Merchantville students compare to their Lawnside and Barrington counterparts in Haddon Heights and how Merchantville students may perform in Haddon Heights. Tables A32 to A37 contain the results of the 2011 NJASK exam for grades six through

eight. The tables present the data, as set forth in the School Report Card, for each of the districts involved in this study. Each subject area at each grade level has a table on the total population of the district and a corresponding table of sub-group of students who are economically disadvantaged. The New Jersey benchmark for the Adequate Yearly Progress (“AYP”) for the NJASK exam is 86% in middle school (Grades 6-8) Language Arts Literacy and 80% in Mathematics. This benchmark has since changed; in 2010 the benchmark for AYP for this assessment was 72% in middle school Language Arts Literacy and 80% in Mathematics.

Overall, Haddon Heights exceeded the required AYP for Language Arts Literacy and Mathematics in 2011 in all grades with exception of its sixth graders in Language Arts Literacy, while Pennsauken has not. Though Merchantville students’ scores appear to have decreased in some areas since 2010, Merchantville students continuously outscored their Pennsauken counterparts in most subject areas.

Tables A38 to A39 contain results of the 2011 HSPA exam. The tables present the data for each of the high school districts involved in this study. Each subject area has a table on the total population of the district. The New Jersey benchmark for AYP for these assessments during the 2010 – 2011 school years was 92% in Language Arts Literacy and 86% in Mathematics in high school. As compared to the previous analysis in the initial feasibility study, the 2011 and 2012<sup>2</sup> HSPA results show a continued trend wherein Haddon Heights’ performance on the HSPA exceeded that of Pennsauken in both Language Arts Literacy and Mathematics. In addition, Haddon Heights exceeded the required 92% of proficient and advanced proficient students in Language Arts Literacy, while Pennsauken did not. Though Haddon Heights did not achieve the requisite AYP level in Mathematics in either 2011 or 2012, Haddon Heights High School students outscored their Pennsauken counterparts by 21.6 percentage points and 9.7 percentage points, respectively.

## **ii. Scholastic Aptitude Test and Advanced Placement Class Data**

The 2011 New Jersey Report Card for Haddon Heights and Pennsauken High Schools reported the latest available Scholastic Aptitude Test (“SAT”) results. Table 13 displays these results. Here again we find higher outcomes from the Haddon Heights students as compared to their Pennsauken counterparts. Akin to the analysis in the initial feasibility study, Haddon Heights’ students are close to the State average score on the verbal, mathematics, and essay sections of the exam. Pennsauken remains considerably under the State averages in these areas, and, in fact, Pennsauken students scores have decreased since 2010.

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<sup>2</sup> The consultants received the 2012 HSPA results directly from Haddon Heights and Pennsauken. Due to the formatting of Pennsauken’s data, the calculations for Pennsauken are approximations.

**Table 13**  
**Scholastic Aptitude Test (SAT) Results**

	<b>Haddon Heights</b>	<b>Pennsauken</b>	<b>State Averages</b>
<b>Percent Taking Test</b>	80%	63%	74%
<b>Mathematics Average Score</b>	497	441	517
<b>Verbal Average Score</b>	488	412	493
<b>Essay Average Score</b>	474	405	496

Source: New Jersey School Report Cards

The 2011 School Report Card also reported the number of advanced placement courses that were offered in Haddon Heights and Pennsauken High School. Pennsauken High School offers two more AP courses than Haddon Heights High School. Table 14 provides information on the advanced placement course for each school. In 2011, 137 out of the 713 Pennsauken eleventh and twelfth grade students were enrolled in advanced placement courses; approximately 9.4% of Pennsauken students were enrolled in these courses. Furthermore, 117 Pennsauken students out of the 137 enrolled in these courses took advanced placement exams, and less than 19% of these student scored 3 or higher on the exams.

In 2011, Haddon Heights approximately 21.1% of eleventh and twelfth grade students were enrolled in advanced placement courses in the district's high school. In Haddon Heights, 126 out of the 132 students in these courses took the requisite advanced placement exam, and 65.9% of these students scored 3 or higher on the exams. There were 47.1 % more Haddon Heights High School students who scored a 3 or higher on the exams.

**Table 14**  
**Advanced Placement Course Information**

	<b>Haddon Heights</b>	<b>Pennsauken</b>
<b>Number of Students Participating</b>	132	137
<b>Number of Students Taking the Test</b>	126	117
<b>Number of Students Scoring 3 or Above</b>	83	22
<b>Grades 11, 12 Percent Participating (State Average= 22.9%)</b>	21.1%	9.4%

Source: New Jersey School Report Cards

### **iii. Curriculum and Courses Offered in Haddon Heights and Pennsauken High Schools**

The curricula and course offerings of each high school meet the New Jersey Core Curriculum Content Standards. An examination of the Pennsauken High School's 2012 – 2013 Program of Study revealed a wide array of courses. The same is true for Haddon Heights High School in terms of number and variety of course offerings. However, after reviewing Pennsauken's Curriculum as compared to Haddon Heights Curriculum, it appears that Haddon Heights pursues its curriculum with much vigor than Pennsauken as evidenced by its "Accomplishments, Events, Faculty Highlights and Innovation Reports from Department Coordinators' Monthly Reports." This report is quite extensive. The reports range from English and Foreign Language to Career and Technical Education. The reports are thorough and impressive, speaking to the standard of education that Merchantville seeks. As stated by the school administrators within Pennsauken, it strives to offer its students a more rigorous course of study, however, it appears that Haddon Heights has already achieved and is able to maintain this standard.

### **iv. Extracurricular Activities**

Pennsauken will still thrive without the participation of this relatively limited number of students. Overall, Pennsauken and Haddon Heights offer a comparable number of extracurricular activities. Terminating the sending-receiving agreement between Merchantville and Pennsauken will not have a negative effect on Pennsauken students as only 31 of the total number of Merchantville students (61) in Pennsauken participate in Pennsauken's extracurricular activities during the 2012 – 2013 school year.

As Both Haddon Heights and Pennsauken offer similar extracurricular activities, the Merchantville students will be able to participate in the same activities in Haddon Heights. Pennsauken High School appears to offer more affinity clubs; however, Haddon Heights High School does have an active multi-cultural club, which is available to those Merchantville students who would be interested in being involved in such a club. Both schools are undoubtedly proud of their extracurricular and athletic offerings. However, being afforded the privilege of touring Haddon Heights it was apparent how proud the staff and students were of their drama/musical productions as well as various athletic accomplishments.

### **v. Violence and Vandalism**

The State of New Jersey collects data on violence, vandalism, harassment, intimidation and bullying, and substance abuse on an annual basis. A summary of the 2009-10, 2010-11, 2011-12 Violence and Vandalism Reports for Haddon Heights and Pennsauken High Schools are provided in Table 15. Please note that table 15 does not include any reporting of occurrences involving harassment, intimidation, or bullying ("HIB"), as this category was only added to the State summaries of the Violence and Vandalism Reports during the 2011-12 school year. However, we note that in 2011-12 Haddon Heights reports 4 incidents involving HIB, whereas Pennsauken reported 32 HIB incidents.

Akin to the previous analysis on this topic within the initial feasibility study, table 15 clearly shows that Pennsauken consistently experiences greater incidents of vandalism and weapons possession than in Haddon Heights. Since 2009-10, the data indicate higher numbers of incidents in almost all categories occur at Pennsauken High School than in Haddon Heights. We note that during the 2009-10 school year through the 2011-12 school year, Pennsauken High School's student enrollment was roughly twice the student enrollment in Haddon Heights High School. Presumably, Pennsauken High School should have twice as many occurrences of violence and vandalism within the school. However, during the same time period, the number of reported occurrences in Pennsauken is approximately 64% greater than the number of reported occurrences in Haddon Heights.

Given the foregoing, it appears that Haddon Heights can provide Merchantville students with a safer school environment.

**Table 15**  
**District Violence, Vandalism and Substance Abuse Summary**  
**2005-06 to 2011-12**

	District	Barrington	Haddon Heights	Lawnside	Merchantville	Pennsauken
<b>Violence Summary</b>	2005-06	7	4	0	3	84
	2006-07	8	0	4	3	43
	2007-08	13	38	11	14	31
	2008-09	11	39	8	10	31
	2009-10	8	17	5	6	17
	2010-11	7	19	6	16	40
	2011-12	1	8	8	0	39
	<b>Totals</b>	<b>55</b>	<b>125</b>	<b>42</b>	<b>52</b>	<b>285</b>
<b>Vandalism Summary</b>	2005-06	0	0	0	3	15
	2006-07	4	0	0	0	11
	2007-08	1	5	0	0	19
	2008-09	0	1	0	0	33
	2009-10	0	0	0	0	17
	2010-11	0	2	0	1	15
	2011-12	0	2	0	0	14
	<b>Totals</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>4</b>	<b>124</b>
<b>Weapons Summary</b>	2005-06	0	2	1	0	14
	2006-07	0	1	1	0	9
	2007-08	1	2	0	0	10
	2008-09	0	2	1	0	10
	2009-10	0	1	2	0	4
	2010-11	1	1	1	0	8
	2011-12	1	0	0	0	5
	<b>Totals</b>	<b>3</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>60</b>
<b>Substance Abuse</b>	2005-06	0	0	0	0	19
	2006-07	0	0	0	0	12
	2007-08	0	5	0	0	11
	2008-09	0	6	0	0	6
	2009-10	0	7	0	0	5
	2010-11	0	2	0	0	5
	2011-12	0	4	2	0	5
	<b>Totals</b>	<b>0</b>	<b>24</b>	<b>2</b>	<b>0</b>	<b>63</b>
<b>Seven Year Incident Total</b>		<b>63</b>	<b>168</b>	<b>50</b>	<b>56</b>	<b>532</b>

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



**Table 16**  
**Selected Violence and Vandalism Data**  
**from 2010-11 and 2011-12**  
**Limited to the High Schools**

	Two-year Totals	
	Haddon Heights	Pennsauken
<b>Assaults and Fights</b>	21	56
<b>Damage to Property</b>	1	13
<b>Thefts</b>	2	14
<b>Possession of Weapons</b>	0	1
<b>Confirmed Substance Use</b>	6	3
<b>Possession of Substance</b>	1	6
<b>Suspensions</b>	50	154
<b>Student Victims</b>	16	57
<b>Staff Victims</b>	3	6

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

**vi. Class Size, Student/Faculty Ratio, and Instructional Time**

As previously stated within the initial feasibility study, research has shown that smaller class sizes benefit students as it increases student-teacher contact time, reduces discipline problems, and improves teacher morale. The State of New Jersey in its Facilities Efficiency Standards (“FES”) recommends that high school classrooms have a capacity of 24 students. Table 17 utilizes the 2010–11 State School Report Card information on enrollment and average class size. As shown in Table 17, both Haddon Heights and Pennsauken High Schools’ average class sizes (17.3 and 17.1, respectively) for the entire school were well below the State average and the State FES. Assuming Haddon Heights does not make any changes to ensure that its average class size remains the same after the addition of Merchantville’s students, its average class size would still be at or below the State average and the State FES. Any increase in the average class size for Haddon Heights would not be significant enough to negatively impact instruction. However, as set forth in the initial feasibility study, if Haddon Heights wished to maintain the same average class size, following the addition of Merchantville students, Haddon Heights could always decide to hire an additional teacher.

**Table 17**  
**Average Class Size**

	<b>Haddon Heights</b>	<b>Pennsauken</b>	<b>State</b>
<b>Grade 9</b>	18.0	18.2	20.3
<b>Grade 10</b>	19.9	21.2	21.0
<b>Grade 11</b>	18.7	20.8	20.4
<b>Grade 12</b>	17.8	17.1	20.6
	<b>Haddon Heights Plus Merchantville</b>	<b>Pennsauken Minus Merchantville</b>	<b>State</b>
<b>Grade 9</b>	19.5	17.5	20.3
<b>Grade 10</b>	21.1	20.6	21.0
<b>Grade 11</b>	20.1	20.1	20.4
<b>Grade 12</b>	19.3	17.8	20.6

**Table 18**  
**Certificated Staff Report Data**  
**Average Class Size Scenarios**

	Haddon Heights Jr/Sr HS	Pennsauken HS
<b>Total Teachers</b>	84.6	136.0
<b>2011-12 Enrollment</b>	674	1,573
<b>Average class size</b>	7.9	11.6
	Haddon Heights Jr/Sr HS plus Merchantville	Pennsauken HS minus Merchantville
<b>Total Teachers</b>	84.6	136.0
<b>2011-12 Adjusted Enrollment</b>	739	1,508
<b>Average class size</b>	8.7	11.0
	Haddon Heights Jr/Sr HS plus Merchantville plus 4 staff	Pennsauken HS minus Merchantville minus 4 staff
<b>Total Teachers</b>	87.6	132
<b>2011-12 Adjusted Enrollment</b>	739	1,508
<b>Average class size</b>	8.4	11.4
	Haddon Heights Jr/Sr HS plus Merchantville plus 6 staff	Pennsauken HS minus Merchantville minus 6 staff
<b>Total Teachers</b>	89.6	130
<b>2011-12 Adjusted Enrollment</b>	739	1,508
<b>Average class size</b>	8.2	11.6

**Source:** NJ DOE 2011-2012 Certificated Staff data and enrollment from this report

Changing the designation of Merchantville students from Pennsauken High School to Haddon Heights High School would decrease the average class size at Pennsauken High School. According to the 2010 – 2011 Report Card, Pennsauken’s average class size for ninth through twelfth grades was either below or slightly above the State average. The decrease in the enrolment caused by the termination of the sending-receiving agreement with Merchantville would improve student/faculty contact time and overall instruction in Pennsauken. As stated within the initial feasibility study, if, for financial reasons, Pennsauken chose to reduce the number of teaching staff members, commensurate with the reduction in enrollment, the impact of this reduction would not negatively impact instruction. This remains true in this updated report.

