

**A Feasibility Study on the Termination
of the Sending-Receiving Relationship Between the
Bloomsbury Board of Education
and the
Phillipsburg Board of Education**

by
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I. Introduction

The Bloomsbury Board of Education has been concerned with the costs associated with sending its children to Phillipsburg High School. The costs have continued to increase over the years and more and more Bloomsbury resident students have been opting to attend other schools in lieu of Phillipsburg. Bloomsbury also has expressed a desire to return its high school students to Hunterdon County, rather than continue to send them to Phillipsburg, which is located in Warren County. As a result, the Bloomsbury Board of Education resolved to study the options available with respect to the education of its high school students.

With the assistance of expert consultants, Bloomsbury identified the North Hunterdon-Vorhees Regional High School District (hereinafter "North Hunterdon Regional"), located in Hunterdon County, as a possible partner for the education of its high school students. In doing so, Bloomsbury sought to analyze the following options for the education of its high school students:

1. Joining North Hunterdon Regional as a constituent member, which would require termination of its current sending-receiving relationship with Phillipsburg; or
2. Establishing a new sending-receiving relationship with North Hunterdon Regional, which also would require termination of its current sending-receiving relationship with Phillipsburg.

Through Porzio, Bromberg & Newman, PC, Bloomsbury retained the following independent experts to analyze the viability of these options and to prepare a preliminary study of the educational, financial, and racial impact of its termination of the current sending-receiving relationship and either becoming a constituent member of North Hunterdon Regional or establishing new sending-receiving relationship with North Hunterdon Regional: Dr. Richard S. Grip of Statistical Forecasting LLC primarily was responsible for the demographics and the racial impacts; Dr. John Kazmark, Ed.D., retired school administrator, primarily was responsible for the educational impacts; and Mr. Steven Cea, former School Business Administrator, primarily was responsible for the financial impacts.

This report follows the guidelines established by *N.J.S.A. 18A:38-13* and *N.J.S.A. 18A:38-21*. In doing so, it analyzes the educational, financial, and racial impacts of Bloomsbury's termination of its current sending-receiving relationship with Phillipsburg and either the enlarging of North Hunterdon Regional to include Bloomsbury as a constituent member or establishing a new sending-receiving relationship with North Hunterdon Regional. In particular, this feasibility study also analyzes the impact on the quality of education received by pupils in each of the aforementioned districts, and the effect on the racial composition of the pupil population of each of these districts.

In analyzing the educational impact of a proposed reconfiguration, the experts have concluded that Bloomsbury's termination of its current sending-receiving relationship with Phillipsburg, whereby it either would join North Hunterdon Regional, in Bloomsbury's home county of Hunterdon, as a constituent member or establish a new sending-receiving relationship with North Hunterdon Regional, would meet New Jersey's educational requirements, would

provide an opportunity for a thorough and efficient education for all the high school students currently served by the Phillipsburg and North Hunterdon Regional School Districts, and would not result in any substantial negative impact.

The financial analysis was calculated in “2021 dollars” to eliminate the variable of inflation and the time value of money. The financial impact was determined based upon the average property tax levies and average tax rates of each of the affected communities. The experts have concluded that Bloomsbury either becoming a constituent member of North Hunterdon Regional or entering into a new sending-receiving relationship with North Hunterdon Regional would not result in a substantial negative financial impact on any of the districts.

Finally, the consultants have concluded that the potential effect on the racial composition of the pupil population of each of the districts is not substantial. Bloomsbury's students would continue to be educated in a racially diverse learning environment. Indeed, Bloomsbury's pursuit of a new educational opportunity for its students in the form of either becoming a constituent member of North Hunterdon Regional, or establishing a new sending-receiving relationship with North Hunterdon Regional will not result in a negative impact on any of the students from a demographic perspective.

In short, should Bloomsbury be permitted to terminate its current sending-receiving relationship with Phillipsburg and either become a constituent member of North Hunterdon Regional or establish a new sending-receiving relationship with North Hunterdon Regional, it will have an opportunity to offer its students a better educational program.

II. Demographic Profiles

A. Community Descriptions

1. Borough of Bloomsbury

The Borough of Bloomsbury (“Bloomsbury”) is located in Hunterdon County and contains a land area of 0.88 square miles, with an additional 0.03 square miles of water area. In the 2020 Census, Bloomsbury had 792 residents, which is 900.0 persons per square mile. Historical and projected populations for Bloomsbury from 1940-2040 are shown in Table D1.

From 1940-1970, Bloomsbury’s population increased, with its greatest gain occurring in the 1950s (+16.1%). From 1970-2010, the population was fairly stable, ranging from 864-890, before declining by 78 persons in 2020.

Table D1
Historical and Projected Populations for Bloomsbury Borough
1940-2040

Year	Population	Percent Change
Historical¹		
1940	704	N/A
1950	722	+2.6%
1960	838	+16.1%
1970	879	+4.9%
1980	864	-1.7%
1990	890	+3.0%
2000	886	-0.4%
2010	870	-1.8%
2020	792	-9.0%
Projected²		
2030	874	+10.4%
2040	889	+1.7%

Sources: ¹United States Census Bureau

²North Jersey Transportation Planning Authority, Inc. (2017)

Population projections for 2030 and 2040, which were prepared by the North Jersey Transportation Planning Authority (“NJTPA”), indicate that the population will slowly increase. However, as the projections were based off of the 2010 Census, the NJTPA needs to revise its projections now that the 2020 Census results are available. As it currently stands, the forecast projects the population to be 889 in 2040, which would be a 12.2% increase from the 2020 Census and a gain of 97 persons.

2. Town of Phillipsburg

The Town of Phillipsburg (“Phillipsburg”) is located in Warren County and contains a land area of 3.19 square miles, with an additional 0.12 square miles of water area. In the 2020 Census, Phillipsburg had 15,249 residents, which is 4,780.3 persons per square mile. Historical and projected populations for Phillipsburg from 1940-2040 are shown in Table D2.

Phillipsburg’s population has been generally declining from 1940-2020, with its greatest decline occurring in the 1970s (-6.7%). Since 1940, the town’s population has declined by more than 3,000 persons.

Table D2
Historical and Projected Populations for the Town of Phillipsburg
1940-2040

Year	Population	Percent Change
Historical¹		
1940	18,314	N/A
1950	18,919	+3.3%
1960	18,502	-2.2%
1970	17,849	-3.5%
1980	16,647	-6.7%
1990	15,757	-5.3%
2000	15,166	-3.8%
2010	14,950	-1.4%
2020	15,249	+2.0%
Projected²		
2030	15,333	+0.6%
2040	15,654	+2.1%

Sources: ¹United States Census Bureau

²North Jersey Transportation Planning Authority, Inc. (2017)

Population projections for 2030 and 2040, which were prepared by the NJTPA, indicate that the population will slowly increase. However, as the projections were based off of the 2010 Census and the 2020 Census count is nearing the 2030 projection, the NJTPA needs to revise its projections now that the 2020 Census results are available. As it currently stands, the forecast projects the population to be 15,654 in 2040, which would be a 2.7% increase from the 2020 Census and a gain of 405 persons.

3. North Hunterdon Regional Geographical Area

The communities of Bethlehem Township, Califon Borough, Clinton Town, Clinton Township, Franklin Township, Glen Gardner Borough, Hampton Borough, High Bridge Borough, Lebanon Borough, Lebanon Township, Tewksbury Township, and Union Township, all of which are located in Hunterdon County, are served by North Hunterdon Regional for grades 9-12. The North Hunterdon Regional geographical area contains a land area of 163.73 square miles and an additional 6.70 square miles of water area. Historical and projected populations for the North Hunterdon Regional geographical area from 1940-2040 are shown in Table D3. The data for each community have been aggregated and reflect the combined counts in the regional's geographic area. From 1940-2020, the population of the geographical area nearly quadrupled, with its greatest gain occurring in the 1970s (+34.4%). However, in the last two decades, population growth has slowed significantly. In the most recent decade, there was a gain of only 151 persons.

Table D3
Historical Populations for the
North Hunterdon Regional Geographical Area
1940-2040

Year	Population	Percent Change
Historical¹		
1940	13,748	N/A
1950	15,981	+16.2%
1960	19,988	+25.1%
1970	26,666	+33.4%
1980	35,844	+34.4%
1990	43,560	+21.5%
2000	49,260	+13.1%
2010	51,047	+3.6%
2020	51,198	+0.3%
Projected²		
2030	51,684	+0.9%
2040	52,855	+2.3%

Sources: ¹United States Census Bureau

²North Jersey Transportation Planning Authority, Inc. (2017)

Population projections for 2030 and 2040, which were prepared by the NJTPA, indicate that the population will continue to increase. However, as the projections were based off of the 2010 Census, the NJTPA needs to revise its projections now that the 2020 Census results are available. As it currently stands, the forecast projects the population to be 52,855 in 2040, which would be a 3.2% increase from the 2020 Census and a gain of 1,657 persons.

B. Relevant Demographic Characteristics

In Table D4, relevant demographic characteristics¹ of Bloomsbury, Phillipsburg, and the North Hunterdon Regional geographical area are compared from the 2010 and 2020 Censuses and the 2006-2010 and 2016-2020 American Community Surveys (“ACS”). At the time of this writing, a limited amount of demographic data was available from the 2020 Census, which was limited to total population counts and racial distributions from the Redistricting Data, which is used by states to redraw electoral district boundaries based on where populations have increased or decreased. While some Census variables account for everyone in the population (e.g., age and race), other variables are collected from a sample (e.g., median household income, educational attainment, poverty status, etc.). The ACS replaced the long form of the Census, last administered in 2000 to approximately 16% of the population in the United States. For communities with fewer than 65,000 persons such as these, ACS data represent a sample collected over a five-year time period, where the estimates represent the average characteristics between January 2016 and December 2020, for example. This information does not represent a single point in time like the long form of earlier Censuses. The five-year ACS contains 1% annual samples from all households and persons from 2016 to 2020, resulting in a 5% sample of the population. Due to the small sample size, the sampling error is quite large, which increases the degree of uncertainty of the estimated values. Therefore, the forthcoming ACS data should be interpreted with caution.

1. Borough of Bloomsbury

While Whites are the largest race in Bloomsbury, their population is declining. In the 2020 Census, Bloomsbury was 84.7% White as compared to 91.8% in 2010, which is a loss of 7.1 percentage points. Hispanics were the second-largest race at 6.8% in 2020, which is an increase of 2.8 percentage points from the 2010 percentage (4.0%).

Regarding nativity, 7.3% of Bloomsbury residents were foreign-born in the 2016-2020 ACS, which is a gain of 2.9 percentage points from the 2006-2010 ACS percentage (4.4%). As a point of comparison, New Jersey’s foreign-born resident percentage was 22.7% in the 2016-2020 ACS, which is much greater than that of Bloomsbury. While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that Haiti and South Africa were the largest sources of immigrants in the 2016-2020 ACS, each accounting for 17.5% of the foreign-born population.

The median age in Bloomsbury increased from 40.1 years in 2010 to 47.2 years in the 2016-2020 ACS, which is much greater than the median age in New Jersey (40.0 years). Bloomsbury has the highest median age of the three communities/geographical areas. During the same time period, the percentage of people under the age of 18 years, which corresponds predominantly to school-age children, declined from 27.0% to 16.0%.

Regarding educational attainment for adults aged 25 and over, 44.6% of the population had a bachelor’s degree or higher in the 2016-2020 ACS as compared to 39.0% in the 2006-2010 ACS, which is a gain of 5.6 percentage points. Bloomsbury’s percentage of persons having a bachelor’s

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

degree or higher is slightly greater than that of New Jersey (40.7%). The percentage of persons with a graduate degree declined slightly from 13.5% to 12.9% during this time period.

Median household income declined from \$98,571 in the 2006-2010 ACS to \$75,333 in the 2016-2020 ACS, a loss of 23.6%. By comparison, median household income in New Jersey is \$85,751, which is \$10,000 greater than Bloomsbury's. During this time period, the percentage of school-age children (5-17) that are in poverty increased from 4.3% to 14.0%, a 9.7 percentage-point increase.

Regarding housing, there were 405 housing units in Bloomsbury in the 2016-2020 ACS, which is an increase of 47 units (+13.1%) from 2010. Over this time period, the overall occupancy rate declined from 94.1% to 88.9% and the average household size decreased from 2.58 to 2.18 persons. Approximately two-thirds (67.5%) of homes are owner-occupied in the 2016-2020 ACS. Renter-occupied units accounted for 32.5% of the housing units in the 2016-2020 ACS, which is an increase of 13.8 percentage points from the 2010 percentage (18.7%). As a point of comparison, the percentage of renter-occupied units in Bloomsbury is slightly lower than that of New Jersey (36.0%). Finally, the median home price of an owner-occupied unit in the 2016-2020 ACS was \$266,100, which is a 10.6% decline from the value reported in the 2006-2010 ACS (\$297,700).

Table D4
Relevant Demographic Characteristics

	Bloomsbury		Phillipsburg		North Hunterdon Regional Geographical Area	
Race Origin ¹	2006-2010 ACS 2010 Census	2016-2020 ACS 2020 Census	2006-2010 ACS 2010 Census	2016-2020 ACS 2020 Census	2006-2010 ACS 2010 Census	2016-2020 ACS 2020 Census
White	799 (91.8%)	671 (84.7%)	11,555 (77.3%)	9,686 (63.5%)	44,703 (87.6%)	41,809 (81.7%)
Black or African American	9 (1.0%)	25 (3.2%)	1,037 (6.9%)	1,907 (12.5%)	1,616 (3.2%)	1,689 (3.3%)
Hispanic or Latino	35 (4.0%)	54 (6.8%)	1,767 (11.8%)	2,552 (16.7%)	2,433 (4.8%)	3,798 (7.4%)
American Indian and Alaska Native	0 (0.0%)	0 (0.0%)	16 (0.1%)	6 (0.0%)	50 (0.1%)	25 (0.0%)
Asian	16 (1.8%)	13 (1.6%)	222 (1.5%)	219 (1.4%)	1,583 (3.1%)	2,016 (3.9%)
Native Hawaiian and Other Pacific Islander	0 (0.0%)	0 (0.0%)	8 (0.1%)	1 (0.0%)	20 (0.0%)	3 (0.0%)
Other Race	0 (0.0%)	5 (0.6%)	15 (0.1%)	68 (0.4%)	85 (0.2%)	228 (0.4%)
Two or more Races	11 (1.3%)	24 (3.0%)	330 (2.2%)	810 (5.3%)	557 (1.1%)	1,630 (3.2%)
Nativity						
Foreign-Born	4.4%	7.3%	4.8%	10.4%	7.7%	9.7%
Age						
Under 18	27.0%	16.0%	25.8%	20.9%	23.6%	18.8%
18-64	63.8%	72.8%	61.0%	64.0%	64.4%	64.7%
65 and over	9.2%	11.2%	13.2%	15.1%	12.0%	16.5%
Median age (years)	40.1	47.2	37.1	39.9	43.1	46.0
Educational Attainment						
Bachelor's degree or higher	39.0%	44.6%	11.6%	22.0%	48.5%	54.2%
Graduate or professional degree	13.5%	12.9%	2.3%	8.2%	20.1%	23.2%
Income						
Median household income	\$98,571	\$75,333	\$42,825	\$54,583	\$105,954	\$119,298
Percentage of Persons in Poverty ages 5-17	4.3%	14.0%	26.0%	24.2%	3.0%	3.1%
Housing Units						
Total number	358	405	6,607	6,911	19,018	19,322
Occupied units	337 (94.1%)	360 (88.9%)	5,925 (89.7%)	6,135 (88.8%)	18,095 (95.1%)	18,246 (94.4%)
Owner-occupied units	274 (81.3%)	243 (67.5%)	3,296 (55.6%)	3,539 (57.7%)	15,577 (86.1%)	15,641 (85.7%)
Renter-occupied units	63 (18.7%)	117 (32.5%)	2,629 (44.4%)	2,596 (42.3%)	2,518 (13.9%)	2,605 (14.3%)
Median value of an owner-occupied unit	\$297,700	\$266,100	\$181,400	\$144,200	\$454,000	\$399,900
Average household size	2.58	2.18	2.51	2.32	2.65	2.53

Sources: American Community Survey (2006-2010 and 2016-2020), United States Census (2010 and 2020)

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

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

2. Town of Phillipsburg

In Phillipsburg, Whites are the largest race and also are declining. In 2020, Phillipsburg was 63.5% White as compared to 77.3% in 2010, which is a loss of 13.8 percentage points. Hispanics were the second-largest race at 16.7% in 2020, which is a 4.9 percentage-point increase from 2010 (11.8%). Blacks/African Americans were the third-largest racial group, consisting of 12.5% of the population in 2020, which is a gain of 5.6 percentage points from the 2010 percentage of 6.9%.

Regarding nativity, 10.4% of Phillipsburg residents were foreign-born in the 2016-2020 ACS, which is a gain of 5.6 percentage points from the 2006-2010 ACS percentage (4.8%). While Phillipsburg's foreign-born resident percentage is much lower than New Jersey's (22.7%), it is the highest of the three communities/geographical areas. While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that Poland is the largest source (9.6%) of the foreign-born population, while Pakistan is the second-largest source (7.8%).

The median age in Phillipsburg has increased slightly from 37.1 years in 2010 to 39.9 years in the 2016-2020 ACS, which is nearly identical to the median age in New Jersey (40.0 years). During the same time period, the percentage of people under the age of 18 years, which corresponds predominantly to school-age children, decreased from 25.8% to 20.9%.

Regarding educational attainment for adults aged 25 and over, 22.0% of the population had a bachelor's degree or higher in the 2016-2020 ACS as compared to 11.6% in the 2006-2010 ACS, which is a gain of 10.4 percentage points. Phillipsburg's percentage of persons having a bachelor's degree or higher is much lower than that of New Jersey (40.7%). The percentage of persons with graduate or professional degrees was 8.2% in the 2016-2020 ACS, which is a 5.9 percentage-point gain from the 2006-2010 ACS percentage (2.3%).

Median household income increased from \$42,825 in the 2006-2010 ACS to \$54,583 in the 2016-2020 ACS, a gain of 27.5%. By comparison, median household income in New Jersey is \$85,751, which is \$31,000 greater than Phillipsburg's. During this time period, the percentage of school-age children (5-17) that are in poverty declined from 26.0% to 24.2%.

Regarding housing, there were 6,911 housing units in Phillipsburg in the 2016-2020 ACS, which is a gain of 304 units (+4.6%) from 2010. Over this time period, the average household size declined from 2.51 to 2.32 persons and the occupancy rate declined slightly from 89.7% to 88.8%. The majority of homes are owner-occupied, as 57.7% consisted of owners in the 2016-2020 ACS. Renter-occupied units accounted for 42.3% of the occupied units in the 2016-2020 ACS, which is a loss of 2.1 percentage points from the 2010 percentage (44.4%). The percentage of renter-occupied units in Phillipsburg is greater than that of New Jersey (36.0%) and the highest of the three communities/geographical areas. The median home price of an owner-occupied unit in the 2016-2020 ACS was \$144,200, which is a 20.5% decline from the value reported in the 2006-2010 ACS (\$181,400).

3. North Hunterdon Regional Geographical Area

Like the previous communities/geographical areas, Whites also are the largest race in the North Hunterdon Regional geographical area. The White population declined from 87.6% in 2010 to 81.7% in 2020, which is a 5.9 percentage-point decline. Hispanics were the second-largest race at 7.4% in 2020, which is a 2.6 percentage-point increase from 2010 (4.8%).

Regarding nativity, 9.7% of residents in the North Hunterdon Regional geographical area were foreign-born in the 2016-2020 ACS, which is a gain of 2.0 percentage points from the 2006-2010 ACS percentage (7.7%). As a point of comparison, New Jersey's foreign-born resident percentage (22.7%) is much higher than the percentage in the North Hunterdon Regional geographical area. While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that India and China were the largest sources of immigrants in the 2016-2020 ACS, accounting for 13.0% and 7.6% of the foreign-born population, respectively.

The median age in the North Hunterdon Regional geographical area increased from 43.1 years in 2010 to 46.0 years in the 2016-2020 ACS, which is much higher than the median age in New Jersey (40.0 years). During the same time period, the percentage of people under the age of 18 years, which corresponds predominantly to school-age children, declined from 23.6% to 18.8%.

Regarding educational attainment for adults aged 25 and over, 54.2% of the population had a bachelor's degree or higher in the 2016-2020 ACS as compared to 48.5% in the 2006-2010 ACS, which is a gain of 5.7 percentage points. The North Hunterdon Regional geographical area's percentage of persons having a bachelor's degree or higher is greater than that of New Jersey (40.7%) and the highest of the three communities/geographical areas. The percentage of persons with graduate or professional degrees increased from 20.1% to 23.2% during this time period.

Median household income increased from \$105,954 in the 2006-2010 ACS to \$119,298 in the 2016-2020 ACS, a gain of 12.6%. The median household income in the geographic area is \$34,000 greater than New Jersey's (\$85,751) and is the highest of the three communities/geographical areas. During this time period, the percentage of school-age children (5-17) that are in poverty remained nearly unchanged (3.1% in the 2016-2020 ACS).

Regarding housing, there were 19,322 housing units in the North Hunterdon Regional geographical area in the 2016-2020 ACS, which is a gain of 304 units (+1.6%) from 2010. Over this time period, the occupancy rate declined from 95.1% to 94.4% and the average household size declined from 2.65 to 2.53 persons. The majority of homes are owner-occupied, as 85.7% consisted of owners in the 2016-2020 ACS. Renter-occupied units accounted for 14.3% of the occupied units in the 2016-2020 ACS, which is much lower than that of New Jersey (36.0%). The median home price of an owner-occupied unit in the 2016-2020 ACS was \$399,900, which is an 11.9% decline from the value reported in the 2006-2010 ACS (\$454,000). The North Hunterdon geographical area has the highest median home price of an owner-occupied unit of the three communities/geographical areas.

C. District Overviews

1. Bloomsbury School District

The Bloomsbury School District is a PK-8 school district consisting of one school, Bloomsbury School. The location of the school is shown in Figure 1. Children in grades 9-12 attend Phillipsburg High School in the Phillipsburg School District through a sending-receiving relationship.

