

ARTHUR H. LANG  
918 East Kennedy Blvd.  
Lakewood, NJ 08701  
NJ Att. No. 014102010  
lakewoodlaw@gmail.com  
(732) 609-5530  
Attorney for Petitioners

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LEONOR ALCANTARA, individually and as  
Guardian ad Litem for E.A.; LESLIE  
JOHNSON, individually and as Guardian  
ad Litem for D.J.; JUANA PEREZ,  
individually and as Guardian ad Litem  
for Y.P.; TATIANA ESCOBAR  
individually; and IRA SCHULMAN,  
individually and as Guardian ad Litem  
for A.S.

Plaintiffs,

v.

DAVID HESPE, COMMISSIONER OF THE NEW  
JERSEY DEPARTMENT OF EDUCATION; the  
NEW JERSEY STATE BOARD OF EDUCATION;  
and the NEW JERSEY DEPARTMENT OF  
EDUCATION

Respondents  
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) OAL DOCKET No:  
) EDU 11069-2014S  
)  
) Agency Ref. No.:  
) 156-6/14  
)  
) CERTIFICATION OF  
) DR. DANIELLE  
) FARRIE, RESEARCH  
) DIRECTOR OF THE  
) EDUCATION LAW  
) CENTER, IN SUPPORT  
) OF PETITIONERS'  
) MOTION  
)

I, Danielle Farrie, Ph.D., of full age, certify as follows:

1. I am the research director of the Education Law Center.
2. I appeared in Court to testify in the above action and submitted an expert report entitled "Lakewood School District: Expenditures and Revenues under SFRA" on February 13, 2018.
3. My report focused on the ways in which Lakewood's required spending in Transportation and Special Education are far beyond what is provided under SFRA because of its unique

nonpublic population.

4. The excess spending in these areas necessitate reducing expenditures in other areas - namely the adequacy budget for regular education, English language learners (ELL), and at risk (low-income) students.

5. On February 12, 2018 I created the document "Lakewood School District: Expenditures and Revenues under SFRA" (hereafter "the document"). The document is attached.

6. Using data publicly available for the three most recent years (2016 - 2018), in the document I compare the district's expenditures in special education and transportation to the funding that is provided under a fully implemented SFRA.

7. Even accounting for additional state aids the district receives (Extraordinary aid and State funding to support the Transportation Authority pilot program), the district is left with a \$37-40 million annual gap between expenditures and revenues for special education and transportation.

8. Because this spending is not discretionary, the district must divert \$37-40 million from supporting essential teachers, support staff and programs in Lakewood's adequacy budget under the SFRA. These include programs for regular education, and programs for at-risk and ELL students.

9. When that \$37-40 million is subtracted from the adequacy budget, the district only has 60-65% of the state and local revenue that the SFRA deems necessary for students to achieve the state's curriculum standards.

10. My analysis assumes that the district receives both full funding of state aid and the local fair share. In other words, this is the best-case scenario. In reality, the district may be underfunded from both state and local revenues, further exacerbating the effect on the ability of the district to fund the adequacy budget for regular education, at-risk, and ELL students.

I am aware that if the foregoing statements made by me are willfully false, I am subject to punishment.



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Danielle Farrie, Ph.D.  
Dated: March 8, 2018

Lakewood School District: Expenditures and Revenues under SFRA

		FY16	FY17	FY18
<b>SPECIAL EDUCATION</b>				
Expenditures <sup>1</sup>	Special Education - Instruction 11-2XX-100-XXX	\$6,151,946	\$6,475,969	\$7,108,442
	Undistributed Expenditures - Instruction (Tuition) 11-000-100-XXX	\$28,137,315	\$31,780,583	\$31,963,753
	Undist. Expend.-Speech, OT, PT And Related Svcs 11-000-216-XXX	\$2,913,690	\$3,723,890	\$3,295,071
	Undist Expend-Oth Supp Serv Std-Extra Serv 11-000-217-XXX	\$2,156,207	\$2,967,150	\$2,516,926
	Undist. Expenditures - Child Study Teams 11-000-219-XXX	\$3,022,564	\$2,369,419	\$2,943,573
	<b>TOTAL SPECIAL EDUCATION EXPENDITURES</b>	<b>\$42,381,722</b>	<b>\$47,317,011</b>	<b>\$47,827,765</b>
Revenue				
<i>Fully Funded SFRA</i> <sup>2</sup>	Special Education (2/3 Equalized + 1/3 Categorical)	\$13,995,912	\$15,545,832	\$15,030,189
	Speech	\$130,375	\$115,533	\$111,334
<i>Other State Aid</i>	Extraordinary Aid <sup>3</sup>	\$4,162,366	\$5,200,000	\$5,200,000
	<b>TOTAL REVENUE</b>	<b>\$18,288,653</b>	<b>\$20,861,365</b>	<b>\$20,341,523</b>
Revenue Gap		-\$24,093,069	-\$26,455,646	-\$27,486,242
<b>TRANSPORTATION</b>				
Expenditures	Undist. Expend.-Student Transportation Serv. 11-000-270-XXX	\$26,343,391	\$24,777,814	\$27,648,082
Revenue				
<i>Fully Funded SFRA</i>	Transportation	\$10,161,311	\$11,509,939	\$12,752,631
<i>Other State Aid</i>	Transportation Authority <sup>4</sup>		\$2,400,000	\$2,400,000
	<b>TOTAL REVENUE</b>	<b>\$10,161,311</b>	<b>\$13,909,939</b>	<b>\$15,152,631</b>
Revenue Gap		-\$16,182,080	-\$10,867,875	-\$12,495,451
<b>TOTAL REVENUE GAP (SPECIAL ED + TRANS)</b>		<b>-\$40,275,149</b>	<b>-\$37,323,521</b>	<b>-\$39,981,693</b>
SFRA Adequacy Budget <sup>5</sup>		\$109,873,769	\$108,079,352	\$99,725,929
Revenue Remaining for Adequacy <sup>6</sup>		\$69,598,620	\$70,755,831	\$59,744,236
Revenue Remaining Relative to Adequacy Budget		63%	65%	60%

<sup>1</sup> Expenditure data from the 2018 User Friendly Budget

<sup>2</sup> Revenue data from 2016-2018 "Informational" State Aid Notices, reflects full funding of SFRA.

<sup>3</sup> As reported on the 2018 User Friendly Budget.

<sup>4</sup> According to Office of Legislative Services fiscal estimate of Senate Bill 2049.

<sup>5</sup> Adequacy budget as calculated in 2016-2018 "Informational" state aid notices. Excludes special education and speech.

<sup>6</sup> Assumes full funding of the Local Fair Share.

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Respondents

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) OAL DOCKET No:  
) EDU 11069-2014S  
)  
) Agency Ref. No.:  
) 156-6/14  
)  
) CERTIFICATION OF  
) THOMAS L. HENSHAW,  
) MUNICIPAL MANAGER  
) OF LAKEWOOD  
) TOWNSHIP, IN  
) SUPPORT OF  
) PETITIONERS  
)  
)

-----  
I, Thomas L. Henshaw, of full age, certify as follows:

1. I am the municipal manager of the Township of Lakewood.

2.

3.

4.

*{ attachments enclosed }*

I am aware that if the foregoing statements made by me are  
willfully false, I am subject to punishment.

*Thomas L. Henshaw*

Thomas L. Henshaw

Dated:

*Township  
manager*



# Township of Lakewood

MUNICIPAL BUILDING  
231 THIRD STREET  
LAKEWOOD, NEW JERSEY 08701  
732-364-2500 • FAX: 732-994-4568



## OFFICE OF THE MUNICIPAL MANAGER

*Thomas L. Henshaw*

To Whom It May Concern:

Lakewood Township is the sole collector of all Property Taxes in Lakewood. The taxes collected are divided into four (4) entities, according to their respective percentages, as configured by the Ocean County Tax Board.

The four (4) entities are:

- The County of Ocean
- The Lakewood Fire District
- The Lakewood Municipal Government
- The Lakewood School System

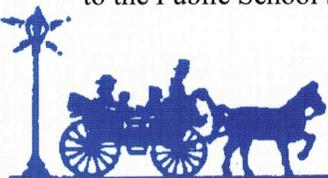
In addition, each entity is separate from one another and has no legal jurisdiction or legal responsibility to the other entities.

As you may know the Lakewood Municipal Government has no power, authority or legal responsibility over the Lakewood Township Public School System. The Public School System is controlled by the State of New Jersey's Department of Education. The revenue to operate the Public School System comes from the following:

- Property Taxes
- Grants
- New Jersey Department of Education

The Township of Lakewood has no responsibility to fund any/all financial matters for the Lakewood Public School District. However, due to the financial crisis the Public School System is facing, Lakewood Township's Municipal Government has generously tried to help the Public School System financially, while waiting for the proper funding from the State of New Jersey's Department of Education. It is not the Township's legal responsibility nor our obligation to do this.

In addition, because of the Municipal Governments financial involvement in trying to help the Public School System, our surplus has dropped over seven (7) million dollars since 2017. Also, we did not receive a Bond Rating increase and it actually went down due to our financial assistance to the Public School System.



Also, there is no such thing as a low tax rate because of being a school district. The rate is struck by the Ocean County Tax Board based on added assessments each year. The rate is the rate. Also, during a reassessment the value of the town normally goes up, the rate gets re-balanced based on the increase of value. The tax rate may come down but does not change the tax money due all four (4) entities.

Finally, The Township of Lakewood is deemed a Sub-Par Socioeconomic Municipality with a population of 125,000 residents, with a median income of around \$43,000.00 (lower than the County average and under the State average).

In closing, as we have already stated to the Lakewood Public School System, we can no longer continue to financially fund any operations of the School District. We have tried to provide assistance and as a result of it, we have lost our financial stability with Bonding and seven (7) million dollars of surplus. Again, it is not the legal responsibility nor obligation of the Lakewood Municipal Government to fund the School System, it rests on the State of New Jersey's Department of Education.

Sincerely,

A handwritten signature in blue ink that reads "Thomas L. Henshaw". The signature is written in a cursive style with a long horizontal stroke at the end.

Thomas L. Henshaw  
Municipal Manager

# Transcript 1

STATE OF NEW JERSEY  
OFFICE OF ADMINISTRATIVE LAW  
OAL DOCKET NO. EDU 11069-14

\_\_\_\_\_  
LEONOR ALCANTARA, :  
INDIVIDUALLY AND AS :  
GUARDIAN AD LITEM FOR E.A.:  
ET AL, :  
 :  
Petitioner, :  
 :  
-vs- : TRANSCRIPT  
 : OF  
 : RECORDED PROCEEDINGS  
 :  
DAVID HESPE, COMMISSIONER :  
OF EDUCATION, :  
 :  
Respondent. :  
\_\_\_\_\_ :

February 13, 2018

BEFORE:

THE HONORABLE SUSAN M. SCAROLA, A.L.J.

APPEARANCES:

By: ARTHUR H. LANG, ESQ.  
By: DANIEL GROSSMAN, ESQ.  
Attorney(s) for Petitioner(s)

OFFICE OF THE ATTORNEY GENERAL  
By: Geoffrey N. Stark, DAG  
Attorney(s) for Respondent(s)

Transcriber: Kathleen A. Cosentino  
CRT SUPPORT CORPORATION  
2082 Highway 35, P.O. Box 785  
South Amboy, N.J. 08879  
Phone: (732) 721-4330  
Fax: (732) 721-7650

<u>WITNESS</u>	<u>DIRECT</u>	<u>CROSS</u>	<u>REDIRECT</u>	<u>RECROSS</u>	VOIR <u>DIRE</u>
DANIELLE FARRIE					
By Mr. Lang	5/10/16			110/114	
By Mr. Stark		87			7/13
By the Court	113				

## E X H I B I T S

3

<u>NO.</u>	<u>DESCRIPTION</u>	<u>I.D.</u>	<u>EVID.</u>
P-3	'17-'18 state aid notice	19	
P-4	2017 budget	34	
P-5	2018 budget	34	
P-34	'15-'16 aid Notice to district	35	
P-35	'16-'17 aid Notice to district	35	
P-42	Part of chart of adequacy	50	
P-43	Dr. Farrie curriculum vitae	54	
P-44	Dr. Farrie report	54	

1 THE COURT: All right. So continuing the  
2 matter of Leonor Alcantara, et al versus Hespe. Our  
3 docket number is EDU 11069-14. Your appearances for  
4 today.

5 MR. LANG: Art Lang for Petitioners.

6 MR. GROSSMAN: Daniel Grossman for  
7 Petitioners.

8 MR. STARK: Thank you, Your Honor. Geoffrey  
9 Stark, Deputy Attorney General. With me are Jennifer  
10 Hoff, Deputy A.G., Laura Capass, Deputy A.G., Lauren  
11 Jensen, Deputy A.G. on behalf of State Respondents, and  
12 our client representative, Sue (out of microphone  
13 range).

14 THE COURT: All right. Thank you. All right.  
15 So shall we begin.

16 MR. LANG: I'd like to call Dr. Danielle  
17 Farrie to the standard and.

18 THE COURT: All right. Dr. Farrie. Good  
19 morning. If you would just stand there please and  
20 raise your right hand.

21 D A N I E L L E F A R R I E, PETITIONER'S WITNESS,  
22 SWORN.

23 THE COURT: Okay. State your name.

24 THE WITNESS: Danielle Farrie.

25 THE COURT: And just spell your last name for

1 the record.

2 THE WITNESS: F as in Frank-A-R-R-I-E.

3 THE COURT: All right, thank you. Have a  
4 seat, and just keep your voice up. Everything is being  
5 recorded. It's not a microphone that amplifies.

6 THE WITNESS: Okay.

7 THE COURT: It just records. So everything  
8 has to be answered verbally for it to get the right  
9 answer.

10 THE WITNESS: Yes, ma'am.

11 THE COURT: All right. All right, Mr. Lang.

12 DIRECT EXAMINATION BY MR. LANG:

13 Q Doctor, what do you do for a living?

14 A I am the research director at the Education Law  
15 Center.

16 Q What is the Education Law Center?

17 A The Education Law Center is a non-profit legal  
18 advocacy firm that works to enforce the rights of  
19 public school students across New Jersey and  
20 nationally.

21 Q What do you do as resource director?

22 A I am responsible for the data analysis that  
23 supports our work, both policy work, litigation,  
24 advocacy, all areas including our work in New Jersey  
25 and also the national work that we do and other state

1 specific work.

2 Q What is your academic background?

3 A I have a Ph.D. in sociology from Temple  
4 University.

5 Q And what was your concentration in sociology?

6 A A sociology of education and urban sociology.

7 Q How long have you been the research director?

8 A It's been nine years.

9 Q Nine years. Before that what did you do?

10 A I actually came to ELC directly from graduate  
11 school. So prior to that I had been working research  
12 assistant jobs at the university.