When we examined the student/faculty ratio, we found that during the 2010 – 2011 school year, Haddon Heights' student/faculty ratio was 9.5, which was 1.7 points below the State average, and Pennsauken's student/faculty ratio was 12.4, 1.2 points above the State average. Assuming this trend continues within these districts, it appears that students in Haddon Heights receive more student-teacher contact time. Even with the addition of Merchantville students during the 2010 – 2011 school year, Haddon Heights' student/faculty ratio would still have remained below the State average and Pennsauken would have remained above the State average.

As to the instruction time within Haddon Heights and Pennsauken High Schools, during the 2010-11 school year, Haddon Heights High School students received approximately 5 hours and 57 minutes of instructional time each day. Pennsauken High School students received approximately 5 hours and 23 minutes of instruction time each day, resulting in 34 less minutes of instructional time as compared to their counterparts in Haddon Heights. This is significant from an educational perspective. Assuming each school educates their students for a minimum of 180 days (the State required number of days for student instruction), the additional 34 minutes of instruction at Haddon Heights amounts to additional 17 days of instruction that Haddon Heights High School students receive.

Given the foregoing, it is our opinion that the smaller class sizes, lower student/faculty ratio, and the higher amount of instruction time in Haddon Heights High School lend credence to an atmosphere where more individual attention can be provided to Merchantville students if they are permitted to attend Haddon Heights High School.

#### **vii. Attendance, Dropout, and Graduation Rates**

As stated in the initial feasibility study, high attendance and graduation rates with a low dropout rate are indicative of successful schools. Table 19 reveals a continued trend in both Haddon Heights and Pennsauken, wherein both schools have good attendance rates but are slightly below the State average. Haddon Heights' attendance rate decreased by 0.5 percentage points since 2010, whereas Pennsauken's rate decreased by 0.7 percentage points since 2010. Haddon Heights' dropout rate remains outstanding and, in fact, decreased by 0.5 percentage points since 2010. Although Pennsauken's dropout rate decreased by 0.2 percentage points, it still remains 1.1 percentage points higher than the State average in 2011. As seen in the initial feasibility study, Haddon Heights' graduation rate has consistently been above the State average, whereas Pennsauken has consistently been below the State average. In 2011, both Haddon Heights and Pennsauken's graduation rates fell below the State average, however, Haddon Heights graduation rate is 6.59 percentage points higher than Pennsauken's graduation rate.

**Table 19**  
**Attendance, Dropout and Graduation Rates**

	<b>Haddon Heights</b>	<b>Pennsauken</b>	<b>State Average</b>
<b>Attendance Rates</b>			
<b>2011</b>	92.7%	90.4%	94.6%
<b>2010</b>	93.2%	91.1%	94.6%
<b>Dropout Rates</b>			
<b>2011</b>	0.3%	2.5%	1.4%
<b>2010</b>	0.8%	2.7%	1.7%
<b>Graduation Rates</b>			
<b>2011</b>	88.11%	81.52%	94.7%
<b>2010</b>	96.9%	92.5%	94.7%

**Source:** New Jersey School Report Cards

#### viii. Adequate Yearly Progress Status

As stated previously in the initial feasibility study, under the No Child Left Behind accountability requirements, each state must set up a system of assessment, or the Adequate Yearly Progress (“AYP”). In order to achieve “Yes” with regard to its AYP, a school’s students must meet all 41 indicators including both the proficiency targets and a 95 percent participation rate in math and language arts for each test administered at the school and for each of ten subgroups plus the attendance or dropout status indicator. As the most current data was evaluated within the initial feasibility study, the conclusions remain true in this updated report.

#### B. Articulation Between Elementary Schools and High Schools

The overwhelming difference garnered from the conversations with school officials was the fact that Haddon Heights consistently and carefully reached out to the staff and community of its sending districts of Lawnside and Barrington. The High School Principal appeared fully and personally committed to and involved in this outreach, which has resulted in a cohesive student body with positive results. The curricula are integrated with regular and frequent meetings between and among the teaching personnel of the three districts to insure that the incoming eighth graders are prepared for the Haddon Heights program. Of greatest impression was the fact that both the Principal and Superintendent were eager to begin the same quality of articulation with Merchantville should the Commissioner approve Merchantville’s application.

On the other hand, the Pennsauken Principal has delegated any articulation responsibility to an assistant (Guidance), and did not appear as knowledgeable about the interaction as did his Haddon Heights counterpart. It also appears as though curricula interaction with Merchantville has been occasional. There is a winter meeting of all (Pennsauken and Merchantville) eighth grade parents as well as one in August. Although the Pennsauken Principal expressed his school’s devotion to rigor in academics, and relevance in the curriculum, it appeared again that

these were goals not yet attained. In fact, the school is still at the developmental stage with regard to Individual Learning Plans, which are intended to one day foster and improve the transition from one grade to another. Simultaneous with this initiative, Pennsauken asserts it will look at the needs of incoming 9<sup>th</sup> graders.

With respect to Pennsauken's administration, Merchantville has been its educational partner for over 40 years. These types of transition planning and articulation should be in place.

### **C. Experience and Perception of Quality of Education In Pennsauken**

To better understand why Merchantville has become dissatisfied with aspects of its sending-receiving agreement with Pennsauken, several parents from each of the two towns were interviewed. The parents were selected due to their diversity in regard to race, community of residence, and where their children are educated. In total, approximately a dozen parents were surveyed, which included parents who sent their children to Pennsauken High School; parents who had children yet to enter high school; parents who sent their children to a local private school; and parents who entered their children into the Interdistrict Choice School Program.

Of the parents who were contacted and who reside in Merchantville, only one sent her child to Pennsauken High School. However, she noted that financial constraints have prohibited her and her husband from sending their child to another school. The remaining Merchantville parents either send or intend to send their children to the following high schools: Audubon High School (through the Interdistrict Public Choice School Program), Pope Paul VI High School, Bishop Eustace High School, or Camden Catholic High School.

The education consultant generally asked these parents about their perceptions of the education program at Pennsauken High School and their decision to send, or not send, their children to this school. There was a consistent trend within each conversation with these parents, namely, they were dissatisfied with the overall education program at Pennsauken High School. All of the parents generally expressed that neighboring secondary schools offered superior course offerings than what was offered at Pennsauken. Other concerns that these parents expressed included (a) a lack of communication between parents and teachers at Pennsauken High School; (b) school safety concerns; (c) low test scores within the district; and (d) large class sizes. Overall, these parents believe that their children would benefit more from attending schools other than Pennsauken High School.

Given the commentary of these parents, it appears that the general consensus amongst Merchantville parents is that they would like their children to be educated in a more thriving school district. This appears to be the main reason why, when given the opportunity, many Merchantville parents have opted over the years to send their children elsewhere for secondary schooling. As stated above, Haddon Heights High School fairs better than Pennsauken High School in several categories. Even without the impressions of these parents, the consultants readily conclude that Merchantville students will receive a better education at Haddon Heights High School than they do at Pennsauken High School.

#### D. Diversity of Student Population at Haddon Heights

Diversity within a study body is an important factor helping to drive the success of a school district. It has long been the belief of educators that students tend to perform better in an environment where differences prevail, allowing for conversation and interaction in which inherent learning about one another is running parallel to the learning of a particular subject matter. Diversity challenges young human beings in a most positive manner in that it increases the overall excitement of the given situation. With that said, Merchantville's high school students are currently being educated in a diverse environment. That fact notwithstanding, they shall continue to be educated in a diverse environment if Merchantville is permitted to terminate its agreement with Pennsauken and enroll its students in Haddon Heights. As set forth above, even without Merchantville's students, Haddon Heights is an educationally diverse environment (the enrollment at Haddon Heights High School for the 2012-13 school year was close to 27% minority); however, with the addition of Merchantville's diverse population the minority percentage at Haddon Heights is projected to increase by .81-3.51 percentage-points (to almost 38% minority by the 2017-18 school year).

While Haddon Heights is not as diverse as Pennsauken, it is cannot be described as "virtually all white" or non-diverse. For this reason alone, the current situation is far different from that which was presented to, and ultimately rejected by, the Commissioner of Education in Merchantville's first petition to terminate its agreement with Pennsauken. In that case, Merchantville sought to send its high school students to Haddonfield, which, at the time, was approximately 95% White. Moreover, Merchantville's own student population at the time (95% White/5% Minority) was very different than it is currently. These concerns no longer manifest themselves given the change in the demographics of the communities and the racial composition of the applicable school districts. Merchantville's high school students will continue to be educated in a diverse environment regardless of whether they attend Pennsauken or Haddon Heights. Moreover, given its current sending-receiving agreements with Lawnside and Barrington, Haddon Heights can offer Merchantville's students new diverse experiences not available at Pennsauken.

Based upon the foregoing as well as the initial feasibility study, it is the consultants' opinion that the termination of the sending-receiving agreement with the subsequent transitioning of Merchantville's students one grade level at a time to Haddon Heights High School will **not** result in a substantial negative educational impact on the school district or the students of Merchantville. Instead, it is the consultants' opinion that Merchantville's students will benefit from the change in designation, as they will receive a superior education from Haddon Heights.

### **3. Educational Impact on Pennsauken**

The quality of education provided at Pennsauken High School will not be negatively impacted as a result of the termination of the sending-receiving agreement between Pennsauken and Merchantville and the subsequent transition of Merchantville's students to Haddon Heights High School. There are numerous considerations that factor into the quality of education provided by a high school, each of which point in favor of permitting the withdrawal of Merchantville's students. Those that follow are just the more salient. First, the size of Merchantville's high school student population when compared to that of Pennsauken is so small that it will not significantly impact the educational programs offered by Pennsauken. Second, the racial composition of Merchantville's high school student population is similar to that of Pennsauken, such that removal of Merchantville's students will not negatively impact the diverse educational environment offered by Pennsauken. Third, the academic and extra-curricular environment at Pennsauken High School will not be negatively impacted by the withdrawal of Merchantville's students. Fourth, the administration and staff of Pennsauken High School will not be significantly impacted, if at all, by the withdrawal of Merchantville's students. As such, it is believed that the high school will take all necessary steps to ensure a smooth transition, so as to minimize any disruption to the remaining students or affect on the educational programming. Finally, the introduction of the Interdistrict Public School Choice Program has opened up the issue of "choice" to all students of Pennsauken, who have already begun choosing to attend schools other than those in Pennsauken. Therefore, the termination of the sending-receiving agreement between Merchantville and Pennsauken will not negatively impact the quality of the educational program provided at Pennsauken High School.

#### **A. The Size of Merchantville's Population**

Historically, the size of Merchantville's high school population has been declining. Nevertheless, even without this decline, Merchantville's high school student population is small in comparison to the number of Pennsauken high school students, making up less than 5% of the total population during the 2012-13 School Year. As a result, the impact on the educational programming at Pennsauken High School is minimal.

During the projection period covered by this report, it is estimated that Merchantville will send approximately 15 to 18 students per grade to Pennsauken High School. In fact, currently, for the 2012-13 school year, there are only 11 ninth grade students at Pennsauken High School. This student population is very small when compared to the population of Pennsauken resident students enrolled at Pennsauken High School. It is projected that in the 2013-14 school year, Pennsauken High School will have 365 ninth graders, inclusive of Merchantville students. Given Merchantville's limited enrollment, without Merchantville, Pennsauken would still have 355 ninth graders.

When these numbers are spread out over the typical seven period daily class schedule, there would be no significant change in the class sizes or teacher assignment. As reported on the last available School Report Card, Pennsauken High School has average class sizes that are comparable with that of the State average. The Report Card shows the Total School average



class size as 17.1, the State average is 19.0. The ninth grade average class size was reported as 18.2 with a State average of 20.3. Moreover, as reported by Pennsauken, Merchantville students are fairly evenly spread among the various classes offered by Pennsauken High School. Therefore, it is the consultants' opinion that withdrawal of Merchantville's students one grade level at a time would not substantially impact the class sizes or teacher assignments at Pennsauken High School.

## B. Racial Composition

The racial composition of Merchantville's high school student population is similar to that of Pennsauken, such that removal of Merchantville's students will not negatively impact the diverse educational environment offered by Pennsauken. From an educational standpoint, Pennsauken High School provides a richly diverse educational environment. This will not change, regardless of the matriculation, or lack thereof, of Merchantville students at Pennsauken High School in the future.

As set forth above, in the 2012-13 school year, the racial make-up of the student population at Pennsauken High School was roughly 37% Black, 17% White, 34% Hispanic, and 12% Asian. This appears to be reflective of the changes in the communities that feed Pennsauken High School, including Merchantville. If Merchantville is permitted to change its high school designation, it is projected that the long-term statistical change in the overall total minority population at Pennsauken High School will be between 0.38% and 0.91%. Indeed, even if Merchantville had withdrawn all of its students at the beginning of the 2012-13 school year, it would have withdrawn 17 White students and 44 minority students. From a total student body of 1,225 students, 252 of whom were White, this is educationally insignificant. However, immediate and complete withdrawal is not the proposed educational plan for termination of this sending-receiving agreement. Instead, as set forth below, the transition will be much more gradual.

Pennsauken will continue to offer its students an educationally diverse environment. The change in the racial composition of the school will be *imperceptible*. There are several reasons for this; however, the two most salient are the size of the overall student population at the high school and the transition plan proposed by Merchantville and its consultants. The proposed transition plan calls for all students currently educated at Pennsauken High School to remain there. In other words, Merchantville does not propose that any of its students currently enrolled at the high school would be withdrawn and transferred to Haddon Heights. Instead, each year an additional grade level will matriculate at Haddon Heights High School instead of Pennsauken High School. This will avoid any psychological impact on the students, any sense of symbolic "loss" occasioned by the actual "withdrawal" of students who had been attending Pennsauken High School. This would also gradually phase-in the already imperceptible change in the racial composition. Therefore, in the first year of the phase-in, 2013-14, it is projected that Pennsauken High School would see a reduction of approximately 13 students from Merchantville, 4 White and 9 minority. This change will not impact the educational quality of the high school.

