

A FEASIBILITY STUDY ON THE TERMINATION

OF THE SENDING-RECEIVING AGREEMENT

BETWEEN THE

LEBANON BOROUGH BOARD OF EDUCATION

AND THE

CLINTON TOWNSHIP BOARD OF EDUCATION

BY

PULEIO AND STRIMPLE ASSOCIATES, LLC

AND

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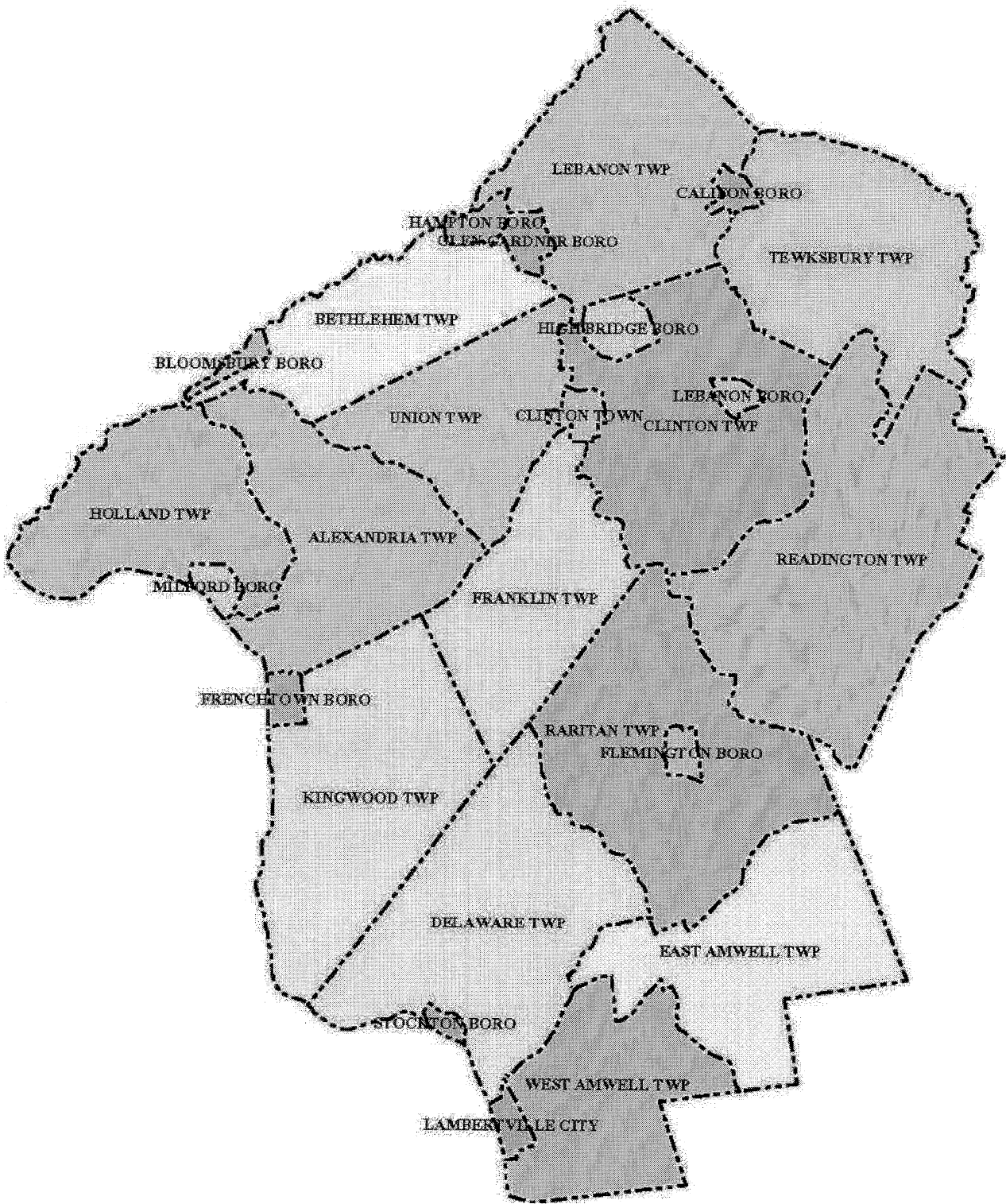
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Map of Hunterdon County



I. EXECUTIVE SUMMARY

N.J.S.A. 18A:38-13 and N.J.S.A. 18A:38-21 establish the guidelines which school districts must follow when pursuing the dissolution of a sending/receiving relationship between two districts. This report follows those guidelines that specify a study must be completed that analyzes the educational, racial and financial impacts on the districts involved. In this instance, the districts are the Lebanon Borough Board of Education, the Clinton Township Board of Education and the Clinton-Glen Gardner Board of Education. The New Jersey Administrative Code 6A:3-6.1 provides further guidance for the application for termination in a sending/receiving arrangement.

Having completed the required analysis the consultants conclude:

Educational Impact

In reviewing the available data, interviewing district staff and examining the curricular and co-curricular offerings of both school districts, the authors of this study conclude that there would be *no substantial negative educational impact* on the 7th and 8th grade students of Lebanon Borough Board of Education should they attend Clinton Public School rather than Clinton Township Middle School. Both schools offer a comprehensive curriculum to meet the needs of the Lebanon students.

The authors further conclude that there would be no substantial negative impact on the students of the Clinton Township Middle School should the current sending/receiving relationship with the Lebanon Borough Board of Education be terminated.

Racial Impact

Furthermore, the authors conclude that the withdrawal of Lebanon Borough Board of Education students from Clinton Township Middle School and subsequent enrollment of those students in the Clinton-Glen Gardner School District would result in *no substantial negative impact on the racial balance* of either district.

Financial Impact

The dissolution of the sending/receiving agreement between the Lebanon Borough Board of Education and the Clinton Township Board of Education would have a positive impact on the Lebanon community and could have a positive impact on the Town of Clinton and Glen Gardner Borough should some or all of the tuition revenue be applied to taxes. Lebanon Borough Board of Education tuition would be decreased and Clinton-Glen Gardner's revenue would be increased. However, Clinton Township would see the loss of approximately \$582,523 annually in tuition revenue. It is unlikely that their expenses would decrease significantly with the loss of the 22 to 37 Lebanon Borough students. Under present law a school district is not permitted to increase its tax levy beyond 2% unless the voters authorize the increase. In this case, Clinton Township would have to either cut its budget, utilize banked cap or seek voter approval to increase its tax levy beyond 2%. Regardless, there is *no substantial negative financial impact* on any of the three districts.

II. INTRODUCTION

Prior to 1982, the Lebanon Borough Board of Education had a sending/receiving relationship with the Clinton Public School District. This relationship was ended in 1981. Although inquiries were made of the Lebanon Borough district representatives, the consultants were unable to discern why the agreement was terminated. Upon the termination of the agreement with the Clinton Public School District, the Lebanon Borough Board of Education on June 8, 1981 entered into a new agreement with the Clinton Township School District to educate their 7th and 8th grade students. The agreement included a provision for automatic renewals one year at a time, which has been implemented since 1981. Additionally, there is a provision for termination in the agreement. This provision reads “the Sending District or the Receiving District shall notify the other in writing prior to January 1, of the pertinent year that it desires to terminate the agreement as of June 30, of the pertinent year.” Invoking this provision, on December 20, 2018, the Lebanon Borough Board of Education held a special meeting and unanimously voted to terminate “the Board’s Sending/Receiving Agreement with the Clinton Township Board of Education dated June 8, 1981...” The resolution also authorized the Administration and its professionals to take all appropriate action to terminate the agreement and establish a new sending/receiving agreement with another district.

Prior to this action, the Lebanon Borough Board of Education had been approached by the Clinton-Glen Gardner Board of Education regarding its interest in entering into a sending/receiving contract to educate Lebanon Borough’s 7th and 8th grade students. The Clinton-Glen Gardner Board made a presentation to the Lebanon Board on November 1, 2018. The Board and Administration were favorably impressed by the presentation. The Lebanon Borough Board of Education offered the Clinton Township Board of Education to make a similar presentation, which occurred on December 6, 2018. After the Board reviewed the two presentations they sought input from current 7th and 8th grade parents whose children attend the Clinton Township Schools and discussed their own internal concerns regarding their relationship with the Clinton Township Public School District. Based on this research the Board adopted the termination resolution. (See Appendix E)

Several reasons have been expressed to the consultants as to why the Lebanon Borough Board has taken the action to terminate the contract and move forward with the required feasibility study. Lebanon Borough Board’s concerns are:

- 1) The frequent turnover of the Clinton Township school administration, especially within the business office,
- 2) Lack of communication between the two districts regarding the need for financial information necessary for budgeting and effective fiscal management,
- 3) Tuition increases for Lebanon resulting in tax increases averaging over 4.5% since the 2013-14 school year, while Clinton Township has not raised their taxes to the permitted 2% level,
- 4) Availability and access to professional development and articulation opportunities for Lebanon staff; and
- 5) Adequacy of transition activities for Lebanon’s 6th grade students, offered by Clinton Township, to integrate them into a middle school program.

Through preliminary conversations, the Lebanon Borough Board of Education has been advised by the Clinton-Glen Gardner Board of Education, that if the Lebanon Board of Education is successful in ending its present sending/receiving relationship with the Clinton Township Board of Education,

then the Clinton-Glen Gardner Board of Education would be agreeable to establishing a relationship with them.

Education law is very specific in providing the guidelines that need to be followed when a school district is considering the termination of a sending/receiving relationship. The governing statutes are N.J.S.A. 18A:38-13 and N.J.S.A. 18A:38-21. In preparing this feasibility study the consultants analyzed the educational, financial, and racial impacts of the termination of Lebanon Borough's sending/receiving relationship with the Clinton Township Board of Education and the establishment of a new sending/receiving relationship with the Clinton-Glen Gardner Board of Education.

To assist the Lebanon Borough Board of Education in establishing the basis for the separation from Clinton Township, the Board has engaged Puleio and Strimple Associates, LLC, educational consultants. Assisting them in the feasibility study is Dr. Judith Ferguson of Centennium Consultants, LLC, also an educational consulting firm. Messrs. Puleio and Strimple, retired School Business Administrators, were responsible for the demographic, racial and financial impacts section of the study. Dr. Ferguson, a retired Superintendent, was responsible for the educational impact section.

The consultants interviewed the superintendents of schools and school business administrators of all three districts. The consultants also interviewed representatives at the local government level from the Zoning, Planning Board Departments and the Tax Assessors.

III. COMMUNITY PROFILES

A. Community Descriptions

The information contained in the community descriptions was sourced from Wikipedia.

1. Borough of Lebanon

History

Lebanon, New Jersey is a borough in Hunterdon County. It contains a land area of approximately 0.886 square miles and is completely surrounded by Clinton Township. The Borough was known in the early part of the 19th century as Jacksonville and later as Lebanonville, then Lebanonville Depot and finally as Lebanon.

Lebanon was incorporated as a borough by an act of the New Jersey Legislature on March 26, 1926 from portions of Clinton Township. Additional portions of Clinton Township were annexed in 1962.

The borough is located north of the Round Valley Reservoir, a popular destination for fishing and boating. The community was positively impacted when the Central Railroad of New Jersey built a station there.

According to the census of 2010, the Borough of Lebanon had 1,358 residents. The population density was 1,227.3 people per square mile. The population has doubled since 1960 and according to the estimates of the Census Bureau since 2010 the population of the Borough has increased by 335.

Table 1
Historical Population
for the Borough of Lebanon from 1960-2017

Year	Population	Percent Change
HISTORICAL		
1960	880	N/A
1970	885	0.6%
1980	820	-7.3%
1990	1,036	+26.3%
2000	1,065	+2.8%
2010	1,358	+27.5%
2017	1,693	+24.7%

Source: United States Census Bureau (2010) and 2013-2017 American Community Survey 5 Year Estimates

Government

Lebanon is governed under the Borough form of New Jersey Municipal Government. The Borough Council is comprised of six council members who are elected at large and serve terms of three years on a staggered basis. Two seats come up for election each year. The Mayor is elected by the voters to a four-year term of office. The Borough form of government is a “weak mayor/strong council” government in which council members act as the legislative body with the mayor presiding at meetings and voting only in the event of a tie.

Education

Children attend the Lebanon Borough School for grades PK-6 and then attend Clinton Township Middle School for grades 7-8 as part of a sending/receiving agreement with the Clinton Township Schools. This sending/receiving agreement has been in place since June 8, 1981. According to district representatives, Lebanon Borough 7th and 8th grade students began attending the Clinton Township School District in 1982-83. Lebanon Borough high school students attend North Hunterdon High School.

2. Clinton Township

History

Clinton Township, named for the Governor of New York, DeWitt Clinton, is located in Hunterdon County. According to the United States Census Bureau it contains a land area of 29.876 square miles with an additional 3.947 square miles of water area. Clinton Township was created from portions of Lebanon Township and was incorporated by an act of the New Jersey Legislature on April 12, 1841.

As of the 2010 census, Clinton Township had 13,478 residents. The population density was 451.1 persons per square mile.

Regarding population growth in Clinton Township and as indicated in Table 2 below, the Township experienced its greatest growth from 1970 to 2000. During this time period the population more than doubled, growing from 5,119 residents to 12,957 residents in 2000. During the next decade the Township’s population continued to increase by 4% or 521 residents. Significantly, however, since 2010 the population has declined by an estimated 411 residents.

Table 2
Historical Population
for Clinton Township from 1960-2017

Year	Population	Percent Change
HISTORICAL		
1960	3,770	N/A
1970	5,119	+35.8%
1980	7,345	+43.5%
1990	10,816	+47.3%
2000	12,957	+19.8%
2010	13,478	+4.0%
2017	13,067	-3.0%

Source: United States Census Bureau (2010) and the 2013-2017 American Community Survey 5 Year Estimates

Government

Clinton Township is governed by the Mayor-Council form of Municipal Government, which was created through the Faulkner Act. The government consists of a mayor and a four member township council with all positions elected at-large in partisan elections. The mayor is elected directly by the voters to a three year term of office. Council members serve a term of three years, which are staggered so that two council seats come up for election each year that the mayor’s seat does not.

Education

The Clinton Township School District is a Pre K - 8 school district with approximately 1,204 students, according to the 2018-19 Application for State School aid. These students attend four schools. The District has three elementary schools and a middle school. Presently, Clinton Township receives approximately 24 7th and 8th grade students as part of a sending/receiving relationship with the Lebanon Borough School District. When entering 9th grade, students attend North Hunterdon High School in Annandale.

3. Town of Clinton

History

The Town of Clinton is located in central Hunterdon County on the South Branch of the Raritan River in northwest New Jersey. The town was named for DeWitt Clinton, then Governor of New York, who was recognized for his support behind the building of the Erie Canal.

Clinton was incorporated as a town by an act of the New Jersey Legislature on April 5, 1865 within portions of Clinton, Franklin and Union Townships. It gained full independence from the three townships in 1895.

According to the United States Census Bureau, the town has a total area of 1.417 square miles, including 1.338 square miles of land and 0.079 square miles of water. It serves as a “bedroom community” for commuters working in and around Northern New Jersey and New York City.

The town is best known for two historic mills which sit on opposite banks of the South Branch of the Raritan River.

As of 2010, the Town of Clinton had 2,719 people. The population density was 2,032.6 persons per square mile.

The Town of Clinton experienced significant growth in the 1960’s and in the 1990’s. However, since 2010 the population has decreased by 29 people.

Table 3
Historical Population
for the Town of Clinton from 1960-2017

Year	Population	Percent Change
HISTORICAL		
1960	1,158	N/A
1970	1,742	+50.4%
1980	1,910	+9.6%
1990	2,054	+7.5%
2000	2,632	+28.1%
2010	2,719	+3.3%
2017	2,690	-1.1%

Source: United States Census Bureau (2010) and the 2013-2017 American Community Survey 5 Year Estimate

Government

The Town of Clinton uses the Town form of government with a mayor and a six-member Town Council. The Mayor is directly elected by the voters to a four-year term. Members of the Town Council are elected to three-year terms of office on a staggered basis. The governing body is chosen at-large in partisan elections.

Education

Children from the Town of Clinton attend the Clinton-Glen Gardner School District. There is one school in the district, the Clinton Public School, housing grades Pre-K through 8. Students from Glen Gardner had previously attended Clinton Public School per a sending/receiving relationship. However, Glen Gardner became a non-operating district and the Board voted in November 2009 to change the name to Clinton-Glen Gardner School District. High School students have the option of attending North Hunterdon High School or Voorhees High School.

4. Borough of Glen Gardner

History

The Borough of Glen Gardner, is located at the extreme western border of Lebanon Township in Hunterdon County. It was incorporated as a borough by an act of the New Jersey Legislature on March 26, 1919, from portions of both Lebanon Township and Bethlehem Township. The Legislature's actions were contingent upon the successful passage of a referendum establishing the borough.

Glen Gardner had previously been known as Eveland's Tavern, named after John Eveland, a tavern keeper. The area has also been called Spruce Run Mills and Sodom. The name Glen Gardner became official in 1871 in honor of the Gardner brothers who owned a chair and frame factory in the area.

According to the United States Census Bureau, the town has a total area of 1.524 square miles, all of which is land. The borough borders the Hunterdon County municipalities of Bethlehem Township, Hampton Borough and Lebanon Township.

As of 2010, the Borough of Glen Gardner had 1,704 people, which was a decrease from the year 2000 of 10.4%. The population density was 1,117.8 persons per square mile.

