

Eatontown Public Schools

Demographic, Redistricting and Grade Reorganization Report

ROSS HABER AND ASSOCIATES

November, 2015

Introduction

The Eatontown Board of Education has engaged Ross Haber and Associates to conduct a demographic, facility and redistricting/re-organization study. During the past ten years the District has undergone a significant decline in enrollment which has been not only based upon limited new housing development but also accelerated by the closing of the military base at Fort Monmouth. At the time of this study there is moderate new construction occurring and there is a long range plan through the Fort Monmouth Economic Revitalization Planning Authority which will, over the next twenty years, result in a large number of new residential units to be located on the Fort Monmouth site. The purpose of this study is to help the Board of Education to plan for the current enrollment and for future enrollments as they may be impacted by this new housing.

Executive Summary

1. The K-8 enrollment declined from 996 in 2010-11 to 962 as of the 2015-16 school year. This is a decline of 34 students or approximately 3.41%¹
2. The total enrollment, including self-contained special needs and pre-kindergarten declined from 1,053 in 2010-11 to 1,052 as of the 2015-16 15 school year. This leveling off is in part do to increased special education and pre-school enrollment.
3. The K-8 enrollment is projected to decline from the current 962 to 920 in 2020-21. This is a decline of 42 students or approximately 4.37%.
4. The total enrollment is projected to decline from the current 1,052 to 1,010 in 2020-21. This is a projected decline of 42 students students or approximately 4%.
5. The K-6 enrollment declined from 772 in 2010-11 to 743 as of October, 2015. This is a decline of 29 or approximately 3.76%.
6. The K-6 enrollment is projected to decline from the current 743 to 729 in 2020-21. This is a decline of 14 students or approximately 2%.
7. The enrollment in grades 7 and 8 has been fairly stable from 2009-10 to 2014-15 with a marginal decline of 4 students.
8. The enrollment in grades 7 and 8 is projected to decrease from the current

¹ See Attachment A: Enrollment Projection Tables and Charts

219 to 191 in 2019-20. This is a decrease of 28 students or approximately 12.7%.

There is currently one development under construction (Weston Landing) which to date is approximately 50% completed (with students already in the system). There are (as of July, 2015) approximately 60 single family homes and 15 townhouse units which will be completed and occupied by the middle to the end of the 2015-16 school year. Table 1 shows the estimated numbers of students, by grade level organization, projected to come from these new homes.

Table 1: Potential Housing Yield Remaining Weston Landing Units²

Single Family				Townhouse			
Homes	60			Homes	15		
Yield	0.241	0.099	0.062	Yield	0.142	0.045	0.028
	K-6	7-8	9-12		K-6	7-8	9-12
Students	15	1	1	Students	3	1	1

This data is the high estimate based upon housing values for single family and townhouse homes in Central New Jersey. The estimate yields are for all school aged children. Weston Landing is located in the Woodmere Elementary School attendance area. As of this date, based upon the data that is available, there are only three students attending Woodmere who reside in Weston Landing (all on Beacon Lane). The K-6 yield indicates an average of less than 3 students per grade which will not have a significant impact on the school enrollment.

There are also long term plans for construction on the Fort Monmouth site. There appear to be two distinct plans. There is a ten-year plan (according to the Re-use and Development Plan website) for 274 units at Howard Commons. The plan calls for 73 condominium units in Phase I which appear to be primarily 2 bedroom units. The second phase will comprise 144 condominium units which also appear to be primarily 2 bedroom units. There are 57 single family homes, which according to the plan, are currently listed as age-restricted. As age restricted units these are not considered in estimating students. However, based upon discussion with individuals from the Planning Authority there have been no final decisions. Howard Commons is part of the ten year plan. The estimated yield from Howard Commons (condominiums only) based upon estimated values are shown in Table 2.

² Data taken from "Who Lives in New Jersey"; Rutgers University, 2006

Table 2: Potential Housing Yield Howard Commons

Homes	217		
Yield	0.142	0.045	0.028
	K-6	7-8	9-12
Students	31	10	6

If the single family homes in Howard Commons are transitioned from Restricted to Fair Market they could potentially yield another 18 students. The total number of students potentially from Howard Commons would be, over an estimated ten year period approximately 60 students K-8.

There are another 302 rental units which are part of Option B to be located off Route 35 at what will be the Lifestyle Center. At this point there is no bid on this plan and no plan for the size and types of apartments. Based upon the Rutgers study an initial estimate is that rentals will yield (K-8) approximately 30 students. This could change once the actual numbers and types of apartments are known. These units are included in the 20 year plan.

This study will show that the Eatontown Public Schools have the capacity to accommodate this growth in enrollment. The projected growth should not (under what is currently known) exceed larger enrollment in in the schools historically. It is also important to note that these housing projections are long term and are offset by the continuing decline in the cohort projection. This study will also show that based upon current enrollment and future trends there are considerations which should be given to the organizational structure of the elementary schools.

Methodology for Projections

This study employed the cohort survival method. This method, which is accepted by the New Jersey State Education Department, follows groups of students as they move from grade to grade in order to calculate a growth/decline ratio. For example, if there are 100 students in grade 1 and this grows to 110 when these students reach grade 2, the growth ratio is 1.1. This is then calculated and averaged for five years and then is applied to the current year of enrollment in order to project future enrollments. In addition other factors, such as projected new housing, are added to the cohort projection and are allocated to the projections based upon average

construction times from permit to certificate of occupancy (this data is provided by the United States Census).

Demographics

Table 3: Comparative General Demographics³

Eatontown				
	2000	2014	Diff	Percent
Population	14,008	12,449	-1,559	-11.13%
Median Age	36.60	39.90	3.30	9.02%
Household	5,780	5,512	-268	-4.64%
Median Income	\$53,833	\$62,386	\$8,553	15.89%
Mean Income	\$63,804	\$83,478	\$19,674	30.84%
Monmouth County				
	2000	2014	Diff	Percent
Population	615,301	629,735	14,434	2.35%
Median Age	37.70	41.70	4.00	10.61%
Household	224,236	258,988	34752	15.50%
Median Income	\$64,271	\$84,526	\$20,255	31.51%
Mean Income	\$74,579	\$97,352	\$22,773	30.54%
State of New Jersey				
	2000	2014	Diff	Percent
Population	8,414,350	8,791,894	377,544	4.49%
Median Age	36.70	39.00	2.30	6.27%
Household	3,064,645	3,214,360	149,715	4.89%
Median Income	\$55,146	\$71,637	\$16,491	29.90%
Mean Income	\$74,719	\$96,602	\$21,883	29.29%

Table 3 is an overview of general demographics comparing Eatontown to Monmouth County and the State of New Jersey in several key demographics. The Eatontown demographics are reflective as to what has happened to the Borough, primarily as a result of the closing of Fort Monmouth both in terms population, median age and housing units. A key indicator is the significant increase in median age which relates strongly to birth rate which eventually does impact schools. In general the higher the median age the lower the birth rate. Also the changes in housing units also is a limiting factor with regard to school enrollment.

³ American Factfinder II, The United States Bureau of the Census

It is important to note that the planned new residential housing will begin to bring the community back to the year 2000 levels, at least in terms of available housing units. It is also important to note that the types of housing units will also be a factor in future school enrollment.

Purpose of the Study

This study was commissioned to provide the Board of Education for the purpose of making future plans for the Eatontown Public Schools. The first step in the process was to determine the future enrollment of the District based upon historical enrollment of the schools and future planned new residential housing. This has been provided in the previous section.

The second step in the process was to determine how these projections would impact each of the schools in the District. In order to do this analysis each building principal was provided with a survey regarding how space (classroom and non-classroom space) was being utilized. These surveys were then compared to the floor plans of each building. The next step involved meetings between each of the principals and Ross Haber and Associates. The purpose of these meeting was to insure accuracy in terms of this report. It also provided an opportunity for the principals to express any concerns that they might have regarding facility/program issues.