This is particularly the case because the change will take place at the high school level, as opposed to the elementary level. By way of example only, given Pennsauken's schedule, students go to approximately 8 classes each day, plus home room. The racial composition of the students in any given class will vary from one class to another. Therefore, because of the fluid nature of the students' day and the varying racial composition of each class, a change as insignificant as that proposed by Merchantville will not be discernable from an educational standpoint.

Therefore, it is the consultants' opinion that the termination of the sending-receiving agreement with the subsequent re-designation of Merchantville's students, one grade level at a time, from Pennsauken to Haddon Heights will not negatively impact the diverse educational environment or racial composition of Pennsauken High School.

### **C. Participation, Activity, and Scholarship**

The academic climate of Pennsauken High School will not be impacted by the eventual absence of Merchantville students due to the shown instructional homogeneity of the Merchantville students over the years. This ability and performance range hold true in all aspects of the students' experiences, whether it be in the classroom, on the ball field, or in the band. Data for 2011 and 2012 provided by Pennsauken with respect to the grades received by Merchantville students indicate that from Accounting to World History the traditional "Bell Curve" is apparent. All the grades have the usual distribution from "A" to "D" with a hefty number [50%] of "B" and "C" grades. Participation of Merchantville students in School Clubs is representative of the wide range of interests of all high school students, and, due again to the small number of Merchantville students when compared to the pure Pennsauken population, an eventual absence of a Merchantville pupil from a club here or there will have no impact upon the functioning or continued viability of that activity.

In addition, as educators, it is firmly believed that the high school's staff and administration will take all necessary steps to limit any impact on the educational program at Pennsauken High School. Therefore, even if the termination of the sending-receiving agreement had the potential to negatively impact the climate or educational program at Pennsauken High School, which it does not, it is believed that the administration and staff would do their best to address it.

The transition of Merchantville's students will be gradual, wherein no existing Merchantville resident Pennsauken student will be removed from Pennsauken High School. Therefore, the first year following the Commissioner's approval, a class of Pennsauken ninth graders will enter Pennsauken High School, same as they always have. The only difference will be that no Merchantville ninth graders will start with them. These Pennsauken ninth graders will never have experienced an in-building school familiarity with their Merchantville counterparts. The 10-12th grade girls and boys will continue to enjoy whatever existing relationships exist among the Merchantville and Pennsauken teenagers.

Given such a reality, the consultants see absolutely no sense of loss occasioned by the granting of Merchantville's petition. The conversation about the severing of ties with Pennsauken has been an ongoing 20-year conversation. So, should such a reality finally or eventually occur, there really will be no shock or surprise. Indeed, the students and staff have, in reality, been playing a "waiting game" with regard to a change in Merchantville's designated high school.

#### **D. Administration and Staff**

Terminating the sending-receiving agreement between the districts will have little to no impact on the administration and staff of Pennsauken High School. To the extent that Pennsauken opts to reduce the size of its teaching staff commensurate with the eventual reduction in enrollment caused by the termination of this agreement, the reduction is still insignificant given the size of the teaching staff (136 during the 2011-2012 school year).

#### **E. School Choice**

New Jersey's Interdistrict Public School Choice Program, not available 25 years ago, is a major new factor in these proceedings. With a choice now available to parents, they are no longer locked into the sending-receiving arrangement(s) made for them generations ago. A review of the available data reveals that for the 2012-13 school year, eight Merchantville students opted to enroll in Audubon High School (instead of Pennsauken High School) and 10 more have opted to enroll at Audubon for the 2013-14 school year. Audubon of course is not the only school available through the school choice program for residents of Merchantville. Given the available options, the status of Pennsauken as the exclusive public high school available to residents of Merchantville is already in jeopardy, the instant Petition notwithstanding. As a result of this option presented through the School Choice Program, it is the consultants' opinion that the total number of children who are intended to enter into Pennsauken High School from Merchantville will continue to decrease on an annual basis.

Furthermore, as to the educational quality provided by Pennsauken and the public's perception of the quality of that education, it is apparent that Merchantville parents are not the only ones who seek a better educational opportunity for their children. Indeed, according to data received from Pennsauken, it appears that during the 2011-12 school year, no fewer than 34 Pennsauken resident parents applied to send their children to schools other than Pennsauken's public schools through the School Choice Program. Either through the Interdistrict Public School Choice Program or by choosing to send their children to private, charter, or parochial schools, many Pennsauken residents are opting to reject Pennsauken's public schools as a viable option for their children. In fact, of even greater interest, albeit not pertaining to the secondary school *per se*, is the fact that a total of 42 students, 14 each in 2011-12, 2012-13, and 2013-14 opted to attend Merchantville as School Choice students.

During the parent interviews, the education consultant spoke with three parents who were Pennsauken residents. All of these parents first enrolled their children in Pennsauken's elementary schools, however, later opted to enter their children into Merchantville's School Choice Program. What is significant about these parents is that they had the unique opportunity

to review the educational programming in the Pennsauken School District before opting to educate their children in a different school district. Overall, these parents are dissatisfied with Pennsauken School District, and are all adamant that they will send their children to a different high school, through the School Choice Program. They all believe that enrolling their children in a school district other than Pennsauken will provide their children with better educational opportunities, increased student/teacher contact time, and safer school environments. It appears that, not only are Merchantville residents displeased with the educational programming within the district, there are Pennsauken residents who share the same sentiment. This supports the previous conclusion that Merchantville students will benefit more from the educational program in Haddon Heights than in Pennsauken.

Based upon the foregoing as well as the original feasibility study, it is the consultants' opinion that the termination of the sending-receiving agreement with the subsequent re-designation of Merchantville's students one grade level at a time will **not** result in a substantial negative educational impact on the school district or the students of Pennsauken.

#### **4. Educational Impact on Haddon Heights, Lawnside, and Barrington**

The quality of education provided at Haddon Heights High School will not be negatively impacted as a result of the termination of the sending-receiving agreement between Pennsauken and Merchantville and the subsequent enrollment of Merchantville's students at Haddon Heights High School. There are numerous considerations that factor into the quality of education provided by a high school, each of which point in favor of permitting the withdrawal of Merchantville's students. Those that follow are just the more salient.

First, the enrollment at Haddon Heights High School has been slowly declining and is projected to continue to do so. Therefore, the addition of approximately 60 students each year (in all four grades) from Merchantville, provides some stabilization of the enrollment at Haddon Heights High School. From an educational standpoint, the inclusion of Merchantville's students will allow the high school to continue to provide the same level of educational programming it has historically provided and has the potential to allow the school to provide increased educational programming, including additional course offerings. The increased revenue received by Haddon Heights as a result of Merchantville's tuition will also allow it to maintain, and potentially increase, its educational offerings.

Second, based upon a review of the State testing data, SAT scores, and other pertinent data for Merchantville's high school students, it is clear that Merchantville students will not negatively impact the quality of education received by the students of Haddon Heights, Lawnside and Barrington at Haddon Heights High School. In an examination of the 2011 8th grade results of the New Jersey Assessment of Skills and Knowledge (NJASK8) for Haddon Heights' current two receiving districts, Barrington and Lawnside, when matched against similar data for Merchantville, we find few significant differences among the results. There is a general homogeneity among the language arts and math scores at the proficient and advanced proficient levels. In fact, Merchantville students surpass the Lawnside students in Language Arts Literacy. In addition, Merchantville's students appear to be actively involved in terms of extracurricular activities and sports at their current secondary school. There is no indication that this historical

trend would not continue and that Merchantville's students would not be actively involved in the school community at Haddon Heights.

Finally, the racial composition of Merchantville's high school student population will add to the already racially diverse student body at Haddon Heights High School. As set forth above, even without Merchantville's students, Haddon Heights is an educationally diverse environment; however, with the addition of Merchantville's diverse population the minority percentage at Haddon Heights is projected to increase by 0.80-3.51 percentage-points (to almost 38% minority).

Each of the foregoing applies equally to benefit all of the grade 9-12 students from Haddon Heights, Lawnside and Barrington. Therefore, based upon the foregoing as well as the original feasibility study, it is the consultants' opinion that the termination of the sending-receiving agreement with the subsequent re-designation of Merchantville's students to Haddon Heights High School will **not** result in a substantial negative educational impact on the school districts or the students of Haddon Heights, Lawnside, or Barrington.

## 5. Summary and Conclusions as to Educational Impact

The purpose of the educational section of this report, as well as that contained in the initial feasibility study, is to analyze the impact on the quality of education received by the pupils of the school districts of Merchantville, Pennsauken, Haddon Heights, Lawnside and Barrington if Merchantville is permitted to terminate its sending-receiving agreement with Pennsauken and transition its grade 9-12 students to Haddon Heights. In short, Merchantville's students will receive a superior education at Haddon Heights than what they have been receiving, and would in the future receive, at Pennsauken. Moreover, Haddon Heights, Lawnside and Barrington will also benefit educationally from the enrollment of Merchantville students at Haddon Heights High School. Finally, Pennsauken will not experience a negative educational impact as a result of the termination of the agreement with Merchantville. To reach these conclusions, multiple criteria and sources were evaluated.

The magazine *New Jersey Monthly* annually rates all New Jersey Schools based on school environment, student performance, student outcomes and special notes. The rankings are compiled by Monmouth University's Polling Institute. In 2012, *New Jersey Monthly* ranked Haddon Heights Junior/Senior High School as the 151<sup>st</sup> high school out of 328. Pennsauken High School ranked 310<sup>th</sup> out of 328. *School Digger.com*, an internet source, basing its rankings on information from the National Center for Educational Statistics, the United States Department of Education and the New Jersey Department of Education, ranked the Haddon Heights School district 241<sup>st</sup> out of 553 districts. Pennsauken School District was ranked 470<sup>th</sup> out of 553.

Several other critical evaluative criteria support the conclusion that Haddon Heights offers a superior educational program and, as a result, Merchantville students would benefit from termination of the agreement with Pennsauken. Among these, by way of example only, are the following: (1) Haddon Heights has a higher percentage of students taking the Scholastic Aptitude Tests and higher average scores in every area than Pennsauken; (2) Haddon Heights has a higher percentage of students taking advanced placement courses; (3) Haddon Heights also has

a higher number of students taking the advanced placement tests and a higher number scoring a three or better on these tests despite the much larger student population at Pennsauken; (4) Haddon Heights has higher percentages of student attendance, higher graduation rates, and students continuing education after high school, and a lower dropout rate than Pennsauken; and (5) Pennsauken High School's continued failure to reach AYP necessitated two CAPA visits, while Haddon Heights High School has never required a CAPA visit.

Interviews with administration from Merchantville, Barrington, Lawnside, Haddon Heights and Pennsauken revealed superior articulation between Haddon Heights sending districts and no real articulation or joint curriculum development between Merchantville and Pennsauken. This has remained an issue since the release of the initial feasibility study. Articulation is an important step to an integrated and common PK-12 curriculum. Furthermore, it allows teachers to address student assessment data and tailor instruction to meet student needs.

There is no reason to assume or fear that Merchantville students will not perform well at Haddon Heights High School. In fact, it is the opinion of the consultants that they will perform better given the preparation they shall have been given by the Haddon Heights administration and staff. The Haddon Heights professionals have made it more than clear that they intend to reach out to Merchantville in the same manner as they have successfully done with their other receiverships, namely, Lawnside and Barrington.

Both Haddon Heights and Pennsauken are racially diverse school districts. This diversity would not significantly change whether Merchantville students were to leave Pennsauken, or Merchantville students were added to Haddon Heights. Many factors lead this consultant to conclude that none of the affected school districts would be negatively impacted by the addition or withdrawal of the Merchantville students. Nor is it the consultant's belief that the Merchantville students would be negatively impacted by the termination of the current sending-receiving agreement with Pennsauken.

It is important to point out a significant factor in the educational climate of New Jersey that is critically different from that present during Merchantville's first attempt to terminate its agreement with Pennsauken in the 1980's: the climate of school choice. One critical component of this climate of school choice is the Interdistrict Public School Choice Program. The other, of course, is the proliferation of charter schools across the State. In addition, the Aid in Lieu of Transportation program also supports this climate of school choice. As noted by the Department of Education's Interdistrict Public School Choice Program page, this relatively new "program increases educational opportunities for students and their families by providing students with school options outside of their district of residence and giving parents the power to select a school program that best serves their child's individual needs." Merchantville seeks to do the same, on a district-wide basis for its high school students. The Merchantville Board of Education has heeded the calls of its parents, confirmed by the consultants during a number of parent interviews, that Pennsauken no longer best serves their children's needs. As a result, since its inception, a number of Merchantville high school students have opted to enroll in the School Choice Program in an effort to pursue a better educational opportunity than that offered by Pennsauken. It is believed that this trend will continue so long as Pennsauken is the designated high school for students from Merchantville. Indeed, Merchantville's students are not

alone in their desire to seek out a more superior educational program -- since the inception of the School Choice Program, several Pennsauken residents have enrolled their children in schools outside of Pennsauken, including Merchantville.

Based on the information and criteria described above it is clear that students attending Haddon Heights High School perform better than those attending Pennsauken High School. It is the consultants' belief that if Merchantville students were permitted to attend Haddon Heights they would have the same benefits currently received by Barrington and Lawnside students, and their education would be better than what they currently receive at Pennsauken. It is also the consultants' belief that Pennsauken would not experience a substantial negative educational impact as a result of this arrangement. In short, the consultants are not aware of any reason why Merchantville should not be permitted to enter into a sending-receiving agreement with Haddon Heights for its high school students.