The Borough experienced significant growth between 1980 and 1990 when the population doubled, increasing from 834 residents to 1,665 residents.

Table 4
Historical Population
for the Borough of Glen Gardner from 1960-2017

Year	Population	Percent Change
HISTORICAL		
1960	787	N/A
1970	874	+11.1%
1980	834	-4.6%
1990	1,665	+99.6%
2000	1,902	+14.2%
2010	1,704	-10.4%
2017	1,587	-6.9%

Source: United States Census Bureau (2010) and the 2013-2017 American Community Survey 5 Year Estimate

Government

The Borough of Glen Gardner is governed under the Borough form of New Jersey municipal government. The governing body consists of a Mayor and a Borough Council comprised of six council members. All positions are elected at large in partisan elections. The Mayor's term is for four years and the Council members are elected on rotating basis for three year terms. The Borough form of government, which is the most popular in the state, is a "weak mayor/strong council" government.

Education

Children from the Borough of Glen Gardner attend the Clinton Public School Pre K through 8th grade. The district is officially named the Clinton-Glen Gardner School District. Students from Glen Gardner had previously attended Clinton Public School per a sending/receiving relationship. However, Glen Gardner became a non-operating district and the Board voted in November 2009 to change the name to Clinton-Glen Gardner School District. High School students have the option of attending North Hunterdon High School or Voorhees High School.



B. Demographics of the Communities

In Table 5 below, selected demographic characteristics of the four communities are compared to the 2010 Census and the 2013–2017 American Community Survey (ACS). The ACS is part of the Census Bureau and gathers information over a range of years, as opposed to a specific point in time. Thus the ACS relies on averages and samples which results in margins of error. The ACS data was used for poverty measurements and educational attainment.

According to the 2010 Census, all four communities are predominantly White in their racial make-up. In 2010, Lebanon Borough's White population was 90.1%, Clinton Township's White population was 86.4%, the Town of Clinton was at 89.5% and Glen Gardner was at 94.5%. The largest minority in Lebanon Borough was Asian at 5.2%, while in Clinton Township the largest minority was Black/African American at 6%. In the Town of Clinton the largest minority was Asian at 6.7% and Glen Gardner had Black/African American and Asian each at 1.8%.

All four communities remain predominantly White according to the ACS for the period 2013-2017. Lebanon Borough has increased to 97.5% White, Clinton Township dropped nearly 10% to 76.1% White, the Town of Clinton was at 87.3% and Glen Gardner declined 2.4% to 92.1%.

Table 5 also provides information regarding the median family income. In 2010 Clinton Township had the highest median income at \$147,689; the Town of Clinton is next at \$109,375 followed by Glen Gardner at \$98,693 and Lebanon Borough at \$96,500. The four communities saw their median income increase during the survey years 2013 through 2017.

All four communities' show most of their residents are high school graduates with percentages in the high 90s. Additionally, in 2010, 41.8% of the residents of the Borough of Lebanon had a Bachelor Degree or higher. In Clinton Township the percentage was 55.4% and, in the Town of Clinton, 59.1% had a Bachelor Degree or higher. Glen Gardner's percentage of those with a Bachelor Degree or higher was 39.6%.

1. Borough of Lebanon

Due to the fact that the Borough of Lebanon population is small, statistically, even small changes in numbers will result in significant changes in percentages.

As of the 2010 Census the racial makeup of the Borough was 90.1% White, 1.8% African American and the largest ethnic group was Asian at 5.2%. According to the 2013-2017 ACS, the Borough was 97.5% White, which reflects an increase of 7.4%. African Americans at .8% had decreased by 1% from the 2010 Census. The Asian population as a percentage also decreased, by nearly 4.5% to .7%

The median age in Lebanon Borough increased from 40.2 years in 2010 to 43.7 years during 2013 - 2017. During the same time period, the percentage of people under the age of 18 has decreased from 21.1% to 15.6%, which corresponds to school-age children.

Regarding educational attainment for adults aged 25 and over, 46.5% of the population had a bachelor's degree or higher in the time period 2013-2017 and 98.3% of the population were high school graduates.

The median family income in the Borough, according to the 2010 Census, was \$96,500. About 1.5% of families were below the poverty level and 1.3% of those 18 and under were below the poverty level. According to the 2013–2017 ACS, the median family income in the Borough has increased to \$100,486. Similarly, the poverty level increased for families and those under the age of 18. The median family income during the time period 2013-2017 is nearly \$55,000 less than Clinton Township and nearly \$32,000 less than the Town of Clinton.

2. Clinton Township

Clinton Township's White population in 2010 was 86.4% and during the period 2013-2017 it was 76.1%, representing a decrease of nearly 10%. Its largest minority in 2010 was Black/African American at 6% and according to the ACS it increased to 12.6% of the total population during 2013-2017.

The median age in Clinton Township in 2010 was 40.9 years and during 2013-2017 was 34.4 years. The 18 and under age decreased as a percentage of the total population from 24.1% to 19.1%

According to the 2013-2017 ACS 94.5% of the population were high school graduates or higher and 56.8% of its population had a bachelor's degree or higher.

The median family income increased by approximately \$8,000, from 2010 to 2013-2017. In 2010 the median family income was \$147,689 and according to the ACS 2013-2017 data it was \$155,392. During the time period 2013-2017, 1.4% of the families were below the poverty level and 3.9% of the individuals under the age of 18 were in poverty.

3. Town of Clinton

According to the 2010 Census, 89.5% of the population was White and the next largest percentage of the population are Asian at 6.7%. The percentage of White population declined by 2.2% and the Asian population increased by 3.9% from according to the ACS from 2013-2017.

The median age in 2010 was 39.6 years and increased to 40.8 % from 2013-2017. 26% of its population was under 18 in 2010. From 2013-2017 the population under 18 declined to 23.2%.

The Town of Clinton has 95.7% of its residents with a high school diploma or higher and 54.3% of its population have a bachelor's degree or higher.

Finally, the Town of Clinton's median family income in 2010 was \$109,375. For the period 2013-2017 the median income was estimated at \$132,500. In 2010, 2.6% of its families were below the poverty level which increased to 5.4% for period 2013-2017.

4. Borough of Glen Gardner

In 2010, according to the census of that year, 94.5% of the population was White. During the 2013-2017 time period that percentage declined 2.4% with the White population at 92.1%. The largest minority population during 2013-2017 was Black/African American at 4.5%.

The median age in Glen Gardner in 2010 was 41.6 years, but that increased to 48 years by 2017. In 2010 21.3% of its population was 18 or under and that declined to 17% during the period 2013-2017.

The Borough of Glen Gardner has 95% of its residents with high school diplomas and by 2017 43% of its population held a Bachelor's Degree or higher.

The family median income in 2010 was \$98,693 and for the period 2013-2017 the median family income was estimated at \$100,536.

Table 5
Selected Demographic Characteristics

	Borough of Lebanon		Clinton Township		Town of Clinton		Borough of Glen Gardner	
	2010	2013-2017	2010	2013-2017	2010	2013-2017	2010	2013-2017
Race Origin								
White	90.1%	97.5%	86.4%	76.1%	89.5%	87.3%	94.5%	92.1%
Black/African American	1.8%	0.8%	6.1%	12.6%	1.3%	0.6%	1.8%	4.5%
American Indian/ Alaska Native	0.2%	0.0%	0.2%	0.3%	0.2%	0.0%	0.1%	0.0%
Asian	5.2%	0.7%	3.9%	5.2%	6.7%	10.6%	1.8%	1.0%
Native Hawaiian/ Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Race	0.9%	0.3%	1.8%	3.4%	0.6%	0.4%	0.3%	0.8%
Two or more Races	1.8%	0.6%	1.6%	2.4%	1.7%	1.1%	1.5%	1.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Hispanic Origin	5.0%	6.9%	5.6%	9.7%	6.2%	5.3%	5.3%	8.4%
Age								
Under 18	21.1%	15.6%	24.1%	19.1%	26.0%	23.2%	21.3%	17.0%
18-64	65.7%	66.4%	65.2%	69.5%	62.5%	65.5%	69.9%	69.0%
65 and over	13.2%	18.0%	10.7%	11.4%	11.5%	11.3%	8.8%	14.0%
Median age	40.2 yrs.	43.7 yrs.	40.9 yrs.	34.4 yrs.	39.6 yrs.	40.8 yrs.	41.6 yrs.	48.0 yrs.
Educational Attainment								
High school graduate or higher	96.8%	98.3%	94.9%	94.5%	97.7%	95.7%	95.0%	95.6%
Bachelor's degree or higher	41.8%	46.5%	55.4%	56.8%	59.1%	54.3%	39.6%	43.0%
Income								
Median family income	\$96,500	\$100,486	\$147,689	\$155,392	\$109,375	\$132,500	\$98,693	\$100,536
Percentage of Families Below the Poverty Level	1.5%	3.5%	1.7%	1.4%	2.6%	5.4%	1.2%	1.9%
Percentage of Persons in Poverty under age 18	1.3%	8.7%	3.7%	3.9%	2.0%	2.1%	1.4%	3.8%

Sources: United States Census Bureau (2010), American Community Survey (2006-2010) and (2013-2017)

IV. ENROLLMENT PROJECTIONS

A. Cohort Survival Rate

One of the key elements of this report is the creation of five year enrollment projections for 2019-20 through 2023-24 for the three school districts; Lebanon Borough, Clinton Township, and Clinton-Glen Gardner. The New Jersey Department of Education, Office of School Facilities has approved a methodology called the Standard Cohort-Survival Ratio. Enrollment projections are a necessary tool for this study to determine the impact on facilities, to perform the analysis of cost impact on the three school districts and to determine the racial impact on Clinton Township Middle School and Clinton Public School should Lebanon Borough withdraw their 7th and 8th grade students from Clinton Township Middle School and send them to Clinton Public School.

The Cohort Survival Ratio methodology is premised on the principle that what has occurred in the past is a predictor for the future. In regard to school district enrollment, the notion is that districts can predict future enrollment patterns by examining historical enrollment data. A ratio is created for each grade by comparing the number of students in a particular grade to the number of students who were in the previous grade the previous year. In other words, the methodology tracks the number of children as they move forward in the school district. For instance, a ratio is calculated for the number of students who were in 5th grade and the number of students who move on to 6th grade. A survival ratio is determined if the number of students moving up is stable, in decline or increasing. If there were 200 students in 5th grade and the following year there were 200 students in 6th grade the ratio would be 1.0. However, if in 6th grade the number of students was 100 there would be a ratio below 1.0 or 0.5. Only 50% of the students 'survived'. Conversely, if the number of students entering 6th grade was 300, the ratio would be above 1.0. The survival ratio would be 1.5.

Using the Application for State School Aid (ASSA) enrollment documents obtained from the three school districts, the consultants were able to develop a ratio for each grade for each school. To develop the ratio, they used data collected from the ASSA for school years 2013-2014 through and including school year 2018-2019. A ratio was completed for each year and then an average was computed for each grade. This ratio was then used to project future grade enrollments and specifically future enrollments for the school districts. The ASSA was used to determine enrollments as it is reviewed by district auditors to insure accuracy.

In the Application for State School Aid special education students are not assigned a specific grade. Currently all special education students are categorized as either special education elementary grades K-5 or middle school special education grades 6-8.

B. Births

Similar to the calculation regarding the survival rate of students as they progress from grade to grade, survival rates from birth to kindergarten are calculated and used for projections. Children traditionally enter kindergarten at age 5; thus, the birth to kindergarten survival rate is calculated 5 years after the birth date. For this study, births that occurred in 2008 are reflected in the 2013-14 kindergarten statistics. 2009 births are reflected in the 2014-15 kindergarten statistics and so on.

A survival rate greater than 1.0 indicates that more children are entering kindergarten than were born within the community's boundaries. This could mean that the community is growing with new housing developments and/or that existing housing is turning over to families with pre-school aged children. Conversely, a survival rate less than 1.0 indicates that children born within the community either migrated out or attended another school. Another element that impacts kindergarten attendance is a full day kindergarten program. Districts that offer a half-day program versus a full-day program usually have a birth to kindergarten survival rate below 1.0. Their kindergarten to first grade survival ratio, however, is usually greater than 1.0.

Birth data was derived from the New Jersey Center for Health Statistics (<https://www.doh.state.nj.usdoh-shad/query/result/birth/BirthCnty/Count.html>). The last year that the Center for Health Statistics had data was for 2017. To determine birth data for 2018, the consultants used the average number of births from the five preceding years.

Table 6

Actual Births by Year			
	Borough of	Clinton	Town of Clinton/
Year	Lebanon	Township	Glen Gardner
2008	19	109	49
2009	21	105	55
2010	26	82	45
2011	26	89	54
2012	20	84	45
2013	14	82	35
2014	13	84	42
2015	19	95	34
2016	16	82	35
2017	21	91	34
2018*	17	87	36

*2018 births are the average of the previous five years 2013-2017

C. Historical Enrollment Growth and Projections

1. Lebanon Borough School District

Table 7 depicts the historical elementary enrollment trends for the Lebanon Borough School District. Since the 2013-14 school year, the district as a whole has experienced a modest increase of 17 students when compared to the 2018-19 school year. Additionally, the number of 7th and 8th grade students sent to Clinton Township has ranged from 23 in 2014-15 to as many as 33 students in 2016-17. It should be noted, that these numbers include special education students who are ungraded. During this most recent school year, 2018-19, the district has sent 25 students to Clinton Township. Thus, there have not been significant fluctuations in the number of children that attend Clinton Township Middle School.

The enrollment projections contained in Table 8 show that the number of 7th and 8th grade students will not fluctuate significantly over the five year period 2019-20 through 2023-24. It is projected that in 2020-21 there will be 32 7th and 8th grade students, however, in 2022-23 there will be a low of 17 7th and 8th grade students. The average during this five year time period will be 24 students. Looking closely at the enrollment projections there is an interesting observation. The survival ratio from 6th grade to 7th grade is 1.342, which means more students attend 7th grade than 6th grade.

If Lebanon begins sending its 7th and 8th grade school students to Clinton Public School starting in the 2020-2021 school year, the present 5th grade class, projected at 19 students, would then start the transition process.

Table 7

Lebanon Borough School District Six Year Historical Enrollments							
Year	K-5	6th Grade	7th Grade	8th Grade	Subtotal	SESC*	Total
2013-14	68	6	9	10	93	13	106
2014-15	70	7	10	9	96	13	109
2015-16	66	16	10	12	104	19	123
2016-17	66	11	18	8	103	19	122
2017-18	73	10	12	16	111	13	124
2018-19	66	10	14	11	101	22	123

Source document is included in Appendix A

*Special Education self-contained students grades K-8

Table 8

Lebanon Borough School District Enrollment Projections							
Year	K-5	6th Grade	7th Grade	8th Grade	Subtotal	SESC*	Total
2019-20	59	14	13	13	99	12	111
2020-21	63	6	19	13	101	13	114
2021-22	65	7	8	18	98	12	110
2022-23	67	10	9	8	94	11	105
2023-24	63	14	13	9	99	12	111

Source document is included in Appendix A

*Special Education self-contained students grades K-8

Accounting for the inclusion of ungraded special education students in the enrollment projections is necessary; however, it is problematic due to the fact that they are ungraded and that a student could be classified at any time. For this study's purpose the consultants have taken an average of the number of Lebanon Borough special education students that attended the Clinton Township School District during school years 2013-14 through 2018-19. Refer to Tables 9 & 10 for the calculation of the average number of special education students that are projected for school years 2019-20 through 2023-24 and the projected total number of 7th and 8th grade with special education students for the same time period. The source for these tables is the Lebanon Borough ASSA Reports.

Table 9

Lebanon Borough Special Education Students Sent to Clinton Township								
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	6 Year Average
Special Ed. Students		7	4	10	7	2	0	5

Table 10

Lebanon Borough School District 7th, 8th Grade Enrollment Projections with Special Education Students				
Year	7th Grade	8th Grade	SESC	Total
2019-20	13	13	5	31
2020-21	19	13	5	37
2021-22	8	18	5	31
2022-23	9	8	5	22
2023-24	13	9	5	27

2. Clinton Township School District

As indicated in Table 11, between the 2013-14 and 2018-2019 school years, Clinton Township's total student population (without Lebanon Borough students), declined by 307 students. It has been a steady decline, which mirrors the decrease in annual births and the overall decline in the community's general population. When reviewing the survival rates during the elementary school years the rate is almost always 1.0 or above. However, when students enter the middle school the rate falls below 1.0.

Table 12 provides enrollment projections for school years 2019-20 through 2023-24. Based on the cohort survival method, a continual decline in enrollment is expected.

Table 11

Clinton Twp. Six Year Historical Enrollments W/out Lebanon Borough Students							
Year	K-5	6th Grade	7th Grade	8th Grade	Subtotal	SESC*	Total
2013-14	765	163	160	174	1262	224	1486
2014-15	715	152	169	154	1190	209	1399
2015-16	707	142	135	154	1138	186	1324
2016-17	700	126	142	150	1118	174	1292
2017-18	662	138	124	131	1055	159	1214
2018-19	627	134	133	123	1017	162	1179

Source document is found in Appendix B

*Special Education self-contained students K-8

Table 12

Clinton Twp. Enrollment Projections W/out Lebanon Borough Students							
Year	K-5	6th Grade	7th Grade	8th Grade	Subtotal	SESC*	Total
2019-20	621	108	131	130	990	126	1116
2020-21	618	116	105	128	967	122	1089
2021-22	600	118	113	103	934	117	1051
2022-23	589	120	115	111	935	118	1053
2023-24	602	93	117	113	925	116	1041

Source document is found in Appendix B

*Special Education self-contained students K-8

3. Clinton-Glen Gardner School District

As indicated in Table 13, between the 2013-14 and the 2018-2019 school years, the Town of Clinton's total student population declined by 52 students. Interestingly, between 6th grade and 7th grade the survival rate is above 1.0.