One of the key issues for the principals was the lack of flexibility caused by limited sections per grade level. In two of the schools the majority of the grades have two sections (none more than two) and in one of the schools (Woodmere) the majority of the grades have one section (and the projections will show that in the very near future Woodmere will have only one section per grade level. The key issues caused by this grade/section factor are the inability to move students in the same grade to a different section either annually or on a needs basis and the fact that students will have the same classmates until they reach Memorial. Although not within the scope of this study is it also important to note that a minimal number of sections on a grade level in a school does not allow for articulation between grade level teachers thus having an impact on consistency in the delivery of curriculum. This also has an impact on the ability to make better budgetary decisions with regard to curricular materials, equipment and supplies. It increases the chance for a student to be relocated to another school when the maximum number of students in a class and/or grade level is reached (the District caps class sizes at 25, when the 26th student enters the class that child is placed in a school and/or class where there is room.

In order to provide the Board of Education with options this study considered the following:

1. Redistricting of Attendance Zones
2. Grade level re-organization

Each of these will be explored in the sections which follow.

Section 1: Facility Utilization

The study shows that there are no capacity issues. The District currently has more than enough space to accommodate the needs of the students of the community both in the present and in the future. Without any of the new housing and without moderating either grade level organization or attendance zones (or a combination of the two) the enrollment in Meadowbrook and Vetter will remain relatively stable, but Woodmere will become a school of approximately 134 K-6 students and 155 with the estimated special needs population. With the majority of the proposed long range residential construction not within the current Woodmere attendance zone (save the remaining units to be built for Weston Landing) the enrollment in this school will continue to decline. However, in examining the long range projections, especially with reference to the unknowns regarding types of housing from the Re-Development Plan it is important that a plan be developed to sustain all three elementary schools table 11 on Page 33 and Chart 1 on page 34 of this report shows the historical and future downward enrollment trends. While these trends may be slowed down by future new housing it is unlikely that there will be anything more than a leveling out of enrollment in the schools.

There were three organizational issues considered:

1. Creating three K-5 schools and moving the sixth grade to the middle school.
2. Creating a new organizational structure (K-2, PK 3-4, 5-6)
3. Two K-4, one PK, 5-6 school.

The first consideration, three K-5 elementary schools quickly showed that by removing the sixth grade from the elementary schools, the enrollment would shrink and create an even smaller school at Woodmere (even with some degree of redistricting).

The second consideration evened out the enrollment in all of the schools and had the distinct advantage of increasing the number of sections per grade level. One possible negative is cost related. It may be necessary to construct additional lavatories to accommodate the kindergarten students, although if classrooms are available with access to nearby lavatories a

waiver can be gotten from the State. There is the possibility that there could be some degree of an increase in transportation.

Under current conditions there are times in which it is necessary to move students from one school to another due to increased class sizes. Increasing the number of sections in the schools will provide a greater chance to eliminate this.

The following tables show the utilization of the schools under the current and proposed grade level organizational changes. These organizational changes include grade banding which creates a K-2 school at Meadowbrook, a PK, 3-4 school at Woodmere and a 5-6 school at Vetter. The other organization change creates two K-4 schools (Woodmere and Meadowbrook) and a PK, 5-6 school at Vetter.

Utilization Tables: Current Grade Level Organization

Table 4: Meadowbrook Utilization

Meadowbrook	2015-16	Rooms	Actual	Average Class Size	Meadowbrook	2016-17	Rooms	Actual	Average Class Size	Meadowbrook	2017-18	Rooms	Actual	Average Class Size
KG	45	1.80	2	23	KG	41	1.64	2	21	KG	41	1.64	2	21
1	34	1.36	2	17	1	46	1.84	2	23	1	42	1.68	2	21
2	45	1.80	2	23	2	33	1.32	2	17	2	45	1.80	2	23
3	46	1.84	2	23	3	45	1.80	2	23	3	33	1.32	2	17
4	35	1.40	2	18	4	47	1.88	2	24	4	46	1.84	2	23
5	37	1.48	2	19	5	34	1.36	2	17	5	46	1.84	2	23
6	33	1.32	2	17	6	37	1.48	2	19	6	34	1.36	2	17
PK	33	2.75	2	8	PK	33	2.75	2	8	PK	33	2.75	2	8
Total Enr	308				Total Enr	316				Total Enr	320			
Total Rms			16		Total Rms			16		Total Rms			16	
Gen Ed			14		Gen Ed			14		Gen Ed			14	
PK			2		PK			2		PK			2	
Av Cl Sz (K-6) Net Rooms)			0	20	Av Cl Sz (K-6) Net Rooms)			0	21	Av Cl Sz (K-6) Net Rooms)			0	21
Meadowbrook	2018-19	Rooms	Actual	Average Class Size	Meadowbrook	2019-20	Rooms	Actual	Average Class Size	Meadowbrook	2020-21	Rooms	Actual	Average Class Size
KG	40	1.60	2	20	KG	40	1.60	2	20	KG	41	1.64	2	21
1	42	1.68	2	21	1	41	1.64	2	21	1	41	1.64	2	21
2	41	1.64	2	21	2	41	1.64	2	21	2	40	1.60	2	20
3	45	1.80	2	23	3	41	1.64	2	21	3	41	1.64	2	21
4	34	1.36	2	17	4	46	1.84	2	23	4	42	1.68	2	21
5	45	1.80	2	23	5	33	1.32	2	17	5	45	1.80	2	23
6	46	1.84	2	23	6	45	1.80	2	23	6	33	1.32	2	17
PK	33		2	8	PK	33		2	8	PK	33		2	8
Total Enr	326				Total Enr	320				Total Enr	316			
Total Rms			16		Total Rms			16		Total Rms			16	
Gen Ed			14		Gen Ed			14		Gen Ed			14	
PK	33		2	8	PK	33		2	8	PK	33		2	8
Av Cl Sz (K-6) Net Rooms)			0	21	Av Cl Sz (K-6) Net Rooms)			0	21	Av Cl Sz (K-6) Net Rooms)			0	21

ble 4 shows the current utilization using the 2015-16 enrollment. The following years are based upon the cohort projection. The overall projection for Meadowbrook does show stability through 2016-17 and then an increase in 2017-18 and 2018-19 and then a leveling off. This could change to some degree based upon the location of the new housing developments which are in the redevelopment plan.

The row labeled net rooms indicates full sized classrooms available after all general education, pre-k sections and self-contained special education sections are occupied. These rooms are utilized for other instructional purposes such as computer, resource, art and other programs. These are not unused or unoccupied classrooms in Meadowbrook. In the case of Meadowbrook this room is the Art Room.

