

**A FEASIBILITY STUDY
PREPARED FOR
LONGPORT, NEW JERSEY BOARD OF EDUCATION**

***ANALYZING THE IMPACTS OF WITHDRAWING ITS
HIGH SCHOOL STUDENTS IN GRADES NINE THROUGH TWELVE
FROM THE ATLANTIC CITY SCHOOL DISTRICT
AND
THE IMPACTS OF SENDING THESE SAME STUDENTS
TO THE OCEAN CITY SCHOOL DISTRICT
ON A SENDING/RECEIVING BASIS***

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SECTION I: BACKGROUND INFORMATION

A. Purpose of the Study

In July of 2011, the Longport Board of Education commissioned Judith Ferguson, Ed. D through Centennium Consultants, LLC to conduct a study in order to determine the feasibility of withdrawing its high school students in grades nine through twelve from the Atlantic City School District, where they now attend on a tuition basis, and sending them to the Ocean City School District on a tuition basis. The study was limited to an analysis of the financial, educational and racial impacts of this potential withdrawal as required by the Commissioner of Education pursuant to N.J.A.S.A. 18A: 38-13 et seq. is his determination of any request to sever a sending/receiving relationship.

B. Methodology

Centennium Consultants conducted interviews with district administrators of the Atlantic City and Ocean City school districts. The consultants gathered materials and documents on-line and from the districts to assist in the analysis of the educational, racial, and financial impacts related to the possible withdrawal of high school students.

C. Description of the Communities

Atlantic City

History

“Long before Atlantic City was founded, the island where it would be developed, thick with woods and lined with dunes, was the summer home of the Lenni Lenape Indians, an Algonquian-speaking people. These original summer residents named the island Absegami, meaning "little water", a term for the bay denoting that the opposite shore was in sight. Over time the name was transformed into the present-day Absecon Island. Early colonial settlers in South Jersey largely ignored the island because it could only be reached by boat. While the exact date of the first permanent settlement has never been determined, it is generally agreed that Jeremiah Leeds was the first to build and occupy a year-round residence on the island, building his home in 1783.

By 1850, the potential attraction of the island's cool breezes and beaches was recognized and the idea for developing a resort was first promoted by Dr. Jonathan Pitney, a local physician. With transportation the key to development, Dr. Pitney, along with a group of businessmen, secured a railroad charter in 1852. Two years later, construction of the Camden-Atlantic rail line was completed at a cost of a little over \$1.2 million. A civil engineer from Philadelphia, Richard B. Osborne, designed the city layout and proposed the name Atlantic City.

In March of 1854, the city was incorporated and eighteen voters elected the first mayor.

Chalkey S. Leeds. On July 1, 1854, the first public train left Camden for Atlantic City, arriving two-and-a-half hours later, to signal the opening chapter in the resort's rich and colorful history.

Atlantic City's proximity to major population centers, coupled with convenient, inexpensive train access, allowed thousands to flee hot cities and enjoy summer pleasures at the cool seashore. The city grew rapidly and offered lodging, dining, entertainment and amusements for all ages, tastes and incomes. Attractions such as the Boardwalk, amusement piers, floor shows and beauty pageants drew throngs of visitors, including many famous people, throughout the years.

From the 1880s to 1940s, Atlantic City was a major vacation resort. In the 1920s it was considered the premier tryout town for theatrical productions headed for Broadway and beyond. Beginning in the 1930s and continuing in the next three decades, Kentucky Avenue was renowned for its nightlife, with Club Harlem and other venues attracting the best talent and biggest stars from the world of jazz. During World War II, the city offered much more than entertainment distractions, as it served as a training site for military recruits and a recovery and rehabilitation center for wounded soldiers.

In the 1950s, as air travel to vacation spots in Florida and the Caribbean became more widely available, Atlantic City's popularity as a resort destination began to decline. By the 1960s, the city was beset with the economic and social problems common to many urban centers at the time. With an economy entirely dependent on tourists who were now shunning the decaying resort, the city reached its nadir.

In 1976, the "Atlantic City Gamble " was launched when New Jersey voters approved a referendum legalizing gambling in Atlantic City, but not elsewhere in the state. While many critics questioned the wisdom of using legalized gambling as a tool for urban development, many others were convinced casinos would provide the resources needed to rebuild the city and its tourist trade. The first casino, Resorts International, opened in 1978, and no one could have predicted the rapid growth of the gaming industry in Atlantic City, or the tremendous impact it would have on the city, the region and the state. By 1988, a dozen casinos were open and the number of annual visitors had grown from 700,000 in 1978, to over 33 million. By the year 2000, the city's tax base had skyrocketed to more than \$6.7 billion, up from \$316 million in 1976. The positive impact on Atlantic City residents can be seen in revitalized neighborhoods, new housing projects and public service facilities and in economic, social and cultural programs.

A long-anticipated second wave of development is now underway. The Borgata - the first new casino to be built here since 1990 - opened in 2003. The prospect of increased competition in the gaming market, as well as the success of the Atlantic City Convention Center, have been catalysts for the development of other projects. Several casinos have embarked on major expansions of their hotel and retail spaces, and a public-private partnership built The Walk, a \$60 million retail and entertainment complex in the center

of the city. Currently, the complex is being expanded. In all, more than \$1.8 billion in new investments are planned or underway, and most of the new projects are devoted to broadening the appeal of the city beyond gambling. Offering visitors a wide range of attractions is considered the key to a successful future - a formula that surely proved itself in the past when Atlantic City claimed the title "Queen of Resorts" and continues as Atlantic City advertises that it is "Always Turned On." (Source: http://www.acfpl.org/index.php?option=com_content&view=article&id=22&Itemid=724)

The recession of the late 2000 stopped much of the development and in July, 2010, Governor Chris Christie announced his intent for a state "takeover" of the city. On February 1, 2011, Governor Christie signed into law "sweeping legislation to enact his reform plans to revitalize the ailing gaming and tourism industries in Atlantic City, and set the region on a new course for economic growth, job creation and prosperity." (Source: <http://www.state.nj.us/governor/news/news/552011/approved/20110201a.html>)

Government

Atlantic City is governed under the Faulkner Act (Mayor-Council) system of municipal government. The City Council is comprised of nine members, one from each of six wards and three serving at-large.

Education

The Atlantic City School District serves students in pre-kindergarten through twelfth grades. It enrolls students from Atlantic City and receives high school students in grades nine through twelve from Brigantine, Longport, Margate City and Ventnor City.

Ocean City

History

Ocean City, one mile wide and seven miles long, is a world famous seashore community located at the heart of the Jersey Shore on a barrier island. Known first as Peck's Beach, the stretch of sand dune, meadows and cedar swamps was probably named for John Peck, a whaler who used the island as a staging spot for his whaling operation. The island had served as a summer fishing camp for local Indians, a grazing land for cattle driven out from the mainland, and an occasional hunting or picnic spot for mainland residents who came out by boat. Original ownership of the land was by the Somers family.

In 1879 four Methodist ministers, Ezra B. Lake, James Lake, S. Wesley Lake and William Burrell, chose the island as a suitable spot to establish a Christian retreat and camp meeting, on the order of Ocean Grove. They met under a tall cedar tree which stands today at 6th Street and Asbury Ave. Having chosen the name "Ocean City," the founders incorporated the "Ocean City Association," laid out streets and sold lots for cottages, hotels and businesses. The Tabernacle was built between Wesley and Asbury and between 5th and 6th Streets. Camp Meetings were held the following summer.

From these beginnings Ocean City has grown into the town of today. The first bridge was built in 1883. The railroad soon followed. The first school began in 1881. The boardwalk grew and was relocated several times. The ship *Sindia* joined other shipwrecks on the beach. A large fire in 1927 changed the town significantly.

Today, Ocean City has been ranked at or near the top beaches in New Jersey and is known as “America’s Greatest Family Resort.” With its seven miles of pristine beaches and five miles of boardwalk featuring a 140-foot Ferris wheel, Ocean City has been a popular, family-oriented seaside resort for over a century. Located at the tip of Cape May County, it is within 20 minutes of Atlantic City, slightly over one hour from Philadelphia and two hours from New York City. Although the boardwalk is the central focus of Ocean City’s attractions, voted one of the best in the world in a recent national survey, the city also offers an outstanding program of special events, recreational programs and concerts, and a quaint, colorful downtown full of unique specialty stores.

Ocean City has numerous public tennis courts, a 12-hole golf course, airport, Arts Center and Historic Museum. The Ocean City Music Pier, built in 1928, has been the center of activity for residents and vacationers for generations.

The City shares Corson’s Inlet State Park with Strathmere in Upper Township. Established in 1969 to help protect and preserve one of the last undeveloped tracts of land along the state’s oceanfront, the park offers outstanding scenic beauty and endless opportunities for observing a multitude of migratory and residential wildlife species. (Sources: www.beachcomber.com/Capemay/Tourism/touroc.html and a “*Thumbnail Sketch of Ocean City, NJ*” a publication of The Friends of the Ocean City Historical Museum, Inc.)

Government

Ocean City was incorporated in 1897. Since July 1, 1978, the City has operated under the Faulkner Act (Mayor-Council) system of municipal government. The mayor is elected for a four-year term and serves as the chief executive of the community. The mayor neither presides over, nor has a vote on the seven member council, four of whom represent individual wards and three are elected at large.

Education

The Ocean City School District serves public school students in pre-kindergarten through twelfth grade. Students from Corbin City and Upper Township attend Ocean City High School for grades nine through twelve as part of a sending/receiving relationship. Students from Sea Isle City attend Ocean City schools for grades four through twelve as part of a sending/receiving relationship and Ocean City provides administrative services to Sea Isle City for its students in grades pre-kindergarten through grade four. Ocean City also is a “NJ School of Choice” approved to receive students from other municipalities who apply individually to attend.

Longport

Longport is located on the southern tip of Absecon Island in Atlantic County. It is approximately half a square mile of land area bordered by the bay on the northwestern coast and the ocean on the southeastern coast. It was incorporated as a borough by an Act of the New Jersey legislature on March 7, 1898 from portions of Egg Harbor Township. Its neighboring communities extend north to adjacent Margate City followed by Ventnor City and then Atlantic City and Ocean City to the south.

History

The first recorded landowner was Thomas Budd who was awarded 1500 acres of land including a large portion of Absecon Island in a claim against Lord Proprietors of New Jersey in 1695. Lot 32 was sold to James Long in 1854 and Long eventually built a home on the beach which later became a sanatorium. Long sold Lot 32 to McCullough, a friend and renowned Philadelphia lawyer and developer who named it Longport in honor of his friend and reflective of the naturally long port on the bay side.

The early years of the town were more commercial than today's residential nature. The Widener Industrial School (Widener School) was built in 1911 as a "summer Seashore Home for handicapped Children;" later used for military purposes; and in 1944 converted to the Essex Beach Club. It was sold to The Gospel Hall Home for the Aged in 1949 and demolished in 2001. The town's first Borough Hall was originally home to the town's Society of Natural Sciences. The US Coast Guard Building, currently the Longport Historical Society Museum, served as Longport's second Borough Hall until 1990. The Betty Bacharach Home for Afflicted Children opened in 1924 and was considered one of the best-equipped institutions in the east for care of those diagnosed with infantile paralysis. In 1975 the institution moved and the building became the Winchell Orthopedic School. It was finally purchased by the borough for use as a borough hall. (Source: www.longport-nj.us/)

Education

Longport is a non-operating district that sends its public school students in grades kindergarten through grade eight to the Margate School District and its students in grades nine through twelve to Atlantic City High School. Longport pays for its enrolled students on a tuition basis under a sending/receiving relationship.

Government

Longport operates under the borough type of government under the Walsh Act of 1911. Three non-partisan commissioners are elected at large for a four year term.

D. Location of the Communities

All three communities are located on the southern New Jersey seacoast. Longport lies between Atlantic City and Ocean City. The distance between Longport and Atlantic City is 6.4 miles and the distance between Longport and Ocean City is 4.4 miles. The estimated travel time from Longport to Atlantic City High School is 19 minutes and to Ocean City High School is 12 minutes. Ocean City is located in Cape May County. Longport and Atlantic City are located in adjacent Atlantic County.