Table 14 provides information regarding future enrollments. Overall enrollment in the district is expected to continue to decline with enrollments of 346 by 2023-24, a decrease from 2018-2019 of 75 students. This is due to the declining birth rate and is also reflected in the small decrease in the overall population of the Town of Clinton.

Table 13

Clinton-Glen Gardner Six Year Historical Enrollments							
Year	K-5	6th Grade	7th Grade	8th Grade	Subtotal	SESC*	Total
2013-14	257	36	64	46	403	70	473
2014-15	242	42	37	66	387	83	470
2015-16	239	50	45	37	371	76	447
2016-17	219	40	52	47	358	83	441
2017-18	219	36	43	59	357	73	430
2018-19	228	36	40	46	350	71	421

Source document located in Appendix C

*Special Education self-contained classroom K-8

Table 14

Clinton-Glen Gardner Enrollment Projections W/out Lebanon Borough Students							
Year	K-5	6th Grade	7th Grade	8th Grade	Subtotal	SESC*	Total
2019-20	218	44	38	42	342	52	394
2020-21	209	36	47	40	332	50	382
2021-22	199	38	38	49	324	49	373
2022-23	179	47	40	40	306	46	352
2023-24	181	27	50	42	300	46	346

Source document located in Appendix C

*Special Education self-contained classroom K-8

D. Future Housing Growth

1. Borough of Lebanon

The consultant spoke with the Borough Administrator/Clerk, Karen Romano, regarding housing development within the community. Lebanon Borough is small and mostly developed. At this time there are no significant projects on the books. However, the Borough is in litigation regarding the possibility of having to provide affordable housing. The amount of affordable housing to be developed and when a decision will be made are unknown at this time.

The enrollment projections provided for Lebanon Borough do not take into account any future development.

2. Clinton Township

Clinton Township is by far the largest of the three communities included in this study and has the possibility of adding significant housing stock that could impact the enrollment in its four schools. The consultants communicated with Ms. Denise Filardo, the Planning and Zoning Board Secretary. Ms. Filardo provided information regarding the anticipated timing of affordable housing projects. There are potentially five projects, two of which are to be completed by 2025. Those projects are the Beaver Brook Homestead and the Marookian Site. Both projects have received final site plan approval and the Beaver Brook project has begun site work. Beaver Brook will have 66 rental units. The Marookian site will have 26 rental units.

There are three additional projects, the Alton Place Site, the LeCompte Site and the Headley Farm Estate. However, Site Plan Applications have not been received and the Township is unsure of the timing of these projects. A total of 279 units could come from these projects.

The enrollment projections provided for Clinton Township do not include these projects. However, the Board of Education should monitor the progress of these projects to determine the impact on student enrollment.

3. Town of Clinton

The consultant spoke with Allison Witt, the Zoning & Code Enforcement Official/Land Use Administrator for the Town of Clinton. Ms. Witt indicated that since 2012, certificates of occupancy have been issued for new residential apartments and for five, 2 family dwellings. These buildings have been occupied so any school-aged children would be factored into projections.

However, there is one significant project that is in litigation, the Moebus Tract, that could potentially provide up to 56 town homes. When the litigation will be settled is unclear. It was also indicated there are several subdivisions that could potentially be developed, the most significant being a subdivision of the Holiday Inn which would create 50 new apartment units. There are also two potential redevelopment zones in Clinton, the Agway Tract and the A&P Property. The number of potential residential homes, apartments or townhomes is unknown at this time.

The enrollment projections provided for the Town of Clinton do not factor in these residential projects as it is unclear when the developments will begin and be completed. However, since several of these residential projects are large, eventually they could impact the student enrollment and the district's

space needs. The progress of these projects needs to be monitored by the Clinton-Glen Gardner Board of Education.

4. Borough of Glen Gardner

The consultant also spoke with the Secretary to the Planning Board in the Borough of Glen Gardner. She indicated that the town is built out and there are no foreseen building developments that would impact student enrollment.

V. EDUCATIONAL IMPACT

A. Introduction

In order to assess the educational impact on each school district should the Lebanon Borough Board of Education decide to withdraw its students in grades seven and eight from the Clinton Township School District where it currently sends them, and send them instead to the Clinton-Glen Gardner School District, it is necessary to compare the programs and services available to 7th and 8th grade students in Clinton Township to those in the Clinton-Glen Gardner School District. The educational program standard that must be met in order to receive the approval of the New Jersey Commissioner of Education prior to severing a sending/receiving relationship is that there must be “*no substantial negative impact*” on the educational program available to the students in the schools affected by such change. The analysis that follows will therefore compare the district programs and services provided for 7th and 8th grade students by the Clinton Township School District with those provided by the Clinton-Glen Gardner School District. It will also include a summary of performance results based upon indicators established by the New Jersey State Department of Education in its evaluation of schools and districts.

Data and information in this section of the report were gathered from the respective district websites and from various publications by district administration. School performance data was taken directly from the NJDOE website. In addition, personal interviews were conducted with district administrators. These interviews were held, respectively, at district offices with Dr. Seth Cohen, Superintendent of the Clinton-Glen Gardner School District and Mr. Bruce Arcurio, Superintendent of Lebanon Borough School District on Feb. 21, 2019 and with Mrs. Michele Cone, Superintendent of the Clinton Township School District and her Director of Special Projects, Ms. Joanne Hinkle, on March 27, 2019.

B. Review and Analysis of Data

1. Articulation and Transition

The Lebanon Borough School District and the Clinton Township School District have long-standing practices related to articulation and transition. Lebanon Borough teachers are invited to participate in Clinton Township contracted professional development days and to attend sessions with invited speakers on specific instructional strategies and topics. Clinton Township has also extended an invitation to Lebanon Borough teachers to borrow teaching materials from its district’s instructional library. The guidance staff in each of the districts coordinate student transition efforts. Clinton Township Middle School staff visit Lebanon Borough to introduce programs, hold a parent information meeting at the Clinton Township Middle School, and host a visitation day for incoming Borough students which includes a tour of the building led by Clinton Township student leaders and lunch with students.

In its December 6, 2018 presentation to the Lebanon Borough School District, Clinton Township administration committed to efforts to improve articulation by increasing communication with Lebanon Borough, involving Lebanon students in earlier grades and increasing efforts to engage Lebanon staff in professional development and curriculum planning.

In a November 1, 2018 presentation to the Lebanon Borough School District, the Clinton-Glen Gardner School District administration proposed an articulation and transition plan which includes several collaborative efforts. In the program area, it includes specific subject area articulation meetings in math and language arts, classroom visits and observations by teachers from each school, curriculum and teaching strategies discussion, involvement of special education teachers in program planning, and collaboration on benchmarking for incoming seventh grade students. In addition, the Clinton-Glen Gardner administration proposed numerous grade six transition activities in both the academic and the social, emotional aspects of schooling. The academic area included meeting with each Lebanon Borough sixth grade student and parent(s) personally to review programs, service and extra-curricular opportunities. Other transition activities were proposed for students in grade six to jointly participate in project-based learning and team building activities throughout the year. Special education suggestions included sharing of professional development and of child study team services in addition to several individual student and parent orientation efforts designed for incoming seventh grade student with special needs.

2. Philosophy, Mission, Goals and/or Objectives

Both the Clinton Township and Clinton-Glen Gardner school districts are actively involved in strategic planning with missions, goals and objectives over multiple years.

The Mission of the Clinton Township School District, in partnership with the community, achieves excellence for each child by ensuring a meaningful and challenging education experience in a supportive environment, developing life-long learners who are responsible and productive citizens. The district is currently developing a new strategic plan using a collaborative process involving stakeholders, including Board members, administrators, teachers and community members. The current plan (2015-2019) lists four goal with initiatives for each also identified: http://www.ctsdnj.org/board_of_education/strategic_plan/2015-2019_strategic_plan

1. Clinton Township School District students and staff will engage in an academically flexible and balanced curriculum in a supportive environment.
2. Technology will be an integral part of a Clinton Township School District education.
3. To strengthen communications with home, school and community through responsive partnerships.
4. Develop and deliver an annual needs-based budget that addresses the financial and facilities requirements of the district while remaining fiscally responsible to the taxpayers.

The Mission of the Clinton Public Schools is to empower learners to embrace and influence the future with courage and compassion. The current strategic plan extends through 2021 and includes five strategic priorities (e.g. goals), each with specific initiatives identified: https://clintonps.ss19.sharpschool.com/UserFiles/Servers/Server_198134/File/District/superintendent/CPS%20Strategic%20Plan%202018-2021.pdf

1. Provide personalized learning opportunities to develop engaged and reflective learners who can apply their learning.
2. Ensure academic achievement and learning for all students in all disciplines.
3. Develop a school community focused on establishing relationships and providing supports that foster the health and well-being of all.
4. Communicate and promote understanding of the district mission and strategic priorities among all stakeholders.
5. Provide and maintain district resources in a manner that maximizes efficiencies, ensures accountability, and supports the learning and development of all students.

3. Academic Programs

The Clinton Township Middle School added the sixth grade during the 2018-19 school year changing the school population which was 340 last year to approximately 400 this year with just over 200 in 7th and 8th grade. Clinton-Glen Gardner houses all of its students in one building but considers students in grades five through eight as middle schoolers. The size of this population is slightly under 200 with approximately 100 in grades seven and eight. Size could influence how teachers are teamed for middle level education, the number and variety of extra-curricular activities, and, to some extent, how specialized programming is delivered.

Clinton Township Middle School employs a house structure (six houses for grades six through eight) and groups students into smaller units for subject area instruction. A team of math, language arts, social studies and science teachers with common planning time serves students in each house.

Clinton Township's instructional programs for students at these grade levels include Readers and Writer's Workshop, FOSS Science, Social Studies Discovering our Past, and Standards Based Math. In a cycle of A, B, C, D days, students rotate through courses in unified arts, two per day, in art, physical education, music (varied types), technology, world language, library, music or health over the course of the year.

Algebra 1 is offered to students who have mastered the regular math standards, and an option for advanced math students to take Algebra 2 and/or Geometry is provided via on-line learning, proctored by a district staff member.

Clinton-Glen Gardner teams its academic teachers in grades five through eight. The middle school team includes grade level teachers in social studies, language arts, math and science. The team has a daily common planning time.

Clinton-Glen Gardner's instructional programs for grades seven and eight include the use of varied instructional materials in language arts; reading; and social studies. Its mathematics program uses *GoMath* in grade seven as well as Pearson Pre-Algebra, and a Prentice Hall series for Algebra 1 and for math in grade eight. Science uses Pearson's Elevate Science program; life science in grade 7 and physical science in grade 8. Students also receive instruction in Spanish; art; music; physical education and health; and library. Technology is integrated into the classroom and through electives. The media center serves as a *Maker Space* where students can explore and create during recess if they choose.

In addition to math, Pre-Algebra and Algebra 1 are offered at grade seven and Algebra and Geometry are offered at grade eight.

Clinton-Glen Gardner provides enrichment for students at each grade level in a wide range of activities in literacy and other areas outside the academic areas. Students may be involved with the arts, technology, nature and hands-on explorations through their own initiatives or their teacher's recommendation. In addition, an enrichment coordinator may work with a group of students or consult to the classroom teacher.

4. Policies on Class Size, Grouping Practices, and Grading

Clinton Township Middle School class size consistently averages 22 students. Clinton-Glen Gardner's current class size averages 22 at grade seven and 16 at grade eight. Both group students heterogeneously except for Algebra and Geometry.

Standards for grading of 7th and 8th students are the same in both districts:

A	90-100	C	70-79	F	0-59
B	80-89	D.	60-69		

The student schedule for a Clinton Township middle school student is typically 60 minutes for academic subjects and 40 minutes each for the two courses in unified arts. A lunch block of 40 minutes provides approximately 20 minutes for students to explore in clubs, enrichment, rehearsals, or recess based upon individual interest or need.

Clinton-Glen Gardner middle school students are enrolled in English language arts and math daily for a 66-minute block. Science and social studies alternate each day in a 66-minute block. Students have two 42-minute specials blocks each day. One block includes World Language and physical education on a six-day cycle. The second specials block is a 60-day trimester each of art, music and health. An additional elective 42-minute period is held every other day for a trimester alternating with study hall and time for basic skills instruction. Students may choose from electives in Future Cities, Stock Market, Band/Chorus/Strings, Basic Woodworking, Disc Games, Sculpture, Guitar, Coding, Intro to Aerodynamics, Painting, Mosaics, Bicycle Repair & Maintenance.

5. Academic Support Programs

Both the Clinton Township and the Clinton-Glen Gardner School Districts provide ELL, Literacy Support and Math Support to students who require this instruction.

6. Special Education Programs and Services

Both the Clinton Township and the Clinton-Glen Gardner School Districts use the inclusion model to allow students with educational disabilities to mainstream within regular education classes when appropriate.

Additional programs available for Clinton Township Middle School students include:

- Pull-out Replacement Resource for ELA and Math only
- In-class Replacement Resource for ELA and Math
- In-class Support Resource for Science and S.S.
- Pull-out Supplemental Reading
- Autism Self-Contained Class

Both school districts employ full Child Study Teams and Related services such as speech and language therapy, occupational therapy, physical therapy, school-based counseling parent training and home support. Clinton Township contracts some of its counseling services through *Indistrict Solutions*. Both districts provide home instruction, school health and 504 services.

Additional programs available for the Clinton-Glen Gardner students include:

- Replacement Classes
- In-Class Support
- Study Skills
- Self-Contained Programs
- Supplemental Instruction

Special education services include child study team and related services: occupational therapy, physical therapy and school-based counseling.

7. Character Education

Pillars of Character programs are the foundation of Clinton Township Middle School Character Education. The Six Pillars are the ethical values of CHARACTER COUNTS! They are: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. The weekly schedule includes two home room 30-minute periods in which academic teachers mentor and teach character education and oversee service projects. <https://charactercounts.org/program-overview/six-pillars/> The district also employs the strategies of Responsive Classroom to reinforce positive behaviors.

Clinton-Glen Gardner has embraced the Clemson University character program *Olweus*, a comprehensive approach that includes schoolwide, classroom, individual and community components. Its goals are to reduce and prevent bullying problems among school children and improve peer relations at school with outcomes of improving the social climate of classroom and reducing antisocial behaviors. <https://olweus.sites.clemson.edu/about.php>

8. Gifted and Enrichment Opportunities

The Clinton Township District and Middle School follow the Renzulli model of enrichment for all students. “It is our philosophy that all learners have a gift, whether that be in academics, athletics or the arts. We have numerous programs that provide enrichment for our students.” (See listing in Table 13: Co-curricular clubs and activities.) Students also enjoy a variety of field trips.

Several in-school enrichment activities are organized by a middle school enrichment teacher including but not limited to an entrepreneurial activity (TREP\$), poetry club, geography and spelling bees, music competitions, law fair, student council, relay-4 life yearbook debate team and *Garten Club* (art and garden).

The Clinton-Glen Gardner School District provides varied enrichment opportunities. Through the partnership and cooperation between students, teachers, and parents, students may participate in a wide range of activities beyond the academic area. Children may be involved with the arts, technology, nature, and hands-on explorations through their own initiatives or their teacher's recommendations. In addition, the enrichment coordinator may work with a group of children on a topic suggested by a classroom teacher and also act as a consultant/resource to the classroom teachers.

The enrichment teacher also works directly with students who have been identified with exceptional academic skills in a program called Q.U.E.S.T. This is a differentiated pullout program. Students are involved in inquiry-based lessons, group problem solving settings, independent investigations and group discussions. Learning experiences include an integration of core academic areas.

The District also participates in the Hunterdon County Enrichment Consortium which provides opportunities in debate, poetry and film. The District funds one field trip per grade level each year. Other cultural programs are provided throughout the year supported by the PTA, staff or Board of Education in areas such as dance, theater, and informational programs.

9. Co-curricular Activities

The following table lists the current school year co-curricular offerings available to students in 7th and 8th grade in the Clinton Township and Clinton-Glen Gardner School Districts.

Table 15
Co-Curricular Offerings

Clinton Township Middle School		Clinton-Glen Gardner School District	
Clubs/Activities	Sports Teams	Clubs/Activities	Sports Teams
Ski Club	Boys Soccer	Strings	Boys Soccer
Art	Girls Soccer	Band	Girls Soccer
Drama	Volleyball	5-8 School Musical	Volleyball
Video	Boys Basketball	Chorus	Boys Basketball
Journalism	Girls Basketball	Student Council	Girls Basketball
Golden Eagle Singers	Cheerleading	Golf Club	Cheerleading
Camerata Singers	Baseball	Peer 2 Peer	Baseball
Gardening	Softball	Tech Student Assoc'n	Softball
Video Journalism	Boys Lacrosse	Yearbook	Cross Country
Robotics	Girls Lacrosse	Junior Solar Sprints	
Solar Sprints	Cross Country	Engineering Club	
Coding			

10. Technology

Both school districts have a 1:1 Initiative for students in grades seven and eight. Clinton Township Middle School students also have access to Technology & Design Labs. Classrooms are equipped with either LCD projectors, SMART Board or Interactive Whiteboards. Teachers maintain class wikis and websites.

