

**A Feasibility Study of the
Pascack Valley Regional
Constituent Districts
for the Borough of Woodcliff Lake**

by

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I. INTRODUCTION

For many years, the leaders in Woodcliff Lake have been concerned about the costs of educating their high school students. Woodcliff Lake is one of the four constituent communities served by the Pascack Valley Regional High School District (“Pascack Valley Regional”), a limited purpose school district providing education for the high school students from Woodcliff Lake, as well as Montvale, Hillsdale, and River Vale. However, the funding mechanism imposed on these communities by State-imposed changes following the regional district’s creation have forced Woodcliff Lake (along with Montvale, to a lesser extent) to subsidize the education of the high school students from Hillsdale and River Vale.

More specifically, the school district reportedly was formed under an agreement that its annual operating costs would be funded by the districts based upon a per-pupil formulation, whereby each district paid a set amount based upon the number of pupils it sent. Subsequently, the State of New Jersey passed legislation which forced all such regional districts to change their funding mechanism to that of an equalized property value basis, under the then-mistaken belief that such a structure was constitutionally required. The Legislature has since recognized that there is no such requirement, but the mechanism it created to allow districts to return to their original funding mechanism is so tortuous that, in the more than 20 years since this relief legislation was passed, only one regional district has had its funding mechanisms changed through this process – though many have tried unsuccessfully.

Thus, Woodcliff Lake is left with the current conundrum, to continue to fund the current unfair structure or to seek alternatives.

This report was commissioned as an update to the feasibility study prepared by these same consultants several years ago in order to explore different options. It was requested by the Executive County Superintendent upon submission of a petition from Woodcliff Lake seeking an advisability report on its withdrawal from Pascack Valley Regional. The overall conclusions of that original feasibility study have not changed. Happily, there are several educational configurations that would provide the same excellent level of education to the students of Woodcliff Lake while at the same time greatly reducing its costs and honoring the State’s recent initiatives to move toward more consolidated and comprehensive educational structures.

Should Woodcliff Lake withdraw from or successfully pursue the dissolution of Pascack Valley Regional, it would be able to maintain educational excellence for its students while saving several million dollars annually for its taxpayers. Indeed, if it were to withdraw from Pascack Valley Regional and enter into a sending-receiving relationship with Pascack Valley Regional, its children would remain in the same educational system and its taxpayers would save approximately \$3.6 million annually. Likewise, if Montvale were to join Woodcliff Lake in its pursuit of withdrawal from Pascack Valley Regional, it too would experience significant savings of over half a million dollars annually.

As set forth herein, we urge the officials of these two communities to carefully consider this historic opportunity to provide for a more efficient and far less expensive educational structure which will enhance the education of the students of these communities in accordance with the policies now established by State law and pursued by our Department of Education.

II. EDUCATIONAL PROFILES

A. Community Descriptions

1. Woodcliff Lake Borough

Woodcliff Lake Borough (“Woodcliff Lake”) is located in Bergen County and contains a land area of approximately 3.41 square miles, with an additional 0.20 square miles of water area. As of 2010, Woodcliff Lake had 5,730 residents, which is 1,680.4 persons per square mile. From 1940 to 1970, the population in Woodcliff Lake more than quintupled in size as shown in Table 1. However, the population has been relatively stable from 1970 to 2010, ranging between 5,303-5,745 persons. More recently, Woodcliff Lake lost 15 persons from 2000 to 2010, a decline of 0.3%.

Table 1
Historical and Projected Populations
for Woodcliff Lake Borough from 1940-2030

<u>Year</u>	<u>Population</u>	<u>Percent Change</u>
HISTORICAL¹		
1940	1,037	N/A
1950	1,420	+36.9%
1960	2,742	+93.1%
1970	5,506	+100.8%
1980	5,644	+2.5%
1990	5,303	-6.0%
2000	5,745	+8.3%
2010	5,730	-0.3%
PROJECTED²		
2020	6,033	+5.3%
2030	6,376	+5.7%

Notes: ¹Source: United States Census Bureau

²Source: North Jersey Transportation Planning Authority, Inc. (2009)

Population projections for 2020 and 2030 were prepared by the North Jersey Transportation Planning Authority (“NJTPA”). By 2030, Woodcliff Lake is projected to increase to 6,376 persons, which would be an 11.3% gain from 2010. However, these forecasts are likely to be revised, as they were not based on the recently released 2010 Census counts.

2. Montvale Borough

Montvale Borough (“Montvale”), also located in Bergen County, contains a land area of approximately 4.00 square miles and an additional 0.01 square miles of water area. As of 2010, Montvale had 7,844 residents, which is 1,961.0 persons per square mile. Like Woodcliff Lake, the population in Montvale more than quintupled from 1940 to 1970 as shown in Table 2. The population in the borough had been relatively stable from 1970 to 2000, ranging between 6,946-7,327, before increasing to 7,844 (+11.5%) in 2010.

Table 2
Historical and Projected Populations
for Montvale Borough from 1940-2030

<u>Year</u>	<u>Population</u>	<u>Percent Change</u>
HISTORICAL¹		
1940	1,342	N/A
1950	1,856	+38.3%
1960	3,699	+99.3%
1970	7,327	+98.1%
1980	7,318	-0.1%
1990	6,946	-5.1%
2000	7,034	+1.3%
2010	7,844	+11.5%
PROJECTED²		
2020	7,450	-5.0%
2030	7,779	+4.4%

Notes: ¹Source: United States Census Bureau

²Source: North Jersey Transportation Authority, Inc. (2009)

Population projections for 2020 and 2030 were prepared by the NJTPA. It appears that these forecasts will likely be revised upward to reflect the recent 2010 Census counts. Both the 2020 and 2030 projections, which did not take into account the 2010 Census count, have already been exceeded by the 2010 Census count.

3. Hillsdale Borough

Hillsdale Borough (“Hillsdale”), also located in Bergen County, contains a land area of approximately 2.95 square miles and an additional 0.01 square miles of water area. As of 2010, the population in Hillsdale was 10,219 residents, which is 3,464.1 persons per square mile. Regarding population growth in the borough, the population more than tripled from 1940 to 1970 before declining in 1980 and 1990 as shown in Table 3. Modest growth of 3.5% and 1.3% has occurred in the last two decades.

Table 3
Historical and Projected Populations
for Hillsdale Borough from 1940-2030

<u>Year</u>	<u>Population</u>	<u>Percent Change</u>
HISTORICAL¹		
1940	3,438	N/A
1950	4,127	+20.0%
1960	8,734	+111.6%
1970	11,768	+34.7%
1980	10,495	-10.8%
1990	9,750	-7.1%
2000	10,087	+3.5%
2010	10,219	+1.3%
PROJECTED²		
2020	10,373	+1.5%
2030	10,375	+0.0%

Notes: ¹Source: United States Census Bureau

²Source: North Jersey Transportation Authority, Inc. (2009)

Forecasts prepared by NJTPA project that Hillsdale will continue to have modest growth through 2030. As discussed previously, the forecasts for 2020 and 2030 are likely to be revised to reflect the 2010 Census counts. By 2030, the NJTPA projects that there will be 10,375 residents in Hillsdale, which would be a gain of 1.5% from the 2010 population.

4. River Vale Township

River Vale Township (“River Vale”), also located in Bergen County, contains a land area of approximately 4.01 square miles and an additional 0.26 square miles of water area. As of 2010, the population in River Vale was 9,659 residents, which is 2,408.7 persons per square mile. Like the previous communities, River Vale experienced its greatest growth from 1940 to 1970, when the population grew nearly eight-fold as shown in Table 4. In the 1950’s alone, River Vale more than tripled in size. From 1980 to 2000, the population in River Vale was essentially constant, ranging from 9,410 to 9,489. A small gain of 210 persons (+2.2%) occurred from 2000 to 2010 in the township.

Table 4
Historical and Projected Populations
for River Vale Township from 1940-2030

<u>Year</u>	<u>Population</u>	<u>Percent Change</u>
HISTORICAL¹		
1940	1,112	N/A
1950	1,699	+52.8%
1960	5,616	+230.5%
1970	8,883	+58.2%
1980	9,489	+6.8%
1990	9,410	-0.8%
2000	9,449	+0.4%
2010	9,659	+2.2%
PROJECTED²		
2020	9,801	+1.5%
2030	9,838	+0.4%

Notes: ¹Source: United States Census Bureau

²Source: North Jersey Transportation Authority, Inc. (2009)

Forecasts for 2020 and 2030 were prepared by the NJTPA. River Vale’s population is projected to slowly grow to 9,838 persons in 2030, which would be a gain of 1.9% from the 2010 population. However, as discussed previously, the forecasts are likely to be revised to reflect the 2010 Census counts.

B. Selected Demographic Characteristics

In Table 5 below, selected demographic characteristics of Woodcliff Lake, Montvale, Hillsdale, and River Vale are compared from the 2000 Census, the 2005-2009 American Community Survey (“ACS”), and the 2010 Census. While some Census variables account for everyone in the population (e.g., age, race, housing unit characteristics), other variables are collected from a sample (e.g., median family income, educational attainment, and poverty status). The ACS replaced the long form of the Census, last administered in 2000 to approximately 16% of the population in the United States. For small municipalities such as the ones in this study, ACS data represent a sample collected over a five-year time period, where the estimates represent the average characteristics between January 2006 and December 2010. This information does not represent a single point in time like the long form of earlier Censuses.

1. Woodcliff Lake Borough

Regarding ethnicity, Woodcliff Lake has become slightly more ethnically diverse since 2000. In 2010, Woodcliff Lake was 90.3% White as compared to 93.8% in 2000. Asians continue to make up the largest minority group at 6.5% in 2010, which is an increase from the 4.5% that existed in 2000. The Census Bureau does not consider Hispanic as a separate race; rather it identifies the percentage of people having Hispanic origin. Hispanics in the Census population can be part of the White, Black, Asian or any of the other race categories. The concentration of persons having Hispanic origin increased from 2.3% in 2000 to 5.4% in 2010.

The median age in Woodcliff Lake has increased from 40.7 years in 2000 to 44.8 years in 2010. During the same time period, the percentage of people under the age of 18, which corresponds to school-age children, declined from 29.9% to 27.9%.

Regarding educational attainment for adults aged 25 and over, 62.7% of the population had a bachelor’s degree or higher in 2010 as compared to 58.3% in 2000. Persons with graduate or professional degrees also increased from 27.0% to 29.0% during this time period.

Median family income increased from \$133,925 in 2000 to \$172,019 in 2010. During this time period, the percentage of children under the age of 18 that are in poverty was nearly constant at 1.5%.

Regarding housing, there were approximately 1,980 housing units in Woodcliff Lake in 2010, which is a gain of 138 units (+7.5%) since 2000. During this time period, the occupancy rate declined from 99.0% to 96.8%. In 2010, 9.3% of the occupied units consisted of renters, which is nearly double the rate (4.9%) in 2000. The median home price of an owner-occupied unit in 2010 was \$788,300, which was a 74.9% gain from the value reported in 2000 (\$450,700). With respect to housing type, the percentage of one-unit homes, either attached or detached, increased from 94.5% to 97.0% during this time period.

Table 5
Selected Demographic Characteristics

	Woodcliff Lake Borough		Montvale Borough		Hillsdale Borough		River Vale Township	
	2000	2010	2000	2010	2000	2010	2000	2010
Race Origin								
White	93.8%	90.3%	92.8%	84.8%	92.4%	89.4%	92.3%	88.8%
Black/African American	0.9%	0.8%	0.4%	1.0%	0.9%	1.0%	0.6%	0.7%
American Indian/ Alaska Native	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%
Asian	4.5%	6.5%	5.3%	11.0%	5.1%	6.3%	5.9%	8.4%
Native Hawaiian/ Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Race	0.2%	1.2%	0.6%	1.6%	0.9%	2.1%	0.4%	0.5%
Two or more Races	0.6%	1.2%	0.7%	1.4%	0.7%	1.1%	0.7%	1.5%
Total	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹	100.0% ¹
Hispanic Origin	2.3%	5.4%	3.1%	5.3%	4.3%	7.8%	3.2%	5.0%
Age								
Under 18	29.9%	27.9%	25.9%	26.8%	26.0%	26.6%	27.2%	26.6%
18-64	56.7%	55.7%	61.5%	58.7%	59.2%	58.6%	59.4%	57.5%
65 and over	13.4%	16.4%	12.6%	14.5%	14.8%	14.8%	13.4%	15.9%
Median age (years)	40.7	44.8	39.7	41.9	39.5	42.8	40.3	44.2
Educational Attainment								
Bachelor's degree or higher	58.3%	62.7%	55.3%	56.8%	45.8%	47.8%	48.5%	57.7%
Graduate or Professional Degree	27.0%	29.0%	20.0%	25.3%	17.0%	16.8%	18.5%	23.0%
Income								
Median family income	\$133,925	\$172,019	\$104,047	\$140,026	\$90,861	\$132,340	\$105,919	\$135,612
Percentage of Persons in Poverty under age 18	1.4%	1.5%	0.4%	10.4%	2.9%	4.0%	2.1%	3.4%
Housing Units								
Total number	1,842	1,980	2,590	2,872	3,547	3,567	3,312	3,521
Occupied units	1,824 (99.0%)	1,916 (96.8%)	2,509 (96.9%)	2,778 (96.7%)	3,502 (98.7%)	3,493 (97.9%)	3,275 (98.9%)	3,421 (97.2%)
Owner-Occupied units	1,735 (95.1%)	1,738 (90.7%)	2,133 (85.0%)	2,321 (83.5%)	3,119 (89.1%)	3,114 (89.1%)	2,982 (91.1%)	3,064 (89.6%)
Renter-Occupied units	89 (4.9%)	178 (9.3%)	376 (15.0%)	457 (16.5%)	383 (10.9%)	379 (10.9%)	293 (8.9%)	357 (10.4%)
Median value of an owner-occupied unit	\$450,700	\$788,300	\$346,400	\$669,600	\$291,800	\$572,800	\$350,300	\$641,200
Housing Type								
1-unit, attached or detached	1,740 (94.5%)	1,819 ² (97.0%)	2,119 (81.8%)	2,079 ² (73.9%)	3,120 (88.0%)	3,084 ² (86.2%)	2,837 (85.7%)	2,725 ² (85.6%)
Two or more units	105 (5.5%)	56 ² (3.0%)	471 (18.2%)	734 ² (26.1%)	427 (12.0%)	495 ² (13.8%)	475 (14.3%)	458 ² (14.4%)

Sources: American Community Survey (2006-2010), United States Census Bureau (2000 and 2010)

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

²Sum of housing units do not add up to total number shown in table as these values are estimated from a sample.

2. Montvale Borough

Like Woodcliff Lake, Montvale has also become more ethnically diverse since 2000. In 2010, Montvale was 84.8% White as compared to 92.8% in 2000. Asians continue to make up the largest minority group at 11.0% in 2010, which is more than double the percentage that existed in 2000 (5.3%). The concentration of persons having Hispanic origin increased from 3.1% in 2000 to 5.3% in 2010.

The median age in Montvale increased from 39.7 years in 2000 to 41.9 years in 2010. The percentage of people under the age of 18 increased slightly from 25.9% to 26.8% during this time period, which corresponds to school-age children.

Regarding educational attainment for adults aged 25 and over, 56.8% of the population had a bachelor's degree or higher in 2010 as compared to 55.3% in 2000. Persons with graduate or professional degrees increased from 20.0% to 25.3% during this time period.

Median family income increased from \$104,047 in 2000 to \$140,026 in 2010. The percentage of children under the age of 18 that are in poverty has significantly increased from 0.4% to 10.4% during this time period. However, since this value was obtained from a small sample, there is a large margin of error associated with the 2010 percentage and therefore may not accurately reflect the true percentage of children under the age of 18 that are in poverty.

Regarding housing, there were approximately 2,872 housing units in Montvale in 2010, which is a gain of 282 units (+10.9%) since 2000. The occupancy rate was 96.7% in 2010, which was very similar to the occupancy rate in 2000. In 2010, 16.5% of the occupied units consisted of renters, which is a small increase from the 15.0% that existed in 2000. The median home price of an occupied unit in 2010 was \$669,600, which is nearly double the value reported in 2000 (\$346,400). With respect to housing type, the percentage of two- or more unit homes increased from 18.2% to 26.1% during this time period.

3. Hillsdale Borough

With respect to ethnicity, Hillsdale has also become more ethnically diverse since 2000. In 2010, Hillsdale was 89.4% White as compared to 92.4% in 2000. Asians were the largest minority group at 6.3% in 2010, which is an increase from the 5.1% that existed in 2000. The concentration of persons having Hispanic origin was 7.8% in 2010 as compared to 4.3% in 2000.

The median age in Hillsdale increased from 39.5 years in 2000 to 42.8 years in 2010. Like Montvale, the percentage of people under the age of 18 slightly increased from 26.0% to 26.6% during this time period, which corresponds to school-age children.

Regarding educational attainment for adults aged 25 and over, 47.8% of the population had a bachelor's degree or higher in 2010 as compared to 45.8% in 2000. Persons with graduate or professional degrees slightly decreased from 17.0% to 16.8% during this time period.

Median family income increased from \$90,861 in 2000 to \$132,340 in 2010. The percentage of children under the age of 18 that are in poverty has increased from 2.9% to 4.0% during this time period.

With respect to housing, there were approximately 3,567 housing units in Hillsdale in 2010, which is a gain of only 20 units (+0.6%) since 2000. The occupancy rate was 97.9% in 2010, which is a small decline from the occupancy rate in 2000 (98.7%). During this time period, the percentage of renter-occupied units remained constant at 10.9%. The median home price of an occupied unit in 2010 was \$572,800, which is nearly double the value reported in 2000 (\$291,800). With respect to housing type, the percentage of two- or more unit homes slightly increased from 12.0% to 13.8% during this time period.

4. River Vale Township

Regarding ethnicity, River Vale, like the previous communities, has also become more ethnically diverse since 2000. In 2010, River Vale was 88.8% White as compared to 92.3% in 2000. Asians were the largest minority group at 8.4% in 2010, which is an increase from the 5.9% that existed in 2000. The concentration of persons having Hispanic origin was 5.0% in 2010 as compared to 3.2% in 2000.

The median age in River Vale has increased from 40.3 years in 2000 to 44.2 years in 2010. The percentage of people under the age of 18 slightly decreased from 27.2% in 2000 to 26.6% in 2010, which corresponds to school-age children.

Regarding educational attainment for adults aged 25 and over, 57.7% of the population had a bachelor's degree or higher in 2010 as compared to 48.5% in 2000. Persons with graduate or professional degrees increased from 18.5% to 23.0% during this time period.

Median family income has increased from \$105,919 in 2000 to \$135,612 in 2010. The percentage of children under the age of 18 that are in poverty has increased from 2.1% to 3.4% during this time period.

With respect to housing, there were approximately 3,521 housing units in River Vale in 2010, which is a gain of 209 units (+6.3%) since 2000. The occupancy rate was 97.2% in 2010, which is a decline from the occupancy rate in 2000 (98.9%). In 2010, 10.4% of the occupied units consisted of renters, which is a small increase from the 8.9% that existed in 2000. The median home price of an occupied unit in 2010 was \$641,200, which is an 83.0% increase from the value reported in 2000 (\$350,300). With respect to housing type, the percentage of two- or more unit homes remained nearly constant at 14.4% during this time period.

C. District Overviews

1. Woodcliff Lake Public Schools

The Woodcliff Lake Board of Education operates a PK-8 school district. Children in Woodcliff Lake attend Dorchester Elementary School for grades PK-5 and Woodcliff Middle School for grades 6-8. Locations of the schools are shown in Figure 1. As per the district's Long Range Facilities Plan ("LRFP"), Dorchester Elementary School has a functional capacity of 592 students and Woodcliff Middle School has a functional capacity of 432 students. Both capacities were computed using the District Practices methodology with 90% utilization. The District Practices methodology provides a reasonable approximation of the capacity of a school building, since it is based on how the building is utilized by the school district and targeted student-teacher ratios. This method does not take into account square footage allowances per student (Facilities Efficiency Standards or "FES" methodology). Since the buildings cannot be 100% utilized due to scheduling conflicts, most districts employ either an 85% or 90% utilization factor to determine school capacity. Total functional capacity in the district is 1,024 students.

2. Montvale Public Schools

The Montvale Board of Education operates a PK-8 school district. Children from Montvale attend Memorial Elementary School for grades PK-4 and then attend Fieldstone Middle School for grades 5-8. Locations of the schools are shown in Figure 2. According to the district's 2005 LRFP and using District Practices methodology, Memorial Elementary School has a functional capacity of 584 students while Fieldstone Middle School has a functional capacity of 475 students. Total functional capacity in the district is 1,059 students.

3. Hillsdale Public Schools

The Hillsdale Board of Education operates a PK-8 school district. Children from Hillsdale attend either the Meadowbrook or Ann Blanche Smith Schools for grades PK-4, and then attend the George G. White School for grades 5-8. Locations of the schools are shown in Figure 3. According to the district's 2005 LRFP and using District Practices methodology, Meadowbrook School has a functional capacity of 423; Ann Blanche Smith School has a functional capacity of 387; and the George G. White School has a functional capacity of 752. Total functional capacity in the district is 1,562 students.