E. Demographics of the Communities

The most recent U.S. Census reports data that is helpful in comparing similarities and differences in communities. The data in Table 1 reveals that Longport is more demographically similar to Ocean City than it is to Atlantic City. Atlantic City is more diverse in race than either Longport or Ocean City and its population is less affluent.

TABLE 1: COMPARATIVE DEMOGRAPHIC CHARACTERISTICS						
	Longport		Atlantic City		Ocean City	
Demographic Estimates	Estimate	Percent	Estimate	Percent	Estimate	Percent
Total population	1,161		36,672		14,967	
One race	1,158	99.7	38,447	96.9	14,773	97.8
White	1,136	97.8	10,572	26.6	14,196	74.5
Black or African American	4	0.3	15,708	39.6	432	12.4
American Indian and Alaskan Native	0	0.0	177	0.4	6	0.8
Asian	14	1.2	5,785	14.6	29	4.4
Native Hawaiian and Other Pacific Is.	0	0.0	0	0.0	0	0.1
Some other race	4	0.3	6,205	15.6	110	5.6
Two or more races	3	0.3	1,225	3.1	194	2.2
Hispanic or Latino (of any race)	11	0.9	9,581	24.2	251	15.1
Other Characteristics	Estimate	Percent	Estimate	Percent	Estimate	Percent
Avg. household size	2.02	(X)	2.24	(X)	1.85	(X)
Avg. family size	2.47	(X)	3.09	(X)	2.31	(X)
Pop. 25 years and over	996		26,627		11,362	
HS graduate or higher	(X)	92.5	(X)	72.8	(X)	92.1
B.A. degree or higher	(X)	53.4	(X)	17.1	(X)	42.8
Speak lang. other than English (age 5+)	61	5.3	14,147	39.4	726	5.0
In labor force (age 15+)	483	46.0	19,221	63.0	7,293	56.0
Median household income	83,000		30,601		57,597	
Median family income	131,250		36,740		83,810	
Per capita income	72,568		20,760		42,007	
Families below poverty level	(X)	1.9	(X)	20.4	(X)	6.8
Individuals below poverty level	(X)	5.6	(X)	23.8	(X)	7.6
Owner-occupied homes	510		5,674		5,266	
Median value	676,800	(X)	231,100	(X)	625,800	(X)

Source: U.S. Census Bureau, 2005-2009 American Community Survey

F. Overview of Longport/Atlantic City Sending/Receiving Relationship

School officials cannot recall a time when Longport did not send its high school students to Atlantic City High School. The relationship may go as far back as the late 1800's when Atlantic City first built a high school.

It should be noted, however, that only a small portion of Longport residents choose to send their high school students to Atlantic City High School, selecting instead private and parochial school options. Appendix A, which reflects the survival ratios of students who leave Margate as eighth graders and enter Atlantic City as ninth graders, shows that the percentage who did so during the time-frame of 2006-07 to 2010-11 on average was 37%.

G. Articulation

School officials from both Margate and Ocean City indicate that regular articulation occurs between sending and receiving districts. Ocean City has a formal, written agreement with its sending districts; Margate's is informal.

SECTION II: DEMOGRAPHIC INFORMATION

A. Enrollment Projections

Five Year enrollment projections (2011-12 through 2015-16) for Ocean City High School and Atlantic City High School were prepared by Sundance Associates using the Standard Cohort-Survival Enrollment Projection Worksheet supplied by the NJ Department of Education Office of School Facilities. The enrollment projections are based on the status quo, in which Longport continues to send to Atlantic City High School. These worksheets are included in Appendices A, B and C and, in addition, the projections for each high school appear in Tables 2 and 3.

Atlantic City High School currently receives students from the elementary districts of Margate, Ventnor, Brigantine and the non-operating school district of Longport. Individual projections for each of these districts were prepared as a basis for Atlantic City High School projections.

Ocean City High School currently receives students from the elementary districts of Upper Township, from the non-operating Corbin City and from Sea Isle City which also sends its students in grades five through eight to Ocean City Intermediate School.

Since both scenarios under study in this report include the payment of per pupil tuition by Longport to either Atlantic City School District or Ocean City school District, these enrollment projections are necessary for the analysis of cost impact (See Section V) on three school districts; e.g. Atlantic City, Ocean City, and Longport.

Enrollment projections are also required in order to assess the viability of Ocean City High School's facility for receiving additional students from Longport. (See Section III.)

Furthermore, the enrollment projections are needed in order to determine the racial impact (Section II B) on Atlantic City High School and Ocean City High School should Longport withdraw its students from Atlantic City High School and send them to Ocean City High School.

TABLE 2: ATLANTIC CITY HIGH SCHOOL ENROLLMENT (W/ LONGPORT)

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Subtotal	*SCSE	Total
2011-12	660	528	460	500	2148	62	2210
2012-13	660	505	472	431	2069	60	2128
2013-14	617	505	453	443	2018	58	2076
2014-15	648	473	452	424	1997	58	2055
2015-16	635	496	423	424	1978	57	2035

*Special education self contained students

TABLE 3: OCEAN CITY HIGH SCHOOL ENROLLMENT PROJECTIONS

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Subtotal	*SCSE	Total
2011-12	315	297	290	324	1226	4	1231
2012-13	279	321	293	292	1186	4	1190
2013-14	278	285	317	295	1176	4	1180
2014-15	296	284	281	319	1180	4	1185
2015-16	285	302	280	283	1150	4	1155

*Special education self contained students

B. Racial Impact Analysis

In determining whether or not a substantial negative impact on racial composition would occur for Atlantic City High School if Longport were to withdraw its students in grades nine through twelve, it is important to compare the racial/ethnic composition of Atlantic City School *with* and *without* the Longport students. For purposes of this study, the racial and minority composition as reported online by the NJ Department of Education in *DOE Data 2010-11 Total Enrollment by Grade, Race and Sex (Ocean City) and the 2010-11 Fall Report (Atlantic City)* were used.

TABLE 4: COMPARATIVE RACIAL COMPOSITION DATA 2010-11

Race	Atlantic City High School		Ocean City High School	
	Number	Percent	Number	Percent
White	417	18.06	1150	92.59
Black	841	36.42	37	2.98
Hispanic	718	31.10	35	2.82
Asian	303	13.12	16	1.29
Native American	1	.04	2	.16
Hawaiian Native	28	1.21	0	.00
Two or More Races	1	.04	2	.16
Total	2309	100	1242	100
Total Minority	1892	81.94	92	7.41

Data collected by school officials for Longport students who were enrolled in the Margate School District in kindergarten through grade eight indicates that all students are white. This information reveals that racial impact can reasonably be analyzed by comparing Atlantic City High School minority percentages, with Longport students included, to those same percentages with Longport students removed, using enrollment projections prepared for this study. This comparison is shown in Table 5. The difference (Diff) column reflects the resulting impact of moving Longport students from Atlantic City High School to Ocean City High School.

	ACHS With Longport Students			ACHS Without Longport Students					Diff.
	Proj. Enr.	#White (18.06%)	#Min. (81.94%)	Proj. #LP	Adj. Total	Adj. White	#Min.	%Min.	
2011-12	2210	399	1811	9	2201	390	1811	82.28	.34
2012-13	2128	384	1744	9	2119	375	1744	82.29	.35
2013-14	2076	375	1701	6	2070	369	1701	82.18	.24
2014-15	2055	371	1684	9	2046	362	1684	82.30	.36
2015-16	2035	368	1667	7	2028	361	1667	82.22	.28

Due to the small population of Longport students projected to attend Atlantic City High School (less than ten), the Atlantic City High School minority population would increase by no more than four tenths of one percent (.36) in any of the next five years if Longport students no longer attended. Results indicate that removal of Longport students from Atlantic City High School would be *de minimus*, concluding that withdrawal would result in *no substantial racial impact* on Atlantic City High School’s minority population.

A similar analysis (See Table 6) for the inclusion of this same number of white Longport students in Ocean City High School indicates that if Longport were to send to this school, the minority population of Ocean City High School would *decrease* no less than six one hundredths of one percent (.06) over the next five years, resulting in *no substantial racial impact* on Ocean City High School’s minority population.

	Proj. Enr.	#White (92.59%)	#Min. (7.41%)	Proj. #LP	Adj. Total	Adj. White	#Min.	%Min.	Diff.
2011-12	1231	1140	91	9	1240	1149	91	7.36	-.05
2012-13	1190	1102	88	9	1199	1111	88	7.35	-.06
2013-14	1180	1093	87	6	1186	1099	87	7.37	-.04
2014-15	1185	1097	88	9	1194	1106	88	7.35	-.06
2015-16	1155	1069	86	7	1162	1076	86	7.37	-.04

SECTION III: FACILITIES

A. Description of Present Facilities

Atlantic City High School is a comprehensive state-of-the-art facility that serves a diverse student population from Atlantic City, Brigantine, Longport, Margate and Ventnor. The 450,000 square foot building school was opened in November of 1994. In addition to its classrooms, the school includes a 750 seat theater, 50,000 volume library, a fully equipped TV and radio studio, a 48 seat distance learning lab, a science research lab and greenhouse, a graphics and communications lab, an electronic keyboard lab and computer labs. The athletic complex includes an Olympic sized swimming facility, ten tennis courts, a 2000 seat gymnasium, and a 5000 seat football and track stadium.” (Source: http://achs.acboe.org/www/acboe_achs/site/hosting/2011-2012/Handbook9.9.11.pdf)

The new **Ocean City High School** was completed in 2004. The school is 250,000 square feet in two stories built on pile foundation. The school has 2 gymnasiums, locker rooms, a weight room, an auditorium, a media center, cafeteria, regular and specialized classrooms including, but not limited to, arts, music, technology labs, a television studio and science labs. This project won the 2005 CMAA Mid-Atlantic Region Project of the Year Award. (Source: <http://www.orndorf.com/portfolio/portfoliopage.aspx?cid=25&scid=49&pid=46>)

B. Building Capacity

Atlantic City High School has a functional capacity of 3,255 as determined by the NJ Department of Education Department of Facilities Planning in its June 20, 2008 *Long Range Facility Plan (LRFP) Final Determination letter*. The 2010-2011 count of student enrollment was 2,308 as reported in the October 2010 Fall Report. Future projections for this school show a modest decline in enrollment (See Table 2) indicating that this building is approximately one third under its functional capacity.

Ocean City High School has a functional capacity of 1,338 as determined by the NJ Department of Education Department of Facilities Planning in its April 17, 2009 *Long Range Facility Plan (LRFP) Final Determination letter*. The 2010-2011 count of student enrollment as reported in the October 2010 Fall Report was 1,242. Future enrollment projections show a modest decline in high school students. This building is approximately 100 students under its functional capacity.

Longport’s five year estimates for high school enrollments range between six to nine students based upon the current sending/receiving arrangement. Even if that number were to increase to a maximum in future years, the number of additional students that would need to be housed by Ocean City High School would be no more than thirty in total. The conclusion, therefore, is that Ocean City High School has adequate capacity to accommodate students from Longport.

SECTION IV: EDUCATIONAL PROGRAM INFORMATION

In order to assess the educational impact on each school district should the Longport Board of Education decide to withdraw its students in grades nine through twelve from Atlantic City High School (ACHS) and send them to Ocean City High School (OCHS), it is necessary to examine the existing programs to determine (1) the capability of OCHS for providing an appropriate program and (2) the program impact, if any, on ACHS should a withdrawal be permitted.

A. NJ School Report Card Quality Indicators

The NJ DOE annually reports data on every public school in the state. In addition to test scores, the report includes data on *other indicators deemed important* by the NJ DOE when comparing schools. This information is listed in Table 7.

	ACHS	OCHS
School Environment		
Length of School Day	6 hours: 25 minutes	6 hours:37 minutes
Average Class Size	14.4	18.6
*Instructional Time	5 hours: 8 minutes	6 hours: 10 minutes
Student/Computer Ratio	2.2:1	2.7:1
Internet Connectivity	100%	100%
Student Information		
Students w/Disabilities	17.1%	14.9%
English as First Language	65.4%	99.2%
Limited English Proficient	7.4%	.5%
Student Mobility Rate	20.1%	9.4%
**Other Performance Measures		
Attendance Rates	89.5%	94.8%
Dropout Rates	4.5%	.3%
Graduation Rates	75.6%	99.1%
Plans for 4 yr. college	31.0%	47.5%
Plans for 2 yr. college	48.5%	35.8%
Student Suspensions	43%	4%
Staff Information		
Student/Administrator Ratio	229.2:1	320.5:1
Student/Faculty Ratio	11.2:1	10.1:1
Faculty Attendance Rate	96.6%	97.1%
Faculty w/Adv. Degrees	50%	79.1%

*Amount of time per day full-time students are engaged in instructional activities

**Other than student assessment

The data in Table 7 indicates that in *school environment*, ACHS has smaller class size on average than OCHS and a slightly lower ratio of student to computer. OCHS has more instructional time built into the school day than does ACHS.