Clinton-Glen Gardner classrooms are equipped with SMART Boards and projectors. Teachers and students have access to three mobile labs and a computer lab for both formal computer instruction and classroom use. The school has an iPod Touch cart and document cameras. Teachers use tools such as wikis and blogs, the Flipped Classroom, apps and iLife and online resources.

11. Parent and Community Support

Both school districts enjoy strong community support represented by active PTA organizations and Educational Foundations which support school and teacher initiatives through fundraising and gifts. Clinton Township School District also has a Corporate Sponsor in Exxon Mobile which has provided teachers with specialized training in STEM.

12. NJ Student Performance Results – 2017-2018 School Year

The New Jersey Department of Education annually releases the School Performance Reports for each school in the state. The data in this section is for the 2017-2018 school year released in March, 2019.

The State uses this data to assess the performance of its public schools and districts. Its indicators help to define accountability for education in New Jersey. The data reported in this section was selected from the state reports based on its relevance for the districts in this study at the grade levels that would be affected by a change in sending/receiving relationships, e.g. Clinton Township and Clinton-Glen Gardner School Districts. For comparison purposes, the following Tables include those grades, groups and categories where data is available for both schools at grade levels seven and eight or in which data is clustered and includes those grades.

Complete reports and additional explanations and definitions can be accessed at:
<https://rc.doe.state.nj.us/SearchForSchool.aspx>

a. Student Growth in Language Arts and in Math

The following two tables reflect student growth in English Language Arts/Literacy and in Math for the Clinton Township and the Clinton-Glen Gardner School Districts. *Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years. If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list.*

The tables show the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. The tables also show whether each mSGP Met Standard as required by ESSA accountability.

https://rc.doe.state.nj.us/report.aspx?type=district&lang=english&county=19&district=0910&school=&SY=1718&schoolyear=2017-2018#P549b3498229740e495ad6fdbce3c68ab_7_18iS3

Table 16
Student Growth in Grades Four through Eight English Language Arts/Literacy (ELA)

Student Group	Clinton Twp. SD			Clinton-GG SD		
	School Median	Statewide Median	Met Standard (40-59.5)	School Median	Statewide Median	Met Standard (40-59.5)
Schoolwide	51	50	Met	62	50	Exceeds
White	52	50	Met	57.5	50	Met
Hispanic	43	49	**	69	49	Exceeds
Asian, Native Hawaiian, Pacific Islander	50	61	Met	60.5	61	Exceeds
Economically Disadvantaged	44	48	**	62	48	**
Students with Disabilities	39	41	Not Met	52	41	Met

Table 17
Student Growth in Grades Four through Seven Mathematics

Student Group	Clinton Twp. SD			Clinton-Glen Gardner SD		
	School Median	Statewide Median	Met Standard (40-59.5)	School Median	Statewide Median	Met Standard (40-59.5)
Schoolwide	68	50	Exceeds	55.5	50	Met
White	69	51	Exceeds	56	51	Met
Hispanic	*	48		54.5	48	Met
Asian, Native Hawaiian, Pacific Islander	67	61	**	53	61	**
Economically Disadvantaged	*	47	**	62	47	**
Students with Disabilities	62	43	Exceeds	58.5	43	Met

Report Key: * Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

b. Trends in English Language Arts and Math Performance

The following four tables show the percentage of 7th and 8th grade students in the Clinton Township and the Clinton-Glen Gardner School Districts who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy and Math sections of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years (trends).

Note: *New Jersey transitioned to the PARCC exams in English Language Arts (ELA) and mathematics beginning in the 2014-15 school year. The PARCC assessments measure the higher-level skills developed under the New Jersey Student Learning Standards... Beginning with the Spring 2019 administration, students will no longer take the PARCC and will instead take the New Jersey Student Learning Assessment in English Language Arts and Mathematics (NJSLA-ELA and Math). (Source: NJ School Performance Reports Reference Guide, p. 5)*

Table 18
Clinton Township Trend in English Language Arts Performance

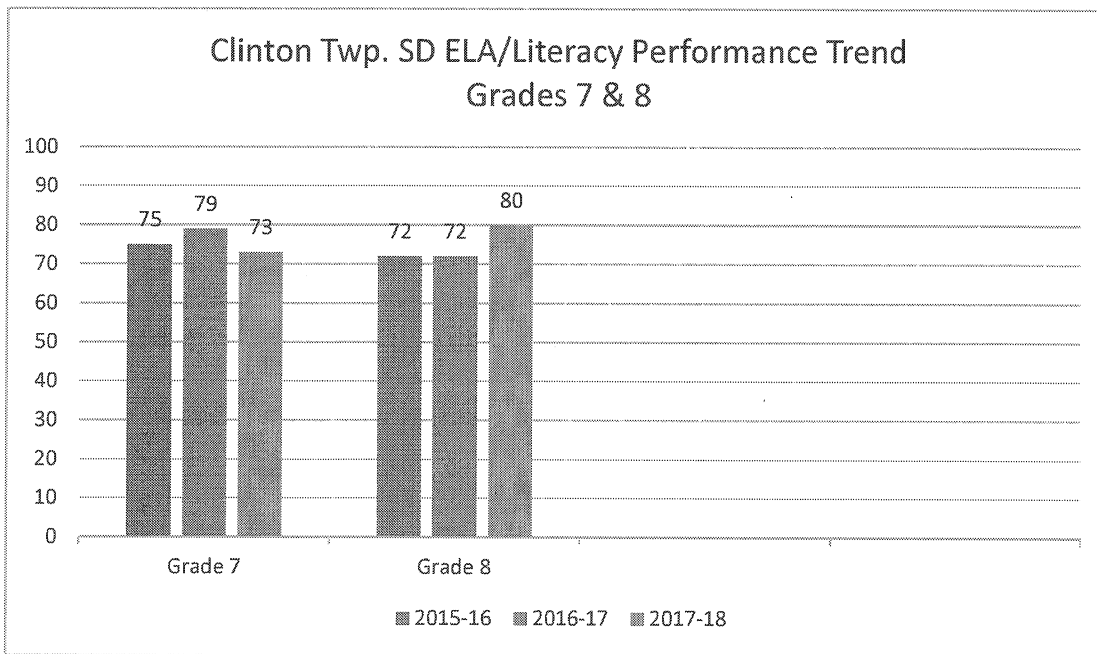


Table 19
Clinton-Glen Gardner Trend in English Language Arts Performance

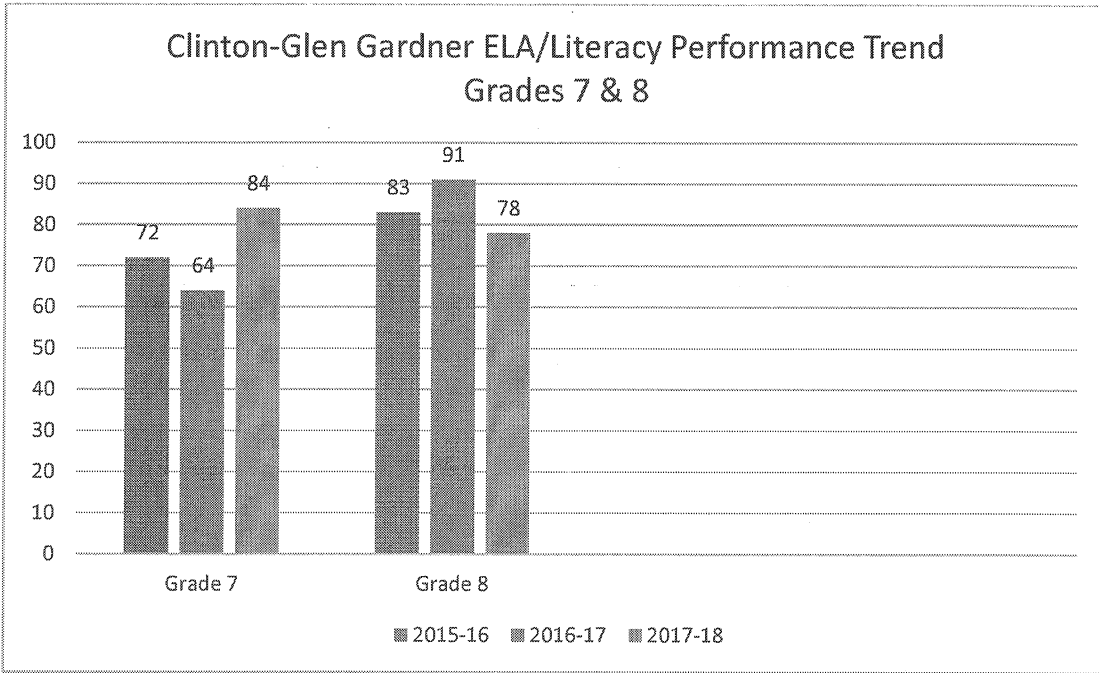


Table 20
Clinton Township School District Trend in Math Performance

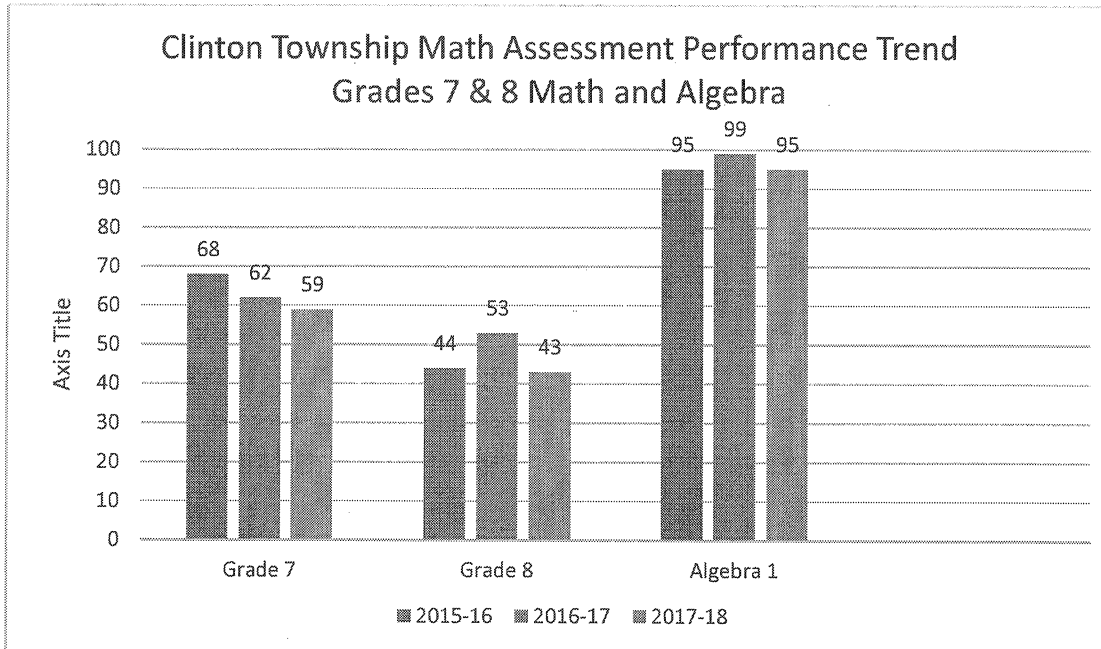
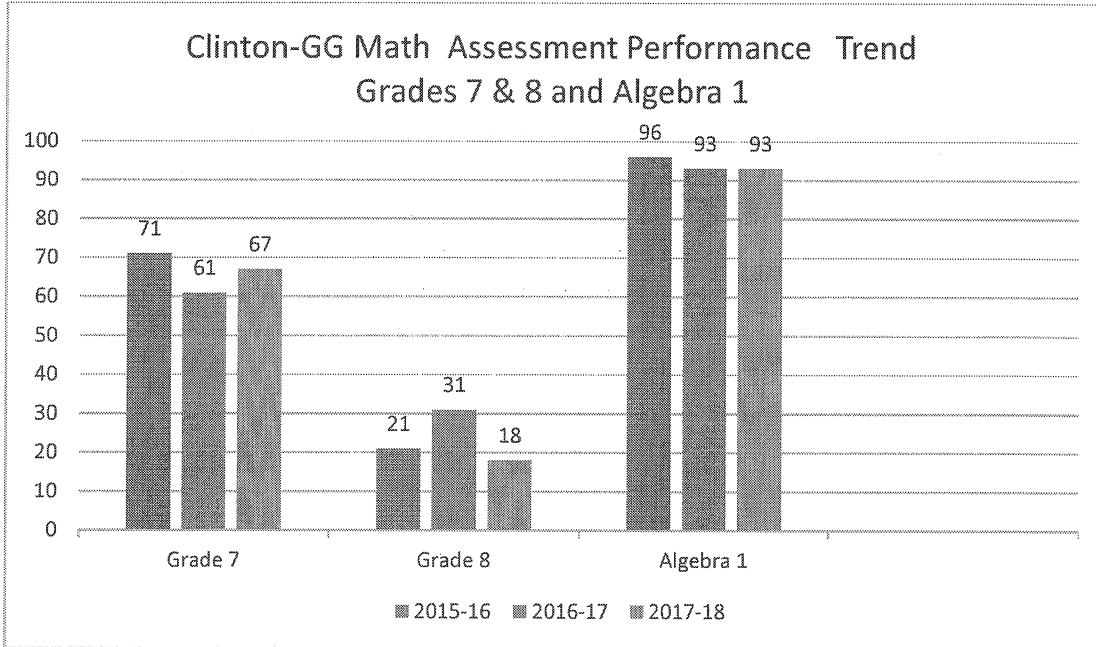


Table 21
Clinton-Glen Gardner School District Trend in Math Performance



c. Algebra 1 Performance

The table below shows participation and performance for Clinton Township and Clinton-Glen Gardner School Districts in Algebra 1 on the Mathematics section of the PARCC assessment by end of course exam.

Table 22
Clinton Township and Clinton-Glen Gardner Student Performance on Algebra 1 Test

School/District	Valid Scores	Mean Scale Score	State Mean Scale Score	% Testers Met/Exceeded Expectation	State % of Testers Met/Exceeded Expectation
Clinton Twp. Middle School	64	798	746	95	46
Clinton-Glen Gardner School District	42	779	746	93	46

d. Participation in the Arts

The State reports student participation levels in one or more of the arts in four areas for grades six through eight: music, dance, drama and visual arts. Clinton Township and Clinton-Glen Gardner reported participation in music and visual arts.

Table 23
Clinton Township and Clinton-Glen Gardner Student Participation in Music and Visual Arts

Discipline	STATE	Clinton Twp. SD	Clinton-Glen Gardner SD
Music	64.1	100	99.4
Visual Arts	70.2	45.4	98.8

e. Violence, Vandalism, HIB, and Substance Offenses

The following table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled. Additional detail can be found in the published state report.

Note: Because of the varying grade level organizational structures between the two districts, the numbers reflect different grade levels groupings. CTMS includes grades 7-8; CPS includes PK-8. The enrollments of the two districts also vary. These factors should be considered when comparing data in this Table.

Table 24
Number of Reported Incidents by Type

Violence, Vandalism, HIB and Substance Offenses: Incident Type	CTMS Grades 7/8 (N=340)	C-GG Grades PK-8 (N=447)
Violence	0	3
Weapons	2	0
Vandalism	0	0
Substances	0	0
Harassment, Intimidation, Bullying (HIB)	7	2
Total Unique Incidents	9	5
Incidents Per 100 Students Enrolled	2.65	1.12
School days missed due to out of school suspensions	24	12

f. Miscellaneous Relevant Data

The next table shows other data collected by the State relevant to School Performance including length of instructional time, per pupil expenditure, and staffing information. Also included is the ratio of student to digital devices such as Chromebooks, tablets, iPads, etc. This data does not factor in devices provided by students in *Bring Your Own Device* situations. As in the previous Table, grade level configuration should be considered given that students in higher grade levels typically are provided greater use of digital device.

Table 25
Additional Relevant Data Reported on NJ School Performance Report

Indicator	CTMS Grades 7/8 (N=340)	C-GG Grades PK-8 (N=447)
Length of School Day	6 Hrs. 25 Mins	6 Hrs. 30 Mins
Full Time- Instructional Time	5 Hrs. 40 Mins	6 Hrs.
Student to Device Ratio	1:1	2.6:1
Per-Pupil Expenditure (2016-2017)	\$19,228	\$17,088
Student to Teacher District Ratio	9:1	10:1
Student to Administrator District Ratio	127:1	112:1
Student to Librarian Ratio	423:1	*
Student to Nurse Ratio	317:1	447:1
Student to Counselor Ratio	181:1	447:1
Student to Child Study Team Ratio	159:1	149:1

*Data listed by State is not available on this report, but the District employs 1 Media Specialist.

g. Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. Table 26 shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall summative score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Table 26
Clinton Township Middle School and Clinton-Glen Gardner School District
Scores and Summative Ratings by NJDOE

Accountability Indicator	Weight given by NJDOE	CTMS Grades 7/8 (N=340)	*Weight Given by NJDOE	C-GG Grades PK-8 (N=447)
English Language Arts Proficiency	17.5%	77.31	20.6%	63.57
Mathematics Proficiency	17.5%	63.33	20.6%	54.03
English Language Arts Growth	25.0%	41.59	29.4%	84.18
Mathematics Growth	25.0%	94.66	29.4%	71.93
Chronic Absenteeism	15.0%	48.50	**	
Summative Score: Sum of all indicator scores multiplied by indicator weights		65.95		70.12
Summative Rating: Percentile rank of Summative Score		74.76		79.74
Requires Comprehensive Support: (Summative Score is in the bottom 5 th percentile)		No		No

*Weights were adjusted by the NJDOE due to data availability

**Accountability calculations require 20 or more students

13. Student Safety and Security

Both the Clinton Township and the Clinton-Glen Gardner School Districts employ a single point of entry in which visitors must identify themselves, be *buzzed in*, sign in and out and wear badges during visits. Each uses an electronic swipe system for staff entry. Both participate in training programs and follow prescribed routines and procedures. Clinton Township also uses a District Resource Officer who visits school grounds.