13 Q ELC is to education also?

14 A Yes.

15 Q Did you get a Masters degree before your  
16 Ph.D.?

17 A It was part of my Ph.D. within Temple, same  
18 program.

19 Q What do you do for your undergraduate degree?

20 A I also study sociology at Loyola College in  
21 Maryland.

22 Q Did you do analysis, an analysis for the  
23 Supreme Court in Abbott 21?

24 A Yes.

25 Q What was that analysis?

1 A I was looking at the impact of the funding cuts  
2 in the 2011 fiscal year, looking at the impact on staff  
3 and programs from those budget cuts.

4 Q Was your report accepted by the Supreme  
5 Court?

6 A Yes.

7 MR. LANG: I want to ask if we can qualify Dr.  
8 Farrie as an expert.

9 THE COURT: Have you ever testified as an  
10 expert before?

11 THE WITNESS: I have. Oh, I'm sorry. I  
12 should not -- I was not testifying as an expert, but  
13 I've testified in other court cases.

14 MR. STARK: I'd like to --

15 THE COURT: Yes. You can voir dire.

16 MR. STARK: Well, first of all I'd like to  
17 just clarify what is Dr. Farrie being offered as an  
18 expert in? What field is she being offered as an  
19 expert in?

20 MR. LANG: Educational funding, SFRE,  
21 educational funding.

22 MR. STARK: So she's being offered as an  
23 expert in educational funding. All right.

24 VOIR DIRE EXAMINATION BY MR. STARK:

25 Q Doctor, you don't have any degrees in

1 accounting?

2 A No.

3 Q No degrees in public finance?

4 A No.

5 Q No other certificate or anything like that?

6 A No.

7 Q Do you have any certifications from the  
8 State, educational certifications from the State?

9 A No.

10 Q As a teacher?

11 A No.

12 Q As a business administrator?

13 A No.

14 Q So you're not an educator in any way, are  
15 you?

16 A No.

17 Q So your C.V., your C.V. does not indicate  
18 that you had -- doesn't indicate the report that you  
19 submitted to the Supreme Court in Abbott. Are there  
20 any other reports that you've omitted from your C.V.?

21 A No. I don't believe there is any other reports  
22 that I omitted.

23 Q Okay. So your dissertation was on school  
24 choice and racial segregation?

25 A Racial and economic segregation.

1 Q Okay. Racial and economic segregation. Now,  
2 you indicated a number of different research assistant  
3 positions that you've held during the course of your  
4 graduate education. For public affairs, did that  
5 research that you conducted there deal with school  
6 funding?

7 A No.

8 Q So it didn't deal with school funding in New  
9 Jersey?

10 A No.

11 Q Pennsylvania and Metropolitan Philadelphia  
12 Survey, did that research deal with school funding?

13 A That research dealt with perceptions of school  
14 quality.

15 Q Did any of the research that you did  
16 throughout your graduate education deal with school  
17 funding?

18 A No. I began working on school funding when I  
19 started working at Education Law Center.

20 MR. STARK: Okay. And so Your Honor, I -- I'm  
21 going to object to her being qualified and leave that  
22 to Your Honor's discretion.

23 MR. LANG: Could I speak to the witness?

24 THE COURT: Do you have more questions for  
25 her?

1 MR. LANG: Yes.

2 THE COURT: As to her qualifications?

3 MR. LANG: Yes.

4 THE COURT: Okay, sure.

5 DIRECT EXAMINATION BY MR. LANG (Cont'd.):

6 Q Have you been researching and writing on  
7 school funding for the last nine years?

8 A Yes. I have numerous publications related to  
9 school funding. We at ELC I am a coauthor on an annual  
10 report on school funding nationally. I have worked  
11 with Professional Bruce Bakers at Rutgers University on  
12 a number of projects related to school funding  
13 resources and educational outcomes.

14 Q I see in your -- I'm going to refer to your  
15 C.V., paper you wrote in 2015 from Rodriguez to Abbott,  
16 New Jersey Standards League School Funding Reform, that  
17 during "Legacy of Rodriguez." What was that about?

18 A That was a book chapter that I worked on with  
19 David Scherra, my boss at Education Law Center, that  
20 was a book that was tackling all kinds of issues around  
21 the school funding equity around the Country and our  
22 chapter specifically focused on the development of  
23 SFRA, the School Funding Reform Act in 2008 as it  
24 related to the prior Abbott decisions and then going  
25 forward looking at implementation of the funding law in

1 New Jersey.

2 Q The 216 paper, "Dynamics of Opportunity in  
3 America," did that deal with school funding?

4 A Yes. That was a national look at school funding  
5 that looked at how school funding reveals the  
6 distribution of funding relative to students in  
7 poverty, relates to the resources that are available in  
8 schools and how those resources get distributed among  
9 districts within states.

10 Q And the resource report 217 -- oh, I'm sorry,  
11 2017, the "School Funding Fair and National Report  
12 Card, Sixth Edition," what was that about?

13 A That is the annual report that I spoke about  
14 earlier. So that is a report that we put out with  
15 Bruce Baker, Rutgers University that takes an annual  
16 look at what we describe as "four indicators of school  
17 funding fairness," and it ranks states on those four  
18 indicators and then also looks at resource indicators  
19 like such things as wages and student/teacher ratios to  
20 identify how well states are doing in terms of funding  
21 their schools fairly.

22 Q I'm sorry. I see a lot of authors. What  
23 was your role in that report?

24 A I would say I'm the primary writer of the report.

25 Q Okay. Let me go back to the other papers you

1 said that had to do with that. The paper you wrote  
2 with Mr. Scherra, what was your role in that from  
3 Rodriguez to Abbott, the 2015 paper?

4 A We were coauthors.

5 Q Coauthors. And also the paper with Mr.  
6 Scherra and Mr. Danker, 2016, "Dynamics of Opportunity  
7 in America?" What was your role in that?

8 A I was a coauthor.

9 Q Okay. All right. And there is two more  
10 papers here that I want to ask you about. 2016, a  
11 "School Funding Fair," I guess that would be the same  
12 thing, just a different year?

13 A No. I think you might be referring to the,  
14 "Disadvantaged District's Report."

15 Q Yes.

16 A So that's a separate report that we published  
17 that looks at, that identifies districts that are the  
18 most disadvantaged relative to their labor market. So  
19 it's sort of a compendium report to the high school  
20 funding fair.

21 Q Did you -- in that report did you deal with  
22 school funding?

23 A Yes.

24 Q Okay. One more. The 2016 report with Bruce  
25 Baker and you and David Scherra, "Mind the Gap 20 Years

1 of Progress and Retrenchment in School Funding and  
2 Achievement Gaps, ETS Resource Report Series," what is  
3 that about?

4 A That was a paper that looked at a longitudinal  
5 analysis of school funding levels across states and  
6 tying school funding to resources available and then  
7 tying those resources to educational outcomes to see  
8 whether states that had worked to both raise funding  
9 levels overall but then also specifically targeting  
10 funding to at-risk or low income students, whether that  
11 had any effect on raising student achievement for low  
12 income students and closing the gap in achievement  
13 between low income students and other students.

14 Q Were all these papers that we talked about  
15 published?

16 A Yes.

17 MR. LANG: Okay. Your Honor, I submit her as  
18 an expert.

19 MR. STARK: I have a couple of recross on voir  
20 dire.

21 THE COURT: Yes.

22 VOIR DIRE EXAMINATION BY MR. STARK (CONT'D):

23 Q So you have no experience developing  
24 educational policy at the primary and secondary school  
25 level, correct?

1 A No. No.

2 Q And you have no experience implementing  
3 policy, educational policy at the primary and secondary  
4 school level?

5 A I'm a researcher. I don't implement policy.

6 Q That's what I was trying to get at is you  
7 don't have any experience doing that. No experience  
8 administering any educational programs? You testified  
9 earlier you're not an educator, correct?

10 A Correct.

11 Q No experience in evaluating the subjective  
12 quality of an educational program, you know, as from  
13 the role of an educator?

14 A I mean I certainly have experience evaluating the  
15 levels of outcomes in schools and districts.

16 Q That's not the question. The question is --

17 A I don't do program analysis.

18 Q Okay. So you don't do program analysis.  
19 Never put together a school budget?

20 A No.

21 Q No experience and you have no legal  
22 education? You testified you have a Ph.D. in sociology  
23 so no legal education.

24 A Correct.

25 Q No experience in providing any legal advice

1 to schools on complying with school funding laws?

2 A No. I leave that to the lawyers in office.

3 MR. LANG: Objection.

4 MR. STARK: What's the basis of the objection?

5 THE COURT: Yeah. What's the basis?

6 MR. LANG: I'm sorry, Your Honor. It's Mr.

7 Lang's ability to object or not.

8 THE COURT: Well, it's a little late. She has

9 actually answered the question. She's never put

10 together a school budget.

11 MR. STARK: Okay.

12 MR. LANG: Your Honor, she is not being

13 offered in --

14 THE COURT: This is voir dire. He can ask

15 these questions.

16 MR. GROSSMAN: Okay.

17 MR. STARK: I'm almost done, Your Honor.

18 BY MR. STARK:

19 Q So you don't have any publications that you

20 were the sole author of, correct? The list on your

21 C.V. here?

22 A No. I suppose no.

23 MR. STARK: Okay. Thank you, Your Honor.

24 MR. LANG: One more thing.

25 THE COURT: That's all right, Mr. Lang. I'll

1 accept Dr. Farrie as an expert in educational funding.  
2 I assume that's all she's going to be testifying about.

3 DIRECT EXAMINATION BY MR. LANG (CONT'D):

4 Q Are you familiar with the School Funding  
5 Reform Act of 2008?

6 A Yes.

7 Q Can you explain to us the SFRA?

8 A Sure. The SFRA is what we call a "standards link  
9 weighted student formula." So it is a school funding  
10 formula that was developed to determine the level of  
11 funding that is required within each district in order  
12 for that district to provide students with the  
13 resources required to be able to achieve the State's  
14 curriculum standards. The formula is weighted. What  
15 that means is certain students get additional funds.  
16 So there is a base cost that's outlined for the regular  
17 education program, and then there are additional funds  
18 that are tacked on for students who need additional  
19 resources.

20 So for example, students who are at risk, which is  
21 defined as students who are eligible for free and  
22 reduced lunch, students who are limited, have limited  
23 English proficiency or English language learners and  
24 then also additional funding for students with special  
25 education needs. So the formula basically looks at the

1 unique population of each school district and  
2 determines the funding level that is required to  
3 support those students to meet the state standards.  
4 That funding lev is then divided up into a local share  
5 and a state share where there is a formula that is used  
6 to determine how much the local municipality can afford  
7 to raise to support the schools, and then the remaining  
8 funding levels are provided through state aid. That's  
9 called the "adequacy budget."

10 Then there are a couple of additional aids that  
11 are provided as categorical aids, which means that all  
12 of the funding should come directly from the State. So  
13 that's transportation funding and special education  
14 funding and security aid.

15 Q Now, going back to adequacy budget, what is  
16 the local share called?

17 A Under SFRA it's called the "local fair share."

18 Q And the state share, what is that called?

19 A Equalization aid.

20 Q And those two together -- do those two  
21 together make the adequacy budget?

22 A The local fair share plus equalization aid is  
23 equal to the adequacy budget.

24 Q And from what I understand, in addition to  
25 that are you saying that there is a categorical special

1 education aid?

2 A Special education is treated a bit differently  
3 in SFRA. One third -- I always get these backwards.  
4 I'm sorry if I do, but I think one third of the cost is  
5 provided through categorical funding and two thirds of  
6 the special ed costs are provided through equalization  
7 aid, which means that there is a state and local share  
8 to the funding of the two thirds of the special  
9 education budget, but one third of the special  
10 education budget is funded directly from the State.

11 Q Okay. Now, concerning the local fair share,  
12 how is that determined?

13 A There is a complicated formula that determines  
14 the level of funding that each municipality can afford  
15 based on income, personal income values and the  
16 equalized valuation of property in the town.

17 Q Does one -- is one weighted more or is it  
18 half and half?

19 A It's 50/50.

20 Q So the local fair share is the fair  
21 share of the municipality and equalization aid is the  
22 state share of the adequacy budget, am I correct?

23 A Correct.

24 Q All right. Before we get to -- you know  
25 what? Let me introduce exhibit 3 and ask you to

1 identify it. I'm going to give this to Dr. Farrie, and  
2 I think everyone has one. If anyone needs one, I have  
3 extra copies I'll take them. Can you identify this  
4 document?

5 (P-3 marked for  
6 Identification)

7 A This is what we call the "State Aid Notice" from  
8 the Department of Education.

9 Q Okay. And what year is this for? Is this  
10 the latest or what year is this for?

11 A This is for the '17-'18 school year.

12 Q Is this the latest document available?

13 A Yes.

14 Q Okay. I want to turn to page 3.

15 THE COURT: What do you call this?

16 THE WITNESS: State Aid Notice.

17 BY MR. LANG:

18 Q Oh, okay. Let me ask you. Were you engaged  
19 in doing a study of Lakewood school funding?

20 A Yes.

21 Q Okay. Now, this document here, what school  
22 district is this for?

23 A Lakewood.

24 Q Okay. I want to turn to page 3, the  
25 "Adequacy Budget." I just want to get -- I'm not

1 asking what is for Lakewood. I just want to ask, you  
2 know, in general. For instance, on the first, it's  
3 page 3 of this, where it says, "Projected Weight and  
4 Base Enrollment," I'm not really interested in that.  
5 What I want to ask you is what actually is the number  
6 that the formula uses per pupil on that first line.

7 A That's the \$11,042 base per pupil amount.

8 Q Okay. Next one, what is the base for "at  
9 risk?"

10 A It's the same base for all students.

11 Q So a student at risk gets basically in the  
12 formula \$22,084? I'm multiplying by 2 or just adding  
13 those 2?

14 A No. The weight is applied to the base cost, and  
15 so the weight is listed on the first page. The weight  
16 for at risk in the bottom right, that first of the  
17 three columns, "Projected Weight and Enrollment."

18 Q Oh, I see.

19 A At .57. So at risk students receive .57 times the  
20 base, which is the 11,042, and that's the additional  
21 funding that a student who is at risk receives under  
22 the formula.

23 Q Okay. And then I just want to just, you  
24 know, go through not just particularly for Lakewood,  
25 just in general how the SFRA works. And then you have,

1 "LEP." So we see that number 11,042 again. So how  
2 does that work?

3 A So --

4 THE COURT: Where are you?

5 MR. LANG: Oh, I'm sorry. Page 3.

6 THE COURT: Page 3 what?

7 MR. LANG: Adequacy Budget Calculation. If we  
8 go down to the LEP, which would be the third  
9 calculation made on the left side of the page.