## VIII. FINANCIAL IMPACT

### 1. Introduction

This financial section is an update to our initial study issued in January 2012. It encompasses two additional years of enrollment and financial data not reflected in that original report.

From a financial perspective, this expert report, like its predecessor feasibility study, will focus on the consideration of the Merchantville current (status quo) configuration of the sending-receiving agreement with Pennsauken and the potential configuration of a sending-receiving agreement between Merchantville and Haddon Heights for students in grades 9-12. Haddon Heights already has sending-receiving agreements in place receiving students in grades 9-12 from the sending districts of Barrington and Lawnside.

The financial impact has been calculated in “2012 dollars” to eliminate the variable of inflation and the time value of money. The results are expressed in terms of average property tax levies and average tax rates, and any changes therein. As is typical in cases where school boards seek to terminate a sending-receiving agreement, it is our belief that any order terminating the agreement between Pennsauken and Merchantville would call for the gradual phase-out of Merchantville students from Pennsauken. In other words, in the first year, only one grade level would matriculate at Haddon Heights with an additional grade level matriculating in each successive year until all four grade levels have transferred to Haddon Heights. Therefore, we think the most realistic analysis of the financial impact of this proposed termination would be one that assumes a four-year phase-in period. Nevertheless, our overall conclusion is the same whether the financial impact is analyzed based upon a four-year phase-in period or whether it is analyzed based upon full transfer of all students beginning with the 2013-14 school year (wherein all districts would experience the full financial impact of Merchantville’s withdrawal from Pennsauken during the 2013-14 school year). In short, there is no substantial negative financial impact on any of the districts.

In analyzing the impact of termination of the sending-receiving agreement between Merchantville and Pennsauken, the following additional tasks were completed: (1) Review and analysis of the Comprehensive Annual Financial Report for each of the two years ended June 30, 2011 and 2012 for Merchantville, Pennsauken, and Haddon Heights school districts; (2) Review and analysis of the historical and projected enrollment data for each of the above three school districts as well as the Barrington and Lawnside school districts; (3) Communications, as needed, with the business administrators and others in various districts to acquire relevant data; and (4) Review and analysis of the New Jersey Department of Education School Report Cards, State Aid information, equalized property values, and other relevant data for each of the districts, as set forth in various Internet databases operated by the State of New Jersey.

### 2. Methodology

The starting point for analyzing the financial impact was modeling of the existing pattern of revenues and expenditures in the three school districts based upon the existing level of



educational services being provided in the districts during the 2011-12 school year. Additionally, the model is based upon the most recent three years of audited revenue and expenditure data (2009-10 thru 2011-12). In order to estimate the revenues, expenditures, and tax levies for both the present organizational structure and the proposed configuration following the termination of the sending-receiving agreement between Merchantville and Pennsauken, the model is based on the actual enrollments for the most recent six years and the projected enrollment in the districts for each of the five years from 2013-14 to 2017-18. The model takes into account fixed costs, such as superintendent salaries or interest on bonds, as well as those that vary with enrollment, like classroom teachers' salaries.

Teachers' salary expenditures are based on the number of certificated staff that existed in the 2011-12 school year. Any projected increase or decrease in certificated staff is 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. This provides a more accurate long-term projection of the financial impact. Possible changes in educational approach or philosophy are not reflected in the analysis, as they are independent of the various configurations being considered.

The average tax levies and average tax rates over the five-year projection period are calculated for each community. This is done for the status quo as well as the proposed configuration following termination of the sending-receiving agreement, in order to provide a basis of comparison. The relative financial impact was obtained by comparing each community's estimated average tax levy and rate, for the proposed configuration, to the average tax levy and rate estimated for the current, or status quo, configuration. These levies and rates are calculated solely for the purpose of comparison, and do not reflect actual future tax levies and rates, as future tax levies will not be in 2012 dollars.

### **3. 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:

- Estimates of future enrollment were prepared using the Cohort-Survival Ratio method. This assumes that the historical ratios for each community, including the underlying ratios that impact eighth to ninth grade progression, will continue into the future.
- State aid for each district, including State aid for existing debt service before and after termination of the sending-receiving agreement, will approximate the rate of funding that existed in the districts in the 2011-12 school year.
- Educational programs were assumed to be equivalent to those that have existed in the Merchantville, Pennsauken and Haddon Heights School Districts during the 2011-12 school year.

- Instruction in the districts after termination of the sending-receiving agreement is assumed to involve approximately the same number of certificated staff per pupil as in the respective districts during recent school years. The cost of any projected increase or decrease in certificated staff is based on the approximate median staff salary, which reflects a long-term average cost rather than the specific salary of a new hire or a departing staff member.
- Tuition, at the actual tuition cost per pupil for students under any of the alternatives, is based on a sending-receiving agreement, 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.
- Special education costs, net of applicable federal and state aid, will be proportional to the number of students over the long term.

#### **4. Results of the Analysis**

The information in Table 20 below summarizes the findings of the financial analysis. For each of the five impacted communities, the tax levy and the savings or loss is expressed in 2012 constant dollars. The rates are expressed in dollars and cents per \$100 of equalized property valuation.

The assumption about State Aid, though normally an important consideration in these kinds of comparisons, is not a factor in this case. Any increase or decrease in State Aid would impact the same districts whether or not the sending-receiving agreement between Merchantville and Pennsauken were terminated. In fact, under the current State Aid formula, and consistent with State law, the sending district receives the State aid associated with those students sent to another district. In other words, Merchantville currently receives the State aid associated with the students it sends to Pennsauken. Merchantville will continue to directly receive that State aid even if they have a sending-receiving agreement with Haddon Heights. More importantly, the level of State aid will not be altered by the change in destination from Pennsauken to Haddon Heights. Therefore the State Aid for each community would be identical in each of the scenarios and the projected difference in State Aid would be zero. The differences in the results come from tuition received or paid and the costs that change and determine revised tuition rates.

**Table 20**  
**Summary Of Tax Impact On Community**  
**Compared With Status Quo Scenario**

	Status Quo	High School Send-Receive Haddon Heights
<b>Community: Borough of MERCHANTVILLE (High School only)</b>		
Tax Levy*	\$795	\$788
Rate	\$0.292	\$0.289
Savings (loss)*		\$7
Rate Change		\$0.003
<b>Community: Township of PENNSAUKEN</b>		
Tax Levy*	\$35,955	\$35,214
Rate	\$1.312	\$1.322
Savings (loss)*		(\$259)
Rate Change		(\$0.010)
<b>Community: Borough of HADDON HEIGHTS</b>		
Tax Levy*	\$11,968	\$11,715
Rate	\$1.495	\$1.463
Savings (loss)*		\$253
Rate Change		\$0.032
<b>Community: Borough of BARRINGTON (High School only)</b>		
Tax Levy*	\$3,622	\$3,501
Rate	\$0.630	\$0.609
Savings (loss)*		\$121
Rate Change		\$0.021
<b>Community: Borough of LAWNSIDE (High School only)</b>		
Tax Levy*	\$1,570	\$1,517
Rate	\$0.585	\$0.565
Savings (loss)*		\$53
Rate Change		\$0.020
<b>Note: *In thousands</b>		

**A. Financial Impact of Proposal on Borough of Merchantville (with Haddon Heights Send-Receive)**

Merchantville will not experience a substantial negative financial impact as a result of the termination of its sending-receiving agreement with Pennsauken following which time it would send its 9-12 students to Haddon Heights Height School. In fact, not only will it not experience a substantial negative financial impact, it will experience savings associated with sending its students to Haddon Heights.

Merchantville property owners will experience a modest decrease in the tax levy as a result of this change in high school designation. The major driving force behind this is the reduction in tuition when it sends its students to Haddon Heights. While the average maximum tuition rates, approved by the State, are virtually the same between Haddon Heights and Pennsauken, Merchantville's attendance at Haddon Heights will result in a decrease of the Haddon Heights' tuition rate. (The average grades 9-12 tuition rate over the last two years of available State approved numbers (2009-10 & 2010-11) has Haddon Heights at \$13,483 while Pennsauken is at \$13,345.) The addition of the projected average of 59.6 high school students, with related costs, will push the certified tuition rate down in Haddon Heights to approximately \$13,025 per student. This amounts to a decrease of over \$300 per student below the above rate for Pennsauken. It should be noted that nothing requires that the negotiated tuition rate between communities be set at this level (lower rates are possible, but rates higher than the actual per pupil cost are prohibited by law).

The tuition savings experienced by Merchantville is offset slightly by an estimated increase in transportation costs. Haddon Heights High School is slightly further away from Merchantville than is Pennsauken High School. Therefore, transportation costs for high school students will increase. The cost for transportation has and will remain the responsibility of Merchantville. With tuition savings greater than the annual increase in transportation, there is a financial incentive, in addition to the educational incentive because the quality of education offered by Haddon Heights is superior to that offered by Pennsauken.

With changes like these there is always the possibility that historical behavioral patterns will change. Historically, not all of the Merchantville eighth graders attend Pennsauken High School for grade nine. In recent years, this has amounted to approximately 20 students per year. This year, approximately half of these students not attending Pennsauken have entered into the School Choice Program; the other half are matriculated at local parochial schools or the Camden County Vocational Technical School. It is the consultants' opinion that most of these decisions are made for reasons that will be unaffected by Merchantville's change to Haddon Heights and, therefore, a substantial increase in students matriculation at Haddon Heights would be unlikely. Nevertheless, even if Merchantville experienced an increase of 25% in the number of students it sends to Haddon Heights (3 students), the additional tuition cost would change the projected savings to an additional cost of approximately \$30,000 per year. This would represent less than 1% of the annual tax levy and is not a substantial negative financial impact.

## **B. Financial Impact on Township of Pennsauken (without Merchantville Students)**

Pennsauken will not experience a substantial negative financial impact as a result of the termination of its sending-receiving agreement with Merchantville. Indeed, while Pennsauken will face a reduction in revenue, that reduction does not amount to a substantial negative financial impact for several reasons. Perhaps most significant of these reasons is that Pennsauken can easily adjust its expenditures, without impacting its educational program, to avoid any impact on the taxpayers in Pennsauken. In addition, the reduction in revenue is not substantial when compared to the overall size of the Pennsauken budget as well as the overall size of its annual tax levy. Over the past four years, the tax levy for the general fund has ranged from a low of \$34,200,000 to a high of \$34,631,000 – a range of only \$431,000. For that same time period, the range for the total of State and Federal aid received by Pennsauken has been over \$5.3 million, with a decrease in one year of over \$3.9 million. Since other revenue has remained relatively constant, this can only be accomplished by curtailing spending and/or tapping into the fund balance. Having done it before, they can certainly do it again for an amount that is only 20% as large.

For the five-year projection, Pennsauken would receive an average of 59.6 students each year under the status quo. If Merchantville were permitted to terminate its current agreement, Pennsauken would lose the tuition now being paid for the education of these students. The total amount of this tuition revenue, assuming full withdrawal in the first year, amounts to slightly less than \$800,000. When changes like the one being requested by Merchantville occur, there is generally a phase-out of the old with a phase-in of the new configuration. Those students who have already begun high school in Pennsauken would be allowed to stay there through graduation. Incoming ninth graders each year would go to Haddon Heights instead of Pennsauken. Over a four-year period the change would be completed. Because of the likely phase-out approach, Pennsauken will not experience an immediate reduction of \$800,000. Instead, Pennsauken will have a year-to-year reduction in tuition revenue equal to approximately \$200,000 for each of the first four years following termination of the agreement with Merchantville.

Even if Pennsauken chooses to do nothing whatsoever to address this annual reduction in tuition revenues, it would not amount to a substantial negative financial impact. When compared to the approximately \$35 million tax levy or the approximately \$90 million in annual general fund expenditures, it is clearly not significant. Indeed, \$200,000 amounts to merely 0.57 % of the total tax levy and 0.22 % of the annual general fund expenditures. Nevertheless, Pennsauken taxpayers do not need to absorb this loss of tuition revenue. The reduction in student count should lead to staff and other reductions.

### **i. Class Size and Staffing Reduction**

The historical student/teacher ratio in the Pennsauken School District based on total enrollment and the number of teachers on the Certificated Staff Report has been about 13. The operating statistics in the June 30, 2012 CAFR show that the high school ratio has consistently been lower than the elementary ratio. For the last four years that high school ratio has been under 11 to 1. Using a conservative ratio of 11, there would be 5.4 teaching positions that would no longer be needed upon the withdrawal of Merchantville's students. Therefore, Pennsauken could reduce 5.4 teachers without creating a substantial negative impact on class size. On a year-to-year basis it would approximate one and one-third teachers per year. With over 400 certificated teachers in the district, and over 130 in the high school, it would be expected that this change could and would be handled through attrition with no active reduction in force.

With the savings from the elimination of 5.4 teaching positions and related costs, the long-term financial impact of the termination of the sending-receiving agreement would be \$259,000. This amounts to less than 1.7 cents per hundred on 2011 assessed values. On a home assessed at \$100,000, the tax increase would be less than \$17 over the four-year phase-out period, or approximately \$4 per year. The tax levy increase on a year-to-year basis is approximately 0.07% of the total expenditures in 2011-12. (That is about one fourteenth of one percent.) The total increase in tax levy is completely insignificant when compared to total annual expenditures of approximately \$90,000,000 or to the approximately \$35,000,000 of average tax levy.

Even if Pennsauken chose to do nothing, the taxpayers should not experience a tax increase. The CAFR for Pennsauken shows a general fund balance in excess of \$17,000,000 at June 30, 2012. Even acknowledging that \$6.7 million was anticipated in the 2012-13 budget, there is still over \$10 million in the fund balance. Absorbing the annual amount from the fund balance is readily available to avoid increases in taxes.