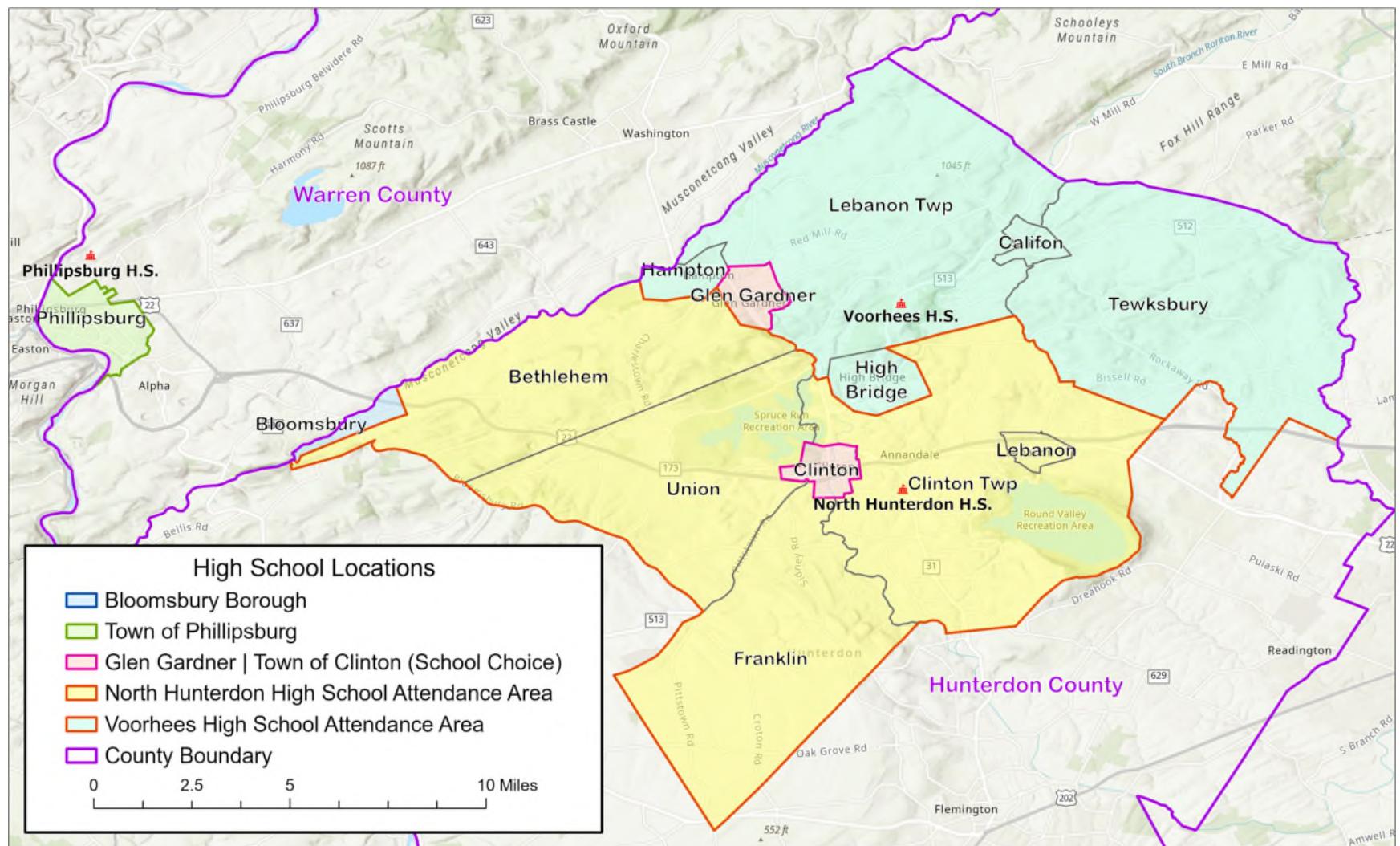
2. Phillipsburg School District

The Phillipsburg School District is a PK-12 school district consisting of five schools. Pre-kindergarten and kindergarten children attend Phillipsburg Early Childhood Learning Center and children in grades 1-2 attend Phillipsburg Primary School. Phillipsburg Elementary School educates children in grades 3-5 while Phillipsburg Middle School educates children in grades 6-8. Finally, Phillipsburg High School educates children in grades 9-12, which is located in Lopatcong Township, as shown in Figure 1. In addition to Bloomsbury, the school district also receives children from Alpha Borough (“Alpha”), Greenwich Township (“Greenwich”), Lopatcong Township (“Lopatcong”), and Pohatcong Township (“Pohatcong”) for grades 9-12 through separate sending-receiving relationships.

3. North Hunterdon Regional High School District

North Hunterdon Regional is a limited-purpose regional school district educating children in grades 9-12. North Hunterdon Regional has two schools in the district: North Hunterdon High School and Voorhees High School. North Hunterdon High School, which is located in Clinton Township, receives children from Bethlehem Township, Clinton Township, Franklin Township, Lebanon Borough, and Union Township. Voorhees High School, which is located in Lebanon Township, receives children from Califon Borough, Hampton Borough, High Bridge Borough, Lebanon Township, and Tewksbury Township. Children from Clinton Town and Glen Gardner Borough can attend either school. If the sending-receiving relationship between Bloomsbury and Phillipsburg were terminated and Bloomsbury either joined the existing regional district as a constituent member, or created a new sending-receiving relationship between North Hunterdon Regional and Bloomsbury, Bloomsbury students could attend either North Hunterdon High School or Voorhees High School for grades 9-12.

Figure 1
High School Locations



D. Explanation of the Cohort-Survival Ratio Method

In this study, historical enrollments from 2016-17 through 2021-22 were obtained from the New Jersey Department of Education (“NJDOE”) and/or the individual school districts, and were used to project enrollments for ten years into the future. Enrollments were projected using the Cohort-Survival Ratio method (“CSR”).

The CSR method has been approved by the NJDOE to project public school enrollments. In this method, a survival ratio is computed for each grade, which essentially compares the number of students in a particular grade to the number of students in the previous grade during the previous year. The survival ratio indicates whether the enrollment is stable, increasing, or decreasing. A survival ratio of 1.00 indicates stable enrollment, less than 1.00 indicates declining enrollment, and greater than 1.00 indicates increasing enrollment. If, for example, a school district had 100 fourth graders and the next year only had 95 fifth graders, the survival ratio would be 0.95.

The CSR method assumes that what happened in the recent past will also happen in the future. In essence, this method provides a linear projection of the population. The CSR method is most appropriate for districts that have relatively stable trends without any major unpredictable fluctuations from year to year. In school districts encountering rapid growth or decline not experienced historically (i.e., a change in the historical trend), the CSR method must be modified and supplemented with additional information.

In this study, survival ratios were calculated using historical data from the last six years. Due to the fluctuation in survival ratios from year to year, it is appropriate to calculate an average survival ratio for each grade progression, which is then used to project enrollments ten years into the future.

E. Explanation of Grade Progression Differences

The Grade Progression Differences (“GPD”) method was used to project enrollments for the Bloomsbury School District since the number of students in each grade level was quite small (typically fewer than 15 students per grade level). In this method, the change in the number of students, as opposed to the ratio, is computed for each grade progression. As compared to a ratio, a numerical change is less sensitive to the movement inward or outward of a few students and is preferred when grade level sizes are small. A positive value indicates an inward migration of students while a negative value indicates an outward migration of students. The computed differences in enrollment were averaged and these values were used to project enrollments ten years into the future.

F. Historical Enrollment Trends

1. Bloomsbury School District

Historical enrollments for Bloomsbury students attending the Bloomsbury School District (grades PK-8) and Phillipsburg High School (grades 9-12) from 2016-17 to 2021-22 are displayed in Table D5. In the last six years, enrollments (PK-8) have ranged from 87-108 with no apparent increasing or declining trend. In 2021-22, enrollment is 103, which is slightly lower than the 2016-17 enrollment of 108. For grades 9-12, the number of Bloomsbury students attending Phillipsburg High School has declined from 58 in 2016-17 to 24 in 2021-22. When the entire PK-12 population is considered and includes those students attending Phillipsburg High School, enrollments declined in 2017-18 before remaining fairly stable. In 2021-22, enrollment (PK-12) is 127, which is a decline of 39 students from the 2016-17 enrollment of 166. Table D5 also shows computed average grade progression differences based on the last six years of historical data, which will be used to project future enrollments.

2. Phillipsburg School District

Historical enrollments for students attending the Phillipsburg School District (PK-12) from 2016-17 to 2021-22 are shown in Table D6. Enrollments (PK-12) have been within a fairly narrow range in the last six years, varying from 3,788-3,876. In 2021-22, enrollment is 3,872.5, which is higher (+73) than the 2016-17 enrollment of 3,799.5. At the PK-8 level, enrollments have declined in the last two years, which may be due to the coronavirus pandemic, as parents sought alternative educational experiences for their children. In 2021-22, PK-8 enrollment is 2,064, which is a decline of 41 students from the 2016-17 enrollment of 2,105. At Phillipsburg High School (grades 9-12), enrollments have been increasing in the last three years. In 2021-22, enrollment is 1,808.5, which is a gain of 114 students from the 2016-17 enrollment of 1,694.5. The historical high school enrollments in the table also include students from Bloomsbury, Alpha, Greenwich, Lopatcong, and Pohatcong that attend Phillipsburg High School for grades 9-12 through separate sending-receiving relationships. Table D6 also shows computed average survival ratios based on the last six years of historical data, which will be used to project future enrollments.

Table D5
Bloomsbury Historical Enrollments (PK-12)
2016-17 to 2021-22

Year ¹	PK RE ²	K	1	2	3	4	5	6	7	8	SE ³	PK-8 Total	9	10	11	12	9-12 Total ⁴	PK-12 Total
2016-17	7	15	14	13	5	14	4	16	8	12	0	108	8	12	17	21	58	166
2017-18	7	9	11	13	10	6	10	3	10	8	0	87	8	8	11	13	40	127
2018-19	11	10	13	12	12	10	7	9	1	10	0	95	7	8	6	13	34	129
2019-20	12	11	9	11	11	10	10	8	7	2	0	91	7	7	10	6	30	121
2020-21	3	8	11	12	11	13	7	10	7	7	0	89	1	8	7	7	23	112
2021-22	10	12	8	11	14	10	14	6	11	7	0	103	4	2	8	10	24	127
Average 6-Year Differences		+3.5000 ⁵	-0.2000	+0.2000	-0.6000	0.0000	-1.0000	-0.4000	-2.0000	+0.2000	0.0000 ⁶		-2.4000	+0.4000	-0.2000	-0.4000		

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

² Pre-kindergarten regular education enrollment.

³ Self-contained special education enrollment/ungraded students at PK-8 level.

⁴ Grade 9-12 enrollments were extracted from the Phillipsburg School District NJ SMART enrollment files.

⁵ Average birth-to-kindergarten difference based on birth data five years prior.

⁶ Average proportion of special education students with respect to PK-8 subtotals.

Table D6
Phillipsburg Historical Enrollments (PK-12)
2016-17 to 2021-22

Year ¹	PK RE ²	K	1	2	3	4	5	6	7	8	SE ³	PK-8 Total	9	10	11	12	SE ⁴	9-12 Total	PK-12 Total
2016-17	228	207	194	223	179	215	213	187	172	162	125	2,105	411	390	411	419.5	63	1,694.5	3,799.5
2017-18	256	193	202	206	223	177	213	211	194	170	140	2,185	367	428	394	399.5	70.5	1,659	3,844
2018-19	239	181	183	205	203	214	194	210	219	190	127	2,165	401	370	419	387	73	1,650	3,815
2019-20	241	199	181	181	197	199	221	202	215	233	121	2,190	421	397	368	423	77	1,686	3,876
2020-21	180	164	199	184	169	190	210	227	202	225	108	2,058	471	422	394	355	88	1,730	3,788
2021-22	225	194	167	174	184	167	190	215	235	200	113	2,064	421	477	414	415.5	81	1,808.5	3,872.5
Average 6-Year Ratios		1.0116 ⁵	0.9885	0.9913	0.9760	0.9763	1.0349	1.0137	1.0269	1.0137	0.0573 ⁶		0.9148 ⁷	1.0109	0.9915	0.9966	0.0494 ⁸		

Notes: ¹ Enrollment data were provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>).

² Pre-kindergarten regular education enrollment.

³ Self-contained special education enrollment/ungraded students at the PK-8 level.

⁴ Self-contained special education enrollment/ungraded students at the 9-12 level.

⁵ Average birth-to-kindergarten ratio based on birth data five years prior with outlier survival ratio removed.

⁶ Average proportion of special education students with respect to PK-8 subtotals using the last three years of historical data.

⁷ Average survival ratio using aggregated 8th grade enrollments from Phillipsburg, Alpha, Bloomsbury, Greenwich, Lopatcong, and Pohatcong.

⁸ Average proportion of special education students with respect to 9-12 subtotals using the last three years of historical data.

3. North Hunterdon Regional High School District

Historical enrollments for students attending North Hunterdon Regional (9-12) from 2016-17 to 2021-22 are shown in Table D7. Enrollments have been steadily declining in the district. In 2021-22, enrollment is 2,060, which is a decline of 568.5 students from the 2016-17 enrollment of 2,628.5.

While not shown in the table, PK-8 aggregated enrollments from the 11 feeder school districts for North Hunterdon Regional also were examined. PK-8 enrollments have been declining steadily as well. In 2021-22, the aggregated enrollment is 4,355, which is a decline of 410 students from the 2016-17 enrollment of 4,765.

Table D7
North Hunterdon Regional Historical Enrollments (9-12)
2016-17 to 2021-22

Year ¹	9	10	11	12	SE ²	9-12 Total
2016-17	663	699	633.5	615	18	2,628.5
2017-18	587	668.5	679	652	18	2,604.5
2018-19	572	589	619.5	661	38	2,479.5
2019-20	516	580	562	614.5	39	2,311.5
2020-21	511	517	538.5	557	38	2,161.5
2021-22	481	518.5	485.5	532.5	42.5	2,060

Notes: ¹Enrollment data were provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and North Hunterdon Regional.

²Self-contained special education enrollment/ungraded students.

Historical enrollments of the separate high schools from 2016-17 to 2021-22 are shown in Tables D8 and D9. At North Hunterdon High School, enrollments have been steadily declining. In 2021-22, enrollment is 1,305.5, which is a decline of 302.5 students from the 2016-17 enrollment of 1,608. At Voorhees High School, enrollments have also been declining in each of the last five years. In 2021-22, enrollment is 754.5, which is a decline of 266 students from the 2016-17 enrollment of 1,020.5.

Rather than projecting enrollments at the district level, enrollments will be projected at the school level and aggregated to a district total. It is our understanding that Bloomsbury students could potentially attend North Hunterdon High School or Voorhees High School. Therefore, enrollment projections were needed for each of the individual high schools, which precipitated projecting enrollments at the building level. Tables D8 and D9 also show computed average survival ratios based on the last six years of historical data, which will be used to project future enrollments.

Table D8
North Hunterdon High School Historical Enrollments (9-12)
2016-17 to 2021-22

Year¹	9	10	11	12	SE²	9-12 Total
2016-17	409	423	395.5	367.5	13	1,608
2017-18	358	416.5	405.5	418	10	1,608
2018-19	375	359	392	405	7.5	1,538.5
2019-20	344	374	337	378.5	15	1,448.5
2020-21	276.5	343	346.5	334	21	1,321
2021-22	313	305	324	343	20.5	1,305.5
Average 6-Year Ratios	0.9470 ³	1.0237	0.9419	1.0004	0.0103 ⁴	

Notes: ¹Enrollment data were provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and North Hunterdon Regional.

²Self-contained special education enrollment/ungraded students.

³Grade 8-9 ratio computed using aggregated 8th grade counts from the feeder school districts.

⁴Average proportion of special education students with respect to 9-12 subtotals.

Table D9
Voorhees High School Historical Enrollments (9-12)
2016-17 to 2021-22

Year¹	9	10	11	12	SE²	9-12 Total
2016-17	254	276	238	247.5	5	1,020.5
2017-18	229	252	273.5	234	8	996.5
2018-19	197	230	227.5	256	30.5	941
2019-20	172	206	225	236	24	863
2020-21	234.5	174	192	223	17	840.5
2021-22	168	213.5	161.5	189.5	22	754.5
Average 6-Year Ratios	0.9089 ³	0.9929	0.9464	0.9869	0.0282 ⁴	

Notes: ¹Enrollment data were provided by the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>) and North Hunterdon Regional.

²Self-contained special education enrollment/ungraded students.

³Grade 8-9 ratio computed using aggregated 8th grade counts from the feeder school districts.

⁴Average proportion of special education students with respect to 9-12 subtotals using the last four years of historical data.

G. Birth Data

Kindergarten enrollments were calculated as follows: birth data, lagged five years behind its respective kindergarten class, were used to calculate the survival ratio for each birth-to-kindergarten cohort. For instance, in 2016, there were eight (8) births in Bloomsbury. Five years later (the 2021-22 school year), 12 children enrolled in kindergarten, which is equal to a survival ratio of 1.500 from birth to kindergarten. Birth counts and birth-to-kindergarten survival ratios are displayed in Table D10 for Bloomsbury the Phillipsburg . Since North Hunterdon Regional does not educate kindergarten students and births are not needed to project high school enrollments, data from these districts are excluded in the following table. Birth-to-kindergarten survival ratios greater than 1.000 indicate that some children are born outside of a community's boundaries and are attending kindergarten in the school district five years later, i.e., an inward migration of children into the district. This type of inward migration is typical in school districts with excellent reputations, because the appeal of a good school district draws families into the community. Inward migration is also seen in communities where there are a large number of new housing starts (or home resales), with families moving into the community having children of age to attend kindergarten. Birth-to-kindergarten survival ratios that are below 1.000 indicate that a number of children born within a community are not attending kindergarten in the school district five years later. This is common in communities where a high proportion of children attend private, parochial, charter, or out-of-district special education facilities, or where there is a net migration of families moving out of the community. It is also common in school districts that have a half-day kindergarten program where parents choose to send their child to a private full-day kindergarten for the first year. It should be noted that both school districts have had full-day kindergarten programs throughout the historical enrollment period, 2016-17 to 2021-22.

Table D10
Birth Counts and Historical Birth-to-Kindergarten Survival Ratios

Year	Bloomsbury			Phillipsburg		
	Births ¹	Kinder-garten Students 5 years Later	B-K Survival Ratio	Births ¹	Kinder-garten Students 5 years Later	B-K Survival Ratio
2011	11	15	1.364	205	207	1.010
2012	4	9	2.250	195	193	0.990
2013	6	10	1.667	185	181	0.978
2014	11	11	1.000	186	199	1.070
2015	4	8	2.000	112	164	1.464
2016	8	12	1.500	192	194	1.010
2017	4	N/A	N/A	167	N/A	N/A
2018	9	N/A	N/A	216	N/A	N/A
2019	5	N/A	N/A	183	N/A	N/A
2020	11	N/A	N/A	148	N/A	N/A

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

Birth-to-kindergarten survival ratios have been inconsistent in Bloomsbury, which is a function of the very small birth and kindergarten counts leading to increased variability. Birth-to-kindergarten survival ratios have been at or above 1.000 in the last six years, ranging from 1.000-2.250. In Phillipsburg, the survival ratios were above 1.000 in four of the last six years and were fairly consistent with the exception of the survival ratio in 2020-21, ranging from 0.978-1.464.

Geocoded birth data were provided by the New Jersey Center for Health Statistics (“NJCHS”) from 2011-2020 by assigning geographic coordinates to a birth mother based on her street address. Births for 2020 are preliminary.

Of the two communities, Phillipsburg consistently has had the greater number of births during this time period. There has not been a clearly defined increasing or declining trend in the birth rate in Phillipsburg, as the annual number of births has ranged from 112-216. In Bloomsbury, the annual number of births has been much smaller, ranging from 4-11.

H. Potential New Housing

Representatives from Bloomsbury, Phillipsburg, and the 12 feeder communities of North Hunterdon Regional provided information regarding current and future residential development in their respective communities. A list of proposed and/or approved developments in each municipality, if any, follows and includes the number of units, bedroom distribution (if available), housing type, and project status. New houses to be built on single in-fill lots, or the subdivision of existing lots, or homes that are built after the demolition of an existing older home, were excluded. In the latter instance, there is no net gain in the number of housing units.

1. Borough of Bloomsbury

In Bloomsbury, there are currently no residential developments under construction, nor are there applications for residential subdivisions before the planning board.

Regarding historical new construction, the number of certificates of occupancy (“CO”) is shown in Table D11 for each community/high school attendance area from 2016-2021. Over this time period, only one (1) CO was issued for a single- or two-family home in Bloomsbury.

Table D11
Number of Residential Certificates of Occupancy by Year

Year	Bloomsbury			Phillipsburg			North Hunterdon HS Attendance Area¹			Voorhees HS Attendance Area¹		
	1&2 Family	Multi-Family/ Mixed Use	Total	1&2 Family	Multi-Family/ Mixed Use	Total	1&2 Family	Multi-Family/ Mixed Use	Total	1&2 Family	Multi-Family/ Mixed Use	Total
2016	0	0	0	0	0	0	7	25	32	6	12	18
2017	0	0	0	0	0	0	9	0	9	11	7	18
2018	1	0	1	1	0	1	9	0	9	5	0	5
2019	0	0	0	3	0	3	6	0	6	1	0	1
2020	0	0	0	7	0	7	5	54	59	5	15	20
2021	0	0	0	3	0	3	8	0	8	2	0	2
Total	1	0	1	14	0	14	44	79	123	30	34	64

Source: New Jersey Department of Community Affairs.

Note: ¹While both towns have school choice, Clinton Town was included in the North Hunterdon High School attendance area and Glen Gardner Borough was included in the Voorhees High School attendance area.

2. Town of Phillipsburg

Municipal representatives from Phillipsburg were contacted to provide information regarding current and future residential development. Currently, there are no residential developments under construction, nor are there applications for residential subdivisions before the planning board.

With respect to historical residential construction, only 14 COs were issued in Phillipsburg from 2016-2021, all of which were for single- or two-family homes.

3. North Hunterdon High School Attendance Area

Municipal representatives from Bethlehem Township, Clinton Town, Clinton Township, Franklin Township, Lebanon Borough, and Union Township, which represent the towns that feed into North Hunterdon High School, were contacted to provide information regarding current and future residential development. While students from Clinton Town have school choice, the majority of students from the community attend North Hunterdon High School. In Bethlehem Township and Franklin Township, there are no residential developments under construction, nor are there applications for residential subdivisions before the respective planning boards. In the four remaining towns, there is the potential for 1,273 non age-restricted housing units as shown in Table D12. The majority of units (853) are proposed in Clinton Township. Of the 1,273 proposed units, 752 units have been approved or are under construction. Due to the uncertainty of whether developments that

have not been approved will come to fruition or may change in scope before being approved, only approved developments and those under construction were considered in this analysis.

When determining the impact of future new housing, it should be clearly stated that enrollment projections utilize cohort survival ratios that do take into account prior new home construction growth. Children who move into new homes during the historical period are captured by the survival ratios, as these ratios will be used to project future enrollments. Therefore, it is not appropriate to add all of the new children generated from future housing units without considering the historical period, as double counting would occur, since the survival ratios have already increased due to the new children. The baseline enrollment projections should only be adjusted if the projected housing growth is significantly greater than prior housing growth. From 2016-2021, there was a gain of 123 housing units in the North Hunterdon High School attendance area. With respect to future construction, there is the potential for 752 housing units (approved and under construction developments only), which would be significantly greater than the number built since 2016. Therefore, the baseline enrollment projections were subsequently modified to account for additional children from the new housing.