Table 5: Vetter Utilization

Vetter	2015-16	Rooms	Actual	Average Class Size	Vetter	2016-17	Rooms	Actual	Average Class Size	Vetter	2017-18	Rooms	Actual	Average Class Size
KG	43	1.72	2	22	KG	42	1.68	2	21	KG	44	1.76	2	22
1	42	1.68	2	21	1	42	1.68	2	21	1	41	1.64	2	21
2	42	1.68	2	21	2	39	1.56	2	20	2	39	1.56	2	20
3	38	1.52	2	19	3	44	1.76	2	22	3	41	1.64	2	21
4	39	1.56	2	20	4	36	1.44	2	18	4	41	1.64	2	21
5	39	1.56	2	20	5	39	1.56	2	20	5	36	1.44	2	18
6	37	1.48	2	19	6	40	1.60	2	20	6	40	1.60	2	20
Spec Ed	22		2	11	Spec Ed	22		2	11	Spec Ed	22		2	11
Total Enr	302				Total Enr	304				Total Enr	304			
Total Rms			21		Total Rms			21		Total Rms			21	
Gen Ed			14		Gen Ed			14		Gen Ed			14	
Spec Ed			2		Spec Ed			2		Spec Ed			2	
Av Cl Sz (K-6)				20	Av Cl Sz (K-6)				20	Av Cl Sz (K-6)				20
Net Rooms)			5		Net Rooms)			5		Net Rooms)			5	
Vetter	2018-19	Rooms	Actual	Average Class Size	Vetter	2019-20	Rooms	Actual	Average Class Size	Vetter	2020-21	Rooms	Actual	Average Class Size
KG	44	1.76	2	22	KG	43	1.72	2	22	KG	43	1.72	2	22
1	43	1.72	2	22	1	43	1.72	2	22	1	42	1.68	2	21
2	38	1.52	2	19	2	40	1.60	2	20	2	40	1.60	2	20
3	41	1.64	2	21	3	40	1.60	2	20	3	42	1.68	2	21
4	39	1.56	2	20	4	39	1.56	2	20	4	38	1.52	2	19
5	41	1.64	2	21	5	39	1.56	2	20	5	39	1.56	2	20
6	37	1.48	2	19	6	42	1.68	2	21	6	40	1.60	2	20
Spec Ed	22		2	11	Spec Ed	22		2	11	Spec Ed	22		2	11
Total Enr	305				Total Enr	308				Total Enr	306			
Total Rms			21		Total Rms			21		Total Rms			21	
Gen Ed			14		Gen Ed			14		Gen Ed			14	
Spec Ed			2		Spec Ed			2		Spec Ed			2	
Av Cl Sz (K-6)				21	Av Cl Sz (K-6)				21	Av Cl Sz (K-6)				20
Net Rooms)			5		Net Rooms)			5		Net Rooms)			5	

Table 5 shows that the Vetter enrollment is going to remain stable during the next five years and that there should be little change in enrollment, although there may be some impact based upon the re-development plan. There are a net of four classrooms after general education and special education programs have been allocated space. These four rooms are used for resource, art, music self-contained special education, and computer. While there are no unoccupied rooms at Vetter the principal does have flexibility with space and has options for the location of programs.

Table 6: Woodmere Utilization

Woodmere	2015-16	Rooms	Actual	Average Class Size	Woodmere	2016-17	Rooms	Actual	Average Class Size	Woodmere	2017-18	Rooms	Actual	Average Class Size
KG	21	0.84	1	21	KG	25	1.00	1	25	KG	25	1.00	1	25
1	24	0.96	1	24	1	21	0.84	1	21	1	25	1.00	1	25
2	23	0.92	1	23	2	24	0.96	1	24	2	21	0.84	1	21
3	39	1.56	2	20	3	23	0.92	1	23	3	24	0.96	1	24
4	36	1.44	2	18	4	34	1.36	2	17	4	20	0.80	1	20
5	20	0.80	1	20	5	37	1.48	2	19	5	35	1.40	2	18
6	25	1.00	1	25	6	20	0.80	1	20	6	37	1.48	2	19
Spec Ed	35		3	12	Spec Ed	35		3	12	Spec Ed	35		3	12
Total Enr	223				Total Enr	219				Total Enr	222			
Total Rms			20		Total Rms			20		Total Rms			20	
Gen Ed			12		Gen Ed			12		Gen Ed			12	
Spec Ed			3		Spec Ed			3		Spec Ed			3	
Av Cl Sz (K-6)				22	Av Cl Sz (K-6)				21	Av Cl Sz (K-6)				22
Net Rooms)			5		Net Rooms)			5		Net Rooms)			5	
Woodmere	2018-19	Rooms	Actual	Average Class Size	Woodmere	2019-20	Rooms	Actual	Average Class Size	Woodmere	2020-21	Rooms	Actual	Average Class Size
KG	25	1.00	1	25	KG	25	1.00	1	25	KG	25	1.00	1	25
1	25	1.00	1	25	1	25	1.00	1	25	1	25	1.00	1	25
2	25	1.00	1	25	2	25	1.00	1	25	2	25	1.00	1	25
3	21	0.84	1	21	3	25	1.00	1	25	3	25	1.00	1	25
4	21	0.84	1	21	4	18	0.72	1	18	4	22	0.88	1	22
5	20	0.80	1	20	5	21	0.84	1	21	5	18	0.72	1	18
6	35	1.40	2	18	6	20	0.80	1	20	6	21	0.84	1	21
Spec Ed	35		3	12	Spec Ed	35		3	12	Spec Ed	35		3	12
Total Enr	207				Total Enr	194				Total Enr	196			
Total Rms			20		Total Rms			20		Total Rms			20	
Gen Ed			11		Gen Ed			10		Gen Ed			10	
Spec Ed			3		Spec Ed			3		Spec Ed			3	
Av Cl Sz (K-6)				22	Av Cl Sz (K-6)				23	Av Cl Sz (K-6)				23
Net Rooms)			6		Net Rooms)			7		Net Rooms)			7	

Table 6 shows the decline in enrollment. There are currently three grades which need 2 sections, in 2015-16 this is reduced to two and eventually, based upon the declining enrollment down to one per grade. There are an increasing number of available rooms as the population declines. Also, while Weston Landings may provide additional students they will not be nearly enough to offset the enrollment decline and the increase in open classrooms.

Utilization Tables: K-2, 3-4, 5-6 Organization

Meadowbrook K-2

Woodmere PK, 3-4

Vetter 5-6

Table 7: Meadowbrook K-2

Meadowbrook	2016-17	Rooms	Actual	Average Class Size	Meadowbrook	2017-18	Rooms	Actual	Average Class Size	Meadowbrook	2018-19	Rooms	Actual	Average Class Size
K	112	4.48	5	22	K	112	4.48	5	22	K	109	4.36	5	22
1	109	4.36	5	22	1	112	4.48	5	22	1	112	4.48	5	22
2	96	3.84	5	19	2	105	4.20	5	21	2	108	4.32	5	22
Spec Ed			1		Spec Ed			1		Spec Ed			1	
Total Enr	317				Total Enr	329				Total Enr	329			
Homerooms			16		Homerooms			16		Homerooms			16	
Gen Ed/Sp Ed			16		Gen Ed/Sp Ed			16		Gen Ed/Sp Ed			16	
Total Used			16		Total Used			16		Total Used			16	
Av Cl Sz (K1-2)				21	Av Cl Sz (K1-2)				22	Av Cl Sz (K1-2)				22
Net Homerooms			0		Net Homerooms			0		Net Homerooms			0	
										Other Rooms Used				
										Art	1			
										Resource	2			
										Music	1			
										Changes				
										No PK				
										No Comp Rm				
Total Enr	325				Total Enr	323								
Homerooms			16		Homerooms			16						
Gen Ed/Sp Ed			16		Gen Ed/Sp Ed			16						
Total Used			16		Total Used			16						
Av Cl Sz K (1-2)				22	Av Cl Sz (K 1-2)				22					
Net Homerooms			0		Net Homerooms			0						

Meadowbrook has a total of 16 homerooms All 15 will be used for general education grades K - 2 and 1 for the self-contained class. The other full sized classrooms which are NOT included in the homeroom count are art, music, and two resource rooms.

This configuration will not have a pre-kindergarten program at Meadowbrook and there will no longer be a computer lab, however, the removal of this computer lab will not negatively impact technology education. Technology education will be delivered through a different model and approach.

This will also require two waivers, one for one of the kindergarten rooms and the other for the self-contained special education room.