### **ii. Other Potential Reductions**

Nevertheless, even though the total increase in the tax levy is completely insignificant, if Pennsauken chose to do so, it could hold its taxpayers harmless with reductions in spending that will have no significant educational impact on the programming offered at Pennsauken High School.

Table A40 represents the 2012-13 submitted budget for the Pennsauken School District. Two additional columns are included that represent possible adjustments to the budget that could be made if Merchantville is permitted to terminate its sending-receiving agreement with Pennsauken. These adjustments are offered as suggestions only based upon the corresponding decrease in the number of students upon Merchantville's termination of its agreement with Pennsauken. It is reasonable, from an educational perspective, for Pennsauken to reduce its budget by over \$260,000, year-to-year, well in excess of any deficit caused by the termination of the sending-receiving agreement.

### **C. Financial Impact on Borough of Haddon Heights (with Merchantville Send-Receive)**

For the Borough of Haddon Heights, the impact is the reverse of what happens in Pennsauken. Haddon Heights will not experience a substantial negative financial impact as a result of the termination of the sending-receiving agreement between Pennsauken and Merchantville. In fact, it will experience savings associated with receiving students from Merchantville in grades 9-12.

The tuition received for the 59.6 new students will exceed the cost of the additional teachers, benefits and supplies. However, there is the additional twist that the maximum tuition rate will now be lower because the additional costs for 59.6 students is less than the average costs for tuition purposes. This reduction in tuition to be received from Barrington and Lawnside still leaves Haddon Heights with over \$250,000 less in local tax levy when it adds Merchantville students.

### **D. Financial Impact on Boroughs of Barrington and Lawnside**

As with the three districts discuss above, Barrington and Lawnside will also not experience a substantial negative financial impact as a result of the termination of the sending-receiving agreement agreement between Pennsauken and Merchantville. Indeed, both will experience savings associated with Haddon Heights' receipt of students from Merchantville in grades 9-12.

The Boroughs of Barrington and Lawnside currently send their high school students to Haddon Heights. Nothing in the send-receive agreement between each of these and Haddon Heights will change. Based on discussion with the Business Administrator, Mark Stratton, both districts are paying tuition based on the maximum allowed by State law. Since this maximum tuition rate will decrease with the addition of 59.6 students from Merchantville, each district will see a drop in its tuition paid to Haddon Heights. When fully phased-in, each district will see a drop in tuition of approximately 3.0%. Estimated annual savings for Barrington is \$121,000, while Lawnside is \$53,000.

## **5. Summary and Conclusion as to Financial Impact**

Under the proposed change for Merchantville high school students from Pennsauken to Haddon Heights, four of the five districts involved will see a reduction in their annual school tax levy. The small increase in Pennsauken, approximately \$65,000 on a year-to-year basis, is approximately 0.2% of the tax levy and less than half a cent per hundred of assessed valuations. Even if Pennsauken chooses to do nothing to offset the \$200,000 loss of tuition revenue, the impact is less than 0.6% of the tax levy and less than 1.3 cents per hundred of assessed valuations. Therefore, there are no substantial negative financial impacts on any of the five communities involved.

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

It is the conclusion of this study and these consultants that there would **not** be a substantial negative financial impact on any of the five districts included in this study. In fact, four of the districts will receive a positive financial impact. The impact on the Pennsauken School District amounts to \$65,000 on a year-to-year basis, for four years, which is not considered substantial given the district's \$92 million annual budget. There is no substantial financial issue that would permit the Commissioner to deny Merchantville's petition. As such, with the advantages identified, we would urge that Merchantville be permitted to terminate its sending-receiving agreement with Pennsauken and enter into a sending-receiving agreement with Haddon Heights for the education of its high school students.

## **IX. CONCLUSION**

From an educational standpoint, Pennsauken will be able to continue to offer the educational quality it is now delivering for the approximately 1500 high school students that would remain if Merchantville were permitted to terminate its sending-receiving agreement. Merchantville students account for less than 5% of its current student body. The addition of 59.6 Merchantville students to Haddon Heights would not change its ability to continue to deliver its same high quality of education. Merchantville's high school students attending Haddon Heights High School would receive a better high school education. Therefore, the consultants, from an educational perspective, encourage the change in the sending-receiving agreement.

Racially, there will be no negative impact on Pennsauken High School upon the termination of the Merchantville sending-receiving agreement. The school is currently, and will continue to be, a racially diverse educational learning environment, even without the small number of racially and ethnically diverse students from Merchantville. In addition, students in Haddon Heights High School, which currently enjoys racial diversity, will see no decrease in the racial diversity in their learning environment with the addition of Merchantville students.

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

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



**APPENDIX**

**BIRTH RATES**

**Table A1**  
**Historical and Estimated Birth Rates**

Year	Merchantville Borough	Pennsauken Township	Barrington Borough	Lawnside Borough	Haddon Heights Borough
2002	46	430	85	34	80
2003	44	482	67	26	118
2004	50	456	88	30	88
2005	61	523	98	26	81
2006	59	492	93	30	98
2007	54	500	108	51	84
2008	67	459	93	31	85
2009	38	515	68	25	64
2010 <sup>2</sup>	44	451	80	27	70
2011 <sup>2</sup>	58	429	74	27	62
2012	52 <sup>3</sup>	471	74 <sup>4</sup>	28 <sup>5</sup>	65 <sup>4</sup>

**Notes:** <sup>1</sup>Birth data were provided by the New Jersey Center for Health Statistics for 2002-2011.

<sup>2</sup>Provisional birth count as provided by the New Jersey Center for Health Statistics

<sup>3</sup>Birth rate for 2012 were estimated by computing the mean number of births from 2007-2011.

<sup>4</sup>Birth rate for 2012 were estimated by computing the mean number of births from 2009-2011.

<sup>5</sup>Birth rate for 2012 were estimated by computing the mean number of births from 2008-2011.

**Table A2**  
**Number of Residential Certificates of Occupancy by Year**

Year	Merchantville Borough		Pennsauken Township		Haddon Heights Borough		Lawnside Borough		Barrington Borough	
	1&2 Family	Total (including multi-family and mixed-use)	1&2 Family	Total (including multi-family and mixed-use)	1&2 Family	Total (including multi-family and mixed-use)	1&2 Family	Total (including multi-family and mixed-use)	1&2 Family	Total (including multi-family and mixed-use)
2007	0	0	13	89	4	4	17	17	4	4
2008	0	0	10	10	7	7	8	8	4	4
2009	0	0	7	7	13	13	0	0	4	4
2010	0	0	4	4	14	14	3	3	0	0
2011	0	0	9	13	9	9	0	0	1	1
2012	0	0	1	1	11	11	1	1	2	2
<b>Total</b>	<b>0</b>	<b>0</b>	<b>65</b>	<b>145</b>	<b>63</b>	<b>63</b>	<b>66</b>	<b>66</b>	<b>32</b>	<b>32</b>

Source: New Jersey Department of Community Affairs

**HISTORICAL ENROLLMENTS AND PROJECTIONS**

**Table A3**  
**Merchantville Historical Grade PK-12**  
**Total Enrollments for 2007-08 to 2012-13**

Year <sup>1</sup>	PK RE <sup>2</sup>	K	1	2	3	4	5	6	7	8	SE <sup>5</sup>	PK-8 Total	9 <sup>6</sup>	10 <sup>6</sup>	11 <sup>6</sup>	12 <sup>6</sup>	SE <sup>7</sup>	9-12 Total	PK-12 Total
<b>2007-08</b>	30	37	38	31	30	33	39	39	29	33	16	355	12	15	15	16	11	69	424
<b>2008-09</b>	35	38	40	38	32	30	32	38	39	32	13	367	16	13	15	11	7	62	429
<b>2009-10</b>	28	42	34	35	41	30	33	35	39	38	5	360	9	11	13	17	7	57	417
<b>2010-11</b>	0	36	43	35	32	37	33	29	37	34	6	322	12	11	13	15	5	56	378
<b>2011-12</b>	25	43	34	39	42	36	40	35	31	35	5	365	19	17	13	16	0	65	430
<b>2012-13</b>	30	36	36	38	39	36	41	46	37	32	0	371	10	20	17	14	0	61	432
<b>Average 6-Year Ratios</b>		0.76391 <sup>3</sup>	0.94049	0.98103	1.02854	0.95674	1.05108	1.01510	1.03605	0.99439	0.01189 <sup>4</sup>		0.31102 <sup>8</sup>	1.20497 <sup>8</sup>	1.02500 <sup>8</sup>	1.05060 <sup>8</sup>	0.05951 <sup>9</sup>		

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

<sup>2</sup>Pre-kindergarten regular education enrollment

<sup>3</sup>Average birth-to-kindergarten ratio based on birth data five years prior. Ratios were removed that exceeded one standard deviation from the mean.

<sup>4</sup>Average proportion of special education students with respect to PK-8 subtotals based on last four historical years

<sup>5</sup>Self-contained special education enrollment/Ungraded Students at PK-8 level

<sup>6</sup>Enrollments as provided by the Merchantville School District

<sup>7</sup>Self-contained special education enrollment/Ungraded Students at 9-12 level

<sup>8</sup>Newly entering choice students were removed in computing the survival ratios.

<sup>9</sup>Due to high variability as a result of low counts in the high school grades, survival ratios exceeding one standard deviation from the mean were removed.

<sup>9</sup>Average proportion of special education students with respect to 9-12 subtotals based on last four historical years

**Table A4**  
**Merchantville Projected Grade PK-12 Enrollments for 2013-14 to 2017-18**

Year <sup>1</sup>	PK RE <sup>2</sup>	K	1	2	3	4	5	6	7	8	SE PK-8 Total	9	10	11	12	SE 9-12 Total	9-12 Total	PK-12 Total	
<b>2013-14</b>	28	51	34	34	36	36	36	39	46	34	4	378	10	12	21	18	4	65	443
<b>2014-15</b>	28	29	48	33	35	34	38	37	40	46	4	372	11	12	12	22	3	60	432
<b>2015-16</b>	28	34	27	47	34	33	36	39	38	40	4	360	14	13	12	13	3	55	415
<b>2016-17</b>	28	44	32	26	48	33	35	37	40	38	4	365	12	17	13	13	3	58	423
<b>2017-18</b>	28	40	41	31	27	46	35	36	38	40	4	366	12	14	17	14	3	60	426

**Note:** <sup>1</sup>This does not include approximately 16 PK-8 Choice students entering the district in 2013-14. This would add approximately two children per grade level for 2013-14. Merchantville will agree to cease accepting choice students at the request of Haddon Heights, if withdrawal of Merchantville high school students from Pennsauken High school is permitted.

**Table A5**  
**Pennsauken Historical Grade PK-12**  
**Total Enrollments for 2007-08 to 2012-13**

Year <sup>1</sup>	PK RE <sup>2</sup>	K	1	2	3	4	5	6	7	8	9	10	11	12	SE <sup>4</sup>	PK-8 Total	9-12 Total	PK-12 Total
<b>2007-08</b>	134	357	366	356	354	325	344	368	378	406	364	433	473	426	484	3,844	1,724	5,568
<b>2008-09</b>	154	386	350	358	341	345	337	322	393	378	393	341	414	413	534	3,857	1,602	5,459
<b>2009-10</b>	185	391	363	343	356	351	343	354	365	402	365	395	357	402	548	3,908	1,612	5,520
<b>2010-11</b>	144	422	365	351	346	350	358	337	364	375	328	382	395	318	652	3,917	1,570	5,487
<b>2011-12</b>	149	394	382	351	335	331	356	348	347	357	333	343	388	384	604	3,829	1,573	5,402
<b>2012-13</b>	224 <sup>5</sup>	390	411	396	379	374	369	420	396	401	334	376	398	369	0	3737	1477	5,237
<b>Average 6-Year Ratios</b>		0.83188 <sup>3</sup>	0.93444	0.97348	0.98140	0.97339	1.01901	0.99495	1.05401	1.00047	0.90904	1.04153	1.032805	0.937277				

**Notes:** <sup>1</sup>Data as provided by New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

<sup>2</sup>Pre-kindergarten regular education enrollment

<sup>3</sup>Average birth-to-kindergarten ratio based on birth data five years prior

<sup>4</sup>Self-contained special education enrollment/Ungraded Students at PK-12 level

<sup>5</sup>Included pre-kindergarten special education students



**Table A6**  
**Pennsauken Projected Grade PK-12 Enrollments for 2013-14 to 2017-18**

Year	PK RE	K	1	2	3	4	5	6	7	8	9	10	11	12	SE	PK-8 Total	9-12 Total	PK-12 Total
<b>2013-14</b>	190	382	364	400	389	369	381	367	443	396	365	348	388	373	0	3,681	1,474	5,155
<b>2014-15</b>	190	428	357	354	393	379	376	379	387	443	360	380	359	364	0	3,686	1,463	5,149
<b>2015-16</b>	190	375	400	348	347	383	386	374	399	387	403	375	392	336	0	3,589	1,506	5,095
<b>2016-17</b>	190	357	350	389	342	338	390	384	394	399	352	420	387	367	0	3,533	1,526	5,059
<b>2017-18</b>	190	392	334	341	382	333	344	388	405	394	363	367	434	363	0	3,503	1,527	5,030