10 THE COURT: Okay.

11 THE WITNESS: So what this is taking is the  
12 projected weighted LEP only enrollment. So it's the  
13 number of students who are limiting as proficient but  
14 not at risk, and if you go back to the first page, you  
15 should have in the second column, it calculates the  
16 number of weighted students. So it's the student  
17 count, 264, LEP only, multiplied by the weight, which  
18 is .5, which results in 136. So essentially you're  
19 getting funded at the base cost for 136 additional  
20 students.

21 BY MR. LANG:

22 Q Oh, okay. I see. I see. So what this  
23 document does is it takes the number called the  
24 "weighted base enrollment," like I was going back to  
25 the first one, multiplies by the 11 and then times I

1 guess GCA. What is GCA?

2 A It's the Geographic Cost Adjustment.

3 Q Okay. All right. So and then we go down to  
4 special education. Now I notice that they come up with  
5 -- now this is a question in general, but for instance  
6 just to use Lakewood as an example, it says 909  
7 students to be multiplied by the special education. Is  
8 that the actual number of special education students in  
9 the district?

10 A No. So Lakewood -- I'm sorry, not Lakewood --  
11 the SFRA uses a census based formula for funding  
12 special education. So whereas the at risk and LEP  
13 population and general education population are funded  
14 on a per pupil basis, so whatever the enrollment of the  
15 district is, that's the funding that is calculated.  
16 The way that funding for special education students is  
17 funded differently, it's based on a census. So what  
18 they do is assume the average classification rate for  
19 each district. So it's not funded based on the actual  
20 number of students who are classified as special ed.  
21 It's the district is funded as if it had the average  
22 classification rate for the State, and so the average  
23 classification rate is applied to its resident  
24 enrollment number, which is the number of students who  
25 reside within the district enrolled in the public

1 schools.

2 Q So if a district -- would it be true to make  
3 this statement, if a district had less than that, the  
4 14 percent of enrollment, it would be over-funded and  
5 if t4he district had more than the 14.92 percent of  
6 enrollment --

7 MR. STARK: Objection, Your Honor. The  
8 witness is -- or excuse me, the witness -- Mr. Lang is  
9 testifying. He's leading.

10 THE COURT: I think he's phrasing a question  
11 somewhere, and we're waiting to get it.

12 MR. STARK: All right. Then I object to the  
13 form of the question.

14 MR. LANG: Let me rephrase it. Withdrawn.

15 Let me rephrase it.

16 BY MR. LANG:

17 Q The 900 -- not in Lakewood, any district, the  
18 way the SFRA calculates the special education funding  
19 is based on a percentage of the actual enrollment, not  
20 the actual number of special education students, is  
21 that correct?

22 A The special education funding is based on the  
23 assumption that every district has the same  
24 classification rate regardless of the number of the  
25 students that are actually classified in the district.

1 So if a district has a lower classification rate than  
2 the state wide average, they actually receive  
3 additional funding. It's essentially more funding than  
4 the program that they are providing. If the district  
5 has a classification rate that is above the state wide  
6 average, they are still required to serve all of those  
7 students, but they are not getting funded as to -- they  
8 aren't funded for all of the students that are  
9 classified. They're only funded for the students that  
10 are classified within the state wide rate.

11 THE COURT: Do you know what the state average  
12 is?

13 THE WITNESS: It's on here I think. Is it on  
14 here? Yes, 14.92 is the classification rate, the avg.

15 BY MR. LANG:

16 Q If a district had say 22 percent special  
17 education students, would they be under-funded by using  
18 the state wide classification rate?

19 A Yes. They would not receive funds for any  
20 student beyond 15 percent.

21 Q Okay. And speech, how does the funding for  
22 speech work?

23 A Speech is pulled out of special education just  
24 because the costs for speech are much lower. So the  
25 students who are speech only are funded separately also

1 at the average, state wide average classification.

2 Q And what is that, state wide average?

3 A 1.63.

4 Q So would the same logic apply where if a  
5 school has more than 1.6 whatever, 1.63, they will be  
6 under funded and if they have less than that, they will  
7 be over funded.

8 A Correct.

9 Q Okay. All right.

10 THE COURT: I have a question though. Do you  
11 know how they calculate the state averages?

12 THE WITNESS: They actually calculate it based  
13 on the actually classification rates in the district,  
14 and I'm not sure the lag, the time lag of what year  
15 they use, but it's periodically updated when the  
16 formula is updated. So it has gone up slightly since  
17 the formula was first put in place.

18 THE COURT: Okay. Here you have Lakewood that  
19 I guess we can all agree has a higher percentage than  
20 the state average, but when they apply it do they pull  
21 Lakewood out to calculate the average?

22 THE WITNESS: No.

23 THE COURT: They include Lakewood in the state  
24 wide?

25 THE WITNESS: Yeah.

1 THE COURT: Number of students?

2 THE WITNESS: That's correct. And actually, I  
3 have to say I'm not sure whether they average the  
4 district classification rates or whether it's just a  
5 state wide total in terms of the total number of  
6 classified students in the State divided by the total  
7 number of students in the State, in which case the sort  
8 of outlier effect of Lakewood would not have as much of  
9 an impact.

10 MR. STARK: Your Honor, I would just like to  
11 --

12 THE COURT: I would like to hear her answer.

13 MR. STARK: The only reason, I was just going  
14 to lodge an objection, because the witness has a couple  
15 of times said, "I'm not really sure." We will be  
16 presenting witnesses who can testify to this with  
17 certainty.

18 THE COURT: I understand, but I wanted to hear  
19 the rest of it.

20 MR. STARK: Okay.

21 THE COURT: So explain that again. Okay.

22 THE WITNESS: So the state wide -- I'm just  
23 not sure whether the average is calculated as let's  
24 take the total number of classified students in the  
25 State divided by the total number of students to get

1 what is sometimes referred to as a state wide average,  
2 even though you're not averaging districts. If they  
3 averaged districts instead, each of the 600 plus  
4 districts, you add those up and divide by 600, then you  
5 would get a different number.

6 THE COURT: Oh, okay.

7 THE WITNESS: Is that -- and the outlier of  
8 Lakewood and any other district would have more of an  
9 effect, but I believe that it's the former.

10 THE COURT: Okay. So if they just did it by  
11 districts, 600 districts in the State, it would be the  
12 Lakewood affect is not so profound.

13 THE WITNESS: I think the influence of  
14 Lakewood's inflated if you want to say special ed rate  
15 would be more profound if they actually averaged each  
16 district's rate. If they just calculate a total state  
17 wide classification rate, I think the impact of  
18 Lakewood would be less.

19 THE COURT: Okay.

20 BY MR. LANG:

21 Q I just want to be clear about what you're  
22 saying about the impact of Lakewood. Are you referring  
23 to Lakewood funding or actually just what the State  
24 uses as the classification rate?

25 A I'm just referring to the classification rate

1 that's applied to each district.

2 Q Okay. All right. Let's turn to the local  
3 share calculation. What is the equalized valuation?  
4 What does that mean?

5 A That is the total value of all taxable property  
6 within the municipality?

7 Q And what is the district income?

8 A That is the personal income of all of the  
9 residents.

10 Q Any idea why they use 2014 when this is  
11 the most current budget?

12 A Well, this is a time lag in when the data is  
13 available from the department, the Treasury Department  
14 I assume.

15 Q Okay. Now, skipping down to local fair  
16 share, okay, that would be how does that derive?

17 A So there are multipliers that you multiply these  
18 fractions by the equalized value and the district  
19 income to get a total amount of aid that the State  
20 indicates that the district is able to raise through  
21 its local revenue.

22 Q Okay. So in other words, you said "aid."  
23 I wasn't asking about the aid. I'm asking about what  
24 is the local fair share, the local fair share itself?

25 A The local fair share is the calculation that the

1 State makes to determine how much it expects the  
2 district to raise locally to support its adequacy  
3 budget.

4 Q Okay. Good. Okay. And then if you look  
5 down, you have adequacy budget, local fair share, and  
6 then at the bottom, equalization aid. What is  
7 equalization aid?

8 A So once you calculate the total adequacy budget  
9 and you calculate the local fair share, you subtract  
10 the two numbers, and the difference is what the State  
11 provides in the form of equalization aid.

12 Q Okay.

13 A So districts that are poorer will get more state  
14 aid, and districts that are wealthier will get less  
15 state aid.

16 Q So the discussion over the wealth of the  
17 district is irrelevant as far as it's just right here  
18 in the calculation of local fair share.

19 A I mean that is the purpose of local fair share,  
20 is to determine how much the school should be  
21 supporting through its own local revenues.

22 Q Okay. Now I notice that they have the two  
23 thirds in special education. So I have two page 3's  
24 here, so I don't know what happened. Okay. So if we  
25 go over to page 4, some of these copies might have two

1 page 3's, so if we go to page 4, we see that the  
2 calculation of categorical aid, it has a one third  
3 there. So what is that? What is the categorical aid?

4 A So the formula has two thirds of special education  
5 wealth equalized, meaning that wealthier districts are  
6 expected to support some of the special education  
7 funding through their own resources in the local levy,  
8 but so that's two thirds of the special education  
9 costs. One third of the special education cost is  
10 provided as categorical aid, which means it's  
11 irrelevant. The district's capacity to raise money,  
12 all of that funding for one third of the special  
13 education costs comes directly from the State.

14 Q So I want to just clarify again. When you  
15 say that two thirds coming from the district's  
16 capacity, that's included, that's in the local fair  
17 share that we spoke to before?

18 A Correct.

19 Q Okay. And then what is security aid?

20 A Security aid is another categorical aid that  
21 varies by the low income population of the district.  
22 So it's a per pupil amount, but districts that have a  
23 large number of low income students get a much larger  
24 amount of funding. In both, in either case, the  
25 security aid is categorical, meaning that it's fully

1 state supported.

2 Q Do you know what that is for, what's the  
3 reasoning behind that?

4 A Security, I mean it's resource officers, police,  
5 if they want to have police in the building.

6 Q All right. And now then we have  
7 transportation I guess on the next, on page 5. When  
8 they do transportation, what is that? What is this  
9 page about transportation, the transportation aid at  
10 the bottom?

11 A So transportation aid is another categorical aid  
12 where the transportation costs are calculated based on  
13 the student population. Both the regular population  
14 and the non-public students who require transportation,  
15 and then any students who receive aid in lieu, which  
16 means that students whose parents decide that they will  
17 get them to and from the school doesn't even know  
18 they're entitled to transportation funding, so they get  
19 a payment instead. So that is the calculation on page  
20 5, is based on the enrollment of the district how much  
21 and things like the average distance of the bus route,  
22 the State calculates transportation funding.

23 Q Now, let me just ask you before I go to one  
24 more page. There is just one more I want to cover. Is  
25 this the actual amount the district gets each year?

1 For instance, let me rephrase the question. Whatever  
2 is on this paper here, is that the actual amount that  
3 the district got this year?

4 A No. When the SFRA was implemented most districts  
5 were pretty far off from what the formula would have  
6 required in terms of state funding. So there was a  
7 phase in of state aid, but that phase in really only  
8 happened for one year, and then state aid was reduced  
9 in the second year and then substantially cut in the  
10 third year, and then for the past seven or eight years  
11 it's almost been pretty flat funded. There have been  
12 small increases, but most districts have never actually  
13 ramped up to the full SFRA funding that they're  
14 entitled to.

15 Q One more page that I want to talk about here,  
16 page 6. The line that says, "Projected spending equal  
17 M cap M, cap B plus cap E" on page 6, I guess that's  
18 the second one.

19 A Mm-hmm.

20 Q What is that?

21 THE COURT: Why don't we put that into  
22 English?

23 MR. LANG: Yeah. That's what I'm asking.

24 BY MR. LANG:

25 Q What is that?

1       A     So that is the projected spending, which is the  
2       total of the equalization, but equal is not -- the  
3       adequacy budget rather. Sorry. So that's the total of  
4       the first column of page 3. So that includes the base  
5       cost for regular students, the additional cost for at  
6       risk and LEP and combination students and the special  
7       education part of the adequacy budget, and then it also  
8       adds the categorical special education and the  
9       categorical security aid. So that is what is often  
10      referred to as the "adequacy as defined" number. So  
11      it's the adequacy budget plus the additional funding  
12      for the special education outside of the adequacy  
13      budget and the security aid that's outside of the  
14      adequacy budget.

15           Q     I want to just digress for a minute and get  
16      back with the SFRA itself. I drew up some numbers  
17      here, and I'd like to ask you if you can identify it.  
18      I'm going to give you --

19           MR. STARK: Objection, Your Honor. We don't  
20      -- this is a chart that has been created?

21           MR. LANG: I just wrote this, this morning,  
22      and I wanted her to identify them from the budget. I'm  
23      going to give her the budget and she'll identify them.

24           THE COURT: Why don't you show her the budget.

25           MR. LANG: I will.

1 BY MR. LANG:

2 Q So this is P-5, which is this year's budget,  
3 and this is R-4, which is also P-4, which is last  
4 year's budget.

5 (P-4 marked for  
6 Identification)

7 THE COURT: So what am I looking at, P-4?

8 MR. LANG: Well, there's several things that  
9 we're looking at.

10 MR. STARK: Your Honor, just for clarification  
11 purposes, I think the different year budgets?

12 MR. LANG: Yeah. This is this year's budget.

13 THE COURT: Which is what?

14 MR. LANG: P-5.

15 (P-5 marked for  
16 Identification)

17 THE COURT: P-5.

18 MR. LANG: And last year's budget is P-4.

19 THE COURT: P-4.

20 MR. LANG: And that the Respondents introduced  
21 that also as R-4. So we both have the same number.

22 THE COURT: Okay. So there's P-4 and P-5.

23 MR. LANG: Okay. Last year would be 2016 to  
24 2017, and this year is 2017 to 2018. In other words,  
25 P-5 is 2017 to 2018, and P-4 is 2016 to 2017.

1 THE COURT: User friendly budgets.

2 MR. LANG: Yes. Also I want to introduce the  
3 2015 and 2016 documents that were exactly the same as  
4 the 2017 document that Dr. Farrie went through, and I'm  
5 going to give everyone a copy of this. I'm giving one  
6 to Dr. Farrie also.

7 THE COURT: So this is P-34?

8 (P-34 marked for  
9 Identification)

10 MR. LANG: Yes. That's P-34, and I'm going to  
11 give P-35, which would be last year's. I forgot the  
12 date, what she called this. This is I think notices to  
13 the district, and this one is for Your Honor.