Figure 1
School Locations – Woodcliff Lake Public Schools



Figure 2
School Locations – Montvale Public Schools

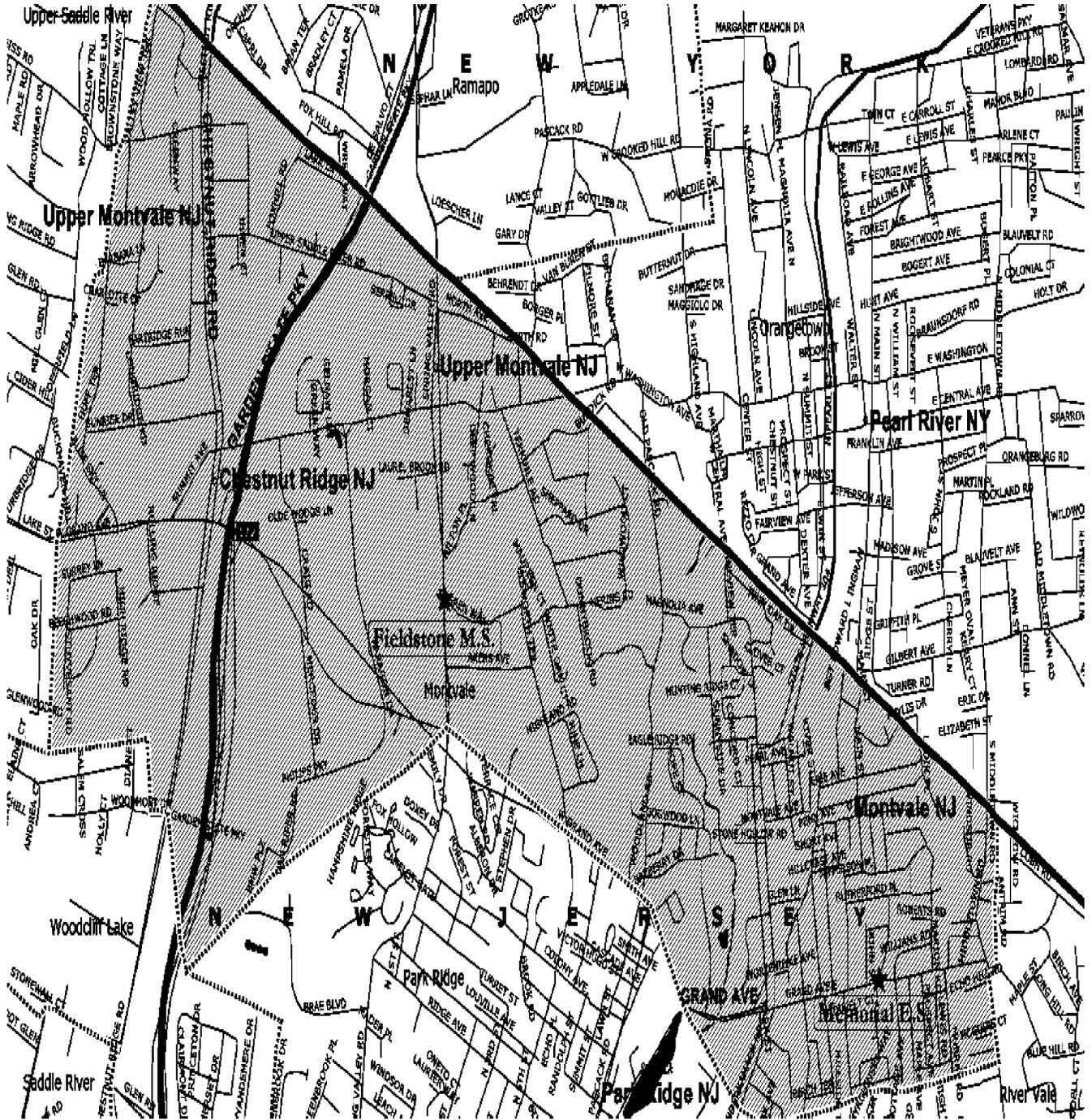
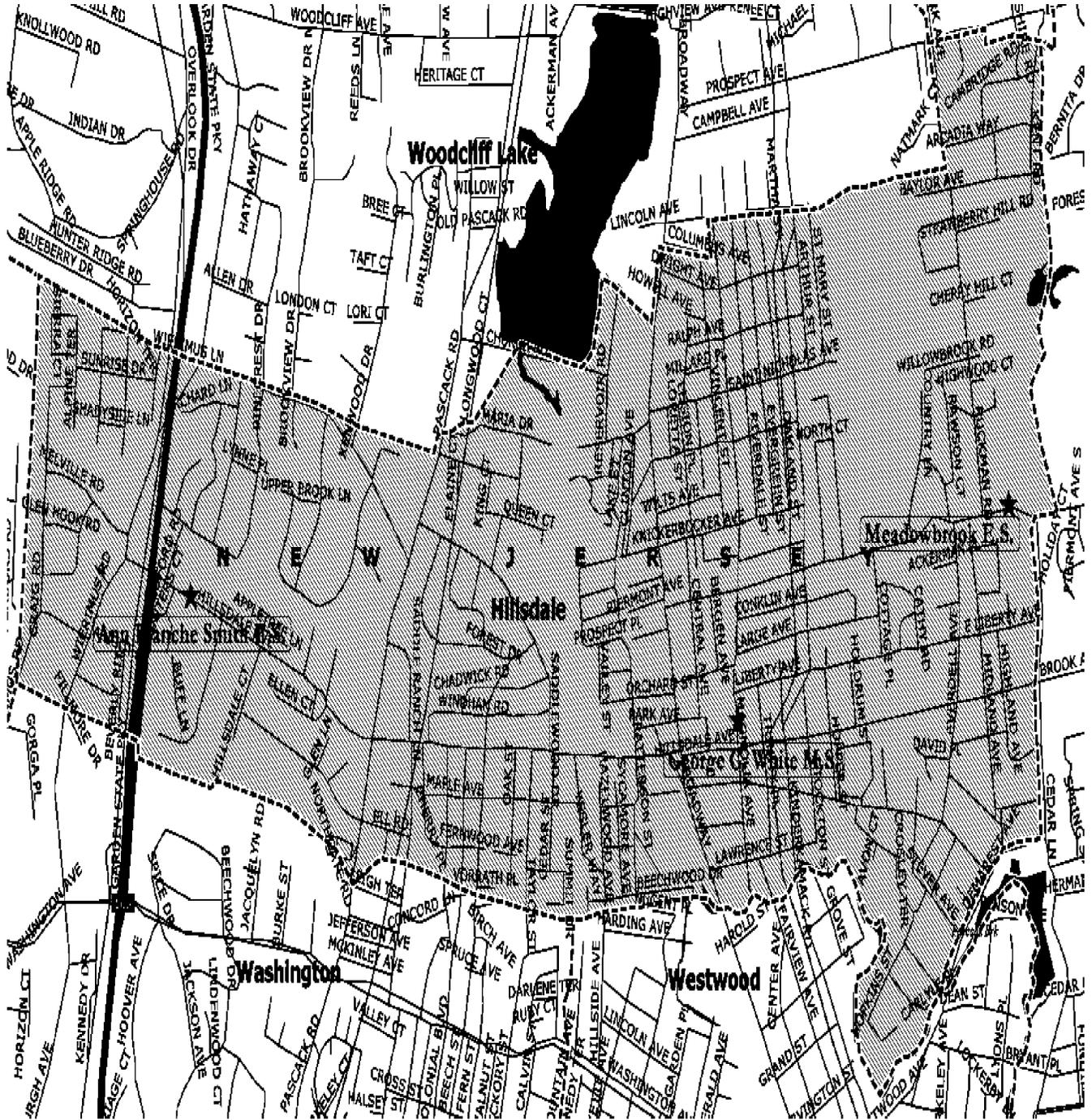


Figure 3
School Locations – Hillsdale Public Schools



4. River Vale Public Schools

The River Vale Board of Education operates a PK-8 school district. Children from River Vale attend either the Roberge or Woodside Elementary Schools for grades PK-5 and then attend Holdrum Middle School for grades 6-8. Locations of the schools are shown in Figure 4. According to the district's 2005 LRFP and using District Practices methodology, Roberge Elementary School has a functional capacity of 462 (including the annex); Woodside Elementary School has a functional capacity of 475; and Holdrum Middle School has a functional capacity of 511. Total functional capacity in the district is 1,448 students.

5. Pascack Valley Regional High School District

In the Pascack Valley Regional High School District ("Pascack Valley Regional"), there are two high schools containing grades 9-12 that serve the communities of Montvale, Woodcliff Lake, Hillsdale, and River Vale. Locations of the schools are shown in Figure 5. Pascack Valley High School ("Pascack Valley"), which is located in Hillsdale, receives children from Hillsdale and River Vale for grades 9-12. Pascack Hills High School ("Pascack Hills"), which is located in Montvale, receives children from Montvale and Woodcliff Lake for grades 9-12. According to Mr. Charles Koch, principal architect of Environetics, who has been retained by Pascack Valley Regional, the functional capacity of Pascack Hills using District Practices methodology is 829. The functional capacity of Pascack Valley is 1,301 using District Practices methodology. These capacities were approved in the district's 2008 LRFP. Total functional capacity in the district is 2,130 students.

Figure 4
School Locations – River Vale Public Schools

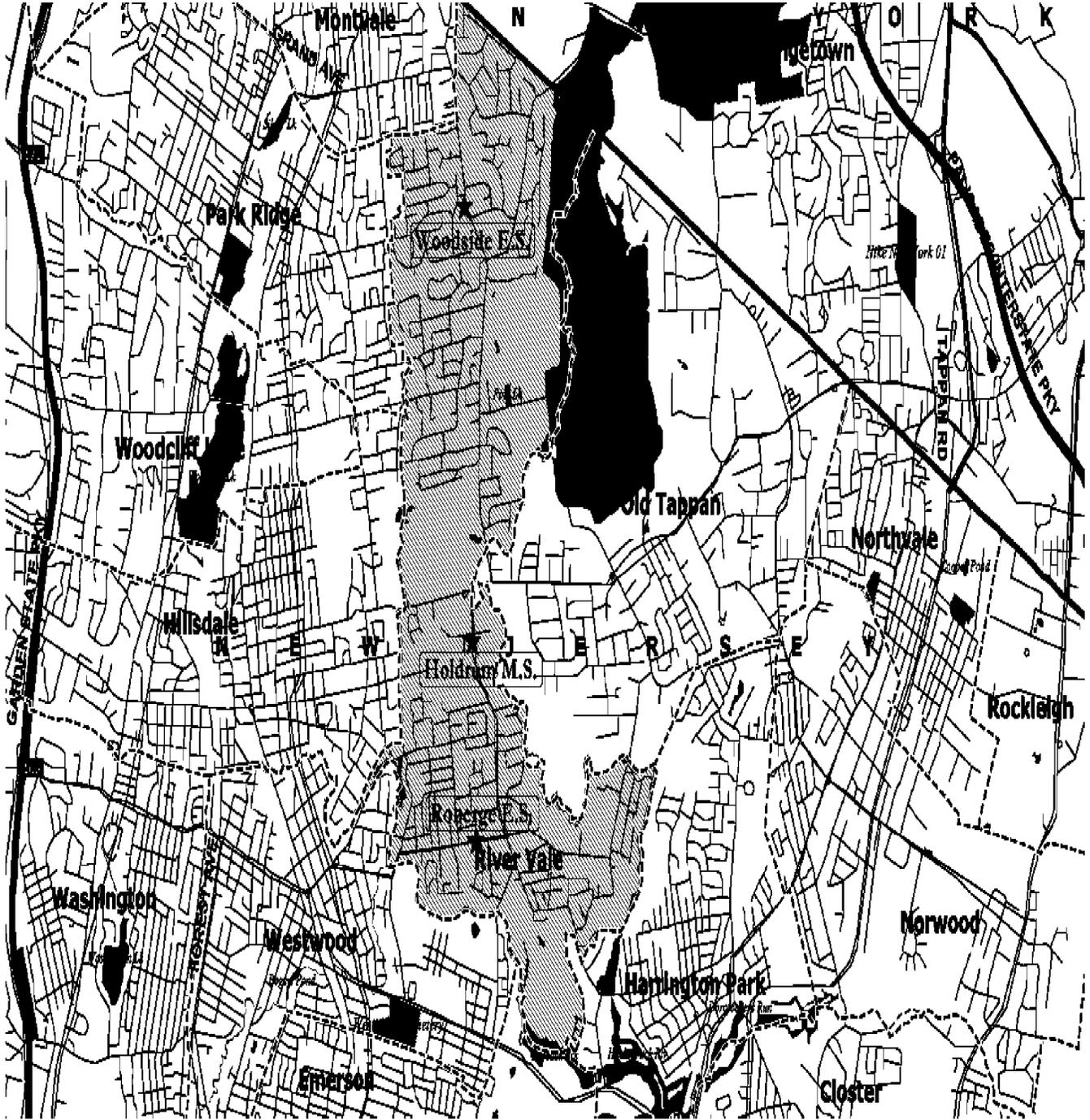
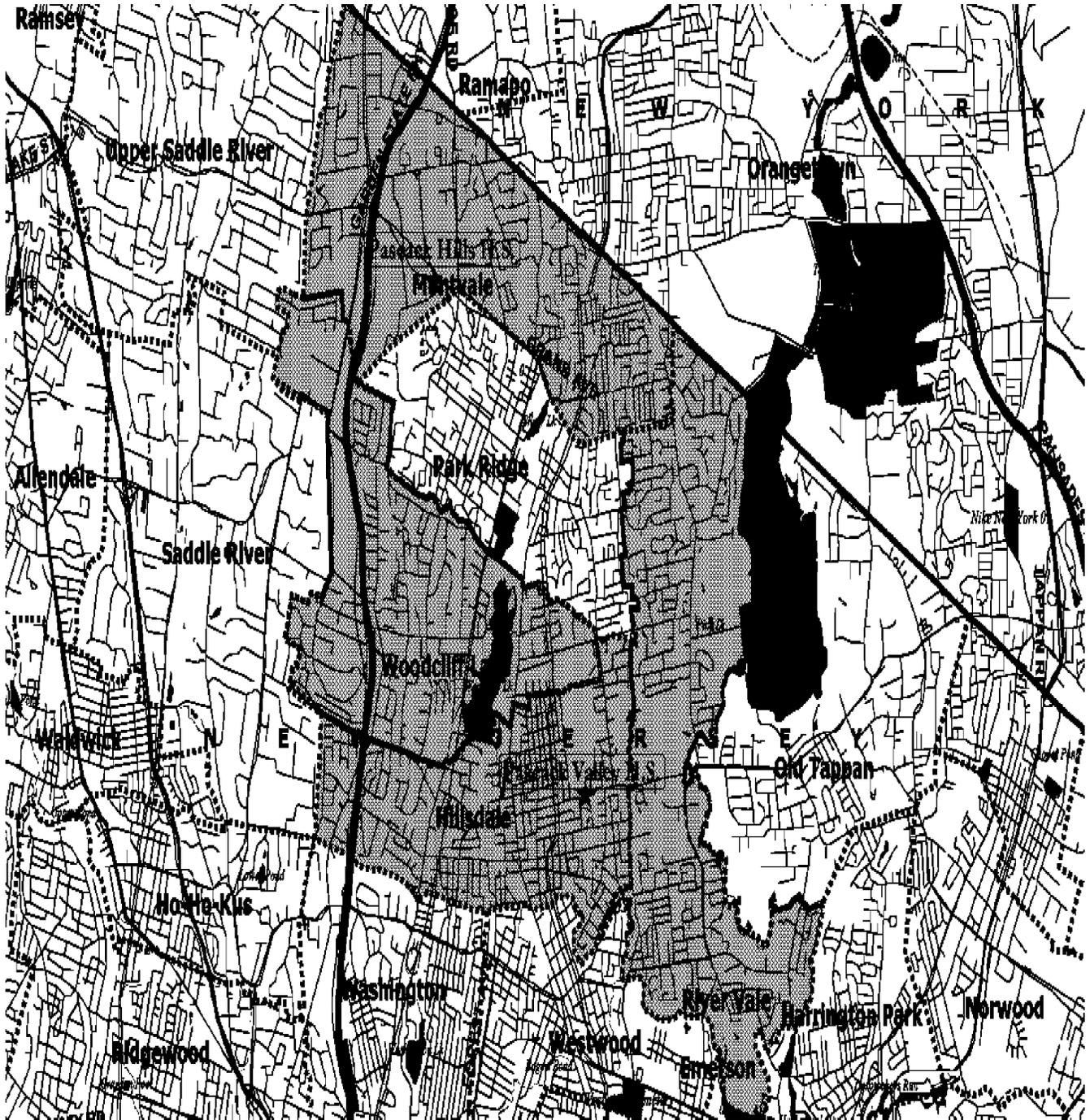


Figure 5
School Locations – Pascack Valley Regional High School District



D. Explanation of the Cohort-Survival Ratio Method

In this study, historical enrollments from 2006-07 through 2011-12 were obtained from the New Jersey Department of Education (“NJDOE”) and were used to project enrollment for five years into the future. With the advent of NJ SMART, an online database created by the NJDOE to allow districts’ submission of data, the Fall Report was eliminated in the 2010-11 school year. In the past, the Fall Report was used by the NJDOE as a tool to uniformly compare school district enrollment data across the state. Unfortunately, the method of reporting special education students for NJ SMART is different, as these students are now referred to as “ungraded.” To maintain a level of consistency, “ungraded” student counts in the forthcoming tables were listed under the self-contained special education heading. Future enrollments were then 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 one indicates stable enrollment, less than one indicates declining enrollment, and greater than one 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 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 increasing or decreasing trends without any major unpredictable fluctuations from year to year. In school districts encountering rapid growth 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 past six years. Due to the fluctuation in survival ratios from year to year, it is appropriate to calculate an average survival ratio, which is then used to calculate future grade enrollments five years into the future. In each of the districts, six-year average survival ratios were computed to perform the enrollment projections.

To project the number of high school students that come from Woodcliff Lake, Montvale, Hillsdale, and River Vale, Pascack Valley Regional provided historical enrollment data by grade and community. Survival ratios were computed to project future enrollment in grades 9-12 for each community.¹

¹ It should be noted that the sum of high school students by community will not equal the projections as computed for the Pascack Valley Regional School District since historical enrollment figures provided by the district do not exactly match those from the NJDOE. The differences are not significant and would not change the overall recommendations provided in this study.

E. Historical Enrollment Trends

1. Woodcliff Lake Public Schools

Historical enrollment data of students attending the Woodcliff Lake Public Schools from 2006-07 through 2011-12 are shown in Table 6. During this time period, enrollment in the district (grades PK-8) has ranged between 800-860 students. Enrollment declined in 2011-12 after remaining fairly stable from 2007-08 to 2010-11. As of October 15, 2011, enrollment was 800 students, which is a loss of 60 students from the 2006-07 enrollment. When the entire PK-12 population is considered and includes those students attending Pascack Valley Regional, enrollment slowly increased from 2006-07 through 2009-10 before declining the last two years. A total of 365 students in grades 9-12 were sent to Pascack Valley Regional in 2011-12. In the last five years, the number of students in grades 9-12 from Woodcliff Lake has been fairly consistent, ranging between 365-385 students. Table 6 also shows computed average survival ratios based on six years of historical data, which will be used to project future enrollment.

2. Montvale Public Schools

Historical enrollment data for students attending the Montvale Public Schools from 2006-07 through 2011-12 are shown in Table 7. During this time period, enrollment in the district (grades PK-8) has been generally increasing. Enrollment was 1,080 students as of October 15, 2011, which is a gain of 73 students from the 2006-07 enrollment. Total enrollment currently exceeds the capacity in the district by approximately 21 students. When the entire PK-12 population is considered and includes those students attending Pascack Valley Regional, enrollment has grown from 1,391 in 2006-07 to 1,517 in 2011-12, a gain of 126 students. The number of students sent to Pascack Valley Regional has been fairly stable in the last four years, ranging between 434-443 students per year. Table 7 also shows computed average survival ratios based on six years of historical data, which will be used to project future enrollment.

3. Hillsdale Public Schools

Historical enrollment data for students attending the Hillsdale Public Schools from 2006-07 through 2011-12 are shown in Table 8. During this time period, enrollment in the district (grades PK-8) has ranged between 1,398-1,460 students. Enrollment was 1,398 students as of October 15, 2011, which is a loss of 57 students from the 2006-07 enrollment. When the entire PK-12 population is considered and includes those students attending Pascack Valley Regional, enrollment had been increasing through 2009-10 before declining slightly in the last two years. PK-12 enrollment in 2011-12 was 2,054, which is a gain of 37 students since 2006-07. The number of students sent to Pascack Valley Regional has been increasing, in general, and was 656 students in 2011-12, a gain of 94 students since 2006-07. Table 8 also shows computed average survival ratios based on six years of historical data, which will be used to project future enrollment.

Table 6
Woodcliff Lake Historical Grade PK-12
Enrollments from 2006-07 to 2011-12

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
2006-07	15	87	83	90	84	91	102	101	101	106	0	860	87	91	85	66	329	1,189
2007-08	15	69	93	86	90	84	93	101	99	100	0	830	93	90	94	89	366	1,196
2008-09	19	89	70	94	87	93	87	95	102	101	0	837	96	93	91	88	368	1,205
2009-10	23	86	90	74	98	92	95	90	96	102	3	849	94	99	93	91	377	1,226
2010-11	31	72	91	94	75	100	92	94	93	93	0	835	94	97	101	93	385	1,220
2011-12	23	82	76	87	88	73	103	84	94	90	0	800	83	91	93	98	365	1,165
CSR Average 6-Year Ratios		1.62608 ⁵	1.04167	1.02090	1.00077	1.01690	1.02184	0.98974	1.00679	0.98935	0.00059 ⁶		0.91642	1.01315	1.00461	0.99071		

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

²Pre-kindergarten regular education enrollment

³Self-contained special education enrollment/Ungraded students in grades PK-8

⁴High school enrollments were provided by Pascack Valley Regional.

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

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

Table 7
Montvale Historical Grade PK-12
Enrollments from 2006-07 to 2011-12

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
2006-07	11	96	107	132	82	112	105	108	124	124	6	1,007	105	102	88	89	384	1,391
2007-08	9	110	103	112	136	83	111	104	108	123	3	1,002	120	105	102	88	415	1,417
2008-09	10	112	116	108	116	144	89	115	109	118	5	1,042	107	120	104	103	434	1,476
2009-10	24	117	118	120	109	121	148	98	118	113	0	1,086	113	107	119	104	443	1,529
2010-11	20	105	128	118	119	114	122	154	97	121	0	1,098	100	119	102	119	440	1,538
2011-12	21	104	97	127	124	125	108	124	154	96	0	1,080	117	99	118	103	437	1,517
CSR Average 6-Year Ratios		1.29343 ⁵	1.03977	1.02438	1.02355	1.04208	1.00935	1.03691	1.01279	1.02726	0.00000 ⁶		0.92944	1.00862	0.98540	1.00392		

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

²Pre-kindergarten regular education enrollment

³Self-contained special education enrollment/Ungraded students in grades PK-8

⁴High school enrollments were provided by Pascack Valley Regional.

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

⁶Average proportion of special education students with respect to PK-8 subtotals from last three years of data

Table 8
Hillsdale Historical Grade PK-12
Enrollments from 2006-07 to 2011-12

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
2006-07	8	169	156	143	154	138	188	175	141	155	28	1,455	158	130	137	137	562	2,017
2007-08	12	136	175	160	145	155	142	186	173	143	12	1,439	158	160	133	140	591	2,030
2008-09	15	145	138	176	156	148	158	144	186	171	23	1,460	143	154	153	129	579	2,039
2009-10	16	149	147	136	178	154	151	160	144	184	24	1,443	177	143	155	156	631	2,074
2010-11	14	140	152	151	137	180	155	153	156	148	11	1,397	186	176	145	153	660	2,057
2011-12	16	121	129	161	154	137	183	159	151	159	28	1,398	148	190	170	148	656	2,054
CSR Average 6-Year Ratios		1.15137 ⁵	1.00111	1.02065	1.00551	1.00511	1.01835	1.01103	0.99009	1.00777	0.01489 ⁶		1.01306	1.00064	0.99314	1.00384		

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

²Pre-kindergarten regular education enrollment

³Self-contained special education enrollment/Ungraded students in grades PK-8

⁴High school enrollments were provided by Pascack Valley Regional.

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

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

4. River Vale Public Schools

Historical enrollment data for students attending the River Vale Public Schools from 2006-07 through 2011-12 are shown in Table 9. During this time period, enrollment (grades PK-8) increased through 2009-10 before reversing trend and declining the past two years. Enrollment was 1,331 students as of October 15, 2011, which is a loss of 26 students from the 2006-07 enrollment. When the entire PK-12 population is considered and includes those students attending Pascack Valley Regional, enrollment has grown from 1,892 in 2006-07 to 1,926 in 2011-12, a gain of 34 students. The number of students sent to Pascack Valley Regional has also been increasing and was 595 students in 2011-12, a gain of 60 students since 2006-07. Table 9 also shows computed average survival ratios based on six years of historical data, which will be used to project future enrollment.

5. Pascack Valley Regional High School District

Table 10 shows historical enrollment data of students attending Pascack Valley Regional from 2006-07 through 2011-12. Enrollment in the district had increased steadily from 2006-07 through 2010-11 before stabilizing in 2011-12. As of October 15, 2011, enrollment was 2,051.5 students, which represents a gain of 220 students from the 2006-07 enrollment.

Due to the nature of this study and the plausible alternative configurations, historical enrollment of the separate high schools are shown in Tables 11 and 12 for 2006-07 through 2011-12. Pascack Valley High School, which receives children from Hillsdale and River Vale, has grown from 1,099.5 students in 2006-07 to 1,241.5 students in 2011-12, a gain of 142 students. Pascack Hills High School, which receives children from Montvale and Woodcliff Lake, gained in enrollment through 2009-10 before declining in the last two years. As of October 15, 2011, enrollment was 810 students, which represents a gain of 78 students from the 2006-07 enrollment.

Rather than projecting enrollment at the district level, enrollment will be projected at the school level and aggregated to a district total. Since five of the six reconfiguration scenarios involve either the dissolution of the Pascack Regional High School District or the withdrawal of Montvale and/or Woodcliff Lake from the high school district, enrollment projections were needed for each of the individual high schools, which precipitated projecting enrollment at the building level. Tables 11 and 12 also show computed average survival ratios based on six years of historical data for each of the schools, which will be used to project future enrollment.

Table 9
River Vale Historical Grade PK-12
Enrollments from 2006-07 to 2011-12

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
2006-07	8	163	144	148	145	150	168	134	144	140	13	1,357	146	135	127	127	535	1,892
2007-08	9	159	157	146	152	152	151	169	137	149	10	1,391	136	148	137	129	550	1,941
2008-09	18	136	158	159	153	153	154	153	173	139	0	1,396	148	136	143	134	561	1,957
2009-10	31	133	137	161	159	151	159	158	157	170	5.5	1,421.5	136	147	134	141	558	1,980
2010-11	25	120	132	146	163	158	158	159	159	155	0	1,375	154	139	148	131	572	1,947
2011-12	14	107	122	128	145	164	152	168	156	160	15	1,331	149	156	143	147	595	1,926
CSR Average 6-Year Ratios		1.34190 ⁵	0.99468	1.01620	1.01610	1.00832	1.01348	1.02169	1.01193	1.00510	0.00537 ⁶		0.96206	1.00840	1.00038	0.99014		

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

²Pre-kindergarten regular education enrollment

³Self-contained special education enrollment/Ungraded students in grades PK-8

⁴High school enrollments were provided by Pascack Valley Regional.