When comparing *student information*, ACHS when contrasted to OCHS has a higher percentage of students with disabilities, a higher student mobility rate, and a greater percentage of students whose primary language is other than English.

In *other performance measures*, ACHS has a lower student attendance rate, a higher dropout rate, a lower graduation rate and a much higher student suspension rate. The rates of students who plan to attend college are similar, although there is variance in the type of college students plan to attend (four year vs. two year).

In looking at staff information, ACHS has a lower ratio of students to administrators and a slightly higher ratio of students to faculty than does OCHS. Faculty attendance rates are similar, but faculty with advanced degrees is substantially higher for OCHS than for ACHS.

B. Student Achievement Data

High Schools are generally compared, in large part, on the basis of student achievement. In New Jersey, tests used to measure this achievement in grades nine through twelve are the High School Proficiency Test (HSPT) and the Scholastic Assessment Test (SAT). Since socio-economic factors correlate to achievement levels, the New Jersey Department of Education (NJ DOE) reports both the individual school scores and the average scores of New Jersey school districts that fall within the same district factor group (DFG).

As defined by the NJ DOE in its *2010 Report of District Factor Groups* (<http://www.state.nj.us/education/finance/sf/dfg.shtml>), DFG represents “an approximate measure of a community’s relative socioeconomic status. The classification system provides a useful tool for examining student achievement and comparing similarly-situated school districts in other analyses...DFGs were calculated using the following six variables that are closely related to SES:

1. Percent of adults with no high school diploma
2. Percent of adults with some college education
3. Occupational status
4. Unemployment rate
5. Percent of individuals in poverty
6. Median family income.”

		Proficiency Percentages		
L.A./Literacy	No. Tested	Partial	Proficient	Advanced
ACHS	440	33.9%	58.9%	7.3%
DFG-A	10956	35.5%	60.6%	3.9%
OCHS	322	4%	77%	18.9%
DFG	14075	10%	75.7%	14.3%
Mathematics	No. Tested	Partial	Proficient	Advanced
ACHS	444	50.9%	41.2%	7.9%
DFG-A	10941	53.8%	41.1%	5.2%
OCHS	323	13.9%	57.9%	28.2%
DFG-DE	14059	25.1%	56.1%	18.8%

Source: NJ School Report Card 2009-10

HSPA

Test results for the most recently reported school year 2009-10 show that ACHS students on average scored higher (66.2% vs. 64.5% Proficient or Advanced Proficient) than did students from similar (DFG) districts across the state on the Language Arts/Literacy test and OCHS students on average scored higher (99.9% vs. 90% Proficient or Advanced Proficient) than did students from similar (DFG) districts on this same test.

On the Mathematics section of this same test, ACHS students scored slightly higher (49.1% vs. 46.3% Proficient or Advanced Proficient) and OCHS students scored higher (86.1% vs. 74.9% Proficient or Advanced Proficient) than did their comparative DFG districts.

While both districts show test results above state averages for their DFG group, the percentages above average are substantially different between the two high schools and the differences, when compared to their DFG counterparts, are favorably greater for OCHS.

Districts And Respective DFG's	Students Taking Test		Mathematics				Verbal				Essay			
	#	%	Avg. Score	Percentile Scores			Avg. Score	Percentile Scores			Avg. Score	Percentile Scores		
				25 th	50 th	75 th		25 th	50 th	75 th		25 th	50 th	75 th
ACHS	242	51%	447	370	440	510	430	370	430	490	427	360	420	480
DFG-A	5516	39%	415	350	410	480	400	330	390	460	399	340	390	460
OCHS	247	74%	522	460	530	590	499	440	500	550	491	430	490	550
DFG- D/E	8900	59%	501	430	500	570	480	420	480	540	478	410	470	540

Source: NJ School Report Card 2009-10

SAT Results

Similarly, when the two high schools are compared to their DFG counterpart schools and to one another on the latest SAT test reported by the NJ DOE, both ACHS and OCHS students outperform students in their DFG groups. It should also be noted that fifty-one percent of ACHS

students took this test and 74% of OCHS students took the same test. Both participation rates are above the respective DFG's. Average scores for Mathematics, Verbal and Essay are all above the state averages for their respective DFG's, and those for OCHS are above those for ACHS students in all three areas.

Advanced Placement (AP) Results

Atlantic City High School offers 20 Advanced Placement courses and Ocean City High School offers 17. Both schools require all enrolled students to take the exam. The number of enrolled students is a duplicated count, meaning that any given student may be enrolled in more than one AP class. The number taking the test may exceed the number enrolled, because any student may take the test without taking the class. The state reported average participation rate was 19.9 percent for the 2009-2010 school year.

Results published in the *NJ State Report Card* for 2009-2010 indicate that 342 students in Atlantic City High School were enrolled in AP classes. The participation rate for grades 11 and 12 was 17.8 percent. Three hundred and forty-four (344) exams were administered. One hundred forty-nine (149) test scores were graded three (3) or higher.

During this same year, Ocean City High School enrolled 359 students in AP classes. The participation rate was 26.6 percent. Three hundred sixty exams were administered. Two hundred eighty-two test scores were graded three (3) or higher.

No Child Left Behind Act of 2001

Student achievement is also monitored under the federal *No Child Left Behind Act of 2001 (NCLB)* which requires states to implement a single accountability system...Adequate yearly progress (AYP) must be calculated for all New Jersey schools under provisions of *NCLB*. Schools that do not meet AYP as defined under *NCLB* are placed into one of seven categories beginning with year one as *Early Warning* and, if continued annually, in year seven and over as *Restructuring* categories. Schools that receive Title 1 federal funds must also implement certain sanctions defined in each category. (Source: <http://www.state.nj.us/education/title1/accountability/ayp/1011/info.shtml>)

While *NCLB* recognizes nine subgroups (See Table 10), these groups are counted for New Jersey testing only if the student count is 40; that is, subgroups with 40 or more students are calculated. (Source: <http://www.nj.gov/education/title1/accountability/ayp/1011/key.shtml>) ACHS has six subgroups that are counted and OCHS has three.

In comparing results in meeting 2009-10 *NCLB* standards on Language Arts/Literacy and Mathematics, both ACHS and OCHS failed to meet AYP. ACHS did not achieve AYP in either subject area with students with disabilities, African-American, Asian/Pacific Islander and Hispanic subgroups. OCHS did not achieve AYP with the two subgroups of students with

disabilities and economically disadvantaged in Language Arts/Literacy and with the subgroup of students with disabilities in Mathematics.

An important difference to note, however, is that OCHS failed to meet AYP *for the first year*. This school is therefore in *Early Warning Status*. ACHS has failed to meet AYP *for the past eight years*. This school is classified by the NJ DOE as a school *in Need of Improvement*. Schools that have not made AYP for six or more consecutive years must implement a state - approved restructuring plan and receive additional monitoring and assistance from the NJ DOE.

TABLE 10: NO CHILD LEFT BEHIND 2010- MET STANDARD (on HSPA) 2009-10 RESULTS

	Language Arts Literacy		Mathematics	
	Standard for AYP = 85% Proficient		Standard for AYP = 74% Proficient	
Subgroup Results	ACHS	OCHS	ACHS	OCHS
Met AYP?				
Students w/Disabilities	NO	NO	NO	NO
LEP	*	*	*	*
White	YES	YES	YES	YES
African-American	NO	*	NO	*
Asian/Pacific Islander	NO	*	NO	*
Am. Indian/Native American	*	*	*	*
Hispanic	NO	*	NO	*
Other Race	*	*	*	*
Economically Disadvantaged	*	NO	*	YES

*For proficiency, an asterisk denotes less than 30 students in a subgroup

C. High School Graduation Requirements

Another criterion on which the two high schools may be compared is their respective requirements for graduation. While the NJ DOE establishes minimum requirements for graduation, each school district has the option of requiring additional credits and/or courses. Both schools comply with New Jersey mandates. ACHS requires that a student be enrolled in 30 credits each year, while OCHS requires students to be enrolled in 35 credits each year. ACHS requires the state minimum of 110 credits for 2011-12 and 120 starting with the Class of 2013 for graduation, and OCHS requires 135 credits for graduation. (Sources: OCHS *Program of Studies 2011-2012* and ACHS *Student Handbook 2011-2012*)

D. Grading Policies

Both high schools have a weighted ranking system in which higher level courses such as honors and AP have greater values than standard courses. Each also gives greater credit for higher grades earned. The only apparent differences are that ACHS does not assign plus or minus factors while OCHS does use pluses and minuses. The scales are slightly different as well. Table 11 shows the variation between the two high schools in grading policies.

TABLE 11: COMPARATIVE GRADING POLICIES

ACHS		OCHS	
Number	Grade	Number	Grade
		98-100	A+
93-100	A	95-97	A
		92-94	A-
		89-91	B+
85-92	B	86-88	B
		83-85	B-
		80-82	C+
75-84	C	77-79	C
		74-76	C-
		71-73	D+
70-74	D	68-70	D
		65-67	D-
0-69	F	0-64	F
	Incomplete		

E. Daily Schedules

ACHS has an eight period school day with an early morning start time dedicated for breakfast beginning at 7:10 a.m. First period class starts at 7:45 a.m. and the last class concludes at 2:10 p.m. for a total school day of seven hours and ten minutes. The academic day (period one through dismissal) is *six hours and 25 minutes* which includes eight periods, 43 minutes in length with five minutes passing time between classes.

OCHS opens its day at 7:53 a.m. and ends at 2:30 p.m. The schedule is built upon a twelve period day with homeroom incorporated into a 47 minute period one. Periods two, three, eleven and twelve are 42 minute periods. Periods four through ten are lunch periods alternating between 21 and 18 periods which can be combined into 39 minute periods or more for academic purposes. Passing times are four minutes between classes. The academic day is *six hours and 37 minutes*.

F. Description of Programs

Atlantic City High School

ACHS enrolls resident students in grades nine through twelve and receives students from Brigantine, Longport, Margate City and Ventnor City as part of sending/receiving relationships with the respective school districts. It serves a diverse population of approximately 2,200 students.

School Philosophy

In its 2009-10 Report Card narrative, the Principal describes the *vision and belief structure* underlying the school as follows: “It is our belief that the students of ACHS will continue their journey of being lifelong learners by establishing a partnership with our staff, parents and community. The staff at ACHS is driven by ambition and desire to provide our students with the skills, values, and work ethics so necessarily crucial in their pursuit of excellence. We believe the students of ACHS will grow to become productive citizens and play an integral role in helping our great country continue to move forward. We envision our school community making a concerted effort in creating a force of hope and a sense of optimism for our children. Through the commitment and nurturing of our teachers, the integrity and leadership provided by our administration, and the partnership with our parents, students and community, we will produce a model that will serve as a template for schools whose efforts are geared to meeting the standards of high-performing teachers and high-powered educators.”

In this same Report Card, the Principal lists key elements of the school as positive and productive learning climate and an *inverted managerial pyramid* based on service to students along with programs and services featuring an all-inclusive school, differentiated instruction, small learning communities, a constructivist, problem solving approach to mathematics, an extended day program in language arts and mathematics, focus on skill proficiencies linked to the district curriculum and correlated to the NJ Core Curriculum Content Standards, and instructional strategies based on a data driven approach.

(Source: <http://education.state.nj.us/rc/rc10/narrative/01/0110/01-0110-010.html>)

In this same resource, safety and security measures are defined. Students must adhere to a dress code and use student identification cards for access to school. ACHS is a closed campus. Students may not leave campus during the day.

Course Offerings

ACHS offers a wide array of courses and levels as shown in Table 12.