**Table A7**  
**Barrington Historical Grade PK-12**  
**Total Enrollments for 2007-08 to 2012-13**

Year	PK RE <sup>2</sup>	K	1	2	3	4	5	6	7	8	SE <sup>4</sup>	PK-8 Total <sup>1</sup>	9 <sup>5</sup>	10 <sup>5</sup>	11 <sup>5</sup>	12 <sup>5</sup>	9-12 Total	PK-12 Total
2007-08	2	63	63	64	56	60	70	67	68	58	0	571	78	74	65	53	270	841
2008-09	0	48	75	59	66	57	57	74	62	70	15	583	69	78	73	64	284	867
2009-10	0	81	61	77	58	66	55	60	69	66	17	610	75	60	75	73	283	893
2010-11	0	96	78	53	71	59	65	58	57	73	12	622	60	67	71	72	270	892
2011-12	9	78	89	74	45	70	63	61	61	61	6	617	71	61	67	66	265	882
2012-13	6	68	87	81	77	46	71	64	58	66	0	624	68	70	62	59	259	883
Average 6-Year Ratios		0.80433 <sup>3</sup>	1.09335	0.93817	0.96520	1.00865	0.99637	1.02373	0.96207	1.06081	0.01409 <sup>6</sup>		1.05151	0.95310	1.02955	0.95096		

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

<sup>2</sup>Pre-kindergarten regular education enrollment

<sup>3</sup>Average birth-to-kindergarten ratio based on birth data five years prior

<sup>4</sup>Self-contained special education enrollment/Ungraded Students at PK-8 level

<sup>5</sup>Enrollments as provided by the Haddon Heights School District

<sup>6</sup>Average proportion of special education students with respect to PK-8 subtotals

**Table A8**  
**Barrington Projected Grade PK-12 Enrollments for 2013-14 to 2017-18**

Year <sup>1</sup>	PK RE <sup>2</sup>	K	1	2	3	4	5	6	7	8	SE PK-8	PK-8 Total	9	10	11	12	9-12 Total	PK-12 Total
<b>2013-14</b>	8	75	74	82	78	78	46	73	62	62	9	647	69	65	72	59	265	912
<b>2014-15</b>	8	55	82	69	79	79	78	47	70	66	9	642	65	66	67	68	266	908
<b>2015-16</b>	8	64	60	77	67	80	79	80	45	74	9	643	69	62	68	64	263	906
<b>2016-17</b>	8	60	70	56	74	68	80	81	77	48	9	631	78	66	64	65	273	904
<b>2017-18</b>	8	60	66	66	54	75	68	82	78	82	9	648	50	74	68	61	253	901

**Table A9**  
**Lawnside Historical Grade PK-12**  
**Total Enrollments for 2007-08 to 2012-13**

Year	PK RE <sup>2</sup>	K	1	2	3	4	5	6	7	8	SE <sup>4</sup>	PK-8 Total <sup>1</sup>	9 <sup>5</sup>	10 <sup>5</sup>	11 <sup>5</sup>	12 <sup>5</sup>	9-12 Total	PK-12 Total
<b>2007-08</b>	13	32	25	24	32	26	31	26	41	39	8	297	53	50	31	40	174	471
<b>2008-09</b>	18	29	35	23	22	29	27	29	29	40	11	292	57	48	50	30	185	477
<b>2009-10</b>	18	30	33	29	23	21	29	28	29	31	12	283	48	46	47	46	187	470
<b>2010-11</b>	15	28	29	29	27	27	21	28	28	33	0	265	29	47	40	49	165	430
<b>2011-12</b>	0	30	27	31	28	24	29	26	29	31	0	255	32	25	43	43	143	398
<b>2012-13</b>	22	40	34	22	30	25	25	29	21	28	0	276	42	29	22	34	127	403
Average 6-Year Ratios		0.98630 <sup>3</sup>	1.05919	0.89011	0.97739	0.95694	1.04036	1.01707	1.00657	1.04340	0.0000 <sup>6</sup>		1.18431	0.89203	0.92873	0.95920		

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

<sup>2</sup>Pre-kindergarten regular education enrollment

<sup>3</sup>Average birth-to-kindergarten ratio based on birth data five years prior

<sup>4</sup>Self-contained special education enrollment/Ungraded Students at PK-8 level

<sup>5</sup>Enrollments as provided by the Haddon Heights School District

<sup>6</sup>Average proportion of special education students with respect to PK-8 subtotals based on last three historical years

**Table A10**  
**Lawnside Projected Grade PK-12 Enrollments for 2013-14 to 2017-18**

Year <sup>1</sup>	PK RE <sup>2</sup>	K	1	2	3	4	5	6	7	8	SE PK-8 Total	9	10	11	12	9-12 Total	PK-12 Total
<b>2013-14</b>	18	31	42	30	22	29	26	25	29	22	0	33	37	27	21	118	392
<b>2014-15</b>	18	25	33	37	29	21	30	26	25	30	0	26	29	34	26	115	389
<b>2015-16</b>	18	27	26	29	36	28	22	31	26	26	0	36	23	27	33	119	388
<b>2016-17</b>	18	27	29	23	28	34	29	22	31	27	0	31	32	21	26	110	378
<b>2017-18</b>	18	27	29	26	22	27	35	29	22	32	0	32	28	30	20	110	377

**Table A11**  
**Haddon Heights Historical Grade PK-12**  
**Total Enrollments for 2007-08 to 2012-13**

Year <sup>1</sup>	PK RE <sup>2</sup>	K	1	2	3	4	5	6	7	8	9	10	11	12	SE <sup>6</sup>	PK-8 Total	9-12 Total	PK-12 Total
<b>2007-08</b>	4	55	59	57	65	65	79	52	69	65	201	192	177	157	12.5	582.5	727	1,309.5
<b>2008-09</b>	23	57	59	59	61	74	70	84	59	67	181	193	189	171	3	616	734	1,350
<b>2009-10</b>	7	91	61	62	63	63	72	72	87	59	197	176	189	191	18	655	753	1,408
<b>2010-11</b>	0	83	92	59	65	63	63	72	72	85	144	179	168	178	11	659	675	1,334
<b>2011-12</b>	20	78	64	95	56	66	63	67	78	72	187	147	175	165	1	660	674	1,334
<b>2012-13</b>	13	91	76	66	94	53	64	60	66	78	182	185	144	156	0	661	667	1,328
<b>Average 6-Year Ratios</b>		0.98451 <sup>3</sup>	0.97987	1.01638	1.02500	1.02661	1.00392	1.02155	1.04775	0.98961	0.97299 <sup>4</sup>	0.97027	0.97509	0.95841	0.00038 <sup>5</sup>			

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

<sup>2</sup>Pre-kindergarten regular education enrollment

<sup>3</sup>Average birth-to-kindergarten ratio based on birth data five years prior using last four survival ratios

<sup>4</sup>Grade 8-9 ratio for Haddon Heights resident students only

<sup>5</sup>Average proportion of special education students with respect to PK-12 subtotals using last two years of historical data

<sup>6</sup>Self-contained special education enrollment/Ungraded Students

**Table A12**  
**Haddon Heights Projected Grade PK-12 Enrollments for 2013-14 to 2017-18**

Year	PK RE	K	1	2	3	4	5	6	7	8	9	10	11	12	SE	PK-8 Total	9-12 Total	PK-12 Total
<b>2013-14</b>	17	84	89	77	68	97	53	65	63	65	178	177	180	138	1	679	673	1,352
<b>2014-15</b>	17	63	82	90	79	70	97	54	68	62	154	173	173	173	1	683	673	1,356
<b>2015-16</b>	17	69	62	83	92	81	70	99	57	67	165	149	169	166	1	698	649	1,347
<b>2016-17</b>	17	61	68	63	85	94	81	72	104	56	174	160	145	162	1	702	641	1,343
<b>2017-18</b>	17	64	60	69	65	87	94	83	75	103	136	169	156	139	0	717	600	1,317

**HISTORICAL ENROLLMENT BY RACE**



**Table A13**  
**Merchantville School District (PK-8) Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	2 or More Races	%	Minority Total	Minority %
<b>2007-08</b>	203	57.18%	79	22.25%	63	17.75%	0	0.00%	10	2.82%	0	0.00%	152	42.82%
<b>2008-09</b>	201	54.77%	84	22.89%	61	16.62%	0	0.00%	11	3.00%	10	2.72%	166	45.23%
<b>2009-10</b>	187	51.94%	96	26.67%	53	14.72%	0	0.00%	11	3.06%	13	3.61%	173	48.06%
<b>2010-11</b>	185	57.45%	77	23.91%	46	14.29%	0	0.00%	13	4.04%	1	0.31%	137	42.55%
<b>2011-12</b>	209	57.26%	76	20.82%	65	17.81%	0	0.00%	14	3.84%	1	0.27%	156	42.74%
<b>2012-13</b>	216	58.22%	55	14.82%	62	16.71%	1	0.27%	15	4.04%	22	5.93%	155	41.78%

Sources: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Merchantville School District

**Table A14**  
**Pennsauken Public Schools – District Totals (PK-12)**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	1061	19.06%	2052	36.85%	1963	35.26%	6	0.11%	486	8.73%	5,568	4,507	80.94%
<b>2008-09</b>	970	17.77%	1969	36.07%	1985	36.36%	7	0.13%	528	9.67%	5,459	4,489	82.23%
<b>2009-10</b>	952	17.25%	1980	35.87%	2013	36.47%	7	0.13%	568	10.29%	5,520	4,568	82.75%
<b>2010-11</b>	904	16.48%	1896	34.55%	2103	38.33%	8	0.15%	576	10.50%	5,487	4,583	83.52%
<b>2011-12</b>	853	15.79%	1827	33.82%	2126	39.36%	7	0.13%	589	10.90%	5,402	4,549	84.21%
<b>2012-13</b>	803	15.34%	1755	33.53%	2085	39.84%	3	0.06%	588	11.23%	5,234	4,431	84.66%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A15**  
**Pennsauken Public Schools – District Totals (PK-8)**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	720	18.73%	1343	34.94%	1401	36.45%	6	0.16%	374	9.73%	3,844	3,124	81.27%
<b>2008-09</b>	699	18.12%	1315	34.09%	1443	37.41%	6	0.16%	394	10.22%	3,857	3,158	81.88%
<b>2009-10</b>	675	17.27%	1332	34.08%	1481	37.89%	7	0.18%	414	10.59%	3,909	3,234	82.73%
<b>2010-11</b>	632	16.13%	1284	32.78%	1581	40.36%	7	0.18%	413	10.54%	3,917	3,285	83.87%
<b>2011-12</b>	593	15.49%	1228	32.07%	1597	41.71%	6	0.16%	405	10.58%	3,829	3,236	84.51%
<b>2012-13</b>	551	14.67%	1212	32.26%	1574	41.90%	3	0.08%	417	11.10%	3,757	3,206	85.33%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A16**  
**Pennsauken Public Schools – A. E. Burling School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	19	16.52%	34	29.57%	55	47.83%	0	0.00%	7	6.09%	115	96	83.48%
<b>2008-09</b>	19	15.32%	41	33.06%	55	44.35%	0	0.00%	9	7.26%	124	105	84.68%
<b>2009-10</b>	18	14.63%	45	36.59%	52	42.28%	0	0.00%	8	6.50%	123	105	85.37%
<b>2010-11</b>	19	14.39%	49	37.12%	56	42.42%	0	0.00%	8	6.06%	132	113	85.61%
<b>2011-12</b>	16	12.80%	47	37.60%	57	45.60%	0	0.00%	5	4.00%	125	109	87.20%
<b>2012-13</b>	14	11.57%	49	40.50%	50	41.32%	0	0.00%	8	6.61%	121	107	88.43%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A17**  
**Pennsauken Public Schools – Baldwin Elementary School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	23	25.27%	20	21.98%	35	38.46%	0	0.00%	13	14.29%	91	68	74.73%
<b>2008-09</b>	34	28.33%	22	18.33%	41	34.17%	0	0.00%	23	19.17%	120	86	71.67%
<b>2009-10</b>	38	27.94%	36	26.47%	46	33.82%	0	0.00%	16	11.76%	136	98	72.06%
<b>2010-11</b>	25	19.69%	27	21.26%	57	44.88%	0	0.00%	18	14.17%	127	102	80.31%
<b>2011-12</b>	17	16.50%	29	28.16%	43	41.75%	0	0.00%	14	13.59%	103	86	83.50%
<b>2012-13</b>	23	18.85%	26	21.31%	50	40.98%	0	0.00%	23	18.85%	122	99	81.15%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A18**  
**Pennsauken Public Schools – Benjamin Franklin Elementary School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	110	25.82%	141	33.10%	139	32.63%	2	0.47%	34	7.98%	426	316	74.18%
<b>2008-09</b>	101	24.75%	125	30.64%	147	36.03%	1	0.25%	34	8.33%	408	307	75.25%
<b>2009-10</b>	91	21.72%	139	33.17%	159	37.95%	1	0.24%	29	6.92%	419	328	78.28%
<b>2010-11</b>	95	21.30%	150	33.63%	171	38.34%	2	0.45%	28	6.28%	446	351	78.70%
<b>2011-12</b>	93	21.28%	125	28.60%	189	43.25%	2	0.46%	28	6.41%	437	344	78.72%
<b>2012-13</b>	83	18.91%	129	29.38%	194	44.19%	2	0.46%	31	7.06%	439	356	81.09%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A19**  
**Pennsauken Public Schools – Central Elementary School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year <sup>1</sup>	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2009-10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2010-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: <sup>1</sup>School closed after 2006-07 school year

**Table A20**  
**Pennsauken Public Schools – Delair Elementary School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2007-08	72	19.67%	141	38.52%	147	40.16%	0	0.00%	6	1.64%	366	294	80.33%
2008-09	71	17.93%	147	37.12%	162	40.91%	1	0.25%	15	3.79%	396	325	82.07%
2009-10	69	18.45%	130	34.76%	156	41.71%	0	0.00%	19	5.08%	374	305	81.55%
2010-11	78	19.65%	126	31.74%	170	42.82%	0	0.00%	23	5.79%	397	319	80.35%
2011-12	73	17.46%	130	31.10%	187	44.74%	0	0.00%	28	6.70%	418	345	82.54%
2012-13	73	18.43%	140	35.35%	159	40.15%	0	0.00%	24	6.06%	396	323	81.57%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A21**  
Pennsauken Public Schools – G. H. Carson Elementary School  
Enrollment by Race from 2007-08 to 2012-13