14. High School Districting

Although the North Hunterdon-Voorhees Regional High School District permits any incoming ninth grade student to request an alternate school to the one assigned, permission to attend a school other than the one assigned is not guaranteed. As incoming ninth grade students from the Clinton Township School District, Lebanon Borough students currently are assigned to High School North. Should they become students at Clinton-Glen Gardner, they would be permitted to select either High School North or Voorhees High School as long as the current districting pattern remains in effect. The North Hunterdon-Voorhees Regional High School District Administration has confirmed this option.

C. Conclusion on Educational Impact

While there are educational materials, services and programs unique to 7th and 8th grade students in both the Clinton Township and the Clinton-Glen Gardner School Districts, this study finds that both schools offer a full and appropriate program for middle level students and that there would be *no substantial negative educational impact* on any of the three school districts should the Lebanon Borough School District be approved and choose to end its sending/receiving relationship with the Clinton Township School District and send, instead, to the Clinton-Glen Gardner School District.

Clinton Township Middle School will lose approximately 25 students, but with its 6th grade students now part of the student body, it will retain approximately 350 students for the next five years. This population size should make it capable of sustaining its current level of programs and services.

Clinton-Glen Gardner's middle level currently comprises grades five through eight with a total population of approximately 150. With Lebanon Borough students added, that population would be around 175.

Comparing same grade levels (6-8) between the two schools, however, Clinton-Glen Gardner will grow from approximately 125 to 150 which is less than half the size of the Clinton Township Middle School population. Despite its smaller size, the consultants find that the program offered by Clinton-Glen Gardner meets State standards and provides the appropriate programs and services for middle level education. The additional students and tuition income from Lebanon Borough have the potential of enriching it even more.

VI. RACIAL IMPACT ANALYSIS

The following three tables illustrate the three districts, three year racial and ethnic percentages. The source for this information is the 2017-18 New Jersey Performance Reports. The web site to obtain the report information is <https://rc.doe.state.nj.us/SearchForSchool.aspx>. The information contained in these tables will be used to determine the racial impact for withdrawing the 7th and 8th grade Lebanon Borough students from Clinton Township School District, and conversely the impact of sending these same students to the Clinton-Glen Gardner School District.

The tables show that the majority racial group for all three school districts is White: Lebanon Borough Board of Education at 79.7%; Clinton Township Board of Education at 82.5%; and the Clinton-Glen Gardner Board of Education at 73.9%. The three largest minority populations are Hispanic, Black or African American and Asian. The total minority population for each district is Lebanon Borough District at 20.7%, Clinton Township District at 17.5% and the Clinton-Glen Gardner District at 26.1%.

Table 27

Lebanon Borough School District Three Year Racial/Ethnic Percentages				
Racial/Ethnic Group	2015-16	2016-17	2017-18	Average
White	72.3%	80.8%	86.0%	79.7%
Hispanic	10.9%	8.1%	7.5%	8.8%
Black or African American	9.9%	9.1%	5.6%	8.2%
Asian	4.0%	1.0%	0.9%	2.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1.0%	1.0%	1.0%	1.0%
Two or More Races	2.0%	0.0%	0.0%	0.7%
Total Minority	27.8%	19.2%	15.0%	20.7%

Table 28

Clinton Township School District Three Year Racial/Ethnic Percentage				
Racial/Ethnic				
Group	2015-16	2016-17	2017-18	Average
White	83.5%	82.7%	81.2%	82.5%
Hispanic	5.0%	5.2%	6.7%	5.6%
Black or African American	1.9%	2.2%	2.1%	2.1%
Asian	8.0%	7.7%	8.0%	7.9%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%
Two or More Races	1.5%	2.1%	2.0%	1.9%
Total Minority	16.5%	17.2%	18.8%	17.5%

Table 29

Clinton-Glen Gardner School District Three Year Racial/Ethnic Percentage				
Racial/Ethnic				
Group	2015-16	2016-17	2017-18	Average
White	76.3%	75.8%	69.6%	73.9%
Hispanic	12.8%	13.0%	16.6%	14.1%
Black or African American	2.2%	2.6%	3.1%	2.6%
Asian	7.2%	7.0%	8.5%	7.6%
Native Hawaiian or Pacific Islander	0.7%	0.9%	1.3%	1.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.9%	0.7%	0.9%	0.8%
Total Minority	23.8%	24.2%	30.4%	26.1%

Information from the tables above can be used to analyze the racial impact by comparing Clinton Township’s minority percentages with Lebanon Borough students included, to those same percentages with Lebanon Borough students removed, using the enrollment projections previously created for this study. Table 30 provides this comparison. Column 10, Percent Minority Difference, reflects the resulting impact on moving the 7th and 8th Grade Lebanon students from Clinton Township School District to the Clinton-Glen Gardner School District.

Table 30

Projected Racial Impact of Lebanon Withdrawal from Clinton Township									
Clinton Twp. With Lebanon Borough Students				Clinton Twp. Without Lebanon Borough Students					
1	2	3	4	5	6	7	8	9	10
Year	Project. Enrollment	White 82.5%	Minority 17.5%	Proj. # Lebanon	Adjusted Enrollment	# White	# Minority	Percent Minority	Percent Minority Difference +/-
2019-20	1143	943	200	31	1112	918	194	17.4%	-0.1%
2020-21	1110	916	194	37	1073	886	187	17.4%	-0.1%
2021-22	1073	885	188	31	1042	861	181	17.4%	-0.1%
2022-23	1074	886	188	22	1052	869	183	17.4%	-0.1%
2023-24	1062	876	186	27	1035	855	180	17.4%	-0.1%

Column 1 – School Year

Column 2 – Projected enrollment is from the cohort analysis – Table # 12, Appendix D

Columns 2 & 3 – White percentage and minority percentage is an average of years 2015-16, 2016-17 and 2017-18 per the New Jersey Performance Report data as reported by the school district for the entire district Pk-8 <https://rc.doe.state.nj.us/SearchForSchool.aspx>

Column 5 – Projected # of Lebanon students from the cohort projection Table # 10

Column 6 – Adjusted enrollment is determined by subtracting projected Lebanon students from projected enrollment

Column 7 - # of white students is derived by multiplying the projected number of Lebanon students by their percentage of white students, which is an average of years 2015-16, 2016-17 and 2017-18 derived from the School Performance Report <https://rc.doe.state.nj.us/SearchForSchool.aspx>

Column 8 - # of minority students is derived by subtracting the number of white students from the adjusted enrollment

Column 9 - % minority is determined by dividing the number of minority students by the adjusted enrollment

Column 10 – Percent minority difference is determined by subtracting percent minority from 17.5%

Due to the small population of Lebanon Borough students, the withdrawal of the Lebanon Borough students would cause the minority population percentage to decrease by an insignificant 0.1%. The withdrawal of Lebanon students would result in no substantial racial impact on the Clinton Township School District.

Table 31

Projected Racial Impact of Lebanon Sending to Clinton-Glen Gardner									
Clinton-GG W/out Lebanon Borough Students				Clinton-Glen Gardner With Lebanon Borough Students					
1	2	3	4	5	6	7	8	9	10
Year	Project. Enrollment	White 73.9%	Minority 26.1%	Proj. # Lebanon	Adjusted Enrollment	# White	# Minority	Percent Minority	Percent Minority Difference +/-
2019-20	394	291	103	31	425	316	109	25.7%	-0.4%
2020-21	382	282	100	37	419	312	107	25.6%	-0.4%
2021-22	373	276	97	31	404	300	104	25.7%	-0.4%
2022-23	353	261	92	22	375	278	97	25.8%	-0.3%
2023-24	346	256	90	27	373	277	96	25.7%	-0.3%

Column 1 – School Year

Column 2 – Projected enrollment is from the cohort analysis – Table #14, Appendix C

Columns 3 & 4 – White percentage and minority percentage is an average of years 2015-16, 216-17 and 2017-18 derived the School Performance Report data as reported by the school district for the entire Pk-8 district <https://rc.doe.state.nj.us/SearchForSchool.aspx>

Column 5 – Projected # of Lebanon students from the cohort projection – Table # 10

Column 6 – Adjusted enrollment is determined by adding projected Lebanon students from projected enrollment

Column 7 - # of white students was derived by multiplying the projected number of Lebanon students by their percentage of white students, which is an average of years 2015-16, 216-17 and 2017-18 derived from the School Performance Report data as reported by the school district for the entire district Pk-6 <https://rc.doe.state.nj.us/SearchForSchool.aspx>

Column 8 - # of minority students is determined by subtracting the number of white students from the adjusted enrollment

Column 9 - % minority is determined by dividing the number of minority students by adjusted enrollment

Column 10 – Percent minority difference is determined by subtracting percent minority from 26.1%

Table 31 above provides for the inclusion of the 7th and 8th Lebanon Borough students at the Clinton Public School using the same number of Lebanon Borough students that are withdrawn from Clinton Township. In this instance the minority population of the Clinton Public School would decrease by 0.4% for three years and 0.3% for school years 2022-23 and 2023-24, resulting in no substantial racial impact on the Clinton Public School.

A. Conclusion

The withdrawal of Lebanon Borough students from Clinton Township Middle School and subsequent enrollment of those students in the Clinton Public School would have *no substantial negative impact* on the racial balance of either district.

VII. FACILITIES

A. Functional Capacity

New Jersey Department of Education regulations require local school districts to maintain and update as necessary a Long Range Facility Plan. This document usually prepared by an architect in coordination with district officials provides for what is referred to by the Department of Education as the “functional capacity” or “building capacity” of their school building(s). The calculation is based on a formula promulgated by the Educational Facilities Construction Act, P.L. 200, c.72 as identified in N.J.S.A 18A:7G-1 et seq. and N.J.A.C. 6A:26-1 et seq. The Education Facilities Code and Education Efficiency Standards. (EES). The NJDOE defines “functional capacity” as the number of students that can be housed in a school with sufficient space for the adequate delivery of educational programs and services to meet the Core Curriculum Standards. Functional capacity is calculated by dividing the adjusted gross square footage of the school by the minimum area allowance per FTE student for the particular grade level.

The formula allocates a specific number of square feet per student based on grade level, K-5, 6-8, and 9-12 as a means of determining how many students can effectively be “housed” in the school and receive adequate delivery of educational programs. For the purpose of this report the consultants will provide specific information regarding the functional capacity of the Middle School in Clinton Township, a stand-alone building housing grades 6 through 8 where the Lebanon Borough school district currently sends its 7th and 8th grade students and the Clinton Public School housing grades K through 8 who have proposed accepting the Lebanon Borough students going forward. The ultimate deliverable of this section is to determine the capacity of both schools to accept Lebanon Borough’s 7th and 8th grade students in the future.

B. Description of Present Facilities

1. Clinton Township Middle School

Based on information acquired from the Spiegle Architectural Group, who designed the Clinton Township Middle School building, it opened in 2007 and was configured to house grades 7-8. The 7th grade wing has 10 classrooms, 2 science labs, 2 flexible spaces that can be converted to small group instruction and a faculty room. The 8th grade wing has 12 classrooms 3 science labs and 2 flexible spaces that can be converted into small group instruction rooms as well as a faculty room. The core facilities are an auditorium, gymnasium, cafeteria/kitchen, media center, 2 music rooms, 1 art room, and a technology space and life skills room. The total square footage of the school is reported as 123,440 sq. ft. Currently the school is servicing grades 6-8.

The Long Range Facility Plan certified by the Commissioner of Education in 2010 confirmed the Middle School with a functional capacity of 1,102 students. This number is based on the DOE’s allowance of 134 square feet per middle school student. Based on the school district’s report of students on roll as of October 15, 2018 (the ASSA report) the total number of students currently in grades 6-8 including special needs students totals was 467.

2. Clinton Public School

The Clinton-Glen Gardner School District is comprised of one school building, The Clinton Public School, which is comprised of two stories, housing grades PK through 8 with a total square footage as reported in its Long Range Facilities Plan of 67,000 square feet. According to district historical information the original building dates back to the early 1900's when it was a four classroom wood framed school. The original building was destroyed by fire and was rebuilt as a brick structure opening its doors in 1924 then housing grades K-12. Four additions have been added to the original brick building starting in 1963 when a kitchen, all purpose room and two classrooms were added. In 1969 a library and eight classrooms were added along with several small offices. Expansion continued in 1995 with a full sized gymnasium, art room, computer lab, science lab and several additional classrooms. The final addition was completed in 2001 adding five new classrooms, renovation of the library, and the all-purpose room, a new front entrance and administrative offices. The district has also upgraded its technology infrastructure over the years for voice, video and data.

According to the New Jersey Department of Education regulations outlined above, the district has a functional capacity to house and provide adequate educational programming for up to 552 students. The current enrollment as reported in the district ASSA report as of October 15, 2018 is listed as 467 students.

In the final analysis, both school buildings have the capacity to accommodate the current as well as the projected future 7th and 8th grade students from Lebanon Borough.

VIII. FINANCIAL ANALYSIS

A. Methodology

The purpose of this section is to provide estimates of the financial impact on Lebanon Borough, Clinton Township, and the Town of Clinton and the Borough of Glen Gardner if Lebanon severs its sending/receiving relationship with Clinton Township and sends its 7th and 8th grade pupils to the Clinton-Glen Gardner School District. Since 1981, the Lebanon Borough Board of Education has been sending its students to Clinton Township. On average, since 2013-14 through 2018-2019 based on the sending/receiving agreement in place with Clinton Township it has sent approximately 23 students per year.

The concern or challenge to all three districts is the amount of tuition that a district pays or receives and the impact on their budgets. Other financial issues can include the cost of resource room services if needed and transportation costs which are in addition to the per pupil tuition costs. Based on the consultant's research with respect to transportation, it is projected that the cost of transporting students will remain relatively constant no matter which district Lebanon Borough sends its students. Thus, the consultants have focused on the tuition costs that Lebanon incurs if it continues to send its students to the Clinton Township Middle School versus the tuition costs it would incur if it were to send its 7th and 8th grade school students to the Clinton Public School. Furthermore, the focus of tuition impact on Clinton Township examines the estimated tax impact on the community if Lebanon were to sever its present sending/receiving relationship and the estimated tax impact on the Town of Clinton and the Borough of Glen Gardner were it to enter into a sending/receiving relationship with the Lebanon Borough Board of Education.

B. New Jersey Administrative Code

New Jersey Educational Law, Title 18A, and the New Jersey Administrative Code implementing Title 18A, govern the responsibilities of both the sending and receiving districts regarding tuition for regular public students. Education administrative code 6A:23A-17.1(f)4 details the requirements of both the sending and receiving districts regarding the communication that should occur between the two districts. The sending district has an obligation to communicate in writing to the receiving district by "December 15th preceding the beginning of the ensuing year" the estimated average daily enrollment of students. "The receiving district board of education shall notify in writing the sending district board of education of the estimated cost per student in each tuition category for the ensuing school year and the tentative tuition charge no later than February 4th preceding the beginning of the ensuing school year." Additionally, the receiving district has the obligation to provide the sending district "a copy of its calculations determining the estimated cost per student for ensuing school year no later than February 4th preceding the beginning of the ensuing school year."

According to the statements of the School Business Administrator of the Lebanon Borough Board of Education, the requirements contained in the administrative code have not consistently been met by the Clinton Township Board of Education. While the Lebanon Board of Education has communicated the estimated number of students that will attend the Clinton Township Middle School it has not formally received communication as to the estimated tuition rate or how it has been calculated. Therefore, The Lebanon Borough Board of Education to build its budget for the last two years (2018-19 and 2019-20) has used the certified tuition rate from the previous years to determine its estimated tuition charge. This is illustrated in Table 32 below.

C. Estimated and Historical Tuition Costs

Traditionally school districts involved in a sending/receiving relationship work on a two year cycle for payments. At the beginning of the year the receiving district establishes an estimated tuition cost and once the final audit is completed the New Jersey Department of Education (NJDOE) establishes actual tuition costs or certified tuition rates. The sending district then reconciles with the receiving district to the actual tuition costs and the actual student attendance. A major concern voiced to the consultants by the Lebanon Borough Board of Education administration is the significant increase in the per pupil tuition cost over the past several years. Table 32 below, illustrates the estimated tuition costs and historic certified tuition rates for the period 2013-14 to the upcoming school year 2019-20. Since 2013-14 the certified tuition rate has increased from \$13,438 to \$17,367 for the 2017-18 school year, the last year that information is available to the consultants. This is an increase of 29.23%. For the four year period 2014-15 to 2017-18 the average increase has been 6.77%.

It should be noted, that the receiving district is not required to charge the sending district the certified tuition rate. It cannot charge more than the certified rate; however, it can charge less than the rate. This arrangement is usually accomplished through negotiations between the two boards of education and ratified via a formal contract. Presently, the contract between the Lebanon Borough Board of Education and the Clinton Township Board of Education requires the Lebanon Borough Board of Education to pay the certified tuition rate.