Table 8: Woodmere PK, 3-4

Woodmere	2016-17	Rooms	Actual	Average Class Size	Woodmere	2017-18	Rooms	Actual	Average Class Size	Woodmere	2018-19	Rooms	Actual	Average Class Size
PK	33	1.32	2	8	PK	33	1.32	2	8	PK	33	1.32	2	8
3	112	4.48	5	22	3	98	3.92	5	20	3	107	4.28	5	21
4	116	4.64	5	23	4	105	4.20	5	21	4	92	3.68	5	18
Total Enr	261				Total Enr	236				Total Enr	232			
Homeroms			20		Homeroms			20		Homeroms			20	
Gen Ed/PK			12		Gen Ed/PK			12		Gen Ed/PK			12	
Spec Ed			4		Spec Ed			4		Spec Ed			4	
Total Used			16		Total Used			16		Total Used			16	
Av Cl Sz (3-4) Net Rooms)			4	23	Av Cl Sz (3-4) Net Rooms)			4	21	Av Cl Sz (3-4) Net Rooms)			4	20
Woodmere	2019-20	Rooms	Actual	Average Class Size	Woodmere	2020-21	Rooms	Actual	Average Class Size	Other Rooms Used				
PK	33	1.32	2	8	PK	33	1.32	2	8	Computer	1			
3	110	4.40	5	22	3	110	4.40	5	22					
4	101	4.04	5	20	4	103	4.12	5	21	Open Rooms	3			
Total Enr	244				Total Enr	246				Other Purpose Rooms				
Homeroms			20		Homeroms			20		Art	1			
Gen Ed/PK			12		Gen Ed/PK			12		Music	1			
Spec Ed			4		Spec Ed			4		G and T	1			
Total Used			16		Total Used			16		(not in room count)				
Av Cl Sz (3-4) Net Rooms)			4	21	Av Cl Sz (3-4) Net Rooms)			4	22					

Woodmere, which is a larger school than Meadowbrook in terms of available space, would have the pre-kindergarten program. This school would be able to accommodate all grades and programs. In addition, there would be possibly three classrooms available for expanding other programs and services. The other purpose rooms highlighted in yellow are programs that will remain in their current classrooms, but they have not been included in the room count. There are a total of 16 homerooms being used for general education, special education and computer.

Table 9: Vetter with Grades 5 and 6

				Class Size					Class Size					Class Size
5	110	4.40	5	22	106	116	4.64	5	23	5	105	4.20	5	21
6	96	3.84	5	19	96	110	4.40	5	22	6	116	4.64	5	23
Spec Ed	25		5		Spec Ed	25		5		Spec Ed	25		5	
Total Enr	231				Total Enr	251				Total Enr	246			
Homeroms			19		Homeroms			19		Homeroms			19	
Gen Ed			10		Gen Ed			10		Gen Ed			10	
Spec Ed			5		Spec Ed			5		Spec Ed			5	
Total Used					Total Used					Total Used				
Av Cl Sz (5-6)				21	Av Cl Sz (5-6)				23	Av Cl Sz (5-6)				22
Net Rooms)			4		Net Rooms)			4		Net Rooms)			4	
Vetter	2019-20	Rooms	Actual	Average Class Size	Vetter	2020-21	Rooms	Actual	Average Class Size	Other Rooms Used				
5	92	3.68	5	18	5	101	4.04	5	20	Computer	1			
6	105	4.20	5	21	6	92	3.68	5	18	Not Used	3			
Spec Ed	25		5		Spec Ed	25		5						
										Not in Count				
Total Enr	222				Total Enr	218				Music				
Homeroms			19		Homeroms			19		Art				
Gen Ed			10		Gen Ed			10						
Spec Ed			4		Spec Ed			4						
Total Used					Total Used									
Av Cl Sz (5-6)				20	Av Cl Sz (5-6)				19					
Net Rooms)			9		Net Rooms)			9						

Vetter in the grade banding option can accommodate all programs. There are three homerooms which are open based upon this scenario. One is a standard classroom and the other two are the current kindergarten rooms which provides the District with future options for pre-kindergarten programs.

Conclusions Regarding the K-2, PK 3-4, and 5-6 Organizational Structure

The Board of Education has expressed concern regarding the sustainability of any change to the structure of the Eatontown Schools. The decline in enrollment has caused concern, especially with regard to the enrollment at Woodmere Elementary School. This structure does offer the following advantages to the District:

1. It provides five sections per grade for every grade which provides teachers and administrators greater flexibility in dealing with student issues.
2. It allows for greater mixing of students each year prior to their entering the middle school.
3. By having all grades in the same school it does provide a greater opportunity for curriculum coordination both horizontally (within grade) and vertically (grade to grade).
4. It shares more evenly in Title 1 and special needs programs.
5. It provides for more efficient use of Title 1 and special needs program resources.

Transportation

The system currently is on a three tier system as follows:

Memorial :	Buses arrive at 7:30	Bell time is 7:40	Total Routes = 7
Vetter and Woodmere:	Buses arrive at 8:00	Bell time is 8:10	Total Routes = 7 (2 Vet/5 Wdmr)
Meadowbrook:	Buses arrive at 8:30	Bell time is 8:40	Total Routes = 7

The total number of 54 passenger buses used is 7. Five are with contractors and two are with the jointure. The costs are as follows:

- a. Contracted routes: Total: \$ 204,640. Per Bus: \$ 40,928. (does not count 4 late buses @ \$ 4442.13 each)
- b. Jointure Total: \$ 65,520. Per Bus: \$ 32,760.

Under this option there would be a modified two tier system which would have Memorial and Vetter students

traveling on the same buses with a 10 minute offset in bell times dropping the Memorial students off first and then the Vetter students. This would constitute tier 1.

Woodmere and Meadowbrook would ride at the same time, which would be tier 2. The suggested bell times would be 7:40 for Memorial and 7:50 for Vetter. That would be Tier 1. Woodmere and Meadowbrook would be tier 2 and have an 8:30 arrival and an 8:40 bell time. A total of nine 54 passenger buses would be needed to do this. Assuming that these would be contracted routes at a cost of **\$ 40,928** per bus the additional cost for this would be just under **\$ 82,000**. However, it is estimated that this grade level organization could reduce the needed number of sections by three. Using \$ 79,208 as an average for teacher's salaries plus benefits this could be a savings of **\$237,624** to the District. With the estimated cost of additional bussing (**\$ 82,000**) and the addition of up to 2 para professional at a cost of **\$ 97,734**. the net savings to the District would be approximately **\$ 57,890**.

Under New Jersey Education Law (*N.J.A.C. 5:23-7*) the school can obtain a waiver of the requirement if certain criteria are met which are reasonable accessibility to a lavatory and that an aide be provided to escort kindergarten students to the lavatory.

Of course the District always has the option of adding lavatories to existing rooms. It is estimated that the cost for adding up to four lavatories would be \$ 712,000.

This option allows for each of the schools to remain open, allows for more efficient education services to be provided to all of the children of the District and is sustainable through the proposed short and long term construction projects.