Table D12
Approved and Proposed New Housing
North Hunterdon High School Attendance Area

Development	Municipality	Number of Units	Bedroom Distribution	Housing Type	Project Status/Notes
Clinton Commons	Clinton Town	66	N/A	Townhouse	Not approved. Public hearing is pending. Project to consist of 56 townhouses with an additional 10 affordable units located off-site.
Old Urban Renewal 22	Clinton Town	120	Market-rate Apartments (96) 61 1-BR 35 2-BR Affordable Apartments (24) 4 1-BR 15 2-BR 5 3-BR	Apartment (market-rate and affordable)	Under construction. Mixed use development whereby 24 units will be set aside for Low-Moderate Income households.
Clinton Woods	Clinton Township	84	16 1-BR 47 2-BR 21 3-BR	Apartment (affordable)	Preliminary and final site plan approval has been granted. Construction to begin in spring 2022.
Willows at Spruce Run	Clinton Township	146	52 1-BR 70 2-BR 24 3-BR	Apartment (market-rate and affordable)	Preliminary site plan approval has been granted. 80 units will be set aside for Low-Moderate Income households.
Grayrock	Clinton Township	36	Market-rate Apartments (29) 4 1-BR 25 2-BR Affordable Apartments (7) 2 1-BR 3 2-BR 2 3-BR	Apartment (market-rate and affordable)	Not approved.
Fox Seals (a.k.a Old Municipal Building)	Clinton Township	12	8 1-BR 4 2-BR	Apartment (affordable)	Preliminary and final site plan approval has been granted.

Development	Municipality	Number of Units	Bedroom Distribution	Housing Type	Project Status/Notes
Headley Farms Phase 1	Clinton Township	130	Market-rate Apartments (110) 20 1-BR 60 2-BR 30 3-BR Affordable Apartments (20) 4 1-BR 12 2-BR 4 3-BR	Apartment (market-rate and affordable)	Preliminary site plan approval has been granted. 20 units will be set aside for Low-Moderate Income households.
Headley Farms Phase 2	Clinton Township	178	Market-rate Apartments (30) 5 1-BR 17 2-BR 8 3-BR Affordable Apartments (48) 9 1-BR 30 2-BR 9 3-BR Townhouse (100) 50 2-BR 50 3-BR	Apartment (market-rate and affordable) Townhouse (market-rate)	Preliminary site plan approval has been granted. 48 units will be set aside for Low-Moderate Income households.
Headley Farms Phase 3	Clinton Township	8	Market-rate Apartments (3) 1 1-BR 1 2-BR 1 3-BR Affordable Apartments (3) 1 1-BR 1 2-BR 1 3-BR Townhouse (2) 1 2-BR 1 3-BR	Apartment (market-rate and affordable) Townhouse (market-rate)	Preliminary site plan approval has been granted. 3 units will be set aside for Low-Moderate Income households.
Alton Place	Clinton Township	139	Apartments (43) 6 1-BR 16 2-BR 21 3-BR Townhouse (96) 96 3-BR	Apartment & Townhouse	Not approved. The number of affordable housing units for each housing type was unavailable.
Town Center at Lebanon	Lebanon Borough	280	Market-rate Apartments (224) 224 1-2 BR Affordable Apartments (56) 11 1-BR 33 2-BR 12 3-BR	Apartment (market-rate and affordable)	Not approved. Four buildings where 56 units will be set aside for Low-Moderate Income households.
Perryville Ridge	Union Township	74	N/A	Detached Single-Family	Early stages of construction.
Total		1,273			

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

To project the number of school-age children from the new housing units, several assumptions were made:

1. The student yield multipliers used from CUPR are from a sample of New Jersey homes and these multipliers would be representative of the families moving into each community.
2. When not available, all affordable apartment units were assumed to have the following bedroom distribution: 1-bedroom = 20%, 2-bedroom = 60%, 3-bedroom = 20%.
3. All market-rate apartment units were assumed to have the following student yield multipliers: 1-bedroom = 0.127, 2-bedroom = 0.339, 3-bedroom = 0.821.
4. All affordable apartment units were assumed to have the following student yield multipliers: 1-bedroom = 0.088, 2-bedroom = 0.408, 3-bedroom = 1.087.
5. All market-rate townhouse units were assumed to have the following student yield multipliers: 2-bedroom = 0.226 and 3-bedroom = 0.477.
6. All market-rate detached single-family homes were assumed to have four bedrooms and the following student yield multiplier: 0.848.

A total of 328 public school children (K-8 = 232 and 9-12 = 96) in grades K-12 are projected to be generated from the new housing developments.

4. Voorhees High School Attendance Area

Municipal representatives from Califon Borough, Glen Gardner Borough, Hampton Borough, High Bridge Borough, Lebanon Township, and Tewksbury Township, which represent the towns that feed into Voorhees High School, were contacted to provide information regarding current and future residential development. While students from Glen Gardner Borough have school choice, the majority of students from the community attend Voorhees High School. In each community, there are no residential developments under construction, nor are there applications for residential subdivisions before the respective planning boards.

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

I. Enrollment Projections

Enrollments were projected from 2022-23 through 2031-32 for the following school districts: Bloomsbury School District, Phillipsburg School District, and North Hunterdon Regional. The historical PK-8 enrollments from the 11 feeder school districts were used to project enrollments at North Hunterdon Regional.

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

Self-contained special education/ungraded enrollments were computed by calculating the historical proportion of self-contained special education/ungraded students with respect to the regular education subtotals (e.g., PK-8, 9-12, etc.) and multiplying that value by the future regular education subtotals.

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

On September 10, 2010, former Governor Chris Christie signed into law the Interdistrict School Choice Program (“Choice”), which took effect in the 2011-12 school year. This enables students the choice in attending a school outside their district of residence if the selected school is participating in the Choice program. The Choice district sets the number of openings per grade level. The Bloomsbury School District and Phillipsburg School District are both Choice school districts. According to each districts’ Choice profile on the NJDOE website, the Bloomsbury School District will be able to accept four (4) students in grades K-8 for 2022-23. However, the Phillipsburg School District is not accepting any new students for the 2022-23 school year. Choice students are included in the historical counts shown previously and the forthcoming projections.

As part of the School Funding Reform Act of 2008 (“SFRA”), all school districts in New Jersey are to provide expanded Abbott-quality pre-school programs for at-risk 3- and 4-year olds as outlined in *N.J.A.C. 6A:13A*. The State of New Jersey intends to provide aid for the full-day program based on projected enrollment. School districts categorized as District Factor Group³ (“DFG”) A, B, and CD with a concentration of at-risk pupils equal to or greater than 40 percent, must offer a pre-school program to all pre-school aged children regardless of income, known as “Universal” pre-school. For all other school districts, a pre-school program must be offered only to at-risk children, known as “Targeted” preschool. School districts were required to offer these

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

programs to at least 90% of the eligible pre-school children by 2013-14. School districts may educate the pre-school children in district, by outside providers, or through Head Start programs.

Due to budgetary constraints, the NJDOE postponed the roll-out of the program, which was scheduled for the 2009-10 school year. According to a recent conversation with Ms. Karin Garver, Educational Program Development Specialist in the NJDOE Early Childhood Education, there are no plans in the imminent future by the State Legislature to fund the program, which would prevent school districts from implementing the program. The pre-school program would have been rolled out over a five-year period according to the following schedule:

- At least 20% of the eligible pre-school universe in Year 1
- At least 35% of the universe in Year 2
- At least 50% of the universe in Year 3
- At least 65% of the universe in Year 4
- At least 90% of the universe in Year 5

The universe of pre-school children in “Universal” districts is computed by multiplying the 1st grade enrollment in 2007-08 by two. The universe of pre-school children in “Targeted” districts is computed by multiplying the 1st grade enrollment in 2007-08 by two and then multiplying by the percentage of students (K-12) having free or reduced lunch in the district. As the Phillipsburg School District is a former Abbott school district with universal pre-kindergarten and North Hunterdon Regional does not educate pre-kindergarten children, they are not listed in the forthcoming table. The Bloomsbury School District is a “Targeted” district since its DFG is “GH” with a concentration of at-risk pupils less than 40 percent (10.64%). Table D13 shows the potential impact on the school district if the program were mandated.

Table D13
Estimated Number of Eligible Pre-School Students by School District
as Per School Funding Reform Act of 2008

School District	DFG (2000)	% Free/ Reduced Lunch	Total eligible	Year 1	Year 2	Year 3	Year 4	Year 5
Bloomsbury	GH	10.64%	4	1	1	2	3	4

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

For the purpose of this study, it has been assumed that the Bloomsbury School District will educate its pre-school children in-house. As the table shows, there is the potential for four (4) pre-kindergarten students as a result of the SFRA, which would have minimal impact on the district. Since it is unclear if and when the program will be funded and subsequently mandated, the forthcoming enrollment projections do not include additional pre-kindergarten students from the SFRA.

In a different pre-school initiative, the administration of Governor Phil Murphy announced the availability of Preschool Education Expansion Aid (“PEEA”) in 2018. In September 2018, the

first round of funding (\$20.6 million) was publicized, where 31 districts received aid to expand their pre-kindergarten programs. A second round of funding was announced in January 2019, providing 33 additional school districts with roughly \$27 million in funding. The second round targeted districts whose free and reduced lunch percentage is above 20% and who have not previously received State preschool aid. Districts that receive PEEA funding will be expected to develop a plan for implementing all elements of high quality education across the preschool program in the coming years, including conversion of all half-day slots to full-day slots with a minimum six-hour day and decreasing maximum class size to 15 children. Districts receiving funds also will be expected to provide certified teachers and aides for such programs and to include special needs students in such programs. PEEA is open to all age-eligible children who are residents of the district. PEEA funds can be used to cover costs of transportation for preschoolers, and if the district provides busing for K-12 students, it is required to provide transportation for preschoolers as well. Some districts that were eligible to apply for PEEA would fall under the “Universal” category while others would be considered “Targeted” districts. However, the main difference with this expansion aid is that districts under SFRA were restricted to serve low-income children where now districts can educate all pre-school age children through PEEA. It appears that the Murphy administration may be moving towards a pre-school program for all children, rather than just for those who are low-income. The Bloomsbury School District did not receive a PEEA grant in either the first or second round of funding and therefore has no bearing on the outcome of this study.

1. Bloomsbury School District

Projected PK-12 enrollments for Bloomsbury are shown in Table D14. Enrollment for the Bloomsbury School District (PK-8) is projected to be fairly stable throughout the projection period, ranging from 92-100 students per year. Enrollment is projected to be 100 in 2031-32, which would be nearly identical to the 2021-22 enrollment of 103. Enrollment in grades 9-12, which represents the number of Bloomsbury students projected to attend Phillipsburg High School, is projected to range from 15-29 students per year. In 2031-22, enrollment is projected to be 15, which would be slightly lower (-9) than the 2021-22 enrollment of 24. For grades PK-12, enrollments are projected to be fairly stable throughout the projection period, ranging from 115-122 students per year. In 2031-32, enrollment is projected to be 115, which would be slightly lower (-12) than the 2021-22 enrollment of 127.

Table D14
Bloomsbury Projected Enrollments (PK-12)
2022-23 to 2031-32

Year	PK RE ¹	K	1	2	3	4	5	6	7	8	SE ²	PK-8 Total	9	10	11	12	9-12 ³ Total	PK-12 Total
2022-23	8	8	12	8	10	14	9	14	4	11	0	98	5	4	2	8	19	117
2023-24	8	13	8	12	7	10	13	9	12	4	0	96	9	5	4	2	20	116
2024-25	8	9	13	8	11	7	9	13	7	12	0	97	2	9	5	4	20	117
2025-26	8	15	9	13	7	11	6	9	11	7	0	96	10	2	9	5	26	122
2026-27	8	11	15	9	12	7	10	6	7	11	0	96	5	10	2	9	26	122
2027-28	8	11	11	15	8	12	6	10	4	7	0	92	9	5	10	2	26	118
2028-29	8	11	11	11	14	8	11	6	8	4	0	92	5	9	5	10	29	121
2029-30	8	12	11	11	10	14	7	11	4	8	0	96	2	5	9	5	21	117
2030-31	8	12	12	11	10	10	13	7	9	4	0	96	6	2	5	9	22	118
2031-32	8	12	12	12	10	10	9	13	5	9	0	100	2	6	2	5	15	115

Notes: ¹Pre-kindergarten regular education enrollment.

²Self-contained special education enrollment/ungraded students for grades PK-8.

³Projected number of students to attend Phillipsburg High School.

2. Phillipsburg School District

Projected enrollments (PK-12) for the Phillipsburg School District are shown in Table D15. Enrollments are projected to decline throughout the projection period. In 2031-32, enrollment is projected to be 3,503, which would be a decline of 369.5 students from the 2021-22 enrollment of 3,872.5.

In addition, Table D15 displays the projected enrollments for the PK-8 and 9-12 grade configurations. For grades PK-8, enrollments are projected to decline for the next four years before stabilizing. In 2031-32, enrollment is projected to be 1,945, which would be a decline of 119 students from the 2021-22 enrollment of 2,064. At Phillipsburg High School (9-12), enrollments are projected to decline, in general, throughout the projection period. In 2031-32, enrollment is projected to be 1,558, which would be a decline of 250.5 students from the 2021-22 enrollment of 1,808.5.

Table D15
Phillipsburg Projected Enrollments (PK-12)
2022-23 to 2031-32

Year	PK RE ¹	K	1	2	3	4	5	6	7	8	SE ²	PK-8 Total	9	10	11	12	SE ³	9-12 Total	PK-12 Total
2022-23	238	169	192	166	170	180	173	193	221	238	111	2,051	391	426	473	413	84	1,787	3,838
2023-24	238	219	167	190	162	166	186	175	198	224	110	2,035	448	395	422	471	86	1,822	3,857
2024-25	238	185	216	166	185	158	172	189	180	201	108	1,998	409	453	392	421	83	1,758	3,756
2025-26	238	150	183	214	162	181	164	174	194	182	105	1,947	420	413	449	391	83	1,756	3,703
2026-27	238	183	148	181	209	158	187	166	179	197	106	1,952	370	425	409	447	82	1,733	3,685
2027-28	238	181	181	147	177	204	164	190	170	181	105	1,938	396	374	421	408	79	1,678	3,616
2028-29	238	183	179	179	143	173	211	166	195	172	105	1,944	381	400	371	420	78	1,650	3,594
2029-30	238	176	181	177	175	140	179	214	170	198	106	1,954	343	385	397	370	74	1,569	3,523
2030-31	238	175	174	179	173	171	145	181	220	172	105	1,933	392	347	382	396	75	1,592	3,525
2031-32	238	180	173	172	175	169	177	147	186	223	105	1,945	364	396	344	381	73	1,558	3,503

Notes: ¹Pre-kindergarten regular education enrollment.

²Self-contained special education enrollment/ungraded students at the PK-8 level.

³Self-contained special education enrollment/ungraded students at the 9-12 level.

3. North Hunterdon Regional High School District

Projected enrollments for North Hunterdon Regional are shown in Table D16. Enrollments are projected to decline before reversing trend near the end of the projection period. In 2031-32, enrollment is projected to be 1,938, which would be a decline of 122 students from the 2021-22 enrollment of 2,060.

Table D16
North Hunterdon Regional Projected Enrollments (9-12)
2022-23 to 2031-32

Year	9	10	11	12	SE ¹	9-12 Total
2022-23	497	497	500	494	33	2,021
2023-24	475	511	477	505	32	2,000
2024-25	479	482	484	477	31	1,953
2025-26	492	487	458	484	31	1,952
2026-27	441	500	462	457	29	1,889
2027-28	418	446	474	460	28	1,826
2028-29	487	423	422	472	28	1,832
2029-30	484	493	401	420	28	1,826
2030-31	491	490	466	399	29	1,875
2031-32	484	497	464	464	29	1,938

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

Projected enrollments for North Hunterdon High School and Voorhees High School are provided in Table D17. In North Hunterdon High School, enrollments are projected to slowly decline through 2027-28 before reversing trend. Enrollment is projected to be 1,313 in 2031-32, which would be nearly unchanged from the 2021-22 enrollment of 1,305.5. Enrollment in Voorhees High School is projected to decline before reversing trend near the end of the projection period. Enrollment is projected to be 625 in 2031-22, which would be a decline of 129.5 students from the 2021-22 enrollment of 754.5.

Table D17
North Hunterdon High School and Voorhees High School
Projected Enrollments (9-12)
2022-23 to 2031-32

North Hunterdon High School						
Year	9	10	11	12	SE¹	9-12 Total
2022-23	314	330	298	335	13	1,290
2023-24	291	329	319	306	12	1,257
2024-25	319	299	312	321	12	1,263
2025-26	317	328	285	314	12	1,256
2026-27	291	326	312	286	11	1,226
2027-28	278	297	309	312	11	1,207
2028-29	324	284	281	309	11	1,209
2029-30	326	331	269	281	11	1,218
2030-31	327	333	313	269	12	1,254
2031-32	339	334	315	313	12	1,313
Voorhees High School						
Year	9	10	11	12	SE¹	9-12 Total
2022-23	183	167	202	159	20	731
2023-24	184	182	158	199	20	743
2024-25	160	183	172	156	19	690
2025-26	175	159	173	170	19	696
2026-27	150	174	150	171	18	663
2027-28	140	149	165	148	17	619
2028-29	163	139	141	163	17	623
2029-30	158	162	132	139	17	608
2030-31	164	157	153	130	17	621
2031-32	145	163	149	151	17	625

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

J. Capacity Analysis

Table D18 shows the capacities of Phillipsburg High School, North Hunterdon High School, and Voorhees High School in comparison to the current enrollments in 2021-22 and the projected enrollments in 2026-27. While the projections were completed through 2031-32, the capacities are compared to the projections in 2026-27 as a five-year projection is more reliable than a ten-year projection. Using the capacities from the districts' Long Range Facilities Plan, the differences between building capacity and current/projected number of students were computed. Positive values indicate available extra seating while negative values indicate inadequate seating, also known as "unhoused students." It is important to note that the term "unhoused" students is not intended to convey that there will be no space for additional students from Bloomsbury. Instead, this section is an overview of "functional" capacity, based upon how the space within the school currently is being utilized. Districts with unhoused students can accommodate these children by increasing class sizes, which in turn increases the school's capacity. As such, the capacity of a school is not a fixed value and can be changed depending on how the building is used.

As discussed previously, students from Bloomsbury currently attend Phillipsburg High School for grades 9-12 through a sending-receiving relationship. If the existing sending-receiving relationship between Bloomsbury and the Phillipsburg School District is terminated, Bloomsbury high school students would attend either North Hunterdon High School or Voorhees High School in North Hunterdon Regional by joining the regional school district in Bloomsbury's home county of Hunterdon, or through a newly created sending-receiving relationship with North Hunterdon Regional.

Table D18
Capacity Analysis

School	Capacity ^{1,2}	Current Enrollment 2021-22	Difference	Projected Enrollment 2026-27 Status Quo	Difference	Projected Enrollment 2026-27 With/Without Bloomsbury Students	Difference
Phillipsburg High School	1,897	1,808.5	+88.5	1,733	+164	1,707	+190
North Hunterdon High School	1,187	1,305.5	-118.5	1,226	-39	1,252	-65
Voorhees High School	816	754.5	+61.5	663	+153	689	+127

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

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

Phillipsburg High School has a capacity of 1,897 students. In 2021-22, the building has a surplus of 88.5 seats. By 2026-27, it is estimated that the surplus would increase to 164 in the status quo scenario. If Bloomsbury students no longer attend Phillipsburg High School, the number of surplus seats is projected to increase to 190.

According to its LRFP, North Hunterdon High School has a capacity of 1,187 students. In 2021-22, North Hunterdon High School has 118.5 unhoused students. By 2026-27, the number of unhoused students is projected to decline to 39 in the status quo scenario. If Bloomsbury students (26 students) attend North Hunterdon High School instead of Phillipsburg High School, it is projected that there would be 65 unhoused students in the school in 2026-27. Regarding Voorhees High School, the building has a capacity of 816 students. In 2021-22, there is a surplus of 61.5 seats. Due to declining enrollment, it is projected that there will be 153 surplus seats in the status quo scenario in 2026-27. If Bloomsbury students attend Voorhees High School instead of Phillipsburg High School, the number of surplus seats would be reduced to 127 in 2026-27.

Based on the capacity information of the high schools, it appears that Voorhees High School would have the greatest capability to accommodate Bloomsbury high school students if Bloomsbury terminates its sending-receiving relationship with the Phillipsburg School District.

K. Economically Disadvantaged Students

As a proxy for measuring poverty in a school district, counts of students receiving free or reduced lunch were compiled from 2016-17 through 2021-22. The total number of economically disadvantaged students was compiled by district and affected schools and is shown in Table D19. The within-school/district percentages were also computed and are shown in Table D20.

Table D19
Number of Economically Disadvantaged Students by District and School
2016-17 to 2021-22

District/School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Bloomsbury	21	24	27	22	26	11
Phillipsburg High School	515.5	493	528	548	569	465
Phillipsburg Total	2,025.5	2,011	2,056	2,106	1,961	1,724
North Hunterdon High School	36	34	27	25	14	29
Voorhees High School	47.5	45	39.5	39	27	24
North Hunterdon Regional Total	83.5	79	66.5	64	41	53

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

1. Bloomsbury School District

The number of economically disadvantaged students in the Bloomsbury School District had been fairly stable from 2016-17 to 2020-21 before declining in the last year. In 2021-22, there were 11 economically disadvantaged students as compared to 21 in 2016-17. The percentage of

economically disadvantaged students in the district was fairly stable from 2017-18 to 2020-21 before declining in 2021-22. In 2021-22, 10.7% of the students were economically disadvantaged as compared to 19.4% in 2016-17, a loss of 8.7 percentage points.

Table D20
Within-School Percentages of Economically Disadvantaged Students by District
2016-17 to 2021-22

District/School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Bloomsbury	19.4%	27.6%	28.4%	24.2%	29.2%	10.7%
Phillipsburg High School	30.4%	29.7%	32.0%	32.5%	32.9%	25.7%
Phillipsburg Total	53.3%	52.3%	53.9%	54.3%	51.8%	44.5%
North Hunterdon High School	2.2%	2.1%	1.8%	1.7%	1.1%	2.2%
Voorhees High School	4.7%	4.5%	4.2%	4.5%	3.2%	3.2%
North Hunterdon Regional Total	3.2%	3.0%	2.7%	2.8%	1.9%	2.6%

2. Phillipsburg School District

From 2016-17 to 2019-20, the number of economically disadvantaged students in the Phillipsburg School District was fairly stable before declining in the last two years. While there were 2,025.5 economically disadvantaged students in 2016-17, there were 1,724 in 2021-22, a decline of 301.5 students. Likewise, the percentage of students that are economically disadvantaged was fairly stable through 2019-20 before declining in the last two years. In 2021-22, 44.5% of the students were economically disadvantaged as compared to 53.3% in 2016-17, a loss of 8.8 percentage points.