The sources for the information contained in Table 32 were provided by the Lebanon Borough Board of Education. Provided were copies of the certified tuition rates on Department of Education Letterhead, Lebanon Borough Board of Education board resolutions detailing the cost and number of students sent to Clinton Township and information from the Lebanon Borough Board of Education contained in its Application for State School Aid (ASSA).

Table 32

Historical Increase/Decrease in Certified Tuition Rate			
School Year	Estimated Tuition	Certified Tuition	% Inc./- Decr. in Cer. Tuition
2013/14	\$14,630	\$13,438	
2014/15	\$13,765	\$14,033	4.43%
2015/16	\$14,485	\$15,229	8.52%
2016/17	\$15,210	\$17,488	14.83%
2017/18	\$15,971	\$17,367	-0.69%
2018/19	\$17,488		
2019/20	\$17,367		
Average increase over 4 years			6.77%

D. Tuition Projections

The following table provides the projected estimated tuition rates and tuition to be charged by the Clinton Township Board of Education to the Lebanon Borough Board of Education for the five year period starting with school year 2019-20 through school year 2023-24. The assumption has been made that the annual increase will be 6.77%, which is based on a four-year average of the historic certified tuition rates illustrated in Table 33.

Table 33

Clinton Twp. Est. Tuition at 6.77% Per Year			
		Estimated	
	# of	Per Pupil	Total Estimated
School Year	Students	Tuition Rate	Tuition
2019/20	31	\$17,367	\$538,377
2020/21	37	\$18,543	\$686,082
2021/22	31	\$19,798	\$613,749
2022/23	22	\$21,138	\$465,043
2023/24	27	\$22,569	\$609,364
Five Year Total			\$2,912,615

See Table # 10 for Enrollment Projections

Table 34 below, shows the projected estimated per pupil tuition rates and tuition for the same time period, school year 2019-20 through school year 2023-24. The rates illustrated below were set forth in the proposed contract of the Clinton–Glen Gardner School District to the Lebanon Borough Board of Education. The proposed agreement calls for an annual increase not to exceed 2% per year.

Table 34

Clinton-G.G Proj. Est. Tuition at 2.0% Per Year			
		Estimated	
	# of	Per Pupil	Total Estimated
School Year	Students	Tuition Rate	Tuition
2019/20	31	\$15,000	\$465,000
2020/21	37	\$15,300	\$566,100
2021/22	31	\$15,606	\$483,786
2022/23	22	\$15,918	\$350,199
2023/24	27	\$16,236	\$438,382
Five Year Total			\$2,303,466

Based on the above figures contained in Tables 33 and 34, Lebanon Borough’s estimated savings over five years if it sends its students to the Clinton Glen-Gardner School District would be \$609,149. This is illustrated in Table 35 below.

Table 35

Comparative Total Tuition Charged to Lebanon Borough				
School Year	# of Students	Clinton Township BOE	Clinton-Glen Gardner BOE	Difference
2019/20	31	\$538,377	\$465,000	\$73,377
2020/21	37	\$686,082	\$566,100	\$119,982
2021/22	31	\$613,749	\$483,786	\$129,963
2022/23	22	\$465,043	\$350,199	\$114,844
2023/24	27	\$609,364	\$438,382	\$170,982
Five Year Totals		\$2,912,615	\$2,303,466	\$609,149

E. Projected Debt Service and Capital Outlay Projects

Since the number of 7th and 8th grade students that will be attending the Clinton-Glen Gardner School district is less than 10% of the total school population this is not an issue that will be part of the tuition costs.

F. Resource Room Costs

Under the present arrangement with the Clinton Township Board of Education, the Lebanon Borough Board of Education pays the same amount of tuition for students in a resource room that it pays for its regular students. Similarly, the Clinton–Glen Gardner Board of Education has indicated that it will charge the same tuition for regular and resource room students.

G. Transportation Arrangements

Presently Lebanon Borough students are transported to the Clinton Township Board of Education via a jointure contract. Clinton Township then contracts with the Hunterdon County Education Services Commission to provide transportation services. Lebanon then reimburses Clinton Township the cost of the contract.

If the Lebanon Borough Board of Education does send its children to the Clinton Public School then it will contract directly with the Hunterdon Educational Services Commission to provide transportation services for its 7th and 8th grade students.

The distance from Lebanon Borough School to Clinton Township Middle School is 3.7 miles. The distance from Lebanon Borough School to the Clinton Public school is 3.9 miles.

H. Tax Levy History

Under current budgeting law, school districts are permitted to increase their annual tax levy by 2%. However, the budget guidelines permit school districts that are in a sending/receiving relationship to increase their tax levy above 2% to meet their contractual obligation with the receiving district. Since the Lebanon Borough Board of Education is in a sending/receiving relationship with the Clinton Township Board of Education it is permitted to increase its tax levy greater than 2% from year to year.

The table below, illustrates the tax levy history for the Lebanon Borough Board of Education since the 2013-14 school year to the upcoming 2019-20 school year. During that time period the average increase is 4.54%. However, in 2015-16 the increase was 6.41% and in 2016-17 the increase was 9.3%. For the 2019-20 school year the increase is near the average with an increase of 4.5%.

In discussions with the Lebanon Borough Board of Education administration the increase in the tax levy is due in part to the tuition paid to Clinton Township and also to the need to pay for special education tuition for out of district placements.

Table 36

Lebanon Borough BOE Tax Levy History*			
School		Tax Levy	
Year	Tax Levy	Increase	% Increase
2013/14	\$2,172,561		
		\$65,177	3.00%
2014/15	\$2,237,738		
		\$143,499	6.41%
2015/16	\$2,381,237		
		\$221,540	9.30%
2016/17	\$2,602,777		
		\$52,056	2.00%
2017/18	\$2,654,833		
		\$53,097	2.00%
2018/19	\$2,707,930		
		\$121,852	4.50%
2019/20	\$2,829,782		
Average Increase		\$109,536.83	4.54%

*Source – Lebanon Borough User Friendly Budget and School Business Administrator

Table 37 below, shows the tax levy history for the Clinton Township Board of Education. From the 2013-14 school year to the upcoming 2019-20 school year the average increase has been 0.7%. The largest one year increase was 1.5% and for the 2015-16 school year there was a decrease in the levy of \$105,326. For the 2019-20 school year there is no anticipated tax increase in the tax levy.

The consultants were unable to ascertain any specific reasons as to why the Clinton Township Board of Education has been able to keep their tax levy increases below 1%. The ability to gather the information was somewhat hampered by the fact that the administration has frequently changed over the past five years, and consequently there is a lack of institutional history. However, in discussions with the present school business administrator the reason the Board is able to not increase the tax levy for the 2019-20 school year is due to declining enrollment and the Board’s decision to lay off staff.

Table 37

Clinton Township BOE Tax Levy History*			
School	Tax Levy	Tax Levy	
Year	Tax Levy	Increase	% Increase
2013/14	\$22,530,498		
		\$50,000	0.22%
2014/15	\$22,580,498		
		\$338,244	1.50%
2015/16	\$22,918,742		
		-\$105,326	-0.46%
2016/17	\$22,813,416		
		\$331,727	1.45%
2017/18	\$23,145,143		
		\$347,177	1.50%
2018/19	\$23,492,320		
		\$0	0.00%
2019/20	\$23,492,320		
Average Increase		\$160,304	0.70%

*Source – Clinton Township User Friendly Budget

It should be noted, that when a school district does not spend up to its permitted 2% spending level, the district can then “bank” the unused portion of the tax levy for three years. During that three year period the district can increase the tax levy by using the “banked cap.” This unused “banked cap” may become important to the Clinton Township Board of Education in the future.

I. Property Valuations

The table below represents a three year history of the assessed property valuation of the four communities; the Borough of Lebanon, Clinton Township, the Town of Clinton and Glen Gardner. The assessed property valuations were obtained from the Hunterdon County Abstract of Ratables. The consultants, to project future ratables contacted the Tax Assessors in the four communities to determine if they could provide guidance regarding future property valuations. Collectively, they were very hesitant to offer any guidance on future growth. Thus, to be clear, any projections are only estimates. To attempt to project future ratables the consultants used the change in valuation from year 2016 to year 2018 and determined the percentage increase/decrease over that time period. Table 39 shows the projections

Table 38

Property Valuations - History				
Community	2016	2017	2018	3 Year % Change
Lebanon Borough	\$272,039,603	\$274,331,903	\$274,065,103	0.74%
Clinton Township	\$2,151,066,200	\$2,152,157,100	\$2,151,050,400	0.00%
Town of Clinton	\$357,584,850	\$367,049,550	\$372,917,950	4.29%
Glen Gardner	\$139,322,461	\$139,537,061	\$140,004,061	0.49%

Source – Hunterdon County Abstract of Ratables www.co.hunterdon.nj.us/taxboard.htm

Table 39

Property Valuations - Projections			
	2019	2020	2021
Lebanon Borough	\$276,105,684	\$276,105,684	\$276,105,684
Clinton Township	\$2,151,050,400	\$2,151,050,400	\$2,151,050,400
Town of Clinton	\$388,908,527	\$388,908,527	\$388,908,527
Glen Gardner	\$140,688,996	\$140,688,996	\$1,406,889,956

J. Tax Levy Impact and Conclusion

The following provides information regarding the tax levy impact on each of the four communities should Lebanon Borough sever its sending/receiving contract with the Clinton Township Board of Education and send them instead to the Clinton-Glen Gardner School District. Those communities are the Borough of Lebanon, Clinton Township, the Town of Clinton and the Borough of Glen Gardner.

The municipalities of the Town of Clinton and the Borough of Glen Gardner share in the responsibility of raising taxes for the combined Clinton-Glen Gardner School District. Each municipality pays a percentage of the tax levy to be raised. The percentage to be raised is based on the municipality's equalized valuation as determined by the state and part of the budget information distributed by the New Jersey Department of Education. For the 2019-20 the percentages are 69.4981316% for the Town of Clinton and 30.5018684% for Glen Gardner. These percentages are used when determining the tax impact on each municipality.

If the Lebanon Borough Board of Education severs its relationship with the Clinton Township Board of Education and enters into a new agreement with the Clinton-Glen Gardner Board of Education, the estimated cost impact over the 5-year period of the study is as follows:

Estimated Tuition Savings from Table 35	\$609,149
Estimated Annual Savings (\$609,149 / 5)	\$121,830
Estimated Annual Tax Impact ($\$121,830 / \$276,105,684$) = \$0.044 per \$100 of assessed valuation	

Potentially, and just for tuition costs, the tax rate is estimated to be reduced by \$0.044 per \$100 of assessed valuation. This savings would have a positive impact on taxes for the residents of the Borough of Lebanon. For the average assessed home of \$300,000 (as documented in the 2018-19 budget hearing documents) the savings would be \$132.

For the Clinton Township Board of Education, if the Lebanon Borough Board of Education were to sever its relationship with them, the estimated cost impact over the 5-year period of the study is as follows:

Estimated Tuition Loss from Table 35	\$2,912,615
Estimated Annual Loss ($\$2,912,615 / 5$)	\$582,523
Estimated Annual Tax Impact ($\$582,523 / \$2,151,050,400$) = \$0.027 per \$100 of assessed valuation	

The estimated annual tuition loss over a five year period is \$582,523 which is about 2% on their current expense budget of nearly \$27,000,000. Generally, the withdrawal of students would take place over a two year period so that currently enrolled 7th grade students could complete their middle school education at Clinton Township Middle School. Therefore, the impact would be phased over years one and two. If the Clinton Township Board of Education were to fully recoup the lost tuition by raising taxes, the impact would be an increase of \$0.027 per \$100 of assessed valuation, or \$0.013 each for years one and two. The district has not typically budgeted up to the state approved 2% tax levy increase, so it may be that this loss could be fully recovered by using the state approved budget increase. Even if more revenue is needed, the district has "banked cap"

that it could use, so it would not need to seek voter approval for this increase. Furthermore, once the base is adjusted, additional annual increases should fall within the state cap. If it so chooses, the district could continue to budget under the allowable cap by reducing its spending.

For the average assessed home of \$385,000 (as documented in the 2018-19 budget hearing documents) the additional tax increase would be \$104.

For the Clinton-Glen Gardner Board of Education, if Lebanon were to send its 7th and 8th grade students to the Clinton Public School, the estimated cost impact over the 5 year period of the study is as follows:

Estimated Tuition Income from Table 35	\$2,303,466
Estimated Annual income (\$2,303,466 / 5)	\$ 460,693

Town of Clinton Percentage (\$460,693 x 69.4981316%)	\$ 320,173
Town of Clinton Estimated Annual Tax Impact (\$320,173 / \$388,908,527) = \$0.082 per \$100 of assessed valuation	

Borough of Glen Gardner Percentage (\$460,693 x 30.5018684%)	\$ 140,520
Borough of Glen Gardner Estimated Annual Tax Impact (\$140,520 / 140,688,996) = \$0.099 per \$100 of assessed valuation	

For both the Town of Clinton and Borough of Glen Gardner with the additional revenue they could either enhance programs and services or reduce their tax rate and corresponding tax levy.

In the Town of Clinton for the average assessed home of \$360,307 (as documented in the 2018-19 budget hearing documents) the savings, if all tuition revenue were applied to taxes, would be \$295.

In the Borough of Glen Gardner for the average assessed home of \$175,444 (as documented in the 2018-19 budget hearing documents) the savings would be \$174.

IX. CONCLUSION

The data and analysis contained in this study provide the basis for the Lebanon Borough Board of Education to seek permission from the Commissioner of Education to sever its sending/receiving agreement with the Clinton Township Board of Education and enter in to a new agreement with the Clinton-Glen Gardner Board of Education.

From an educational basis, Clinton Township will be able to continue to offer the educational program it is now providing for its remaining students if Lebanon were successful in its securing permission to end the sending/receiving relationship with Clinton Township. If the Lebanon Borough Board of Education were to send its approximately 25 7th and 8th grade students to the Clinton Public School, the Clinton Public School would be able to continue to offer its same quality education. There would be *no substantial negative educational impact* on any one of the three school districts.

Racially there will be *no substantial negative impact* on any of the three districts. Clinton Township would see its minority student population decrease by about 0.1% and the Clinton Public School would see its minority population decrease by 0.3% to 0.4%.

Financially, the school districts of the Borough of Lebanon and Clinton-Glen Gardner would benefit from the proposed change of receiving district. While the Clinton Township School District would lose annual tuition revenue of close to \$582,000, it has options for handling this loss. It can raise taxes to the State approved maximum tax levy increase of 2%, use its “banked cap” to adjust to any additional needs without asking for voter approval, and/or reduce its per pupil spending based upon a reduction in enrollment. The first two options will increase local taxes, but this increase will be within the state approved limits, so the district would fall within typical New Jersey school district spending norms and would not need to rely on voter approval. The consultants, therefore, acknowledge that the withdrawal of the Borough of Lebanon 7th and 8th grade students would result in lost tuition revenue for the Clinton Township School District, but that this would not be substantial on either taxes or educational program. Therefore, we conclude that there would be *no substantial financial negative impact* on the Clinton Township School District should the Lebanon Borough School District seek and be approved for a withdrawal of 7th and 8th grade students from its sending/receiving relationship with the Clinton Township School District.

X. LEGAL PROCESS FOR WITHDRAWING FROM A SENDING/RECEIVING RELATIONSHIP

In order for a district to sever its sending/receiving relationship with another school district the following steps must be implemented. In all instances the Board should consult with Board Counsel regarding the steps to be taken.

1. The district seeking to sever the relationship must prepare a feasibility study that analyzes the impact the withdrawal of students would have on the quality of the educational programs, racial composition of both districts and the financial impact on both districts. In this instance the impact on Clinton Township if Lebanon removes its 7th and 8th grade students and the impact on the Town of Clinton if the Lebanon Borough Board of Education were to send their students to them.
2. Upon review of the feasibility study, if the board wishes to pursue the withdrawal, it must apply for approval to the Commissioner of Education. This determination is within the discretion of the board of education and does not require approval of the electorate.
3. According to the New Jersey Administrative Code 6A:3.6.1 where an application for change is unanswered within the requisite filing period, or is answered by a filing or filings indicating that each respondent does not oppose the application, the Commissioner shall so notify the petitioning district board of education and each respondent district board of education. At the next public meeting of each district board of education following notice from the Commissioner, each district board of education shall announce that the record before the Commissioner shall remain open for a period of 20 days from the date of the announcement in order that interested persons or entities may submit written comments to the Commissioner. Such announcement shall indicate the manner in which, and the address to which, comments may be submitted to the Commissioner as set forth in N.J.A.C. 6A:3-1.2 and 1.3, and shall further indicate the nature and purpose of such comments as set forth below.

Each district board of education shall, within 10 days of the date of the announcement, submit to the Commissioner a certification indicating the date the announcement was made and the content of the announcement.

Comments submitted pursuant to the above shall not exceed 10 pages in length, shall be served on all parties to the case, shall include proof of such service when filed with the Commissioner, and shall specifically address the following statutory standard for the Commissioner's review of applications for change in designation, allocation, or apportionment.

Comments shall address the question of whether the proposed change in designation, allocation, or apportionment will result in a substantial negative impact in any of the affected

school districts in one or more of the following areas: educational and financial implications; quality of education received by students; and racial composition of the student populations.

Each party to the application for change shall have 20 days to reply to any comments at the close of the designated comment period. Any reply shall be served on all other parties to the application.