Analysis of K-5 Elementary and 6-8 Middle School

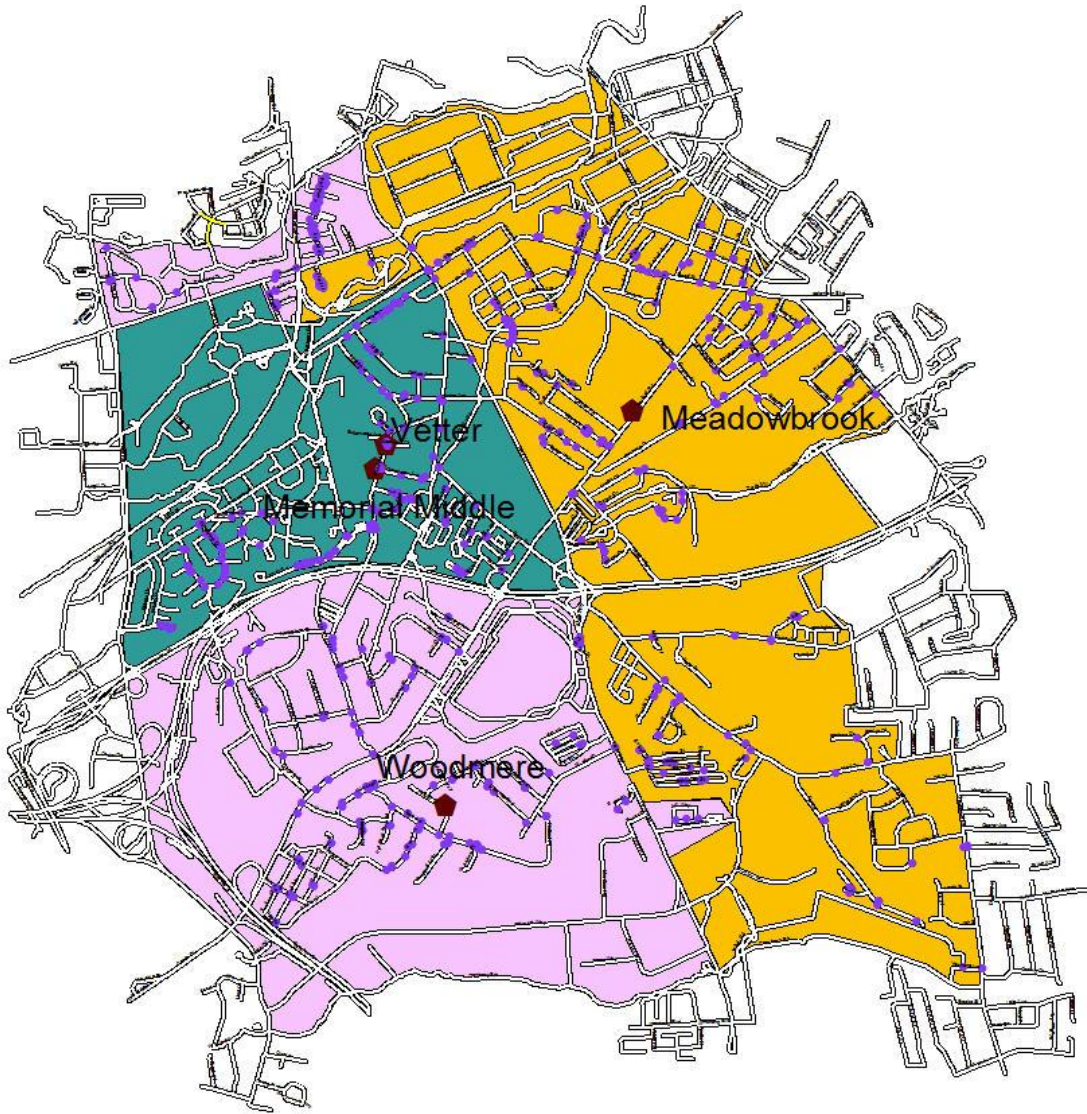
Table 10: Elementary K-5

	2015-16	2016-17	2017-18	2018-19	2019-20
Meadowbrook	236	236	236	231	225
Vetter	241	242	244	247	241
Woodmere	153	150	132	114	112
Total	630	628	612	592	578

Table 10 shows the numbers of students projected for each school based upon a K-5 and 6-8 organizational structure. While Memorial could accommodate the number of sections and students required for sixth grade the projections also show that without a sixth grade Woodmere is not viable as an elementary school and even with the construction the numbers, in this scenario, do not make it feasible to remain open.

It is important to note that without a sixth grade in each of the three elementary schools keeping all three elementary schools would not be cost effective.

Section 2: Redistricting



Eatontown Elementary Schools

Current Attendance Zones--With Students

The Woodmere attendance zone has two non contiguous attendance zones.

Redistricting

The purpose of this study was to find ways in which the enrollment for the K-6 schools could be distributed in such a way as to balance enrollments and to have a minimum of two sections per grade level at each school. One of the areas explored was redistricting. Redistricting is the process of moving attendance zone lines for the purpose of balancing enrollments. In this process we not only considered student enrollment, but other factors such as students with special needs, Title 1 services and other programs.

Every model we developed did not, over time, resolve the issue of balance enrollment or distribution of sections. Therefore, it is concluded that redistricting under the current grade level organization is not a viable option for the Eatontown Schools.

Section 3: Alternate Grade Level Reorganization

Woodmere = K- 4

Meadowbrook = K- 4

Vetter = 5 – 6, PK

This section provides an analysis of moving to an organizational structure comprising two K-4 schools (Woodmere and Meadowbrook), a 5-6 school with Pre-K (Vetter) and a 7-8 school (Memorial). Tables 11 and 12 show the utilization based upon the most recent enrollment (this will be updated after October 15th to reflect the 2015-16 enrollment. Because the attendance zones have changed an exact projection per school is not possible. However, the trends in grades K-4 are still downward and the utilization will show sustainability during the next five to seven years.

Table 11: Meadowbrook K-4 Utilization

Meadowbrook	2015-16	Rooms	Actual	Average Class Size
KG	64	2.56	3	21
1	50	2.00	3	17
2	57	2.28	3	19
3	67	2.68	3	22
4	58	2.32	3	19
Spec Ed	0	0.00	1	
Total Enr	296			
Total Rms			16	
Gen Ed			15	
Spec Ed			1	
Av Cl Sz (K-4)				20
Net Rooms)			0	

Table 11 shows that Meadowbrook under the K-4 scenario would no longer accommodate pre-kindergarten and it would no longer have a computer lab. It would retain its art and music rooms as well as 2 full sized resource rooms and a full sized self-contained special education room.

Table 12: Woodmere K-4 Utilization

Woodmere	2016-17	Rooms	Actual	Average Class Size
KG	50	2.00	3	17
1	53	2.12	3	18
2	60	2.40	3	20
3	61	2.44	3	20
4	66	2.64	3	22
Spec Ed			5	
Total Enr	290			
Homeroms			20	
Gen Ed			20	
Avg (K-Av Cl Sz (K-4) Net Rooms)			0	19

If this scenario were to be adopted it could run on the same bell schedule as in the PK-2, 3-4, 5-6 and 7-8 option. We believe that this would also require the addition of two buses as per the other alternate grade level re-organization. However it would also require the addition of up to three additional sections with an increased cost of **\$237,624** for three teachers. There would also be the cost for up to 3 aides for the kindergarten and self-contained classes at a cost of **\$ 146,601**. In addition there would also be the cost of up to two additional buses as **\$ 82,000**. This would bring the total cost of this organization to **\$ 466,224**.