14 THE COURT: Okay.

15 (P-35 marked for  
16 Identification)

17 MR. LANG: So I'm just going to ask --

18 MR. STARK: Just before we get started, are  
19 these new things that you --

20 MR. LANG: No. No.

21 MR. STARK: Okay.

22 MR. LANG: These are all in the Bates numbered  
23 stuff that you have.

24 MR. STARK: Okay. Okay.

25 MR. LANG: Your client developed these.

1 MR. STARK: Mr. Lang, with all due respect, I  
2 don't need you to --

3 MR. LANG: Okay. I'm sorry.

4 MR. STARK: -- testify as to what the  
5 documents are.

6 MR. LANG: It was given. It's in the Bates  
7 numbered. Oh, in fact, the Bates number is on the  
8 bottom here.

9 MR. STARK: I see.

10 MR. LANG: 139 something. The problem is with  
11 the Bates numbers is that when I stamped them, they  
12 covered up the numbers that were already on the  
13 document sometimes, so sometimes it's hard to read. So  
14 I'm going to begin by asking Dr. Farrie to identify P-  
15 34.

16 BY MR. LANG:

17 Q Dr. Farrie, what is P-34?

18 A That's the state aid notice for '15-'16.

19 Q Okay. And if we turn to page I guess it  
20 would be 6, let's see here, page 6 of that document,  
21 page 6 of that document, you identified that as  
22 adequacy as defined?

23 A Correct.

24 Q Okay. Is that the same number as this  
25 number right here?

1 A Yes.

2 MR. STARK: For the record, what are we  
3 talking about with this chart? This chart is not --

4 MR. LANG: Well, this chart is what you call  
5 --

6 MR. STARK: Mr. Lang, let me make my objection  
7 before you respond to it.

8 THE COURT: Yes, please. Let him finish.

9 MR. STARK: We do not know -- like this chart  
10 has not been identified. We do not know the  
11 circumstances of the creation. I'm unclear as to what  
12 the purpose of this chart is.

13 MR. LANG: Can I --

14 MR. STARK: When it was created, what it  
15 shows.

16 MR. LANG: Okay. Could I say what the chart  
17 is, what I'm trying to do here?

18 THE COURT: Yes, you can say what you're  
19 trying to do.

20 MR. LANG: What I'm trying to do is yesterday  
21 we had a witness that all kinds of questions were  
22 thrown at him. This is the same numbers that he had  
23 there, and I'm just going to try to identify them.

24 THE COURT: So it's his chart. You just  
25 copied.

1 MR. LANG: Well, it's my chart also because  
2 I'm making it.

3 THE COURT: No, no.

4 UNIDENTIFIED FEMALE: No.

5 THE COURT: You're not a witness, Mr. Lang.  
6 You can have aids to help you if we know what they are,  
7 and what you're saying is this came directly off of --

8 MR. LANG: Yes.

9 THE COURT: -- Dr. Habre's analysis, which is  
10 on P -- let me find that.

11 MR. LANG: I have it here.

12 THE COURT: What is that, P?

13 MR. LANG: Habre's report. It was the page  
14 where this whole thing was --

15 MR. STARK: His report is P-21.

16 THE COURT: P-21, okay.

17 MR. LANG: This whole thing was written up  
18 here to question that.

19 THE COURT: All right. So this really came  
20 off of P-21. That's what you're referring to.

21 MR. LANG: Yes, ma'am. Yes, Your Honor, and I  
22 guess it would be page 8 or 9, whatever, page 11 where  
23 we had that whole --

24 THE COURT: Okay. So instead of blowing up  
25 that, you just wrote it all out, what's there.

1 MR. LANG: Well, I didn't want to show Dr.  
2 Farrie his report, because --

3 THE COURT: You can. You could have shown her  
4 somebody else's report.

5 MR. LANG: All right. Well, I'll wrote the  
6 numbers on there, and we can all just see that they're  
7 the same numbers.

8 THE COURT: All right.

9 MR. LANG: But that's the purpose of what I'm  
10 trying to do.

11 MR. STARK: What number table is it?

12 THE COURT: We're trying to get to it.

13 MR. LANG: I've got to find a copy. I think I  
14 put it in here. This is most of table --

15 THE COURT: Let's find what table it is.

16 MR. LANG: Table 7. I left out the total  
17 cost, because the total cost obviously cannot be  
18 pointed to on the budget or in any budget, and I left  
19 out the total required, because that can't be pointed  
20 to anywhere. That's just a mathematical calculation.  
21 So I reproduced everything on table 7 on this easel  
22 over here.

23 THE COURT: For the years '15-'16.

24 MR. LANG: Well, yeah, because the rest are  
25 projections, '18 and '19, so we obviously can't

1 identify those.

2 THE COURT: All right.

3 MR. LANG: I mean you don't have beyond '17-  
4 '18. That's the last year.

5 THE COURT: The problem is my numbers don't  
6 match up to those numbers.

7 MR. LANG: They don't?

8 THE COURT: No. Table 7, correct? I have to  
9 tell you, Mr. Lang, if you were in front of, you know,  
10 superior -- you can't get this close to the bench.

11 MR. LANG: Oh, I'm sorry.

12 THE COURT: You would have officers there.

13 MR. LANG: Can I have -- does anyone have --  
14 did we give you another copy yesterday?

15 THE COURT: My copy for '15-'16 just under  
16 adequacy, 115,998, is that what you have?

17 MR. LANG: Yeah, that's before everything was  
18 aligned below and that's really what was happening. So  
19 they had to be --

20 THE COURT: Oh, no, no, no, no.

21 MR. LANG: -- updated.

22 THE COURT: I am only going by the table.

23 MR. LANG: So that's what we distributed, and  
24 I guess the original copy in that binder was the old  
25 one.

1 THE COURT: Wait. Maybe I have it. Let me  
2 see. I have a different copy here. Okay. So I have a  
3 different copy, which is my P-21, which is not the same  
4 P-21 that's in the binder.

5 MR. LANG: Oh, I'm sorry. Can I approach the  
6 bench?

7 THE COURT: Yes, please.

8 MR. LANG: Sorry. So is that the same  
9 numbers?

10 THE COURT: I think I have the same numbers  
11 now, because I think the one that I have in the binder  
12 needs to be replaced by this.

13 MR. LANG: I'm sorry about that.

14 THE COURT: All right. Does everybody agree  
15 to that?

16 MR. STARK: Yes.

17 THE COURT: Are we all on the same document?

18 MR. STARK: I think we are. I think we are  
19 now.

20 THE COURT: Okay. I'm going to put a big X  
21 through what's in the binder, and I'll replace it with  
22 this one. Okay. Let's just check and make sure the  
23 numbers are the same.

24 UNIDENTIFIED FEMALE: Okay.

25 MR. STARK: Okay. It looks like our numbers

1 agree.

2 THE COURT: Okay. Very good.

3 MR. LANG: I did this this morning.

4 THE COURT: Okay.

5 BY MR. LANG:

6 Q All right. So getting back to the  
7 questioning, so --

8 THE COURT: This is basically table 7 of Dr.  
9 Habre's report, the first three years, 2015-16, '16-  
10 '17, '17-'18, which you have written out so we can all  
11 watch as the witness testifies from it.

12 MR. LANG: Yes, Your Honor.

13 THE COURT: Okay.

14 BY MR. LANG:

15 Q Okay. So going back to -- let's go back to  
16 exhibit 34, which was identified as notice to the  
17 district. Well, does the State -- who produced this  
18 document, Dr. Farrie?

19 A The Finance Department, School Finance.

20 Q Okay.

21 A Of the Department of Education.

22 Q Okay. So going back to page 6, is that the  
23 same number as we have on page 6?

24 A That's the projected spending number.

25 Q And what is that?

1 A Which it reflects the adequacy budget plus the  
2 categorical aids.

3 Q Okay.

4 A Of special ed and security.

5 Q Okay. So that's what that number is. Okay.  
6 Now let's go to exhibit 35, which is 2016. Can we turn  
7 to page 6 again?

8 MR. STARK: Your Honor, has there been a  
9 foundation laid about 34 and -- exhibits 34 and 35?

10 THE COURT: Thirty four, yes, was produced by  
11 the State Department of Education.

12 MR. LANG: All right. So let's now lay a  
13 foundation --

14 THE COURT: I assume 35 --

15 MR. STARK: Just for the record.

16 MR. LANG: All right. Let's now lay a  
17 foundation.

18 BY MR. LANG:

19 Q What is this document over here, exhibit 35?

20 A This is the '16-'17 state aid notice.

21 Q Produced by whom?

22 A By the School Finance Office of the Department of  
23 Education.

24 Q All right. Can we turn to page 6? And you  
25 called this before I believe "adequacy as defined."

1 What is adequacy as defined in this document here?

2 A The number?

3 Q Yes.

4 A \$119 million plus 394. 029, transposed a couple  
5 of numbers.

6 Q Oh. Maybe did I write down the wrong number,  
7 or is that the number in the -- is that the same number  
8 he has there?

9 A Just transpose the 3 and the 9.

10 Q What did he put in?

11 MR. STARK: This is in column 1.

12 MR. LANG: Adequacy 19. He has a 3 there, so  
13 that was my misprint. Let me put a 3 here, because the  
14 3 is in the report.

15 THE WITNESS: It's 394.

16 MR. LANG: Okay.

17 THE COURT: 394.

18 MR. LANG: 394. Oh, I mixed up the 9 and 3.

19 THE WITNESS: Yeah.

20 MR. LANG: Okay, 394. All right. Oh, boy.

21 Let me just write it again, 119394029.

22 BY MR. LANG:

23 Q Is this the number that's in the notices to  
24 district?

25 A Yes.

1 Q Okay. And let's go back to exhibit 3. That  
2 we already laid a foundation for. Oh, I'm sorry. On  
3 page 6 of exhibit 3 what is the number on page 6 for  
4 the adequacy as defined?

5 A 11732574.

6 Q Okay. That's all from these documents. Now  
7 let's go to the budgets. All right. Let's look at --

8 THE COURT: Can I ask what is it that you're  
9 trying to get her to say about this?

10 MR. LANG: First I want her to confirm these  
11 numbers. Dr. Farrie is an expert in school funding, so  
12 she knows what adequacy is, she knows how to read the  
13 document that we just read, and then I'm going to ask  
14 her if any of these things here that was introduced to  
15 kind of like refute the testimony we had yesterday if  
16 it has anything to do with this. That's the purpose of  
17 what I'm trying to do.

18 THE COURT: Well, I don't think you need to go  
19 through every single number up there. That's just this  
20 chart that's placed up there to look at.

21 MR. LANG: Okay. Well, these numbers here are  
22 in the user friendly budget. So can we stipulate that  
23 these are the numbers in the user friendly budget?

24 MR. STARK: The document that Dr. Habre  
25 produced speaks for itself. It was subject to -- like

1 his work was subject to extensive cross examination  
2 over two days, and that's in the record.

3 MR. LANG: So I would like to confirm that  
4 these are the numbers and where they come from in the  
5 user friendly budget. It will only take five minutes.  
6 I think it's important for us making our case that I  
7 confirm these numbers here. They're in the budget, and  
8 I would like Dr. Farrie to point to them.

9 MR. STARK: I'm not --

10 MR. LANG: Okay. So Your Honor?

11 THE COURT: Sure. Go right ahead.

12 MR. LANG: Okay, thank you.

13 BY MR. LANG:

14 Q So if we go to the user friendly budget, P-5,  
15 I'll get another one. All right. So Let's turn to  
16 page -- this one won't take long -- Let's turn to page  
17 6 of the most current user friendly budget. Oh, no,  
18 not page 6. I'm sorry. Page 5. Page 5 of the user  
19 friendly budget. All right. Now, if you look at page  
20 5, okay, across the column, \$31,000,963, is that the  
21 same number that's in the budget?

22 A Yes.

23 Q All right. Go back to 216 revised. Is that  
24 the same number that's in the budget?

25 A Yes.

1 Q Okay. We're going to do 215 in a minute.  
2 Let's just go through these numbers. Go to  
3 "Transportation," which would be on the next page. Do  
4 these two numbers match up, 2017 through 18 anticipated  
5 and 2016 through 17 revised?

6 A Yes.

7 Q Okay. Let's go to "Services," and this is  
8 look at the line that says, "Undistributed  
9 Expenditures" on page 5.

10 MR. STARK: Mr. Lang, can I just ask you to  
11 step back? I can't see.

12 MR. LANG: Oh, I'm sorry.

13 MR. STARK: Thank you.

14 BY MR. LANG:

15 Q Page 5 where it says, "Undistributed  
16 Expenditures. PTOT and Related Services." Do these  
17 two numbers match up?

18 A Yes.

19 Q Okay. Let's look at, "Other Services." Do  
20 they match up?

21 A Yes.

22 Q Could I ask you what is other services?

23 A They are other support services is a special ed  
24 category of funding, of expenditures rather, for things  
25 like one on one's for students, aides, things like

1 that.

2 Q Okay. If we go to the A page, is it page 2?  
3 Does the -- now, this is off over here. What does it  
4 say for 2017 to 2018?

5 A For transportation?

6 Q A transportation aid.

7 A 4199793.

8 Q So this is too much here by 200,000 I guess.  
9 It says 4/3.

10 A Yes.

11 Q Could I write down?

12 A 4199713.

13 Q Okay. So and what is this number over here  
14 after it?

15 A Yes.

16 Q Okay. Extraordinary aid or extra age, that  
17 would be the second one, are these two numbers the same  
18 as in the budget?

19 A Yes.

20 Q Okay. Just one more. Just bear with me. Go  
21 to P-4. And I would just ask if all these numbers  
22 match up to the column that says "2015 to 2016  
23 revised." Instead of going through it separately, is  
24 there any discrepancy?

25 A Yeah. They're correct.

1 Q Okay. So the only things that are not in the  
2 budget, from what I understand what you're saying, is  
3 the adequacy number, but those adequacy numbers we  
4 found in the notices to district.

5 A Correct.

6 Q Okay. Is there anywhere in the budget where  
7 the so-called transportation aid for the LSDA is  
8 mentioned that you can identify in either of the two  
9 year budgets? Anything identified as aid or LSDA or  
10 some kind of aid for the school busing authority?  
11 Anywhere, to your knowledge?

12 A I don't see anything in the revenue sources that  
13 list that.

14 Q Okay. All right. I'm going to ask you a few  
15 questions, and I'm going to go back to the exhibits  
16 that the Respondents made, especially this one here, R-  
17 20. Do you see -- I'm sorry. Do you see anything on  
18 this table here, R-20, that should have been put into  
19 that table over there that was left out?