At Phillipsburg High School, the number of economically disadvantaged students was fairly stable before declining in 2021-22, ranging from 465-569 students per year. Likewise, the percentage of students that are economically disadvantaged was fairly stable through 2020-21 before declining in the past year. In 2021-22, 25.7% of the students were economically disadvantaged as compared to 30.4% in 2016-17, a loss of 4.7 percentage points. The percentage of students that are economically disadvantaged at the school is much lower than that of the district, which is due to the significant number of students the school receives from Alpha, Bloomsbury, Greenwich, Lopatcong, and Pohatcong through separate sending-receiving relationships.

3. North-Hunterdon Regional High School District

The number of economically disadvantaged students has been generally declining in North-Hunterdon Regional. Where there were 83.5 economically disadvantaged students in 2016-17, there were 53 in 2021-22, a decline of 30.5 students. The percentage of economically disadvantaged students in the district has also been declining before reversing trend in 2021-22, ranging from 1.9%-3.2%.

At the school level, the percentage of economically disadvantaged students was slightly higher in each year in Voorhees High School as compared to North Hunterdon High School. The

percentage of economically disadvantaged students has been fairly stable in each school, ranging from 1.1%-2.2% at North Hunterdon High School and ranging from 3.2%-4.7% at Voorhees High School.

III. Racial Impact

The following section analyzes the historical enrollments by race for the Bloomsbury School District, Phillipsburg School District, and North Hunterdon Regional. In particular, the racial composition of Phillipsburg High School, North Hunterdon High School, and Voorhees High School will be compared in two scenarios: (1) the status quo where Bloomsbury high school students remain at Phillipsburg High School; and (2) the termination of the existing sending-receiving relationship between Bloomsbury and Phillipsburg and either joining the limited-purpose regional school district or the creation of a new sending-receiving relationship with North Hunterdon Regional, where Bloomsbury high school students would attend North Hunterdon High School or Voorhees High School instead.

The NJDOE classifies students according to the following seven races pursuant to federal guidelines: White, Black/African American, Asian, Native Hawaiian or Pacific Islander, Native American/Alaskan Native, Hispanic, or Two or More Races. In the following tables, Asians, Native Hawaiians, and Pacific Islanders (heretofore referred to as Asians in the narrative) were grouped together for tabulation purposes. Minority students were defined as being a race other than White, which includes Black, Hispanic, Asian, Native American/Alaskan Native, or Two or More Races.

A. Bloomsbury School District Enrollments by Race

1. District Totals (PK-8)

As there is only one school in the Bloomsbury School District, the district's enrollment and that of Bloomsbury School are identical. In Table R1, the number and percent of students by race in the Bloomsbury School District is displayed from 2016-17 to 2021-22, a six-year period.

Table R1
Bloomsbury School District (PK-8) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hisp- anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian, or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	97	89.81%	9	8.33%	2	1.85%	0	0.00%	0	0.00%	0	0.00%	108	11	10.19%
2017-18	67	77.01%	12	13.79%	2	2.30%	0	0.00%	5	5.75%	1	1.15%	87	20	22.99%
2018-19	74	77.89%	11	11.58%	3	3.16%	0	0.00%	6	6.32%	1	1.05%	95	21	22.11%
2019-20	63	69.23%	14	15.38%	4	4.40%	0	0.00%	7	7.69%	3	3.30%	91	28	30.77%
2020-21	64	71.91%	14	15.73%	2	2.25%	0	0.00%	7	7.87%	2	2.25%	89	25	28.09%
2021-22	72	69.90%	14	13.59%	6	5.83%	0	0.00%	4	3.88%	7	6.80%	103	31	30.10%

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

The largest race in the district is White, whose number and percentage declined in 2017-18 before stabilizing. In the last six years, the number of White students ranged from 63-97. In 2016-

17, 89.81% of the student population was White as compared to 69.90% in 2021-22, which is a loss of 19.91 percentage points.

Blacks are the second-largest race in the district and have increased from nine (9) students in 2016-17 to 14 in 2021-22. In the last six years, the Black percentage increased from 8.33% to 13.59%, which is a gain of 5.26 percentage points.

The number of students who are Hispanic, Asian, Native American/Alaskan Native, or Two or More races was insignificant and did not exceed seven (7) students in any year.

From 2016-17 to 2021-22, there was gain of 20 minority students. Over this time period, the minority percentage has increased from 10.19% to 30.10%, a 19.91 percentage-point gain.

2. Bloomsbury Students Attending Phillipsburg High School

In Table R2, the number of Bloomsbury students in grades 9-12 attending Phillipsburg High School is shown by race from 2016-17 to 2021-22.

The number of White students attending Phillipsburg High School has declined from 51 in 2016-17 to 17 in 2021-22. Likewise, the White percentage has decreased from 87.93% in 2016-17 to 70.83% in 2021-22, a loss of 17.10 percentage points.

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

While the number of minority students has been fairly stable over this time period, ranging from 6-9 students per year, the percentage of minority students has increased from 12.07% to 29.17%, a 17.10 percentage-point gain, which is due to the declining White student population.

Table R2
Race of Bloomsbury Students Attending Phillipsburg High School
2016-17 to 2021-22

Year	White	%	Black	%	Hisp- anic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian, or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	51	87.93%	1	1.72%	6	10.34%	0	0.00%	0	0.00%	0	0.00%	58	7	12.07%
2017-18	32	80.00%	1	2.50%	6	15.00%	0	0.00%	0	0.00%	1	2.50%	40	8	20.00%
2018-19	25	73.53%	2	5.88%	6	17.65%	0	0.00%	0	0.00%	1	2.94%	34	9	26.47%
2019-20	23	76.67%	2	6.67%	4	13.33%	0	0.00%	0	0.00%	1	3.33%	30	7	23.33%
2020-21	17	73.91%	2	8.70%	2	8.70%	0	0.00%	0	0.00%	2	8.70%	23	6	26.09%
2021-22	17	70.83%	2	8.33%	3	12.50%	0	0.00%	1	4.17%	1	4.17%	24	7	29.17%

Source: Phillipsburg School District NJ SMART enrollment files

B. Phillipsburg School District Enrollments by Race

1. District Totals (PK-12)

The Phillipsburg School District's enrollments by race from 2016-17 to 2021-22 are shown in Table R3. While Whites are the largest race in the district, their number has been declining. In the last six years, the number of White students decreased from 2,243 to 1,884.5, which is a loss of 358.5 students. Expressed as a percentage, 59.03% of the student population was White in 2016-17 as compared to 48.66% in 2021-22, a loss of 10.37 percentage points.

Table R3
Phillipsburg School District (PK-12) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	2243	59.03%	577	15.19%	719.5	18.94%	3	0.08%	91	2.40%	166	4.37%	3,799.5	1,556.5	40.97%
2017-18	2156	56.09%	628	16.34%	783	20.37%	3	0.08%	86	2.24%	188	4.89%	3,844	1,688	43.91%
2018-19	2092	54.84%	640	16.78%	799	20.94%	5	0.13%	90	2.36%	189	4.95%	3,815	1,723	45.16%
2019-20	2057	53.07%	693	17.88%	821	21.18%	5	0.13%	95	2.45%	205	5.29%	3,876	1,819	46.93%
2020-21	1931	50.98%	709	18.72%	833	21.99%	4	0.11%	99	2.61%	212	5.60%	3,788	1,857	49.02%
2021-22	1884.5	48.66%	768	19.83%	884	22.83%	4	0.10%	95	2.45%	237	6.12%	3,872.5	1,988	51.34%

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

Hispanics are the second-largest race in the school district. The number of Hispanic students has increased from 719.5 to 884 in the last six years, a gain of 164.5 students. Over this time period, the percentage of Hispanic students increased from 18.94% to 22.83%, a gain of 3.89 percentage points.

Blacks, which are the third-largest race in the school district, have increased from 577 in 2016-17 to 768 in 2021-22, a gain of 191 students. Over this time period, the percentage of Black students increased from 15.19% to 19.83%, a gain of 4.64 percentage points.

The number of Asian students in the district has been fairly stable, ranging from 86-99 students per year. From 2016-17 to 2021-22, the percentage of Asian students ranged from 2.24%-2.61%. Asians are the fourth-largest race in the school district.

The number of students who are Native American/Alaskan Native was insignificant with five (5) or fewer students each year.

The number of students of Two or More races increased from 166 in 2016-17 to 237 in 2021-22 while the Two or More races percentage increased from 4.37% to 6.12%, a 1.75 percentage-point gain.

The number of minority students has been steadily increasing, gaining 431.5 students in the last six years. Due to the declining White population and increasing Hispanic and Black student populations, the percentage of minority students has increased from 40.97% in 2016-17 to 51.34% in 2021-22, a gain of 10.37 percentage points.

2. Phillipsburg High School (9-12)

From 2016-17 to 2021-22, the racial composition of Phillipsburg High School is slightly different than the district's racial composition due to the presence of students from Alpha, Bloomsbury, Greenwich, Lopatcong, and Pohatcong who attend the school through separate sending-receiving relationships. As shown in Table 24, the largest race in the school is White. The number of White students has declined from 1,191 to 1,002.5, which is a loss of 188.5 students. Likewise, the percentage of White students declined from 70.29% to 55.43% over this time period, which is a loss of 14.86 percentage points.

Table R4
Phillipsburg High School (9-12) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	1191	70.29%	203	11.98%	204.5	12.07%	3	0.18%	63	3.72%	30	1.77%	1,694.5	503.5	29.71%
2017-18	1091	65.76%	220	13.26%	244	14.71%	3	0.18%	63	3.80%	38	2.29%	1,659	568	34.24%
2018-19	1049	63.58%	221	13.39%	267	16.18%	4	0.24%	66	4.00%	43	2.61%	1,650	601	36.42%
2019-20	1040	61.68%	246	14.59%	293	17.38%	2	0.12%	67	3.97%	38	2.25%	1,686	646	38.32%
2020-21	1008	58.27%	269	15.55%	326	18.84%	1	0.06%	72	4.16%	54	3.12%	1,730	722	41.73%
2021-22	1002.5	55.43%	320	17.69%	359	19.85%	1	0.06%	71	3.93%	55	3.04%	1,808.5	806	44.57%

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

Regarding Hispanics, which are the second-largest race in the school, the number has increased from 204.5 to 359 in the last six years, a gain of 154.5 students. In 2016-17, 12.07% of the student population was Hispanic as compared to 19.85% in 2021-22, a gain of 7.78 percentage points.

From 2016-17 to 2021-22, the number of Black students increased from 203 to 320, a gain of 117 students. The percentage of Black students increased from 11.98% to 17.69% over this time period, a 5.71 percentage-point gain. Blacks are the third-largest race in the school.

In the last six years, the number of Asian students slowly increased from 63 to 71 while the percentage of Asian students ranged from 3.72%-4.16%. Asians are the fourth-largest race in the school.

The number of students who are Native American/Alaskan Native was insignificant with four (4) or fewer students per year.

Finally, the number of students of Two or More races has slowly increased from 30 in 2016-17 to 55 in 2021-22 while the Two or More races percentage increased from 1.77% to 3.04%, a 1.27 percentage-point gain.

In the last six years, there has been an increase of 302.5 minority students in the school, which is primarily due to the increasing Hispanic and Black student populations. The percentage of minority students has increased from 29.71% in 2016-17 to 44.57% in 2021-22, a gain of 14.86 percentage points.

a) Phillipsburg High School without Bloomsbury Students

If the sending-receiving relationship was terminated between Bloomsbury and Phillipsburg, Table R5 estimates what the racial distribution would have been at Phillipsburg High School from 2016-17 to 2021-22 by using enrollment data of Bloomsbury students attending Phillipsburg High School from Table R2. Table R6 shows the percentage point change by race over this time period. The percentage point changes were computed by using data from Tables R4 and R5.

Without Bloomsbury students, the percentage of White students attending Phillipsburg High School from 2016-17 to 2021-22 would have decreased by 0.21 to 0.63 percentage points with the magnitude of the percentage-point change being fairly stable in the last four years. Black students in Phillipsburg High School would have increased by 0.09 to 0.36 percentage points with the magnitude of the percentage-point change generally declining over time. Hispanics in Phillipsburg High School would have increased by 0.06 to 0.14 percentage points on four occasions and declined increased by 0.01 to 0.03 percentage points on two occasions. Asian students in Phillipsburg High School would have increased by 0.06 to 0.13 percentage points with the magnitude of the percentage-point change declining over time. The percentages in the Native American/Alaskan Native and or Two or More races population would have been largely unchanged if Bloomsbury students did not attend Phillipsburg High School, as there are few Bloomsbury students of these races. The percentage of minority students would have increased by 0.21 to 0.63 percentage points.

Table R5
Phillipsburg High School (9-12) Enrollments by Race
Without Bloomsbury Students
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	1140	69.66%	202	12.34%	198.5	12.13%	3	0.18%	63	3.85%	30	1.83%	1,636.5	496.5	30.34%
2017-18	1059	65.41%	219	13.53%	238	14.70%	3	0.19%	63	3.89%	37	2.29%	1,619	560	34.59%
2018-19	1024	63.37%	219	13.55%	261	16.15%	4	0.25%	66	4.08%	42	2.60%	1,616	592	36.63%
2019-20	1017	61.41%	244	14.73%	289	17.45%	2	0.12%	67	4.05%	37	2.23%	1,656	639	38.59%
2020-21	991	58.06%	267	15.64%	324	18.98%	1	0.06%	72	4.22%	52	3.05%	1,707	716	41.94%
2021-22	985.5	55.23%	318	17.82%	356	19.95%	1	0.06%	70	3.92%	54	3.03%	1,784.5	799	44.77%

Table R6
Percentage Point Change by Race at Phillipsburg High School
Without Bloomsbury Students
2016-17 to 2021-22

Year	White	Black	Hispanic	Native American or Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	2 or More Races	Minority
2016-17	-0.63	+0.36	+0.06	+0.01	+0.13	+0.06	+0.63
2017-18	-0.35	+0.27	-0.01	0.00	+0.09	-0.01	+0.35
2018-19	-0.21	+0.16	-0.03	+0.01	+0.08	-0.01	+0.21
2019-20	-0.27	+0.14	+0.07	0.00	+0.07	-0.02	+0.27
2020-21	-0.21	+0.09	+0.14	0.00	+0.06	-0.08	+0.21
2021-22	-0.21	+0.13	+0.10	0.00	0.00	-0.02	+0.21

C. North Hunterdon Regional District Enrollments by Race

1. District Totals (9-12)

North Hunterdon Regional's enrollments by race from 2016-17 to 2021-22 are shown in Table R7. While White students make up the largest race in the district, the number and percentage of White students has been declining. From 2016-17 to 2021-22, the number of White students declined from 2,309.5 to 1,712.5, a loss of 597 students. The percentage of White students in the school district also has declined, as 87.86% of the student population was White in 2016-17 as compared to 83.13% in 2021-22, a loss of 4.73 percentage points.

Table R7
North-Hunterdon Regional (9-12) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	2309.5	87.86%	55	2.09%	124.5	4.74%	6	0.23%	132.5	5.04%	1	0.04%	2,628.5	319	12.14%
2017-18	2248	86.31%	61	2.34%	134.5	5.16%	5	0.19%	143.5	5.51%	12.5	0.48%	2,604.5	356.5	13.69%
2018-19	2115	85.30%	53	2.14%	148.5	5.99%	2.5	0.10%	135	5.44%	25.5	1.03%	2,479.5	364.5	14.70%
2019-20	1948	84.27%	62	2.68%	152.5	6.60%	2.5	0.11%	118.5	5.13%	28	1.21%	2,311.5	363.5	15.73%
2020-21	1794.5	83.04%	66.5	3.08%	160	7.40%	3	0.14%	110.5	5.11%	26.5	1.23%	2,161	366.5	16.96%
2021-22	1712.5	83.13%	57	2.77%	159	7.72%	3	0.15%	104.5	5.07%	24	1.17%	2,060	347.5	16.87%

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

Hispanics, which are the second-largest race in the district, have been slowly increasing. In the last six years, the number of Hispanic students has increased from 124.5 to 159, a gain of 34.5 students. Expressed as a percentage, 4.74% of the student population was Hispanic in 2016-17 as compared to 7.72% in 2021-22, a gain of 2.98 percentage points.

The number of Asian students has declined from 132.5 in 2016-17 to 104.5 in 2021-22, a loss of 28 students. Over this time period, the percentage of Asian students was very stable, ranging from 5.04%-5.51%. Asians are the third-largest race in the school district.

From 2016-17 to 2021-22, the number of Black students has been fairly stable, ranging from 53-66.5 students per year. The percentage of Black students ranged from 2.09%-3.08% with no apparent increasing or declining trend. Blacks are the fourth-largest race in the district.

The number of students who are Native American/Alaskan Native was insignificant with six (6) or fewer students each year.

The number of students of Two or More races increased from one (1) in 2016-17 to 24 in 2021-22 while the Two or More races percentage increased from 0.04% to 1.17%.

The number of minority students slowly increased from 2016-17 to 2018-19 before stabilizing. In the last six years, there has been a gain of 28.5 minority students. The percentage of minority students has increased from 12.14% in 2016-17 to 16.87% in 2021-22, a gain of 4.73 percentage points, which is predominantly due to the declining White student population.

2. North Hunterdon High School (9-12)

The racial composition of North Hunterdon High School was fairly similar to the district's racial composition as shown in Table R8. White is the largest race in the school. The number of Whites declined from 1,404 in 2016-17 to 1,065.5 in 2021-22, a loss of 338.5 students. The percentage of White students declined from 87.31% to 81.62% over this time period, a loss of 5.69 percentage points.

Table R8
North Hunterdon High School (9-12) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	1404	87.31%	32	1.99%	81.5	5.07%	4	0.25%	86.5	5.38%	0	0.00%	1,608	204	12.69%
2017-18	1375.5	85.54%	41	2.55%	79	4.91%	3	0.19%	99.5	6.19%	10	0.62%	1,608	232.5	14.46%
2018-19	1297	84.30%	28.5	1.85%	96	6.24%	1.5	0.10%	96.5	6.27%	19	1.23%	1,538.5	241.5	15.70%
2019-20	1202.5	83.02%	35.5	2.45%	103	7.11%	1.5	0.10%	87	6.01%	19	1.31%	1,448.5	246	16.98%
2020-21	1084	82.06%	40	3.03%	93.5	7.08%	1	0.08%	84	6.36%	19	1.40%	1,321	237	17.94%
2021-22	1065.5	81.62%	37.5	2.87%	106.5	8.16%	1	0.08%	80.5	6.17%	14.5	1.11%	1,305.5	240	18.38%

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

The number and percentage of Hispanics, which are the second-largest race, has been generally increasing. In the last six years, there has been a gain of 25 Hispanic students. In 2016-17, 5.07% of the student population was Hispanic as compared to 8.16% in 2021-22, a gain of 3.09 percentage points.

Over this time period, the number of Asian students has slowly declined. The percentage of Asian students has been fairly stable, ranging from 5.38%-6.36%. Asians are the third-largest race in the school.

Blacks, which are the fourth-largest race in the school, have been fairly stable over this time period, ranging from 28.5-41 students per year. From 2016-17 to 2021-22, the percentage of Black students ranged from 1.85%-3.03%.

The number of Native American/Alaskan Native students was insignificant and did not exceed four (4) students in any year.

Finally, the number of students of Two or More races has increased from zero in 2016-17 to 14.5 in 2021-22 while the Two or More races percentage increased from 0.00% to 1.11% over this time period.

As a result of the increasing Hispanic and Two or More races populations, there has been a gain of 36 minority students since 2016-17. The percentage of minority students has grown from 12.69% in 2016-17 to 18.38% in 2021-22, a gain of 5.69 percentage points, which is also partially due to the declining White student population.

a) North Hunterdon High School with Bloomsbury Students

If the sending-receiving relationship between Bloomsbury and Phillipsburg was terminated and Bloomsbury students instead attended North Hunterdon High School, Table 29 estimates what the racial distribution would have been from 2016-17 to 2021-22 using Bloomsbury enrollment data (grades 9-12) by race. The racial percentage point changes, shown in Table 30, were computed by using the data found in Tables R8 and R9.

Table R9
North Hunterdon High School (9-12) Enrollments by Race
with Bloomsbury Students
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	1455	87.33%	33	1.98%	87.5	5.25%	4	0.24%	86.5	5.19%	0	0.00%	1,666	211	12.67%
2017-18	1407.5	85.41%	42	2.55%	85	5.16%	3	0.18%	99.5	6.04%	11	0.67%	1,648	240.5	14.59%
2018-19	1322	84.07%	30.5	1.94%	102	6.49%	1.5	0.10%	96.5	6.14%	20	1.27%	1,572.5	250.5	15.93%
2019-20	1225.5	82.89%	37.5	2.54%	107	7.24%	1.5	0.10%	87	5.88%	20	1.35%	1,478.5	253	17.11%
2020-21	1101	81.92%	42	3.13%	95.5	7.11%	1	0.07%	84	6.25%	20.5	1.53%	1,344	243	18.08%
2021-22	1082.5	81.42%	39.5	2.97%	109.5	8.24%	1	0.08%	81.5	6.13%	15.5	1.17%	1,329.5	247	18.58%

If North Hunterdon High School received students from Bloomsbury, the percentage of White students in North Hunterdon High School would have decreased by 0.13 to 0.23 percentage points on five occasions and increased by 0.02 percentage points on one occasion from 2016-17 to 2021-22. Over the same time period, Hispanic students in North Hunterdon High School would have increased by 0.03 to 0.25 percentage points, while the percentage of Asian students would have decreased by 0.04 to 0.19 percentage points. The percentage of Black students would have increased by 0.09 to 0.10 percentage points on four occasions, decreased by 0.01 percentage points on one occasion, and remain unchanged on one occasion. The percentage of students of Two or more races

would have increased by 0.04 to 0.12 percentage points on five occasions and remained unchanged on one occasion. Finally, the Native American/Alaskan Native percentages would be largely unchanged. The percentage of minority students would have increased by 0.13 to 0.23 percentage points on five occasions and decreased by 0.02 percentage points on one occasion from 2016-17 to 2021-22.