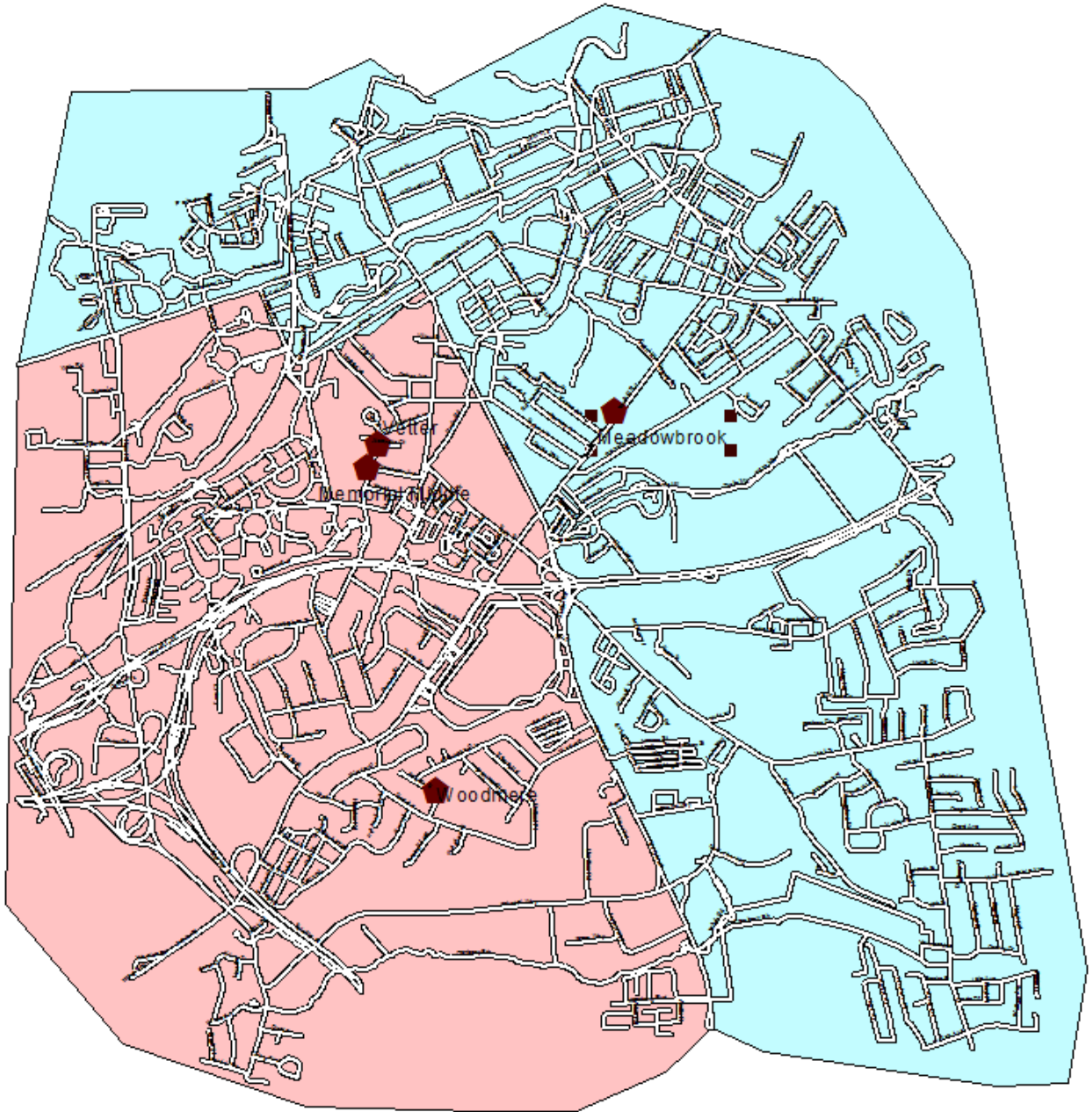
If the Board of Education decided to construct lavatories in the two special education and one additional kindergarten room the cost would be approximately \$ 534,000.

Table 13: Vetter PK, 5-6 Utilization

				Class Size
106	116	4.64	5	23
96	110	4.40	5	22
Spec Ed	25		5	
Pre-K			2	
Total Enr	251			
Homeroms			19	
Gen/Sp/PK			17	
Total Used			17	
Av Cl Sz (5-6)				23
Net Rooms)			2	

This option requires that pre-kindergarten be moved to Vetter. The two rooms currently being used for kindergarten would be used for pre-kindergarten. While there may be some concern with having pre-k students with the older children it is important to note that the location of the pre-k classrooms will keep these students isolated from the rest of the school (and the rooms are completely self-contained). In addition having the pre-k on a different bell schedule than the 5-6 students would also maintain this separation.

The map below shows the Meadowbrook and Woodmere K-4 proposed zones.



Conclusion

This study has provided the Eatontown Board of Education with data regarding the future enrollment and facility needs for the K-6 students in the District. Four options were provided and while it is always the choice and decision of the Board of Education to, based upon the facts as they are seen, to choose what is in the best interest of the following conclusions are made in the opinion of this consultant.

First of all it is clear that the enrollment in the District has declined significantly during the past ten years (including the six that form the baseline of this study). The projection shows that Woodmere has declined much more significantly than the other two to the point where in just a few years every grade level will have only one section. The professionals in the District, including the Central Administration and the building principals agree that one or two sections per school limits options for them and opportunities for students. On this basis the following options are offered:

1. Redistricting: After numerous iterations of trying to create three balanced attendance zones offering multiple sections per grade and minimal travel distances for students there were no options better than what currently exists.
2. K-5 and 6-8 option: By removing a grade level from each school it makes Woodmere as a very small school at the end of the projection period. With less than 150 students in grades K-6 it will become increasingly more expensive to operate on a per student basis. In the opinion of this consultant this is not a viable option.
3. K-4, 5-6, 7-8 option: This plan does offer the opportunity for students to remain in one building for five years. However, it does not offer the flexibility of the grade banding in that while three sections are better than one or two, five sections does provide teachers and administrators with more option both educationally and administratively. This plan also adds considerable cost to the District because it will require additional staff, along with the possible increases in transportation costs.
4. K-2, PK, 3-4, 5-6 (Grade banding option): It is the opinion of this consultant that this option offers the best and most sustainable long range approach for Eatontown. The

issue of students moving more often from school to school can be offset by the notion that these children will travel as a group as the move through the grades. This also has the potential of increasing a town-wide sense of community for all of the students.

The ability of having five sections per grade level provides greater educational and administrative options for the teachers and supervisors in the District. This option will also assure that all school will remain open.

Finally this option will not cause great expense to the District and will in all probability provide some savings.

5. Status Quo: the District could choose to do nothing and remain on the same course. In the very short term this probably would not cause immediate impact and except for the dwindling enrollment at Woodmere and the continued reduction of sections things would go on. The danger doing nothing is that putting it off may at some point take what is now a plan for the future and turn it into an emergency in which the board may be forced to make instant decisions. The District is in a very good position at this point to make the changes it needs to create a long term and sustainable solution.

Attachment A: Projection Tables and Charts

Table 11: District-Wide Enrollment History and Projection

Year	Births		K		1	2	3	4	5	6	7	8	K-6	7-8	Tot	SCSE	SCSE	PK	Total
															K-8				
2010-11	159	0.72	115		102	110	100	137	96	112	118	106	772	224	996	35	3	22	1053
				0.98	0.94	1.02	0.91	0.98	1.03	1.10	0.96								
2011-12	170	0.66	113		113	96	112	91	134	99	123	113	758	236	994	34	5	22	1055
				1.00	1.01	1.01	0.97	1.02	0.96	1.08	0.97								
2012-13	159	0.81	128		113	114	97	109	93	129	107	119	783	226	1009	35	4	20	1068
				0.98	0.95	0.94	0.94	0.96	1.04	1.05	1.01								
2013-14	144	0.79	114		126	107	107	91	105	97	135	108	747	243	990	38	8	26	1062
				1.00	0.93	1.06	0.92	1.05	0.96		0.97								
2014-15	191	0.51	97		114	117	113	98	96	101	102	131	736	233	969	46	8	37	1060
				1.03	0.96	1.05	0.97	0.98	0.99	1.12	1.04								
2015-16	155	0.70	109		100	110	123	110	96	95	113	106	743	219	962	57		33	1052
Av		0.70		1.00	0.96	1.02	0.94	1.00	1.00	0.87	0.99								
Year			K		1	2	3	4	5	6	7	8	K-6	7-8	Tot	SCSE	SCSE	PK	Total
															K-8	K-6	7-8		
2016-17	158	0.71	112		109	96	112	116	110	96	83	112	751	195	946	57		33	1036
2017-18	158	0.71	112		112	105	98	105	116	110	84	82	758	166	924	57		33	1014
2018-19	158	0.69	109		112	108	107	92	105	116	96	83	749	179	928	57		33	1018
2019-20	158	0.68	108		109	108	110	101	92	105	101	95	733	196	929	57		33	1019
2020-21	158	0.70	110		108	105	110	103	101	92	91	100	729	191	920	57		33	1010