If the Commissioner determines, upon review of the record at the close of the period established for submission of comments and replies, that further inquiry, fact-finding or exploration of legal argument is necessary in order to decide the matter consistent with the standard of statute, the Commissioner shall direct such further proceedings as the Commissioner deems necessary.

Where an application is initially contested but subsequently proposed, either prior to transmittal or at the OAL, to be granted as a result of settlement or withdrawal of each respondent's opposition, the process set forth in this subchapter shall apply if the record does not reflect an adversarial perspective sufficient for the Commissioner to assess the application consistent with the standard of statute.

4. If Clinton Township Board of Education opposes the withdrawal, a petition of appeal will be filed with the Department of Education and the dispute will be assigned to an Administrative Law Judge for a hearing.
5. The parties will present testimony and documents for the ALJ's consideration.
6. The ALJ will, after the closing of the record, issue an initial or recommended decision.
7. The Commissioner of Education will then affirm, modify or reject the ALJ's recommended decision.
8. The Commissioner's decision may be appealed to the Appellate Courts as per N.J.S.A. 18A:6-9.1.

Cohort-Survival Enrollment Projection Worksheet

Historic enrollments should be based on NJSMart or ASSA. Additional supporting documentation is required if other data is used.
 Special education grade group totals can represent classified or self-contained students in the district projections.
 Private providers should be excluded from preschool enrollments if NOT using district-owned facilities.

DISTRICT NAME: Lebanon Borough - Appendix A
 COUNTY: Hunterdon

School Year	Births 5 Yr. Ago	K	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9-12 Subst.	9-12 SE	9-12 Total	PK	PK-5 Total	K-5 (excl. PK)	K-5 SE	6-8 Subst.	6-8 SE	6-8 Total	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.	9-12 Total	PK	K-12 Total	PK-12 Total		
HISTORIC DATA																															
2013-14	19	1,000	1,071	1,071	1,100	1,000	9	15	6,697	6	68	0.286	72	0	72	4	0.286	25	9	34	10	9	1,000	10	0	0	0	0	0	106	106
2014-15	21	1,000	1,071	1,071	1,100	1,000	11	9	1,000	7	70	0.691	77	0	77	7	0.691	26	6	32	9	10	1,200	9	0	0	0	0	0	109	109
2015-16	26	1,000	1,071	1,071	1,100	1,000	13	11	9,909	16	66	0.120	75	0	75	9	0.120	38	10	48	12	10	0.690	0	0	0	0	0	0	123	123
2016-17	26	1,000	1,071	1,071	1,100	1,000	13	12	10,833	11	66	0.132	76	0	76	10	0.132	37	9	46	8	8	0.690	0	0	0	0	0	0	122	122
2017-18	20	1,000	1,071	1,071	1,100	1,000	9	13	1,000	10	73	0.667	84	0	84	11	0.667	38	2	40	16	16	0.690	0	0	0	0	0	0	124	124
2018-19	14	1,000	1,071	1,071	1,100	1,000	7	6	13	10	66	0.250	88	0	88	22	0.250	35	0	35	11	11	0.690	0	0	0	0	0	0	123	123
Average Survival Rate	0.640	1,020	0.885	1,014	0.918	0.972						0.108							0.151												
PROJECTIONS																															
2019-20	13	1,020	0.885	1,014	0.918	0.972	10	6	6	14	59	6	66	0	66	6	6	41	6	47	13	13	0.961	0	0	0	0	0	0	113	113
2020-21	19	1,020	0.885	1,014	0.918	0.972	14	9	6	6	63	7	70	0	70	7	7	38	6	44	13	13	0.961	0	0	0	0	0	0	114	114
2021-22	16	1,020	0.885	1,014	0.918	0.972	13	13	9	7	65	7	72	0	72	7	7	33	5	38	18	18	0.961	0	0	0	0	0	0	111	111
2022-23	21	1,020	0.885	1,014	0.918	0.972	8	12	13	10	67	7	74	0	74	7	7	27	4	31	8	8	0.961	0	0	0	0	0	0	105	105
2023-24	17	1,020	0.885	1,014	0.918	0.972	11	7	11	14	63	7	70	0	70	7	7	36	5	41	9	9	0.961	0	0	0	0	0	0	111	111

*S = survival rate

Cohort-Survival Enrollment Projection Worksheet

Historic enrollments should be based on NJSMART or ASSA. Additional supporting documentation is required if other data is used.
 Special education grade group totals can represent classified or self-contained students in the district projections.
 Private providers should be excluded from preschool enrollments if NOT using district-owned facilities.

DISTRICT NAME: Clinton Township Without Lebanon Students - Appendix B
 COUNTY: Hunterdon

School Year	Births 5th-12th	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9-12 Subst.	9-12 SE	9-12 Total	PK	PK-5 Total (excl. PK)	K-5 SE	K-5 Total	6-8	6-8 SE	6-8 Total	9th Gr.	10th Gr.	11th Gr.	12th Gr.	9-12 Total	PK	K-12 Total	PK-12 Total			
HISTORIC DATA																															
2013-14	109	84	124	113	128	139	156	163	160	174	437	104	601	0	885	120	885	0	0	0	0	0	0	0	0	0	0	0	0	1486	1486
	0.771	1.131	1.032	1.033	1.033	0.977	1.029	0.974	0.953	0.953	0.953	0.173	601	0	885	0.135	885	0	0	0	0	0	0	0	0	0	0	0	0	1389	1389
2014-15	105	87	95	128	135	143	154	152	189	154	475	108	581	0	818	103	818	0	0	0	0	0	0	0	0	0	0	0	0	1324	1324
	0.829	1.230	1.053	1.039	1.022	1.000	0.983	0.963	0.866	0.911	0.911	0.162	581	0	818	0.126	818	0	0	0	0	0	0	0	0	0	0	0	0	1292	1292
2015-16	82	102	107	100	133	139	128	142	135	154	431	89	520	0	804	97	804	0	0	0	0	0	0	0	0	0	0	0	0	1214	1214
	1.244	1.108	1.009	1.030	1.000	0.983	0.983	1.000	0.983	1.111	0.983	0.171	520	0	804	0.21	804	0	0	0	0	0	0	0	0	0	0	0	0	1179	1179
2016-17	89	100	113	108	108	133	138	126	142	150	418	88	504	0	786	88	786	0	0	0	0	0	0	0	0	0	0	0	0	1040	1040
	1.124	1.180	1.009	1.035	1.000	0.977	0.977	1.000	0.984	0.953	0.953	0.171	504	0	786	0.112	786	0	0	0	0	0	0	0	0	0	0	0	0	1088	1088
2017-18	84	80	116	114	114	108	130	138	124	131	383	87	460	0	754	92	754	0	0	0	0	0	0	0	0	0	0	0	0	1052	1052
	0.852	1.088	0.883	1.035	1.018	1.000	0.983	1.031	0.984	0.992	0.992	0.146	460	0	754	0.118	754	0	0	0	0	0	0	0	0	0	0	0	0	1053	1053
2018-19	82	84	87	114	118	116	108	134	133	123	390	77	467	0	712	85	712	0	0	0	0	0	0	0	0	0	0	0	0	1040	1040
	1.224	1.143	1.017	1.046	1.003	1.000	0.983	1.000	0.975	0.980	0.980	0.155	467	0	712	0.102	712	0	0	0	0	0	0	0	0	0	0	0	0	1040	1040
Average Survival Rate	0.981																														
PROJECTIONS																															
2019-20	84	83	86	88	119	118	116	108	131	130	369	62	431	0	685	64	685	0	0	0	0	0	0	0	0	0	0	0	0	1116	1116
	0.981	1.143	1.017	1.046	1.003	1.000	0.983	1.000	0.975	0.980	0.980	0.155	431	0	685	0.102	685	0	0	0	0	0	0	0	0	0	0	0	0	1088	1088
2020-21	85	84	95	98	93	120	118	116	105	128	349	59	408	0	681	63	681	0	0	0	0	0	0	0	0	0	0	0	0	1052	1052
	0.991	1.143	1.017	1.046	1.003	1.000	0.983	1.000	0.975	0.980	0.980	0.146	408	0	681	0.118	681	0	0	0	0	0	0	0	0	0	0	0	0	1053	1053
2021-22	82	81	108	97	102	93	120	118	113	103	334	56	391	0	662	61	662	0	0	0	0	0	0	0	0	0	0	0	0	1053	1053
	0.991	1.143	1.017	1.046	1.003	1.000	0.983	1.000	0.975	0.980	0.980	0.146	391	0	662	0.118	662	0	0	0	0	0	0	0	0	0	0	0	0	1040	1040
2022-23	91	80	93	109	101	103	93	120	115	111	345	58	404	0	649	60	649	0	0	0	0	0	0	0	0	0	0	0	0	1040	1040
	0.991	1.143	1.017	1.046	1.003	1.000	0.983	1.000	0.975	0.980	0.980	0.146	404	0	649	0.118	649	0	0	0	0	0	0	0	0	0	0	0	0	1040	1040
2023-24	87	86	103	84	115	102	103	83	117	113	322	54	377	0	664	62	664	0	0	0	0	0	0	0	0	0	0	0	0	1040	1040
	0.981	1.143	1.017	1.046	1.003	1.000	0.983	1.000	0.975	0.980	0.980	0.146	377	0	664	0.118	664	0	0	0	0	0	0	0	0	0	0	0	0	1040	1040

Sⁿ = survival rate

Cohort-Survival Enrollment Projection Worksheet

Historic enrollments should be based on NISMart or ASSA. Additional supporting documentation is required if other data is used.
 Special education grade group totals can represent classified or self-contained students in the district projections.
 Private providers should be excluded from preschool enrollments if NOT using district-owned facilities.

DISTRICT NAME: Clinton-Glen Gardner Without Lebanon Students - Appendix C
 COUNTY: Hunterdon

School Year	Births 5 Yr. Ago	K	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	K-5 Subtl.	K-5 SE	K-5 Total	PK	PK-5 Total	6th Gr.	7th Gr.	8th Gr.	9th Gr.	6-9 Subtl.	6-9 SE	6-9 Total	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.	9-12 Subtl.	9-12 SE	9-12 Total	PK	K-12 Total	PK-12 Total	
HISTORIC DATA																															
2013-14	46	40	29	43	43	58	44	257	46	303	0	303	35	64	46	146	24	170	0.956	1.026	1.031	0.900						0	0	473	473
2014-15	55	44	39	29	36	41	53	242	59	301	0	301	42	37	66	145	24	169	0.943	1.071	1.000	0.900						0	0	470	470
2015-16	45	42	42	41	30	41	43	239	42	281	0	281	50	45	37	132	34	166	0.943	1.071	1.000	0.900						0	0	447	447
2016-17	54	47	39	30	40	29	34	219	51	270	0	270	40	52	47	139	32	171	0.930	1.040	1.044	0.900						0	0	441	441
2017-18	45	28	46	34	35	43	33	219	49	268	0	268	36	43	59	138	24	162	0.959	1.075	1.135	0.900						0	0	430	430
2018-19	35	38	1,000	0.978	1,088	1,029	44	228	43	271	0	271	36	40	46	122	28	150	1.001	1.111	1.070	0.900						0	0	421	421
Average Survival Rate	0.855	0.967	0.923	1.020	1.033	0.991		0.159	0.141				0.956	1.065	1.056		0.187	0.169		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0	0	421	421
PROJECTIONS																															
2019-20	42	36	37	26	46	38	36	218	31	249	0	249	44	38	42	124	21	145	0.967	1.065	1.056	0.900						0	0	384	384
2020-21	34	29	35	34	26	47	38	209	29	239	0	239	36	47	40	123	21	143	0.967	1.065	1.056	0.900						0	0	382	382
2021-22	35	30	28	32	35	27	47	199	28	227	0	227	38	38	49	125	21	146	0.967	1.065	1.056	0.900						0	0	373	373
2022-23	34	28	29	26	33	36	27	179	25	205	0	205	47	40	40	127	21	148	0.967	1.065	1.056	0.900						0	0	363	363
2023-24	35	31	28	27	26	34	35	181	26	207	0	207	27	50	42	119	20	139	0.967	1.065	1.056	0.900						0	0	346	346

*S = Survival Rate

Cohort-Survival Enrollment Projection Worksheet

Historic enrollments should be based on NJSMart or ASSA. Additional supporting documentation is required if other data is used.
 Special education grade group totals can represent classified or self-contained students in the district projections.
 Private providers should be excluded from preschool enrollments if NOT using district-owned facilities.

DISTRICT NAME: Clinton Township With Lebanon Students - Appendix D
 COUNTY: Hunterdon

School Year	Births 5 Yrs. Ago	K	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	K-5 Subtl.	K-5 Tot. (incl. PK)	PK	PK-5 Total	6th Gr.	7th Gr.	8th Gr.	6-8 Subtl.	6-8 Total	9th Gr.	10th Gr.	11th Gr.	12th Gr.	9-12 Subtl.	9-12 SE	9-12 Total	PK Total	K-12 Total	PK-12 Total		
HISTORIC DATA																												
2013-14	109	84	124	133	129	139	156	765	120	885	0	885	163	169	184	516	104	620	0	0	0	0	0	0	0	0	1505	1505
	0.771	1.131	1.032	1.033	1.033	0.977	1.039	0.156	0.156	0	0	0.974	1.036	0.964	0.168	0.168	0.000	0	0	0	0	0	0	0	0	0	1418	1418
2014-15	105	87	85	128	136	126	143	715	103	818	0	818	152	179	163	484	106	600	0	0	0	0	0	0	0	0	1348	1348
	0.829	1.230	1.053	1.039	1.022	1.000	0.983	0.126	0.126	0	0	0.993	0.954	0.927	0.177	0.177	0.000	0	0	0	0	0	0	0	0	0	1204	1204
2015-16	82	102	107	100	133	138	128	707	97	804	0	804	142	145	166	483	89	542	0	0	0	0	0	0	0	0	1316	1316
	1.124	1.108	1.009	1.000	1.000	0.983	0.983	0.121	0.121	0	0	1.000	1.127	1.090	0.164	0.164	0.000	0	0	0	0	0	0	0	0	0	1242	1242
2016-17	89	100	113	108	108	133	138	700	88	788	0	788	128	160	188	444	86	530	0	0	0	0	0	0	0	0	1204	1204
	1.124	1.160	1.009	1.000	1.000	0.977	0.977	0.152	0.152	0	0	1.000	1.070	0.910	0.162	0.162	0.000	0	0	0	0	0	0	0	0	0	1143	1143
2017-18	84	80	116	114	114	108	130	682	92	754	0	754	138	138	147	421	67	488	0	0	0	0	0	0	0	0	1110	1110
	0.882	1.088	0.983	1.018	1.018	1.000	0.985	0.085	0.085	0	0	1.031	1.065	0.885	0.137	0.137	0.000	0	0	0	0	0	0	0	0	0	1073	1073
2018-19	82	84	87	114	118	116	108	627	85	712	0	712	134	147	134	415	77	492	0	0	0	0	0	0	0	0	1074	1074
Average Survival Rate	0.981	1.143	1.017	1.046	1.003	1.000	0.977	0.119	0.119	0	0	1.000	1.065	0.977	0.161	0.161	0.000	0	0	0	0	0.000	0.000	0.000	0.000	0	1682	1682
PROJECTIONS																												
2019-20	84	83	86	88	119	118	116	621	64	685	0	685	108	143	144	394	63	458	0	0	0	0	0	0	0	0	1143	1143
	0.881	1.143	1.017	1.046	1.003	1.000	0.977	0.119	0.119	0	0	1.000	1.065	0.977	0.161	0.161	0.000	0	0	0	0	0	0	0	0	0	1110	1110
2020-21	85	84	85	98	83	120	118	618	63	681	0	681	116	115	139	370	60	430	0	0	0	0	0	0	0	0	1073	1073
	0.881	1.143	1.017	1.046	1.003	1.000	0.977	0.119	0.119	0	0	1.000	1.065	0.977	0.161	0.161	0.000	0	0	0	0	0	0	0	0	0	1074	1074
2021-22	82	81	108	97	102	93	120	600	61	662	0	662	118	123	112	354	57	411	0	0	0	0	0	0	0	0	1074	1074
	0.881	1.143	1.017	1.046	1.003	1.000	0.977	0.119	0.119	0	0	1.000	1.065	0.977	0.161	0.161	0.000	0	0	0	0	0	0	0	0	0	1682	1682
2022-23	81	80	83	109	101	103	93	589	60	649	0	649	120	126	121	365	59	425	0	0	0	0	0	0	0	0	1074	1074
	0.881	1.143	1.017	1.046	1.003	1.000	0.977	0.119	0.119	0	0	1.000	1.065	0.977	0.161	0.161	0.000	0	0	0	0	0	0	0	0	0	1682	1682
2023-24	87	86	103	94	115	102	103	602	62	664	0	664	83	127	123	343	65	388	0	0	0	0	0	0	0	0	1682	1682
	0.881	1.143	1.017	1.046	1.003	1.000	0.977	0.119	0.119	0	0	1.000	1.065	0.977	0.161	0.161	0.000	0	0	0	0	0	0	0	0	0	1682	1682

*S = Survival Rate

**LEBANON BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION Special Meeting
Agenda December 20, 2018, 6:30 pm
Lebanon Borough School Library**

CALL TO ORDER: J.Carruthers called the meeting to order at 6:30 pm.