Table R10
Percentage Point Change by Race at North Hunterdon High School (9-12)
with Bloomsbury Students
2016-17 to 2021-22

Year	White	Black	Hispanic	Native American or Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	2 or More Races	Minority
2016-17	+0.02	-0.01	+0.18	-0.01	-0.19	0.00	-0.02
2017-18	-0.13	0.00	+0.24	0.00	-0.15	+0.05	+0.13
2018-19	-0.23	+0.09	+0.25	0.00	-0.14	+0.04	+0.23
2019-20	-0.13	+0.09	+0.13	0.00	-0.12	+0.04	+0.13
2020-21	-0.14	+0.10	+0.03	0.00	-0.11	+0.12	+0.14
2021-22	-0.19	+0.10	+0.08	0.00	-0.04	+0.06	+0.19

3. Voorhees High School (9-12)

From 2016-17 to 2021-22, the racial composition of Voorhees High School was also fairly similar to the district's racial composition. As shown in Table R11, the largest race in the school is White. The number of Whites declined from 905.5 to 647, a loss of 258.5 students. The percentage of White students slowly declined from 88.73% to 85.75% over this time period, which is a loss of 2.98 percentage points.

Table R11
Voorhees High School (9-12) Enrollments by Race
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	905.5	88.73%	23	2.25%	43	4.21%	2	0.20%	46	4.51%	1	0.10%	1,020.5	115	11.27%
2017-18	872.5	87.56%	20	2.01%	55.5	5.57%	2	0.20%	44	4.42%	2.5	0.25%	996.5	124	12.44%
2018-19	818	86.93%	24.5	2.60%	52.5	5.58%	1	0.11%	38.5	4.09%	6.5	0.69%	941	123	13.07%
2019-20	745.5	86.38%	26.5	3.07%	49.5	5.74%	1	0.12%	31.5	3.65%	9	1.04%	863	117.5	13.62%
2020-21	710.5	84.58%	26.5	3.15%	66.5	7.92%	2	0.24%	26.5	3.15%	8	0.95%	840	129.5	15.42%
2021-22	647	85.75%	19.5	2.58%	52.5	6.96%	2	0.27%	24	3.18%	9.5	1.26%	754.5	107.5	14.25%

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

Regarding Hispanics, which are the second-largest race in the school, the number of students has been fairly stable, ranging from 43-66.5 in the last six years. Over this time period, the percentage of Hispanic students has increased from 4.21% to 6.96%, a 2.75 percentage-point gain.

In the last six years, the number of Asian students declined from 46 to 24, which is a loss of 22 students. The Asian student percentage declined from 4.51% in 2016-17 to 3.18% in 2021-22, which is a loss of 1.33 percentage points. Asians are the third-largest race in the school.

From 2016-17 to 2021-22, the number of Black students ranged from 19.5-26.5 per year, while the percentage of Black students ranged from 2.01%-3.15% with no apparent increasing or declining trend. Blacks are the fourth-largest race in the school.

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

Finally, the number of students of Two or More races has slowly increased from one (1) in 2016-17 to 9.5 in 2021-22 while the Two or More races percentage increased from 0.10% to 1.26%.

In the last six years, the number of minority students has been fairly stable, ranging from 107.5-129.5. The percentage of minority students has increased from 11.27% in 2016-17 to 14.25% in 2021-22, a gain of 2.98 percentage points, which is predominantly due to the declining White student population.

a) Voorhees High School with Bloomsbury Students

If the sending-receiving relationship between Bloomsbury and Phillipsburg were terminated and Bloomsbury students instead attended Voorhees High School, Table R12 estimates what the racial distribution would have been from 2016-17 to 2021-22 in Voorhees High School. The racial percentage point changes, shown in Table R13, were computed by using the data found in Tables 31 and 32.

If Voorhees High School received students from Bloomsbury, the White percentage in Voorhees High School would have decreased by 0.04 to 0.47 percentage points while Hispanics would have increased by 0.02 to 0.42 percentage points. Asians would have decreased by 0.08 to 0.24 percentage points on five occasions and increased by 0.03 percentage points on one occasion. The percentage of Blacks would have increased by 0.02 to 0.18 percentage points on five occasions and decreased by 0.03 percentage points on one occasion. The number of Bloomsbury students who are Native American/Alaskan Native is insignificant and would have little or no change if Bloomsbury students attended Voorhees High School. The percentage change of students who are or Two or More races would have increased by 0.08 to 0.21 percentage points on five occasions and decreased by 0.01 percentage points on one occasion. The percentage of minority students would have increased by 0.04 to 0.47 percentage points from 2016-17 to 2021-22.

Table R12
Voorhees High School (9-12) Enrollments by Race
with Bloomsbury Students
2016-17 to 2021-22

Year	White	%	Black	%	Hispanic	%	Native American or Alaskan Native	%	Asian, Native Hawaiian or Pacific Islander	%	2 or More Races	%	Total Students	Minority Total	Minority %
2016-17	956.5	88.69%	24	2.23%	49	4.54%	2	0.19%	46	4.27%	1	0.09%	1078.5	122	11.31%
2017-18	904.5	87.26%	21	2.03%	61.5	5.93%	2	0.19%	44	4.25%	3.5	0.34%	1036.5	132	12.74%
2018-19	843	86.46%	26.5	2.72%	58.5	6.00%	1	0.10%	38.5	3.95%	7.5	0.77%	975	132	13.54%
2019-20	768.5	86.06%	28.5	3.19%	53.5	5.99%	1	0.11%	31.5	3.53%	10	1.12%	893	124.5	13.94%
2020-21	727.5	84.30%	28.5	3.30%	68.5	7.94%	2	0.23%	26.5	3.07%	10	1.16%	863	135.5	15.70%
2021-22	664	85.29%	21.5	2.76%	55.5	7.13%	2	0.26%	25	3.21%	10.5	1.35%	778.5	114.5	14.71%

Table R13
Percentage Point Change by Race at Voorhees High School (9-12)
with Bloomsbury Students
2016-17 to 2021-22

Year	White	Black	Hispanic	Native American or Alaskan Native	Asian, Native Hawaiian, or Pacific Islander	2 or More Races	Minority
2016-17	-0.04	-0.03	+0.33	-0.01	-0.24	-0.01	+0.04
2017-18	-0.29	+0.02	+0.36	-0.01	-0.17	+0.09	+0.29
2018-19	-0.47	+0.11	+0.42	0.00	-0.14	+0.08	+0.47
2019-20	-0.33	+0.12	+0.26	0.00	-0.12	+0.08	+0.33
2020-21	-0.28	+0.15	+0.02	-0.01	-0.08	+0.21	+0.28
2021-22	-0.46	+0.18	+0.17	-0.01	+0.03	+0.09	+0.46

D. Demographic and Racial Summary

The purpose of this section of the study is to determine the racial impact on the composition of the high school students in Phillipsburg High School if Bloomsbury were permitted to terminate its sending-receiving relationship with the Phillipsburg School District and either join the existing regional school district as a constituent member, or create a new sending-receiving relationship with North Hunterdon Regional. Under this arrangement, high school students in Bloomsbury would attend either North Hunterdon High School or Voorhees High School.

To perform the racial analysis, enrollments were tabulated by race and racial percentages were computed for district totals and for all affected high schools. The analysis computed the change in racial percentages at Phillipsburg High School without Bloomsbury students, as well as the addition of Bloomsbury students to North Hunterdon High School or Voorhees High School if either Bloomsbury joined the existing regional school district as a constituent member, or a new sending-receiving relationship was created.

The racial demographics have been changing in the Bloomsbury School District. In the last six years, the White student percentage has declined. In 2021-22, the largest race in the district is White (69.90%) while Blacks are the second-largest race (13.59%).

The racial demographics also are changing in the Phillipsburg School District. In 2021-22, the largest race is White at 48.67% followed by Hispanics (22.8%) and Blacks (19.8%). In the last six years, White student enrollment has been declining, while Black and Hispanic student enrollments have been increasing. The racial demographics of Phillipsburg High School are different than that of the Phillipsburg School District due to the presence of students from Alpha, Bloomsbury, Greenwich, Lopatcong, and Pohatcong who attend the school through separate sending-receiving relationships. Specifically, Phillipsburg High School has a greater White percentage (55.4%) and smaller Hispanic (19.9%) and Black (17.7%) percentages than the school district.

If Bloomsbury students no longer attended Phillipsburg High School, it is the consultants' opinion that there would be no negative racial impact on the students at Phillipsburg High School. In 2021-22, 24 Bloomsbury students attend Phillipsburg High School, which represents 1.3% of the school's student population. If Bloomsbury students did not attend Phillipsburg High School in 2021-22, the impact would have been a 0.21 percentage-point decline in the White population at Phillipsburg High School or, in other words, a 0.21 percentage-point increase in the minority student population. In fact, if the last six years were to be considered, the percentage-point change would not have exceeded 0.63 in any given year, which amounts to an insignificant change. Since the number of Bloomsbury students attending Phillipsburg High School is small compared to the school's total population, the impact on the school would be negligible.

The second purpose of the study is to analyze the racial impact on Bloomsbury students if they were to attend North Hunterdon High School or Voorhees High School in North Hunterdon Regional. The impact of the inclusion of Bloomsbury students on the overall student body in these schools also was analyzed.

If Bloomsbury students were to attend North Hunterdon High School or Voorhees High School, Bloomsbury students would experience diversity, but not as diverse an environment as Phillipsburg High School. Despite this, the racial composition of both schools is becoming more diverse. In the last six years, the minority percentage has increased from 12.69% to 18.38% at North Hunterdon High School, and has increased from 11.27% to 14.25% at Voorhees High School. As discussed previously, as there have been few Bloomsbury high school students (23-58 with the magnitude declining over time) in the last six years, the racial percentages in North Hunterdon High School or Voorhees High School would be largely unchanged if Bloomsbury students were to attend.

When comparing the two high school facilities that Bloomsbury students could attend in North Hunterdon Regional, Voorhees High School has a greater capacity to house the additional students.

The consultants conclude that Bloomsbury should consider terminating its existing sending-receiving relationship with the Phillipsburg School District and either join the existing regional school district as a constituent member, or create a new sending-receiving relationship with North Hunterdon Regional. It also is the consultants' opinion that the racial impact on the Phillipsburg School District will be insignificant if Bloomsbury were permitted to terminate its sending-receiving relationship with the Phillipsburg School District and either join the existing regional school district, or create a new sending-receiving relationship with North Hunterdon Regional.

IV. Educational Programs

A. Introduction

From an educational standpoint, this feasibility study focuses on possible changes from the current sending-receiving relationship Bloomsbury School District has with the Phillipsburg School District to educate Bloomsbury students in grades 9-12.

Under the configurations being considered for the education of Bloomsbury students, grades 9-12, there are three neighboring High Schools that will be considered as part of this study. They are:

- **Phillipsburg High School**, part of the Phillipsburg District, a PreK-12 school district consisting of five schools. At the High School level (grades 9-12) Phillipsburg educates students from Alpha Borough, Greenwich Township, Lopatcong Township, and Pohatcong Township through separate sending-receiving relationships. The district also currently receives students from Bloomsbury for grades 9-12.

North Hunterdon Regional, located in Hunterdon County, is a limited-purpose regional school district educating children in grades 9-12. It is comprised of two schools:

- **North Hunterdon High School**, located in Clinton Township, which receives students from Bethlehem Township, Clinton Township, Franklin Township, Lebanon Borough, and Union Township.
- **Voorhees High School**, located in Lebanon Township receives students from Califon Borough, Hampton Borough, High Bridge Borough, Lebanon Township, and Tewksbury Township. Children from Clinton Town and Glen Gardner Borough can attend either of the two high schools.

If the current sending-receiving relationship between Bloomsbury and Phillipsburg were terminated, and a new relationship were established with the North Hunterdon Regional District, Bloomsbury students, grades 9-12, could attend either of the two high schools in the regional district, both of which are located in Bloomsbury's home county of Hunterdon.

Each of the districts being considered in this possible reconfiguration appears to meet the compliance requirements of the state and each has offerings that meet or exceed New Jersey Student Learning Standards set forth by the NJDOE.

As a NOTE to the unusual circumstances that surrounded the last school year and the impact on the completion of this study, it is important to emphasize how much help the consultant received from the participants in the collection and analysis of school data.

A subsequent discussion of what remained intact and what was disrupted by the advent of COVID 19 only tells a portion of how the educational data and understanding of the districts involved came about.

B. Overview of School Districts

1. Bloomsbury School District

The Bloomsbury School District is a PK-8 school district that serves the students from Bloomsbury as well as students who attend the Bloomsbury School as the result of their participation in New Jersey's Inter-District Public School Choice Program. Bloomsbury was among the first 10 districts, statewide, to participate in this program.

The district operates a comprehensive program that serves both regular education students and those requiring special education services.

As of 2020-2021, Bloomsbury School had an enrollment of 89 students, grades PK-8. Currently, Bloomsbury School District has a sending-receiving relationship with the Phillipsburg High School for grades 9-12.

In 2020-21 the total enrollment of Bloomsbury students, PK-12 was 112.

Bloomsbury provides a solid educational experience for the students who attend in-district. 1:1 student to technology devices brings this resource into every learning space. 20% of the staff delivering the program hold a master's degree and 100% of 6-8 grade students participate in the Visual and Performing Arts Curriculum.

While, under Every Student Succeeds Act ("ESSA") scores were not reported during the 2019-2020 school year, due to COVID-19, during the 2018-2019 school year Bloomsbury students met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM) 59.6% in the area of English and Language Arts Proficiency. Similarly, during that same year, 63.8% exceeded expectations in Math.

The School District has a 6:1 Student to Teacher Ratio.

While a single-building district, Bloomsbury is well equipped and maintained to offer a comfortable and efficient learning environment. Recent upgrades include the addition of air-conditioning in almost all spaces, an upgraded sound system in the all-purpose room and several new safety features such as HVAC and security improvements.

2. Phillipsburg High School

Phillipsburg High School serves student from grades 9-12. As of the 2021-22 school year, the High School had an enrollment of 1,808.50 students.

Phillipsburg High School is one of the largest high schools in the State of New Jersey.

The facility has a three-story academic wing, twelve well-equipped science labs. A library/media center as well as a state-of-the-art gymnasium and fitness center.

Programs such as performing arts, vocal and instrumental music are supported with the availability of a 1,000-seat auditorium. A TV/Radio Studio helps to support both instructional programs and vocational opportunities in a media-centered world.

Students have good participation in the Arts. They experience a 21% participation rate in Music, and a 40.4% participation rate in the Visual Arts.

Phillipsburg offers a comprehensive curriculum that follows The Common Core Standards as determined by the State Standards Initiative. Two foreign languages (Spanish and French) are offered to the student population.

While, under ESSA, scores were not reported during the 2019-2020 school year, due to COVID-19, during the 2018-2019 school year, 55.3% students met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM) in the area of English and Language Arts Proficiency. Similarly, during that same year, 34.6% exceeded expectations in Math.

Students in Phillipsburg can participate in team sport programs including Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)

The School District has a 13:1 Student to Teacher Ratio.

3. North Hunterdon High School

North Hunterdon High School serves students in grades 9-12. As of the 2021-2022 school year, the High School had an enrollment of 1,305.50 students.

North Hunterdon High was built in 1951 and has had three additions added since that time. The most recent was completed in 2002.

In 2016, a referendum was approved to do several updates that were completed by 2018. Most recently (2020-21), further improvements were completed to enhance the security, comfort and appearance of the facility.

Students have good participation in the Arts. They experience a 21.5% participation rate in Music, and a 58.4% participation rate in the Visual and Performing Arts.

North Hunterdon High offers a comprehensive curriculum that follows The Common Core Standards as determined by the State Standards Initiative. Four foreign languages (Spanish, French, Latin and German) are offered to the student population.

While, under ESSA, scores were not reported during the 2019-2020 school year, due to COVID-19, during the 2018-2019 school year, 70.7% students met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM) in the area of English and Language Arts Proficiency. Similarly, during that same year, 56.2% exceeded expectations in Math.

Students in North Hunterdon High can participate in team sport programs including Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Coed).

The School District has a 11:1 Student to Teacher Ratio.

4. Voorhees High School

Voorhees High School serves students in grades 9-12. As of 2021-2022 school year, the High School had an enrollment of 754.50 students.

Voorhees High School opened in 1975. Since the opening, no major additions have been added.

In 2016, a referendum was approved to do several updates that were completed by 2018. Most recently (2020-21), further improvements were completed to enhance the security, comfort and appearance of the facility. Plans currently are underway for the addition of solar energy at the high school.

Voorhees High School houses the district's multiple disabilities and autism programs. Voorhees also has a sensory suite for students with special needs.

Students have good participation in the Arts. They experience a 23.7% participation rate in Music, and a 62.9% participation rate in the Visual and Performing Arts.

Voorhees High School offers a comprehensive curriculum that follows The Common Core Standards as determined by the State Standards Initiative. Four foreign languages (Spanish, French, Latin and German) are offered to the student population.

While, under ESSA, scores were not reported during the 2019-2020 school year, due to COVID-19, during the 2018-2019 school year, 73.2% students met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM) in the area of English and Language Arts Proficiency. Similarly, during that same year, 52.2% exceeded expectations in Math.

Students in Voorhees High can participate in team sport programs including Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer

(Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Coed).

The School District has a 10:1 Student to Teacher Ratio.

C. Comparison of New Jersey Assessments and Related Progress Indicators

1. Background

In 2015, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers ("PARCC") to replace parts of NJASK, HSPA and previous assessments in the elementary and middle school in language arts and mathematics.

As part of the roll-out of this new assessment program:

- Students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3-11.
- Students took PARCC Mathematics Assessments in grades 3-8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.
- Students in grades 4 and 8 took the NJASK in Science.
- Students who completed a biology course took the New Jersey Biology Competency Test.
- In May 2018, a new science assessment was given to 5th graders, 8th graders and 11th graders, based on when one took Biology. The high school test was an inclusive science test measuring physical science, biology, and chemistry. However, this new measure was a field test and results are not being reported.

2. PARCC Performance Levels

Moving away from "Proficiency" designations employed to report progress on the assessment measures previously used, PARCC designated the following, five-level system to describe student progress:

- Level 1: Not yet meeting grade-level expectations
- Level 2: Partially meeting grade-level expectations
- Level 3: Approaching grade-level expectations
- Level 4: Meeting grade-level expectations
- Level 5: Exceeding grade-level expectations

The New Jersey School Performance Reports were developed to provide all stakeholders, including school districts, parents, and the public information about a variety of things that impact students. These reports provide information based on both a district's performance as well as that of a specific school. Most of the information reported in the school performance reports is based on data submitted by school districts through NJ SMART data collections. For assessments and exams

scored through outside vendors, such as the PARCC assessment or SAT exams, the outside vendor provides student performance data.

However, recently New Jersey transitioned to the New Jersey Learning Assessment ("NJSLA") as the statewide assessment in English Language Arts ("ELA") and mathematics beginning with the Spring 2019 administration.

According to the NJ SCHOOL PERFORMANCE REPORT for 2019-2020:

"The NJSLA measures progress toward mastery of the skills and content defined in the rigorous New Jersey Student Learning Standards and provides educators with meaningful information about students' progress toward meeting the standards. "

Due to disruptions caused by COVID 19, however, the Spring 2020 administration of these assessments never took place.

Two further excerpts from the NJ SCHOOL PERFORMANCE REPORT for 2019-2020 help to explain what data is presented in the current report and what has been omitted due to other NJDOE changes during the 2018-2019 school year:

"The 2018-2019 results are from the NJSLA, and the 2017-2018 results are from the PARCC assessment. The NJSLA measures the same content as the PARCC assessment, but with a shorter testing time. Nearly identical procedures were implemented in administration, scoring, and reporting systems, and the same scale scores and performance levels were used for both assessments. Therefore, end-of-grade ELA assessment results and end-of-grade mathematics assessment results from grades 3 through 8 are comparable to prior year results".

In addition to the change in assessments, beginning with the 2018-2019 school year, the NJDOE no longer required students in grade 11 to take statewide assessments in ELA and mathematics. As a result of this policy change, the 2018-2019 NJSLA end-of-course mathematics assessment results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but prior year results for these assessments may include students in grade 11. Therefore, trend data for these three assessments may not be comparable."

Therefore, data presented in the tables to follow is derived from Student Performance Data as collected and reported on the State Website. Most recent reported data was from the 2018 and 2019 school years, however due to changes as described above and due to changes necessitated by COVID 19 disruptions, some data previously available in prior years was not reported. For a more detailed explanation of the status of that data, Appendix "A" includes two more complete explanations:

"Important Notes for 2019-2020"
"Impact of COVID-19 on Data Availability"

Both resources are found or referenced in the NJ SCHOOL PERFORMANCE REPORT for 2019-2020.

It should also be noted that DLM Alternate Assessment – Participation was not reported for the 2019-20 year due to COVID-19. Dynamic Learning Maps (DLM) alternate assessment, tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

3. Bloomsbury Data

Considering the restrictions noted above, data reported in the following tables will reflect the most recently published numbers for the three (3) High Schools under consideration.

New Jersey School Performance Report data, for Bloomsbury School, however, is not available. This circumstance is not related to the disruption caused by the advent of COVID, but rather due to “Suppression Rules” as defined by the State.

The number of students in attendance at Bloomsbury School have been extremely low (PK-8) for many years (see Table D5 – 2016-17 to 2021-22).

As a result, New Jersey “School Performance Reports Suppression Rules”, does not calculate grade-level data for most grades of Bloomsbury School for most years. This has and is likely to be the case for the foreseeable future.

Review of school level data, as well as conversations with school personnel make the following statement a reasonable summation from the consultant’s opinion:

While state reported data make it impossible to gather or make comparisons between Bloomsbury School District and other districts involved in this study; it is abundantly clear that Bloomsbury students, at all grade levels PK-8 are receiving an excellent program of study, consistent with all State standards and are achieving well in all areas of study.

4. North Hunterdon and Phillipsburg Data

2019-2020 NEW JERSEY SCHOOL PERFORMANCE REPORTS: REFERENCE GUIDE

Minimum Number of Students Required for ESSA Accountability	The minimum number of students (n-size) required for all accountability purposes and calculations is 20. This n-size is applied to calculations at district, school, and student group levels for all indicators. A ** will appear in the reports if the group size is less than 20.
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Table E1 displays the results of the grade nine English Language Arts/Literacy assessment.

In 2019 both North Hunterdon High School and Voorhees High School exceeded the State average of students who either met or exceeded expectations, Phillipsburg High School scored 2 percentage points below the State average.

Table E1
New Jersey PARCC
English Language Arts/Literacy
Grade 9

District Name	Year	Total Valid Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Met/Exceeded Expectations
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 4 & 5
North Hunterdon High School	2019	377	6%	7%	20%	43%	25%	68%
	2018	356	4%	8%	19%	51%	18%	69%
Voorhees High School	2019	202	*	*	13%	45%	33%	78%
	2018	231	*	*	14%	50%	25%	75%
Phillipsburg High School	2019	406	9%	13%	24%	37%	17%	54%
	2018	401	9%	14%	24%	40%	13%	53%
State	2019	101061	11%	12%	21%	37%	19%	56%
	2018	101709	12	12	21%	39%	16%	55%

[Source: New Jersey Department of Education \(<https://rc.doe.state.nj.us/PerformanceReports.aspx>\)](https://rc.doe.state.nj.us/PerformanceReports.aspx)

Notes: N – No data to display

* - Indicates that data is not displayed to protect student privacy.