TABLE 12: ATLANTIC CITY HIGH SCHOOL COURSE OFFERINGS 2011-2012			
Department	Course	Credits	*Levels
Business Education	Accounting	5	
	Hotel 1	5	
	Hotel 2/Co-op	5	
	Intro to Marketing	5	
	Marketing Education 1	5	
	Marketing Education 2 Co-op	15	
	Web Design	5	
	Microsoft XP	5	
	A+ Computer Technology	5	
	Visual Basic	5	
	Keys to Financial Success	5	
Junior ROTC	Naval Science 1	5	
	Naval Science 2	5	
	Naval Science 3	5	
	Naval Science 4	5	
English as a Second Language (ESL)	Newcomer ESL	15	
	ESL Connected Studies	5	
	ESL 1	10	
	ESL	5	
	ESL Reading	5	
	ESL 2	10	
	ESL 3	5	
	ESL 4	5	
English	English 1/ESL 4	5	Academic, Honors
	English 2	5	Academic, Honors
	English 3	5	Academic, Honors, AP
	English 4	5	Academic, Honors, AP
	SAT English and Math	5	
	Creative Writing 1	5	
	Creative Writing 2	5	
	Creative Writing 3	5	
Mathematics	Intro to Secondary Math Sheltered		
	Algebra 1	5	Academic, Bilingual/Sheltered/Honors
	Geometry	5	Academic, Bilingual/Sheltered, Honors
	Algebra 2	5	Academic, Bilingual
	Algebra 2/Trig	5	Honors
	Analysis & Pre-Calc	5	Honors
	Calculus	5	

TABLE 12 CONTINUED: ATLANTIC CITY HIGH SCHOOL COURSE OFFERINGS 2011-2012			
Department	Course	Credits	*Levels
	Calculus A/B	5	AP
	Probability/Statistics	5	AP
	Calculus B/C	5	AP
	Algebra 3/Trig	5	
	Probability & Statistics	5	
Phys. Ed. and Health	Phys. Education-Personal Dev.	4 or 5	
	Phys. Education-Driver's Ed	4 or 5	
	Phys. Education-Safety Ed	4 or 5	
	Phys. Education-Health	4 or 5	
		(#days/week)	
Science	Integrated Science	5	
	Integrated Science	5	Bilingual/Sheltered
	Earth Science	5	
	Biology	6	
	Biology	6	Bilingual/Sheltered/Honors/AP
	Physics	6	
	Physics	6	Honors
	Physics B	6	AP
	Physics C	6	AP
	Chemistry	6	
	Chemistry	6	Honors/AP
	Environmental Science	6	AP
	Ecology	5	
	Ecology	6	Honors
	Anatomy & Physiology	6	Honors
Social Studies	World History	5	Acad./Bilingual/Sheltered/Honors/AP
	US History 1	5	Acad./Adv./Biling./Sheltered/Honors
	US History 2	5	Academic/Bilingual/ Sheltered/Honors/AP
	European History	5	AP
	Sociology	5	
	Criminal Justice	5	
	Introduction to Psychology	5	
	Psychology	5	AP
	Economics	5	
	African American History	5	
	Civics	5	
	Government	5	AP
	Holocaust/Genocide Studies	5	
Visual & Perform. Arts	TV Broadcasting 1	5	
	TV Broadcasting 2	5	
	Theater Arts 1	5	
	Photography 1	5	
	Photography 2	5	
	Radio Broadcasting Bilingual	5	
	Radio Broadcasting 1	5	

TABLE 12 CONTINUED: ATLANTIC CITY HIGH SCHOOL COURSE OFFERINGS 2011-2012			
Department	Course	Credits	*Levels
	Radio Broadcasting 2	5	
	Radio Broadcasting 3	5	
	Art 1	5	
	Art 2	5	
	Art 3	5	
	Art 3D	5	
	Mechanical Drawing 1/Drafting	5	
	Mechanical Drawing 2/Drafting	5	
	Mechanical Drawing 3/Drafting	5	
	Mechanical Drawing 4/Drafting	5	
	Graphic Communication 1/Prod.	5	
	Graphic Communication 2/Prod.	5	
	Graphic Communication 3/Prod.	5	
	Graphic Communication 1/Design	5	
	Graphic Communication 2/Design	5	
	Graphic Communication 3/Design	5	
	Drawing	5	
	Industrial Arts 1	5	
	Industrial Arts 2	5	
	Cultural Pottery 1	5	
	Cultural Pottery 2	5	
	Cultural Pottery 3	5	
	Cultural Pottery 4	5	
	Technology Education 1	5	
	Technology Education 2	5	
	Music Theory 1	5	
	Music Theory 2	5	
	Clothing/Textiles 1	5	
	Clothing/Textiles 2	5	
	Foods 1	5	
	Foods 2	5	
	Drawing	5	AP
	Painting	5	
	Painting 2	5	
	Beginning Band	5	
	Band	5	
	Chorus	5	
	Choir	5	
	Piano 1	5	
	Piano 2	5	
	Modern Dance 1	5	
	Modern Dance 2	5	
World Language	French 1	5	
	French 2	5	
	French 2	5	Honors
	French 3	5	
	French 4	5	

Department	Course	Credits	*Levels
	French 4	5	AP
	Italian 1	5	
	Italian 2	5	
	Italian 3	5	
	Italian 4	5	
	Latin 1	5	
	Latin 2	5	
	Latin 2	5	Honors
	Latin 3	5	
	Latin 3	5	Honors
	Latin 4	5	
	Latin 4	5	AP
	Spanish 1	5	
	Spanish 2	5	
	Spanish 2	5	Honors
	Spanish 3	5	
	Spanish 3	5	Honors
	Spanish 4	5	
	Spanish 4	5	Honors
	Spanish	5	AP
	Spanish Gram/Comp	5	
	Spanish Comp/Lit	5	

*Levels: Honors, Advanced Placement and Advanced (US History).

** Note: Bilingual/Sheltered instruction has come to mean a set of practices valuable to all teachers in helping ELLs learn English and, at the same time, learn content material in English. <http://www.alliance.brown.edu/tl/tl-strategies/mc-principles.shtml>

Specialized Programs

Special Education

ACHS provides a wide variety of programs and services for students with disabilities including (1) multiple year programs for in-class resource in English, Social Studies, Science and Mathematics; (2) multiple year programs for Resource Room Classes in English, Mathematics and Science; (3) Special Assistance Classes in Tutorial, Work Program, Financial Awareness, Language Enrichment and Reading Enhancement; and (4) Self-Contained Classes including Bilingual options in English, Social Studies, Science, Mathematics, Life-Skills, Art/Computer, Physical Education and Study Skills.

English as a Second Language/Bilingual

Students are provided a variety of supports including a four year ESL program, Bilingual courses, and Sheltered instruction.

Alternative School

The ACHS East Campus provides an alternative program for high school students who have problems adjusting to traditional educational settings. The separate setting provides an atmosphere conducive to changing patterns and helping the students find success in the educational environment.

Junior ROTC

ACHS offers a four year, for credit, program in Naval Science under its ROTC program.

Career Education Program

A Career Center offers various services to assist students in career selection, part-time employment and summer work-study programs. Additional job related programs are available in Hotel Motel Work, Office Education, and the Marketing Education courses in the Business Education Department.

Student Mediation

Mediation is a process through which two or more students involved in a dispute come together with a trained student mediator (a neutral party) to work out a solution to their problem. Mediation allows students to communicate with one another in a non-violent way.

Atlantic City Teen Services Center

This center offers students free and confidential medical services, counseling, referrals, guidance, and various educational services related to teen health issues.

Summer School

Summer school is provided at no cost to Atlantic City residents. Residents of Margate, Longport, Ventnor, and Brigantine, must pay a tuition fee at the time of registration.

Athletics and Co-Curricular Programs

ACHS offers a variety of interscholastic sports and numerous clubs and activities. (Tables 13 and 14) An after-school activity bus provides transportation Monday-Thursday.

TABLE 13: ATLANTIC CITY HIGH SCHOOL VARSITY SPORTS 2011-2012		
FALL	WINTER	SPRING
Boys' Cross Country	Boys' Basketball	Baseball
Girls' Cross Country	Girls' Basketball	Boys' Crew
Field Hockey	Boys' Swimming	Girls' Crew
Football	Girls' Swimming	Golf
Soccer	Winter Track	Boys' Tennis
Girls' Tennis	Wrestling	Softball
		Boys' Track and Field
		Girls' Track and Field

TABLE 14: ATLANTIC CITY HIGH SCHOOL CLUBS 2011-2012		
Art Club	Latinos Unidos Club	Science League
Band	Spanish Club	Student Council
Pep Band	All Cultures have Significance Club (A.C.H.S.)	Yearbook
Photography Club	Community Arts Partnership Club	Chess Club
Class of 2012	Ecology Club	Cricket Club
Class of 2013	Interact Club	Fellowship of Christian Athletes
Class of 2014	Key Club	Radio Broadcasting Club
Class of 2015	Leo Club	Surf and Ski Club
Alice Cash Literature Club	Red Cross Club	Strength Training Club
French Club	National Honor Society	Volleyball Club
		Zumba Fitness Club

Ocean City High School

In addition to resident students, Ocean City High School (OCHS) receives students from Upper Township, Sea Isle City and the non-operating district of Corbin City on a tuition basis under sending/receiving agreements. In April of 2011, the high school was also approved as a *School of Choice* by the NJ Department of Education for its science, technology, engineering and mathematics (STEM) program. Fourteen out-of-district students are enrolled in this program as of September, 2011; two in ninth grade, four in tenth grade, and one in twelfth grade. The Choice Program is designed to increase educational opportunities for students and their families by providing students with the option of attending a public school outside their district of residence without cost to their parents. For Ocean City, the program provides an opportunity to attract new students and new revenue at a time of declining enrollment. The district will receive a commensurate increase in state aid for each out-of-district student it accepts.

In its 2009-2010 Report Card narrative, the Principal describes the OCHS program as one in which “academic rigor, student activities, and parent involvement are embedded in the educational program...Students can choose from over 200 courses including 17 Advanced Placement courses. Our program also offers a complete honors program in the four core subjects and world language. Unique to the study of world languages, Ocean City High School offers courses in American Sign Language and has a computer lab dedicated to speaking and listening. Our Pathways to Engineering program continues to expand with Project Lead the Way. Additionally, OCHS partners with the National Academy Foundation in order to focus on business and finance courses as well as offering dual enrollment with the local community college. We also offer a non-traditional experience, known as the Extension School, for those students needing an alternative high school experience.... Recently, OCHS was recognized by *NJ Monthly Magazine* as one of the top ten high schools in South Jersey.”
(Source: <http://education.state.nj.us/rc/rc10/narrative/09/3780/09-3780-050.html>)

School Philosophy

The school philosophy, as described in the *2011-2012 Student Handbook*, is as follows:

WE BELIEVE, Educating Ocean City High School students requires the combined commitment and shared concern of parents, students, staff, teachers, Board members and residents. Effective communication and cooperation among these groups is essential to establish a cohesive network that will achieve the level of excellence in education that our students deserve.

WE BELIEVE, Children learn best with qualified personnel, clean and safe facilities and challenging programs which are the foundation of a comprehensive school curriculum.

WE BELIEVE, Administrators provide support, leadership and guidance to staff and students. They encourage and promote opportunities that enhance educational programs.

WE BELIEVE, Teachers provide initiative, resourcefulness and creativity while fostering a positive learning environment.

WE BELIEVE, Students, with the support of their parents, are active participants in a wide range of curricular, co-curricular and service activities. Students are provided with the opportunity to exercise responsible decision-making and are partners in their learning.

WE BELIEVE, Education is a life-long process through which one matures and becomes an increasingly integrated individual who can successfully confront life situations.

Course Offerings

OCHS offers a wide array of courses and levels as shown in Table 15.