20 MR. STARK: Objection.

21 MR. LANG: No. Let me start with -- okay.

22 MR. STARK: This witness can't testify as to  
23 what should or should not have been put on R-20.

24 MR. LANG: All right. Let me --

25 THE COURT: This witness didn't agree --

1 THE COURT: Right.

2 MR. LANG: Okay. So let me ask some --

3 THE COURT: Are you trying to basically  
4 impeach your previous witness with her testimony?

5 MR. LANG: No.

6 THE COURT: Just let's bring out what she  
7 knows about this.

8 MR. LANG: Okay. All right. Is equalization  
9 aid included in anything on this table here?

10 MR. STARK: What table?

11 MR. LANG: The one I drew here.

12 MR. STARK: She may identify this for the  
13 record, Your Honor.

14 THE COURT: P what?

15 MR. LANG: We're going to call this P-42,

16 THE COURT: It's called P-42.

17 MR. STARK: Okay.

18 (P-42 marked for  
19 Identification)

20 BY MR. LANG:

21 Q So let me rephrase the question. Is  
22 equalization included in any of the numbers over here?

23 A It's part of the adequacy, the first column.

24 MR. LANG: Okay. Can I use this red pen, Your  
25 Honor, so I know what I'm asking about?

1 THE COURT: Go ahead.

2 BY MR. LANG:

3 Q Is special education categorically included  
4 in any of the columns on this P-42?

5 A It is included in the adequacy.

6 Q Okay. Is all the tax levy included anywhere  
7 on P-42?

8 A The local fair share is included in the adequacy  
9 budget.

10 Q Okay. Is categorical special education aid  
11 included anyplace over here in this P-42?

12 A It's in the adequacy budget.

13 Q Adequacy. Okay. Is title 1, title 3, title  
14 2 included in anyplace here?

15 A No.

16 Q Why not? I mean is there -- it should be  
17 included.

18 MR. STARK: Objection, Your Honor.

19 MR. LANG: Well, let's --

20 MR. STARK: P-42 is a reproduction of another  
21 witness' work product. This witness cannot testify --

22 MR. LANG: Okay.

23 MR. STARK: -- as to what should or should not  
24 have been created.

25 MR. LANG: I'll rephrase the question.

1 MR. STARK: What should or should not or  
2 whether or not it was included in this calculation.

3 MR. LANG: All right.

4 MR. STARK: This witness did not create that  
5 table.

6 MR. LANG: I withdraw the question.

7 MR. STARK: Or make those calculations.

8 MR. LANG: I withdraw the question.

9 THE COURT: Withdraw the question.

10 MR. LANG: Let me ask another question.

11 BY MR. LANG:

12 Q Is title 2, title 3 IDA money or title 1 have  
13 any bearing on the SFRA?

14 A The SFRA does not in its calculations take into  
15 account any federal funding.

16 Q Okay. All right. And any non-public aid?  
17 Does that have any bearing on the SFRA?

18 A No. Non-public aid is -- you mean from the State?

19 Q From State or Federal.

20 A State non-public aid?

21 Q In the calculation of --

22 A No, it does --

23 Q -- a district's adequacy and how much --

24 A It doesn't pertain to the adequacy budget.

25 Q Okay. That's all I'm going to ask about

1 this. All right. Let's get back to your testimony in  
2 chief. All right. Do you need your report to --

3 A It would be helpful.

4 MR. LANG: Okay. Could I submit Dr. Farrie's  
5 report?

6 THE COURT: Well, first why don't we have her  
7 identify her report.

8 MR. LANG: Oh, yeah. Sorry.

9 THE COURT: And what number is it?

10 MR. LANG: All right.

11 THE COURT: What number is it?

12 MR. STARK: Take off her C.V.

13 THE COURT: Her C.V. is what?

14 MR. LANG: Oh, Take off her C.V.

15 THE COURT: Is it in my book?

16 MR. LANG: I don't know.

17 THE WITNESS: It's next to my C.V.

18 MR. LANG: It's 34.

19 THE COURT: All right.

20 MR. LANG: It might not be.

21 MR. STARK: It's 34?

22 MR. LANG: Yeah.

23 MR. STARK: You already have a 34.

24 THE COURT: You already have 34.

25 MR. STARK: Thirty four is the FY16 for

1 information only state aid notice.

2 MR. LANG: Okay. So let's just call this 40 -

3 MR. STARK: Call it 43?

4 MR. LANG: Forty three.

5 (P-43 marked for  
6 Identification)

7 THE COURT: That's the C.V., correct?

8 MR. LANG: Yeah. I'm taking out the C.V.

9 THE COURT: Okay.

10 MR. STARK: So the 43 is going to be -- and I  
11 apologize, Your Honor, for speaking in turn, but Dr.  
12 Farrie's C.V. is going to be 43 and --

13 THE COURT: And the report is going to be 44.

14 MR. STARK: -- her report is going to be 44?

15 MR. LANG: Oh, is the C.V. -- is the C.V. is  
16 what you have as 34?

17 UNIDENTIFIED FEMALE: No.

18 THE COURT: No. We just marked it as --

19 MR. LANG: So we've got to do it separate, I  
20 guess.

21 THE COURT: Yes. They're usually separate.

22 The C.V. will be 43, and the report will be 44.

23 (P-44 marked for  
24 Identification)

25 MR. LANG: Okay. So unfortunately I riffed

1 the C.V. when I'm ripping them up, but here is the C.V.

2 UNIDENTIFIED FEMALE: We have it. We have it.

3 THE COURT: I could use one though.

4 MR. LANG: I have a nice one for the judge  
5 with the holes.

6 THE COURT: Okay. Very good. Thank you.

7 MR. LANG: May I approach the bench? Okay.  
8 So the numbers that I put here -- I ran out of stickers  
9 also -- here is the C.V.

10 THE COURT: Okay.

11 MR. LANG: And here is the report, I used my  
12 printer.

13 THE COURT: You marked it as 34. We are going  
14 to mark this as 43, okay? And the report is going to  
15 be P-44.

16 MR. LANG: Could I write down -- now, the C.V.  
17 is what?

18 MR. STARK: The C.V. is going to be marked as  
19 P-43, and Dr. Farrie's report is going to be marked as  
20 P-44.

21 MR. LANG: Okay.

22 THE COURT: I think I just said that.

23 MR. STARK: I was just telling -- Mr. Lang  
24 asked me.

25 THE COURT: Oh, okay.

1 MR. STARK: I apologize, Your Honor.

2 MR. LANG: Okay. I'm sorry for digressing on  
3 that. I just --

4 THE COURT: No. That's all right.

5 MR. LANG: And also with that chart over  
6 there, I just thought it would be very helpful to go  
7 through it. Okay. Now, all right. I just gave Dr.  
8 Farrie P-44.

9 BY MR. LANG:

10 Q Can you identify this document, Dr. Farrie?

11 A This is a report that I prepared.

12 Q When did you prepare this report?

13 A I believe in the late spring, early summer.

14 Q Okay. I want to just get back to --

15 A Sorry. We have 2017.

16 Q 2017. I want to get back to P-5. If you  
17 look at the budget, the Lakewood budget, P-5, can you  
18 read the date that this was generate4d?

19 A It says, "July 11, 2017."

20 Q Okay. Was this available at the time you  
21 prepared your report?

22 A No.

23 Q Okay. All right. Okay. So I'm going to go  
24 through your report page by page. You write here the  
25 SFRA was the first school funding form to declare

1 constitutional. Can you explain that?

2 A There was a series of school funding litigation  
3 in New Jersey, most recently the Abbott cases. That I  
4 think is mostly what I'm referring to here, that found  
5 that school funding was not constitutional for a class  
6 of students in what are called the "Abbott Districts."  
7 So it's 31 low income districts. When the SFRA was  
8 enacted, I believe the Governor, the State essentially  
9 brought it to the Supreme Court to ask that it was  
10 declared constitutional as applied to all districts so  
11 that the State could be lifted from the remedies of the  
12 Abbott decisions.

13 Q Okay. And what -- and the last paragraph,  
14 what do you mean "as a unitary system to define  
15 appropriate school funding levels for all districts?"

16 A So in contrast to the prior system where there was  
17 one school funding formula that applied to most schools  
18 districts and then a second system that applied to the  
19 Abbott districts, this School Funding Reform Act was  
20 one single school funding formula that could be applied  
21 to all districts across the State in order for those  
22 districts to meet the constitutional obligations of.

23 Q The next sentence you say, "However, cannot  
24 be properly responded to the needs of the Lakewood  
25 public school students because of the unique

1 demographic setting, the Lakewood community." What do  
2 you mean by that?

3 A So the Lakewood school system is very unique in  
4 that there are the school population is -- the public  
5 school population is not reflective of the school age  
6 population in the town, because there is a significant  
7 population of students who attend private schools. So  
8 in most districts you have some percentage of students  
9 who attend private schools, and the majority of  
10 students attend public schools, but in Lakewood, the  
11 majority of students attend private schools and the  
12 minority attend public schools.

13 Q Now, you have here 31,000 school aged  
14 children. This is obviously, you know, your report was  
15 written a while ago. Where do you get that information  
16 from?

17 A I use the American Community Survey, which is an  
18 annual survey from the census.

19 Q Okay.

20 A To estimate the children ages 5 to 17.

21 Q Okay. You write in the end of your  
22 introduction that, "This extraordinary circumstance  
23 where the vast majority of children do not attend  
24 public schools places the Lakewood public school budget  
25 in severe distress from year to year because the budget

1 must fund two categories of expenditures that reflect  
2 the needs of the entire school aged population, special  
3 education transportation." What do you mean by that?

4 A So the way that the adequacy budget is calculated  
5 under SFRA, it's based on the district enrollment. So  
6 we look at the enrollment of general ed students and at  
7 risk students and English language learners, and the  
8 special education program, which we already talked  
9 about is funded on a census basis, is also based on a  
10 percentage of the students that are residents of the  
11 district, and --

12 Q Can I interrupt?

13 A Mm-hmm.

14 Q When you say, "resident of the district," you  
15 don't mean -- do you mean how many students actually  
16 live in Lakewood or as residents?

17 A No. Sorry. Resident students who are enrolled  
18 in the district.

19 Q In the public schools.

20 A Right.

21 Q Okay.

22 A But the case in Lakewood is very different  
23 because there are mandated expenses in both special  
24 education and transportation that reflect the needs of  
25 the wider school aged population, not the resident

1 enrollment population that attend the public schools.  
2 So the district is providing special education services  
3 for a much larger population than what the census  
4 percentage is calculated on in order to determine  
5 special education funding, and the district is required  
6 to transport students in both public and non-public  
7 settings, which is another additional strain on their  
8 budget, again, a mandated expense that they cannot  
9 choose not to fund.

10 Q Is the district required to provide special  
11 education services to non-public students?

12 A Everyone is entitled to special education services  
13 through the public schools. So there are -- yes.

14 Q Okay. What do they have to do to get those  
15 services?

16 A They're evaluated by the district. An IEP or an  
17 individualized education plan is provided for any  
18 student who seeks one.

19 Q And do they have what we call -- are you  
20 familiar with FAPE, free and appropriate public  
21 education, FAPE?

22 A Yes.

23 Q Okay. So what does that FAPE stand for?

24 A Free and appropriate public education.

25 Q So after a student is found and evaluated to

1 for special education services, is he offered a FAPE?

2 A He should be.

3 Q Okay. And what is happening in Lakewood,  
4 your findings with student --

5 MR. STARK: Objection. This witness is not  
6 qualified as an expert in special education, and she  
7 has testified that she is not an educator and has no  
8 expertise in that matter.

9 MR. LANG: All right. So I withdraw the  
10 question.

11 BY MR. LANG:

12 Q All right. So why does Lakewood use -- does  
13 Lakewood have more special education classification  
14 than other districts, than the state average?

15 A Yes. The classification rate is higher than the  
16 state average?

17 Q Why?

18 MR. STARK: Objection. There is no basis for  
19 her to be able to answer that question.

20 MR. LANG: It's in her report.

21 THE COURT: No. She wouldn't know why.

22 MR. STARK: She was qualified as an expert in  
23 school funding, and she testified she is not an  
24 educator.

25 MR. LANG: All right. All right. Let's go

1 through the Court. All right.

2 BY MR. LANG:

3 Q So you explained how special education  
4 funding is provided through SFRA through census based  
5 approach as your first paragraph. You say over here  
6 there are three drivers of behind Lakewood high special  
7 education cost. Could you explain number one?

8 A Sure. So again, because special education  
9 service are provided to all school aged children, there  
10 are a large population of students in Lakewood who  
11 might otherwise utilize private schooling but who are  
12 eligible for special education services through the  
13 public school. So those students are essentially  
14 opting into the public education system at a higher  
15 rate than their non-special ed counterparts.

16 Q Okay.

17 A So that raises the classification rate in  
18 Lakewood, because there are more students in the public  
19 education system seeking special ed services than  
20 simply just the students who typically would attend  
21 public schools.

22 Q And these students are coming from the non-  
23 public population.

24 A Yes.

25 Q Okay. Number 2, it says, "Lakewood has a

1 higher than average number of students in the highest  
2 cost disability categories." What does that mean?

3 A So I looked at the special education data created  
4 by the State, and they desegregate special ed students  
5 into different categories in terms of the services that  
6 they received, and what I find is that there are  
7 students who are classified in a certain number of  
8 classification labels, are considered higher cost, and  
9 I use the State's own sort of determination of what the  
10 high cost disabilities are, and Lakewood has a higher  
11 number of students in those high cost disability groups  
12 than the typical district.

13 Q Is there any explanation for that?

14 MR. STARK: Objection. There is no  
15 foundation.

16 MR. LANG: Okay.

17 MR. STARK: Getting on that.

18 THE COURT: I think the State's table speaks  
19 for itself.

20 BY MR. LANG:

21 Q Would you care to elaborate why that might  
22 be happening in Lakewood?

23 MR. STARK: Objection. It's the exact same  
24 question I just objected to.

25 THE COURT: Same question.

1 MR. LANG: Oh, I thought I was allowed to.

2 Okay. I'm sorry.

3 BY MR. LANG:

4 Q All right. And then what's number 3,  
5 "Lakewood places a higher than average number of  
6 students in out of district placements?"

7 A So the State also produces tables that show  
8 where students are placed, the type of setting that  
9 they're placed in, whether they're in a general ed  
10 setting or whether they're in a separate school, and  
11 Lakewood has a much higher percentage of students in  
12 separate private schools for their special education  
13 program than the state avg.

14 Q Now turn to page --

15 A And those --

16 Q I'm sorry.

17 A -- programs are more expensive.

18 Q Okay. Let's turn to page 3, the table 1. It  
19 says that, "Lakewood school age population of 5 to 17  
20 is 87 percent White, but when it comes to the Lakewood  
21 public school population it's 5 percent White." What  
22 year is this for?