Table E2 shows the results of the Algebra I assessments of each High School.

It should be noted that although the test results all were collected in the same academic year, they do not represent the same grade level students who took or achieved a passing score on this measure.

Students from each school district reported are not necessarily from a single grade level. Therefore, the reported numbers represent students who took the Algebra I assessment, regardless of their grade level

In 2019, students from all three High Schools fell below the State average ranging a 2-percentage point difference for Voorhees High School to a 9-percentage point difference for Phillipsburg High School.

Table E2
New Jersey PARCC
Mathematics - Algebra I
Grade 9

District Name	Year	Total Valid Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Met/Exceeded Expectations
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 4 & 5
North Hunterdon High School	2019	323	7%	21%	33%	*	*	39%
	2018	209	7%	12%	28%	*	*	53%
Voorhees High School	2019	207	*	18%	38%	*	*	40%
	2018	165	*	11%	29%	*	*	56%
Phillipsburg High School	2019	344	9%	34%	24%	*	*	33%
	2018	339	15%	28%	31%	*	*	26%
State	2019	120012	9%	25%	23%	37%	5%	42%
	2018	113813	11	19	24%	40%	6%	46%

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

Notes: N – No data to display

* - Indicates that data is not displayed to protect student privacy.

Table E3 displays the results of the grade ten English Language Arts/Literacy assessment. In 2019 both North Hunterdon High School and Voorhees High School exceeded the State average of students who either met or exceeded expectations, Phillipsburg High School scored 2 percentage points below the State average.

Table E3
New Jersey PARCC
English Language Arts/Literacy
Grade 10

District Name	Year	Total Valid Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Met/Exceeded Expectations
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 4 & 5
North Hunterdon High School	2019	360	6%	9%	11%	46%	28%	74%
	2018	394	10%	11%	20%	38%	22%	60%
Voorhees High School	2019	220	7%	7%	17%	42%	27%	69%
	2018	245	14%	11%	20%	35%	20%	55%
Phillipsburg High School	2019	367	14%	13%	17%	38%	18%	56%
	2018	454	12%	10%	21%	35%	22%	57%
State	2019	97826	14%	11%	16%	33%	25%	58%
	2018	95935	17%	13%	19%	32%	18%	50%

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

Notes: N – No data to display

* - Indicates that data is not displayed to protect student privacy.

Table E4 shows the results of the geometry assessment. It should be noted that although the test results were all collected in the same academic year, they do not represent the same grade level students who took or achieved a passing score on this measure. Therefore, the reported numbers represent students who took the geometry assessment, regardless of their grade level.

In 2019, both North Hunterdon High School and Voorhees High School exceeded the State average of students who either met or exceeded expectations, by 29 and 23 percentage points, respectively. Phillipsburg High School lagged the State average by 9 percentage points.

Table E4
New Jersey PARCC
Mathematics - Geometry
Grade 10

District Name	Year	Total Valid Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Met/Exceeded Expectations
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 4 & 5
North Hunterdon High School	2019	246	*	*	30%	51%	13%	64%
	2018	374	3%	15%	3%	45%	7%	52%
Voorhees High School	2019	157	*	*	35%	46%	12%	58%
	2018	217	5%	16%	35%	37%	6%	43%
Phillipsburg High School	2019	227	*	20%	52%	*	*	26%
	2018	379	10%	36%	32%	16%	7%	23%
State	2019	76106	10%	23%	32%	29%	6%	35%
	2018	91456	9%	31%	30%	25%	5%	30%

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

Notes: N – No data to display

* - Indicates that data is not displayed to protect student privacy.

Table E5 displays the results of the grade eleven English Language Arts/Literacy assessment. In 2018, North Hunterdon, Voorhees High School and Phillipsburg High School all exceeded the State average of students who either met or exceeded expectations.

NOTE: This reported data is discussed earlier in the body of this report.

Table E5
New Jersey PARCC
English Language Arts/Literacy
Grade 11

District Name	Year	Total Valid Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Met/Exceeded Expectations
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 4 & 5
North Hunterdon High School	2019							
	2018	55	*	*	33%	*	*	49%
Voorhees High School	2019							
	2018	26	*	*	*	42%	0%	42%
Phillipsburg High School	2019							
	2018	400	19%	13%	20%	35%	14%	49
State	2019							0%
	2018	70533	22%	17%	22%	30%	9%	39%

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

Notes: N – No data to display

* - Indicates that data is not displayed to protect student privacy.

Table E6 shows the results of the Algebra II assessment. It should be noted that although the test results all were collected in the same academic year, they do not represent the same grade level students who took or achieved a passing score on this measure.

Students from each school district reported are not necessarily from a single grade level. Therefore, the reported numbers represent students who took the Algebra II assessment, regardless of their grade level. In 2019, North Hunterdon, Voorhees High School and Phillipsburg High School all exceeded the State average of students who either met or exceeded expectations.

However, North Hunterdon High School exceeded the State average by 20 percentage points, Voorhees High School exceeded the State average by 14 points and Phillipsburg High School exceeded the State average by 8 percentage points.

Table E6
New Jersey PARCC
Mathematics - Algebra II
Grade 11

District Name	Year	Total Valid Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Met/Exceeded Expectations
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 4 & 5
North Hunterdon High School	2019	165	*	*	15%	70%	8%	78%
	2018	193	*	*	13%	58%	19%	77%
Voorhees High School	2019	74	*	*	20%	*	*	72%
	2018	85	*	*	*	67%	19%	86%
Phillipsburg High School	2019	67	*	*	25%	*	*	66%
	2018	307	23%	29%	22%	*	*	25%
State	2019	36074	9%	11%	21%	51%	7%	58%
	2018	76540	29%	23%	19%	26%	4%	30%

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

Notes: N – No data to display

* - Indicates that data is not displayed to protect student privacy.

The 2020- 2021 NJ School Performance Report gave that latest available Scholastic Aptitude (“SAT”) results. Table E7 displays these results for each of the high schools involved in the study.

North Hunterdon High School demonstrated the highest level of participation as well as the highest component scores of the three schools and a cumulative total SAT score that was 46 points higher than Voorhees High School and 122 points higher than Phillipsburg High School.

Table E7
Scholastic Aptitude Test (SAT)
2020 – 2021

District	Participation % of Students in District	SAT Math	SAT Reading & Writing	Total SAT Math, Reading & Writing
North Hunterdon High School	80.50%	602	598	1200
Voorhees High School	57.90%	576	578	1154
Phillipsburg High School	48.00%	535	543	1078

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

Table E8
American College Testing
2020-2021

District	Participation % of Students in High School	ACT Reading	ACT English	ACT Math	ACT Science
North Hunterdon High School	10.8%	28	28	27	28
Voorhees High School	9.0%	25	24	25	24
Phillipsburg High School	2.2%	*	*	*	*

Source: New Jersey Department of Education <https://rc.doe.state.nj.us/PerformanceReports.aspx>

Table E8 provides information on the 2020-2021 American College Testing (ACT) results.

Both North Hunterdon and Voorhees students participated at about a 10% rate in this administration. Phillipsburg students only participated at a 2.2% rate. In each subtest area, North Hunterdon, and Voorhees students, on average scored at, or above a 24 (which is the 75th percentile of that measure).

Student performance data for Phillipsburg students was suppressed, likely due to low participation rates.

Table E9 provides information of Advanced Placement (AP), International Baccalaureate (IB) and Dual Enrollment Courses for the three High Schools under consideration⁵.

Table E9
Advanced Placement (AP) and International Baccalaureate (IB)
and Dual Enrollment Courses
2020-2021

District	Students enrolled in one or more AP or IB course(s)	Students taking one or more AP or IB exam(s)	Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams	Students taking Dual Enrollment Courses
North Hunterdon High School	60.8%	38.2%	30.3%	7.9%
Voorhees High School	43.5%	35.8%	27.4%	21.3%
Phillipsburg High School	19.1%	9.1%	*	50.1% ⁴

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

Notes: * - Indicates that data is not displayed to protect student privacy.

⁴ While the consultants feel this number may be inflated, calls to Phillipsburg to confirm its accuracy went unanswered,

⁵ State data does not disaggregate AP and IB scores in their reporting. It should be noted that none of these three High Schools offer an International Baccalaureate (IB) program.

An IB Course of study is a distinct program offering that can be adopted by high schools. It contains four (4) program tracks that strive to develop personal and academic achievement.

Students enrolled in one or more AP or IB courses at North Hunterdon was at 60.8% and at Voorhees High School at 43.5%. Students at Phillipsburg High School enrolled in similar courses was at 19.1%.

Likewise, students taking and achieving a passing score at North Hunterdon and Voorhees were approximately 30% of those enrolled. At Phillipsburg about a third of those number sat for the respective exams. However, Phillipsburg reports a much higher level of students enrolled in Dual Enrollment courses.

Table E10 shows that each of the districts under consideration has experienced teaching staffs.

The Student to Teacher ratios reported are similar, ranging from 10:1 for Voorhees to 13:1 for Phillipsburg. Due to the nature of High School programming, such variations are common.

Table E10
Teacher Characteristics
2020-2021

District Name	Total Number of Teachers	Average Years of Experience in Public Schools	Average Years of Experience in District	Teachers in District for 4 or More Years	Student to Teacher Ratio
North Hunterdon High School	121	14.7	13.1	88.4%	11:1
Voorhees High School	79	13.3	11.5	83.3%	10:1
Phillipsburg High School	129	15.4	13.6	82.2%	13:1

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

Table E11 demonstrates a great deal of similarity between the three High Schools under consideration with regard to both Visual and Performing Arts offerings and Course participation.

Table E11
Visual and Performing Arts
Course Participation
2020-2021

District Name	Music	Dance	Drama	Visual Arts	Students enrolled in 1 or more Performing Arts classes
North Hunterdon High School	21.5%	0%	0%	41.8%	58.4%
Voorhees High School	23.7%	0%	0%	46.1%	62.9%
Phillipsburg High School	21.0%	0%	2.2%	40.4%	56.4%

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

None of the three schools offers courses in Dance, all offer similar opportunities in Music and Visual Arts and student enrollment is similar in all three programs.

Table E12 demonstrates that all three High Schools offer similar instructional school days. All three schools have similar AP Course Offerings and all three have technology readily available for their student populations.

However, 4-Year Graduation Rates are reported at 10% lower in Phillipsburg High School than in North Hunterdon or Voorhees High Schools.

Table E12
Program Offerings and Outcomes
2020-2021

District Name	Length of School Day	Instructional Time	Device Ratio	AP Courses Offered	4-Year Graduation Rate
North Hunterdon High School	6 Hours 40 Minutes	6 Hours 40 Minutes	1.1	26	97.0%
Voorhees High School	6 Hours 40 Minutes	6 Hours 40 Minutes	1.1	23	96.4%
Phillipsburg High School	7 Hours 5 Minutes	6 Hours 8 Minutes	1.1	23	86.8%

Source: New Jersey Department of Education (<https://rc.doe.state.nj.us/PerformanceReports.aspx>)

Notes: Hours may reflect remote or hybrid schedules

D. Educational Summary and Recommendations

The purpose of the educational section of this study is to review the outcomes if the current sending-receiving relationship Bloomsbury has with Phillipsburg were to be terminated and a new relationship established with another high school program.

Three areas were among the criteria used to evaluate the programs involved.

1. The availability of adequate facilities in each of the districts under study to provide a school program that is able to meet the needs of the Bloomsbury students they would be serving.
2. The programs currently and potentially delivered to those students.
3. And the student outcomes that might result from the status quo or changes in future program delivery

Each of the districts being considered in this possible reconfiguration appears to meet the compliance requirements of the state and each has offerings that meet or exceed New Jersey Student Learning Standards set forth by the NJDOE.

1. **Facilities**

Comparison of each of the three high school facilities shows that, while they vary in total size and age of the buildings, each has been upgraded and maintained to ensure that the programs they offer are at the highest and most current standards.

2. **Programs**

As is true of the facilities, there is a great deal of variability in the program offerings of these three high schools. While each follows the NJSLS, they also reflect the values of their communities and the interests of their student bodies. All these approaches are well thought out and each serves the program goals.

Both School Districts are heavily immersed in Technology and STEM, believing that problem solving in the current world requires not only critical thinking and collaboration, but also the high-speed tools and technical knowledge to reflect on decisions in real-time.

The range of Visual and Performing Arts offerings and the nature of the programs offered are best illustrated by the student enrollment and participation of each district.

Likewise, all three high schools offer a substantial number of AP courses.

An experienced teaching staff delivers academic offerings in each of the schools. Each of the districts reviewed also enjoy very favorable Teacher to Student Ratio. All three high schools have teaching staff that have made a commitment to staying in their respective district for the total years of their experience.

3. **Student Outcomes**

All three high schools offer a substantial number of AP courses, with almost identical enrollment rates. All three high schools have no more than an overall 13:1 Student to Teacher Ratio, and a 1:1 Technology device per student rate.

However, Phillipsburg varies significantly from North Hunterdon or Voorhees High Schools with regard to the student outcomes they achieve.

By comparing PARCC data in each of the high schools involved, it is apparent that the two high schools in the North Hunterdon Regional consistently achieve higher levels of performance than Phillipsburg High School. This is true in both the areas of English Language Arts/Literacy as well as the math areas of Algebra I, Geometry and Algebra II.

Comparisons of other high school measures found combined SAT and ACT outcomes show similar disparities between North Hunterdon and Voorhees High Schools and Bloomsbury, with the former schools performing well above the Phillipsburg's averages on Reading, English, Math, and Science subtests.

Also, students in North Hunterdon Regional take the ACTs at a rate several times higher than the students from Phillipsburg. The performance of the students from Phillipsburg on the ACTs is unclear, while the other two high schools show strong performance on each of the measured subtests. The ACT performance of the students from North Hunterdon and Voorhees High Schools was consistently at or above the 75%.

All of the above, likely is correlated to the fact that North Hunterdon Regional has about a 10% advantage of graduating their students in a 4-year window, over the graduation rates reported by Phillipsburg.

4. Conclusions and Recommendations

The change to the status quo relationship between Bloomsbury and Phillipsburg, whereby Bloomsbury students would be educated in North Hunterdon Regional should be reviewed carefully.

From an educational perspective it is the consultants' belief that the program outcomes, if Bloomsbury were to move from its current sending-receiving relationship with Phillipsburg to either of the two high schools in North Hunterdon Regional, would likely be improved.

While proximity and travel routes seem to support North Hunterdon as the obvious choice, it is clear that either of the high schools in North Hunterdon Regional would provide an overall better educational program than Bloomsbury currently is receiving from Phillipsburg.

In short, the current Bloomsbury students are a small but capable group and would likely benefit significantly from a change in their current grade 9-12 attendance at Phillipsburg High School and moving to either North Hunterdon or Voorhees High School.

V. Financial Impact

Given the consistent objective from Trenton to reduce the number of school districts in the State of New Jersey, and the availability of the Local Efficiency Achievement Program ("LEAP") grant program to identify districts that could be unified into regional districts, the Bloomsbury School District has chosen to investigate alternative configurations for educating its students. This study explores two configurations in which Bloomsbury can participate in a regional school district.

Bloomsbury currently provides direct educational services for students in grades PK-8 and sends its 9-12 students to Phillipsburg through a sending-receiving relationship. The agreement between Phillipsburg and Bloomsbury is funded through an established tuition rate certified annually by the NJDOE. However, Bloomsbury is exploring ways to strengthen its position both economically and educationally for the future. Identifying compatible districts may generate savings and reduce the overall educational costs for the constituent communities involved in a new partnership. Determining a methodology to allocate those savings so each community can see a reduced tax levy while not jeopardizing the educational quality of each district involved will be a focus of this analysis.

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

As requested, the analysis below studies the financial impact that would result from continuing the school districts as they presently exist (the "status quo" scenario) compared to the following two (2) alternative scenarios.

1. Bloomsbury withdraws from Phillipsburg and becomes a constituent member of an expanded North Hunterdon Regional for grades 9-12;
2. Bloomsbury withdraws from Phillipsburg and establishes a new sending-receiving agreement with North Hunterdon Regional for grades 9-12;

The financial section relies on information obtained from the NJDOE, the school districts involved in the study, and other publicly available resources. It follows a particular methodology and key assumptions to develop conclusions and recommendations. Of note, the financial impact has been calculated in "2021 dollars" to eliminate the variables of inflation and the time value of money. The results are expressed in terms of average property tax levies and average equalized tax rates, and any changes therein.

Also, the results are calculated assuming full implementation at the beginning of the 2022-23 school year, though a phased approach may be preferred depending on the scenario and given the various managerial decisions necessary to implement the new configuration. To reflect the full financial impact over the five-year and ten-year periods, this study does not utilize a phase-out period

to calculate the financial impact. This offers better information for decision-making because it reflects the full long-term impact.

In developing this analysis, the following activities were completed:

- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor's Report on the general-purpose financial Statements of each district for the years ending June 30, 2020 and June 30, 2021.
- Review of user-friendly budgets for the 2019-20, 2020-21, and 2021-22 school years.
- Review of the historical enrollment data and projected enrollment data for each school district.
- Projection of equalized valuations over the five- and ten-year periods.
- Interviews and written communications with the business administrators to acquire relevant data concerning the proposed alternatives, and, where appropriate, to review the processes being used.
- Utilization of various websites to gather data related to State aid, equalized property values, educational spending, certified and non-certified staffing, median salaries, abstracts of ratables, Public Employment Relations Commission (PERC) contracts, and other relevant data for each of the districts, as set forth in various Internet databases maintained by the State of New Jersey.
- Application of certified tuition rates or existing contractual tuition rates for sending-receiving relationships.

A. Methodology

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

The years of actual financial data were impacted by the Corona-19-Virus pandemic. The steps taken to address the pandemic resulted in expenditure adjustments to health supplies, HVAC maintenance, transportation contracts, staffing, after school activities, etc. When reviewing the financial data, the consultants discussed any major variances in revenues and expenditure with the business administrators to ascertain the cause of these changes. This process helped determine the projected values over the five- and ten-years periods.

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

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

The consultants have assumed that the State aid will be the same for the underlying districts before the new configuration in each scenario. Even with the revised State aid formula any assumptions about future State aid involve a high level of uncertainty. Given the uncertainties as to future State aid, the consultants believe that there is no better predictor of future State aid than the most recently awarded amount.

Teachers' salary expenditures are based on the number of certificated staff that existed in the 2020-21 school year. Any projected increase or decrease in certificated staff will be based on the projected enrollment and the approximate median staff salary, which reflects a long-term average cost rather than the specific salary of a new hire or a departing staff member. Possible changes in educational approach or philosophy are not reflected in the analysis, as they are independent of the various configurations being considered.

Tax levies and rates were estimated for each district. The average tax levies and average tax rates over the five-year and ten-year periods were calculated for each scenario for each impacted community. The relative financial impact was obtained by comparing each community's average tax levy and rate, for each alternative scenario, to the average tax levy and rate estimated for the status quo scenario. These levies and rates are calculated solely for the purpose of comparing the scenarios and are not intended to reflect future tax levies and rates, as future tax levies will rely on changes in program and services and will not be in 2021 dollars.

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

B. Key Assumptions

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

- Each community's tax levy and rate were estimated for purposes of comparing alternative configurations only and not to approximate the actual future tax levy and rate.
- Estimates of revenues, expenses, tax levies, and tax rates were expressed in "2021 nominal dollar" terms. This assumption facilitates comparison of the alternatives.
- Estimates of future enrollment were prepared using the Cohort-Survival Ratio method. This assumes that the ratios for each community, including the underlying ratios that impact fifth grade moving to sixth, and eighth grade into ninth grade, will continue into the future.
- State aid for each district, before and after reconfiguration, will approximate the rate of funding that existed, or would have existed, in the districts in the 2020-21 school year. Any deviation from this assumption is clarified below.
- State aid for existing debt service will continue at the 2020-21 percentage.
- Educational programs were assumed to be equivalent to those that have existed in each constituent districts during the 2020-21 school year.
- Instruction in the districts after reconfiguration was assumed to involve approximately the same number of certificated staff per pupil as in the respective districts during the 2020-21 school year. Any projected increase or decrease in certificated staff will be based on the change in enrollments multiplied by current teacher staff ratios, multiplied by the median staff salary, which reflects a long-term average cost rather than the specific salary of a new hire or a departing staff member.

- The present method of apportioning the current expenses of regional school districts, based on allocated equalized property value is used to allocate the regional district tax levy from an existing regional district to the appropriate constituent districts. **Scenario #1** uses the existing regional allocation formula and includes Bloomsbury to calculate the tax levy allocations across constituent communities.
- Equalized property valuations are projected using five years of historical data and then projecting this forward for ten years using a regression analysis.
- Tuition cost when it pertains to an alternative scenario uses the actual certified cost per pupil or contracted rates with tuition payments to the respective district based upon the projected enrollment numbers.
- Prior years' surplus is not used, nor is any additional surplus generated in any year.
- New conditions, such as authorized bonds that will have no impact in the comparison of alternatives, may not have been included in the projected tax levies and tax rates.
- The present organizational structure and alternative configurations were calculated as if fully implemented at the beginning of the 2022-23 school year.
- Programs that have not yet been implemented, but might have an impact on the regional allocation, have not been reflected in this study.
- Current collective bargaining agreements will remain in force.

C. Results of the Analysis

1. Scenario 1 – Bloomsbury Withdraws from Phillipsburg and becomes a member of the Limited-Purpose North Hunterdon Regional for Grades 9-12

In this scenario, Bloomsbury would withdraw from its current sending-receiving relationship with Phillipsburg and educate students in grades 9-12 as a member of the limited-purpose North Hunterdon Regional. With twelve constituent communities, the consultants recommend expanding the current North Hunterdon Regional to accept Bloomsbury rather than dissolve the current regional. This analysis uses the current 100% equalized value allocation to illustrate the proportional impact on the constituent communities.

Based upon current law, such a regional district can only be expanded with the approval of a majority of the voters throughout the constituent communities as a whole by way of a referendum held to consider this specific issue. Thus, short of state intervention, the consultants assumed that a projection of savings (or, at the very least, a break-even projection) for the regional is desirable for the formation of an expanded 9-12 regional district. Therefore, in analyzing the financial impact of this configuration, the consultants calculate the tax levy impact given the existing allocation to determine the savings to the regional.

Dissolving the current regional and reconstituting the regional to include Bloomsbury affords North Hunterdon Regional the opportunity to change its allocation method to some combination of equalized value and enrollment. The consultants were not asked to consider and do not recommend this approach. Re-establishing the regional with another allocation method would require an affirmative vote of all thirteen communities. Given the longstanding success of the regional, reopening that option is not advisable.