TABLE 15: OCEAN CITY HIGH SCHOOL COURSE OFFERINGS 2011-2012				
Department	Course	Credits	*Levels	
Business Education	Technology Integrated Education Skills	2.5		
	Financial Literacy	2.5		
DECA	Business Essentials	5		
	Hospitality	5		
	Marketing & Sports Entertainment	5		
	Advanced Marketing	5		
	Advanced Marketing Co-Op	10		
	Academy of Finance	Macroeconomics	5	
	Microeconomics	5		
	Business Management	5		
	Academy Internship	2.5		
	Academy Prep	2.5		
	Banking, Credit and Insurance	2.5		
	Securities and Investments	2.5		
	College Accounting	5		
Other	SAT Prep	2.5		
Family & Consumer Science Education	Food for a Healthy Lifestyle	2.5		
	Contemporary Foods	2.5		
	American Cooking	2.5		
	International Cooking	2.5		
	Child Development	2.5		
	Independent Living	2.5		
Technology Education				
	Project Lead the Way (Pathway to Engineering)	5		
		Introduction to Engineering Design		
		Principles of Engineering	5	
		Digital Electronics	5	
		Engineering Design and Development	5	
	Other	Intro to Design and Technology	2.5	
		Design & Technology for Engineering 2	5	
		Introduction to Mechanical Drawing	2.5	
		Advanced Mechanical Drawing	5	
		Architectural Drawing	5	
		Technical Drawing	2-5	
		Woods 1	5	
	Advanced Woods	5		

TABLE 15 CONTINUED: OCEAN CITY HIGH SCHOOL COURSE OFFERINGS 2011-2012				
Department	Course	Credits	*Levels	
Language Arts Literacy	English 9	5	CP, ADV, HN	
	English 10	5	CP	
	English 11	5	CP	
	English 12	5	CP	
	English Language and Composition (11)	5	AP	
	Language Arts Literacy Lab 12	5		
	English Language and Composition (12)	5	AP	
	Public Speaking	2.5	ADV	
	Mass Media	2.5	ADV	
	Wilson Reading System	5		
	TV/Media Production 1	5	CP	
	TV/Media Production 2	5	ADV	
	TV/Media Production 3	5	ADV	
Mathematics	Foundations of Algebra	5	CP	
	Algebra 1	5	CP, ADV	
	Geometry	5	CP, ADV, HN	
	Algebra 2	5	CP, ADV, HN	
	Pre-Calculus	5	ADV, HN	
	Math Lab	5		
	Calculus	5	ADV	
	Calculus AB	5	AP	
	Calculus AB/BC	7	AP	
	Electives	Statistics and Probability	5	CP, ADV, AP
		Logic and Propositional Calculus	5	HN
		Java 1	5	HN
		Computer Science A	5	AP
Physical Education and Health	Phys. Education/Health Grades 9, 10, 11, 12	5	5	
	Adaptive Physical Education/Health	5		
Science	Physical Science	5	CP, ADV	
	Biology	5	CP, ADV, HN	
	AP Biology	7	AP	
	Chemistry	5	CP, ADV, HN	
	AP Chemistry	7	AP	
	Physics	5	ADV, HN	
	AP Physics	7	AP	
	Electives	Applied Life Science	2.5	CP
		Applied Biotechnology	2.5	CP
		Biotechnology: Forensic Science	5	ADV
		Astronomy	2.5	ADV
		Oceanography	2.5	ADV

TABLE 15 CONTINUED: OCEAN CITY HIGH SCHOOL COURSE OFFERINGS 2011-2012				
Department	Course	Credits	*Levels	
Social Studies	World History	5	CP, ADV, HN	
	US History 1	5	CP, ADV, HN, AP	
	US History 2	5	CP, ADV, HN, AP	
	Electives	American Government & Politics	5	AP
		Psychology	5	AP
		AP World History	5	AP
		AP Human Geography	5	AP
		American Government	5	ADV
		Behavioral Science	5	ADV
		Contemporary World Cultures	5	ADV
		Current Issues through Media	5	CP
		European History	5	ADV
		History through Film	5	ADV
History of Africa & Asia	5	ADV		
Visual & Performing Arts	Art Appreciation	2.5		
	Introduction to Studio Art	2.5		
	Studio Art 1	5		
	Studio Art 2	5		
	AP Studio Art, 2D or Drawing	5	AP	
	International Arts & Crafts	5		
	Ceramics	2.5		
	Graphics	5		
	Computer Graphics	5		
	Advanced Computer Graphics	5		
	Photography	2.5		
	Piano	5		
	Music Appreciation and Culture	2.5		
	Practical Dramatics	2.5	CP	
	Music Theory	5		
	Freshman Choir; Concert Choir	5		
	Select choir	5		
	Choir/Concert Band	5		
	Wind ensemble	5		
	Concert Band	5		
	Jazz/Rock Ensemble	5		
	Instrument Improvisation	5		
	String Orchestra	5		

TABLE 15 CONTINUED: OCEAN CITY HIGH SCHOOL COURSE OFFERINGS 2011-2012			
Department	Course	Credits	*Levels
World Language			
	American Sign Language 1	5	ADV
	American Sign language 2	5	ADV
	French 1	5	ADV
	French 2	5	HN
	French 3	5	ADV, HN
	French 4	5	ADV, HN
	Greek	5	ADV
	Italian 1	5	CP, ADV
	Italian 2	5	ADV
	Latin 1	5	ADV
	Latin 2	5	ADV
	Latin 3	5	ADV
	Latin 4	5	ADV
	Spanish 1	5	CP, ADV
	Spanish 2	5	ADV, HN
	Spanish 3	5	ADV, HN
	Spanish 4	5	ADV, HN
	Spanish 5	5	ADV
	AP Spanish 5	5	AP
	AP French 5	5	AP

*Levels in sequence order of student academic skill level: College Preparatory (CP); Advanced (ADV); Honors (HN); Advanced Placement (AP)

Specialized Programs

Choice Program in Science and Technology

OCHS Science and Technology Choice Program features core courses in science/math and allows students to choose from one of two technologies: engineering or TV/media. Students completing the Choice Program receive an endorsement on the diploma and recognition at graduation. This program provides a career path in science, technology, engineering and mathematics (STEM).

National Academy of Finance

This program is sponsored by the National Academy Foundation and supplements the traditional business curriculum. It is supported by an Advisory Board composed of local employers and educators who coordinate opportunities for student job shadowing and internships.

DECA (Distributive Education Clubs of America)

DECA is a business program with a co-curricular component and three levels of competition: regional state and international. DECA is committed to the advocacy of marketing education and the growth of business/education partnerships, designed for students who are academically focused with a desire to compete in areas related to business.

Project Lead the Way (Pathway to Engineering)

Project Lead the Way (PLTW) provides real-world learning and hands-on experience to students who are interested in engineering, biomechanics, aeronautics and other applied math and science careers.

Extension Program

OCHS provides an alternative high school program after school hours (2:00 – 6:00 p.m.) for selected juniors and seniors with credit, attendance or behavioral issues.

Special Education

Students who have been determined eligible for an Individualized Education Program (IEP) and served within district are provided support in-class or through resource center instruction or through the Life Skills Program for those with intensive needs.

ELL Program

The English as a Second Language program teaches English language proficiency in the areas of reading, writing, speaking and listening to English language learners. Instruction is provided progressively in five proficiency levels: entering, beginning, developing, expanding and bridging.

Athletics and Co-Curricular Program

Ocean City High School fields varsity teams in 23 sports (See Chart 16). Many are offered at the junior varsity level as well.

FALL	WINTER	SPRING
Boys' Cross Country	Boys' Basketball	Baseball
Girls' Cross County	Girls' Basketball	Boys' Crew
Field Hockey	Boys' Swimming	Girls' Crew
Football	Girls' Swimming	Golf
Boys' Soccer	Winter Track	Boys' Lacrosse
Girls' Soccer	Wrestling	Girls' Lacrosse
		Girls' Tennis
		Softball
		Boys Tennis
		Boys' Track and Field
		Girls' Track and Field

Clubs are listed in Chart 17. Aspects unique to the high school are the crew team, the surf team, and the Marching, Concert and Jazz Bands. Fall drama productions and the spring musical are

popular and reflect the school’s strong commitment to the arts. (Excerpted from the 2009-10 Report Card Narrative)

Art Club	French Club	Psychology Club
Band Front	Gilda’s Club	S.A.D.D. (Students Against Destructive Decisions)
Billows	Graphic & Photography Club	S.C.A.T. (Student Coalition Against Tobacco)
Cheerleading – Fall	History Club	S.E.A. (Student Environmental Association)
Cheerleading – Winter	Interact Club	S.T.O.P. (Students Together Opposing Prejudice)
Choir	Intramural Club 11-12	Science Club
Cinema Production Club	Intramural Club 9-10	Spanish Club
Class of 2012	Jr. States of America	Stage Crew – Fall
Class of 2013	Key Club	Stage Crew – Spring
Class of 2014	Latin Club	Student Council
Class of 2015	Leadership Club	Surf Team
Computer Club	Literary Magazine	Technical Advisor
Drama Fall	Marching Band/Jazz Ensemble	Weight Room – Fall
Drama Spring	Mock Trial	Weight Room – Spring
Fellowship of Christian Athletes	National Honor Society	Weight Room – Winter
	Peer Mediation	Yearbook

G. Quality Single Accountability Continuum (QSAC) Status

The NJ Department of Education conducts performance reviews of each school district in the state pursuant to N.J.A.C. 6A:30. Instruction and Program is one of five categories reviewed by the State.

During the school year 2009-2010, Atlantic City was reviewed, and in the category of Instruction and Program self-reported a score of 73 (out of 100) in Instruction and Program. Deficiencies in this area included failure to meet Annual Yearly Progress under *NCLB* and exceeding the allowable percentage (10%) of students who graduated under a *special review assessment* (SRA).

On this same review, conducted for Ocean City in 2010-2011 by the Department of Education, Ocean City received a letter indicating it had satisfied the required percentage of indicators in all five areas including Instruction and Program and has therefore been designated as *high performing*.

H. Program Summary and Findings

Both high schools offer comprehensive programs and comparable co-curricular programs. Both schools offer academic levels and courses designed to meet the academic needs, interests and abilities of their students.

The overall achievement on a variety of measures of OCHS students is higher than the achievement of students in ACHS, although both schools compare favorably with other schools in their same district factor group (DFG).

Based on the data provided by the districts and derived from on-line research, this study concludes that there would be *no substantial negative program impact* on Longport's high school students should they be sent to OCHS instead of ACHS. Furthermore, there would be *no substantial negative program impact* on either ACHS or OCHS as a result of the loss or gain of Longport's students.

SECTION V: FINANCIAL INFORMATION

A. Methodology

The purpose of this section is to provide estimates of the financial impact on Longport Borough, Atlantic City, and Ocean City if Longport severs its sending/receiving relationship with Atlantic City and sends its grades 9-12 pupils to Ocean City. At the present time, Longport is a non-operating school district with no schools. It sends its 47 K-8 pupils to Margate and 9 high school pupils to Atlantic City, both on a tuition basis.

The first step in the process is to project the budgets, revenue and school tax rates over the next three (3) years on the assumption that the status quo is retained. The next step is to project the budgets, revenue and school tax rates on the assumption that Longport severs its sending/receiving relationship with Atlantic City and sends its high school pupils to Ocean City. This is done by taking the projected status quo budgets and factoring in the financial implications, including tuition, transportation and educational expenses, of Longport withdrawing from Atlantic City. The resulting school tax rates are then compared with the status quo tax rates.

In order to provide the most accurate estimates possible, the analysis begins with the current school year, 2011/2012, and assumes that all 9 Longport pupils currently attend Ocean City High School. It is important to note that, while the actual projected tax rates will most likely differ somewhat from the actual future tax rates, the *comparative relationship* between the projected tax rates under the status quo and the projected tax rates under Longport withdrawing from Atlantic City should be reasonably valid. This is the focus of the study.

The financial study consists of:

- Tuition Projections
- Property Valuations
- Budget Projections under the Status Quo
- Special Education Implications
- Transportation Implications
- Facilities Implications
- Budget Projections if Longport Withdraws from Atlantic City

B. Tuition Projections

Table 18 notes the 2011/2012 high school tuition rates currently charged by Ocean City and Atlantic City school districts. These are estimated rates which are certified by the State two years after the school year upon adjusting them to reflect the actual cost per pupil. At that time the actual tuition cost per pupil is determined and the receiving district sends an adjusted bill to the sending district.