23 A This is the five year sample from the American  
24 Community Survey. So it's an average of 2011 to 2015.

25 Q Okay. Just those two lines, all right, the

1 third line, then you have the third line 30 percent  
2 White in special education population. So how do the  
3 first two lines --

4 MR. STARK: Your Honor.

5 MR. LANG: -- a relationship?

6 MR. STARK: Your Honor, I'm going to object to  
7 this line of questioning as it's not -- I mean it's not  
8 really apparent how the race of particular student  
9 bodies place into the funding formula and how it  
10 impacts Lakewood.

11 MR. LANG: Your Honor, the White students are  
12 the kids -- the White students, the public school  
13 population has such a small percent of White, I would  
14 suggest that the White students, because there is no  
15 other way to identify them, are those students that are  
16 opting into the system from the non-public schools. I  
17 mean I think that's what the -- I wanted to phrase that  
18 as a question, but I think it's very important here,  
19 because it's what the SFRA is not anticipating when  
20 they make the calculations of how many kids a school  
21 district of 6,000 --

22 THE COURT: Well, it doesn't really matter.

23 MR. STARK: We would take the position that  
24 the SFRA is a race neutral funding.

25 THE COURT: Yeah. I don't think it matters

1 what their race is.

2 MR. LANG: All right. So let me rephrase the  
3 whole question.

4 THE COURT: What matters is how many of them  
5 are not --

6 MR. LANG: I understand that.

7 THE COURT: -- how many children are not going  
8 to the public schools.

9 MR. LANG: All right. Let me rephrase the  
10 question.

11 BY MR. LANG:

12 Q Dr. Farrie, this table over here, what kind  
13 of conclusions have this led you to?

14 A So --

15 MR. STARK: What table?

16 MR. LANG: Table 1.

17 THE WITNESS: The question I had was how does  
18 the special education population in Lakewood public  
19 schools differ from the general education population.  
20 Why do we see such differences? Why is there such a  
21 large number of classified students. So one way to  
22 look at that was to compare the school aged population  
23 in the township as a whole, compare that racially,  
24 demographically as sort of the only things we have  
25 available, to the population of the public schools and

1 then compare that to the special education population  
2 within the public schools, and what you can see is that  
3 the White students are drastically under-represented in  
4 the overall Lakewood public school population, but and  
5 they're also under-represented in special education,  
6 but they are far more represented in the special ed  
7 population of the public schools.

8 So the students who are in the public schools  
9 who are White are much more likely to be classified as  
10 special education than their counterparts.

11 BY MR. LANG:

12 Q What does that suggest?

13 A It suggests that there is a group of students,  
14 White students who are opting into the public system in  
15 order to receive the special education services that  
16 they're entitled to.

17 Q Now, when we went through that table over  
18 there, we talked about the tuition expense. All three  
19 of yours there, is that expense typical based on your  
20 research and what you've seen of your understanding of  
21 school finance? Are those expenses typical of a  
22 district of 6,000 students?

23 A No. Those are high. That's reflected in table 3  
24 and 4 where Lakewood has 19 percent of students aged 6  
25 to 21 in separate schools compared to 7 percent

1 statewide, and for the pre-school population 28 percent  
2 of the Lakewood students aged 3 to 5 are in separate  
3 schools -- sorry, classified students are in separate  
4 schools compared to 6 percent statewide. So Lakewood  
5 is placing a far higher number of students in private  
6 placements than the state average. Those private  
7 placements cost more money, so it causes their special  
8 education costs to go up significantly.

9 Q And what's your conclusion or what is  
10 happening? What's causing this? I don't know if I  
11 could ask this. What's causing this based on your  
12 conclusion?

13 A I can only assume that the district is evaluating  
14 these students and --

15 MR. STARK: Objection.

16 THE WITNESS: -- placing them in appropriate  
17 placements.

18 MR. STARK: She already answered the question,  
19 Your Honor.

20 THE WITNESS: Sorry.

21 THE COURT: Okay.

22 BY MR. LANG:

23 Q All right. But let me just make sure I got  
24 correct what you said. Are you saying that the numbers  
25 suggest that students who would otherwise be in the

1 non-public schools are entering the system to get  
2 special education services?

3 MR. STARK: Objection. This witness cannot  
4 testify as to the motivations of an individual student.

5 MR. LANG: All right. What did you say? What  
6 were you -- I'm going to ask her to say what she said.

7 THE WITNESS: I'm simply saying that White  
8 students are over-represented in the special education  
9 population, especially in relation to their  
10 representation in the public school system overall.

11 THE COURT: Isn't a lot of this information  
12 you could have stipulated to prior to the start of this  
13 case?

14 MR. LANG: We could have.

15 THE COURT: The student population, the  
16 percentage of children in placement. I don't know what  
17 their race or ethnicity has anything to do with it, but  
18 certainly the percentages are something that's a matter  
19 of state statistics.

20 MR. STARK: The statistics themselves are not  
21 something that we --

22 THE COURT: I mean this is your own Department  
23 of Education.

24 MR. STARK: This isn't something that we're --  
25 our objection to this line of questioning, as I stated,

1 is that first of all, this witness has not been  
2 qualified as an expert to testify about special  
3 education, and second of all, that the phenomenon, if I  
4 can use a correct word of White students being  
5 classified of certain rates while students of different  
6 racial backgrounds are classified at a different rate  
7 is not something that's germane to this case.

8 MR. LANG: Your Honor, let me just answer if I  
9 may. The White students is an indicator of students  
10 who are in the non-public system. The public system  
11 has almost I mean an insignificant number of White  
12 students. Here it's 87.

13 THE COURT: An insignificant number goes to  
14 the public schools.

15 MR. LANG: Right.

16 THE COURT: And a significant number goes  
17 elsewhere.

18 MR. LANG: Exactly.

19 THE COURT: That's okay.

20 MR. LANG: So I'm asking Dr. Farrie what are  
21 your conclusions. You write over here. All right.  
22 Let me just rephrase the question altogether.

23 BY MR. LANG:

24 Q Underneath table 1 the sentence says, "This  
25 imbalance suggests that White families with special

1 education needs are opting into the public education  
2 system at a much higher rate than other White  
3 families." I don't know if you explained this before,  
4 but could you explain that again?

5 A All right. If we expected that the White students  
6 -- I'm trying to think of how to say this. I mean  
7 White students has nothing to do with it other than  
8 this is the only way I can desegregate the groups. The  
9 White population of the public schools is 5 percent.  
10 If we expected that they were classified similar to the  
11 other -- with no other changes, if the White population  
12 of the public schools is 5 percent, you would expect  
13 the special ed population of the school to be somewhere  
14 around 5 percent, but because the special ed population  
15 of the school is 30 percent, it suggests that there is  
16 a different base of students that are being drawn into  
17 the public system beyond the typical public school  
18 student.

19 Q Okay.

20 THE COURT: Don't we all know Lakewood?

21 MR. LANG: But that was all we were trying to  
22 bring out here.

23 MR. STARK: Our position is just the testimony  
24 about the race of the students is largely irrelevant,  
25 because we do not believe that Mr. Lang is presenting

1 evidence or that Dr. Farrie is testifying that there  
2 should be additional funding because of the race of the  
3 student.

4 MR. LANG: No.

5 MR. STARK: We don't believe that that's the  
6 case.

7 MR. LANG: No.

8 MR. STARK: We don't believe that's the  
9 argument, and so we believe that this testimony  
10 regarding the race of the students is largely  
11 irrelevant and it's a waste of the Court's and the  
12 parties' time.

13 MR. LANG: The witness answered the question,  
14 why she desegregated with White. She answered the  
15 question.

16 THE COURT: No, but whether or not this is  
17 critical is a different issue.

18 MR. LANG: No. The race isn't critical. It  
19 was like a marker for her to make her conclusion.  
20 Right?

21 THE COURT: You mean she relied on the  
22 statistic to come to that conclusion.

23 MR. LANG: Pardon?

24 THE COURT: Okay.

25 BY MR. LANG:



1 THE COURT: Why don't you just go through your  
2 report and explain what your analysis was here.

3 THE WITNESS: We made most of the way through  
4 it. Should I start with --

5 THE COURT: Why don't you start on --

6 THE WITNESS: -- table 2, or do you want me to  
7 go back?

8 THE COURT: If you start with page 5. I think  
9 you've already covered that.

10 THE WITNESS: P-5? Special ed.

11 MR. LANG: Well, with the second strain, we  
12 didn't cover. Yeah, that's what I was just --

13 BY MR. LANG:

14 Q Can we start with the second strain?

15 A I'll just reiterate with special education that  
16 Lakewood has a disproportionate number of students with  
17 high cost disabilities, and also has a disproportionate  
18 number of students in high cost placements, which  
19 places a significant stress on the district because the  
20 special education funding defined through the formula  
21 is based on an expected population of an average  
22 classification rate with average disability  
23 classifications with average disability placements. So  
24 when Lakewood has a larger number of special education  
25 students that are classified than the statewide

1 average, it has more students who are classified with  
2 high cost disabilities, and therefore more student who  
3 are placed in high cost educational settings. The  
4 amount of funding or spending that Lakewood is required  
5 to make on the special education program drastically  
6 exceeds the amount of funding that the formula  
7 determines that the district needs to serve its  
8 students.

9 Q Okay. And let's go to transportation.

10 A So transportation is a similar situation in that  
11 Lakewood also has to provide transportation for both  
12 public and non-public students, and the district gets a  
13 per pupil amount for each student under the formula  
14 through categorical funding, but there is I guess then  
15 some attempts to alleviate the deficit and  
16 transportation costs. So Lakewood's transportation  
17 costs again far exceed what the formula provides for  
18 transportation funding, and in addition, the State  
19 isn't even funding the formula.

20 THE COURT: But that's true for every  
21 district, isn't it?

22 THE WITNESS: That is also true for every  
23 district, but I guess my greater point is that the  
24 costs for Lakewood far exceed even a fully funded SFRA.  
25 There was a pilot program that was initiated in '16-'17

1 where the non-public busing is now overseen by a  
2 transportation consortium. It requires like some buy  
3 in for the district and then additional state aid as a  
4 reimbursement, per pupil reimbursement, but according  
5 to my calculations, the funding that the district  
6 received still doesn't capture the actual costs that  
7 the district is required to spend. So even if the  
8 formula were fully funded, the district is required to  
9 spend funds far in excess of what it receives to fund a  
10 transportation program in order to serve the students.

11 Q Are we on page 6 yet?

12 A So now I would move to page 6.

13 Q Okay.

14 A So, you know, the point of SFRA is to provide a  
15 fundable funding source for all districts to make their  
16 own decisions of where to put their money. So they get  
17 an adequacy budget, calculation, categorical aids to  
18 support their program, but it doesn't dictate exactly  
19 how that money should be spent, but there are a couple  
20 of areas where because of state and federal mandates  
21 the district has to spend money off the top of their  
22 budget. So special education and transportation are  
23 two of those areas. They can't decide that it does not  
24 want to transport students who live beyond the  
25 boundaries. It can't decide that --

1           Q     Well, I'll ask what do you mean by  
2 "boundaries?"

3           THE COURT: Let her finish, please.

4           THE WITNESS: Well, the boundaries meaning  
5 that students need to be transported by public buses if  
6 they live beyond a certain distance from the school  
7 they attend. Special education also is federally  
8 mandated. Students have to be placed in an appropriate  
9 program. There is no option to sort of short change  
10 these students.

11           So that means that these two spending areas,  
12 the two areas in which Lakewood's costs far exceed what  
13 the formula provides, have to go out the door first,  
14 and what that means is that it leaves an enormous  
15 strain on the rest of the budget, so the rest of the  
16 budget being sort of the adequacy budget that is  
17 supposed to support the regular education program,  
18 programs for at risk students, programs for English  
19 language learners. Because the district is spending  
20 such a disproportionate amount of money on special ed  
21 and transportation, they are therefore spending far  
22 less money on the regular education program than what  
23 the formula suggests is adequate.

24           So just to give an example of the impact that  
25 that has had on the district, I looked at classroom

1 instructions, spending per pupil. Again, these are  
2 numbers from the Department of Education. It's from  
3 the Taxpayer's Guide to Education. So I looked at  
4 Lakewood's per pupil spending on classroom instruction  
5 between 2000 and 2016 and compared that to other  
6 similar districts. So the comparative spending guide  
7 groups districts into that are in similar circumstances  
8 that could be expected to have similar spending  
9 patterns, and whereas in 2000 the instruction per pupil  
10 in Lakewood was pretty --

11 MR. LANG: Could I ask?

12 THE COURT: Let her finish with an explanation  
13 of what she's saying.

14 THE WITNESS: -- was pretty spot on with the  
15 state average. there has been an increasingly widening  
16 gap between the average, not the state average, I'm  
17 sorry, the average of other K to 12 districts with  
18 student populations above 3500 so that now Lakewood is  
19 spending about 50 percent less than those other  
20 districts. So they're spending about \$9,000 per  
21 student, and Lakewood is only spending \$6,600 per  
22 student on classroom instruction costs.

23 BY MR. LANG:

24 Q I just wanted to ask, but I think you already  
25 -- your paper answers to what are those comparable

1 districts, and it says here the districts that are  
2 3,000 -- well. Do you know off hand how many of those  
3 districts there are 3,500 plus students?

4 A I'm not sure.

5 Q Okay.

6 A The total number.

7 Q Okay. All right. It's a --

8 A It's a significant number.

9 Q Yeah.

10 A It's not insignificant.

11 Q All right. But these are the districts  
12 that are at 3500 plus?

13 A Correct.

14 Q Okay. All right. That's relative to  
15 academic performance?

16 A Okay. So just as sort of an experiment to see  
17 what impact this may have had on the Lakewood public  
18 schools, I also looked at academic performance over the  
19 time period that I had data available. So I am --

20 MR. STARK: Objection, Your Honor. The  
21 witness is qualified as a funding expert. The witness  
22 is not necessarily qualified as an expert in evaluating  
23 academic performance, tying academic performance to  
24 funding. These are not things that the witness was  
25 qualified to testify about.

1 MR. LANG: Your Honor, can I answer to that?

2 THE COURT: I'm going to permit her to answer  
3 the question. I assume your experts will probably be  
4 doing the same thing.

5 MR. STARK: We shall see. Thank you, Your  
6 Honor.

7 THE COURT: Table 6.

8 THE WITNESS: So because state tests have  
9 changed over time and it makes year to year comparisons  
10 difficult, what I did was just change each of the test  
11 scores, like the raw test scores into a percentile  
12 rank, so you could see where Lakewood fell relative to  
13 all the other districts in the State, and I looked at  
14 each of the statewide assessments from third grade  
15 through the HESPA, which is the 11<sup>th</sup> grade, was the 11<sup>th</sup>  
16 grade assessment, and you can see that in nearly every  
17 testing group, both language arts and math, the  
18 Lakewood schools saw a drop in their relative  
19 performance such that the district is now performing in  
20 like the lowest 5 percent of all districts across the  
21 state in nearly every area, and this is from a district  
22 that had been performing, you know, it changes by test,  
23 but somewhere between, you know, 12 and 10 and 22  
24 percent, 29 percent rather. So there has been a  
25 significant decline in its relative performance

1 compared to other districts.