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

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

Table 10
Pascack Valley Regional Historical Grade 9-12
Enrollments from 2006-07 to 2011-12

Year¹	9	10	11	12	SE²	9-12 Total
2006-07	494	468	442.5	425	2	1,831.5
2007-08	504	492	459.5	444.5	0	1,900
2008-09	496	510	492.5	457.5	2	1,958
2009-10	522.5	496	507	493.5	4	2,023
2010-11	525	519.5	487	497	24	2,052.5
2011-12	499	531	518.5	482	21	2,051.5

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

²Self-contained special education enrollment/Ungraded students

Table 11
Pascack Valley High School Historical Grade 9-12
Enrollments from 2006-07 to 2011-12

Year¹	9	10	11	12	SE²	9-12 Total
2006-07	306.5	268.5	263	261.5	0	1,099.5
2007-08	288	301.5	266	263.5	0	1,119
2008-09	293	293	295.5	263	2	1,146.5
2009-10	311.5	292	290	297.5	2	1,193
2010-11	334	310.5	291	287	9	1,231.5
2011-12	297	338	310.5	289	7	1,241.5
CSR Average 6-Year Ratios	0.98164	1.00128	0.99142	0.99603	0.00652 ³	

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

²Self-contained special education enrollment/Ungraded students

³Average proportion of special education students with respect to 9-12 subtotals from last two years of data

Table 12
Pascack Hills High School Historical Grade 9-12
Enrollments from 2006-07 to 2011-12

Year¹	9	10	11	12	SE²	9-12 Total
2006-07	187.5	199.5	179.5	163.5	2	732
2007-08	216	190.5	193.5	181	0	781
2008-09	203	217	197	194.5	0	811.5
2009-10	211	204	217	196	2	830
2010-11	191	209	196	210	15	821
2011-12	202	193	208	193	14	810
CSR Average 6-Year Ratios	0.9290424	1.00530965	0.992009	0.9921768	0.018099 ³	

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

²Self-contained special education enrollment/Ungraded students

³Average proportion of special education students with respect to 9-12 subtotals from last two years of data

F. Birth Data

Kindergarten enrollments were calculated as follows: birth data, lagged five years behind its respective kindergarten class, were used to calculate the survival ratio for each birth-to-kindergarten cohort. For instance, in 2006, there were a total of 97 births in Hillsdale. Five years later, in the 2011-12 school year, 121 children from Hillsdale enrolled in kindergarten, which is equal to a survival ratio of 1.247 from birth to kindergarten. A complete list of birth counts and birth-to-kindergarten survival ratios are displayed in Table 13 for Hillsdale, Montvale, River Vale, and Woodcliff Lake. 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, 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, 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 children to a private full-day kindergarten for the first year.

Each of the four elementary districts has consistently had birth-to-kindergarten survival ratios above 1.000, indicating a net inward migration of children into the school districts. Birth-to-kindergarten survival ratios were most consistent in Hillsdale and Montvale, while least consistent in River Vale and Woodcliff Lake. An average of the last six birth-to-kindergarten ratios was used in the forthcoming projections for each of the districts.

Table 13
Birth Rates and Historical Birth-to-Kindergarten Survival Ratios
in Hillsdale, Montvale, River Vale, and Woodcliff Lake

Birth Year	Hillsdale Borough			Montvale Borough			River Vale Township			Woodcliff Lake Borough		
	Births ¹	Kindergarten Students 5 years Later	B-K Survival Ratio	Births ¹	Kindergarten Students 5 years Later	B-K Survival Ratio	Births ¹	Kindergarten Students 5 years Later	B-K Survival Ratio	Births ¹	Kindergarten Students 5 years Later	B-K Survival Ratio
2001	137	169	1.234	68	96	1.412	105	163	1.552	50	87	1.740
2002	120	136	1.133	85	110	1.294	105	159	1.514	43	69	1.605
2003	130	145	1.115	93	112	1.204	112	136	1.214	54	89	1.648
2004	135	149	1.104	95	117	1.232	94	133	1.415	47	86	1.830
2005	121	140	1.157	80	105	1.313	102	120	1.176	50	72	1.440
2006	97	121	1.247	73	104	1.425	77	107	1.390	51	82	1.608
2007	108	N/A	N/A	60	N/A	N/A	91	N/A	N/A	49	N/A	N/A
2008	88	N/A	N/A	71	N/A	N/A	77	N/A	N/A	36	N/A	N/A
2009	86	N/A	N/A	81	N/A	N/A	62	N/A	N/A	36	N/A	N/A
2010	95 ²	N/A	N/A	73 ³	N/A	N/A	77 ²	N/A	N/A	40 ⁴	N/A	N/A
2011	95 ²	N/A	N/A	73 ³	N/A	N/A	77 ²	N/A	N/A	40 ⁴	N/A	N/A

Notes: ¹Birth data were provided by the New Jersey Center for Health Statistics for the years 2001-2009.

²Estimated by using the mean number of births from 2006-2009

³Estimated by using the mean number of births from 2005-2009

⁴Estimated by using the mean number of births from 2007-2009

Birth data for each of the communities were geocoded by the New Jersey Center for Health Statistics (“NJCHS”) for 2001-2009 by assigning geographic coordinates to a birth mother based on her street address. Of the four communities, Hillsdale has had the greatest number of births during this time period, ranging between 86-137 births per year. Birth rates in Hillsdale have been declining, in general, in the last four years. In Montvale, births have ranged between 60-95 births per year with no clear increasing or declining trend. River Vale has had the second greatest number of births, ranging from 62-112 births per year. Like Hillsdale, birth rates

have been declining in River Vale, particularly in the last four years. In Woodcliff Lake, the number of births was fairly stable from 2001 to 2007, ranging between 43-54 births per year. However, the number of births declined in 2008 and 2009 to 36 births per year. Since the NJCHS did not have geocoded birth data for 2010 and 2011, estimates were formulated by averaging the number of births from the previous three to five years of birth data, depending on the prevailing trend in the community. Birth rates were needed for 2010 and 2011 since these cohorts are needed to calculate the kindergarten classes of 2015 and 2016.

G. Effects of Housing Growth

1. Woodcliff Lake Borough

Mr. Nick Saluzzi, Woodcliff Lake Construction Code Official, provided information regarding current and future development in the community. There are no additional residential developments planned since the 2008 feasibility study.

The first proposed residential project, Rosengren Estates, which is to consist of six single-family homes on Pascack Road, still has not started construction since our initial feasibility study four years ago. A second project, which is also located on Pascack Road, is currently under construction. The remaining three single-family homes of a six single-family home development have recently been completed and should be ready for occupancy by January 2013. The development is located at the site of a previous nursery. A third project by Hovnanian, which is age-restricted, is proposed on the border of Woodcliff Lake and Montvale. Three buildings, containing 12 condominium units each, will be constructed. One of the three buildings will be completed by the end of the year, while another is under construction. While there should be no direct impact on either school district, there could be an indirect impact if current residents from Montvale and Woodcliff Lake move into the new housing units and sell their existing homes to families with children. While the potential for new children exists under this scenario, it is unknown whether current residents will purchase these units and what the demographic characteristics of the buyers will be of the existing homes in Montvale and Woodcliff Lake.

From 2006 to 2012, a total of 58 certificates of occupancy (“COs”) were issued for single-family, two-family, or multi-family homes as shown in Table 14. However, only 14 COs have been issued since 2009, which coincides with the downturn in the housing market.

Regarding affordable housing, the Council on Affordable Housing (“COAH”) was eliminated by Governor Chris Christie in August 2011, when he transferred all functions, powers, duties, and personnel of COAH to the Commissioner of the Department of Community Affairs. Prior to the reorganization, each community’s 3rd round, or projected growth share, would need to be satisfied by 2018. The projected growth share is an estimate based on projected housing growth and employment in a community. Woodcliff Lake’s projected growth share is 154 units. However, there recently has been a legal challenge to COAH’s computation of the projected growth share due to the recession, which may impact the number of units a community is required to build.

Table 14
Number of Residential Certificates of Occupancy by Year

Year	Woodcliff Lake Borough			Montvale Borough		
	1&2 Family	Multi-Family/ Mixed Use	Total	1&2 Family	Multi-Family/ Mixed Use	Total
2006	25	0	25	13	1	14
2007	11	0	11	70	0	70
2008	8	0	8	60	1	61
2009	5	0	5	36	0	36
2010	2	0	2	11	1	12
2011	3	0	3	5	21	26
2012 (thru June)	4	0	4	8	11	19
Total	58	0	58	203	35	238
Year	Hillsdale Borough			River Vale Township		
	1&2 Family	Multi-Family/ Mixed Use	Total	1&2 Family	Multi-Family/ Mixed Use	Total
2006	11	0	11	10	0	10
2007	4	0	4	9	2	11
2008	2	0	2	11	0	11
2009	3	0	3	10	0	10
2010	0	0	0	6	0	6
2011	0	0	0	5	0	5
2012 (thru June)	1	16	17	3	0	3
Total	21	16	37	54	2	56

Source: New Jersey Department of Community Affairs

Since the baseline enrollment projections utilize cohort survival ratios that take into account prior new home construction growth, the baseline enrollment projections should only be adjusted if the projected housing growth is significantly different than prior housing growth. Based on the certificate of occupancy (“CO”) data presented in Table 14, it appears that future residential construction in Woodcliff Lake will be less than that which has occurred since 2006. From 2006-2012, there were 58 COs issued for single, two-family, or multi-family homes in Woodcliff Lake. Since the number of future non age-restricted housing units (9) is less than that which was built in the last six years (58), the forthcoming baseline enrollment projections do not need to be modified to account for additional children from new housing developments.

2. Montvale Borough

Ms. Lorraine Hutter, Montvale Planning Board Secretary, provided information regarding current and future development in the community. Ms. Hutter provided a list of developments shown in Table 15, which are either under construction or currently seeking approval from the Planning Board.

Since the 2008 feasibility study, the largest planned residential development, Valley View of Montvale with 128 townhouse units, has been completed. Several developments listed in the prior study are still shown in the following table as developers have opted to delay construction due to the poor housing market. Only unoccupied homes are shown in the table since occupied units are likely to have children already enrolled in the school district. Cohort-survival ratios used to project future enrollment would have already taken these students into account. There is the potential for 117 non-age restricted housing units in Montvale, yielding 62 children² in grades K-12.

Table 15
Projected Housing Growth and Potential Number of Children
from New Housing Starts in Montvale Borough

Development Identification ¹	Number of Units	Housing Type	Number of Bedrooms	Potential Number of Children (K-12)	Project Notes
Spring Valley South	6	Single Family	4-BR	5	Construction has yet to begin.
Trailing Ridge (formerly Spring Valley North)	80	Townhouse	1-3 BR	29	Market-rate homes for sale (63): 34 3-BR and 29 4-BR Affordable rental housing units (17): 3 1-BR, 10 2-BR, and 4 3-BR Construction has yet to begin.
Woodland Heights	20	Single Family	4-BR	18	Construction has yet to begin.
The Enclave	5	Single Family	4-BR	4	28-unit development mostly completed and occupied except for 5 SF homes
Ferrara	3	Single Family	4-BR	3	Construction has yet to begin.
Ethan Homes	3	Single Family	4-BR	3	Construction has yet to begin.
Total	117			62	

Source: ¹Montvale Borough Planning Board Secretary

² *Who Lives in New Jersey Housing*, published by the Rutgers University Center for Urban Policy Research (CUPR), was used to determine the number of children anticipated from the new housing units for all communities in this study.

A potential age-restricted development, Four Seasons, which would consist of 36 two-bedroom units, is not shown in the table since it should not have a direct impact on the school district. As mentioned previously, there could be an indirect impact if current residents from Montvale move into the new housing units and sell their existing homes to families with children. While the potential for new children exists under this scenario, it is unknown whether current residents will purchase these units and what the demographic characteristics of the buyers will be of the existing homes in Montvale.

With respect to historical new construction, there have been 238 COs issued for new single-family, two-family, multi-family, or mixed-use housing units in Montvale since 2006, as shown in Table 14.

Regarding affordable housing, Montvale's projected growth share is 265 units. However, as stated previously, there recently has been a legal challenge to COAH's computation of the projected growth share due to the recession, which may impact the number of units a community is required to build.

Based on the CO data presented in Table 14, it appears that future residential construction in Montvale will be less than that which occurred since 2006. From 2006-2012, there were 238 COs issued for single, two-family, or multi-family homes in Montvale. Since the number of future non age-restricted housing units (117) is less than that which was built in the last six years (238), the forthcoming baseline enrollment projections do not need to be modified to account for additional children from the new housing developments.

3. Hillsdale Borough

Due to Hillsdale's opposition to a referendum associated with any of the scenarios in this study, Mr. Christopher P. Statile, Borough Engineer for Hillsdale, refused to provide information regarding current and future development in the community. Instead, we reviewed Hillsdale's planning board minutes from 2010-2012 to obtain relevant information. Notwithstanding several small subdivisions where an existing house is demolished and two single-family homes are erected in its place, there is the potential for one non-age restricted development in the community. This development, by 100 Park Avenue Associates, is still before the planning board and would consist of 36 units in a three-story building. Four of the units would meet affordable housing requirements. Since the bedroom distribution is not known, the number of anticipated children could not be estimated.

There is also the potential for two age-restricted housing units by Caliper Builders and Kaczala. Neither application has been approved by the planning board and should not have a direct impact on the enrollment projections as they should not yield any children. As mentioned previously, there could be an indirect impact if current residents from Hillsdale move into the new housing units and sell their existing homes to families with children. While the potential for new children exists under this scenario, it is unknown whether current residents will purchase these units and what the demographic characteristics of the buyers will be of the existing homes in Hillsdale.

With respect to historical new construction, there have been 37 COs issued for new single-family, two-family, multi-family, or mixed-use housing units in Hillsdale since 2006, as shown in Table 14.

Regarding affordable housing, Hillsdale's projected growth share is 48 units. However, as stated above, there recently has been a legal challenge to COAH's computation of the projected growth share due to the recession, which may impact the number of units a community is required to build.

Based on the CO data presented in Table 14, it appears that future residential construction will be similar to that which has occurred since 2006. Since the number of future homes (36) is not appreciably different than what was built historically (37), the forthcoming baseline enrollment projections were not modified to account for additional children from the new housing developments.

4. River Vale Township

Due to River Vale's opposition to a referendum associated with any of the scenarios in this study, Mr. Christopher P. Statile, Township Engineer for River Vale, refused to provide information regarding current and future development in the community. Instead, we reviewed River Vale's planning board minutes from 2009-2012 to obtain relevant information. Notwithstanding several small subdivisions where an existing house is demolished and two single-family homes are erected in its place, there is the potential for three developments in the community. The first development, Blue Hill Estates, was approved in 2009 and is to consist of six new single-family homes after an existing house is demolished. A second development by Bear Ban Builders LLC was approved in 2010 and is to consist of eight new single-family homes. It is not known whether these developments have been completed.

In our 2009 report, there was the potential for development on three separate tracts of land by River Vale Developers. Two of the three tracts were bought by River Vale and Bergen County, preserving the land as open space. On the third tract of land, a total of 22 townhouses and 28 multiplex units in seven buildings were constructed beginning in July 2010. Eight of the multiplex units in the development, known as Cherry Wood, will be sold as affordable housing units. As shown in Table 16, there is the potential for 64 non-age restricted housing units in River Vale, yielding 33 children in grades K-12.

With respect to historical new construction, there have been 56 COs issued for new single-family, two-family, multi-family, or mixed use housing units in River Vale since 2006, as shown in Table 14.

Table 16
Projected Housing Growth and Potential Number of Children
from New Housing Starts in River Vale Township

Development Identification ¹	Number of Units	Housing Type	Number of Bedrooms	Potential Number of Children (K-12)	Project Notes
Bear Ban Builders, LLC	8	Single Family	N/A	7	To be located on Rivervale Road
Cherry Wood	50	Townhouse (22), Multiplex (28)	2-3 BR	21	Multiplex carriage homes are 2-BR, townhouses are 3 BR Affordable housing units (8) will be 2-BR.
Blue Hill Estates	6	Single Family	N/A	5	Construction has yet to begin.
Total	64			33	

Source: ¹River Vale Township Planning Board Minutes, 2009-2012

Regarding affordable housing, River Vale's projected growth share is 53 units. However, as stated above, there recently has been a legal challenge to COAH's computation of the projected growth share due to the recession, which may impact the number of units a community is required to build.

Based on the CO data presented in Table 14, it appears that future residential construction will be similar to that which has occurred since 2006. Since the number of future homes (64) is not appreciably different than what was built historically (56), the forthcoming baseline enrollment projections were not modified to account for additional children from the new housing developments.

H. Enrollment Projections

Enrollment projections were calculated using average cohort-survival ratios based on the last six years of historical enrollment data. Enrollments were projected for each grade from 2012-13 through 2016-17. As discussed previously, the survival ratios take into account prior residential construction. None of the baseline enrollment projections was adjusted to account for housing growth since the planned growth in each community is similar to, or less than, that experienced historically.

While Woodcliff Lake, Montvale, Hillsdale, and River Vale are all PK-8 districts, the enrollment projections were also performed for grades 9-12. This represents the number of students attending Pascack Valley Regional from each community and will be instrumental in the forthcoming financial analysis.

Enrollments for self-contained special education/ungraded classes were computed by calculating the historical proportion of special education/ungraded students with respect to the

PK-8 subtotals for the school districts in Woodcliff Lake, Montvale, Hillsdale, and River Vale and with respect to the 9-12 subtotals for Pascack Valley Regional. An average proportion was then computed and multiplied by the future general education subtotals to estimate the future number of self-contained special education/ungraded students in each district.

With respect to grade-level pre-kindergarten students in each of the elementary districts, enrollment was projected by computing an average based on historical data and using this value throughout the five-year projection period.

On September 10, 2010, New Jersey Governor Chris Christie signed into law the Interdistrict School Choice Program, which took effect in the 2011-12 school year. This enables students to choose to go to a school outside their district of residence if the selected school is participating in the choice program. The choice school sets the number of openings per grade level. None of the districts in this study participate in the program and therefore it has no impact on the enrollment 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 are required to offer these programs to at least 90% of the eligible pre-school children by 2013-14. School districts may educate the pre-school children in district, by outside providers, or through Head Start programs.

Due to budgetary constraints, the New Jersey Department of Education postponed the roll-out of the program, which was scheduled for the 2009-10 school year. According to 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. Since it is unclear if and when the program will be mandated, the forthcoming enrollment projections do not include additional pre-kindergarten students from the SFRA. However, Table 17 shows the potential impact on the school districts if the program is mandated.

The pre-school program must be rolled out over a five-year period according to the following schedule:

- At least 20% of the eligible pre-school universe in the 2009-10 school year
- At least 35% of the universe in 2010-11
- At least 50% of the universe in 2011-12
- At least 65% of the universe in 2012-13
- At least 90% of the universe in 2013-14

³ Introduced by the New Jersey Department of Education in 1975, it provides a system of ranking school districts in the state by their socio-economic status.

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. Hillsdale’s DFG is “GH”, which is the lowest of the four communities, while Woodcliff Lake’s DFG is “J”, the highest of the four communities as shown in Table 17. Since Pascack Valley Regional does not educate elementary children, it is excluded from the following table. In Table 17 below, the estimated number of total eligible pre-school students by school district and the estimated rollout by year is shown.

Table 17
Estimated Number of Eligible Pre-School Students by School District
as Per School Funding Reform Act of 2008

School District	DFG (2000)	Total eligible ¹	2009-10	2010-11	2011-12	2012-13	2013-14
Woodcliff Lake	J	2	0	1	1	1	2
Montvale	I	0	0	0	0	0	0
Hillsdale	GH	13	3	5	7	8	12
River Vale	I	0	0	0	0	0	0

Note: ¹New Jersey Department of Education, Division of Early Childhood Education

For the purpose of this study, it has been assumed that the school districts will educate the pre-school children in-district. As the table shows, only Hillsdale and Woodcliff Lake have any eligible pre-school students. If the pre-school program were ever mandated, the impact on each of the district’s enrollment would be minimal.

1. Woodcliff Lake Public Schools

Projected PK-12 enrollment for the Woodcliff Lake Public Schools using cohort-survival ratios based on historical data from the last six years is shown in Table 18. PK-8 enrollment is projected to slowly decline through 2016-17 as a result of smaller kindergarten classes from a declining birth rate. The projected PK-8 enrollment in 2016-17, 719, would represent a loss of 81 students from the 2011-12 total of 800 students. At the PK-12 level, enrollment is projected to decline to 1,044 students in 2016-17, which would be a loss of 121 students from the 2011-12 total of 1,165 students. For grades 9-12, enrollment is projected to slowly decline, in general, throughout the projection period. A total of 325 students is projected in grades 9-12 in 2016-17, which is a loss of 40 students from the 365 students in grades 9-12 in the 2011-12 school year.

2. Montvale Public Schools

Projected PK-12 enrollment for the Montvale Public Schools using cohort-survival ratios based on historical data from the last six years is shown in Table 19. PK-8 enrollment for the district is projected to slowly decline, in general, through 2016-17. The projected PK-8 enrollment in 2016-17, 1,029, would represent a loss of 51 students from the 2011-12 total of 1,080 students. At the PK-12 level, enrollment is projected to be fairly stable, ranging between 1,496-1,531, which is similar to the 1,517 students in 2011-12. For grades 9-12, enrollment is projected to increase. A total of 502 students are projected in grades 9-12 in 2016-17, a gain of 65 students from the 437 students in grades 9-12 in the 2011-12 school year.

3. Hillsdale Public Schools

Projected PK-12 enrollment for the Hillsdale Public Schools using cohort-survival ratios based on historical data from the last six years is shown in Table 20. Like Woodcliff Lake, PK-8 enrollment is projected to steadily decline through 2016-17 as a result of smaller kindergarten classes from a declining birth rate. The projected PK-8 enrollment in 2016-17, 1,174, would represent a loss of 224 students from the 2011-12 total of 1,398 students. At the PK-12 level, enrollment is projected to decline to 1,817 students in 2016-17, which would be a loss of 237 students from the 2011-12 total of 2,054 students. For grades 9-12, enrollment is projected to range between 622-669, which is similar to the 656 students in 2011-12.

Table 18
Woodcliff Lake Projected Grade PK-12 Enrollments for 2012-13 to 2016-17

Year	PK RE ¹	K	1	2	3	4	5	6	7	8	SE ²	PK-8 Total	9	10	11	12	9-12 Total	PK-12 Total
2012-13	26	80	85	78	87	89	75	102	85	93	0	800	82	84	91	92	349	1,149
2013-14	26	59	83	87	78	88	91	74	103	84	0	773	85	83	84	90	342	1,115
2014-15	26	59	61	85	87	79	90	90	75	102	0	754	77	86	83	83	329	1,083
2015-16	26	65	61	62	85	88	81	89	91	74	0	722	93	78	86	82	339	1,061
2016-17	26	65	68	62	62	86	90	80	90	90	0	719	68	94	78	85	325	1,044

Notes: ¹Pre-kindergarten regular education enrollment

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

Table 19
Montvale Projected Grade PK-12 Enrollments for 2012-13 to 2016-17

Year	PK RE ¹	K	1	2	3	4	5	6	7	8	SE ²	PK-8 Total	9	10	11	12	9-12 Total	PK-12 Total
2012-13	22	78	108	99	130	129	126	112	126	158	0	1,088	89	118	98	118	423	1,511
2013-14	22	92	81	111	101	135	130	131	113	129	0	1,045	147	90	116	98	451	1,496
2014-15	22	105	96	83	114	105	136	135	133	116	0	1,045	120	148	89	116	473	1,518
2015-16	22	94	109	98	85	119	106	141	137	137	0	1,048	108	121	146	89	464	1,512
2016-17	22	94	98	112	100	89	120	110	143	141	0	1,029	127	109	119	147	502	1,531

Notes: ¹Pre-kindergarten regular education enrollment

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

Table 20
Hillsdale Projected Grade PK-12 Enrollments for 2012-13 to 2016-17

Year	PK RE ¹	K	1	2	3	4	5	6	7	8	SE ²	PK-8 Total	9	10	11	12	9-12 Total	PK-12 Total
2012-13	15	124	121	132	162	155	140	185	157	152	20	1,363	161	148	189	171	669	2,032
2013-14	15	101	124	123	133	163	158	142	183	158	19	1,319	154	161	147	190	652	1,971
2014-15	15	99	101	127	124	134	166	160	141	184	19	1,270	160	154	160	148	622	1,892
2015-16	15	109	99	103	128	125	136	168	158	142	18	1,201	186	160	153	161	660	1,861
2016-17	15	109	109	101	104	129	127	138	166	159	17	1,174	144	186	159	154	643	1,817

Notes: ¹Pre-kindergarten regular education enrollment

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

Table 21
River Vale Projected Grade PK-12 Enrollments for 2012-13 to 2016-17

Year	PK RE ¹	K	1	2	3	4	5	6	7	8	SE ²	PK-8 Total	9	10	11	12	9-12 Total	PK-12 Total
2012-13	22	122	106	124	130	146	166	155	170	157	7	1,305	154	150	156	142	602	1,907
2013-14	22	103	121	108	126	131	148	170	157	171	7	1,264	151	155	150	154	610	1,874
2014-15	22	83	102	123	110	127	133	151	172	158	6	1,187	165	152	155	149	621	1,808
2015-16	22	103	83	104	125	111	129	136	153	173	6	1,145	152	166	152	153	623	1,768
2016-17	22	103	102	84	106	126	112	132	138	154	6	1,085	166	153	166	151	636	1,721

Notes: ¹Pre-kindergarten regular education enrollment

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

Table 22
Pascack Valley Regional Projected Grade 9-12 Enrollments
for 2012-13 to 2016-17

Year	9	10	11	12	SE¹	9-12 Total
2012-13	486	500	526	515	22	2,049
2013-14	536	487	495	524	22	2,064
2014-15	521	537	483	492	23	2,056
2015-16	539	522	532	481	23	2,097
2016-17	505	540	517	529	23	2,114

Notes: ¹Self-contained special education enrollment/ Ungraded students

Table 23
Pascack Valley High School and Pascack Hills High School
Projected Grade 9-12 Enrollments for 2012-13 to 2016-17

Pascack Valley High School						
Year	9	10	11	12	SE¹	9-12 Total
2012-13	313	297	335	309	8	1,262
2013-14	303	313	294	334	8	1,252
2014-15	323	303	310	293	8	1,237
2015-16	336	323	300	309	8	1,276
2016-17	309	336	320	299	8	1,272
Pascack Hills High School						
Year	9	10	11	12	SE¹	9-12 Total
2012-13	173	203	191	206	14	787
2013-14	233	174	201	190	14	812
2014-15	198	234	173	199	15	819
2015-16	203	199	232	172	15	821
2016-17	196	204	197	230	15	842

Notes: ¹Self-contained special education enrollment/ Ungraded students

4. River Vale Public Schools

Projected PK-12 enrollment for the River Vale Public Schools using cohort-survival ratios based on historical data from the last six years is shown in Table 21. Like Woodcliff Lake and Hillsdale, PK-8 enrollment is projected to steadily decline through 2016-17 as a result of smaller kindergarten classes from a declining birth rate. The projected PK-8 enrollment in 2016-17, 1,085, would represent a loss of 246 students from the 2011-12 total of 1,331 students. At the PK-12 level, enrollment is projected to decline to 1,721 students in 2016-17, which would be a loss of 205 students from the 2011-12 total of 1,926 students. For grades 9-12, enrollment is projected to slowly rise to 636 students in 2011-12, which would represent a gain of 41 students from the 2011-12 total of 595 students.