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

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

To better understand these findings, we will use the impact on Bloomsbury as an example. Given the assumptions as stated above, Table F1 shows Bloomsbury with a five-year status quo tax levy of \$1,816,000 (illustrated in 1,000's in the table as \$1,816), with an equalized tax rate of \$1.680 per \$100 of equalized property value. Using the North Hunterdon Regional allocation formula to determine Bloomsbury's share of the regional tax levy, Bloomsbury's proportional tax levy and corresponding tax rate would be \$1,777,000 and \$1.636, respectively. The new allocation represents a reduction in tax levy and rate of \$39,000 and \$0.043, respectively. In other words, Bloomsbury would experience an average annual savings of \$39,000 over the five-year period.

The ten-year time horizon shows Bloomsbury's annual reduction in tax levy of \$47,000, from \$1,807,000 for the status quo to \$1,758,000, with a corresponding change to the tax rate. Enrollment is projected to be stable over the ten-year period.

Table F1
Summary of Tax Impact Compared With Status Quo
Bloomsbury Joins Regional as a Constituent Member

Community		Five-Year Average Status Quo	Five-Year Average Scenario	Five-Year Difference	Ten-Year Average Status Quo	Ten-Year Average Scenario	Ten-Year Difference
Bloomsbury	Tax Levy	\$1,816	\$1,777	\$39	\$1,807	\$1,758	\$48
	Rate	\$1.680	\$1.636	\$0.044	\$1.604	\$1.561	\$0.043
Phillipsburg	Tax Levy	\$5,973	\$6,048	-\$75	\$4,997	\$4,742	-\$76
	Rate	\$0.697	\$0.705	-\$0.009	\$0.513	\$0.522	-\$0.008
N. Hunterdon Regional	Tax Levy	\$42,777	\$42,924	-\$147	\$41,865	\$42,014	-\$150
	Rate	\$0.493	\$0.496	\$0.002	\$0.474	\$0.475	-\$0.002

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

Table F2 provides a comparison of the status quo allocation for each constituent community compared to the expanded regional with Bloomsbury for the five- and ten-year period. As noted in table F1, the expanded regional incurs additional costs to accommodate the Bloomsbury students. Bloomsbury's contribution to the regional tax levy more than offsets the additional costs. The small balance is allocated among the other communities as noted in Table F2.

For example, in the five-year period, the projected expenses to educate the Bloomsbury students total \$147,000. Table F1 shows this additional cost as the increase in tax levy for North Hunterdon Regional. However, under the expanded regional, Bloomsbury now shares in the costs to educate the regional students in accordance with the existing allocation method. Under this allocation, Bloomsbury's regional tax levy would be \$307,000, which is about \$160,000 more than the additional cost. The difference is distributed among the communities. Table F2 shows the distribution to each of the constituent communities. For example, Bethlehem's share is \$11,882, Califon's share is \$3,794, etc. The difference between the projected expenses and Bloomsbury share over the ten-year period is about \$150,000.

Bloomsbury's average projected enrollment for grades 9-12 is approximately 22 or 5.5 per grade level. North Hunterdon Regional has projected grade level sizes of about 500 and will likely absorb the Bloomsbury students without incurring costs for additional teachers. However, it would necessarily translate to a slight increase in class size. Given the underlying assumption that the educational program will remain the same as that in place in 2020-21, the analysis assumes the additional costs. In practice, North Hunterdon Regional will likely not incur these costs thereby further reducing tax levies for the constituent communities.

Table F2
Tax Impact on Constituent Members of
Expanded Limited-Purpose Regional Including Bloomsbury

Community	5 Year Status		5 Year Regional	5 Year Diff.	10 Year		10 Year Regional	10 Year Diff.
	Quo	Regional			Status Quo	Quo		
Bethlehem	\$ 3,185,525	\$ 3,173,643	\$ (11,882)	\$ 3,117,556	\$ 3,106,357	\$ (11,199)		
Califon	\$ 1,017,331	\$ 1,013,537	\$ (3,794)	\$ 995,625	\$ 992,048	\$ (3,577)		
Clinton Town	\$ 2,074,623	\$ 2,066,885	\$ (7,738)	\$ 2,030,357	\$ 2,023,064	\$ (7,293)		
Clinton Twp	\$ 11,756,627	\$ 11,712,776	\$ (43,851)	\$ 11,505,779	\$ 11,464,450	\$ (41,329)		
Franklin	\$ 3,147,340	\$ 3,135,600	\$ (11,740)	\$ 3,080,186	\$ 3,069,121	\$ (11,065)		
Glen Gardner	\$ 873,331	\$ 870,074	\$ (3,257)	\$ 854,697	\$ 851,627	\$ (3,070)		
Hampton	\$ 615,052	\$ 612,758	\$ (2,294)	\$ 601,929	\$ 599,767	\$ (2,162)		
High Bridge	\$ 1,569,961	\$ 1,564,105	\$ (5,856)	\$ 1,536,463	\$ 1,530,944	\$ (5,519)		
Lebanon	\$ 1,496,011	\$ 1,490,431	\$ (5,580)	\$ 1,464,091	\$ 1,458,832	\$ (5,259)		
Lebanon	\$ 4,688,190	\$ 4,670,703	\$ (17,487)	\$ 4,588,159	\$ 4,571,678	\$ (16,481)		
Tewksbury	\$ 7,646,533	\$ 7,618,012	\$ (28,521)	\$ 7,483,380	\$ 7,456,500	\$ (26,880)		
Union	\$ 4,706,901	\$ 4,689,345	\$ (17,556)	\$ 4,606,471	\$ 4,589,924	\$ (16,547)		
Bloomsbury	\$ -	\$ 306,602		\$ -	\$ 300,102			
Total	\$ 42,777,425	\$ 42,924,471	\$ (159,556)	\$ 41,864,693	\$ 42,014,414	\$ (150,381)		
Costs of Bloomsbury Students			\$ 147,046				\$ 149,721	

Tax Levy Impact by Assessed Value

The expanded regional has a tax impact on a property owner based on the assessed valuation their home. Table F3 presents the tax impact for homes assessed at the values indicated in the table under the expanded regional scenario.

For example, a Bloomsbury home assessed at \$300,000 would see a tax reduction of about \$127 annually on average over the five-year following the implementation of the expanded regional compared to the status quo. Phillipsburg sees a tax increase of \$21 on a home assessed at \$200,000.

Table F3
Tax Impact on Homes by Assessed Value

Community	Home Assessment	5-Year Tax Impact	10-Year Tax Impact
Bloomsbury	300,000	127	\$ 161
Phillipsburg	200,000	(21)	\$ (21)

2. Scenario 2 – Bloomsbury Withdraws from Philipsburg and Establishes a Sending-Receiving Agreement to Educate Students in Grades 9 through 12 at North Hunterdon Regional.

Under the proposed scenario, Bloomsbury would dissolve its existing sending-receiving relationship with Phillipsburg. Bloomsbury would establish a new sending-receiving agreement

with North Hunterdon Regional to educate students in grades 9-12. The existing constituent members associated with North Hunterdon Regional would remain unchanged.

As in the earlier scenario, for each community in Table F4 the tax levy and the savings or loss is expressed in 2021 dollars. The average tax levy over the five- and ten-year projection, by district, is reflected in thousands of dollars. The tax rates are expressed in dollars per \$100 of equalized property valuation. Tax reductions are expressed in positive numbers, tax increases are negative numbers.

If Bloomsbury sends its high school students to North Hunterdon Regional, there would be an increase in the tax levy for Bloomsbury property owners totaling \$96,000. The major factor is that the certified tuition rate at North Hunterdon Regional is \$4,335 more than the tuition rate for Phillipsburg. The addition of 22 Bloomsbury students on average over the five-year projection, with related costs, will lower the certified tuition rate, because the total expenses will be divided by a larger number of students. Nothing requires that the negotiated tuition rate between communities be set at the certified tuition rate (lower rates are possible, but rates higher than the actual per pupil cost are prohibited by law).

Nevertheless, the consultants do not believe the additional tuition costs represent a substantial negative impact financially. The increase equates to 3.6% of the expenses during the 2020-21 school year. Phased in over four years, the increased expense would be \$24,000. As indicated in the state aid section, Bloomsbury experienced an increase in aid from 2020-21 to 2022-23 of more than \$82,000, which would cover more than two-thirds of the additional tuition expense. The Bloomsbury Board of Education can assess the benefits associated with the additional costs and make a determination as to a course of action, but \$24,000, even with Bloomsbury's small budget, would not represent a substantial negative impact.

North Hunterdon Regional revenues will increase based on the tuition received from Bloomsbury, which will result in a reduced tax levy. The tuition received for the 22 new students will exceed the cost of the additional staff, benefits, and supplies by more than \$145,000. The North Hunterdon Regional members would share in savings of \$145,000 and \$146,000 over a five- and ten-year average period, respectively. These savings could increase if more Bloomsbury children wish to attend the regional rather than an alternative private school placement.

Table F4 shows North Hunterdon Regional with a five-year status quo tax levy of \$42.8 million (illustrated in 1,000's in the table as \$42,779), with an equalized tax rate of \$0.493 per \$100 of equalized property value. After receiving Bloomsbury students and associated revenues, North Hunterdon Regional's tax levy and corresponding tax rate would be \$42.6 million and \$0.491, respectively. The new rate represents a reduction in tax levy and rate of \$145,000 and \$.002, respectively. The \$145,000 represents an average annual savings over the five-year period.

The ten-year time horizon shows North Hunterdon Regional's annual reduction in tax levy of \$146,000 from \$41.9 million for the status quo to \$41.7 million under the new sending-receiving relationship with a corresponding change to the tax rate.

Table F4
Summary of Tax Impact Compared With Status Quo
Bloomsbury Establishes Sending-Receiving Agreement with North Hunterdon Regional

Community		Five-Year Average Status Quo	Five-Year Average Scenario	Five-Year Difference	Ten-Year Average Status Quo	Ten-Year Average Scenario	Ten-Year Difference
Bloomsbury	Tax Levy	\$1,816	\$1,912	-\$96	\$1,807	\$1,904	-\$97
	Rate	\$1.680	\$1.769	-\$0.089	\$1.604	\$1.690	-\$0.086
Phillipsburg	Tax Levy	\$6,475	\$6,550	-\$75	\$5,169	\$5,245	-\$76
	Rate	\$0.755	\$0.764	-\$0.009	\$0.569	\$0.577	-\$0.008
N. Hunterdon Regional	Tax Levy	\$42,779	\$42,635	\$145	\$41,870	\$41,724	\$146
	Rate	\$0.493	\$0.491	\$0.002	\$0.474	\$0.472	\$0.002

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

North Hunterdon Regional consists of 12 constituent communities, each paying taxes to the regional in proportion to their equalized property values. Clinton Township is the largest city in the district, accounting for roughly 27.5% of the taxes paid, while Hampton is the smallest at 1.5%. The tax savings resulting from implementing a sending-receiving agreement would also be proportionately realized by the residents in these constituent communities. Table F5 illustrates the distribution of the projected savings among the constituent members.

The anticipated savings is shown for each of the constituent communities represented in the five- and ten-year average. Although each of the constituents will enjoy a savings over the status quo, Bloomsbury will increase its costs by \$96,237 and \$97,104 on the five- and ten-year average, respectively. This is due to the net increase in tuition it would pay to the regional over the existing relationship with Phillipsburg.

Table F5
Tax Impact on Constituent Members of
Expanded Limited-Purpose Regional Including Bloomsbury

Community	5 Year Status		5 Year Regional	5 Year Diff.	10 Year		10 Year Regional	10 Year Diff.
	Quo	Quo			Status Quo	Quo		
Bethlehem	\$ 3,185,666	\$ 3,174,895	\$ (10,771)	\$ 3,117,981	\$ 3,107,112	\$ (10,869)		
Califon	\$ 1,017,377	\$ 1,013,937	\$ (3,440)	\$ 995,760	\$ 992,289	\$ (3,471)		
Clinton Town	\$ 2,074,715	\$ 2,067,700	\$ (7,015)	\$ 2,030,634	\$ 2,023,556	\$ (7,078)		
Clinton Twp	\$ 11,757,150	\$ 11,717,397	\$ (39,753)	\$ 11,507,347	\$ 11,467,235	\$ (40,112)		
Franklin	\$ 3,147,480	\$ 3,136,837	\$ (10,643)	\$ 3,080,605	\$ 3,069,867	\$ (10,738)		
Glen Gardner	\$ 873,370	\$ 870,417	\$ (2,953)	\$ 854,813	\$ 851,834	\$ (2,979)		
Hampton	\$ 615,080	\$ 613,000	\$ (2,080)	\$ 602,011	\$ 599,913	\$ (2,098)		
High Bridge	\$ 1,570,030	\$ 1,564,722	\$ (5,308)	\$ 1,536,672	\$ 1,531,316	\$ (5,356)		
Lebanon	\$ 1,496,078	\$ 1,491,019	\$ (5,059)	\$ 1,464,291	\$ 1,459,187	\$ (5,104)		
Lebanon Twp	\$ 4,688,398	\$ 4,672,546	\$ (15,852)	\$ 4,588,784	\$ 4,572,789	\$ (15,995)		
Tewksbury	\$ 7,646,873	\$ 7,621,017	\$ (25,856)	\$ 7,484,400	\$ 7,458,312	\$ (26,088)		
Bloomsbury	\$ 4,707,110	\$ 4,691,195	\$ (15,915)	\$ 4,607,099	\$ 4,591,040	\$ (16,059)		
Total	\$ 42,779,327	\$ 42,634,682	\$ (144,645)	\$ 41,870,397	\$ 41,724,450	\$ (145,947)		

As noted above, for revenues and expenditures, the model assumes the continuance of the existing level of educational services provided in each of the school districts in the 2020-21 school year. There will be some additional costs to North Hunterdon Regional associated with the students received from Bloomsbury. For example, to maintain the current student/teacher ratio of 11.5 students, it will be necessary for North Hunterdon Regional to hire additional staff to account for the new Bloomsbury high school students. A key assumption of this analysis indicates that there are no changes to the instructional program. Therefore, with the projected five-year average of 22 students at North Hunterdon Regional and to maintain the current student/teacher ratio would require an additional 1.9 teachers at an annual cost of about \$200,000. This and all other additional costs to North Hunterdon Regional would be included in the tuition paid by Bloomsbury.

Although the cost of these additional teachers and other expenses were included in the proposed North Hunterdon Regional projected expenses, it is likely that North Hunterdon Regional can absorb all the Bloomsbury students with minimal impact on class size. This may particularly be the case since the enrollment projections show an average of 5.5 students per grade level of between 450 and 500 students.

In either scenario, there is a possibility that more Bloomsbury high school students will attend North Hunterdon Regional than now attend Phillipsburg. We cannot predict if this will occur or how significant it might be. However, if the numbers increase, the North Hunterdon Regional and its constituent districts will see larger tax levy reductions. Bloomsbury's tax levy will reflect an increase under this scenario.

Financial Impact on Phillipsburg (without Bloomsbury Students)

Phillipsburg will not experience a substantial negative financial impact as a result of the termination of its sending-receiving relationship with Bloomsbury. The method by which Bloomsbury educates its students at North Hunterdon Regional has no impact on Phillipsburg's tax levy. Therefore, both scenarios show the same tax levy increase of about \$75,000 for Phillipsburg.

Table F4 shows the anticipated tax levy and tax rates for Phillipsburg. Phillipsburg would be losing the tuition revenue from Bloomsbury in the amount of \$345,000, however they would save \$270,000 due to the reduction in staff and materials associated with the reduced enrollment for a loss of revenue of \$75,000.

While Phillipsburg will face a reduction in revenue, that reduction does not constitute a substantial negative financial impact for several reasons. The reduction in revenue is not substantial when compared to the overall size of the Phillipsburg budget as well as the overall size of its annual tax levy.

For the five-year projection, Phillipsburg would receive an average of 5.5 students each year under the status quo. If Bloomsbury were permitted to terminate its current relationship, Phillipsburg would lose the tuition now being paid for the education of these students. The total amount of this tuition revenue, assuming full withdrawal in the first year, amounts to slightly less than \$345,000. When changes like the one being requested by Bloomsbury occur, there is generally a phase-out of the old with a phase-in of the new configuration. Those students who have already begun high school in Phillipsburg would be allowed to remain through graduation. Incoming ninth graders each year would go to North Hunterdon Regional instead of Phillipsburg. Over a four-year period, the transition would be complete. Because of the likely phase-out approach, Phillipsburg will not experience an immediate reduction of \$345,000. Instead, Phillipsburg will have a year-over-year reduction in tuition revenue equal to approximately \$86,250 for each of the first four years following termination of the agreement with Bloomsbury.

If Phillipsburg chooses to do nothing to address this reduction in tuition revenues, it will not amount to a substantial negative financial impact. When compared to the current \$13 million tax levy or the approximately \$92 million annual budget, the lost tuition is clearly not significant. Indeed, \$86,250 amounts to just 0.67% of the total tax levy and 0.1% of the annual budget.

In fact, Phillipsburg has already demonstrated the capacity to manage such a reduction. In 2017-18, Bloomsbury sent 40 students to Phillipsburg High School. In 2018-19 the number enrolled dropped to 34, then to 30 in 2019-20 and 23 in 2020-21, or an average reduction of 5.6 students per year. Phillipsburg experienced an annual reduction larger than under the proposed withdrawal and managed its finances accordingly. Indeed, according to the CAFR for the year ending June 30, 2021, Phillipsburg ended the year with a surplus of more than \$6.2 million.

It should also be noted that Phillipsburg generated approximately \$15.4 million in tuition revenue during the same periods further supporting the assertion that Bloomsbury leaving this relationship would not have a substantial negative impact on Phillipsburg.

Phillipsburg can also adjust its revenues and expenditures, without impacting its educational program, to avoid any impact on the Phillipsburg taxpayers.

Teaching Staff & Negotiations

In either scenario, Bloomsbury will continue to provide direct educational services to students in grades PK-8. Withdrawing its students from Phillipsburg and educating them at North Hunterdon Regional, will not cause Bloomsbury to have an obligation to the tenure or seniority rights of teachers in either district. As indicated above, this analysis provides for the same educational program as in place in the 2020-21 school year. It assumes the same student/teacher ratio and uses the median teacher salary to calculate the teacher costs associated with enrollment fluctuations.

Table F6 provides the median teacher salaries and the number of certified teacher for both Phillipsburg and North Hunterdon Regional.

Table F6
Teaching Staff Summary

District	Median Salary*	Teaching Staff**
Phillipsburg	76,324	329
North Hunterdon Regional	79,245	195

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

** New Jersey Department of Education certified staff website.

State Aid Overview

For the purposes of this analysis, State aid is assumed to remain the same as 2020-21 levels. Four reasons drive this assumption. First, a change in sending districts from Phillipsburg to North Hunterdon Regional will have not impact on state aid since the aid goes directly to Bloomsbury. Second, removing the variability of this revenue allows direct consideration of the question related to unification. The decision to unify should not be influenced by an increase or decrease in aid independent of the reconfiguration. Third, the State's inconsistent application of the school funding formula presents challenges in anticipating fluctuations, particularly over the five- or ten-year time horizon specified in this study. Fourth, Senate Bill 3488, passed into law in January 2022, stipulates that state-aid in the new regional will be the greater of 1) the aggregate state aid of the constituent districts in the year prior to regionalization or 2) the state-aid that would be provided through the state's SFRA funding formula. Nevertheless, we will note some considerations and potential changes in aid under unification.

Table F7 summarizes the total State aid by district. As a percentage of actual 2020-21 expenses, State aid ranges from a low of 8.9% for North Hunterdon Regional to a high of 54.6% for Phillipsburg. The range may be related to the DFGs for each district. North Hunterdon Regional has a DFG of "I"; Bloomsbury "GH", and Phillipsburg "B".

Table F7
Unified Regional School District
State Aid by District

District	2020-21 State Aid	2022-23 Budgeted State Aid	\$ Diff Aid FY21 - FY23	2020-21 Total Expenses	State Aid as Percentage of Expenses
Bloomsbury Borough	857,723	939,930	82,207	2,647,968	32.4%
Phillipsburg Township	39,070,030	43,855,424	4,785,394	71,578,288	54.6%
N Hunterdon Regional	4,887,611	3,929,228	(958,383)	54,753,276	8.9%

Aid and expenses do not include on-behalf payments and does not include other aids.

Tables F8 and F9 shows aid by type for the 2020-21 and 2022-23 school years. Equalization aid represents largest single aid type for each of the three districts. Equalization aid shows an increase for Bloomsbury and Phillipsburg over the last three years from 2020-21 to 2022-23. North Hunterdon Regional has seen a decrease in equalization aid over the same period.

Equalization represents the difference between the local share and the adequacy budget and uses wealth as the major component of the formula. Since equalization aid is calculated based on the relationship between local property values compared State-wide, it is unlikely that it will change due to the regional expansion. If the State maintains its commitment to fully fund the formula, this aid is expected to be consistent under the expanded regional compared to the status quo.

Table F8
2020-21 State Aid by Type

District	Equalization Aid	Choice Aid	Transportation Aid	Special Education Aid	Security Aid	Adjustment Aid	FY21 K-12 Aid
Bloomsbury Borough	578,424	279,299	0	0	0	0	857,723
Phillipsburg Township	26,282,120	8,506	611,311	1,395,514	995,480	9,777,099	39,070,030
N Hunterdon Regional	2,837,685	0	267,039	1,738,465	44,422	0	4,887,611

Source: FY21 NJDOE State Aid Website

Table F9
2022-23 State Aid by Type

District	Equalization Aid	Choice Aid	Transportation Aid	Special Education Aid	Security Aid	Adjustment Aid	FY21 K-12 Aid
Bloomsbury Borough	591,878	277,068	0	70,984	0	0	939,930
Phillipsburg Township	31,053,400	22,620	611,311	1,395,514	995,480	9,777,099	43,855,424
N Hunterdon Regional	1,879,302	0	267,039	1,738,465	44,422	0	3,929,228

Source: FY23 NJDOE State Aid Website

Phillipsburg receives adjustment aid and therefore is impacted by the phased-out provision in the S-2 legislation. However, Phillipsburg's adjustment aid has remained consistent for the last three years.

Categorial aids are calculated using enrollment-based formulas, and not wealth, and therefore expected to be consistent in the status quo and under the sending-receiving relationship or regional configuration. State aid follows the students. Therefore, by simply changing sending relationships from Phillipsburg to North Hunterdon Regional, Bloomsbury would continue to receive the same amount of categorial aid. In the regional scenario, the categorial aid for those high school students would go directly to North Hunterdon Regional. The analysis allocates a proportional share of Bloomsbury's state aid for the high school enrollment to North Hunterdon Regional.

Generally, as the State seeks to implement the School Funding Reform Act ("SFRA") fully, overall aid for Bloomsbury and Phillipsburg has increased from 2020-21 to 2022-23. Equalization aid is the primary cause of the increase. North Hunterdon Regional has seen a reduction in equalization aid over the three years period.