2 Q Last page?

3 A So essentially my conclusion is that the School  
4 Funding Reform Act, although it has -- although it's a  
5 national model of school funding, there are  
6 circumstances in Lakewood that make it an extreme case  
7 and an extreme circumstance where the funding structure  
8 does not meet the needs of the students in the schools,  
9 and this has caused Lakewood to be in a state of  
10 constant fiscal distress where, you know, the  
11 transportation and special education costs are  
12 essentially eating up all other areas of the budget,  
13 requiring Lakewood to spend excessive amounts of money  
14 in those areas, and because there is only a finite of  
15 revenue available, it necessarily has to take from  
16 other areas of the budget.

17 The stagnant instructional spending is one of  
18 those areas. There is a strong correlation between  
19 that decline in instructional spending with academic  
20 performance, and yeah, I think that there are changes  
21 that are necessary in order to make sure that the  
22 Lakewood students are being provided with the education  
23 that they are entitled to.

24 Q Changes in what?

25 A In the funding structure. So there needs to be a

1 change to the way the aid is allocated to Lakewood that  
2 takes into account that Lakewood's school population is  
3 not as simple as the number of students who are  
4 enrolled in the public system, but there are  
5 obligations that the district has that reflect the  
6 greater school age population, not just the general  
7 public school population.

8 Q In your opinion, what the SFRA says is  
9 adequacy for Lakewood, is it adequate for Lakewood?

10 A I don't think so because even just the special  
11 education costs alone are so wildly disproportionate to  
12 the actual needs of the students in the district, that  
13 there is no way that the district can continue funding  
14 its special education program at the levels that are  
15 required while receiving revenues that reflect a  
16 special education population that is drastically  
17 different than reality.

18 Q Now, you testified earlier that the 2017-2018  
19 budget came out after you wrote your report. Have you  
20 done any analysis since the time you wrote the report?

21 A Yes.

22 MR. STARK: Objection, Your Honor. Their new  
23 analysis has not been provided to us prior to.

24 THE COURT: No. Did you provide it?

25 MR. LANG: I sent it to them last night.

1 MR. STARK: Oh, last night. Well, what time  
2 last night?

3 THE COURT: Last night?

4 MR. LANG: I don't know. Seven, something  
5 like that.

6 THE COURT: She should have prepared an  
7 addendum to her report, and it should have been  
8 provided to Counsel in advance. So I'm not going to  
9 permit any kind of update at this juncture.

10 MR. LANG: Okay. Can she testify orally?

11 THE COURT: No.

12 BY MR. LANG:

13 Q All right. Let me ask you this question  
14 though. Based on your report and based on your  
15 analysis, how much would you say Lakewood is  
16 underfunded by the SFRA?

17 MR. STARK: Objection.

18 MR. LANG: I'm trying to get a number. That's  
19 all.

20 MR. STARK: I understand that. Let me just  
21 form my objection first. The witness testified earlier  
22 that she has no experience in formulating school  
23 budgets and implementing school budgets, no experience  
24 in evaluating or implementing an educational program,  
25 and so therefore, the idea of asking her to create a

1 number under which a district would be able to do that  
2 when she has no ability to evaluate whether they're  
3 doing it in the first place I think is inappropriate.

4 MR. LANG: That's not what I meant. I meant  
5 that I should rephrase the question.

6 BY MR. LANG:

7 Q The formula itself as written full funding  
8 based on the latest aid notices to districts that we  
9 have, based on the latest expenses for special  
10 education, which is not -- these are just expenses that  
11 are open to the public that Dr. Farrie analyzed -- I'm  
12 asking how much does the SFRA underfund?

13 THE COURT: It's the same. It's the same  
14 question.

15 MR. LANG: Okay.

16 THE COURT: You're asking the same question.  
17 I think she's already testified. She said that it's  
18 not enough.

19 MR. LANG: But I'm asking if she can put a  
20 number on it.

21 THE COURT: But she's not qualified in that  
22 area. What kind of programs would be available, things  
23 of that nature.

24 MR. LANG: I thought that just not programs,  
25 just talking about based on the formula itself and the

1 numbers that she analyzed, 22 percent of the kids,  
2 special education, the numbers that are put into the  
3 user friendly budget for expenses, and those expenses  
4 are listed. They're open to the public. There is a  
5 way of determining based on the formula how much the  
6 formula is under-funding from what it should be if the  
7 formula was funding Lakewood correctly. I mean that's  
8 her job to determine school funding and if school  
9 funding is fair.

10 THE COURT: I think she said the funding is  
11 correct according to the statute. The problem is that  
12 the funding as applied, the way it's structured, the  
13 number of students in the public school system equals  
14 this, plus the special ed, plus the transportation,  
15 that's what it is, that there's not a mistake, and  
16 you're asking her to calculate how much extra the  
17 district needs? To do what?

18 MR. LANG: I'm asking a very simple question.  
19 The ELC, Dr. Farrie, are always making a determination  
20 of how much districts are under-funded. They do that  
21 all the time. I'm just asking if she can put a number  
22 on Lakewood.

23 THE COURT: So if Lakewood had an average  
24 number of special ed students going to an average  
25 number of placements using an average type of

1 classification and there was an average number of  
2 students being transported. Can you answer that?

3 THE WITNESS: I mean what I can say is that  
4 using Lakewood's current expenditures as a guide, they  
5 are spending somewhere around \$40 million in excess of  
6 what the formula provides for both special education  
7 and transportation, and because as I said those are  
8 mandates that can't be changed, that \$40 million has to  
9 come from elsewhere, and the only elsewhere is the  
10 funding for the regular education program and for the  
11 supplemental services for average students, English  
12 language learners.

13 So that's \$40 million off of the, you know,  
14 120 around say adequacy budget. So that is a very  
15 significant shortfall in terms of the amount of funding  
16 that is left for the regular education program after  
17 those mandated special ed and transportation costs are  
18 accounted for.

19 THE COURT: Okay.

20 MR. LANG: That's all I was trying to get at.

21 THE COURT: Okay. Do you have any other  
22 questions?

23 MR. LANG: Let me see. No further questions,  
24 Your Honor.

25 THE COURT: All right. Very good. Why don't

1 we take ten minutes, and we'll come back for cross  
2 examination.

3 MR. STARK: Thank you, Your Honor.

4 (BRIEF RECESS)

5 D A N I E L L E F A R R I E, PETITIONER'S WITNESS,  
6 PREVIOUSLY SWORN, RESUMES THE STAND.

7 MR. STARK: I feel very confident that we will  
8 not take Dr. Farrie into a second day of testimony.

9 THE COURT: That's fine. All right. So shall  
10 we commence, Counsel?

11 MR. STARK: Thank you, Your Honor.

12 CROSS EXAMINATION BY MR. STARK:

13 Q Dr. Farrie, the report you issued or excuse  
14 me. Strike that. The report you testified to was  
15 commissioned by Petitioners?

16 A I guess what do you mean by "commissioned?"

17 Q They requested that you write it?

18 A They asked that I, yes. They asked.

19 Q So let's talk about special education. You  
20 wrote that special education funding -- on page 2 of  
21 your report, you write that special education funding  
22 is not allocated per pupil based on the average  
23 statewide classification rate?

24 A Yes.

25 Q That's not the only special education funding

1 that the district receives, right?

2 A No.

3 Q The district receives extraordinary aid,  
4 correct?

5 A Correct.

6 Q And extraordinary aid is aid that is paid  
7 to districts based upon students who have  
8 extraordinarily high special education costs, correct?

9 A It is supposed to be paid to districts based on  
10 actual --

11 Q Is it your position that the State does not  
12 pay extraordinary aid to districts?

13 A It is my position that they don't pay the full  
14 amount of extraordinary aid.

15 Q But they do pay, the State does pay  
16 extraordinary aid to districts who have?

17 A Yes.

18 Q So your report doesn't mention extraordinary  
19 aid, is that correct?

20 A That's correct.

21 Q You don't mention the amount of extraordinary  
22 aid that Lakewood receives.

23 A No.

24 Q In your analysis of their funding for special  
25 education, correct?

1 A Correct.

2 Q So that is per pupil aid, right? It's --

3 THE COURT: Is that right?

4 THE WITNESS: Oh, I mean in theory, but not in  
5 practice.

6 BY MR. STARK:

7 Q So in practice if a district applies for  
8 extraordinary aid because they have a pupil that has  
9 extraordinarily high special education costs, that aid  
10 is not paid on a per pupil basis based upon those  
11 applications? Is that your testimony?

12 A Districts are not getting the full amount of  
13 extraordinary aid.

14 Q Well, that's not the question that I asked.  
15 It's a per pupil aid revenue stream, funding source,  
16 correct?

17 A Okay. Correct.

18 Q Okay. And statutorily, are you familiar with  
19 the statutory qualifications for extraordinary aid?

20 A Yes.

21 Q It's for expenditures over \$40,000 for in  
22 district placements and over \$55,000 for out of state  
23 -- strike that -- not out of state, out of district  
24 placements?

25 A Correct.

1 MR. LANG: I object, Your Honor. Isn't it 75  
2 percent, Mr. Stark, and 90 percent for in district  
3 above the personal?

4 THE WITNESS: Well, he didn't say --

5 MR. STARK: Your Honor.

6 THE COURT: No. That's not an objection.

7 MR. STARK: I'm asking the questions.

8 THE COURT: He asks the questions.

9 MR. LANG: Well, I thought it was the statute.

10 THE COURT: You'll have a chance to redirect.

11 BY MR. STARK:

12 Q So you don't mention that Lakewood received  
13 over \$4 and a half million for extraordinary aid in  
14 FY2017, right?

15 A No.

16 Q I'm sorry.

17 A I did not.

18 Q I'm having a hard time hearing.

19 A I'm sorry. I did not.

20 Q Or that it received \$4.1 million in FY2016?

21 A No.

22 Q Or \$3.1 million in FY2015?

23 A Correct.

24 Q Okay. And you don't mention that those  
25 dollar amounts were 2.33 percent of the State's entire

1 budget for ex aid in FY2017, is that correct?

2 A No. I did not say that.

3 Q That Lakewood received 2.5 percent of the  
4 State's entire allotment of ex aid in FY2016?

5 A Correct. I did not say that.

6 Q And 1.91 percent of the State's allotment in  
7 FY2015, correct?

8 A Correct.

9 Q New Jersey has approximately 1.4 million  
10 school children?

11 A That's right.

12 Q Lakewood has approximately 6,000 public  
13 school children? So --

14 MR. LANG: Excuse me. She didn't answer  
15 verbally, Your Honor.

16 THE WITNESS: Yes.

17 THE COURT: You can answer yes.

18 THE WITNESS: Yes.

19 BY MR. STARK:

20 Q That works out to be somewhere about one  
21 half of one percent. Is that a fair --

22 A I can't do that kind of math in my head. Sorry.

23 Q Okay.

24 A That sounds right, sure.

25 Q If I represented to you that it worked out

1 to be about one half of one percent.

2 A I would believe you.

3 Q And so Lakewood has approximately one half of  
4 one percent of the school, of the public school  
5 population of the State but received almost two and a  
6 half percent of the State's allotment of extraordinary  
7 aid in 2017. That's a significant amount, correct?  
8 You would agree with that?

9 A I think you're using the wrong comparison.

10 Q Well --

11 A It shouldn't be relative to Lakewood student  
12 population. It should be relative to Lakewood special  
13 ed population relative to the State's special ed  
14 population. The district gets extraordinary aid for  
15 special ed students, not for anyone else.

16 Q Yes, but it receives roughly five times the  
17 amount of extraordinary aid that it has in proportion  
18 to public school students in its population.

19 A Correct, but as I --

20 Q Thank you very much. I appreciate that.

21 THE COURT: Just answer the question.

22 THE WITNESS: Okay.

23 THE COURT: Your attorney will have a chance.

24 BY MR. STARK:

25 Q So based upon your familiarity with ex aid,

1 you're aware that it applies only to the children  
2 enrolled in the public schools, correct?

3 A Yes.

4 Q Because the district does not pay for  
5 students who are not enrolled in the public schools to  
6 attend non-public schools, correct?

7 A Correct.

8 Q All students who are placed out of district  
9 are enrolled in the public schools.

10 A Yes.

11 Q So you write about students with disabilities  
12 who are sent out of district and that those students  
13 are public -- and you just testified that those  
14 students are public school students though, that  
15 they're required to enroll in the public schools and  
16 that they're counted in the district's enrollment  
17 numbers, correct?

18 A Yes.

19 Q So when we talk about students with special  
20 needs who are sent out of district, we're talking about  
21 public school students. We're not talking about  
22 private school students?

23 A Correct.

24 Q Okay. And those students are not just  
25 counted in the district's funding numbers for special

1 ed aid, correct? They're also counted for equalization  
2 aid, correct?

3 A That's correct.

4 Q They're also counted for security  
5 categorically.

6 A Correct.

7 Q And they receive special education aid.

8 A Yes.

9 Q And the district perceives for them if it's  
10 appropriate extraordinary aid as you testified earlier.

11 A Yes.

12 Q So you testified about the district's  
13 classification rate being above the state average,  
14 right?

15 A Yes.

16 Q And those are -- but the decision to send  
17 and to classify or how to classify students, that's a  
18 local decision, right?

19 A That's correct.

20 Q That's a decision made by the school  
21 district, correct?

22 A Yes.

23 Q Okay. And are you familiar with whether  
24 or not Lakewood is the only district in the State that  
25 has an above average classification rate, has a

1 classification rate over 14.92 percent?

2 A Well, by definition, districts are going to be  
3 above that average and below that avg.

4 Q So Lakewood is not unique in that sense.  
5 They have a high classification rate, correct?

6 A Yes.

7 Q But they are not the only district that has  
8 a classification rate above 14.92 percent, correct?

9 A No. That's just math.

10 Q Exactly. Exactly.

11 A Right.

12 Q So I'd like to direct you to table 2 of your  
13 report on page 4. So the table labeled, "Special  
14 Education Disability Categories." And you testified  
15 that this or that this table sets forth a number of  
16 classifications of disability within the State,  
17 correct?