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2007-08	45	12.82%	114	32.48%	136	38.75%	0	0.00%	56	15.95%	351	306	87.18%
2008-09	41	11.45%	93	25.98%	158	44.13%	0	0.00%	66	18.44%	358	317	88.55%
2009-10	38	10.33%	113	30.71%	146	39.67%	1	0.27%	70	19.02%	368	330	89.67%
2010-11	40	10.20%	131	33.42%	152	38.78%	1	0.26%	68	17.35%	392	352	89.80%
2011-12	35	9.86%	106	29.86%	143	40.28%	1	0.28%	70	19.72%	355	320	90.14%
2012-13	26	7.65%	103	30.29%	139	40.88%	1	0.29%	71	20.88%	340	314	92.35%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A22**  
Pennsauken Public Schools – George B. Fine School  
Enrollment by Race from 2007-08 to 2012-13

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2007-08	98	29.43%	89	26.73%	105	31.53%	0	0.00%	41	12.31%	333	235	70.57%
2008-09	97	30.03%	99	30.65%	93	28.79%	1	0.31%	33	10.22%	323	226	69.97%
2009-10	86	24.78%	88	25.36%	126	36.31%	2	0.58%	45	12.97%	347	261	75.22%
2010-11	84	23.73%	100	28.25%	138	38.98%	1	0.28%	31	8.76%	354	270	76.27%
2011-12	77	24.37%	81	25.63%	125	39.56%	0	0.00%	33	10.44%	316	239	75.63%
2012-13	72	21.88%	87	26.44%	137	41.64%	0	0.00%	33	10.03%	329	257	78.12%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A23**  
**Pennsauken Public Schools – Longfellow Elementary School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2007-08	33	13.10%	79	31.35%	111	44.05%	3	1.19%	26	10.32%	252	219	86.90%
2008-09	24	82.00%	82	31.54%	120	46.15%	3	1.15%	31	11.92%	260	236	90.77%
2009-10	25	9.65%	99	38.22%	102	39.38%	3	1.16%	30	11.58%	259	234	90.35%
2010-11	21	8.61%	85	34.84%	90	36.89%	3	1.23%	45	18.44%	244	223	91.39%
2011-12	16	6.20%	89	34.50%	104	40.31%	0	0.00%	49	18.99%	258	242	93.80%
2012-13	13	5.24%	95	38.31%	100	40.32%	0	0.00%	40	16.13%	248	235	94.76%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A24**  
**Pennsauken Public Schools – Roosevelt Elementary School**  
**Enrollment by Race for from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
2007-08	34	16.50%	64	31.07%	78	37.86%	0	0.00%	30	14.56%	206	172	83.50%
2008-09	27	13.50%	70	35.00%	77	38.50%	0	0.00%	26	13.00%	200	173	86.50%
2009-10	21	10.14%	61	29.47%	85	41.06%	0	0.00%	40	19.32%	207	186	89.86%
2010-11	22	11.46%	47	24.48%	84	43.75%	0	0.00%	39	20.31%	192	170	88.54%
2011-12	21	11.73%	49	27.37%	73	40.78%	0	0.00%	36	20.11%	179	158	88.27%
2012-13	22	12.36%	48	26.97%	73	41.01%	0	0.00%	35	19.66%	178	156	87.64%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A25**  
**Pennsauken Public Schools – Pennsauken Intermediate School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	146	18.27%	290	36.30%	295	36.92%	0	0.00%	68	8.51%	799	653	81.73%
<b>2008-09</b>	130	16.73%	285	36.68%	284	36.55%	0	0.00%	78	10.04%	777	647	83.27%
<b>2009-10</b>	155	18.74%	289	34.95%	307	37.12%	0	0.00%	76	9.19%	827	672	81.26%
<b>2010-11</b>	122	15.21%	262	32.67%	347	43.27%	0	0.00%	71	8.85%	802	680	84.79%
<b>2011-12</b>	112	13.68%	280	34.19%	349	42.61%	3	0.37%	75	9.16%	819	707	86.32%
<b>2012-13</b>	110	13.98%	276	35.07%	318	40.41%	0	0.00%	83	10.55%	787	677	86.02%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A26**  
**Pennsauken Public Schools – Howard M. Phifer Middle School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	140	15.47%	371	40.99%	300	33.15%	1	0.11%	93	10.28%	905	765	84.53%
<b>2008-09</b>	155	17.40%	351	39.39%	306	34.34%	0	0.00%	79	8.87%	891	736	82.60%
<b>2009-10</b>	134	15.80%	332	39.15%	302	35.61%	0	0.00%	80	9.43%	848	714	84.20%
<b>2010-11</b>	126	15.16%	307	36.94%	316	38.03%	0	0.00%	82	9.87%	831	705	84.84%
<b>2011-12</b>	133	16.24%	292	35.65%	327	39.93%	0	0.00%	67	8.18%	819	686	83.76%
<b>2012-13</b>	115	14.43%	259	32.50%	354	44.42%	0	0.00%	69	8.66%	797	682	85.57%

Sources: Data provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Pennsauken Public Schools

**Table A27**  
**Haddon Heights School District – District Totals (PK-12)**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
2007-08	1059.5	80.91%	211	16.11%	28	2.14%	0	0.00%	11	0.84%	0	0.00%	1,309.5	250	19.09%
2008-09	1078	79.85%	218	16.15%	31	2.30%	0	0.00%	13	0.96%	10	0.74%	1,350	272	20.15%
2009-10	1105	78.48%	237	16.83%	34	2.41%	0	0.00%	23	1.63%	9	0.64%	1,408	303	21.52%
2010-11	1061	79.54%	195	14.62%	30	2.25%	0	0.00%	33	2.47%	15	1.12%	1,334	273	20.46%
2011-12	1078	80.81%	180	13.49%	28	2.10%	0	0.00%	30	2.25%	18	1.35%	1,334	256	19.19%
2012-13	935	80.12%	147	12.60%	23	1.97%	0	0.00%	26	2.23%	36	3.08%	1,167	232	19.88%

Sources: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Haddon Heights School District

**Table A28**  
**Haddon Heights School District – Glenview Elementary School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
2007-08	176	94.62%	6	3.23%	0	0.00%	0	0.00%	4	2.15%	0	0.00%	186	10	5.38%
2008-09	197	91.20%	11	5.09%	2	0.93%	0	0.00%	2	0.93%	4	1.85%	216	19	8.80%
2009-10	188	89.95%	13	6.22%	3	1.44%	0	0.00%	4	1.91%	1	0.48%	209	21	10.05%
2010-11	169	87.11%	11	5.67%	6	3.09%	0	0.00%	3	1.55%	5	2.58%	194	25	12.89%
2011-12	188	89.10%	11	5.21%	4	1.90%	0	0.00%	3	1.42%	5	2.37%	211	23	10.90%
2012-13 <sup>1</sup>	56	87.50%	3	4.69%	0	0.00%	0	0.00%	2	3.13%	3	4.69%	215	8	12.50%

Sources: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Haddon Heights School District

Note: <sup>1</sup>The race of 156 students was not identified.



**Table A29**  
**Haddon Heights School District – Atlantic Avenue Elementary School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	129.5	91.52%	6	4.24%	2	1.41%	0	0.00%	4	2.83%	0	0.00%	141.5	12	8.48%
<b>2008-09</b>	139	92.67%	3	2.00%	3	2.00%	0	0.00%	5	3.33%	0	0.00%	150	11	7.33%
<b>2009-10</b>	158	94.61%	0	0.00%	3	1.80%	0	0.00%	4	2.40%	2	1.20%	167	9	5.39%
<b>2010-11</b>	158	90.29%	3	1.71%	4	2.29%	0	0.00%	7	4.00%	3	1.71%	175	17	9.71%
<b>2011-12</b>	155	93.37%	2	1.20%	3	1.81%	0	0.00%	5	3.01%	1	0.60%	166	11	6.63%
<b>2012-13<sup>1</sup></b>	149	90.30%	1	0.61%	4	2.42%	0	0.00%	6	3.64%	5	3.03%	172	16	9.70%

Sources: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Haddon Heights School District

Note: <sup>1</sup>The race of 7 students was not identified.

**Table A30**  
**Haddon Heights School District – Seventh Avenue Elementary School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	112	92.56%	5	4.13%	3	2.48%	0	0.00%	1	0.83%	0	0.00%	121	9	7.44%
<b>2008-09</b>	110	88.71%	4	3.23%	2	1.61%	0	0.00%	2	1.61%	6	4.84%	124	14	11.29%
<b>2009-10</b>	114	85.71%	3	2.26%	6	4.51%	0	0.00%	5	3.76%	5	3.76%	133	19	14.29%
<b>2010-11</b>	116	87.22%	3	2.26%	4	3.01%	0	0.00%	7	5.26%	3	2.26%	133	17	12.78%
<b>2011-12</b>	121	90.98%	5	3.76%	1	0.75%	0	0.00%	3	2.26%	3	2.26%	133	12	9.02%
<b>2012-13</b>	120	94.49%	3	2.36%	0	0.00%	0	0.00%	1	0.79%	3	2.36%	127	3	5.51%

Sources: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Haddon Heights School District

**Table A31**  
**Haddon Heights School District – Haddon Heights Junior/Senior High School**  
**Enrollment by Race from 2007-08 to 2012-13**

Year	White	%	Black	%	Hispanic	%	Native American	%	Asian	%	Two or More Races	%	Total Students	Minority Total	Minority %
<b>2007-08</b>	642	74.56%	194	22.53%	23	2.67%	0	0.00%	2	0.23%	0	0.00%	861	219	25.44%
<b>2008-09</b>	632	73.49%	200	23.26%	24	2.79%	0	0.00%	4	0.47%	0	0.00%	860	228	26.51%
<b>2009-10</b>	645	71.75%	221	24.58%	22	2.45%	0	0.00%	10	1.11%	1	0.11%	899	254	28.25%
<b>2010-11</b>	618	74.28%	178	21.39%	16	1.92%	0	0.00%	16	1.92%	4	0.48%	832	214	25.72%
<b>2011-12</b>	614	74.51%	162	19.66%	20	2.43%	0	0.00%	19	2.31%	9	1.09%	824	210	25.49%
<b>2012-13</b>	610	75.22%	140	17.26%	19	2.34%	0	0.00%	17	2.10%	25	3.08%	811	201	24.78%

Sources: New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and the Haddon Heights School District

**NJASK**

Table A32 displays the results of the grade six language arts literacy assessment for the total district population. As compared to the previous analysis in the initial feasibility study, there is a continued trend wherein Haddon Heights exceeded the required 86% of proficient and advanced proficient students while Barrington, Lawnside, Pennsauken, and now Merchantville did not. In this area, Merchantville students scored higher than Pennsauken and Lawnside students. Merchantville students outscored Pennsauken students in this area by 5.5 percentage points.

**Table A32**  
**New Jersey Assessment of Skills and Knowledge**  
**Language Arts Grade Six**  
**District Total Population**

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	66	48.5	51.5	0.0
	2009	71	25.4	70.4	4.2
	2010	57	33.3	61.4	5.3
	2011	61	27.9	68.9	3.3
Haddon Heights	2008	56	28.6	67.9	3.6
	2009	84	17.9	67.9	14.3
	2010	71	15.5	70.4	14.1
	2011	72	11.1	83.3	5.6
Lawnside	2008	30	66.7	33.3	0.0
	2009	31	58.1	41.9	0.0
	2010	26	53.8	46.2	0
	2011	29	58.6	41.4	0
Merchantville	2008	40	47.5	52.5	0.0
	2009	41	34.1	63.4	2.4
	2010	36	25.0	75.0	0.0
	2011	30	40	56.7	3.3
Pennsauken	2008	412	63.6	35.7	0.7
	2009	385	46.5	50.9	2.6
	2010	400	48.8	47.5	3.8
	2011	391	45.5	51.9	2.6
State	2008	102,146	42.9	54.8	2.4
	2009	102,432	30.2	62.6	7.2
	2010	102,281	34.5	57.9	7.6
	2011	102,611	33	59.7	7.3

Source: NJ DOE data

Table A33 displays the results of the grade six mathematics assessment for the total district population. As compared to the 2010 results, only Barrington and Haddon Heights exceeded the required 80% of proficient and advanced proficient students while Lawnside, and now Merchantville and Pennsauken did not.

**Table A33**  
**New Jersey Assessment of Skills and Knowledge**  
**Mathematics Grade Six**  
**District Total Population**

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	66	25.8	59.1	15.2
	2009	71	26.8	53.5	19.7
	2010	57	15.8	59.6	24.6
	2011	61	16.4	57.4	26.2
Haddon Heights	2008	56	12.5	48.2	39.3
	2009	84	15.5	29.8	54.8
	2010	72	13.9	55.6	30.6
	2011	72	4.2	47.2	48.6
Lawnside	2008	31	58.1	38.7	3.2
	2009	31	38.7	45.2	16.1
	2010	26	53.8	34.6	11.5
	2011	29	27.6	65.5	6.9
Merchantville	2008	40	42.5	40.0	17.5
	2009	41	34.1	51.2	14.6
	2010	36	19.4	69.4	11.1
	2011	30	30	56.7	13.3
Pennsauken	2008	418	33.0	55.7	11.2
	2009	385	38.2	48.8	13.0
	2010	402	32.8	52.7	14.4
	2011	393	22.1	55.2	22.6
State	2008	102,571	28.0	52.0	20.0
	2009	102,643	29.1	45.6	25.3
	2010	102,558	27.9	48.5	23.6
	2011	102,913	22.4	49.9	27.7

Source: NJ DOE data

Table A34 displays the results of the grade seven Language Arts Literacy assessment for the total district population. As compared to the 2010 results, none of the selected school district achieved the required 86% proficient and advanced proficient students in 2011. However, Haddon Heights and Barrington had more students to achieve proficiency on the exam as compared to the State average. Merchantville students outscored Pennsauken students in this area by 8.9 percentage points.