5. Pascack Valley Regional High School District

Projected grade 9-12 enrollment for Pascack Valley Regional using cohort-survival ratios based on historical data from the last six years is shown in Table 22. The totals in the table represent the sum of the individual high schools' enrollment projections, which will be discussed below. Enrollment for the district is projected to increase, in general, to 2,114 students in 2016-17, which would represent a gain of 62.5 students from the 2011-12 total of 2,051.5 students.

Projected grade 9-12 enrollment for Pascack Valley and Pascack Hills is provided in Table 23. Enrollment in Pascack Valley is projected to be fairly stable, ranging between 1,237-1,276, which is similar to the 1,241.5 students in 2011-12. Enrollment at Pascack Hills is projected to slowly rise, in general, to 842 in 2016-17, which would represent a gain of 32 students from the 2011-12 total of 810 students.

It should be noted that the aggregated high school projections cited earlier for the individual communities are different when compared to the projections for Pascack Valley Regional. Since the historical enrollments broken down by community do not exactly sum to the totals in the high school district, the projected totals are different, but are within a reasonable tolerance. In any event, should Woodcliff Lake withdraw from the regional district and enter into a sending-receiving relationship to continue to have its students educated where they are currently, there is no impact on the enrollment data.

6. Woodcliff Lake-Montvale K-12 Regional School District

If Pascack Valley Regional were dissolved and the Woodcliff Lake and Montvale Public Schools formed a PK-12 regional school district, projected enrollment, using the projections from Tables 18, 19 and 23, is shown in Table 24. In this scenario, children from each of the districts would continue to be educated in their current schools, both at the elementary/middle and high school levels. Enrollment at the PK-8 level is projected to decline steadily throughout the five-year projection period. The PK-8 enrollment in 2016-17, 1,748, would represent a loss of 132 students from the 2011-12 total of 1,880 students. At the PK-12 level, enrollment is projected to decline to 2,590 students in 2016-17, which would be a loss of 100 students from the 2011-12 total of 2,690 students. The number of high school students is projected to slowly increase to 842 students in 2016-17 at Pascack Hills as discussed above.

Table 24
Woodcliff Lake-Montvale Regional School District Projected Grade PK-12 Enrollments for 2012-13 to 2016-17

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
2012-13	48	158	193	177	217	218	201	214	211	251	0	1,888	173	203	191	206	14	787	2,675
2013-14	48	151	164	198	179	223	221	205	216	213	0	1,818	233	174	201	190	14	812	2,630
2014-15	48	164	157	168	201	184	226	225	208	218	0	1,799	198	234	173	199	15	819	2,618
2015-16	48	159	170	160	170	207	187	230	228	211	0	1,770	203	199	232	172	15	821	2,591
2016-17	48	159	166	174	162	175	210	190	233	231	0	1,748	196	204	197	230	15	842	2,590

Notes: ¹Pre-kindergarten regular education enrollment

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

³Self-contained special education enrollment /Ungraded students for grades 9-12

K. Capacity Analysis

Table 25 shows the capacities of the school buildings in the Woodcliff Lake, Montvale, Hillsdale, and River Vale Public Schools, and Pascack Valley Regional in comparison to the projected enrollment in the 2016-17 school year. Since enrollment is not being projected at the elementary building level in this study, the projected enrollment is provided by a district's configuration (e.g., PK-5, 6-8). Using the capacities cited earlier in the report, the differences between building capacity and projected number of students were computed. Positive values indicate available extra seating while negative values indicate a shortage of seating.

As the table shows, Fieldstone Middle School in Montvale and Pascack Hills may have enrollment that would slightly exceed capacity in 2016-17. However, since the capacity of the buildings is not a fixed number and may be changed by increasing the number of students to be educated in a classroom, each district should be able to accommodate these students without the need for building additions. Most of the schools have a surplus in seating due to the projected enrollment declines, particularly at the PK-8 level.

Table 25
Capacity Analysis

	Capacity	Enrollment 2016-17	Difference
Woodcliff Lake Public Schools			
Dorchester Elementary School (PK-5)	592	459	+133
Woodcliff Middle School (6-8)	432	260	+172
Montvale Public Schools			
Memorial Elementary School (PK-4)	584	515	+69
Fieldstone Middle School (5-8)	475	514	-39
Hillsdale Public Schools			
Meadowbrook School (PK-4)	423	584	+226
Ann Blanche Smith School (PK-4)	387		
George G. White School (5-8)	752	590	+162
River Vale Public Schools			
Roberge Elementary School (PK-5)	462	660	+277
Woodside Elementary School (PK-5)	475		
Holdrum Middle School (6-8)	511	425	+86
Pascack Valley Regional High School District			
Pascack Hills High School (9-12)	829	842	-13
Pascack Valley High School (9-12)	1,301	1,272	+29

III. EDUCATIONAL PROGRAMS

A. Introduction

From an educational standpoint this feasibility study will focus on the consideration of the current (status quo) configuration of the five districts and the following alternative configurations:

1. The withdrawal of Woodcliff Lake from Pascack Valley Regional wherein Woodcliff Lake could enter into a sending-receiving relationship with Pascack Valley Regional for the education of its students in grades 9-12.
2. The withdrawal of Montvale and Woodcliff Lake from Pascack Valley Regional, which would result, by operation of law, in a Montvale PK-12 school district. In this scenario, Woodcliff Lake could establish a sending-receiving relationship with Montvale for the education of its students in grades 9-12.
3. The withdrawal of Montvale and Woodcliff Lake from Pascack Valley Regional and the simultaneous formation of an all-purpose regional district that would educate students from Montvale and Woodcliff Lake in grades PK-12.
4. The dissolution of Pascack Valley Regional, which would result, by operation of law, in the expansion of Montvale and Hillsdale into two separate PK-12 school districts. In this scenario, Woodcliff Lake could establish a sending-receiving relationship with Montvale for the education of its students in grades 9-12 and River Vale could establish a sending-receiving relationship with Hillsdale for the education of its students in grades 9-12.
5. The dissolution of Pascack Valley Regional and the simultaneous formation of an all-purpose regional district that would educate students from Montvale and Woodcliff Lake in grades PK-12. The communities of Hillsdale and River Vale would have the option of creating a similar PK-12 regional district or operating under the sending-receiving option described in the prior dissolution scenario.
6. The dissolution of Pascack Valley Regional and the simultaneous formation of an all-purpose regional district that would educate students from Hillsdale, Montvale, River Vale, and Woodcliff Lake in grades PK-12.

The consultants interviewed the superintendents of each of the five districts and, in some districts, other administrative personnel. Information and data from many sources were studied and considered when undertaking the analysis contained in this report. These included, but were not limited to, the following: district curricula, NJ Smart profiles, State Report Cards for each district, and data available from the New Jersey Department of Education website such as the Highly Qualified Teacher Survey, state assessment data, No Child Left Behind Reports, compliance reports, and Comparative Spending Guides. The consultants also visited each district.

Each of the five districts will be discussed at length, but several items are worthy of mention as an introduction to the educational section. Each of the five districts, Pascack Valley Regional, Hillsdale, Montvale, River Vale, and Woodcliff Lake, operates an excellent educational school district. While facilities vary in age and condition, each is appropriate for its purpose. Each district has some unique programs that provide the district and community with a source of pride. Each district meets the compliance requirements of the state. Each district has a strong and varied curriculum. Core content standards form the foundation of the districts' curricular and instructional programs, but course offerings go beyond the minimum in every district. As will be shown throughout this section, each district does well on state assessment instruments. Educational foundations and parent teacher organizations provide most of the districts with large contributions to assist the districts in providing beyond the established needs of the students. In some cases, these contributions were in the range of \$50,000 to \$75,000 in a given year. Community support for the districts appears to be strong in each town.

B. Pascack Valley Regional High School District

Pascack Valley Regional encompasses high school students from four communities with their own PK-8 school districts in the Pascack Valley region of Bergen County. The 2011-12 enrollment for the regional district is 2,051.5. The municipalities are Hillsdale, Montvale, River Vale, and Woodcliff Lake. The regional district is composed of Pascack Hills High School, which is located in Montvale, and Pascack Valley High School, which is located in Hillsdale; each is a grade 9-12 school. Students from Montvale and Woodcliff Lake attend Pascack Hills and students from Hillsdale and River Vale attend Pascack Valley. These four communities could be classified as bedroom communities by their proximity to New York City.

In 1955, the district opened Pascack Hills with an enrollment of 650 students. As a result of enrollment increases over the next few years, which resulted in double sessions in 1963, the district opened Pascack Valley in September 1964. Since enrollment boundaries for each school are by town, there is a disparity in the high school populations. This leads to more crowded conditions at Pascack Valley.

In both 2009 and 2012, Pascack Valley Regional underwent the state Quality Single Accountability Continuum district performance review. In both cases the Commissioner of Education notified the regional district that it was designated as high performing. The district scored 90% or better in the areas of instruction and program, fiscal management, governance, operations, and personnel.

The district is launching a regional curriculum office this year. “The Pascack Valley Regional High School district will be providing services to our four sending districts that will include curriculum coordination, professional development, and improved intra- and inter-district communication.” The regional curriculum office will include a regional instruction and curriculum coach who will teach professional development courses and provide other services to all five districts.

Pascack Valley Regional affords all students the opportunity to take any of the courses offered in only one of the high schools. Additionally, sophomores and juniors have the opportunity to take online courses through the Virtual High School for courses not offered at either regional high school. The district’s Program of Studies lists the educational goals for the district and provides course descriptions of the wide range of offerings for the students. Among these courses are: Forensics- Syracuse University; Satire, Comedy and Protest Literature; History and Hollywood; Advanced Fashion Design; Advanced Video Production; and Financial Literacy. The district offers over 15 advanced placement courses encompassing numerous subject areas. Students also have the ability to attend the Bergen County Technical Education Center, Northeast Satellite School in Paramus for half-day vocational and technical training.

The school profile stated that 43.5% of the students experienced high growth on the NJ ASK in language arts, literacy, and 43.1% experienced high growth in mathematics in 2011-12.

1. Pascack Hills High School

Pascack Hills, with a 2011-12 enrollment of 810 students, was one of the first New Jersey high schools to provide wireless laptop computers to all teachers and students for use in classrooms and at home. Pascack Hills’ students developed their own “app” for the iPhone. While the school day is comparable to the state average, the instructional time is much longer than the state average. The low mobility rate likely contributes to the success of the high school. Scholastic Aptitude Test scores are higher than the state average. Last year 252 students took the advanced placement tests in 20 different areas. Low faculty mobility and high attendance rates are indicators of a high performing school.

Pascack Hills has a full range of co-curricular activities including service clubs, academic honor societies, publications, academic clubs, student government, theater, language clubs, and music.

Meeting the mandates of the federal *No Child Left Behind Act of 2001* (“NCLB”) is no small accomplishment. The latest available data from the New Jersey Department of Education website indicate that 651 New Jersey schools, approximately 26% of the state’s 2,500 public and charter schools, have been identified as “Schools in Need of Improvement” (SINI) under this federal act.

The federal *NCLB* requires public accountability reports at the school, district, and state levels that include student assessment data disaggregated into subgroups, information on “highly

qualified” teachers, attendance, dropout, graduation rates, and the status of adequate yearly progress.

For the 2010-11 school year, Pascack Hills received a current AYP (Adequate Yearly Progress) report of “Yes” by the NJDOE Office of Title I Program, Planning and Accountability in its Final School Improvement Status Report for all schools in the district. Pascack Hills made adequate yearly progress in both Language Arts Literacy and Mathematics. Neither the school nor the district was determined to be “in need of improvement.”

2. Pascack Valley High School

At Pascack Valley, with an enrollment of 1,241.5, students developed their own “app” for the iPhone. This “app” provides students with information about the school activities, news, special events and other information. Pascack Valley was one of the first high schools to provide wireless laptop computers to all teachers and students for use in classrooms and at home. The high school is undergoing renovations to provide additional classroom space. Last year, a new special education program, PARK@PVR, was introduced to meet the needs of special education students placed outside the district. Parents are very supportive of the school and district. As is the case in Pascack Hills, Pascack Valley’s school day is comparable to the state average, yet the instructional time is much longer than the state average. The low mobility rate likely contributes to the success of the high school. Scholastic Aptitude Test scores are higher than the state average. Last year, 362 students took the advanced placement tests in 19 different areas. Low faculty mobility and high attendance rates are indicators of a high performing school.

Pascack Valley is designated as the district Title I school. The school does not have a school choice option as per United States Department of Education Non-Regulatory Guidance.

For the 2010-11 school year, Pascack Valley received a current AYP (Adequate Yearly Progress) report of “Yes” by the NJDOE Office of Title I Program, Planning and Accountability in its Final School Improvement Status Report for all schools in the district. Pascack Valley made adequate yearly progress in both Language Arts Literacy and Mathematics. Neither the school nor the district was determined to be “in need of improvement.”

C. High School Assessment Data

As indicated in Table 26 following, 97.0% of the 11th and 12th grade students at Pascack Hills scored at the proficient or advanced level in Language Arts Literacy according to the latest available figures. Likewise, 98.0% of the 11th and 12th grade students at Pascack Valley scored at the proficient or advanced levels for the same period. Other districts within the same District Factor Group (DFG) as Pascack Valley Regional (those with a similar socio-economic demographic), scored somewhat less at the 96.5% level, while 89.6% of all 11th and 12th grade students throughout the state scored at the proficient or advanced level.

Table 26
District Comparisons of the
High School Proficiency Assessment (HSPA)
Language Arts Literacy

	Year	Number Tested	Partial Proficiency	Proficient	Advanced	Total Proficient and Advanced Proficient
Hills	2010-11	215	1.9%	72.1%	26.0%	98.1%
	2011-12	202	3.0%	60.9%	36.1%	97.0%
Valley	2010-11	288	1.7%	73.6%	24.7%	98.3%
	2011-12	291	2.1%	67.4%	30.6%	98.0%
DFG	2010-11	15,665	3.8%	61.9%	34.3%	96.2%
	2011-12	15,547	3.5%	59.4%	37.1%	96.5%
State	2010-11	98,257	12.9%	68.7%	18.4%	87.1%
	2011-12	96,887	10.5%	68.8%	20.8%	89.6%

As indicated in Table 27 following, 93.0% of the 11th and 12th grade students at Pascack Hills scored at the proficient or advanced level in Mathematics according to the latest available figures. Additionally, 91.8% of the 11th and 12th grade students at Pascack Valley scored at the proficient or advanced levels for the same period. Districts within the same District Factor Group (DFG) scored somewhat less at the 88.9% level, while 75.2% of all 11th and 12th grade students throughout the state scored at the proficient or advanced level.

Table 27
District Comparisons of the
High School Proficiency Assessment (HSPA)
Mathematics

All Students	Year	Number Tested	Partial Proficiency	Proficient	Advanced	Total Proficient and Advanced Proficient
Hills	2010-11	215	4.7%	54.0%	41.4%	95.4%
	2011-12	199	7.0%	40.2%	52.8%	93.0%
Valley	2010-11	288	7.6%	46.9%	45.5%	92.4%
	2011-12	291	8.2%	47.8%	44.0%	91.8%
DFG	2010-11	15,651	10.8%	46.5%	42.7%	89.2%
	2011-12	15,543	11.1%	45.5%	43.4%	88.9%
State	2010-11	98,177	25.9%	50.1%	24.0%	74.1%
	2011-12	96,783	24.8%	49.9%	25.3%	75.2%

As indicated in Table 28 following, 88.3% of the 11th and 12th grade students at Pascack Hills scored at the proficient or advanced level in Biology according to the latest available figures. Likewise, 84.9% of the 11th and 12th grade students at Pascack Valley scored at the proficient or advanced levels for the same period. Districts within the same District Factor Group (DFG) scored somewhat less at the 80.4% level, while 57.3% of all 11th and 12th grade students throughout the state scored at the proficient or advanced level.

Table 28
District Comparisons of the
High School Proficiency Assessment (HSPA)
Biology

All Students	Year	Number Tested	Partial Proficiency	Proficient	Advanced	Total Proficient and Advanced Proficient
Hills	2010-11	211	26.1%	39.8%	34.1%	73.9%
	2011-12	170	11.8%	42.4%	45.9%	88.3%
Valley	2010-11	312	26.3%	53.5%	20.2%	73.7%
	2011-12	292	15.1%	52.4%	32.5%	84.9%
DFG	2010-11	16,303	22.5%	50.3%	27.3%	77.6%
	2011-12	16,865	19.6%	43.3%	37.1%	80.4%
State	2010-11	102,045	44.1%	41.7%	14.2%	55.9%
	2011-12	102,507	42.7%	38.0%	19.3%	57.3%

D. Summary of the Pascack Valley Regional High School District

It is the consultants' opinion that Pascack Valley Regional contains two high performing high schools. Both Pascack Valley and Pascack Hills High Schools consistently scored above the state and DFG averages for 2010-11 and 2011-12 on the HSPA. The district curriculum and co-curricular activities are both excellent. Partnerships with Syracuse University and Rutgers University provide access to college level programs. Facilities are appropriate for comprehensive high school programs. Community support and cooperation are evident. Articulation with the constituent districts is ongoing and should continue to improve with the institution of the Regional Curriculum Office this year.

E. Elementary District Assessment Comparisons

1. Comparison of State Assessment Data by Grade Level

As indicated in Table 29 following, listing the scores for Language Arts Literacy and Mathematics, River Vale and Woodcliff Lake scored slightly higher than Hillsdale and Montvale in the Third Grade NJASK Language Arts Literacy assessment of skills in 2011-12. In the area of Mathematics, Woodcliff Lake and River Vale scored slightly higher than Montvale and Hillsdale. In both curricular areas, all of the districts scored higher than the state average.

Table 29
District Comparisons of the
New Jersey Assessment of Skills and Knowledge
Grade Three

Language Arts Literacy	Year	Number Tested	Partial Proficiency	Proficient	Advanced	Total of Proficient and Advanced Proficient
Hillsdale	2010-11	179	18.4%	76.5%	5.0%	81.5%
	2011-12	139	22.3%	64.7%	12.9%	77.6%
Montvale	2010-11	110	28.2%	60.0%	11.8%	71.8%
	2011-12	117	29.9%	63.2%	6.8%	70.0%
River Vale	2010-11	159	16.4%	69.8%	13.8%	83.6%
	2011-12	163	10.4%	71.2%	18.4%	89.6%
Woodcliff Lake	2010-11	99	11.1%	69.7%	19.2%	88.9%
	2011-12	75	17.3%	73.3%	9.3%	82.6%
Statewide Results	2010-11	101,756	40.3%	54.1%	5.6%	59.7%
	2011-12	100,389	37.0%	55.8%	7.2%	63.0%
Mathematics						
Hillsdale	2010-11	179	10.1%	39.1%	50.8%	89.9%
	2011-12	139	10.1%	43.2%	46.8%	90.0%
Montvale	2010-11	110	9.1%	38.2%	52.7%	90.9%
	2011-12	117	7.7%	45.3%	47.0%	92.3%
River Vale	2010-11	161	5.0%	41.0%	54.0%	95.0%
	2011-12	163	3.7%	28.2%	68.1%	96.3%
Woodcliff Lake	2010-11	99	5.1%	28.3%	66.7%	95.0%
	2011-12	75	4.0%	46.7%	49.3%	96.0%
Statewide Results	2010-11	102,085	21.9%	41.0%	37.1%	78.1%
	2011-12	100,722	21.1%	40.5%	38.4%	78.9%

As indicated in Table 30 following, listing the scores for Language Arts Literacy, Mathematics, and Science, River Vale and Woodcliff Lake scored slightly higher than Hillsdale and Montvale in the Fourth Grade NJASK Language Arts Literacy assessment of skills in 2011-12. In the area of Mathematics, Woodcliff Lake and Montvale scored slightly higher than River Vale and Hillsdale. In the area of Science, all districts scored very high with the difference in scores among the districts insignificant. In all three curricular areas, the districts scored higher than the state average.

Table 30
District Comparisons of the
New Jersey Assessment of Skills and Knowledge
Grade Four

Language Arts Literacy	Year	Number Tested	Partial Proficiency	Proficient	Advanced	Total of Proficient and Advanced Proficient
Hillsdale	2010-11	157	24.2%	55.4%	20.4%	75.8%
	2011-12	182	21.4%	67.0%	11.5%	78.5%
Montvale	2010-11	121	23.1%	62.8%	14.0%	76.8%
	2011-12	112	18.8%	68.8%	12.5%	81.3%
River Vale	2010-11	154	11.7%	63.0%	25.3%	88.3%
	2011-12	159	15.1%	71.1%	13.8%	84.9%
Woodcliff Lake	2010-11	92	20.7%	62.0%	17.4%	79.4%
	2011-12	102	10.8%	66.7%	22.5%	89.2%
Statewide Results	2010-11	101,977	40.4%	50.3%	9.3%	59.6%
	2011-12	101,844	37.3%	55.5%	7.2%	62.7%
Mathematics						
Hillsdale	2010-11	157	12.7%	38.2%	49.0%	87.2%
	2011-12	182	11.5%	44.0%	44.5%	88.5%
Montvale	2010-11	122	6.6%	47.5%	45.9%	93.4%
	2011-12	112	5.4%	38.4%	56.3%	94.7%
River Vale	2010-11	154	6.5%	35.1%	58.4%	93.5%
	2011-12	159	9.4%	50.9%	39.6%	90.5%
Woodcliff Lake	2010-11	92	15.2%	50.0%	34.8%	84.8%
	2011-12	102	4.9%	45.1%	50.0%	95.1%
Statewide Results	2010-11	102,354	23.0%	42.2%	34.8%	77.0%
	2011-12	102,186	20.7%	47.2%	32.1%	79.3%

Science						
Hillsdale	2010-11	157	1.9%	35.7%	62.4%	98.1%
	2011-12	182	1.6%	35.2%	63.2%	98.4%
Montvale	2010-11	122	1.6%	45.9%	52.5%	98.4%
	2011-12	112	3.6%	33.0%	63.4%	96.4%
River Vale	2010-11	153	0.7%	32.7%	66.7%	99.4%
	2011-12	159	0.6%	33.3%	66.0%	99.3%
Woodcliff Lake	2010-11	92	0.0%	33.7%	66.3%	100.0%
	2011-12	102	2.0%	19.6%	78.4%	98.0%
Statewide Results	2010-11	102,328	6.6%	49.2%	44.2%	93.4%
	2011-12	102,121	10.0%	42.3%	47.7%	90.0%

As indicated in Table 31 following, River Vale and Montvale scored slightly higher than Woodcliff Lake and Hillsdale in the Fifth Grade NJASK Language Arts Literacy assessment of skills in 2011. In the area of Mathematics, River Vale, Montvale, and Woodcliff Lake scored higher than Hillsdale. With the exception of the Mathematics score of Hillsdale, all scores were above the state average.