Table 18 also notes estimated tuition rates for 2012/2013 and 2013/2014 for Ocean City and Atlantic City. These are estimated by taking the state estimated high school tuition cost as noted in each districts' 2011/2012 budget, increasing it by 2% and dividing by the estimated high school enrollment that year. The Atlantic City tuition rate is projected to increase 7.9% in 2012/2013 and 4.5% in 2013/2014 due to an estimated decline in high school enrollment of 79 pupils in 2012/2013 and a decline of 51 pupils in 2013/2014. The Ocean City tuition rates are projected to increase 4.8% in 2012/2013 and 2.9% in 2013/2014 due to an estimated decrease of 31 pupils in 2012/2013 and no change in enrollment in 2013/2014.

TABLE 18: COMPARATIVE TUITION PROJECTIONS- Atlantic City vs. Ocean City			
Status Quo- Longport Sends to Atlantic City			
	# Longport Students	Atlantic City Per Pupil Tuition	Total Tuition Paid By Longport
2011-2012*	9	\$21,127	\$190,143
2012-2013	9	22,880	205,920
2013-2014	6	23,917	143,502
			3 Year Total= \$539,565
Longport Sends to Ocean City			
	# Longport Students	Ocean City Per Pupil Tuition	Total Tuition Paid By Longport
2011-2012	9	\$16,585	\$149,265
2012-2013	9	17,175	154,575
2013-2014	6	17,871	107,226
			3 Year Total= \$411,066
*Actual			

The estimated total tuition that would be paid to Ocean City in the amount of \$411,066 is \$128,499 less than the estimated tuition paid to Atlantic City in the amount of \$539,565.

NOTE: This report assumes that approximately the same percentage of Longport eighth grade pupils who subsequently attend Atlantic City High School will also attend Ocean City High School if the Atlantic City relationship is severed. However, it is possible that a greater percentage of eligible Longport pupils would elect to attend Ocean City High

School if this were an option. It is impossible to predict that number and the related financial impact, if any, that this would have on the study. Thus, no estimates are provided for this possibility.

C. Property Valuations

Table 19 provides a history of total assessed property valuations over the past three (3) years and a projection of property valuations over the next three (3) years in Longport, Ocean City, and Atlantic City. Property valuations are projected in consultation with the tax assessor in each of the three communities taking into account anticipated tax appeals and economic factors and trends. Each year, total taxes to be raised to support the school budget are divided by the total assessed property valuations to determine the respective school tax rate.

TABLE 19: PROPERTY VALUATIONS			
HISTORY			
	2008	2009	2010
LONGPORT	\$1,561,605,377	\$1,572,254,519	\$1,586,103,057
OCEAN CITY	\$12,740,485,933	\$12,820,330,392	\$12,852,616,046
ATLANTIC CITY	\$20,503,172,174	\$20,320,995,673	\$20,480,854,452
PROJECTIONS			
	2011	2012	2013
LONGPORT	\$1,585,953,700	\$1,580,000,000	\$1,590,000,000
OCEAN CITY	\$12,848,261,600	\$12,200,000,000	\$12,000,000,000
ATLANTIC CITY	\$19,457,830,928	\$19,450,000,000	\$19,500,000,000

D. Budget Projections-Status Quo

Tables 20, 21 and 22 reflect the estimated budgets, revenue and school tax rates from 2011/2012 through 2013/2014 on the assumption that the status quo is maintained. The figures reported for 2011/2012 are actual budgeted revenues and expenses. State aid, other revenue, and other tuition are projected to increase 2% per year. "Other revenue" includes reserve funds appropriated in the budget, federal aid, interest income, and miscellaneous revenue. Debt service (mortgage payments for previously approved projects) is actual in Longport and Ocean City and estimated in Atlantic City from 2012/2013 to 2013/2014. "Other tuition" in Atlantic City is tuition from Brigantine,

Margate City, and Ventnor, as well as some special education tuition. Tuition received by Ocean City is from Corbin City, Sea Isle City, and Upper Township.

Budget projections are based on the new State law setting the maximum increase in the previous year's tax levy at 2%. The only permitted exceptions are a significant enrollment increase, an increase in health benefits over a certain percentage and a deferred pension adjustment.

TABLE 20: LONGPORT BUDGET PROJECTIONS--STATUS QUO			
	2011/2012	2012/2013	2013/2014
GENERAL FUND	\$ 158,912	\$ 158,912	\$ 147,076
HS TUITION TO A.C.	\$ 190,143	\$ 205,920	\$ 143,502
K-8 TUITION TO MARGATE	\$ 683,742	\$ 697,417	\$ 711,365
DEBT SERVICE	\$ -	\$ -	\$ -
TOTAL BUDGET	\$ 1,032,797	\$ 1,050,412	\$ 1,068,319
LESS: STATE AID	\$ 86,566	\$ 88,297	\$ 90,063
OTHER REVENUE	\$ 65,461	\$ 66,770	\$ 68,106
TAXES TO BE RAISED	\$ 880,770	\$ 895,345	\$ 910,150
ASSESSED VALUATIONS	\$ 1,585,953,700	\$ 1,580,000,000	\$ 1,590,000,000
SCHOOL TAX RATE	\$ 0.056	\$ 0.057	\$ 0.057

TABLE 21: OCEAN CITY BUDGET PROJECTIONS--STATUS QUO			
	2011/2012	2012/2013	2013/2014
GENERAL FUND	\$ 38,452,637	\$ 38,937,715	\$ 39,426,143
DEBT SERVICE	\$ 2,613,163	\$ 2,631,863	\$ 2,641,063
TOTAL BUDGET	\$ 41,065,800	\$ 41,569,578	\$ 42,067,206
LESS: STATE AID	\$ 634,892	\$ 647,590	\$ 660,542
TUITION	\$ 13,714,673	\$ 13,988,966	\$ 14,268,746
OTHER REVENUE	\$ 2,462,359	\$ 2,511,606	\$ 2,561,838
TAXES TO BE RAISED	\$ 24,253,876	\$ 24,421,415	\$ 24,576,080
ASSESSED VALUATIONS	\$ 12,848,261,600	\$ 12,200,000,000	\$ 12,000,000,000
SCHOOL TAX RATE	\$ 0.189	\$ 0.200	\$ 0.205

TABLE 22: ATLANTIC CITY BUDGET PROJECTIONS--STATUS QUO			
	2011/2012	2012/2013	2013/2014
GENERAL FUND	\$ 158,708,380	\$ 161,388,135	\$ 164,114,216
DEBT SERVICE	\$ 17,997,156	\$ 18,500,000	\$ 19,000,000
TOTAL BUDGET	\$ 176,705,536	\$ 179,888,135	\$ 183,114,216
LESS: STATE AID	\$ 19,143,696	\$ 19,526,570	\$ 19,917,101
LONGPORT TUITION	\$ 190,143	\$ 205,920	\$ 143,502
OTHER TUITION	\$ 11,662,700	\$ 11,895,954	\$ 12,133,873
OTHER REVENUE	\$ 11,721,223	\$ 11,955,647	\$ 12,194,760
TAXES TO BE RAISED	\$ 133,987,774	\$ 136,304,044	\$ 138,724,980
ASSESSED VALUATIONS	\$ 19,457,830,928	\$ 9,450,000,000	\$ 19,500,000,000
SCHOOL TAX RATE	\$ 0.689	\$ 0.701	\$ 0.711

School tax rates in each community are projected to fluctuate minimally year-to-year due to the 2% restriction on tax levy increases and an assumption that revenues will increase 2%.

E. Special Education Implications

Since Longport is a non-operating district, all of its special needs pupils are accommodated out of district in Atlantic City (9–12), Margate (K–8), or private special education schools. If Longport withdraws from Atlantic City, any high school pupils with special needs would be accommodated by Ocean City High School and out of district placements would continue based upon the student’s Individualized Educational Plans (IEP’s). Thus, there are no special education financial implications.

F. Transportation Implications

At the present time, Longport high school pupils are transported to Atlantic City High School through a shared arrangement with Ventnor and Margate at a cost of \$6,188. If Longport withdraws from Atlantic City and sends its high school pupils to Ocean City, the estimated cost, provided by a local vendor, is \$20,000. Thus, the additional cost to provide transportation to Ocean City is the difference of the two, or approximately \$14,000. This is factored into Longport’s cost in Table 23. The estimated total additional cost of transportation over the three year period of analysis in this study is \$42,846.

G. Facility Implications

Given the limited number of estimated additional students and the existing capacity of Ocean City High School, there are no facility implications that would impact on cost. (See Section III)

H. Budget Projections- Longport Sends HS Pupils to Ocean City

Tables 23, 24 and 25 reflect the budget, revenue, and school tax rate projections on the assumption that Longport withdraws its high school pupils from Atlantic City and sends them to Ocean City starting 2011/2012. The process used is to take the status quo budgets and factor in the implications of this change. Those implications are as follows:

- Transportation – The addition net cost to Longport is \$14,000. This is added to the Longport budget in Table 23.
- Tuition – The estimated Ocean City high school tuition rates differ from those of Atlantic City and are included in Table 23 as expenditures for Longport and in Table 24 as revenues for Ocean City. Also, in Table 25, Atlantic City’s revenues are reduced by the tuition it is receiving from Longport.
- Additional Cost to Ocean City – Ocean City will be receiving approximately 9 Longport high school pupils. Based on a proportional share of applicable expenses, the additional cost to Ocean City will be approximately \$8,000. Costs include teaching supplies, textbooks, and co-curricular/athletic expenses. This is added to the Ocean City budget in Table 24 and deducted from the Atlantic City budget as expected savings in Table 25.

	2011/2012	2012/2013	2013/2014
GENERAL FUND	\$ 158,912	\$ 156,725	\$ 207,199
HS TUITION TO OCEAN CITY	\$ 149,265	\$ 154,575	\$ 107,226
ADD. TRANSPORTATION COST	\$ 14,000	\$ 14,280	\$ 14,566
K-8 TUITION TO MARGATE	\$ 683,742	\$ 697,417	\$ 711,365
DEBT SERVICE	\$ -	\$ -	\$ -
TOTAL BUDGET	\$ 1,005,919	\$ 1,022,997	\$ 1,040,355
LESS: STATE AID	\$ 86,566	\$ 88,297	\$ 90,063
OTHER REVENUE	\$ 65,461	\$ 66,770	\$ 68,106
TAXES TO BE RAISED	\$ 853,892	\$ 867,929	\$ 882,187
ASSESSED VALUATIONS	\$ 1,585,953,700	\$ 1,580,000,000	\$ 1,590,000,000
SCHOOL TAX RATE	\$ 0.054	\$ 0.055	\$ 0.055

Feasibility Study Regarding the Withdrawal of Grades 9-12 from Atlantic City High School

	2011/2012	2012/2013	2013/2014
GENERAL FUND	\$ 38,452,637	\$ 38,934,889	\$ 39,420,333
ADD. COST FOR LP HS PUPILS	\$ 8,000	\$ 8,160	\$ 8,323
DEBT SERVICE	\$ 2,613,163	\$ 2,631,863	\$ 2,641,063
TOTAL BUDGET	\$ 41,073,800	\$ 41,574,912	\$ 42,069,719
LESS: STATE AID	\$ 634,892	\$ 647,590	\$ 660,542
TUITION FROM OCEAN CITY	\$ 149,265	\$ 154,575	\$ 107,226
OTHER TUITION	\$ 13,714,673	\$ 13,988,966	\$ 14,268,746
OTHER REVENUE	\$ 2,462,359	\$ 2,511,606	\$ 2,561,838
TAXES TO BE RAISED	\$ 24,112,611	\$ 24,272,175	\$ 24,471,367
ASSESSED VALUATIONS	\$ 12,848,261,600	\$ 12,200,000,000	\$ 12,000,000,000
SCHOOL TAX RATE	\$ 0.188	\$ 0.199	\$ 0.204

	2011/2012	2012/2013	2013/2014
GENERAL FUND	\$ 158,708,380	\$ 161,391,778	\$ 164,121,887
SAVINGS—W/O LONGPORT	\$ (8,000)	\$ (8,160)	\$ (8,323)
DEBT SERVICE	\$ 17,997,156	\$ 18,500,000	\$ 19,000,000
TOTAL BUDGET	\$ 176,697,536	\$ 179,883,618	\$ 183,113,564
LESS: STATE AID	\$ 19,143,696	\$ 19,526,570	\$ 19,917,101
LONGPORT TUITION	\$ -	\$ -	\$ -
OTHER TUITION	\$ 11,662,700	\$ 11,895,954	\$ 12,133,873
OTHER REVENUE	\$ 11,721,223	\$ 11,955,647	\$ 12,194,760
TAXES TO BE RAISED	\$ 134,169,917	\$ 136,505,447	\$ 138,867,829
ASSESSED VALUATIONS	\$ 19,457,830,928	\$ 19,450,000,000	\$ 19,500,000,000
SCHOOL TAX RATE	\$ 0.690	\$ 0.702	\$ 0.712

School tax rates in each district are projected to change very little over the three year period of the study.