Chart 1: District-Wide Enrollment History and Projection

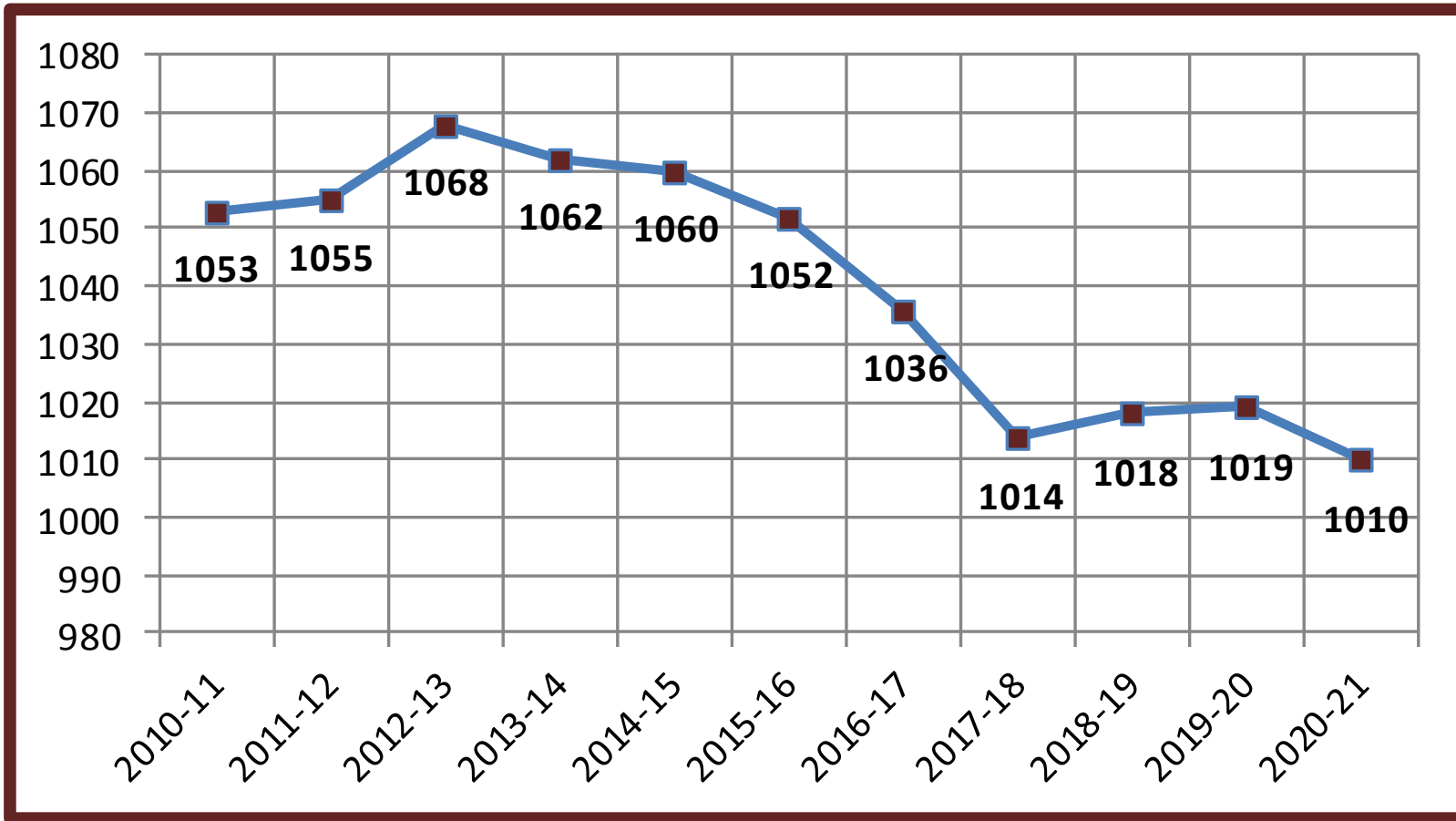


Table 12: Meadowbrook Enrollment History and Projection

Meadowbrook	Births		KG		1		2		3		4		5		6	K-6	Sp Ed	PK	Total
2010-11	159	0.23	37		35		44		25		49		45		46	281	7	22	310
				1.03		1.03		1.02		1.00		0.98		1.04					
2011-12	170	0.22	38		38		36		45		25		48		47	277	9	22	308
				1.05		0.97		0.89		1.04		1.00		0.96					
2012-13	159	0.29	46		40		37		32		47		25		46	273	8	20	301
				0.98		0.90		0.97		0.97		0.98		1.00					
2013-14	144	0.29	42		45		36		36		31		46		25	261		26	287
				1.07		0.93		1.00		1.11		1.03		0.93					
2014-15	191	0.17	33		45		42		36		40		32		43	271		37	308
				1.03		1.00		1.10		0.97		0.93		1.03					
2015-16	155	0.29	45		34		45		46		35		37		33	275		33	308
				0.25		1.03		0.97		1.00		1.02		0.98		0.99			
Meadowbrook			KG		1		2		3		4		5		6	K-6	Sp Ed	PK	Total
2016-17	158		41		46		33		45		47		34		37	283		33	316
2017-18	158		41		42		45		33		46		46		34	287		33	320
2018-19	158		40		42		41		45		34		45		46	293		33	326
2019-20	158		40		41		41		41		46		33		45	287		33	320
2020-21	158		41		41		40		41		42		45		33	283		33	316