Table 31
District Comparisons of the
New Jersey Assessment of Skills and Knowledge
Grade Five

Language Arts Literacy	Year	Number Tested	Partial Proficiency	Proficient	Advanced	Total of Proficient and Advanced Proficient
Hillsdale	2010-11	151	19.2%	67.5%	13.2%	80.7%
	2011-12	157	29.3%	63.7%	7.0%	70.7%
Montvale	2010-11	147	32.7%	59.2%	8.2%	67.4%
	2011-12	124	17.7%	70.2%	12.1%	82.3%
River Vale	2010-11	161	23.0%	62.7%	14.3%	77.0%
	2011-12	161	11.2%	80.1%	8.7%	88.8%
Woodcliff Lake	2010-11	96	16.7%	69.8%	13.5%	83.3%
	2011-12	92	20.7%	64.1%	15.2%	79.3%
Statewide Results	2010-11	102,844	36.9%	54.3%	8.7%	63.0%
	2011-12	102,320	39.1%	54.8%	6.1%	60.9%
Mathematics						
Hillsdale	2010-11	151	21.9%	37.7%	40.4%	78.1%
	2011-12	157	24.2%	34.4%	41.4%	75.8%
Montvale	2010-11	147	15.0%	43.5%	41.5%	85.0%
	2011-12	124	8.1%	37.9%	54.0%	91.9%
River Vale	2010-11	161	13.7%	39.1%	47.2%	86.3%
	2011-12	162	7.4%	37.0%	55.6%	92.6%
Woodcliff Lake	2010-11	96	10.4%	43.8%	45.8%	89.6%
	2011-12	92	7.6%	48.9%	43.5%	92.4%
Statewide Results	2010-11	103,160	21.3%	42.0%	36.8%	78.8%
	2011-12	102,626	19.4%	41.1%	39.5%	80.6%

As indicated in Table 32 following, River Vale, Montvale, Hillsdale and Woodcliff Lake scores are comparable and well above the state average in the Sixth Grade NJASK Language Arts Literacy assessment of skills in 2011. The same is true for the mathematics section of the assessment.

Table 32
District Comparisons of the
New Jersey Assessment of Skills and Knowledge
Grade Six

Language Arts Literacy	Year	Number Tested	Partial Proficiency	Proficient	Advanced	Total of Proficient and Advanced Proficient
Hillsdale	2010-11	159	20.1%	67.3%	12.6%	79.9%
	2011-12	153	11.8%	79.1%	9.2%	88.3%
Montvale	2010-11	98	14.3%	69.4%	16.3%	85.7%
	2011-12	155	13.5%	71.6%	14.8%	86.4%
River Vale	2010-11	158	19.2%	66.0%	14.7%	80.7%
	2011-12	160	17.5%	74.4%	8.1%	82.5%
Woodcliff Lake	2010-11	93	15.1%	71.0%	14.0%	85.0%
	2011-12	93	16.1%	66.7%	17.2%	83.9%
Statewide Results	2010-11	102,828	34.7%	57.7%	7.6%	65.3%
	2011-12	103,242	33.3%	59.4%	7.3%	66.7%
Mathematics						
Hillsdale	2010-11	159	26.4%	44.0%	29.6%	73.6%
	2011-12	153	11.1%	56.2%	32.7%	88.9%
Montvale	2010-11	98	14.3%	53.1%	32.7%	85.8%
	2011-12	155	9.7%	59.4%	31.0%	90.4%
River Vale	2010-11	157	14.6%	52.9%	32.5%	85.4%
	2011-12	160	11.3%	54.4%	34.4%	88.8%
Woodcliff Lake	2010-11	93	21.5%	50.5%	28.0%	78.5%
	2011-12	94	11.7%	41.5%	46.8%	88.3%
Statewide Results	2010-11	103,096	28.2%	48.3%	23.5%	71.8%
	2011-12	103,545	22.7%	49.8%	27.6%	77.4%

As indicated in Table 33 following, scores for Language Arts Literacy in Grade Seven are comparable for all districts. In the area of Mathematics, Montvale and River Vale scored slightly higher than Hillsdale and Woodcliff Lake. All scores were above the state average.

Table 33
District Comparisons of the
New Jersey Assessment of Skills and Knowledge
Grade Seven

Language Arts Literacy	Year	Number Tested	Partial Proficiency	Proficient	Advanced	Total of Proficient and Advanced Proficient
Hillsdale	2010-11	144	14.6%	63.2%	22.2%	85.4%
	2011-12	155	18.7%	61.3%	20.0%	81.3%
Montvale	2010-11	119	11.8%	71.4%	16.8%	88.2%
	2011-12	98	17.3%	51.0%	31.6%	82.6%
River Vale	2010-11	155	14.8%	59.4%	25.8%	85.2%
	2011-12	157	17.8%	62.4%	19.7%	82.1%
Woodcliff Lake	2010-11	96	7.3%	50.0%	42.7%	92.7%
	2011-12	93	16.1%	61.3%	22.6%	83.9%
Statewide Results	2010-11	103,143	30.8%	51.7%	17.5%	69.2%
	2011-12	103,367	36.7%	51.0%	12.3%	63.3%
Mathematics						
Hillsdale	2010-11	144	26.4%	37.5%	36.1%	73.6%
	2011-12	155	24.5%	42.6%	32.9%	75.5%
Montvale	2010-11	119	19.3%	47.9%	32.8%	80.7%
	2011-12	98	14.3%	42.9%	42.9%	85.8%
River Vale	2010-11	156	17.3%	40.4%	42.3%	82.7%
	2011-12	157	18.5%	39.5%	42.0%	81.5%
Woodcliff Lake	2010-11	96	7.3%	35.4%	57.3%	92.7%
	2011-12	93	20.4%	31.2%	48.4%	79.6%
Statewide Results	2010-11	103,383	35.7%	39.9%	24.4%	64.3%
	2011-12	103,575	34.3%	41.4%	24.3%	65.7%

As indicated in Table 34 following, listing the scores for Language Arts Literacy, Mathematics, and Science, Montvale and Woodcliff Lake scored slightly higher than River Vale and Hillsdale in the Eighth Grade NJASK Language Arts Literacy assessment of skills in 2011. In the area of Mathematics, Woodcliff Lake, Montvale, and River Vale scored slightly higher than Hillsdale. In the area of Science, Woodcliff Lake scored the highest, followed by River Vale and Montvale with statistically insignificant differences in scores, followed by Hillsdale. In all three curricular areas, the districts scored higher than the state average.

Table 34
District Comparisons of the
Grade Eight Proficiency Assessment (GEPA)
Grade 8

Language Arts Literacy	Year	Number Tested	Partial Proficiency	Proficient	Advanced	Total of Proficient and Advanced Proficient
Hillsdale	2010-11	187	4.3%	67.4%	28.3%	95.7%
	2011-12	151	7.9%	70.2%	21.9%	92.1%
Montvale	2010-11	113	0.9%	55.8%	43.4%	99.2%
	2011-12	120	2.5%	56.7%	40.8%	97.5%
River Vale	2010-11	168	7.7%	75.0%	17.3%	92.3%
	2011-12	154	3.9%	72.7%	23.4%	96.1%
Woodcliff Lake	2010-11	103	1.9%	54.4%	43.7%	98.1%
	2011-12	93	3.2%	49.5%	47.3%	96.8%
Statewide Results	2010-11	102,947	17.6%	64.1%	18.4%	82.5%
	2011-12	103,151	17.8%	63.0%	19.1%	82.1%
Mathematics						
Hillsdale	2010-11	187	17.6%	41.7%	40.6%	82.3%
	2011-12	152	16.4%	45.4%	38.2%	83.6%
Montvale	2010-11	113	15.9%	44.2%	39.8%	84.0%
	2011-12	120	8.3%	48.3%	43.3%	91.6%
River Vale	2010-11	168	17.9%	41.1%	41.1%	82.2%
	2011-12	155	9.7%	41.3%	49.0%	90.3%
Woodcliff Lake	2010-11	103	4.9%	27.2%	68.0%	95.2%
	2011-12	93	6.5%	31.2%	62.4%	93.6%
Statewide Results	2010-11	102,923	31.5%	39.4%	29.1%	68.5%
	2011-12	103,208	28.5%	41.1%	30.4%	71.5%

Science						
Hillsdale	2010-11	187	5.3%	47.6%	47.1%	94.7%
	2011-12	152	9.9%	51.3%	38.8%	90.1%
Montvale	2010-11	112	1.8%	41.6%	56.6%	98.2%
	2011-12	120	5.8%	48.3%	45.8%	94.1%
River Vale	2010-11	168	6.0%	45.2%	48.8%	94.0%
	2011-12	155	5.8%	45.2%	49.0%	94.2%
Woodcliff Lake	2010-11	103	1.9%	32.0%	66.0%	98.0%
	2011-12	93	3.2%	22.6%	74.2%	96.8%
Statewide Results	2010-11	102,932	17.0%	51.5%	31.4%	82.9%
	2011-12	103,130	18.8%	51.9%	29.3%	81.2%

To summarize the state assessment results of all four of the study districts, the consultants find that all are achieving excellent results. In every case, the district scores exceed the state average scores. The districts are to be commended for their performance in all areas.

F. Woodcliff Lake Public Schools

The Woodcliff Lake Public Schools is located in Bergen County in Woodcliff Lake, New Jersey. The PK-8 school district has 800 students in two schools. The Woodcliff Middle School educated 268 students in grades 6-8 in 2011-12. The Dorchester School had approximately 532 students in grades PK-5 in the same school year.

The district has a comprehensive curriculum covering all major subject areas. It follows a five-year curriculum renewal cycle. New programs in Science and Math are currently in place, and in 2012-13, new programs in Integrated Literacy, along with Gifted and Talented, and Technology are being introduced. All 8th grade students will receive an I-Pad this year to assist in the district's instructional program. The district also has a Strategic Plan in place for the 2007-2012 time frame.

Additionally, the district offers an impressive eight days of professional development for its instructional staff. The theories of Marzano and Tomlinson are both used in the workshops offered to teachers. There is a high degree of one-to-one instruction, with the curriculum driven by student needs rather than by textbooks. The instructional schedule is also very flexible in order to meet the individual, instructional needs of students. For example, five levels of math are offered for the students based upon their individual needs.

The district also offers numerous co-curricular programs, which include, but are not limited to, Student Council, Stock Market Game, Jazz/Rock ensemble, Choir, Environmental Club, and Drama and Theatre Club.

The district enjoys significant parental/public support. Presentations by students are made to the Mayor and Council from time to time. Groups affiliated with the district include an Educational Foundation, where 100% of the funds go to the two schools for purchasing educational tools. Additionally, another support group, the PFA, has donated approximately \$70,000 during the past two years. A special education support group is also active in the district.

State information reflects that Woodcliff Lake had 38.6% of the students show high growth in Language Arts and 43.1% in Mathematics. The special education population is listed as 11.6%. Students on free lunch comprise only 1.0% of the total population. The district appears to be demographically stable with 95.2% of the middle school students remaining in the district for three or more years.

1. Woodcliff Lake Public Schools No Child Left Behind (NCLB) Report

Meeting the mandates of the *No Child Left Behind (NCLB) Act* is no small accomplishment. The latest available data from the New Jersey Department of Education website indicates 651 New Jersey schools, approximately 26% of the State's 2,500 public and charter schools, have been identified as "Schools in Need of Improvement" (SINI) under this federal act.

The federal *No Child Left Behind Act of 2001* requires public accountability reports at the school, district, and state levels that include student assessment data disaggregated into subgroups, information on "highly qualified" teachers, attendance, dropout, graduation rates, and the status of adequate yearly progress.

For the 2010-11 school year, both the Woodcliff Lake Middle School and the Dorchester School received a current AYP (Achieved Yearly Progress) report of "Yes" by the NJDOE Office of Title I Program, Planning and Accountability in its Final School Improvement Status Report for all schools in the district. In order to achieve "Yes" with regards to its AYP, a school's students must meet both the proficiency targets and a 95 percent participation rate in math and language arts for each test administered at the school and for each of ten subgroups. AYP results are based on year-to-year comparisons of schools' scores on the New Jersey Assessment of Skills and Knowledge (NJASK). These tests are administered in the spring of each year. The current report also indicates that during the 2010-11 school year, neither of the schools in Woodcliff Lake was in a status of "in need of improvement."

2. Woodcliff Lake Summary

It is the consultants' opinion that the Woodcliff Lake Public Schools continues to be a high performing school district as indicated in the QSAC Report from the NJ Department of Education dated July 18, 2012. Curriculum and instructional programs are well developed and implemented to meet the academic and social needs of the students. Co-curricular activities and community support are particularly prevalent and successful in the district. Articulation with the

regional district and constituent districts is adequate and should improve with this year's implementation of a regional curriculum initiative.

G. Montvale Public Schools

The Montvale Public Schools is a PK-8 school district located in Montvale, New Jersey with 1,080 students in the 2011-12 school year. The district has two schools. Memorial Elementary School had 598 children enrolled from pre-kindergarten to grade four in 2011-12. Students have a low mobility rate and a higher than average attendance rate. The Fieldstone Middle School had 482 students in grades 5-8 in 2011-12. The Montvale Public Schools has Mr. Lawrence Hughes as the interim superintendent for the second time in the last five years. While most of the students come from English speaking homes, there are small Korean and Hispanic populations.

Under the guidance of Dr. Brian Chinni, supervisor of curriculum and instruction, the Montvale Public Schools provide students with a comprehensive curriculum. The district has a new website that is very user friendly and provides considerable information to parents about the district and its programs. The website provides access to the PVRSD Portal that contains the regional mathematics curriculum framework and the New Jersey Department of Education Common Core State Standards. The PVRSD Regional site is a region-based multi-district curriculum development initiative that, beginning this year, has a regional curriculum director.

The district reports that all classes are taught by highly-qualified teachers. New teachers attend a four-day summer institute to learn about the community and the learning environment of the district. Spanish, French, woodshop and home economics are taught in the middle school. The district utilizes the Edline Internet program to provide parents with information on students, assignments and programs. Internet connectivity is found throughout the schools.

District goals center on three areas: 1) "The learning environment - promote active and independent learning in a safe, secure and efficient environment." 2) "Curriculum, Instruction and Assessment - conduct necessary review and evaluation of existing programs to promote rigor, critical thinking skills, opportunity to practice problem solving skills and collaboration" 3) "Community - increase communication about district programs and initiatives."

Montvale has two summer learning programs: the Summer Essential Learning Resource and the Summer Institute. The Summer Institute runs two- and six-week classes in several areas including reading and elementary level essential learning. The Summer Essential Learning Resource program consists of instructional packets and assignments for students in each grade to work on over the summer. Included in this area is a mandatory reading log for students in grades 1-4.

Additionally, the district is fortunate to have a very active educational foundation. The Montvale Education Foundation operates as a 501(c)(3) nonprofit community-based organization striving to enhance the Montvale Public Schools through a focus on scholastic enrichment, technology, related arts, and professional development.

Students in Montvale are fortunate to have over 50 co-curricular clubs and activities offered across the grade levels. These activities range from sports to Chinese language club. In the 2011-12 school year, eighth grade students began a 1:1 Ipad 2 initiative. The Fieldstone Middle School has a turf athletic field.

State information indicates that Montvale had 53.6% of the students show high growth in Language Arts and 40.7% in Mathematics. The special education population is listed as 12.6%. Students on free lunch comprise only 0.7% of the total population. The district appears to be demographically stable with 88.4% of the middle school students remaining in the district for three or more years.

1. Montvale Public Schools No Child Left Behind (NCLB) Report

Meeting the mandates of the federal *No Child Left Behind Act of 2001* (“NCLB”) is no small accomplishment. The latest available data from the New Jersey Department of Education website indicates 651 New Jersey schools, approximately 26% of the State’s 2,500 public and charter schools, have been identified as “Schools in Need of Improvement” (SINI) under this federal act.

The federal *NCLB* requires public accountability reports at the school, district, and state levels that include student assessment data disaggregated into subgroups, information on “highly qualified” teachers, attendance, dropout, graduation rates, and the status of adequate yearly progress.

For the 2010-11 school year, the Fieldstone Middle School received a current AYP (Adequate Yearly Progress) report of “Yes” by the NJDOE Office of Title I Program, Planning and Accountability in its Final School Improvement Status Report for all schools in the district. The Memorial School did **not** make AYP in language. This was due to the “students with disabilities” sub-group’s not achieving the state standard of 72% scoring either proficient or advanced proficient on the state assessment tests. It should be noted that Memorial did meet the state standards in 40 of the 41 indicators. In order to achieve “Yes” with regard to its AYP, a school’s students must meet both the proficiency targets and a 95% participation rate in math and language arts for each test administered at the school and for each of ten subgroups. AYP results are based on year-to-year comparisons of schools’ scores on the New Jersey Assessment of Skills and Knowledge (NJASK). These tests are administered in the spring of each year. The state website lists 1,323 schools that did not make AYP in 2010-11. The current report also indicates that during the 2010-11 school year, none of the schools in Montvale was in a status of “in need of improvement.”

2. Montvale Summary

It is the consultants’ opinion that the Montvale Public Schools is a high performing school district. As noted in the prior section on state assessments, Montvale consistently performs above the state averages. The curriculum and academic programs are well developed

and implemented. Co-curricular activities and community support are excellent. Articulation with the regional district and constituent districts is adequate and should improve with this year's implementation of a regional curriculum initiative. Summer initiatives and in-school support programs are excellent.

H. Hillsdale Public Schools

The Hillsdale Public Schools is located in Bergen County in Hillsdale, New Jersey. The PK-8 school district has 1,398 students in three schools. The George G. White Middle School educated 652 students in grades 5-8 in 2011-12. The Meadowbrook School had approximately 360 students in grades PK-4, and the Ann Blanche Smith had approximately 386 students in grades K-4 in the same school year.

The district has developed seven systems goals and 15 educational outcome goals, which drive the curriculum and instructional program. Additionally, the district has a complete and thorough curricular program aligned with the Core Curriculum Content Standards. The Language Arts program is composed of literature, writing skills and language skills as would be expected. Among numerous novels read and studied at all levels are the following representative novels at the 7th and 8th grades: *A Christmas Carol*, *The Last of the Mohicans*, *Farewell to Manzanar*, and *Lord of the Flies*. Pre-Algebra is covered in the 7th and 8th grades. Both science and social studies are also presented effectively and efficiently. Additionally, co-curricular programs in the arts and sports, as well as good citizenship are found throughout the district. A review of a given curriculum takes place every five years under the auspices of the Hillsdale Curriculum Advisory Council.

From an instructional theory standpoint, the Understanding by Design model (designed by Grant Wiggins and Jay McTighe) is used to develop the curriculum and instructional program. This is a validated approach used by many successful districts throughout the U.S.

There are active parents and parent programs in the district. Class sizes of 20 to 22 students reflect parental concerns and sound instructional philosophy.

1. Hillsdale Public Schools No Child Left Behind (NCLB) Report

Meeting the mandates of the *No Child Left Behind (NCLB) Act* is no small accomplishment. The latest available data from the New Jersey Department of Education website indicates 651 New Jersey schools, approximately 26% of the State's 2,500 public and charter schools, have been identified as "Schools in Need of Improvement" (SINI) under this federal act.

The federal *No Child Left Behind Act of 2001* requires public accountability reports at the school, district, and state levels that include student assessment data disaggregated into subgroups, information on "highly qualified" teachers, attendance, dropout, graduation rates, and the status of adequate yearly progress.

For the 2010-11 school year, both the Ann Blanche Smith School and the Meadowbrook School received a current AYP (Adequate Yearly Progress) report of “Yes” by the NJDOE Office of Title I Program, Planning and Accountability in its Final School Improvement Status Report for all schools in the district. The George G. White Middle School did **not** make AYP in language or mathematics. This was due to the “students with disabilities” sub-group not achieving the state standard of 72% in language arts and 61% in mathematics by scoring either proficient or advanced proficient on the state assessment tests. It should be noted that George G. White did meet the state standards in 39 of the 41 indicators. In order to achieve “Yes” with regard to its AYP, a school’s students must meet both the proficiency targets and a 95 percent participation rate in math and language arts for each test administered at the school and for each of ten subgroups. AYP results are based on year-to-year comparisons of schools’ scores on the New Jersey Assessment of Skills and Knowledge (NJASK). These tests are administered in the spring of each year. The current report also indicates that during the 2010-11 school year, none of the schools in Hillsdale was in a status of “in need of improvement.”

2. Hillsdale Summary

It is the consultants’ opinion that the Hillsdale Public Schools continues to be a successful district on many levels. Curriculum and Instruction programs are well developed and implemented to meet the academic and social needs of the students. All elements of Marzano’s “factors affecting student achievement” are evident to some degree throughout the district. Additionally, a mechanism is in place to ensure that the curriculum is updated on a regular basis. Co-curricular activities and community support are found in the district. Articulation with the regional district and constituent districts is adequate and should improve with this year’s implementation of a regional curriculum initiative.

I. River Vale Public Schools

The River Vale Public Schools is located in Bergen County in River Vale, New Jersey. The PK-8 school district has 1,331 students in three schools. The Holdrum Middle School has 488 students in grades 6 through 8. Roberge Elementary School has approximately 391 students in grades PK through 5 with the PK classes being half day. Woodside Elementary School has approximately 452 students in grades K-5 with full-day kindergarten classes.

District goals as established by the Board of Education for 2012-13 are listed below:

GOAL 1: Student Performance – To improve student performance for ALL students through an intense focus on enhancing the teaching and instructional experience throughout the district.

GOAL 2: Communications – To improve communication among all members of the River Vale school district in order to share important information about the school district in a way that is timely, meaningful, and responsive to the needs of the community.

GOAL 3: Operations – To effectively and efficiently use district resources to provide safe, healthy, supportive environments that support educational initiatives and provide accountability for outcomes.

GOAL 4: Technology – To increase the use of technology for the purpose of improving the effectiveness and efficiency of achieving all other district goals.

River Vale participates in shared services with the other constituent districts. These shared services include, but are not limited to, Professional Development and curriculum & instruction. The district provides three days of professional development for its staff.

In addition to special programs like the Gifted and Talented Program, the district offers an after school robotics program. An extensive program of fine arts is also offered. A digital photography program is being offered at the Holdrum Middle School this year. During the first week in October an Anti-Bullying program is offered with assemblies and speakers. The district also offers a K-2 Literacy Arts Family Night at the Woodside School.

The district has an Educational Fund, which honors employees who have demonstrated a commitment to excellence. Additionally, the district receives strong support from the community. The River Vale P.T.A. has provided over \$13,000 of funding for the refinishing of 30 whiteboards throughout the District.

1. River Vale Public Schools No Child Left Behind (NCLB) Report

Meeting the mandates of the *No Child Left Behind (NCLB) Act* is no small accomplishment. The latest available data from the New Jersey Department of Education website indicates 651 New Jersey schools, approximately 26% of the State's 2,500 public and charter schools, have been identified as "Schools in Need of Improvement" (SINI) under this federal act.

The federal *No Child Left Behind Act of 2001* requires public accountability reports at the school, district, and state levels that include student assessment data disaggregated into subgroups, information on "highly qualified" teachers, attendance, dropout, graduation rates, and the status of adequate yearly progress.

For the 2010-11 school year, both the Woodside School and the Roberge School received a current AYP (Adequate Yearly Progress) report of "Yes" by the NJDOE Office of Title I Program, Planning and Accountability in its Final School Improvement Status Report for all schools in the district. The Holdrum Middle School did **not** make AYP in language or mathematics. This was due to the "students with disabilities" sub-group not achieving the state standard of 72% in language arts and 61% in mathematics by scoring either proficient or advanced proficient on the state assessment tests. It should be noted that the Holdrum School did meet the state standards in 39 of the 41 indicators. In order to achieve "Yes" with regard to its AYP, a school's students must meet both the proficiency targets and a 95 percent participation rate in math and language arts for each test administered at the school and for each of ten subgroups. AYP results are based on year-to-year comparisons of schools' scores on the New

Jersey Assessment of Skills and Knowledge (NJASK). These tests are administered in the spring of each year. The current report also indicates that during the 2010-11 school year, none of the schools in River Vale was in a status of “in need of improvement.”

2. River Vale Summary

It is the consultants’ opinion that the River Vale Public Schools continues to be a high performing school district on many levels. Curriculum and Instruction programs are well developed and implemented to meet the academic and social needs of the students. Co-curricular activities and community support are particularly prevalent and successful in the district. Articulation with the regional district and constituent districts is adequate and should improve with this year’s implementation of a regional curriculum initiative.

J. Educational Summary

1. Review of Options

As stated previously, from an educational standpoint this feasibility study will focus on the consideration of the current (status quo) configuration of the five districts and these alternative configurations:

1. The withdrawal of Woodcliff Lake from Pascack Valley Regional wherein Woodcliff Lake could enter into a sending-receiving relationship with Pascack Valley Regional for the education of its students in grades 9-12.
2. The withdrawal of Montvale and Woodcliff Lake from Pascack Valley Regional, which would result, by operation of law, in a Montvale PK-12 school district. In this scenario, Woodcliff Lake could establish a sending-receiving relationship with Montvale for the education of its students in grades 9-12. Under this scenario, Pascack Valley Regional remains in existence for the education of grades 9-12 students from Hillsdale and River Vale.
3. The withdrawal of Montvale and Woodcliff Lake from Pascack Valley Regional and the simultaneous formation of an all-purpose regional district that would educate students from Montvale and Woodcliff Lake in grades PK-12. Under this scenario, Pascack Valley Regional remains in existence for the education of grades 9-12 students from Hillsdale and River Vale.
4. The dissolution of Pascack Valley Regional, which would result, by operation of law, in the expansion of Montvale and Hillsdale into two separate PK-12 school districts. In this scenario, Woodcliff Lake could establish a sending-receiving relationship with Montvale for the education of its students in grades 9-12 and River Vale could establish a sending-receiving relationship with Hillsdale for the education of its students in grades 9-12.
5. The dissolution of Pascack Valley Regional and the simultaneous formation of an all-purpose regional district that would educate students from Montvale and Woodcliff Lake in grades PK-12. The communities of Hillsdale and River Vale would have the option of creating a similar PK-12 regional district or operating under the sending-receiving option described in the prior dissolution scenario.
6. The dissolution of Pascack Valley Regional and the simultaneous formation of an all-purpose regional district that would educate students from Hillsdale, Montvale, River Vale, and Woodcliff Lake in grades PK-12.