I. Tax Rate Comparisons and Financial Conclusion

Table 26 provides a comparison of the estimated school tax rates for Longport, Ocean City, and Atlantic City under the status quo and under the assumption that Longport severs its send/receive relationship with Atlantic City and sends its high school pupils to Ocean City.

In **Longport**, the cost implications over the 3-year period of the study are as follows:

Tuition savings (section B)	(\$128,499)
Additional cost of transportation (section F)	<u>42,846</u>
Net savings	(85,653)
	<u>÷3</u>
Net savings per year	(\$ 28,551)

Thus, the savings per year is estimated at \$28,551 which has a negligible impact on taxes. There is very minimal impact on the school tax rate.

In **Atlantic City**, the cost implications over the 3-year period of the study are as follows:

Tuition loss (section B)	(\$539,565)
Savings (section D)	24,843
Net additional cost	(514,722)
	<u>÷3</u>
Net additional cost Per Year	(\$171,574)

Thus, the estimated additional cost per year is \$171,574, which is insignificant in a \$176 million budget and a \$19.5 billion tax base. There is very minimal impact on the school tax rate.

In **Ocean City**, the estimated cost implications over the 3-year period of the study are as follows:

Additional tuition revenues (section B)	(\$411,066)
Additional cost (section D)	24,843
Net cost savings	(386,223)
	<u>÷3</u>
Net cost savings per year	(\$128,741)

The estimated savings each year is \$128,741, which, since Ocean City has a \$40 million budget and a \$13 billion tax base, has very minimal impact on the school tax rate.

In summary, there is *no substantial negative financial impact* on Longport, Atlantic City or Ocean City school districts should Longport withdraw its students in grades nine through twelve from Atlantic City High School and send them Ocean City High School.

TABLE 26: TAX RATE COMPARISON		
	STATUS QUO	LONGPORT SENDS HS PUPILS TO OCEAN CITY
LONGPORT		
2011/2012	0.056	0.054
2012/2013	0.057	0.055
2013/2014	0.057	0.055
OCEAN CITY		
2011/2012	0.189	0.188
2012/2013	0.200	0.199
2013/2014	0.205	0.204
ATLANTIC CITY		
2011/2012	0.689	0.690
2012/2013	0.701	0.702
2013/2014	0.711	0.712

SECTION VI: PROCESS AND LEGAL IMPLICATIONS

A. Legal Process for Withdrawal from a Sending/Receiving Relationship

The following steps must be taken to withdraw, in part or completely, from a sending-receiving relationship.

1. The district seeking to sever the relationship must prepare a feasibility study that considers the impact the withdrawal of students would have on the quality of the educational program, the financial condition and racial composition of both the sending and receiving districts.
2. Upon review of the feasibility study, if the board wishes to pursue withdrawal, it must apply for approval to the Commissioner of Education. This determination is within the discretion of the Board of the Education and does not require approval of the electorate.
3. If there is no objection to the withdrawal, the Commissioner of Education will consider the application in conjunction with the feasibility study. The Commissioner is required to grant approval of the request for withdrawal if he/she finds that the withdrawal would not result in any substantial negative impact to the quality of the education program, financial condition *or* racial composition of the student population of either the sending *or* receiving districts. If the Commissioner finds that there would be a substantial negative impact in any of the three areas, approval for withdrawal must be denied.
4. However, if the other district opposes the withdrawal, a petition of appeal will be filed with the Department of Education and the dispute will be assigned to an Administrative Law Judge (“ALJ”) for a hearing.
5. The parties will present testimony and documents for the ALJ’s consideration.
6. The ALJ will, after the closing of the record, issue an initial or recommended decision.
7. The Commissioner of Education will then affirm, modify or reject the ALJ’s recommended decision.
8. The Commissioner’s decision may be appealed to the State Board of Education.

B. Legal Basis for Commissioner's Decision

N.J.S.A. 18A:38-13, the statute which governs applications to the Commissioner for change of designation or allocation and apportionment of pupils to high schools, provides in pertinent part, “the commissioner shall make equitable determinations based upon consideration of all the circumstances, including the educational and financial implications for the affected districts, the impact on the quality of education received by pupils, and the effect on the racial composition of the pupil population of the districts. The commissioner shall grant the requested change in designation or allocation if no substantial negative impact will result therefrom.”

C. Governance Implications

N.J.S.A. 18A:38-8.2 provides the “If the pupils of the sending district comprise less than 10 percent of the total enrollment of the pupils in the grades of the receiving district in which the pupils of the sending district will be enrolled, the sending district shall have no representation on the receiving district board of education.”

Longport students would comprise less than one half of one percent of the Ocean City School District student population. The proposed change in receiving district would have no impact on board of education representation. Longport does not now qualify for board representation on the Atlantic City Board of Education; nor would it qualify for representation on the Ocean City School District Board of Education.

SECTION VII: CONCLUSION

The information and analysis in this study provides the basis for the Longport Board of Education to seek permission from the Commissioner of Education to withdraw from its sending/receiving relationship with the Atlantic City Board of Education and to enter into a sending/receiving agreement with Ocean City Board of Education to receive Longport students in grades nine through twelve.

This study concludes the following:

1. Should Longport students in grades nine through twelve be withdrawn from Atlantic City High School and sent to Ocean City High School:
 - a. *No substantial negative impact* on the quality of the educational program provided by Atlantic City High School will result and that,
 - b. *No substantial negative impact* on the quality of the educational program provided by Ocean City High School will result, and,
2. Should Longport students in grades nine through twelve be withdrawn from Atlantic City High School and sent to Ocean City High School:
 - c. *No substantial negative impact* on the financial condition of the Atlantic City School District will result and that,
 - d. *No substantial negative impact* on the financial condition of the Ocean City School District will result, and furthermore,
3. Should Longport students in grades nine through twelve be withdrawn from Atlantic City High School and sent to Ocean City High School:
 - a. *No substantial negative impact* on the racial composition of Atlantic City High School will result and that,
 - b. *No substantial negative impact* on the racial composition of Ocean City High School will result.

APPENDIX A
LONGPORT K-12 ENROLLMENT PROJECTIONS

NEW JERSEY DEPARTMENT OF EDUCATION, OFFICE OF SCHOOL FACILITIES, LRFP
Standard Cohort-Survival Enrollment Projection Worksheet

DISTRICT NAME: **Longport Non-Operating, sends to Margate**

COUNTY: **01- Atlantic**

DIRECTIONS: **Complete and submit this form to the DOE only if the historic enrollments or births in the 2005 LRFP website cohort-survival projection are not considered to be accurate and do not produce viable projections.**

The historic enrollments are based on the Fall Reports. The birth data is from the New Jersey Department of Vital Statistics.
 Special education (SCSE) only pertains to self-contained students and should be excluded from the general education grade level totals.
 Birth and enrollment data should be entered in all red outlined cells.

After completion of this form, entered proposed projections into the LRFP website. Any of the last three projection years can be selected. All proposed grade level projections must be based on the same projection year.
 Highlight in red enrollment or birth numbers that differ from those provided on the LRFP website and explain the reason for the deviation below.

LRFP WEBSITE FALL REPORT AND BIRTH DATA ISSUES:

Historic enrollment data is from the ASSA reports. The B:K Survival Ratio has been adjusted to a 4-year average rather than the standard 6-year average in support of the more current level.


"s" = survival rate

School Year	Births 5 Yrs. Ago	"s"	K		1st Gr.		2nd Gr.		3rd Gr.		4th Gr.		5th Gr.		K-5 Subt.	SCSE	K-5 Total (excl. PK)	PK SCSE	PK 3 yrs.	PK 4yrs.	PK-5 Total	6th Gr.		7th Gr.		8th Gr.		6-8 Subt.		SCSE	6-8 Total	9th Gr.		10th Gr.		11th Gr.		12th Gr.		9-12 Subt.	SCSE	9-12 Total	PK Subt. excl. SCSE	K-12 Subt.	K-12 Total	PK-12 Total																																							
			"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"								"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"			"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"								"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"	"s"																												
HISTORIC DATA			Full															Half																																																																			
2005-06	9	0.556	5	4	3	4	4	6	26	2	28	0	3	0	31	0.833	0.667	1.000	3	5	6	14	0	14	0.500	1.000	1.500	1.000	3	2	1	3	9	1	10	3	49	52	55																																														
2006-07	3	0.667	2	6	4	3	5	3	23	2	25	0	0	3	28	2.000	1.167	0.750	1.333	1.400	5	2	5	12	2	14	0.200	1.000	0.667	1.000	3	3	3	1	10	0	10	3	45	49	52																																												
2007-08	6	1.000	6	4	7	3	4	7	31	2	33	0	1	0	34	1.000	0.500	1.000	1.333	1.000	6	4	3	13	2	15	0.333	1.000	0.667	1.500	1	3	2	3	9	0	9	1	53	57	58																																												
2008-09	3	1.000	3	6	2	7	4	4	26	7	33	0	1	1	35	1.286	1.167	1.250	9	7	5	21	2	23	0.600	1.000	1.000	1.000	1	1	2	3	7	1	8	2	54	64	66																																														
2009-10	4	1.000	4	3	6	2	7	3	25	5	30	0	0	0	30	1.250	0.889	0.714	5	8	5	18	1	19	0.200	1.000	1.000	1.000	3	1	1	2	7	1	8	0	50	57	57																																														
2010-11	5	1.600	8	4	2	5	3	8	30	2	32	0	0	0	32	1.000	0.400	1.000	3	2	8	13	2	15	0.200	1.000	1.000	1.000	1	3	1	1	6	1	7	0	49	54	54																																														
4 Yr Average Survival Rate		1.150	1.240 0.867 0.917 1.283 1.009															% Pop 6 Yr 12%		1.274 0.784 1.093															% Pop 6 Yr 10%		0.367 1.000 0.967 1.100															% Pop 6 Yr 8%																																	
5-YR PROJECTIONS																																																																																					
2011-12	2	1.150	2	10	3	2	6	3	27	3	30	0	0	0	30	1.274	0.784	1.093	10	2	2	15	1	16	0.367	1.000	0.967	1.100	3	1	3	1	8	1	9	0	50	55	55																																														
2012-13	3	1.150	3	3	9	3	2	6	27	3	30	0	0	0	30	1.274	0.784	1.093	4	8	3	14	1	16	0.367	1.000	0.967	1.100	1	3	1	3	8	1	9	0	49	55	55																																														
2013-14	3	1.150	3	4	2	8	4	2	25	3	28	0	0	0	28	1.274	0.784	1.093	8	3	9	20	2	22	0.367	1.000	0.967	1.100	1	1	3	1	6	0	6	0	50	56	56																																														
2014-15	3	1.150	3	4	4	2	10	4	28	3	31	0	0	0	32	1.274	0.784	1.093	3	6	3	13	1	14	0.367	1.000	0.967	1.100	3	1	1	3	8	1	9	0	49	54	54																																														
2015-16	3	1.150	3	4	4	3	3	10	28	3	31	0	0	0	31	1.274	0.784	1.093	5	2	7	15	1	16	0.367	1.000	0.967	1.100	1	3	1	1	6	1	7	0	49	54	54																																														
Change # Students			-2															-1		0															-1		2															1		0															0		0														
Change % Students			-7%															-2%																	-2%		13%															8%		3%															-4%		0%														

CERTIFICATION: (complete one)

The above information is prepared and certified by the district.
 District Representative Name: _____
 Title: _____
 Signature: _____

The above information is prepared and certified by a qualified demographer.
 Firm Name: Sundance Associates 117 Greenvale Ct. Cherry Hill NJ 08034
 Name: George B. Sundell Tel 856-755-0174 Email: GSundell@verizon.net
 Signature: *George B. Sundell* Date: August 19, 2011



APPENDIX B
ATLANTIC CITY K-12 ENROLLMENT
PROJECTIONS
(WITH LONGPORT INCLUDED AS PART OF
MARGATE)

NEW JERSEY DEPARTMENT OF EDUCATION, OFFICE OF SCHOOL FACILITIES, LRFP
Standard Cohort-Survival Enrollment Projection Worksheet

DISTRICT NAME: **0110 - Atlantic City**

COUNTY: **01 - Atlantic**

DIRECTIONS: **Complete and submit this form to the DOE only if the historic enrollments or births in the 2005 LRFP website cohort-survival projection are not considered to be accurate and do not produce viable projections.**

The historic enrollments are based on the Fall Reports. The birth data is from the New Jersey Department of Vital Statistics.