**Table A34**  
**New Jersey Assessment of Skills and Knowledge**  
**Language Arts Grade Seven**  
**District Total Population**

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	73	31.5	52.1	16.4
	2009	62	17.7	67.7	14.5
	2010	72	25	61.1	13.9
	2011	61	32.8	62.3	4.9
Haddon Heights	2008	67	6.0	74.6	19.4
	2009	61	18.0	55.7	26.2
	2010	85	17.6	63.5	18.8
	2011	72	30.6	55.6	13.9
Lawnside	2008	43	65.1	34.9	0.0
	2009	34	50.0	47.1	2.9
	2010	28	60.7	39.3	0
	2011	28	64.3	35.7	0
Merchantville	2008	33	36.4	54.5	9.1
	2009	38	50.0	34.2	15.8
	2010	36	30.6	66.7	2.8
	2011	37	40.5	54.1	5.4
Pennsauken	2008	450	44.7	51.6	3.8
	2009	444	40.8	52.0	7.2
	2010	415	44.3	48.7	7
	2011	417	49.4	44.4	6.2
State	2008	103,995	29.7	55.7	14.7
	2009	102,905	28.1	53.7	18.2
	2010	102,516	30.5	51.9	17.6
	2011	102,681	36.3	51.3	12.4

Source: NJ DOE data

Table A35 displays the results of the grade seven mathematics assessment for the total district population. In 2010, Barrington and Haddon Heights exceeded the required level for proficiency, however, in 2011, only Haddon Heights exceeded the required 80% of proficient and advanced proficient students while Merchantville, Lawnside, Pennsauken, and now Barrington did not.

**Table A35**  
**New Jersey Assessment of Skills and Knowledge**  
**Mathematics Grade Seven**  
**District Total Population**

<b>District Name</b>	<b>Year</b>	<b>Total Valid Scores</b>	<b>Percent Partially Proficient</b>	<b>Percent Proficient</b>	<b>Percent Advanced Proficient</b>
<b>Barrington</b>	2008	73	34.2	39.7	26.0
	2009	62	30.6	38.7	30.6
	2010	72	23.6	48.6	27.8
	2011	61	21.3	49.2	29.5
<b>Haddon Heights</b>	2008	67	25.4	56.7	17.9
	2009	61	23.0	47.5	29.5
	2010	85	20	42.4	37.6
	2011	72	16.7	54.2	29.2
<b>Lawnside</b>	2008	43	44.2	51.2	4.7
	2009	34	64.7	35.3	0.0
	2010	28	46.4	46.4	7.1
	2011	28	64.3	25	10.7
<b>Merchantville</b>	2008	33	51.5	36.4	12.1
	2009	38	60.5	23.7	15.8
	2010	36	44.4	38.9	16.7
	2011	37	54.1	29.7	16.2
<b>Pennsauken</b>	2008	448	48.2	42.9	8.9
	2009	443	49.9	38.6	11.5
	2010	415	44.8	44.6	10.6
	2011	418	38.3	46.7	15.1
<b>State</b>	2008	104,393	35.7	44.5	19.8
	2009	103,173	33.7	42.6	23.7
	2010	102,752	35.4	40.1	24.5
	2011	102,895	34	41.6	24.4

Source: NJ DOE data

Table A36 displays the results of the grade eight Language Arts Literacy assessment for the total district population. As compared to the 2010 results, only Haddon Heights exceeded the required 86% of proficient and advanced proficient students, whereas Barrington and Merchantville did not achieve this mark in 2011. However, Merchantville students outscored Pennsauken students in this area by 17 percentage points. Again, Pennsauken and Lawnside did not achieve the required proficiency level for AYP.

**Table A36**  
**New Jersey Assessment of Skills and Knowledge**  
**Language Arts Grade Eight**  
**District Total Population**

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
<b>Barrington</b>	2008	61	11.5	88.5	0.0
	2009	70	15.7	80.0	4.3
	2010	62	8.1	82.3	9.7
	2011	78	17.9	71.8	10.3
<b>Haddon Heights</b>	2008	68	8.8	79.4	11.8
	2009	65	1.5	83.1	15.4
	2010	56	5.4	71.4	23.2
	2011	85	7.1	65.9	27.1
<b>Lawnside</b>	2008	44	31.8	68.2	0.0
	2009	46	37.0	63.0	0.0
	2010	30	36.7	63.3	0.0
	2011	28	42.9	57.1	0.0
<b>Merchantville</b>	2008	38	15.8	81.6	2.6
	2009	33	18.2	78.8	3.0
	2010	34	23.5	64.7	11.8
	2011	32	18.8	75	6.3
<b>Pennsauken</b>	2008	445	36.4	60.4	3.1
	2009	443	32.1	64.3	3.6
	2010	436	44.3	39.2	16.5
	2011	415	35.7	46	18.3
<b>State</b>	2008	104,423	18.9	69.7	11.4
	2009	104,439	18.1	70.9	11.1
	2010	102,168	17.1	64.4	18.5
	2011	102,347	17.4	63.3	19.3

Source: NJ DOE data



Table A37 displays the results of the grade eight mathematics assessment for the total district population. As compared to the 2010 results, only Haddon Heights exceeded the required 80% of proficient and advanced proficient students, whereas Barrington and Merchantville did not in 2011. Again, Lawnside and Pennsauken did not achieve the requisite level of proficiency in 2011.

**Table A37**  
**New Jersey Assessment of Skills and Knowledge**  
**Mathematics Grade Eight**  
**District Total Population**

District Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Barrington	2008	61	16.4	70.5	13.1
	2009	70	20.0	44.3	35.7
	2010	62	25.8	32.3	41.9
	2011	78	29.5	43.6	26.9
Haddon Heights	2008	68	8.8	52.9	38.2
	2009	65	13.8	53.8	32.3
	2010	57	17.5	40.4	42.1
	2011	85	10.6	37.6	51.8
Lawnside	2008	45	53.3	31.1	15.6
	2009	46	45.7	43.5	10.9
	2010	29	58.6	37.9	3.4
	2011	28	39.3	46.4	14.3
Merchantville	2008	37	40.5	40.5	18.9
	2009	33	36.4	51.5	12.1
	2010	34	35.3	38.2	26.5
	2011	32	46.9	37.5	15.6
Pennsauken	2008	445	38.0	47.9	14.2
	2009	442	39.8	44.6	15.6
	2010	436	44.3	39.2	16.5
	2011	415	35.7	46	18.3
State	2008	104,564	32.6	42.6	24.8
	2009	104,451	28.8	41.7	29.5
	2010	102,161	31	39.7	29.3
	2011	102,420	28	41.3	30.6

Source: NJ DOE data

## HSPA DATA

**Table A38**  
**High School Proficiency Assessment**  
**Language Arts (Total Population)**

School Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient
Pennsauken High School	2008	455	34.1	61.3	4.6
	2009	418	33.0	64.1	2.9
	2010	366	27.9	67.2	4.9
	2011	407	20.4	74.9	4.7
Haddon Heights High School	2008	182	17.0	72.5	10.4
	2009	187	11.8	72.7	15.5
	2010	188	11.2	75	13.8
	2011	167	7.2	80.2	12.6
District Factor Group CD	2008	8,188	20.6	73.0	6.4
	2009	8,139	19.6	72.9	7.4
	2010	8,089	14.2	75	10.8
	2011	7,968	11.8	76.4	11.8
District Factor Group GH	2008	18,232	9.7	74.3	16.0
	2009	18,125	8.6	74.8	16.6
	2010	18,132	5.9	70.7	23.4
	2011	17,704	4.9	68.8	26.3
Statewide results	2008	98,056	17.2	70.6	12.2
	2009	97,300	16.4	70.2	13.4
	2010	96,582	12	69.3	18.7
	2011	95,470	9.7	69.3	21.1

Source: NJ DOE data

**Table A39**  
**High School Proficiency Assessment**  
**Mathematics (Total Population)**

School Name	Year	Total Valid Scores	Percent Partially Proficient	Percent Proficient	Percent Advanced Proficient	
Pennsauken High School	2008	452	43.8	46.9	9.3	
	2009	408	49.3	42.4	8.3	
	2010	361	38.5	51.2	10.2	
	2011	408	36	53.2	10.8	
Haddon Heights High School	2008	182	26.9	59.3	13.7	
	2009	186	26.3	59.1	14.5	
	2010	188	25.5	52.1	22.3	
	2011	166	14.5	64.5	21.1	
District Factor Group CD	2008	8,164	30.6	56.7	12.7	
	2009	8,106	33.5	53.8	12.7	
	2010	8,076	30.2	56.5	13.4	
	2011	7,960	29.6	55.4	15	
District Factor Group GH	2008	18,243	15.9	53.8	30.4	
	2009	18,099	16.9	52.6	30.4	
	2010	18,121	16.2	52.9	31	
	2011	17,670	14.9	53	32.1	
Statewide results	2008	97,985	25.2	51.4	23.4	
	2009	97,030	27.2	49.7	23.0	
	2010	96,761	25	50.7	24.3	
	2011	95,364	24	50.4	25.6	

Source: NJ DOE data

## **BUDGET ANALYSIS**

TABLE A40

Budget Category	Account	2010 - 2011 Expenditures	2011 - 2012 Revised Appropriations	2012 - 2013 Appropriations (Status Quo)	Possible Budget Adjustments for the loss of Merchantville Students	2012 - 2013 Possible Adjusted Appropriations
<b>GENERAL CURRENT EXPENSE</b>						
Regular Programs	11-1XX-100-XXX	\$23,520,545	\$24,060,742	\$26,235,656	\$165,000	\$26,070,656
Special Education	11-2XX-100-XXX	\$6,209,800	\$6,629,853	\$7,175,007	\$35,000	\$7,140,007
Basic Skills/Remedial	11-230-100-XXX		\$124,000	\$226,169		\$226,169
Bilingual Education	11-240-100-XXX	\$364,674	\$337,006	\$409,411		\$409,411
School-Spon. Co/Extra-Curr. Activities	11-401-100-XXX	\$275,982	\$239,534	\$293,510		\$293,510
School Sponsored Athletics	11-402-100-XXX	\$503,044	\$564,365	\$570,107		\$570,107
Summer School	11-422-XXX-XXX	\$198,370	\$179,634	\$206,000		\$206,000
Alternative Education Programs-- Instructional Support Services	11-423-XXX-XXX	\$192,331	\$199,700	\$321,934		\$321,934
Tuition	11-000-100-XXX	\$6,340,680	\$6,866,461	\$7,105,760		\$7,105,760
Attendance and Social Worker Services	11-000-211-XXX	\$89,592	\$93,993	\$96,768		\$96,768
Health Services	11-000-213-XXX	\$894,543	\$879,666	\$918,839		\$918,839
Speech, OT, PT, Related & Extraordinary Services	11-000-216, 217	\$1,329,525	\$1,473,800	\$1,653,076	\$8,300	\$1,644,776
Guidance	11-000-218-XXX	\$1,361,809	\$1,437,062	\$1,514,093		\$1,514,093
Child Study Teams	11-000-219-XXX	\$1,500,638	\$1,527,472	\$1,688,329		\$1,688,329
Improvement of Instructional Services	11-000-221-XXX	\$506,660	\$546,387	\$578,795		\$578,795
Educational Media Services - School Library	11-000-222-XXX	\$503,105	\$528,826	\$501,641		\$501,641
Instructional Staff Training Services	11-000-223-XXX	\$10,578	\$54,500	\$179,000		\$179,000
General Administration	11-000-230-XXX	\$1,237,028	\$1,517,975	\$1,418,706		\$1,418,706
School Administration	11-000-240-XXX	\$2,664,395	\$2,834,034	\$2,766,452		\$2,766,452

Central Services and Admin. Info Technology	11-000-25X-XXX	\$1,489,059	\$1,745,848	\$1,867,241	\$9,300	\$1,857,941
Operation and Maintenance of Plant Services	11-000-26X-XXX	\$7,740,014	\$8,355,952	\$8,608,009	\$43,000	\$8,565,009
Student Transportation Services	11-000-270-XXX	\$4,068,101	\$4,472,815	\$4,541,483		\$4,541,483
Interest Earned on Current Expense Emergency Res	10-607	\$8,650				\$0
Personal Services - Employee Benefits	11-XXX-XXX-XXX	\$16,350,218	\$18,820,282	\$19,525,967		\$19,525,967
Total Support Services Expenditures		\$46,085,945	\$51,155,073	\$52,964,159		\$52,964,159
						\$0
<b>TOTAL GENERAL CURRENT EXPENSES</b>		\$77,359,341	\$83,489,907	\$88,401,953	\$260,600	\$88,141,353
<b>CAPITAL EXPENDITURES</b>						
Interest Earned on Capital Reserve	10-604	\$70,859				\$0
Equipment	12-XXX-XXX-73X	\$42,780	\$609,000	\$649,515		\$649,515
Facilities Acquisition and Construction Services	12-000-4XX-XXX		\$4,550,000	\$1,984,361		\$1,984,361
<b>TOTAL CAPITAL EXPENDITURES</b>		\$113,639	\$5,159,000	\$2,633,876		\$2,633,876
Transfer of Funds to Charter Schools	10-000-100-56X	\$1,579,217	\$1,776,000	\$1,840,619		\$1,840,619
<b>OPERATING BUDGET GRAND TOTAL</b>		\$79,052,197	\$90,424,907	\$92,876,448		\$92,876,448