2. Recommendations and Concerns for Configuration

The consultants concur with the previous study that the current configuration of all five school districts is working very well for the students of their communities. Students continue to perform well on the state assessment instruments. The state school report card shows the districts are doing well. Programs, while different at each district, are diversified and in each case go beyond the minimum requirements of the core content standards. The districts display evidence of current educational theory and methodology. Each district has a sense of community, autonomy and independence. Articulation between the districts takes place on several levels and should be strengthened with this year's implementation of a regional curriculum office. This office will allow joint development of a consistent spiraling program.

It is the consultants' opinion that the current status quo configuration and all of the proposed alternative configurations would succeed for these four towns. This opinion is based on numerous factors. First, as the Institute of Educational Science (IES) of the United States Department of Education noted, students with higher levels of parental education outperformed students with lower levels of parental education. These four communities all have a higher level of parental education that would suggest the potential for success. IES states that this holds true for the family income of the communities as well. In their book "Breakthrough," Michael Fullam, Peter Hill, and Carmel Crevola talk about what is needed for successful educational programs. Fullam talks about the necessity to establish conditions conducive to focused learning. Again, each of these communities appears to have these established. "Breakthrough" also discusses the importance of administrative awareness of the impact of educational issues such as class size on student success.

Interviews with each of the districts' administrators revealed to the consultants that they have the knowledge to provide the leadership needed to ensure success regardless of the configuration of the schools in their communities. Both the Whole School Reform model and "Breakthrough" emphasize the importance of professional development to the success of the school. Marc Tucker, president of the National Center on Education and the Economy, stated in an article in the September 2012 *School Administrator*, that "Virtually all high-performing countries have powerful educational systems in place." Furthermore, Tucker emphasizes the need for strong curriculum frameworks that delineate what topics should be taught at each grade level in each subject. The curricula go beyond mathematics and language to include the arts, sciences, music, and morals or philosophy. The educational characteristics described by Tucker on a national level can be applied also on a local level. Each of the five districts appears to meet those criteria listed above. The four communities collaborate on professional development as well as individually providing their staffs with professional development on current educational issues. Other elements of the successful school are present in each district and would remain in place in all the configurations proposed. Among these are: the presence of substantial home and community support and partnerships; intervention and assistance for students both in and beyond the regular classroom; providing the necessary resources; and an assessment system to ensure student growth.

These four towns demonstrate many of the elements of the Whole School Reform model: awareness; commitment; planning for implementation; professional development; and local

support networks. The five districts also personify the three ‘Factors Affecting Student Achievement’ as outlined by Marzano (2003): School, Teacher, and Student. Under the School, Marzano lists a Guaranteed and Viable Curriculum, Challenging Goals and Effective Feedback, Parent and Community Involvement, a Safe and Orderly Environment, and Collegiality and Professionalism. Under the Teacher, he lists Instructional Strategies, Classroom Management, and Classroom Curriculum design, and finally, under the Student, he lists Home Atmosphere, Learned Intelligence and Background Knowledge, and Motivation. All of these factors to some degree (and many to a great degree) were found in the five school districts. Finally, this opinion is also the result of the consultants’ own experiences working with and reviewing school districts with the proposed configurations discussed in this report.

As a specific example of a major change in student and building reconfiguration, the Pittsburgh, Pennsylvania school district implemented a major change in its school facilities for the 2006-07 school year. Schools were closed and/or reconfigured and many students were moved from familiar to new school surroundings. The district fully expected to see academic achievement suffer as a result of this major change. However, 2007-08 preliminary PSSA test results showed not a decline, but an actual improvement.

The Pennsylvania Preliminary PSSA data for 2007-08 reported the following:

- Students showed progress out of “below basic” on 11 of 14 PSSA exams.
- Reductions in “below basic” ranged from 2.6 points (12.0%) in grade 8 to 5.1 points (21.4%) in grade 3 for Reading while reductions in “below” basic ranged from 2.4 points (24.5%) in grade 3 to 5.9 points (18.8%) in grade 7 in Mathematics from last year.
- Students made gains in Reading and Mathematics “proficiency” on 13 of 14 PSSA exams.
- Reading gains ranged from 0.8 points (1.9%) in grade 5 to 8.8 points (15.3%) in grade 8 while Mathematics gains ranged from 0.5 points (0.9%) in grade 5 to 8.6 points (19.6%) in grade 11.
- Students showed progress in moving to the “advanced” level on 12 of 14 PSSA exams.
- Reading gains ranged from 0.5 points (4.4%) in grade 5 to 8.7 points (30.2%) in grade 8 while Mathematics gains ranged from 1.6 points (5.6%) in grade 5 to 8.8 points (30.1%) in grade 4.

Based on the consultants’ knowledge and experience and the information listed above, there is every reason to believe that any of the proposed district configurations in this study will succeed educationally.

The singular withdrawal of Woodcliff Lake from Pascack Valley Regional has the potential to create some minor difficulties in maintaining the articulation with the other districts. It is not known if Woodcliff Lake would be able to continue to be part of the newly established regional curriculum office. It would certainly be beneficial for the Woodcliff Lake students entering ninth grade to have their elementary curriculum aligned with that of the other districts and the high school. Of course, as consultants we were not in a position to receive, and we are not aware of, a willingness by Pascack Valley Regional to enter into a sending-receiving agreement with Woodcliff Lake should it withdraw. It makes obvious sense but is not a foregone conclusion--nor is the preferred configuration of Montvale should it join in the effort to withdraw from, or dissolve, Pascack Valley Regional.

Educationally, the PK-12 regional district configurations offer slightly more possibilities for articulation and program continuity. The impact of K-12 programs on elementary programs was noted by Christopher Miller in an article in the Science Educator in 2010. This article discussed how, under the NCLB regulations, a high school science department helps improve the delivery of science programs in elementary grades. Since the decision to continue the status quo or change to one of the alternative configurations will have little educational program impact, this decision should rest on other factors.

K. Transition Plan

As mentioned in the previous study, in the event of a change in the configuration of the studied districts to one of the proposed configurations, a transition plan would be needed. In this case, the transition plan would be somewhat easier than normal. Under all of the configurations, presumably the students currently enrolled in Pascack Valley and Pascack Hills would continue to attend those same high school buildings as each of the newly formed districts would take ownership of a high school. If, at the time of the formation of the new district configurations, there are some students attending one of the current regional high schools that would, under the reconfigured districts attend the other high school, the transition plan should allow those students to continue to attend the student's current school until graduation. This will eliminate any potential disruption to the students.

Students in the current elementary schools are expected to continue in those schools at least in the initial years regardless of the new configuration. It is possible that reconfiguration might require the relocation or change in the number of special education classrooms, but this should be minimal with limited, if any, disruption.

The largest transition will occur in the administration and governance of the proposed district configurations. If two new regional districts were formed, each district would need a new Board of Education comprised of members of each constituent community as determined by statute. The current PK-8 boards of education from the local communities and the Pascack Valley Regional Board of Education would be disbanded under this configuration. Each district would also need an administrative staff. Since the regional districts would be new entities, these positions would be open at the inception of the districts. Current administrative staff would have some tenure rights to open positions, which would be determined by statute. Additionally, the

currently operating business offices would continue to operate until the new business offices took over. While this can be a challenging transition, it was successfully handled in the dissolution of regional school districts in Union County and Camden County. The districts resulting from these dissolutions could serve as a valuable resource in developing any transition plan in this case.

The same basic scenario would take place if the alternative of forming one PK-12 regional district were chosen. The regional district would need a new board of education comprised of members of each constituent community as determined by statute. The current PK-8 boards of education from the local communities and the Pascack Valley Regional Board of Education would be disbanded under this configuration. The district would also need an administrative staff. Since the regional district would be a new entity, these positions would be open at the inception of the districts. Current administrative staff would have some tenure rights to open positions, which would be determined by statute. Additionally, the currently operating business offices would continue to operate until the new business offices took over. As stated above, this can be challenging if not handled properly.

If Woodcliff Lake and Montvale withdraw from Pascack Valley Regional, the regional board of education would need to be revised to remove the current members from Woodcliff Lake and Montvale and increase the number of members from Hillsdale and River Vale, as determined by statute. In this case, ownership of the building and grounds of Pascack Hills would transfer to Montvale. Montvale and Woodcliff Lake would have two options for the education of their students: (1) the two communities could form a PK-12 regional district; or (2) Woodcliff Lake could establish a sending-receiving relationship with Montvale and send its students to Montvale for grades 9-12. If Montvale were to become a PK-12 district, its board of education would remain the same. Should Montvale and Woodcliff Lake form a PK-12 regional district, it would be governed by its own new board of education.

If Pascack Valley Regional is dissolved and Hillsdale and Montvale form PK-12 districts and enter into sending-receiving relationships with the other communities, only the Pascack Valley Regional Board of Education would be disbanded. The role of the Montvale and Hillsdale boards of education would increase to PK-12. Sending districts would be entitled to representation on the receiving district's board of education as determined by statute.

If Woodcliff Lake alone withdraws from Pascack Valley Regional and becomes a PK-12 district entering into a sending receiving relationship with Pascack Valley Regional for grades 9-12, all of the five district boards of education would remain. However, Woodcliff Lake would no longer be part of the regional and would only be entitled to membership based on the statute for sending district representation.

IV. RACIAL IMPACT

In Tables 35 and 36, total enrollment from 2006-07 through 2011-12 is broken down by race for Pascack Hills and Pascack Valley in Pascack Valley Regional. The following data are shown to determine whether there would be a negative racial impact upon dissolving Pascack Valley Regional. Since all children in grades PK-8 will continue to be educated at their respective current locations, there will not be any negative racial impact for these grades.

While minority enrollment has been fairly stable in Pascack Valley since 2006-07, minority enrollment has been increasing at Pascack Hills. At Pascack Hills, minority percentages have increased from 11.41% to 15.80% during this time period, while at Pascack Valley, minority percentages have ranged between 10.68%-12.73%.

In this feasibility study, six configurations were considered in comparison to the status quo as outlined previously. The following discusses the racial impact for each of the scenarios.

1. Woodcliff Lake withdraws its students in grades 9-12 from Pascack Valley Regional and sends its grade 9-12 students to Pascack Hills in Pascack Regional on a sending-receiving basis. In this scenario, since the students would be educated in the same buildings in which they are currently housed, reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.
2. Montvale and Woodcliff Lake withdraw their students in grades 9-12 from Pascack Valley Regional. Montvale would take ownership of Pascack Hills, as it is located within Montvale, and would become a PK-12 district and have a sending-receiving relationship with Woodcliff Lake for its students in grades 9-12. In this new configuration, students in grades 9-12 from Montvale and Woodcliff Lake would continue to be educated at Pascack Hills while the children in grades 9-12 from River Vale and Hillsdale would continue to be educated at Pascack Valley in Pascack Valley Regional. Since the students would be educated in the same buildings in which they are currently housed, reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.
3. Montvale and Woodcliff Lake withdraw their students in grades 9-12 from Pascack Valley Regional and form a new PK-12 regional school district. In this new configuration, the students in grades 9-12 from Montvale and Woodcliff Lake would continue to be educated at Pascack Hills while the children in grades 9-12 from River Vale and Hillsdale would continue to be educated at Pascack Valley in Pascack Valley Regional. Since the students would be educated in the same buildings in which they are currently housed, reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.
4. Pascack Valley Regional is dissolved. Montvale would take ownership of Pascack Hills and would become a PK-12 district. Woodcliff Lake would send its students in grades 9-12 to Pascack Hills in the Montvale Public Schools on a sending-receiving basis. Hillsdale would take ownership of Pascack Valley and would become a PK-12 district. River Vale would send its students in grades 9-12 to Pascack Valley in the Hillsdale Public Schools on a

sending-receiving basis. In this scenario, since the students would be educated in the same buildings in which they are currently housed, reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.

5. Pascack Valley Regional is dissolved. Montvale and Woodcliff Lake form a new PK-12 regional school district, which would contain Pascack Hills located in Montvale. Hillsdale and River Vale also would have the option of forming a new PK-12 regional district, which would contain Pascack Valley located in Hillsdale. In this scenario, since the students would be educated in the same buildings in which they are currently housed, reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.
6. Pascack Valley Regional is dissolved. Montvale, Hillsdale, River Vale, and Woodcliff Lake form a new PK-12 regional school district, which would contain Pascack Hills located in Montvale and Pascack Valley located in Hillsdale. In this scenario, since the students would be educated in the same buildings in which they are currently housed, reconfiguration would not change the racial make-up of these schools. Therefore, there would be no negative racial impact.

Table 35
Pascack Hills High School Enrollment by Race for 2006-07 to 2011-12

	White	%	Black	%	Hispanic	%	Native American	%	Asian/ Native Hawaiian	%	Two or More Races	%	Minority Total	All Student Total	Minority %
2006-07	648.5	88.59%	2	0.27%	29.5	4.03%	4	0.55%	48	6.56%	0	0.00%	84	732	11.41%
2007-08	692.5	88.67%	2	0.26%	38.5	4.93%	2	0.26%	46	5.89%	0	0.00%	89	781	11.33%
2008-09	714	87.99%	5	0.62%	43.5	5.36%	2	0.25%	47	5.79%	0	0.00%	98	811.5	12.01%
2009-10	717	86.39%	8	0.96%	50	6.02%	3	0.36%	52	6.27%	0	0.00%	113	830	13.61%
2010-11	700	85.26%	8	0.97%	50	6.09%	2	0.24%	59	7.19%	2	0.24%	121	821	14.49%
2011-12	679	83.83%	10	1.23%	41	5.06%	0	0.00%	77	9.51%	3	0.37%	131	810	15.80%

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

Table 36
Pascack Valley High School Enrollment by Race for 2006-07 to 2011-12

	White	%	Black	%	Hispanic	%	Native American	%	Asian/ Native Hawaiian	%	Two or More Races	%	Minority Total	All Student Total	Minority %
2006-07	966.5	87.90%	4	0.36%	53	4.82%	0	0.00%	76	6.91%	0	0.00%	133	1,099.5	12.10%
2007-08	980	87.58%	4	0.36%	51	4.56%	1	0.09%	83	7.42%	0	0.00%	139	1,119	12.42%
2008-09	1023	89.23%	6	0.52%	45.5	3.97%	3	0.26%	68	5.93%	1	0.09%	124	1,146.5	10.68%
2009-10	1065.5	89.31%	6	0.50%	40.5	3.39%	3	0.25%	78	6.54%	0	0.00%	128	1,193	10.69%
2010-11	1087.5	88.31%	8	0.65%	48	3.90%	2	0.16%	86	6.98%	0	0.00%	144	1,231.5	11.69%
2011-12	1082.5	87.19%	13	1.05%	58	4.67%	1	0.08%	86	6.93%	1	0.08%	159	1,241.5	12.73%

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

V. FINANCIAL IMPACT

The issue of the distribution of the tax levy in New Jersey regional school districts is receiving a fair amount of attention at this time. 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 has added to this discussion. Therefore, a number of constituent districts throughout New Jersey are refocusing on possible alternative configurations for the regional districts to which they send students.

In Woodcliff Lake's and Montvale's situations, the visible indicators suggest that the fiscal role as a constituent district in Pascack Valley Regional needs to be reconsidered. For the 2007-08 school year, Woodcliff Lake paid slightly over 25% of the tax levy while sending less than 18.3% of the students. By the 2012-13 school year, the amounts were 25.77% and 17.98% respectively. The gap between the two has risen. On the surface, Woodcliff Lake pays an extra 7.8% of the tax levy because of the way the tax levy is apportioned between the constituent districts. With tax levies over the \$40 million range, the extra percentage amounts to over \$3,000,000 annually in subsidy being paid by the taxpayers of Woodcliff Lake for the benefit of other constituent district taxpayers. Though not as severe, Montvale pays an extra 4.5% of the tax levy because of the tax levy apportionment between the constituent districts and therefore subsidizes the other constituent districts by over \$1,500,000 annually.

Similarly, if one looks at the average tax levy per student in Pascack Valley Regional, further exploration would be appropriate. While the average tax levy per student in 2007-08 was approximately \$20,400, Hillsdale paid \$15,469 per student while Woodcliff Lake paid \$28,379 per student, with the other two districts in between. By the 2012-13 school year, the approximate amounts were as reflected in Table 37 below. Clearly, the disparity is getting larger over time.

Table 37
Tax Levy Per Student 2012-13

School District	Tax Levy
Hillsdale	\$15,750
Montvale	\$25,600
River Vale	\$18,050
Woodcliff Lake	\$30,250
Pascack Valley Regional	\$21,100

The analysis below studies the financial impact that would result from continuing the school districts as they presently exist, four PK-8 districts and one regional 9-12 district (the "status quo"), as compared to the following alternative configurations:

1. The withdrawal of Woodcliff Lake from Pascack Valley Regional wherein Woodcliff Lake could enter into a sending-receiving relationship with Pascack Valley Regional for the education of its students in grades 9-12.
2. The withdrawal of Montvale and Woodcliff Lake from Pascack Valley Regional, which would result, by operation of law, in a Montvale PK-12 school district. In this scenario, Woodcliff Lake could establish a sending-receiving relationship with Montvale for the education of its students in grades 9-12. Under this scenario, Pascack Valley Regional remains in existence for the education of grades 9-12 students from Hillsdale and River Vale.
3. The withdrawal of Montvale and Woodcliff Lake from Pascack Valley Regional and the simultaneous formation of an all-purpose regional district that would educate students from Montvale and Woodcliff Lake in grades PK-12. Under this scenario, Pascack Valley Regional remains in existence for the education of grades 9-12 students from Hillsdale and River Vale.
4. The dissolution of Pascack Valley Regional, which would result, by operation of law, in the expansion of Montvale and Hillsdale into two separate PK-12 school districts. In this scenario, Woodcliff Lake could establish a sending-receiving relationship with Montvale for the education of its students in grades 9-12 and River Vale could establish a sending-receiving relationship with Hillsdale for the education of its students in grades 9-12.
5. The dissolution of Pascack Valley Regional and the simultaneous formation of an all-purpose regional district that would educate students from Montvale and Woodcliff Lake in grades PK-12. The communities of Hillsdale and River Vale would have the option of creating a similar PK-12 regional district or operating under the sending-receiving option described in the prior dissolution scenario. For the purposes of this analysis, it is assumed that both new regionals are funded based on the current 100% equalized property value methodology.
6. The dissolution of Pascack Valley Regional and the simultaneous formation of an all-purpose regional district that would educate students from Hillsdale, Montvale, River Vale, and Woodcliff Lake in grades PK-12.

The financial impact has been calculated in “2011 dollars” to eliminate the variable of inflation and the time value of money. This also eliminates the variable of the impact of future events that are independent of whether the alternative school configurations occur. The results are expressed in terms of average property tax levies and average tax rates, and any changes therein. The results are calculated assuming full implementation at the beginning of the 2012-13 school year. Though a phase-out period might be involved with any change, there is no phase-out period of years from a financial perspective in order to reflect the full financial impact, over the five-year period. This offers better information to make a decision in that 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 the Pascack Valley Regional High School District for each of the three years ended June 30, 2009, 2010 and 2011.
- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor’s Report on the general purpose financial statements of the Hillsdale Public Schools for each of the three years ended June 30, 2009, 2010 and 2011.
- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor’s Report on the general purpose financial statements of the Montvale Public Schools for each of the two years ended June 30, 2010 and 2011.
- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor’s Report on the general purpose financial statements of the River Vale Public Schools for each of the three years ended June 30, 2009, 2010 and 2011.
- Review of the Comprehensive Annual Financial Report, which includes the Independent Auditor’s Report on the general purpose financial statements of the Woodcliff Lake Public Schools for each of the three years ended June 30, 2009, 2010 and 2011.
- Review of the historical enrollment data and projected enrollment numbers for each of the five school districts.
- Communications with the business administrators, and others, as needed, in various districts to acquire relevant data concerning the proposed alternatives, and, where appropriate, to review the process being used.

- Review of the New Jersey Department of Education School Report Cards, State Aid information, equalized property values, and other relevant data for each of the five school districts, as set forth in various internet databases operated by the State of New Jersey.
- Telephone conference with a representative of the New Jersey Department of Education regarding the construction cost per square foot for use in calculating replacement costs for buildings, grounds, furnishings, and equipment.

A. Methodology

The starting point for analyzing the financial impact was modeling of the existing pattern of revenues and expenditures in the four constituent PK-8 school districts and in Pascack Valley Regional, based upon the existing level of educational services being provided in the districts during the 2010-11 school year. Additionally, the model was based upon the most recent three years of audited revenue and expenditure data (2008-09 thru 2010-11). In order 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 each of the five years from 2012-13 to 2016-17. The model takes into account fixed costs, such as superintendent salaries or interest on bonds, as well as those that vary with enrollment, like classroom teachers' salaries.

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, security and special education costs regardless of income or property wealth. Non-categorical aid, on the other hand, is only available to those who qualify as less-wealthy districts. New Jersey has an established funding formula for calculating State aid that first went into effect for the 2008-09 school year. At this time, it is unclear whether the State can afford to fund, on a continuing basis, the new formula at the indicated level. It certainly has not been completely funded over the last two years. Nevertheless, the impact of the new formula needs to be addressed. With the extreme low level of funding for the 2010-11 year, basing projected State Aid on that year seems unrealistic. Therefore, projected State Aid will be based on the 2012-13 Projected SFRA State School Aid summaries available on the DOE website. As everyone involved in education is aware, even with the revised State Aid formula any assumptions about future State Aid involve a high level of uncertainty.

Teachers' salary expenditures are based on the number of certificated staff that existed in the 2010-11 school year. Any projected increase or decrease in certificated staff will be based on the approximate median staff salary, which reflects a long-term average cost rather than the specific salary of a new hire or a departing staff member. 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 period were calculated for each scenario for each community. The relative financial impact was obtained by comparing each community's average tax levy and rate, for each scenario, to the average tax levy and rate estimated for the status quo scenario. These levies and rates are calculated solely for the purpose of comparing the scenarios and are not intended to reflect future tax levies and rates, as future tax levies will not be in 2011 dollars.

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 “2011 real 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, including the underlying ratios that impact eighth to ninth grade, for each community will continue into the future.
- State Aid for each district, before and after reconfiguration, will approximate the rate of funding that existed in the districts in the 2012-13 school year.
- State Aid for existing debt service will continue at the 2010-11 rate.
- Educational programs were assumed to be equivalent to those that have existed in Pascack Valley Regional and in the respective constituent districts during the 2010-11 school year.
- Instruction in the districts after reconfiguration was assumed to involve approximately the same number of certificated staff per pupil as in the respective constituent districts and in Pascack Valley Regional during the 2010-11 school year. Any projected increase or decrease in certificated staff will be based on the approximate median staff salary, which reflects a long-term average cost rather than the specific salary of a new hire or a departing staff member.

- The present method of apportioning the current expenses of Regional High School Districts, based on allocated equalized property value, is used to allocate any regional district tax levy to the appropriate constituent districts.
- Equalized and assessed valuations were held at the 2011 levels over the period of the estimation.
- Tuition, at the actual cost per pupil, for students under any of the alternatives is based on a sending-receiving relationship, with tuition payments to the respective district based upon the high school enrollment numbers projected. Nothing requires that the negotiated tuition rate between communities be set at this level. (Lower rates are possible, but rates higher than the actual per pupil cost are prohibited by law.)
- 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 2012-13 school year.
- Programs at the PK-8 level that have not yet been implemented, but might have an impact on the regional high school tax allocation, have not been reflected in this study.

C. Results of the Analysis

The information in Table 38 below summarizes the findings of the analysis for the potential alternatives. They are based on the enrollment tables above that are based on cohort-survival ratios. 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 2010-11 school year. The projected enrollment in each district for each of the five years from 2012-13 to 2016-17 was used to estimate the revenues, expenditures, tax rates, and tax levies for each of the five years, under both the present organizational structure and alternative scenarios. Estimated tax levy savings are expressed as positive amounts; estimated additional tax levies are expressed as negative amounts.

The allocation of the regional expenses to the various communities throughout the projection period is based, in part, on the number of students per community. Enrollment information by grade and by community was obtained from each constituent school district. Using this data, enrollment by community was projected and used in the calculation of each constituent community's tax levy allocation.