Special education (SCSE) only pertains to self-contained students and should be excluded from the general education grade level totals.

Birth and enrollment data should be entered in all red outlined cells.

After completion of this form, entered proposed projections into the LRFP website. Any of the last three projection years can be selected. All proposed grade level projections must be based on the same projection year.

Highlight in red enrollment or birth numbers that differ from those provided on the LRFP website and explain the reason for the deviation below.

LRFP WEBSITE FALL REPORT AND BIRTH DATA ISSUES:

"s" = survival rate

School Year	Births 5 Yrs. Ago	"s"	K-5							6-8					plus 1/3rd SCSE			9-12				PK-12													
			K	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	Subt.	SCSE	K-5 Total (excl. PK)	PK SCSE	PK 3 yrs.	PK 4yrs.	PK-5 Total	6th Gr.	7th Gr.	8th Gr.	6-8 Subt.	SCSE	6-8 Total	8th Gr. Brig	8th Gr. Marg	8th Gr. Vent	9th Gr.	10th Gr.	11th Gr.	12th Gr.	9-12 Subt.	SCSE	9-12 Total	PK Subt.	K-12 Subt.	K-12 Total	PK-12 Total
HISTORIC DATA			Full																																
2005-06	727	0.711	517	500	484	419	398	461	2779	105	2884	28		72	2984	453	466	451	1370	52	1422	129	63	117	741	642	554	573	2509	59	2568	100	6658	6874	6974
			0.967	0.960	0.974	0.950	1.158									0.983	1.029	0.968							0.982	0.863	0.860	1.033							
2006-07	776	0.666	517	500	480	423	398	461	2779	105	2884	28		72	2984	453	466	451	1370	52	1422	101	64	103	746	640	552	572	2509	59	2568	100	6658	6874	6974
			0.930	0.918	0.863	1.009	0.937					Both				0.787	0.868	0.878							1.046	0.783	0.738	0.820							
2007-08	792	0.606	480	481	459	414	427	373	2634	109	2743	29		79	2851	363	393	409	1165	55	1220	103	62	96	752	584	472	453	2260	61	2321	108	6059	6284	6392
			1.027	0.936	0.980	0.966	1.000					Full				0.957	0.970	0.947							1.033	0.695	0.872	0.949							
2008-09	760	0.650	494	493	450	450	400	427	2714	93	2807	27		109	2943	357	352	372	1081	46	1127	103	53	109	693	522	509	448	2172	61	2233	136	5967	6167	6303
			0.982	0.955	0.971	0.973	0.940					Full				0.925	0.972	0.966							1.101	0.755	0.987	0.939							
2009-10	826	0.654	540	485	471	437	438	376	2747	103	2850	29		167	3046	395	347	340	1082	51	1133	85	70	90	701	523	515	478	2217	76	2293	196	6046	6276	6472
			0.969	0.961	0.962	0.970	0.961									1.040	0.957	0.988							1.178	0.733	1.021	0.944							
2010-11	762	0.688	524	523	466	453	424	421	2811	93	2904	38		260	3202	391	378	343	1112	48	1160	97	61	117	689	514	534	486	2223	85	2308	298	6146	6372	6670
									% Pop 6 Yr							0.938	0.959	0.949	% Pop 6 Yr						1.068	0.766	0.895	0.937	% Pop 6 Yr						
5-YR PROJECTIONS																																			
2011-12	799	0.662	529	511	495	433	441	424	2833	105	2938	38		260	3236	395	375	359	1129	48	1177	80	69	110	660	528	460	500	2148	62	2210	298	6110	6325	6623
			0.975	0.946	0.930	0.974	0.999									0.938	0.959	0.949							1.068	0.766	0.895	0.937							
2012-13	822	0.662	545	516	483	460	422	441	2867	106	2973	38		260	3271	398	379	356	1132	48	1180	68	59	95	660	505	472	431	2069	60	2128	298	6068	6282	6580
			0.975	0.946	0.930	0.974	0.999									0.938	0.959	0.949							1.068	0.766	0.895	0.937							
2013-14	835	0.662	553	531	488	449	448	422	2891	107	2998	38		260	3296	414	381	360	1155	49	1204	64	58	126	617	505	453	443	2018	58	2076	298	6064	6278	6576
			0.975	0.946	0.930	0.974	0.999									0.938	0.959	0.949							1.068	0.766	0.895	0.937							
2014-15	800	0.662	530	539	502	454	438	448	2911	107	3018	38		260	3316	396	397	362	1154	49	1203	67	63	102	648	473	452	424	1997	58	2055	298	6062	6276	6574
			0.975	0.946	0.930	0.974	0.999									0.938	0.959	0.949							1.068	0.766	0.895	0.937							
2015-16	807	0.662	535	517	510	467	442	437	2908	107	3015	38		260	3313	420	380	377	1176	50	1226	85	66	105	635	496	423	424	1978	57	2035	298	6062	6277	6575
									% Pop 6 Yr							0.938	0.959	0.949	% Pop 6 Yr						1.068	0.766	0.895	0.937	% Pop 6 Yr						
Change # Students									97		111			298	111				64		66														-95
Change % Students									3%		4%			3%					6%		6%														-1%

CERTIFICATION: **The above information is prepared and certified by the district.**

District Representative Name: _____

Title: _____

Signature: _____

The above information is prepared and certified by a qualified demographer.

Firm Name: Sundance Associates 117 Greenvale Ct. Cherry Hill NJ 08034

Name: George B. Sundell Tel 856-755-0174 Email: GSundell@verizon.net

Signature: *George B. Sundell*

Date: August 30, 2011



APPENDIX C
OCEAN CITY K-12 ENROLLMENT PROJECTIONS
(WITHOUT LONGPORT)

Cohort-Survival Enrollment Projection Worksheet with Adj for Parochial closure and new Sea Isle Send-Receive

DISTRICT NAME: **3780 - Ocean City**

COUNTY: **09 - Cape May**

DIRECTIONS: **Complete and submit this form to the DOE only if the historic enrollments or births in the 2005 LRFP website cohort-survival projection are not considered to be accurate and do not produce viable projections.**

The historic enrollments are based on the Fall Reports. The birth data is from the New Jersey Department of Vital Statistics.
 Special education (SCSE) only pertains to self-contained students and should be excluded from the general education grade level totals.
 Birth and enrollment data should be entered in all red outlined cells.

After completion of this form, entered proposed projections into the LRFP website. Any of the last three projection years can be selected. All proposed grade level projections must be based on the same projection year.
 Highlight in red enrollment or birth numbers that differ from those provided on the LRFP website and explain the reason for the deviation below.

LRFP WEBSITE FALL REPORT AND BIRTH DATA

"s" = survival rate

School Year	Births 5 Yrs. Ago "s"	Historic Data										Alternate Analysis						9th-12th				PK-12														
		K	1st Gr.	2nd Gr.	3rd Gr.	3rd Sea Isle	4th Gr.	4th Sea Isle	5th Gr.	K-5 Subt.	SCSE	K-5 Total (excl. PK)	PK SCSE	PK 3 yrs.	PK 4 yrs.	PK-5 Total	6th Gr.	7th Gr.	8th Gr.	6-8 Subt.	SCSE	6-8 Total	PK-3 Pri	4-8 Intern	K-8 Total Consol	8th Gr. Sea Isle	8th Gr. Upper	9th Gr.	10th Gr.	11th Gr.	12th Gr.	9-12 Subt.	SCSE	9-12 Total	PK Subt.	K-12 Subt.
HISTORIC DATA		Full																																		
2005-06	115 0.496	57	61	65	70	80	57	390	33	423	8	0	0	431	77	88	87	252	17	269	283	417	14	207	361	363	367	339	1430	11	1441	8	2072	2133	2141	
2006-07	100 0.580	58	63	67	71	69	84	412	29	441	7	0	0	448	61	74	90	225	19	244	285	407	16	196	317	379	357	362	1414	8	1422	7	2051	2107	2114	
2007-08	102 0.598	61	65	65	63	77	67	398	20	418	7	0	0	425	90	67	88	245	14	259	274	410	14	201	325	321	367	343	1355	10	1364	7	1998	2041	2048	
2008-09	110 0.736	81	69	73	71	73	6	83	14	464	11	0	0	475	87	96	90	273	15	288	314	449	8	193	313	329	315	376	1333	7	1340	11	2056	2092	2103	
2009-10	76 1.039	79	86	71	81	73	8	79	12	481	8	0	0	489	104	106	106	316	10	326	333	482	176		295	322	329	334	1279	3	1282	8	2064	2089	2097	
2010-11	78 0.910	71	73	88	74	6	93	85	12	496	9	0	0	505	79	108	103	290	9	299	323	481	804	201	291	294	322	331	1238	4	1242	9	2012	2037	2046	
Average last 3 yrs Survival Rate 0.895		1.069 1.061 1.055 1.081 1.030										1.139 1.077 1.126 3.1%						1.036 1.020 0.986 1.008				0.4%														
PROJECTIONS without all Sea Isle		Sea Isle																																		
2011-12	82 0.895	73	76	77	93	80	96	495	13	509	10	0	0	519	97	85	122	303	9	313	338	493	832	148	315	297	290	324	1226	4	1231	10	2025	2052	2062	
2012-13	89 0.895	80	78	81	82	100	82	503	14	517	10	0	0	527	109	104	96	309	10	319	339	506	845	173	279	321	293	292	1186	4	1190	10	1998	2026	2036	
2013-14	85 0.895	76	85	83	85	88	103	521	14	535	10	0	0	545	94	117	117	329	10	339	349	535	884	168	278	285	317	295	1176	4	1180	10	2025	2054	2064	
2014-15	85 0.895	76	81	90	88	92	91	518	14	532	10	0	0	542	118	101	132	351	11	362	355	549	904	143	296	284	281	319	1180	4	1185	10	2049	2079	2089	
2015-16	85 0.895	76	81	86	95	95	95	528	14	542	10	0	0	552	104	127	114	344	11	355	358	549	907	160	285	302	280	283	1150	4	1155	10	2023	2052	2062	
Change # Students		44										46						54				56														
Change % Students		9%										9%						19%				19%														
PROJECTIONS with all Sea Isle after Sept 2012																																				
2011-12		80	87	86	93	80	96	522	14	536	10	0	0	546	97	85	122	303	9	313	365	493	859		315	297	290	324	1226	4	1231	10	2051	2079	2089	
2012-13		85	84	93	91	100	82	536	15	550	10	0	0	560	109	104	96	309	10	319	373	506	879		279	321	293	292	1186	4	1190	10	2031	2059	2069	
2013-14		81	90	90	98	88	103	551	15	565	10	0	0	575	94	117	117	329	10	339	379	535	914		278	285	317	295	1176	4	1180	10	2055	2084	2094	
2014-15		82	86	96	95	92	91	541	15	556	10	0	0	566	118	101	132	351	11	362	378	549	928		296	284	281	319	1180	4	1185	10	2073	2103	2113	
2015-16		82	87	91	101	95	95	551	15	566	10	0	0	576	104	127	114	344	11	355	382	549	931		285	302	280	283	1150	4	1155	10	2046	2076	2086	
Change # Students		67										70						54				56														
Change % Students		14%										14%						19%				19%														

The above information is prepared and certified by a qualified demographer.

Firm Name: Sundance Associates 117 Greenvale Ct. Cherry Hill NJ 08034

Name: George B. Sundell Tel 856-755-0174 Email: GSundell@SundanceAssoc.com

Signature: *George B. Sundell* Date: June 15, 2011