Chart 2: Meadowbrook Enrollment History and Projection

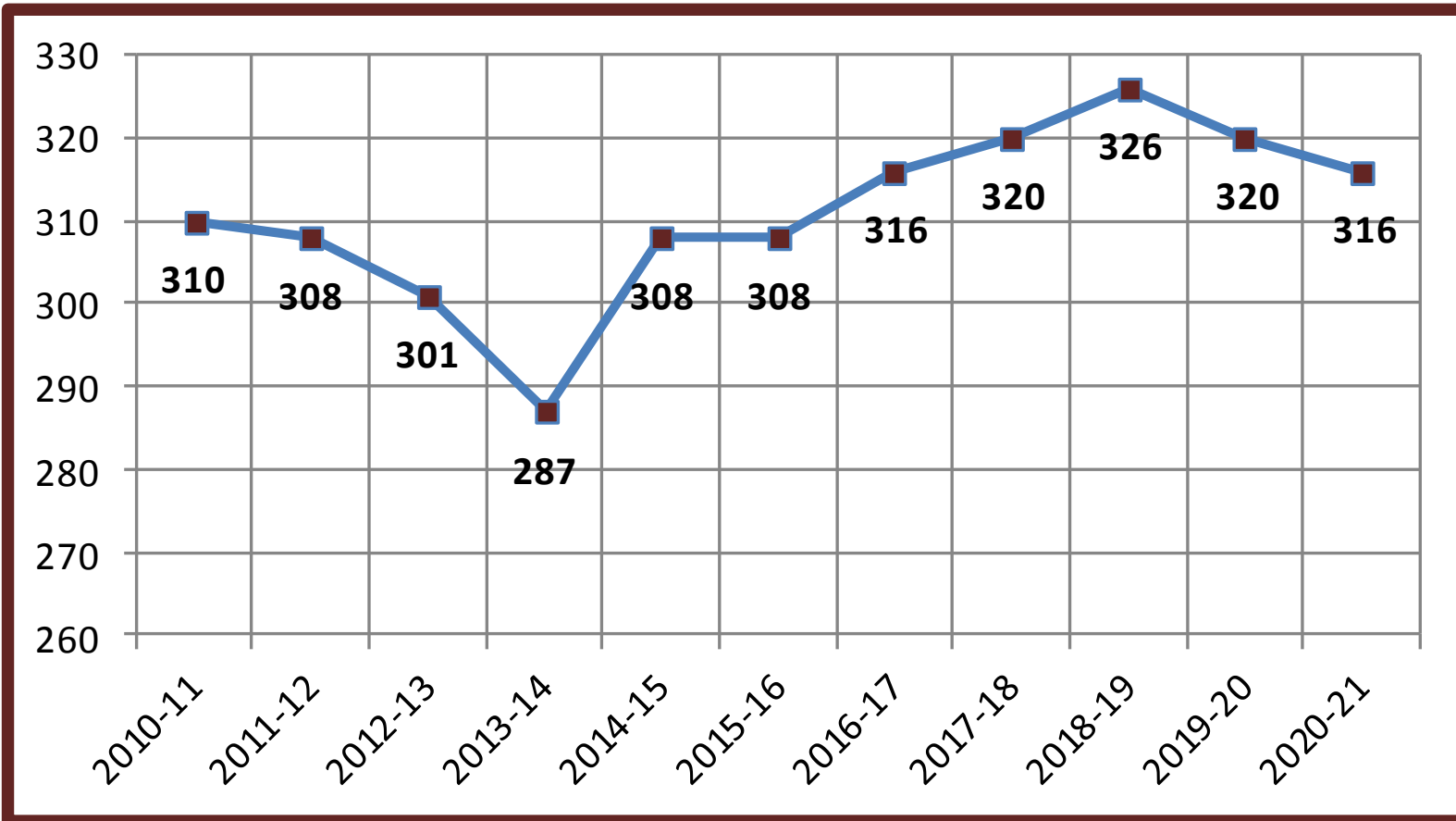


Table 13: Vetter Enrollment History and Projection

Vetter	Births		KG		1		2		3		4		5		6	K-6	Sp Ed	PK	Total
2010-11	159	0.28	45		42		23		39		47		14		24	234	17		251
				1.00		0.83		0.96		0.85		0.87		1.29					
2011-12	170	0.20	34		45		35		22		33		41		18	228	14		242
				1.03		1.04		1.14		1.09		1.09		0.90					
2012-13	159	0.27	43		35		47		40		24		36		37	262	16		278
				0.93		0.94		0.96		0.90		0.92		0.97					
2013-14	144	0.35	50		40		33		45		36		22		35	261	17		278
				0.94		0.93		1.15		0.84		1.08		1.00					
2014-15	191	0.21	41		47		37		38		38		39		22	262	21		283
				1.02		0.89		1.03		1.03		1.03		0.95					
2015-16	155	0.28	43		42		42		38		39		39		37	280	22		302
		0.26		0.98		0.93		1.05		0.94		1.00		1.02					
Vetter			KG		1		2		3		4		5		6	K-6	Sp Ed	PK	Total
2016-17	158		42		42		39		44		36		39		40	282	22		304
2017-18	158		44		41		39		41		41		36		40	282	22		304
2018-19	158		44		43		38		41		39		41		37	283	22		305
2019-20	158		43		43		40		40		39		39		42	286	22		308
2020-21	158		43		42		40		42		38		39		40	284	22		306

Chart 3: Vetter Enrollment History and Projection

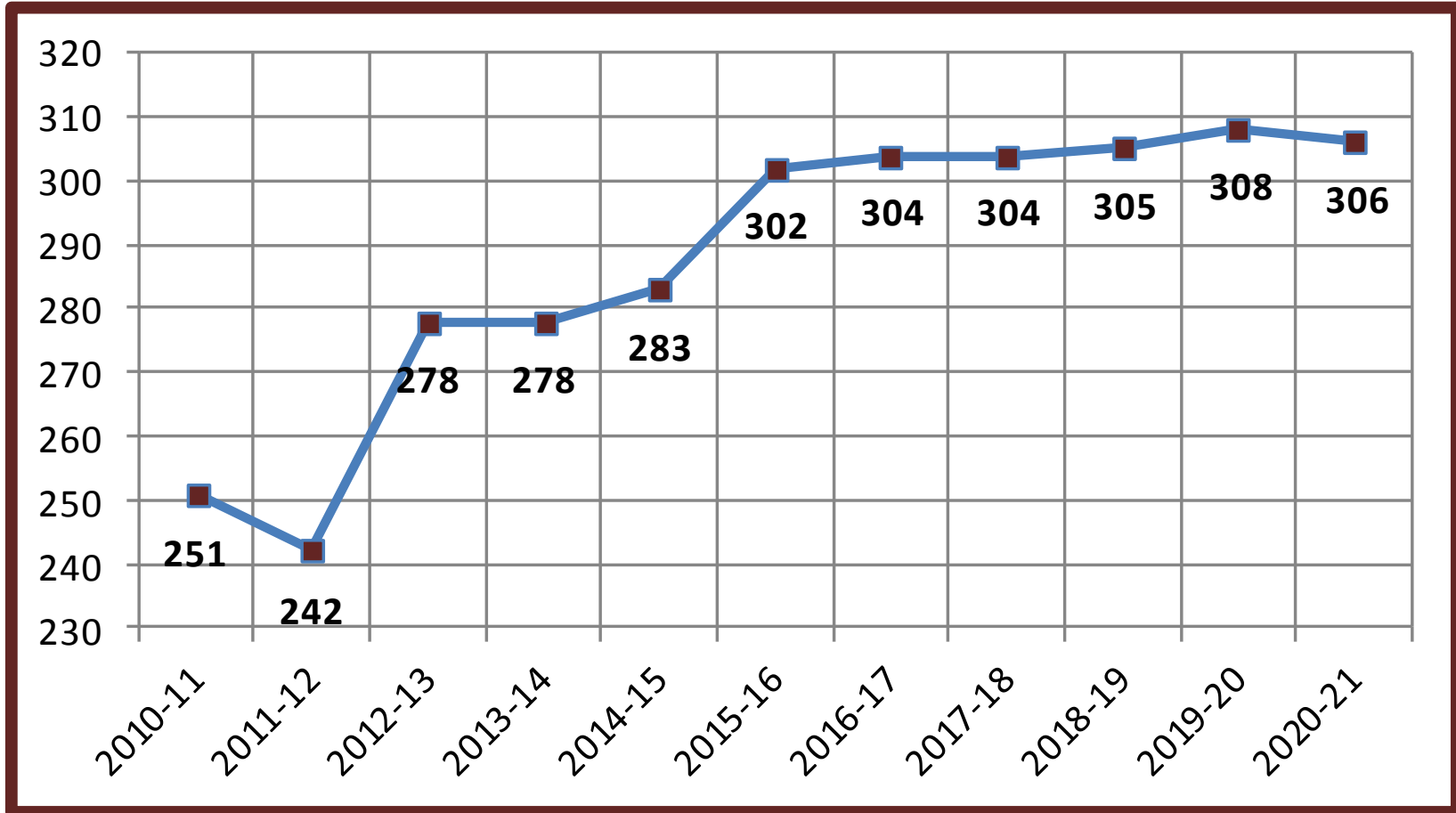


Table 14: Woodmere Enrollment History and Projection

Woodmere	Births		KG		1		2		3		4		5		6	K-6	Sp Ed	PK	Total
2010-11	159	0.21	33		25		43		36		41		37		42	257	14		271
				0.91		1.00		1.05		0.92		1.10		0.92					
2011-12	170	0.24	41		30		25		45		33		45		34	253	16		269
				0.93		1.00		1.00		0.84		0.97		1.02					
2012-13	159	0.25	39		38		30		25		38		32		46	248	15		263
				1.05		1.00		0.87		0.96		0.97		1.16					
2013-14	144	0.15	22		41		38		26		24		37		37	225	21	8	254
				1.00		0.93		1.03		0.77		1.04		0.97					
2014-15	191	0.12	23		22		38		39		20		25		36	203	25	8	236
				1.04		1.05		1.03		0.92		1.00		1.00					
2015-16	155	0.14	21		24		23		39		36		20		25	188	35		223
		0.18		0.99		1.00		1.00		0.88		1.02		1.01					
Woodmere			KG		1		2		3		4		5		6	K-6	Sp Ed	PK	Total
2016-17	158		25		21		24		23		34		37		20	184	35		219
2017-18	158		25		25		21		24		20		35		37	187	35		222
2018-19	158		25		25		25		21		21		20		35	172	35		207
2019-20	158		25		25		25		25		18		21		20	159	35		194
2020-21	158		25		25		25		25		22		18		21	161	35		196

Chart 4: Woodmere Enrollment History and Projection