PUBLICATION OF NOTICE: In accordance with the provisions of the New Jersey Open Public Meetings Act, Chapter 231, Laws of 1975, adequate notice of this meeting was provided through a public notice on December 10, 2018:

- a. Faxing to two newspapers designated by the Board- The Hunterdon County Democrat and the Express Times.
- b. Posting to the District Website, the main bulletin board in the Administration office of the Lebanon Borough School.
- c. Faxing to the Clerk of Lebanon Borough.

ROLL CALL: Board Members:

Jacklyn Carruthers
President Dan Elwell,
Vice President David
Abeles Christine Burton
Melissa Toledo

District Administrators: Mr. Bruce Arcurio, Chief School
Administrator Mrs. Patricia Duell, School Business
Administrator/Board Secretary

PLEDGE OF ALLEGIANCE: J. Carruthers led the Board in the Pledge of Allegiance.

EXECUTIVE SESSION

WHEREAS, while the Sen. Byron M. Baer Open Public Meetings Act (N.J.S.A. 10:4-6 et seq.)

requires all meetings of the Lebanon Borough Board of Education to be held in public, N.J.S.A. 10:4-12(b) sets forth nine (9) types of matters that may lawfully be discussed in "Executive Session," i.e. without the public being permitted to attend, and

WHEREAS, *the Lebanon Borough Board of Education has determined that the following issues are permitted by N.J.S.A. 10: 4-12(b) to be discussed without the public in attendance and shall be discussed during an Executive Session.*

Lebanon Borough Board of Education

12/20/ 2018 MINUTES

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WHEREAS, *any pending litigation or contract negotiation in which the public body is or may become a party. Any matters falling within the attorney-client privilege, to the extent that confidentiality is required in order for the attorney to exercise his ethical duties as a lawyer. The nature of the matter, described as specifically as possible without undermining the need for confidentiality is for the attorney to advise and update the board on matters involving attorney/client privilege, specifically, in **statutory requirements and contract negotiations concerning the send/receive relationship for middle school students.***

WHEREAS, *the length of the Executive Session is estimated to be thirty (30) minutes after which the meeting shall reconvene and proceed with business.*

NOW, THEREFORE, BE IT RESOLVED *that the Lebanon Borough Board of Education will go into Executive Session for only the above stated reasons;*

BE IT FURTHER RESOLVED *that the Board hereby declares that its discussion of the aforementioned subject will be made public at such time as the reason for confidentiality no longer exists.*

Motion to enter:

Motion by: M. Toledo, Second by D. Elwell. The resolution was adopted by the full membership of the Board at 6:34 pm.

Motion to exit:

Motion by: C. Burton, Second by J. Carruthers. The resolution was adopted by the full membership of the Board at 7:06 pm

PRESIDENT COMMENT: Mrs. Carruthers thanks Melissa Toledo for her dedication and

professionalism during her 2 term tenure on the Board of Education.

PUBLIC COMMENTS: AGENDA ITEMS Wayne Kaminsky, 761 Main St. spoke about personal experience with the Clinton Township Middle School.

Alejandro Calvo, 60 Brunswick Ave. Spoke about his opinion to preserve the send/receive relationship with Clinton Township.

Michele Cone, Clinton Township School District Superintendent. Thanked the Board for the opportunity to present the middle school program at the last Board meeting. She expressed the efforts made to improve communications between the districts and hoped that would be a factor in their final decision.

**BOARD
DISCUSSION**

Lebanon Borough Board of Education

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Mrs. Carruthers asked for a recommendation from Mr. Arcurio. Mr. Arcurio gave his recommendation and explained the factors involved in making his decision. **FACILITY/FINANCE/POLICY: Action Items 19-FFP-36:**

Action item 19-FFP-36: *BE IT RESOLVED* that the Board of Education hereby terminates the Board's Send/Receive Agreement with the Clinton Township Board of Education dated June 8, 1981 regarding the Board's grade 7 & 8 students. The Board authorizes the Administration and its professionals to take all appropriate action to terminate the Board's Send/Receive Agreement and towards the establishment of a new send/receive agreement for the Board's students.

Motion by D. Elwell, Second by C. Burton. The resolution is adopted by the Board on a roll call vote as follows: 5 ayes, 0 no, 0 abstain.

ADJOURNMENT:


Action Item 19-AD-06:

BE IT RESOLVED that the Board of Education adjourns this

meeting.

Motion by: D. Elwell, Second by C. Burton. The resolution was adopted by the full membership of the Board at 7:22 pm.

Respectfully
Submitted,



Patricia Duell, School Business Administrator/Board
Secretary

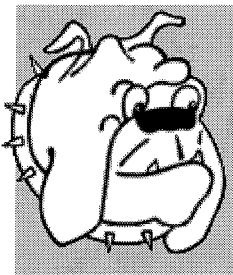
Minutes prepared December 21, 2018 Minutes
remain unofficial until approved by the Board.



Jacklyn Carruthers, Board
President

1/3/2019

Dat
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Clinton Public School

10 School Street
Clinton, New Jersey 08809
Main Office: 908-735-8512
Business Office: 908-735-4460
Fax: 908-735-5895

Dr. Seth Cohen, *Superintendent/Principal*
scohen@cpsnj.org

Bernadette Wang, *Business Administrator*
bwang@cpsnj.org

Jacqueline Evans-Turner, *Assistant Principal/Curriculum Coordinator*
jturner@cpsnj.org

Jenine Kastner, *Supervisor of Special Services*
jkastner@cpsnj.org

Appendix F

May 1, 2019

Mr. Nicolas C. Puleio, SBA/QPA
Partner
Puleio & Strimple Associates, LLC
467 Wheeler Road
North Brunswick, NJ

Dear Mr. Puleio,

In response to your request, this is to confirm that Clinton Glen Gardner School's intention to set the tuition for potential incoming 7th and 8th grade students from Lebanon Borough at the starting rate of \$15,000.

We will also hold firm on the annual increase of 2% for the next 10 year as projected from our proposal to Lebanon Borough.

The Clinton Glen Gardner School Board reviewed the proposal during their monthly meeting held on April 30th, 2019. The School Board reiterated that they support this proposal including the initial tuition and the annual increases. The Board's intention is that when and if the send/receive relationship is approved by the Commissioner, the Board will take the appropriate motion to approve the established guidelines.

Please do not hesitate to let me know if I can offer any other clarification you need regarding the tuition and the set annual increase %.

Sincerely,

Bernadette Wang
Business Administrator

Appendix G

Nicholas C. Puleio Curriculum Vitae

Expertise

Nicholas C. Puleio is a 38 year veteran School Business Administrator having served his entire career as the Chief Financial Officer in K-12 districts. Prior to retirement, Mr. Puleio was the State Fiscal Monitor appointed by the Commissioner of Education to the Camden City School District where he oversaw school operations from December 2006 until February 2009. During his tenure there, he implemented a number of corrective actions in the business office including a reorganization of staffing assignments and implementation of operational procedures that strengthened internal controls. At the conclusion of his appointment, Mr. Puleio was instrumental in moving the district from a projected 20 million dollar deficit to a surplus of over 7 million dollars. Since his retirement, he has worked as an interim SBA in five K-8 districts with sending/receiving relationships as well as providing services to a mid-size to large K-12 operations. Over the course of his career, Mr. Puleio has been responsible for initiating shared services agreements not only between neighboring school districts but also between school districts and their local municipality. He has also served on NJASA search committees to hire Superintendents as well as School Business Administrators. He is the founding partner of the consulting firm Puleio-Strimple Associates, LLC which has performed shared services studies, a sending /receiving feasibility study and operational analysis studies for various school districts. In addition his firm has successfully completed school business administrator searches over the past three years.

Experience

Over the past 8 years Mr. Puleio has served as the Interim School Business Administrator for the following districts: Branchburg K-8, Green Brook K-8, South Plainfield K-12, Milltown K-8, Montclair K-12, Piscataway K-12, East Windsor Regional School District, K-12, Cranbury School district a K-8 while they completed their search for a permanent SBA and most recently for the Spring Lake BOE from March to September 2017. Currently he is completing an interim BA assignment for the Green Brook BOE which ends December, 31st of this year.

While serving as interim SBA Mr. Puleio performed all the duties of the position as outlined in Title 18A and the New Jersey Administrative Code, 6A. In Branchburg he assisted the Board of Education and Superintendent by writing a Corrective Action Plan for the Office of Fiscal Accountability Audit and implementing key changes to the business operations. He also assessed the feasibility of sharing services at the administrative level in the K-8 operations. While working for the Spring Lake BOE he assisted the governing body in reviewing their options for shared services.

Tenure as School Business Administrator July 1979 to February 2010:

State Fiscal Monitor, Camden City Board of Education, December 2006 – February 2010; Brick Township Board of Education (September 2001 to December 2006); Lawrence Township Board of Education (April 1987 to August 2001), Neptune Township Board of Education (November 1981 to March 1987) and Spotswood Board of Education (July 1979 to October 1981)

During his tenure in the above school districts, he was responsible for all aspects of the financial operations as well as managing multiple construction projects and supervising more than 500 support staff. In addition, he participated in the negotiations of several labor contracts working closely with legal counsel and identified members of the school board. Other responsibilities included managing transportation, buildings and grounds, food services and functioning as the school districts custodian of records. While serving as the school business administrator in Lawrence Township, Mercer County helped draft and implement shared services agreement with the Township.

Education

Rider University, Lawrence Township, New Jersey, Certification School Business Administration 1981

Trenton State College, Ewing, New Jersey, M.Ed. 1976

Parsons College, Fairfield, Iowa, B.A. Business Administration 1969

Consulting, Presentations, Educational Organizations, Recognitions

Business Efficiency and Shared Services Study – Hunterdon County Polytech Career Academy – Spring 2010

Shared Services Study performed for Shore Regional School district- 2012

Business Office & Human Resources Office efficiency study performed for Hillsborough BOE Summer of 2014.

Adjunct Professor for Rider University, Graduate School of Education – 1990 to 2000

Awarded Recognition in “Who’s Who in New Jersey” - 1995

New Jersey School Business Officials President – 1990 to 1991

Inducted into New Brunswick High School Hall of Distinguished Alumni- June 2012

New Jersey Department of Education Approved Mentor for New School Business Officials

Military Experience

Served as a member of the United States Army Reserves – 1970 to 1976

Honorably Discharged at the Rank of Staff Sergeant

Appendix H
James H. Strimple, Jr.
Curriculum Vitae

Expertise

James H. Strimple, Jr. is a retired school business administrator with over 30 years of educational experience that encompasses the classroom, central office and consulting services to school districts. Mr. Strimple has particular expertise with districts that are growing in student population and require new facilities, additions or renovation. Additionally, he has direct experience with implementing an \$8 million ESIP for a district that went with a do-it-yourself program. He also has expertise in analyzing district business operations and staffing to provide efficiencies and internal controls. Mr. Strimple has presented to the New Jersey Association of School Administrators New Superintendent Academy, before the US House Sub-committee on school facilities, at the New Jersey School Boards Conference and served as a panelist exploring leadership issues in public education. Mr. Strimple was a classroom teacher for seven years, a school business administrator for 23 years and is presently assisting school districts when they need business administrator expertise on a short-term basis.

Experience

Interim School Business Administrator for the Clinton Township Board of Education, Plumsted Board of Education, North Brunswick Township Board of Education, Matawan-Aberdeen Regional School District, the Freehold Borough Board of Education, the Somerset County Vocational & Technical Schools District and the Franklin Township Board of Education - 2009 to Present

On a short term basis, Mr. Strimple is responsible for school business leadership to maintain business operations for school districts. Services include budget development and implementation, purchasing, payroll, facilities/grounds, health benefits implementation, construction administration, negotiations and business office reorganization.

Marketing Director for K-12 Public Education for Design Ideas Group Architecture and Planning, LLC, New Brunswick, New Jersey 2005-2011

Mr. Strimple engaged in the successful marketing of architectural services to several new education clients. As the education liaison, Mr. Strimple was responsible for the coordination of services for the client with the DOE, SDA and

other consultants. He has assisted school districts with over \$20 million of ROD Grant applications.

School Business Administrator, Montgomery Township Schools, Skillman, New Jersey 1985-2005

Led the district through a rapid growth period, 1,200 to 5,000 students in seven years. Major capital improvements totaling \$117 million included: a new elementary school, a new middle school, a new high school and renovations to existing buildings. Was the project coordinator for all facility projects. With the growth of the district oversaw the building of an efficient business office and buildings and grounds staff. Conceptualized, negotiated and implemented a district wide technology structural delivery plan. District's cost per student was consistently lower than the state average by nearly \$2,000 per student.

While working in Montgomery, Mr. Strimple worked with the Board of Education on several superintendent searches. Working with the Board he was involved with developing criteria for a successful superintendent, paper screening of candidates, interviews, site visits, offering of position and contract negotiations.

Assistant School Business Administrator, Union Township Board of Education, Union, New Jersey 1984-85

As the Assistant School Business Administrator Mr. Strimple was responsible the transportation of 6,000 students on a daily basis, supervised the district purchasing program, food service program and buildings and ground operation. He left after one year to assume the position of School Business Administrator in the Montgomery Township Schools.

Assistant School Business Administrator, Scotch-Plains-Fanwood Board of Education, Scotch Plains, New Jersey 1982-84

This was Mr. Strimple's initial position in central office. As the Assistant he was responsible for student transportation, purchasing and federal grants.

Middle School and High School Teacher of Social Studies, North Brunswick Township Board of Education, North Brunswick, New Jersey 1975-1982

Social Studies teacher at the middle school for five years and the high school for two years. Also served as the Boy's Head Basketball Coach for the high school.

Education

Rutgers, The State University of New Jersey, M.Ed. 1981

Gettysburg College, B.A. Political Science, 1972

Consulting, Presentations, Educational Organizations

- Presentation – New Jersey School Boards Association – Summer 2016 on Energy Savings Improvement Projects
- Review of Plant Operations: Custodial, Maintenance and Grounds Departments – Hackettstown Board of Education – Spring 2015
- Business/Human Resources Efficiency Study – Hillsborough Board of Education – Fall 2014
- Presentation – New Jersey School Boards 2014 Conference – Facilities Projects, Your District and NJDOE
- Presentation – New Jersey School Boards 2014 Conference – NJDOE Facilities Process: An Update and Refresher
- Dissolution of a Send/Receive Relationship – Lakehurst Board of Education – 2012
- Shared Services Study – Shore Regional School District – 2011
- Business Efficiency and Shared Services Study – Hunterdon County Polytech Career Academy - 2010
- Member of the New Jersey Association of School Business Officials Shared Services Committee 2010-2011
- President, New Jersey Association of School Business Officials 1998-99
- President Elect, New Jersey Association of School Business Officials, 1997-98
- First Vice President, New Jersey Association of School Business Officials, 1996-97
- Central Jersey Trustee, New Jersey Association of School Business Officials, 1993 – 1996
- Member LEE Group, 1998 – 2000
- President, Somerset County Association of School Business Officials 1990 – 1992
- Part-time Instructor – Rider University – Graduate Degree Program, 2000 – 2003
- Instructor, NJASBO, Transportation Certification Program, 1992 – 2004
- Mentor, NJASBO
- Budget Reviewer of Annual School District Budget Submissions for Hunterdon and Somerset Counties, 2004 – 2010
- Presenter, Union County Association of School Business Officials – “Financing Solar Panel Installation” Fall, 2010
- Panelist/Presenter “Crisis in School Leadership” sponsored by the Geraldine R. Dodge Foundation, Fall, 2001

- Presenter, NJASA New Superintendent's Academy, Passage of a Successful Referendum - 2005, 2006, 2007
- Member, Administrative Code Revision Committee for the State Department of Education, 1987
- Published Articles: New Jersey Key Post:
 - "Guide to a Successful Roof Replacement Project" July, 2010
 - "Observations from an Interim School Business Administrator" April, 2010
 - "Truth is Stranger than Fiction" October, 2005

Referrals

Personal and client references available upon request.

Appendix I
Judith A. Ferguson, Ed. D
Curriculum Vitae

Expertise

Dr. Judy Ferguson has over fifty years of experience in public education with specialty in working with boards of education and school districts in various matters including strategic planning, studies, and executive searches.

Experience

Manager and Education Consultant, Centennium Consultants, LLC, NJ. 1998-Present

Manages a firm that has conducted consulting services in organizational analysis (3), strategic planning (5), and feasibility studies (9).

Senior Associate, Hazard, Young, Attea & Associates, Ltd., IL 1998-Present

Consults with Boards of Education nation-wide with emphasis in NJ. Conducted 30 searches to date.

Consultant, Mid-Atlantic Regional Educational Laboratory, Center for Effective School Practices, Rutgers, The State University of NJ 2010-2011

Conducted research for school districts on topics of national interest and relevancy

Superintendent, Hopewell Valley Regional School District, NJ 2005-2008

Led K-12 NJ school district as superintendent and educational leader

Senior Fellow, Citizens for Better Schools, Newark, NJ 1998-2003

Secured grants and advised on policy and practice for NJ school districts

Superintendent, West Morris Regional High School District, NJ 1992-1998

Led 9-12 regional high school district as superintendent and educational leader

Superintendent, Newton Public Schools, NJ 1988-1992

Led K-12 NJ school district as superintendent and educational leader

Business Administrator, Princeton Regional Schools, NJ 1980-1988

Managed all financial and operational matters including legal responsibility as Board Secretary

School Program Coordinator, NJ State Department of Education 1978-1980

Monitored district compliance with Thorough and Efficient Education Act for Mercer County Districts

Adjunct Professor, Graduate School of Education, Jersey City State and Rutgers University 1986-1989

Taught graduate courses in Educational Administration