Transitional Allocation Method

As noted above, current law allows for the allocation of tax levy among constituent communities involved in a regional school district by equalized valuation, enrollment, or some combination of the two. Under the recommended configuration, the North Hunterdon Regional will expand its regional to accommodate Bloomsbury's high school students. In the previous section, we have established the tax impact by community for the expanded regional under existing allocation method using the regional equalized valuation.

However, S3488 authorizes a transitional allocation method during the first ten years to buffer the impact on local communities of the movement to the proposed permanent methodology. Since Bloomsbury and the regional constituent districts all see tax reductions through the regional expansion, the consultants find no compelling reason to recommend a transitional allocation during the allowable ten-year period.

Equalized Valuation

Table F10 lists the 2021 equalized value for each district, the average using the years 2019, 2020, and 2021, and the value per student.

Table F10
Equalized Valuations

Community	2021 Equalized Value	3-Year Average Equalized Value	Equalized Value per Student
Bloomsbury	103,551,688	100,300,070	218,457
Phillipsburg	827,513,809	769,412,156	3,962,109
N. Hunterdon Regional	8,564,099,630	8,403,717,856	3,962,109

Source: "Table of Equalized Valuations" on the New Jersey Division of Taxation website

Legal Debt Margin

The debt margin for school districts, as set forth in *N.J.S.A. 18A: 24-19*, is calculated by multiplying the three-year average equalized values by a percentage corresponding to the district's grade configuration. Smaller districts have lower margin percentages. Under the expanded regional, Bloomsbury's equalized valuation will contribute to the three-year average and have the impact of increasing North Hunterdon Regional's borrowing margins.

North Hunterdon Regional's debt limit percentage is 3.5% and a legal debt margin of \$283.8 million as of June 30, 2021. Therefore, Bloomsbury's contribution to the debt limit would be an additional \$3.5 million, or 1.2%.

A sending-receiving agreement has no impact on the borrowing margin calculation. Therefore, neither Phillipsburg's nor North Hunterdon Regional's margin under the sending-receiving scenario would change.

Amount of Indebtedness

The Comprehensive Annual Financial Reports of the districts in the study indicate that North Hunterdon Regional has outstanding debt, consisting of serial bonds and bond refunding, in the amount of \$7,545,000 as of June 30, 2021. This amount represents the total indebtedness of buildings, grounds, furnishings, equipment, and additions thereto. Under the proposed regional expansion, Bloomsbury's tax allocation will contribute to payment of this debt.

Appendix AA provides a detailed schedule of principal balances for each bond issuance.

Reserves

One important asset class vital to the financial health of any school district relates to the amount in reserve. The NJDOE has authorized the creation and operation of various reserves to help districts insure against unanticipated financial shocks and to maintain facilities. Table F11

summarizes the fund balances and reserves by type for each district. The total reserves represent the following percentage of operational expenditures in 2020-21: Bloomsbury: 50.8%; Phillipsburg: 37.3%; and North Hunterdon Regional: 44.0%.

Table F11
Reserves & Fund Balances

District	Fund Balance	Excess Surplus	Capital Reserve	Maint. Reserve	Other Reserve	Capital Projects Fund	Debt Service Fund	Total Reserves & Balances
Bloomsbury Borough	270,127	1,101,487	3,445	-	-	-	-	1,375,059
Phillipsburg Township	3,040,933	497,681	17,458,435	501,000	2,136,351	2,843,774	1,240,128	27,718,302
N Hunterdon Regional	2,880,940	9,546,135	7,966,992	1,690,996	597,214	1,225,476	575,231	24,482,984

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

Financial Operations

The consultants conducted a review of the findings and recommendations included in each district's comprehensive annual financial report to identify any significant issues related to the districts' financial operations and practices. Table F12 summarizes the number of findings for the period ending June 30, 2021. Phillipsburg's finding stating that the Board should reduce excess cash resources in the food service fund. Although districts are required to hold less than three months of average operating costs in cash, the finding relates to the impact of COVID on food services operation. There were no prior year findings. Repeat findings are a component of the NJDOE's Quality Single Accountability Continuum monitoring program.

Table F12
Audit Findings

District	Audit Findings	Prior Year Finding
Bloomsbury Borough	0	No
Phillipsburg Township	1	No
N Hunterdon Regional	0	No

Source: Auditor's Management Report for period ending June 30, 2021

Shared Services

There are no services directly shared between Bloomsbury, Phillipsburg, and North Hunterdon Regional.

Operations & Maintenance

The Operations Department, or Buildings & Grounds, comprises the functions of custodial, maintenance, grounds keeping, and security. North Hunterdon Regional uses in-house staff to provide the majority of these services. It is not anticipated that the inclusion of Bloomsbury students will require an increase in staffing to maintain these services.

Privatizing these functions goes beyond the parameters of this study. The decision usually weighs factors other than cost savings, which the regional board can debate. Firms that specialize in this area could provide a more detailed analysis and make recommendations accordingly. Therefore, the consultants do not anticipate a change in custodial and maintenance staff in the short term.

Transportation

Both North Hunterdon Regional High Schools are farther from Bloomsbury than Phillipsburg High School. Phillipsburg is 7.5 miles to the center of Bloomsbury and takes about 15 minutes. The most direct route from the center of Bloomsbury to North Hunterdon High School is 12.5 miles and would take 17 minutes. Voorhees High School is 14.2 miles from Bloomsbury with 23 minutes of travel time.

Bloomsbury is less than one square mile and does not provide transportation for its elementary students, and contracts one bus to transport its high school students to Phillipsburg High School. The cost of transporting students in grades 9-12 to Phillipsburg currently exists as part of the Bloomsbury budget. The analysis includes increased transportation costs to reflect the additional distance to either of the two high schools.

North Hunterdon Regional contracts with the Hunterdon County Educational Services Commission ("HCECS") for transportation services. HCESC coordinates transportation for all twelve constituent regional communities. Under the regional scenarios, HCESC would include Bloomsbury as part of the regional transportation routing, therefore the analysis accounts for transportation costs under the first scenario. However, these costs will be offset by a comparable reduction in Bloomsbury PK-8 program budget since those cost will be borne by the regional.

The NJDOE uses the District Report of Transported Students ("DRTRS") to calculate the district's transportation efficiency. The efficiency measure relates to the number of times a bus gets fully loaded, i.e. 90% of capacity, in a given day. The state target of 120% is achieved when all district routes fill the buses to 120% of capacity, which is accomplished through tiering fully loaded buses. Phillipsburg's efficiency ranks in the top half of school districts in the state. Bloomsbury's efficiency rating reflects its limited transportation services. Table F13 summarizes the transportation efficiency for each district.

Table F13
Transportation Efficiency Ratings

District	Efficiency Rating
Bloomsbury Borough	79%
Phillipsburg Township	130%
N Hunterdon Regional	N/A

Source: 2020 NJ Transportation Efficiency Summary based on 2019 DRTRS.

Food Services

The NJDOE accounts for a food services operation as an enterprise fund distinct from the operating fund. An enterprise fund functions very much like a business with an expectation of breaking even or generating limited profits. When a deficit occurs, the district may transfer monies from the operating fund to cover the loss.

North Hunterdon Regional contracts its food services through Pomptonian. The district does not participate in the National School Lunch Program, and, therefore, has a great deal of flexibility related to meal quality, offerings, and pricing.

Transition Budget Costs

This section speaks to the additional costs that may be incurred to establish the expanded regional and transition the students to the new district. Many costs associated with the transition would be incurred by the districts under the status quo scenario and therefore the consultants only considered the costs in excess of the status quo.

The proposed scenarios would not require significant transitional expenses. The main transitional costs would relate to legal expenses to develop a resolution to expand the existing regional. There are four possible election days throughout the year in which a referendum to expand the regional can be brought before the voters. S3488 provides for reimbursement of election expenses associated with the referendum.

If Bloomsbury and North Hunterdon Regional pursue the sending-receiving option, the establishment of the contract should be straightforward. However, if Phillipsburg decides to challenge the withdrawal, the delays in the implementation could be extensive and incur legal fees.

Since the likely transition would take place through a phase out over four years transportation would need to continue for the students remaining in Phillipsburg as well as those attending North Hunterdon Regional. The consultants estimate additional transportation costs during the transition ranging from \$40,000 to \$50,000. The analysis provides for transportation to on North Hunterdon Regional on an ongoing basis thereafter.

Although the transitional expenses would likely be negligible, the State does offer implementation grants to help offset the costs associated with implementation of shared services –

including one-time reimbursable costs for project completion or transition support which may include, but are not limited to, new technology, rebranding costs, equipment and vehicle outlays, professional services, rent for facilities, payroll system conversion costs and training. Funding is based on the total transition or implementation cost of a project.

Financial Conclusions

The Bloomsbury Board of Education requested that the consultants study two scenarios with respect to the education of its students in grades 9-12. The financial section analyzed the feasibility of withdrawing from Phillipsburg and either expanding the existing limited-purpose regional or establishing a sending-receiving agreement with North Hunterdon Regional. After study and as outlined herein, these scenarios are financially feasible. For the reasons set forth in more detail above, the regional expansion is better financially for Bloomsbury. Although the analysis identifies tax reductions for North Hunterdon Regional and its constituent communities under both scenarios, North Hunterdon Regional saves more through the sending-receiving option.

From a financial perspective, either regional option or the sending-receiving expansion would not represent a substantial negative impact financially for any of the studied districts.

VI. Conclusion

The purpose of this study was to review and analyze the racial, educational, and financial impacts if Bloomsbury were permitted to terminate its sending-receiving relationship with the Phillipsburg School District and send its students to North Hunterdon Regional either as a constituent member of the regional district or through the creation of a new sending-receiving relationship. Under either proposal studied, future high school students in Bloomsbury would attend either North Hunterdon High School or Voorhees High School.

Racially, there will be no substantial negative impact on students in Phillipsburg High School if Bloomsbury were permitted to terminate its sending-receiving relationship with the Phillipsburg School District. Phillipsburg High School currently is, and will continue to be, a racially diverse educational learning environment. Moreover, students attending Phillipsburg High School at the time of the termination would continue to attend; only incoming high school students would matriculate elsewhere. No students would be "pulled" or "removed" from Phillipsburg High School once they have begun matriculating there.

Bloomsbury students attending either North Hunterdon High School or Voorhees High School still would be provided with a diverse educational environment, albeit not as diverse an environment as Phillipsburg High School provides. Notwithstanding, there would be no substantial negative racial impact on Bloomsbury high school students. In addition, there would be no substantial negative racial impact on the students attending North Hunterdon Regional as a result of the addition of Bloomsbury students, regardless of whether Bloomsbury students were to attend one of those two high schools either as constituent members of the regional or through a new sending-receiving relationship.

When comparing the two high school facilities that Bloomsbury students could attend in North Hunterdon Regional, Voorhees High School has a greater capacity to house the additional students.

From an educational perspective, students from Bloomsbury, currently attending Phillipsburg High School, enjoy upgraded and well maintained facilities, good class sizes and an appropriate array of available courses and extracurricular activities to participate in.

However, a comparison of student outcomes between Phillipsburg High School and either North Hunterdon or Voorhees High School, the two high school programs that comprise North Hunterdon Regional, clearly demonstrates that the Regional School District consistently outperforms Phillipsburg in academic achievement. This is seen in the NJ School Performance Report data in the areas of English Language Arts/Literacy as well as the math areas of Algebra I, Geometry and Algebra II.

Furthermore, the indicators of successful College and Career Readiness including SAT and ACT performance, AP and other Advanced Coursework demonstrate that students attending either North Hunterdon or Voorhees High School consistently outperform, by a significant margin, students attending Phillipsburg High School.

In addition, the 4-Year Graduation Rates of North Hunterdon High School and Voorhees High School are both 10% higher than those experienced by students attending Phillipsburg High School.

From an educational perspective, there will be no substantial negative impact on students from Bloomsbury were it permitted to terminate its sending-receiving relationship with the Phillipsburg School District and either join the existing school district or create a new sending-receiving relationship with North Hunterdon Regional. In fact, there is substantial reason to believe that, if such a change were made, Bloomsbury High School student outcomes would improve. Given the limited number of Bloomsbury students, there will be no substantial negative impact if they are removed since they will be phased out one grade level at a time.

Given the assumptions as outlined in the financial section, both proposed scenarios are financially feasible. The regional expansion offers better tax reductions for Bloomsbury and the constituent community members of North Hunterdon Regional.

Under the sending-receiving scenario, Bloomsbury would see a modest tax increase and North Hunterdon Regional would see a tax reduction. Although easier to implement initially, as it does not require a vote of the regional's constituent members, if challenged by Phillipsburg, this scenario may result in litigation thereby extending the timetable and increasing legal expenses.

In either scenario, Phillipsburg's levy increase is projected to increase by an amount equal to about 0.1% of its annual budget. However, given Phillipsburg's budget size and the relatively small number of Bloomsbury students, the lost tuition revenue would not create a substantial negative impact. Additionally, the lost tuition revenue is offset by the reduction in costs associated to educate the Bloomsbury students. In the likelihood of a phase-out of the Bloomsbury students over a four-year period, the net increase in taxes is insignificant.

Therefore, from a financial perspective, either a regional expansion or the sending-receiving relationship would not represent a substantial negative financial impact for any of the studied districts.

For the above reasons, which reflect that Bloomsbury has an opportunity to pursue a beneficial and still diverse educational structure at either a reduced cost if it were to join the existing regional, or a slightly increased cost if it were to enter into a new sending-receiving relationship with North Hunterdon Regional, the consultants conclude that the change in the sending-receiving relationship should be pursued.

Appendix A

NJ SCHOOL PERFORMANCE REPORT 2019-2020

Notes of COVID Impact on Data Collection

Due to the 2019 Novel Coronavirus (COVID-19) pandemic and resulting school closures and cancellations of statewide assessments, some data is not available for the 2019-2020 school year. Most available data has been affected by COVID-19 in some way and the NJDOE recommends caution in comparing 2019-2020 data to data from prior or future school years.

On March 24, 2020, USED approved the NJDOE's request ("March 2020 waiver") to waive statewide assessment, accountability, and reporting requirements under ESSA for the 2019 - 2020 school year due to COVID-19.

As a result of this waiver, the following data elements will not be included in the 2019-2020 School Performance Reports:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

Additional examples of why data for 2019-2020 may be missing or affected are:

- Governor Phil Murphy signed [Executive Order 107](#) on March 21, 2020, which required all pre-K, elementary, and secondary schools to close and cease in-person instruction, which remained in effect through the end of the 2019-2020 school year.
- Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement.
- National administrations of the SAT, PSAT, and ACT were cancelled in the spring and summer of 2020.
- College Board administered Advanced Placement (AP) tests online in spring 2020 and students were able to take assessments from home.
- The written components of the International Baccalaureate (IB) assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.
- Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.
- The National Student Clearinghouse reports that postsecondary enrollment rates are down nationwide compared to the same time last year.

A new "Impact of COVID-19 on Data Availability" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout

the School Performance Reports to explain where data is missing or impacted by COVID-19, look for “Important Note for 2019-2020.” A “COVID-19 Impact” section has been added to the Data Notes tables throughout this Reference Guide as well.



2019-2020 School Performance Reports: Impact of COVID-19 on Data Availability

The ongoing COVID-19 pandemic has had a significant impact on the way the New Jersey Department of Education (NJDOE) was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

This document will give an overview of what data is known to be missing or impacted as a result of the COVID-19 pandemic and resulting school closures, federal waivers, state executive orders, and other national changes. These changes may have impacted districts, schools, student groups, and grade levels in disproportionate ways. Additionally, individual districts may have had other issues as a result of COVID-19 that may have impacted their results or data quality for the 2019-2020 school year. For all these reasons, we encourage school communities, this year more than ever, to reach out to their districts to see how COVID-19 may have impacted the data for their district and use caution in comparing data in the 2019-2020 School Performance reports to prior or future years.

How to Use this Guide

The following pages of this document provide the status of each data element in the reports along with additional notes. The status field uses the following key:

Symbol/Status	Explanation
<input checked="" type="checkbox"/>	The data elements are available and there is no known systematic issue that would impact the data for the 2019-2020 school year
!	The data elements are fully or partially available but there may be some impact as a result of COVID-19. Review notes for more details. Use caution in comparing results for 2019-2020 to prior or future years.
<input type="checkbox"/>	The data elements are not available or will not be reported for the 2019-2020 school year.

Notes will appear directly in the 2019-2020 School Performance Reports and the [School Performance Reports Reference Guide](#) as well.



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Data Element Status and Notes

Section of the Reports	Data Elements	Status for 2019-2020	2019-2020 Notes
Demographics	Enrollment and Demographics	<input checked="" type="checkbox"/>	n/a
Student Growth	Median Student Growth Percentiles	<input checked="" type="checkbox"/>	Statewide assessments were cancelled in spring 2020. ¹ As a result, student growth percentiles were not calculated for 2019-2020 and this data is not available.
Academic Achievement	<ul style="list-style-type: none"> • NJSLA/DLM Participation and Proficiency – English Language Arts, Mathematics, Science • Dynamic Learning Maps (DLM) Participation • Progress toward English Language Proficiency • English Language Proficiency Test (ACCESS for ELLs) – Participation and Performance 	<input checked="" type="checkbox"/>	Statewide assessments were cancelled in spring 2020. ¹ As a result, assessment data is not available for 2019-2020.

¹ [March 2020 federal waiver](#): Approved by the United States Department of Education (USED) on March 27, 2020



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Section of the Reports	Data Elements	Status for 2019-2020	2019-2020 Notes
College and Career Readiness	PSAT, SAT, and ACT Participation and Performance	!	National administrations of the SAT, PSAT, and ACT were cancelled in the spring and summer of 2020. As a result, 2019-2020 results may not be comparable to prior or future years.
College and Career Readiness	Advanced Placement (AP) and International Baccalaureate (IB) Enrollment and Performance	!	College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year. The IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.
College and Career Readiness	Dual Enrollment	<input checked="" type="checkbox"/>	n/a
College and Career Readiness	Career and Technical Education (CTE) Participants and Concentrators	<input checked="" type="checkbox"/>	n/a


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Section of the Reports	Data Elements	Status for 2019-2020	2019-2020 Notes
College and Career Readiness	Industry-Valued Credentials	!	Due to school closures ¹ , many high school students were not able to take the Technical Skills Assessments (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.
College and Career Readiness	Course Participation (Mathematics, Science, Social Studies and History, World Languages, Computer Science)	✓	n/a
College and Career Readiness	Seal of Biliteracy	!	Graduation assessment requirements were waived for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. ² As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.
College and Career Readiness	Visual and Performing Arts Participation	✓	n/a

¹ [Executive Order 107](#): signed by Governor Phil Murphy on March 21, 2020

² [Executive Order 117](#): signed by Governor Phil Murphy on April 7, 2020


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Section of the Reports	Data Elements	Status for 2019-2020	2019-2020 Notes
Graduation and Postsecondary	Graduate Rates	!	Graduation assessment requirements were waived for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. ¹ Additionally, the requirement to report on status in meeting annual ESSA targets was waived for 2019-2020. ² As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).
Graduation and Postsecondary	Graduation Pathways	!	Graduation assessment requirements were waived for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. ¹ As a result, the pathway option of "Requirements waived under Executive Order 117" has been added for 2019-20 to count these students.
Graduation and Postsecondary	Dropout Rates	!	While dropout data is available for 2019-2020, it is unclear how changes to state and local policies may have affected dropout rates for the 2019-2020 school year.
Graduation and Postsecondary	Postsecondary Enrollment	!	The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

¹ [Executive Order 117](#): signed by Governor Phil Murphy on April 7, 2020

² [March 2020 federal waiver](#): Approved by USED on March 27, 2020


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Section of the Reports	Data Elements	Status for 2019-2020	2019-2020 Notes
Climate and Environment	Chronic Absenteeism and Days Absent	☒	The requirement to report on chronic absenteeism and related accountability measures for the 2019-2020 school year was waived. ¹ As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-2020. Tables showing attendance data will be hidden in the 2019-2020 reports.
Climate and Environment	<ul style="list-style-type: none"> • Violence, Vandalism, HIB, and Substance Offenses • Police Notifications • Harassment, Intimidation, and Bullying (HIB) Investigations • Student Disciplinary Removals 	!	Due to school closures in spring 2020 ² , discipline data for the 2019-2020 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.
Climate and Environment	School Day	!	The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

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Section of the Reports	Data Elements	Status for 2019-2020	2019-2020 Notes
Accountability	ESSA Status Schools Identified as Requiring Comprehensive or Targeted Support	!	<p>The ESSA requirement to identify schools for Comprehensive and Targeted Support and Improvement during the 2020-2021 school year was waived.¹ Any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year for support during the 2020-2021 school year will retain the same status for the 2021-2022 school year and continue to receive support and interventions from the NJDOE.</p> <p>Exit dates for currently identified schools are not included in the 2019-2020 reports because the NJDOE submitted requests to USED to adjust identification and exit timelines and these requests are pending approval.</p>
Accountability	<ul style="list-style-type: none"> • ESSA Accountability Progress (2019-2020 data only) • Accountability Indicator Scores and Summative Ratings • Accountability Summary by Student Group 	☒	<p>The requirement to calculate indicator scores, summative scores, and progress toward long-term goals and interim progress was waived for the 2019-2020 school year.¹ This data will not be included in the 2019-2020 reports.</p>
Narrative	District Narratives	✓	n/a

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Section of the Reports	Data Elements	Status for 2019-2020	2019-2020 Notes
Climate and Environment	Device Ratios	<input checked="" type="checkbox"/>	All schools were required to close and cease in-person instruction beginning in March 2020, and schools switched to remote instruction. ¹ As a result, the number of devices available in each school was not consistent throughout the 2019-2020 school year as districts worked to meet the technological needs of their students. Device ratios are not included in the 2019-2020 reports because a single device ratio would not give a full picture of the availability of devices and the changing nature of this information during the 2019-2020 school year. More up-to-date information about student device and connectivity needs is available on the NJDOE website.
Staff	Experience and Education	<input checked="" type="checkbox"/>	n/a
Staff	Student to Staff Ratios	<input checked="" type="checkbox"/>	n/a
Staff	Demographics	<input checked="" type="checkbox"/>	n/a
Staff	Retention	<input checked="" type="checkbox"/>	n/a
Per-Pupil Expenditures	Per-Pupil Expenditures by Source	<input checked="" type="checkbox"/>	n/a

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Appendix AA – Debt Schedules

This Appendix lists the limited-purpose regional school district's original and current debt principal balance(s) and remaining debt service schedule(s) by debt issuance.

North Hunterdon Regional School District

Issue	2017 School Bonds
Date Issued	April 27, 2017
Initial Amount	\$9,743,000
Annual Maturities	Principal Amount
2022	585,000
2023	600,000
2024	620,000
2025	640,000
2026	660,000
2027	680,000
2028	700,000
2029	725,000
2030	750,000
2031	780,000
2032	805,000
Balance as of June 30, 2021	7,545,000