The Pascack Valley Regional cohort survival ratios have been used to develop enrollment projections for the 9th through 12th grades by building. The allocation of the tax levy to the individual communities throughout the projection period is based, in part, on the number of high school students by community. Enrollment information by grade and by community was obtained from Pascack Valley Regional. Using this data, 9th through 12th grade enrollment by community was projected and used in the calculation of each constituent community's tax levy allocation. The tax levy allocation for the all-purpose regional is discussed in a paragraph below the table.

To assist in understanding the Table, the tax levy amounts in each column of numbers represents the average of five years tax levies for education. The first column (reading left to right) assumes that no changes are made in the configuration of the districts. Under that scenario, Woodcliff Lake would have an average tax levy in 2011 dollars of \$22,978,000 and Montvale would have \$24,541,000. Those levies are translated to a rate based on equalized property values. The next column deals with the scenario of Woodcliff Lake alone withdrawing from Pascack Valley Regional. Under that scenario, Woodcliff Lake would save \$3,636,000 while Hillsdale would be paying \$1,164,000 more than in the Status Quo scenario. Of course, Montvale and River Vale would experience even greater tax increases in the scenario where Woodcliff Lake withdraws on its own. The third column considers the scenario where both Woodcliff Lake and Montvale simultaneously withdraw from Pascack Valley Regional, but Pascack Valley Regional remains in existence to educate high school students from Hillsdale and River Vale. In this scenario, River Vale would be paying an additional \$2,028,000 in educational taxes when compared to the Status Quo. The last two columns deal with dissolution scenarios. The fourth deals with no new regional districts being formed; the fifth with a PK-12 regional formed for each set of two districts. In each of these scenarios, Woodcliff Lake and Montvale will be saving money while Hillsdale and River Vale will be paying additional taxes, but the total tax levy is less in the latter scenario as fewer districts remain in operation.

For each community identified in Table 38 following, the tax levy and the savings or loss is expressed in 2011 constant dollars. The rates are expressed in dollars and cents per \$100 of equalized property valuation.

Table 38
Summary Of Tax Impact On Community
Compared With Status Quo Scenario

	(1) Status Quo	(2) Withdrawal Woodcliff Lake	(3) Withdrawal Woodcliff Lake And Montvale	(4) Dissolution (No Regionals)	(5) Dissolution (PK-12 Regionals)
Community: Borough of WOODCLIFF LAKE					
Tax Levy*	\$22,978	\$19,342	\$19,591	\$19,591	\$20,604
Rate	\$1.10	\$0.93	\$0.94	\$0.94	\$0.99
Savings (loss)*		\$3,636	\$3,387	\$3,387	\$2,374
Rate		\$0.17	\$0.16	\$0.16	\$0.11
Community: Borough of MONTVALE					
Tax Levy*	\$24,541	\$25,784	\$24,009	\$24,009	\$22,496
Rate	\$1.08	\$1.13	\$1.06	\$1.06	\$0.99
Savings (loss)*		(\$1,243)	\$532	\$532	\$2,045
Rate		(\$0.05)	\$0.02	\$0.02	\$0.09
Community: Borough of HILLSDALE					
Tax Levy*	\$26,973	\$28,137	\$28,891	\$29,631	\$28,318
Rate	\$1.42	\$1.48	\$1.52	\$1.56	\$1.49
Savings (loss)*		(\$1,164)	(\$1,918)	(\$2,658)	(\$1,345)
Rate		(\$0.06)	(\$0.10)	(\$0.14)	(\$0.07)
Community: RIVER VALE Township					
Tax Levy*	\$28,858	\$30,088	\$30,886	\$29,646	\$30,459
Rate	\$1.41	\$1.47	\$1.51	\$1.45	\$1.49
Savings (loss)*		(\$1,230)	(\$2,028)	(\$788)	(\$1,601)
Rate		(\$0.06)	(\$0.10)	(\$0.04)	(\$0.08)

* In thousands

The results are not surprising considering that Woodcliff Lake has been subsidizing the other communities under the current formula for allocating regional tax levies among constituent districts. (The tax levy is allocated based on the property values that each constituent district brings to Pascack Valley Regional.) The Table can be looked at in both a vertical and a horizontal perspective. In the former, under the Woodcliff Lake withdraws alone scenario, Woodcliff Lake saves \$3,636,000 while the other three communities pay more to pick up the savings for Woodcliff Lake. There are no additional costs or savings on an overall basis; merely a reallocation of the total tax levy among the constituent communities. Similarly, under each scenario, the total annual projected educational costs are allocated among the four communities with some paying more while others pay less than the Status Quo. From a horizontal perspective, the changes for a particular community can be looked at across scenarios. For example, Montvale pays an extra \$1.243 million in the Woodcliff Lake withdraws alone scenario while it would save \$0.532 million under the simultaneous withdrawal scenario. The difference to Montvale is almost \$1.8 million between those two scenarios. The dissolution options are reflected in the last two columns, with the option to go to one large PK-12 all-purpose regional district discussed separately in the subsection below. The PK-12 regional district for Montvale and Woodcliff Lake, and the one for Hillsdale and River Vale, show how the tax levy would be allocated using property values, as is currently done at Pascack Valley Regional. It is shown to reflect the tax implications and is not an indication that either pair has selected this option. Prior to creation of each PK-12 regional district, the constituent districts will have an opportunity to select the method of allocating the tax levy using any combination of property values and enrollment. The tax levy can be shifted between each of the communities in the respective regional by using 100% enrollment, instead of property value, as the allocation basis. Using 100% enrollment, approximately \$2.6 million of the tax levy, as reflected in Table 38, would be shifted from Woodcliff Lake to Montvale. Similarly, approximately \$1.9 million would be shifted from River Vale to Hillsdale. Therefore, choosing the right combination is critical. Additionally, the total tax levy across the four communities decreases as more school districts are eliminated.

The scenario reflecting the formation, by Woodcliff Lake and Montvale, of a two-community regional district after simultaneous withdrawal is not reflected in a separate column since the results are already elsewhere in the Table. For Woodcliff Lake and Montvale, the results are in the last column; for Hillsdale and River Vale the results will depend on whether those districts choose to keep Pascack Valley Regional in existence, dissolve it with no new regional, or dissolve it with a new regional. Those amounts are in the last three columns.

1. All-Purpose Regional District

Given the push from Trenton to reduce the number of school districts in the State of New Jersey, and given the requirement that county superintendents identify districts that could be consolidated into regional districts, it would be inappropriate not to consider the option of consolidating the five school districts that now serve these four communities into one all-purpose PK-12 regional district. It is imperative to understand that such a regional district could not be created without an affirmative vote in each of the affected communities, at a referendum held to consider this specific issue. Thus, one would assume that a projection of significant savings in each town is an essential prerequisite to the formation of a four-community PK-12 regional district.

There are five school districts with a total of over \$100,000,000 in school tax levies that serve the four communities. By creating an all-purpose PK-12 regional, four school districts can be eliminated. Assuming that State Aid for the new regional school district will be no less than the sum of the State Aid currently being received by the five school districts, and that these school districts can be combined at no additional costs for teachers' salaries, benefits, or other costs, and assuming that \$500,000 can be saved at the administrative level in each of the four districts that are eliminated, is there any way, under the current legislative requirements, that the tax levy can be distributed over the four communities so that each will experience some of the savings? Unfortunately, even with a savings of \$2,000,000 at the administrative level, using 100% enrollment, 100% property values, or any combination of the two for allocating the tax levy will leave at least one community with a tax increase over what it would be paying under its present organizational structure. Thus, it seems unrealistic that the voters in each town would pass the required referendum to create a four-community all-purpose regional PK-12 district under *N.J.S.A. 18A:13-33*.

Further, an assumption that salaries can be combined at no additional cost is very unlikely. Based on the 2010-11 School Report Card data, obtained from the NJDOE, the median teacher's salary ranges from \$59,585 to \$86,735 across the five districts. The highest number is in the regional district. Under this scenario all five school districts and their salary guides would cease to exist. The design of the new regional salary guide is not likely to be one that contains a maximum salary that is radically lower than the highest maximum that currently exists. Therefore, even if all the teachers could be placed initially on a new guide at no increase in cost, a highly unlikely situation, any teacher with a new maximum salary that is higher than the maximum in the current district, would be entitled to larger future raises than would be available under the current contracts. Therefore, over the long term, teachers' salary costs would increase, overall savings would decrease or disappear, and the allocation of tax levies would result in fewer communities, if any, with long-term projected savings.

D. Operating Expenditures Of Regional District

The operating expenses of Pascack Valley Regional as drawn from the User Friendly Budgets for 2012-13, as provided in the DOE website, are summarized below.

Table 39
Pascack Valley Regional High School District
Total Expenditures

	Expenditure	Year ending June 30, 2013
	Regular Instruction	\$16,996,851
	Special Education Instruction	2,716,297
	Special Schools	0
	Undistributed Expenditures:	
	School Administration	1,480,314
	Other Support Services	5,618,309
	Other Administrative Services	2,093,619
	Operations and Maintenance	4,034,780
	Transportation	1,793,386
	Employee Benefits	5,809,963
	Tuition	2,737,779
	Capital Outlay	2,238,007
	Debt Service	<u>2,029,152</u>
	Total Expenditures	\$47,548,457

The distribution of the 2012-13 operating expenses and debt service of Pascack Valley Regional, as provided by Pascack Valley Regional, shows the specific allocation to the related communities as presented in Table 40 below.

Table 40
Percentage Share of Operating Expenses and Debt Service

Community	Percentage Share¹	General Fund	Debt Service
Woodcliff Lake Borough	25.7706%	\$11,730,597	\$522,925
Montvale Borough	25.6553%	\$11,678,104	\$520,584
Hillsdale Borough	24.0607%	\$10,952,286	\$488,229
River Vale Township	24.5134%	\$11,158,318	\$497,414
Total	100.0000%	\$45,519,305	\$2,029,152

Note: ¹Based on actual 2012-13 percentages

E. Equalized And Average Equalized Valuation Of Each Community

The following equalized valuations are taken from the "Local Property Taxes-Table of Equalized Values-Bergen County" as posted by the New Jersey Division of Taxation on the Internet. For Table 41 below, the first five represent the current configuration of the five districts; the remaining six represent alternative configurations under one or more of the alternatives.

Table 41
Equalized Valuations

School District	2011 Equalized Value	Three-Year Average Equalized Value
Woodcliff Lake (PK-8)	\$2,081,906,292	\$2,201,895,781
Montvale (PK-8)	2,273,093,745	2,255,378,357
Hillsdale (PK-8)	1,898,751,911	1,960,884,714
River Vale (PK-8)	2,042,326,772	2,103,966,472
Pascack Valley Regional (9-12 Regional)	8,296,078,720	8,522,125,325
Montvale (PK-12)	2,273,093,745	2,255,378,357
Hillsdale (PK-12)	1,898,751,911	1,960,884,714
Hillsdale/River Vale (9-12 Regional)	3,941,078,683	4,064,851,186
Montvale/Woodcliff Lake (PK-12 Regional)	4,355,000,037	4,457,274,138
Hillsdale/River Vale (PK-12 Regional)	3,941,078,683	4,064,851,186
Four-Community PK-12 Regional	8,296,078,720	8,522,125,325

F. Borrowing Margin For Each Constituent District

The borrowing margin for K-8 and 9-12 regional school districts, as set forth in NJSA 18A: 24-19, is calculated as 3.0 percent of the above average equalized values. PK-12 school districts are at 4.0 percent of the average equalized values. Table 42 shows the available school borrowing margin. Under the proposed alternative configurations, there will be an increase in available borrowing margin for each community with a PK-12 district. For each of the alternative Regional districts, there is over \$100 million of available borrowing margin.

Table 42
Borrowing Margin for Districts

School District	Borrowing Margin	Net School Debt June 30, 2011 ¹	Available Borrowing Margin
Montvale (PK-8)	\$67,661,351	\$5,574,000	\$62,087,351
Woodcliff Lake (PK-8)	\$66,056,873	\$9,985,000	\$56,071,873
Hillsdale (PK-8)	\$58,826,541	\$6,609,000	\$52,217,541
River Vale (PK-8)	\$63,118,994	\$7,715,000	\$55,403,994
Pascack Valley Regional (9-12 Regional)	\$255,663,760	\$26,448,000	\$229,215,760
Montvale (PK-12)	\$90,215,134	\$18,412,388	\$71,802,746
Hillsdale (PK-12)	\$78,435,388	\$20,218,612	\$58,216,776
Hillsdale/River Vale (9-12 Regional)	\$121,945,535	\$13,609,612	\$108,335,923
Montvale/Woodcliff Lake (PK-12 Regional)	\$178,290,965	\$28,397,388	\$149,893,577
Hillsdale/River Vale (PK-12 Regional)	\$162,594,046	\$27,933,612	\$134,660,434
Four-Community PK-12 Regional	\$340,885,013	\$56,331,000	\$284,554,013

Note: ¹ Latest available audited data for all five districts.

Should any alternative configuration occur, the debt related to each of the buildings in the district is reflected in the net school debt column. The most recent LRFPP of the district (2005) shows over \$20 million of potential future spending. Even if all of this were bonded, it appears that the amounts of Available Borrowing Margin should not be a problem.

G. Replacement Costs

In order to allocate the indebtedness related to fixed assets, the statutes necessitate the estimation of the replacement cost of buildings, grounds, furnishings and equipment. This estimate is calculated by the Department of Education. The methodology uses construction cost per square foot times the applicable square footage. Pascack Valley Regional provided the square footage of the Hills and Valley school buildings as 161,870 and 171,594, respectively. The State Department of Education supplied, by phone, the rate of \$143 per square foot. The resulting estimated replacement value for the two schools of Pascack Valley Regional is \$23,147,410 for the building located in Montvale and \$24,537,942 for the building located in Hillsdale. This amount will be used to allocate debt related to fixed assets.

H. Amount Of Indebtedness To Be Assumed

The Comprehensive Annual Financial Report of Pascack Valley Regional indicates that the District's indebtedness, consisting of serial bonds payable, totaled \$26,448,000 at June 30, 2011. This amount represents the total indebtedness of Pascack Valley Regional related to buildings, grounds, furnishings, equipment, and additions thereto. As of that date, there are no authorized but not issued bonds. *N.J.S.A.* 18A:13-53 instructs the County Superintendent to allocate the amount of this form of indebtedness "on the basis of the proportion which the replacement cost of the buildings, grounds, furnishings, equipment, and additions thereto of the regional district situated in the withdrawing district, or in each of the constituent districts in the event of a dissolution, bears to the replacement cost of the buildings, grounds, furnishings, equipment, and additions thereto situated in the entire regional district."

Given that bond proceeds have historically been used primarily for buildings, it is assumed that the outstanding debt should be allocated based on the relative replacement costs of the two buildings. This approach allocates 48.5%, approximately \$12,838,000 to the building in Montvale and 51.5%, approximately \$13,610,000 to the building in Hillsdale. That proportion of the outstanding regional district debt will follow each building in any alternative configuration.

I. Distribution Of Assets And Liabilities

N.J.S.A. 18A:13-53 also requires that the County Superintendent determine the amount of indebtedness and unfunded liabilities to be assumed by each community. This indebtedness represents liabilities not related to buildings grounds, furnishings, equipment, and additions thereto. The June 30, 2011 Comprehensive Annual Financial Report of Pascack Valley Regional indicates accounts payable total \$86,319. Assuming a withdrawal and using the approach provided by *N.J.S.A.* 18A:8-24, accounts payable are allocated among the constituent communities on the basis of a formula as described in statute, the results of which are presented in Table 43 below.

Table 43
Accounts Payable Allocation

Community	Percentage Share¹	Accounts Payable
Woodcliff Lake Borough	25.7706%	\$22,245
Montvale Borough	25.6553%	\$22,145
Hillsdale Borough	24.0607%	\$20,769
River Vale Township	24.5134%	\$21,160
Total	100.0000%	\$86,319

Note: ¹Based on actual 2012-13 percentages

Pascack Valley Regional does have some other liabilities that deserve special attention. The \$799,462 liability for compensated absences should probably be allocated to the districts where the employees will be based after any proposed reconfiguration occurs, since these costs relate to individual employees. The liability of \$5,241,931, for capital leases related to laptops and track & field projects, should be considered as part of the net value of these assets to be allocated.

Assets, other than buildings, grounds, furnishings, equipment, and additions thereto, are allocated in a manner similar to the above accounts payable table. These include cash, accounts receivable, vehicles, library resources, textbooks, and supplies. The present value of the items is conservatively estimated to exceed \$5,000,000 as of June 30, 2011. Each withdrawing district would be entitled to its respective percentage, while the balance would remain in Pascack Valley Regional. In a dissolution, each district would be entitled to its respective percentage. The amounts in Table 44 below are shown for illustration purposes only, as the actual amounts that will be subject to allocation will be the present value of those assets at the date of any reconfiguration.

Table 44
Other Assets Allocation

Community	Percentage Share¹	Modified Share
Woodcliff Lake Borough	25.7706%	\$1,288,530
Montvale Borough	25.6553%	\$1,282,765
Hillsdale Borough	24.0607%	\$1,203,035
River Vale Township	24.5134%	\$1,225,670
Total	100.0000%	\$5,000,000

J. Summary Of Fiscal Advantages And Disadvantages

First, there is no lawful way to structure the tax levy allocation formula for the four-community all-purpose PK-12 regional district so as to provide tax savings to each of the four communities. At least one of the constituent communities would be facing tax increases under each possibility. Therefore, given the legal requirement that each district vote in favor of creation of a new regional, we believe it unlikely that this scenario could be achieved.

From a financial perspective, withdrawal alone gains the most for Woodcliff Lake. It also is the alternative that is least likely to succeed, since the opposition will be greatest, as it offers no incentive to the necessary voters throughout the region. Simultaneous withdrawal by Montvale and Woodcliff Lake gives Woodcliff Lake substantial savings but provides tax savings to Montvale as well. Dissolution, which saves the most money overall, needs a third district in order to move forward. Since the other two districts would be looking at tax levy increases, it is very unlikely that either would push for dissolution.

Under either simultaneous withdrawal or dissolution, unless Montvale and Woodcliff Lake choose else wise, there will be a PK-12 school district in Montvale that has taken possession of the Hills high school building located therein, and a PK-12 school district in Woodcliff Lake that sends its 9th to 12th grade students to Montvale on a tuition basis. Under simultaneous withdrawal, unless Hillsdale and River Vale choose else wise, there will be a 9-12 regional district for the two communities; under dissolution, there will be a PK-12 school district in Hillsdale that has taken possession of the Valley high school building located therein, and a PK-12 school district in River Vale that sends its 9th to 12th grade students to Hillsdale on a tuition basis. In each of the above alternatives, the choice to create a new PK-12 regional district serving the two communities will save additional money overall.

From both Montvale's and Woodcliff Lake's perspective, simultaneous withdrawal from or dissolution of Pascack Valley Regional will save them substantial taxes. Either one, when using a 9-12 send/receive relationship, saves them a combined \$3,900,000; while either one, coupled with a two-community PK-12 regional, saves a combined \$4,400,000 annually. Montvale and Woodcliff Lake's choice of configuration after the simultaneous withdrawal or dissolution has no financial impact on the other two constituent districts. The tax increases for the other two communities combined will vary from approximately \$2,900,000 to \$4,000,000, depending on whether withdrawal, dissolution with no regional, or dissolution with regional is chosen.

Given the lack of other alternatives to correcting the overbearing tax allocation in regional districts, Woodcliff Lake should pursue withdrawal from Pascack Valley Regional. If possible, it should get Montvale to withdraw simultaneously. Though dissolution would yield equal benefits to Woodcliff Lake and Montvale, and save money for the other constituent districts, there is no practical way to achieve those results. From an educational perspective, forming a PK-12 educational structure is important. This can be done through the formation of a new regional district or through a send-receive structure between the two communities. Either one results in substantial overall savings to the two districts.

VI. CONCLUSION

The consultants concur with the previous study that the current configuration of all five school districts is working very well for the students of their communities. Students continue to perform well on the state assessment instruments. The state school report card shows the districts are doing well. Programs, while different at each district, are diversified and in each case go beyond the minimum requirements of the core content standards. The districts display evidence of current educational theory and methodology. Each district has a sense of community, autonomy and independence. Articulation between the districts takes place on several levels and should be strengthened with this year's implementation of a regional curriculum office. This office will allow joint development of a consistent spiraling program.

It is the consultants' opinion that the current status quo configuration and all of the proposed alternative configurations would succeed for these four towns. This opinion is based on numerous factors including: the research described previously in this report; the interviews with each district's leadership; and the consultants' own experiences working with and reviewing school districts with the proposed configurations.

The singular withdrawal of Woodcliff Lake from Pascack Valley Regional has the potential to create some minor difficulties in maintaining the articulation with the other districts. It is not known if Woodcliff Lake would be able to continue to be part of the newly established regional curriculum office. It would certainly be beneficial for the Woodcliff Lake students entering ninth grade to have their elementary curriculum aligned with that of the other districts and the high school. Educationally, the PK-12 regional district configurations offer slightly more possibilities for articulation and program continuity.

Based on the consultants' knowledge and experience, and the information listed in the educational section of this report, there is every reason to believe that any of the proposed district configurations in this study will succeed educationally. Since the decision to continue the status quo or change to one of the alternative configurations will have little educational program impact, this decision should rest on other factors, namely the disproportionate tax burden borne by Woodcliff Lake and Montvale.

From a financial perspective, Woodcliff Lake should pursue withdrawal from Pascack Valley Regional. If possible, it should get Montvale to withdraw simultaneously. The additional savings from elimination of an additional school district should lead them to a two-district PK-12 regional. However, a sending-receiving relationship between the two communities would have substantially overall financial and educational benefits.

For the above reasons, we conclude that the overall analysis of the present organizational structure and the viable options from an educational and financial standpoint suggest that Montvale and Woodcliff Lake should pursue simultaneous withdrawal from Pascack Valley Regional. However, dissolution offers identical financial benefits to Montvale and Woodcliff Lake. Should dissolution or simultaneous withdrawal occur, the other two constituent districts would need to identify the remaining structure for educating the PK-12 students in their communities.

VII. APPENDICES

Appendix A

RICHARD S. GRIP, Ed.D.

Work Address:
 Statistical Forecasting LLC
 P.O. Box 1156
 Secaucus, NJ 07096-1156
 1-877-299-6412

ACADEMIC AND PROFESSIONAL CAREER HISTORY

Executive Director: Statistical Forecasting LLC, Secaucus, New Jersey, March 1998 – present.

- Performed demographic studies projecting enrollment using the Modified Regression Technique and Cohort Survival Ratio method for public school districts.
- Testified at a deposition and trial as an expert witness in school demography regarding the termination of the sending-receiving relationship of Newfield Borough with the Buena Regional School District.
- Completed feasibility studies for school districts considering regionalization, de-regionalization, or alternative send-receive relationships. The studies look at demographic, educational, and financial implications of the new structure as compared to the status quo.
- Performed external evaluations of educational programs in both secondary and post-secondary settings using both qualitative and quantitative techniques. Constructed surveys and conducted interviews to measure program effects.

Representative Projects

Merchantville Borough (NJ) - Feasibility Study (2012) – Conducted a study considering the demographic and racial effects of the withdrawal of Merchantville students from the Pennsauken Public Schools upon termination of the existing sending-receiving relationship.

Woodbridge School District (NJ) - Demographic Study (2012) – Performed five-year enrollment projections for large school district (13,000+ students) at the individual school level. Births by census tract and block group were used to project enrollment at the school level. Student addresses were geocoded to show the five-year changes in the relative concentrations of where students live and the sections of the township that have the most children per housing unit.

South Hunterdon Regional School District (NJ) Feasibility Study (2012) – Conducted a study considering the dissolution of the South Hunterdon Regional School District (grades 7-12) and analyzed six different scenarios for the education of students in Lambertville Borough, Stockton

Borough, and West Amwell Township. Analyzed demographic and racial impacts in each of the scenarios.

Yonkers Public Schools (NY) - Demographic Study (2011) – Performed ten-year enrollment projections by the four major races in the school district. Other analyses performed include projecting future birth counts by race, studying the impact of immigration on enrollment, and the effects of charter, private, and parochial schools on enrollment. The impact of new housing developments on the school district was also considered.

New York City School Construction Authority - Demographic Study (2006-2012) – Performed enrollment projections for the New York City Public Schools as part of the Five-Year Capital Plan. Projections are being computed by the four major races for each of the 32 community school districts and aggregated by borough and citywide. Another analyses performed include projecting future birth counts by race, developing a special education model to project self-contained special education students, and studying the impact of immigration on enrollment. Finally, a comprehensive study of the impact of new housing development in New York City on enrollment at the community school district level was undertaken.

Hackensack Public Schools (NJ) - Demographic Study (2010) – Conducted a study projecting enrollment five years into the future. Analyzed local population trends, demographic characteristics of the community using Census and ACS data, student mobility rates, and the impact of new housing starts on enrollment. Completed a capacity analysis of building capacities compared to projected enrollment. Performed a separate analysis of housing turnover in the community by using home sale data for the past 30 years to project the number of homes by length of ownership based on the current length of ownership and historical turnover rates. Using the student yields computed separately by length of ownership, the total number of students was projected five years into the future.

North Hanover Township School District (NJ) - Demographic Study (2010) – Conducted a study projecting enrollment five years into the future. Analyzed local population trends, demographic characteristics of the community using Census and ACS data, and student mobility rates. Completed a capacity analysis of building capacities compared to projected enrollment. Performed an in-depth analysis of the demolition and renovation of housing units at McGuire Air Force Base and its impact on enrollment.

Robbinsville Township School District (NJ) - Demographic Study (2009) – Conducted a study projecting enrollment five years into the future. Analyzed local population trends, demographic characteristics of the community using Census and ACS data, student mobility rates, and the impact of new housing starts on enrollment. Completed a capacity analysis of building capacities compared to projected enrollment. Performed a separate analysis of housing turnover in the community by using home sale data for the past 30 years to project the number of homes by length of ownership based on the current length of ownership and historical turnover rates. Using the student yields computed separately by length of ownership, the total number of students was projected five years into the future.

Montvale Borough (NJ) and Woodcliff Lake Borough (NJ) - Feasibility Study (2008) – Conducted a study considering the dissolution of the Pascack Valley Regional High School District whereby a full K-12 regional district would be created between Montvale and Woodcliff Lake Boroughs.

Carlstadt Borough (NJ) - Feasibility Study (2008) – Conducted a study considering the dissolution of the Carlstadt-East Rutherford Regional High School District whereby a full K-12 regional district

would be created between East Rutherford and Carlstadt Boroughs or whereby a K-12 district would be created in East Rutherford Borough and high school students from Carlstadt Borough would attend East Rutherford on a sending-receiving basis.

Watchung Borough (NJ) - Feasibility Study (2008) – Conducted a study considering the withdrawal of Watchung Borough from the Watchung Hills Regional High School District whereby Watchung would send its students to the existing regional district on a sending-receiving basis. The study also considered the dissolution of the Watchung Hills Regional High School District whereby a full K-12 regional district would be created or whereby a K-12 district would be created in Warren Township and high school students from Watchung Borough would attend Warren Township on a sending-receiving basis.

Park Ridge Borough (NJ) - Feasibility Study (2007) – Conducted a study considering many different organizational structures to the existing PK-12 school district including forming an all-purpose regional school district with adjoining communities and joining an existing limited-purpose regional high school district.

Merchantville Board of Education (NJ) – Racial Impact Study (2007) – Conducted a study to determine the racial impact of Merchantville terminating its sending-receiving relationship with Pennsauken Township.

Vineland Board of Education (NJ) - Demographic Study (2006) – The average student yield per home was computed by analyzing recent developments constructed in Vineland City. This value was then used to project the number of children from comparable future developments. A representative sample of 26 new streets located in 15 different developments was analyzed. District transportation records were accessed from 2002-2006 to obtain the number of children per household on these streets and their grade levels for each of these years. The number of children per housing unit was computed and used to project the expected number of children from approximately 1,600 new single-family homes in Vineland City. Baseline enrollment projections were then modified.

Oradell Borough (NJ) - Feasibility Study (2006) – Conducted a study of dissolving the River Dell Regional School District, a limited-purpose grade 7-12 regional district, with the resulting formation of two independent K-12 districts in Oradell Borough and River Edge Borough. The study explored having Oradell enter into a send-receive relationship with River Edge for its grade 7 and 8 students while River Edge enter into a send-receive relationship with Oradell for its grade 9-12 students.

Liberty Township (NJ) - Feasibility Study (2006, 2008) – Conducted two studies, one which would dissolve the Great Meadows Regional School District, a grade PK-8 regional district, and create two independent PK-8 districts in Liberty Township and Independence Township. The second study analyzed dissolving the Great Meadows Regional School District, creating a PK-8 district in Independence Township and a PK-5 district in Liberty Township where Liberty Township students in grades 6-8 would be sent to Independence Township on a sending-receiving basis.

Newfield Board of Education (NJ) - Feasibility Study (2006) – Conducted a study of terminating the existing send-receive relationship between the Newfield Board of Education and the Buena Regional School Board of Education and initiating a new sending-receiving relationship between the Newfield Board of Education and the Delsea Regional Board of Education and the Franklin Township Board of Education. Testified at a deposition and trial as an expert witness in school demography regarding the termination of the sending-receiving relationship of Newfield Borough with the Buena Regional School District.

Elmer Borough Board of Education (NJ) - Feasibility Study (2004) – Conducted a study of making the Elmer Borough School District a non-operating district by creating a new sending-receiving relationship between the Elmer Board of Education and the Pittsgrove Board of Education. Analyzed the demographic impacts on each school district for the proposed organizational change.

Elk Township, Franklin Township, and Delsea Regional High School District (NJ) – Feasibility Study (2003-2004) – Conducted a feasibility study exploring the expansion of the Delsea Regional High School District from a limited purpose (grades 7-12) regional concept to an all-purpose (grades PK-12) regional alignment. Other options explored were the dissolution of the Delsea Regional High School District and formation of two independent PK-12 school districts in Franklin Township and Elk Township.

The College of New Jersey - External Evaluator and Psychometrician (2003-2006) – Served as an external evaluator and psychometrician measuring the effects of the Teachers as Leaders and Learners program, which was designed to provide professional development opportunities, mentoring, and graduate coursework in mathematics and science for elementary and middle school teachers of an urban school district in New Jersey. Entry and exit surveys were constructed to measure changes in attitudes and beliefs of teachers after program participation. Terra Nova, NJASK4, and GEPA test score data of students whose teachers participated in the program were analyzed to measure gains. A summative year-end report, which consisted of survey and test score results, was written to demonstrate how the program's goals and objectives were being met.

New Jersey Department of Education - External Evaluator and Psychometrician (2003-2006) – Served as an external evaluator and psychometrician for the Alternate Route Strand of the Teacher Quality Enhancement Grant for the New Jersey Department of Education. Responsibilities included writing quarterly and year-end reports documenting completion of program initiatives by the New Jersey Department of Education Provisional Teacher Program (Alternate Route). Provisional teachers rated the program's formal instruction component through a written survey. Data collected was subsequently analyzed to aid the New Jersey Department of Education in understanding the strengths and weaknesses of the program.

Adjunct Professor: Graduate School of Education, Rutgers University, New Brunswick, New Jersey, June 1999 – December 2000.

- Taught *Assessment and Measurement for Teachers*, a graduate-level course offered by the Department of Educational Psychology.
- Taught *Psychometric Theory I*, a graduate-level course offered by the Department of Educational Psychology.

Physics and Statistics Instructor (with tenure): Bridgewater-Raritan High School, Bridgewater, New Jersey, September 1993 – June 2001.

Adjunct Statistics Instructor: Raritan Valley Community College, Somerville, New Jersey, January 1996 - May 1999.

Physics Instructor (tenure-track): Montville High School, Montville, New Jersey, September 1992 - June 1993.

Adjunct Mathematics Instructor: County College of Morris, Randolph, New Jersey, June 1992 - December 1992.

Physics and Astronomy Instructor: Delbarton School, Morristown, New Jersey, January 1992 - June 1992.

EDUCATIONAL BACKGROUND

Rutgers University, New Brunswick, NJ

Doctor of Education in Educational Statistics and Measurement, May 1998

Dissertation: Prediction of Student Enrollments using the Modified Regression Technique

Doctoral Committee Chair: John W. Young

Rutgers University, New Brunswick, NJ

Master of Education in Science Education, January 1992

Rutgers University, New Brunswick, NJ

Bachelor of Science in Civil Engineering, May 1989

PRESENTATIONS

Panel Presenter. New Jersey Association of School Administrators, Branchburg NJ, June 2009: Forum on New Jersey School District Consolidation.

Lead Presenter. Population Association of America, New Orleans, LA, April 2008: Does Projecting School District Enrollments by Race Produce More Accurate Results?

Lead Presenter. Population Association of America, New York City, NY, March 2007: Highlights of a Demographic Study Prepared for an Abbott District.

Lead Presenter. American Association of School Administrators Rural and Small School Leaders, Baltimore, MD, July 2002: Performing Enrollment Projections in Vermont: A Case Study.

Lead Presenter. New Jersey Association of School Administrators, Atlantic City, NJ, May 2002: The Demographic Study: One size does not fit all.

Lead Presenter. New Jersey Association of School Administrators, Atlantic City, NJ, May 2001: Projecting Enrollments in Rapidly Growing School Districts.

Lead Presenter. New Jersey School Boards Convention, Atlantic City, NJ, October 2000: Enrollment projections: Making them accurate

Lead Presenter. New Jersey Association of School Administrators, Atlantic City, NJ, May 2000: Enrollment projections: A new direction.

Lead Presenter. New Jersey Association of School Administrators, Atlantic City, NJ, May 1999: Enrollment projections: A solution for high growth and low growth school districts.

Lead Presenter. American Educational Research Association, Montreal, Canada, April 1999: Predicting public school enrollments using the Modified Regression Technique.

Co-Presenter. Research Corporation Conference, Tucson, Arizona, January, 1996: Presented the experimental results of ^{152}Gd g-factors at the 2^+ and 4^+ states using a particle accelerator at Yale University.

PAPERS

Grip, R. S. (2010). Reading trends, not tea leaves. School Leader, 40(4), 32-38.

Grip, R.S. (2009). Does projecting enrollments by race produce more accurate results in New Jersey school districts? Population Research and Policy Review, 28(6), 747-771.

Grip, R. S. (2005). Enrollment trends in New Jersey. School Leader, 34(5), 20-27.

Grip, R. S. (2004). Projecting enrollment in rural schools: A study of three Vermont school districts. Journal of Research in Rural Education [On-line] 19(3). Available: <http://www.umaine.edu/jrre/19-3.htm>

Grip, R. S. (2002). Using demographic studies to project school enrollments. School Business Affairs, 68(7), 15-17.

Grip, R. S. & Young, J.W. (1999). The modified regression technique: A new method for public school enrollment projections. Planning and Changing, 30(3 & 4), 232-248.

AWARDS

Outstanding Dissertation Award (1999): Presented by the Rutgers University Alumni Association to the best dissertation from the Graduate School of Education

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Population Association of America

Appendix B

VIRGIL M. JOHNSON, Ed.D.

22 Constitution Blvd.

Berlin, New Jersey 08009-1352

856-767-9146

856-767-2816 (fax)

609-220-4175 (cell)

vjohnson@eticomm.net

EXPERIENCE

Educational Consulting

Centennial Associates, LLC. Educational Consultants. Managing Member, 6/05 to present. Company provides a variety of educational services, including withdrawal/dissolution feasibility studies, staff development, 3rd party evaluations, and strategic planning, to local school districts, local municipalities, and colleges.

Recent New Jersey studies and projects include 3rd Party Evaluation Team, 21st Century Goals Project (Gloucester City, Salem City and Penns Grove); Dissolution Studies, (Oradell School District, Liberty Twp Municipal Council, Sea Isle City Municipal Council, Park Ridge School District); Strategic Planning (Hampton Township School District).

Cram, Galasso & Johnson, LLC. Educational Consultants. Managing Member, 12/01 to 12/05. Company provides a variety of educational services, including superintendent searches, staff development, regionalization studies, and strategic planning, to local school districts. CGJ, LLC. is also a partner with the Educational Information and Resource Center (EIRC), Sewell, New Jersey. The company provides EIRC with services such as third party independent evaluation of state and federal programs, strategic planning, administrative personnel services, mentoring services, and staff development and training.

Field Service Representative, New Jersey School Boards Association, 7/99 to 11/01. Provided direct services to over 50 school boards in Burlington and Cumberland counties. Services included superintendent searches (10), superintendent evaluation, goal setting, board self-evaluation, and strategic planning.

Johnson / McLaughlin Associates, Educational Consulting, 11/94 - 9/95. Services provided to Harcourt Brace School Publishers, Camden County College, and various local school districts.

College/University

Director, Office of Field Experiences, Rowan University, 1/98 to 6/99. Supervised the placement of practicum and student teachers from four departments (elementary, secondary, special education, and health & exercise sciences) to over 175 school districts in the seven

southern counties in New Jersey. The office is responsible for over 2800 student pre-service placements throughout the school year.

Assistant Professor, Rowan University, Department of Elementary/Early Childhood Education, 9/95 to 1/98. Supervising student teachers, practicum students; and teaching [undergraduate] Educational Studies II (Measurement and Evaluation), Educational Studies IV (Classroom Management) and [graduate] Elementary School Curriculum and Foundations of Educational Policymaking.

Part-Time Lecturer, Rutgers, The State University, Graduate School of Education, 1990 to present. "Curriculum and Instruction", "Curriculum Development in the Elementary School", "Curriculum Development in the Secondary School", and "Fundamentals of Curriculum."

School Administration

Assistant Superintendent of Curriculum and Instruction, Winslow Township, NJ School System, June 1992 to October 1994. Assisted in the development and refinement of the general programs of curriculum and instruction, administration, personnel, staff development and evaluation. Served in the absence of Superintendent as Chief School Administrator. [During the period from October 1, 1993 to December 31, 1993 served as Acting Superintendent].

Elementary School Principal, Pennsauken, NJ, 1976 to 1992. Multi-building responsibility during most of this period. Served as Chairperson of the Elementary Curriculum Steering Committee (four years) and Chairperson of the K-12 Curriculum Articulation Committee for two years.

Curriculum Supervisor (Library Media Services, K-12), Camden, NJ School System, 1975-76. Supervised librarians and audio-visual specialists; coordinated film and video productions for instructional use. Prior to being appointed supervisor, I served as an audio-visual specialist from 1971-74.

EDUCATION

Doctor of Education (Ed.D.), Rutgers University, New Brunswick, NJ (1986), Curriculum Theory and Development. Dissertation: Anti-Democratic Attitudes of High School Students.

Master of Education (Ed.M.), Temple University, Philadelphia, PA, (1972), Educational Media.

Bachelor of Arts (BA), Western Carolina University, Cullowhee, NC, (1966), Theatre Arts. Graduated cum laude; member, Alpha Phi Sigma, national honorary scholastic fraternity.

EDUCATIONAL CERTIFICATES HELD

Elementary Teacher, Educational Media Specialist, Supervisor, Principal, School Administrator.

OTHER

Strategic Planning Certificate of Completion 2005

The International Strategic Planning Center for Education / The Cambridge Group

PUBLICATIONS

Analyzing the Third International Mathematics and Science Study – School Leader, Journal of the New Jersey School Boards Association, Vol. 29, No. 4 (January/February, 2000), Trenton, NJ.

A Professional Development District: A Strategy for School Improvement with Barry J. Galasso) - **Focus on Education**, Journal of the NJASCD, 1994 edition, Bayonne, NJ.

Citizen Preparation: The Basic Skill - New Jersey Parent-Teacher, Vol.66, No. 5 (April 1982), Trenton, NJ.

Foreign Languages and Careers - A transparency kit with script. Published by the **New Jersey Vocational-Technical Curriculum Laboratory**, 1974.

Career Education - A narrated slide program. Published by the **New Jersey Vocational-Technical Curriculum Laboratory**, 1973.

MILITARY

U.S. Marine Corps (Sgt), 1955-59, U.S. Embassy Security Guard, Taipei, Taiwan (Formosa), 1957-59. I currently serve as the Election Chairperson of the Marine Security Guard Association (MEGA).

PUBLIC SERVICE

During the 1980s and early 1990s, I served 14 years on the Berlin Borough School Board. During this period, I served as President of the Berlin Borough BOE, President of the Camden County School Boards Association, and two years as a Vice-President (Special Projects and Legislation) of the New Jersey School Boards Association.

REFERENCES

Provided upon request.

Appendix C

HERBERT F. JOHNSON

606 Wayne Avenue
Pitman, New Jersey 08071
856-589-5064

e-mail: hjohnson11@comcast.net

EDUCATION

ROWAN UNIVERSITY, Glassboro, NJ

Master of Arts in School Administration, 1980

Certification as Chief School Administrator

Certification as School Business Administrator, Principal

ROWAN UNIVERSITY, Glassboro, NJ

Master of Arts in Environmental Education, 1973

GETTYSBURG COLLEGE, Gettysburg, PA

Bachelor of Arts in Biology, 1968

MILITARY EXPERIENCE

UNITED STATES ARMY, (1968-1970)

First Lieutenant, Field Artillery

Artillery Battery Commander, Executive Officer and Forward Observer in Vietnam

Awarded two Bronze Stars, one with "V" for valor and Oak Leaf Cluster

EDUCATION EXPERIENCE

SPLIT TRAIL SERVICES, EDUCATIONAL CONSULTANT (2003-present)

Educational consultant in the areas of school finance and educational programs and evaluation

Liaison with government and private organizations

Consultant for the Educational Information and Resource Center

Testimony as an expert witness in the areas of educational programs and finance

Projects include feasibility studies for:

Delsea Regional, Franklin Township, and Elk Township

Elmer Borough and Pittsgrove Township School Districts

Shiloh Borough and Hopewell Township Boards of Education

Liberty Township (Great Meadows Regional School District)

Oradell (River Dell Regional School District)

Sea Isle City Board of Education

Newfield Board of Education (Buena Regional School District)
 Park Ridge Board of Education
 Carlstadt Board of Education (Carlstadt- East Rutherford Regional School district)
 Pittsgrove Township Board of Education
 Watchung Borough- Watchung Hills Regional School District
 Montvale Borough – Pascack Valley Regional High School District
 Stone Harbor and Avalon Boards of Education

NEW JERSEY DEPARTMENT OF EDUCATION, EDUCATIONAL CONSULTANT (2005-present)

CAPA Team Member

Member of several school evaluation teams as part of the Collaborative Assistance and Planning for Achievement program, part of the No Child Left Behind legislation
 Experience in the areas of: School leadership and Governance, Professional Development, School Culture and Climate

Attended CAPA training 2005, 2006, 2007, 2008

EDUCATIONAL INFORMATION AND RESOURCE CENTER, (2000-2002)

Executive Director (2000-2002)

Overall supervision and leadership of all aspects of the center
 Responsibilities include supervision of 68 staff members, center operations, public relations, budget development
 Liaison with government and private organizations
 Presentations to public and private organizations on a variety of subjects

Educational Consultant (2003-present)

Lead consultant on feasibility studies in the areas of educational programs and finance

LINDENWOLD BOARD OF EDUCATION, (1994-2000)

Superintendent of Schools

Overall supervision and leadership of all aspects of an urban school district
 Responsibilities include supervision of 225 staff members, curriculum, public relations, budget development, and student support services
 Presentations to New Jersey School Boards Association on budget preparation and computer usage

LINDENWOLD BOARD OF EDUCATION, (1990-1994)

Assistant Superintendent of Schools for Finance and Curriculum

Chief Financial Officer for a \$14 million budget
 School Business Administrator
 Curriculum Coordinator for the district
 Financial duties included accounting, payroll, audit preparation, maintenance of buildings and grounds, budget development and implementation
 Curriculum duties included teacher supervision, curriculum development and implementation, state and federal programs, student testing and evaluation

LINDENWOLD BOARD OF EDUCATION, (1978-1990)

Principal

Responsible for the operation of a 650 student school with a staff of 55
 Duties included staff supervision, budget development, discipline, public relations and numerous other tasks

Improved standardized test scores

MONROE TOWNSHIP BOARD OF EDUCATION, (1971-1978)

Teacher and Coach

Taught Science, Mathematics, Reading, Introduction to Vocations
 Co-author of state manual on occupational awareness
 Wrestling Coach

OTHER PERTINENT EXPERIENCE AND MEMBERSHIPS**EDUCATIONAL INFORMATION AND RESOURCE CENTER, (1984-1999)**

Member, Board of Directors

Chairperson of the Board of Directors
 Chairperson of the Finance Committee
 Testified at State hearings on EIRC
 Actively involved in many aspects of the Center

CAMDEN COUNTY PRINCIPALS AND SUPERVISORS ASSOCIATION, (1978-1990)

Member

Two term president of association
 Actively involved in advocacy program

NEW JERSEY SCHOOL BUSINESS OFFICIALS ASSOCIATION, (1990-1994)

Member

NEW JERSEY ASSOCIATION OF SCHOOL ADMINISTRATORS, (1994-present)

Member

Testified at State Senate hearings on CEIFA
 Member of the Small Schools Committee (2004-present)

GLOUCESTER COUNTY WORK FORCE INVESTMENT COUNCIL, (2000-Present)

Member of Executive Committee

Co- Chairman of the Youth Council

NEW JERSEY ASSOCIATION OF PARTNERS IN EDUCATION, (2000-2002)

Member of the Executive Committee

DEVEREUX FOUNDATION ADVISORY COUNCIL, (2001-2003)

Member

APPENDIX D

JAMES L. KIRTLAND

149 CORNELL AVENUE
BERKELEY HEIGHTS, NEW JERSEY 07922
(908) 771-5607

Executive experienced in domestic and international business.

- \$10.8 million annual savings for a Fortune 50 corporation by implementing statistical sampling approach in taking of physical inventories.
- \$2.5 million savings in audit time by standardizing audit programs.

Chaired Statistical Sampling Subcommittee (AICPA) for three years.

Served on International Federation of Accountants' Committee on Audit Sampling.

Served on AICPA Ethics Division Behavioral Standards Subcommittee.

Proficient in Spanish and Portuguese.

Certified Public Accountant, Ohio.

MBA in Accounting, Columbia University, New York.

BA in Math, *magna cum laude*, Shelton College, Ringwood, New Jersey.

PROFESSIONAL EXPERIENCE

1991 - Present INDEPENDENT CONSULTING

- Consulted with various New Jersey school districts regarding financial impact of district reconfiguration.
- Consulted with and conducted seminars for Fortune 50 Corporation on audit effectiveness and efficiency in the international internal audit group.
- Consulted with USAID on Capital Markets Project in Sri Lanka. Involved in peer review of Sri Lankan accounting profession to promote better auditor/investor communications and in development of standard programs and related training.
- Consulted re statistical approach to multi-million dollar Medicaid claim for large school districts.

1975 - 1991 Partner DELOITTE & TOUCHE

Recognized as auditing and statistical expert, using innovative approaches to problem solving.

- Developed and assisted in the implementation of practical sampling and regression applications in auditing throughout the Firm.
- Developed materials and conducted seminars for internal audit staff of large multi-national corporation.
- Served many clients with innovative analytical problem solving.

Supported National Managing Director of accounting and Auditing in administrative management.

Prior to 1975

National Office Accounting and Auditing Department.

- Developed innovative client service and auditing approaches used throughout the Firm.

- Participated in the development of a computer-based program for the evaluation of internal accounting controls.

Responsible for audit work in clients' offices - Cleveland, Ohio.

Responsible for first US GAAP audit of 21-company conglomerate in Sao Paulo, Brazil.

Developed and presented expert testimony.

- *Pension fund allocation in spin-off of major business segment.*
- *Accounting for cellular phone acquisition costs defended before SEC.*
- *Tax Ruling on use of hedge accounting in mutual funds.*
- *Construction cost and allocation in major construction project.*

Other Activities.

- *Berkeley Heights Board of Education.
Member 18+ years, including serving as Vice President and President.
Lead Board financial/quantitative analysis expert.
Lead Board negotiator for teachers' contract - multiple occasions.
Lead Board negotiator for administrators' contracts.
Developed salary guides.*
- *Union County School Boards Association - Vice President*
- *Union County Regional High School Dissolution Group - Lead financial expert in successful application for dissolution of high school district.*
- *Lower Camden County Regional High School District # 1 - Feasibility study regarding financial aspects of Dissolution Feasibility Study.*
- *West Morris Regional High School District - Feasibility study regarding financial impact of possible reconfigurations of the District.*
- *Borough of North Haledon and North Haledon Board of Education – Feasibility study regarding financial impact of withdrawal from a regional school district.*
- *Mountain Lakes Board of Education – Feasibility study regarding financial impact of ending a sending/receiving relationship.*
- *Cape May Borough and Cape May Board of Education - Feasibility study regarding financial impact of possible alternative configurations of the Regional District.*
- *Seaside Park Borough and Seaside Park Board of Education - Feasibility study regarding financial impact of possible alternative configurations of Central Regional District.*
- *Township of Mansfield – Feasibility study regarding financial impact of possible alternative configurations of Northern Burlington County Regional District.*
- *Clinton Township – Feasibility study regarding financial impact of withdrawal from North Hunterdon-Voorhees Regional School District.*
- *Borough of Oradell - Feasibility study regarding financial impact of possible alternative configurations of River Dell Regional District.*
- *Borough of Park Ridge– Feasibility study regarding financial impact of possible alternative high school configurations including participating in Pascack Valley Regional District.*
- *Boroughs of Montvale and Woodcliff Lake– Feasibility study regarding financial impact of possible alternative high school configurations regarding Pascack Valley Regional District.*
- *Borough of Watchung– Feasibility study regarding financial impact of possible alternative high school configurations regarding Watchung Hills Regional District.*
- *Treasurer of local church with half million dollar annual budget.*
- *Treasurer of other charitable organizations.*