18 A Yes.

19 Q And that purports to represent the category  
20 or the rates at which Lakewood students as opposed to  
21 the state average are classified. You would agree that  
22 the cost for a student in any one of these, a  
23 particular student in one of these categories is not  
24 uniform. Like for instance, a student with autism does  
25 not cost a specific amount of dollars, correct/

1 A That's right.

2 Q And so those costs can vary widely within  
3 those categories.

4 A Right.

5 Q So a student with autism can cost \$10,000 to  
6 educate or that student can cost \$70,000 to educate, is  
7 that correct?

8 A Yes.

9 Q So if those costs can vary dramatically  
10 within each classification or category -- strike that  
11 question. Let's talk about transportation funding. So  
12 you testified that transportation funding is provided  
13 on a per pupil basis?

14 A Yes.

15 Q And the district -- now, you would agree that  
16 the district receives the same dollar amount per pupil  
17 that every other school district in the State receives  
18 per pupil.

19 A The formula provides for Lakewood the same amount.  
20 The district is not receiving the same amount as other  
21 districts.

22 Q The district receives -- strike that.

23 MR. STARK: I apologize, Your Honor.

24 THE COURT: It's okay.

25 BY MR. STARK:

1           Q     You note in your report that the district  
2 would be forced to dedicate funds -- due to  
3 transportation costs, the district would be forced to  
4 dedicate funds to the transportation of non public  
5 students that it should be using to educate public  
6 school students, is that right?

7           A     Yes.

8           Q     Are you familiar with the funding or the  
9 transportation decisions Lakewood as a district has  
10 made in the past?

11          A     I have a general knowledge.

12          Q     So you're familiar with the fact that the  
13 Lakewood School District has a history of choosing to  
14 expand funds on public or on private school  
15 transportation.

16                   MR. LANG: Objection. Can we have a time  
17 frame?

18                   THE COURT: A time frame.

19           BY MR. STARK:

20          Q     Are you familiar with the I guess over the  
21 last 15 years?

22          A     I would say I've only been made aware of some of  
23 the decisions through casual reading of New Jersey  
24 press.

25          Q     Okay. Are you familiar with any legal

1 decisions that involved Lakewood regarding its attempts  
2 to --

3 A No.

4 Q You're not?

5 A No.

6 Q Okay. So you have no familiarity with the  
7 Bacon line of cases.

8 A Oh. Well, I'm familiar with Bacon.

9 Q I see you're familiar with the Bacon line of  
10 cases.

11 A Yes.

12 Q Are you familiar with -- you're familiar with  
13 the Bacon decision of the municipal decision of Judge  
14 Metzger that indicated that they had already found that  
15 the district was expending too much money on  
16 transportation, courtesy<sup>6</sup> transportation at the expense  
17 of the students' education in Lakewood?

18 A I didn't read the Bacon decisions.

19 Q So you're familiar with it but you didn't  
20 read it?

21 A I mean my office is involved in litigation. So I  
22 have a general familiarity with the case, but I was not  
23 involved. I didn't do any analysis for the case and  
24 no, I didn't read the Judge's decision.

25 Q Based upon the press that you've read and

1 your familiarity with the district's history, you're  
2 familiar that the district has made policy decisions in  
3 the past to expend money on private school  
4 transportation and courtesy transportation, correct?

5 A Yes.

6 Q And that those decisions were made at the  
7 expense of money that could have been dedicated to the  
8 private or the public school education of the students  
9 in Lakewood, correct?

10 A I don't really know much about how their decision  
11 was made. I just know that --

12 Q Well, I didn't ask you how the decision was  
13 made. I asked if you're familiar with the money, the  
14 fact that the money that was expended on courtesy  
15 busing could have been used for the education of public  
16 school children in Lakewood but it was not used for  
17 that.

18 MR. LANG: Objection, Your Honor. Could we  
19 have a time that Mr. Stark is talking about, what year?

20 THE COURT: I think he just said.

21 MR. STARK: I asked. The question that I  
22 asked was that based upon Dr. Farrie's reading of the  
23 newspaper and familiarity with the press accounts of  
24 Lakewood's busing situation and Lakewood's funding  
25 situation, that is a time frame -- I've asked her about

1 her, based upon her familiarity.

2 MR. LANG: Are we going back a decade?

3 MR. STARK: That is irrelevant. I asked her  
4 her familiarity, Mr. Lang.

5 THE COURT: You should note your objections to  
6 me, not to Mr. Lang.

7 MR. STARK: Thank you, Your Honor. I  
8 appreciate it.

9 THE COURT: Okay. If the witness can answer.

10 THE WITNESS: I have read stories that I know  
11 that there has been some contention around the  
12 provision of courtesy busing in Lakewood.

13 BY MR. STARK:

14 Q And the nature of that contention is that  
15 members of the public felt that I should not be  
16 expended to that, is that correct?

17 A Honestly, I mean we're talking about my reading  
18 a newspaper article. I don't have a more in depth  
19 knowledge than that.

20 Q So you write that, "Lakewood's transportation  
21 special ed costs exceed state funding under the  
22 formula," page 6 of your report.

23 A Mm-hmm.

24 Q But you don't appear to recognize in the  
25 text of your report and in your testimony that that

1 funding is contingent upon a local contribution.

2 A I thought I made that quite clear in the front of  
3 my report.

4 Q But in the text of in your analysis, you  
5 only mention state funding, is that correct?

6 A Well --

7 Q I'll rephrase.

8 A I mean when I speak of the adequacy budget, that  
9 necessarily includes local funding as well as state  
10 funding. So I think that it's both.

11 Q And so the local fair share is -- in fact,  
12 the local fair share is the primary determinant of the  
13 district's adequacy budget, is that correct?

14 A I would not say it that way, no.

15 Q Okay. So Lakewood has the ability to raise  
16 additional funds, is that correct?

17 A I have no idea of a fiscal capacity of the City.  
18 I know what the formula says.

19 Q As a matter of law, Lakewood has the ability  
20 to put additional revenue to a special question.  
21 You're familiar with that process, correct?

22 A The State doesn't restrict -- it does restrict how  
23 much funding Lakewood can raise locally. It does.

24 Q But Lakewood has the ability to do that.

25 A It is a restricted ability to raise revenues

1 annually year to year. There is a cap on how much  
2 additional funding the State can raise from one year to  
3 the next.

4 Q How much additional funding the State can  
5 raise?

6 A I'm sorry. How much additional funding the  
7 municipality can raise.

8 Q But again, the question remains that it does  
9 have the ability to do so.

10 A It has a limited ability to do so.

11 Q Is there a reason why we can't get a yes or  
12 no answer to the question yes or no. The public has  
13 the ability to do that, is that correct?

14 A There is a reason, because I don't want to sit  
15 here and say yes, that Lakewood can raise whatever it  
16 wants. It cannot.

17 Q That was not the question.

18 A It is the State restricts how much additional  
19 funding it can raise.

20 Q That as not the question that I asked. I  
21 asked that there is the ability under law to do that,  
22 and you're familiar with that ability, is that correct?

23 A Yes.

24 Q Okay, thank you. You're familiar with the  
25

1 -- are you familiar with any attempts Lakewood has made  
2 in the recent past to raise additional funds through  
3 special questions?

4 A Through? Sorry. Through what?

5 Q Special questions.

6 A I have not studied that.

7 Q Okay. Let's talk about test scores. Your  
8 report stops analyzing any test scores in 2014.

9 A Yes.

10 Q If I represented to you that the district's  
11 testing scores under the PARCC assessment have been  
12 increasing year every year, would you have any reason  
13 to dispute that?

14 A No.

15 Q Would the fact that district's achievement  
16 under the PARCC scores has been increasing, would that  
17 change your analysis in any way, shape or form?

18 A No.

19 Q It would not change your analysis that the  
20 students are doing better year over year? It would not  
21 change your analysis whether or not the students are  
22 failing and whether or not their scores are going down?

23 A I did not look at absolute test scores. I looked  
24 at relative performance, and as I understand it,  
25 districts across the State, PARCC scores are all

1 increasing, part of the reason why I restricted my  
2 analysis to 2014. So whether Lakewood's relative  
3 performance has changed, I don't know. Just because  
4 their test scores have gone up, it doesn't mean that  
5 their relative performance compared to the other  
6 districts in the State has changed at all. I didn't  
7 look.

8 Q Okay. And again, you're not an educator,  
9 correct?

10 A No.

11 Q Okay. You indicated that one of the --  
12 changing gears a little bit, you indicated that one of  
13 the things that you worked on at the ELC is the series  
14 of reports called the "School Funding Fair."

15 A Yes.

16 Q It's a series of national report cards?

17 A Yes.

18 Q And you are a coauthor of that?

19 A Yes.

20 Q Okay. Now, the 2017 national report card  
21 indicates that New Jersey is one of the best systems of  
22 educational funding in the Country, is that correct?

23 A Correct.

24 Q That there is only four states that have both  
25 high funding levels and have significantly high funding

1 to impoverished districts?

2 A Yes.

3 Q New Jersey is one of those states?

4 A Yes.

5 Q And you note that New Jersey is one of the  
6 more successful states in terms of its funding formula?

7 A Yes.

8 Q High effort, high fiscal capacity, is that  
9 correct?

10 A Yes.

11 Q And it's also positioned relatively well in  
12 all four fairness indicators, is that correct?

13 A Yes.

14 Q That the funding level was actually second in  
15 the nation.

16 A Yes.

17 Q Okay. And you don't mention Lakewood in that  
18 report.

19 A It's a state level report.

20 Q But you don't mention Lakewood as any kind of  
21 a caveat in that report?

22 A We don't provide caveats, no.

23 MR. STARK: I'm just making sure I didn't miss  
24 anything, Your Honor.

25 THE COURT: That's fine.

1 BY MR. STARK:

2 Q You testified earlier that the district --  
3 You testified earlier that the district provided  
4 mandated services to private school students as well as  
5 public school students? You testified on direct  
6 examination?

7 A I actually don't remember testifying to that.

8 Q Okay. Special ed services? Okay. That's  
9 fine. There are special ed services that the district  
10 does provide to private school students, is that  
11 correct?

12 A You mean students in private schools who are not  
13 enrolled in the district?

14 Q Any students who are private school students.

15 A Yes.

16 Q And the State funds those services, right,  
17 through Chapter 192 and Chapter 193?

18 A I am not terribly familiar with the funding of  
19 private students.

20 Q Okay. So you essentially reached two  
21 conclusions in this paper. One is that in your opinion  
22 the SFRA isn't capable of addressing the circumstances  
23 in Lakewood. The second is that changes are necessary  
24 to insure that public school students are receiving  
25 their rights. You don't define changes.

1 A I don't.

2 Q You don't offer any kind of opinion on what  
3 types of changes are necessary?

4 A I did not.

5 Q So would you agree that if it were able, the  
6 population in Lakewood adopting a special question to  
7 fund transportation costs, that would be a change that  
8 would help address the problems in Lakewood, correct?

9 A Well, I specifically was talking about changes to  
10 the formula.

11 Q But you didn't -- your report didn't indicate  
12 that. You just indicated the changes, and so these are  
13 changes that would -- and you just testified that you  
14 didn't offer, you did not offer a suggestion on changes  
15 that would change them.

16 A But my report was about how SFRA operates in the  
17 district, and my conclusion was that there need to be  
18 changes to the way SFRA operates in the district.

19 Q So is it your position then that the State  
20 should take, should reduce funds to other districts in  
21 order to provide additional funds to Lakewood?

22 A No. That's never our position.

23 Q You would agree that working to address or  
24 working to reduce out of district placements of special  
25 ed students would be something that would help address

1 the budget in Lakewood, correct?

2 A I think it's the district's responsibility to  
3 determine the proper educational placement of a  
4 student. Those costs are higher.

5 Q So reducing the special ed costs to the  
6 district and the costs that float from that, that would  
7 be a step that the district could take to address those  
8 problems.

9 A Not if it was going to put a student in an  
10 inappropriate placement.

11 Q I never asked whether or not a student would  
12 be put in an appropriate placement.

13 A Well --

14 MR. LANG: Your Honor, could I object?

15 Because --

16 THE COURT: You're not objecting to her  
17 answer.

18 MR. LANG: I mean his line of questioning --  
19 one second. Let me just --

20 THE COURT: No. She made the conclusion.

21 MR. LANG: Okay.

22 THE COURT: That changes are necessary, and  
23 he's proposing a change. If they reduce the special ed  
24 cost, would it help?

25 MR. LANG: But -- okay. Fine. I mean I just

1 --

2 MR. STARK: Is there --

3 MR. LANG: No, no. Withdrawn. The objection  
4 is withdrawn, Your Honor.

5 THE COURT: Thank you.

6 BY MR. STARK:

7 Q You're familiar with hazard busing?

8 A Hazard busing?

9 Q Hazardous route busing?

10 A Yes.

11 Q So working with a municipality to make the  
12 walk to school safer and thereby reducing the need for  
13 hazardous route busing, that would be a change that  
14 would help the district?

15 MR. LANG: Objection, Your Honor.

16 THE COURT: It's cross examination, Mr. Lang.  
17 There is a lot more leeway on cross examination than  
18 there is on direct. She can answer the question.

19 MR. LANG: Your Honor, I don't think Mr. Stark  
20 -- did you finish it?

21 MR. STARK: No.

22 MR. LANG: Your Honor, I don't think he  
23 finished the question.

24 BY MR. STARK:

25 Q Working with the municipality to address the

1 safety of the walk to school. Thereby, yeah, thereby  
2 reducing the need for hazardous route busing, that  
3 would be a change that could help positively impact the  
4 budget situation in Lakewood, correct?

5 A That could save some cost. I have no idea the  
6 magnitude of savings.

7 MR. STARK: Okay. Your Honor, I'm going to go  
8 ahead and rest.

9 THE COURT: All right. Have you ever been to  
10 Lakewood?

11 THE WITNESS: No.

12 MR. LANG: All right. Could I direct?

13 THE COURT: Yes.

14 MR. LANG: I mean redirect.

15 THE COURT: Yes.

16 REDIRECT EXAMINATION BY MR. LANG:

17 Q Dr. Farrie, while we've been discussing the  
18 transportation, was this mandated or remote  
19 transportation that we've been talking about the whole  
20 time that you've testified?

21 A The transportation funding under SFRA is the  
22 transportation that's mandated under law because of  
23 distance from school.

24 Q Okay. Are you -- I don't know if you're  
25 familiar or not, but are you familiar if there is any

1 non-mandated hazardous or courtesy busing that Lakewood  
2 is providing to non-public schools?

3 A I understand that Lakewood eliminated courtesy  
4 busing.

5 Q Any busing whatsoever that's less than  
6 remote, which some people call hazardous or courtesy  
7 busing, they're just bi words for anything that's not  
8 remote. Is there any busing that's being paid for, for  
9 non-public students by the district or even by the  
10 State that is less than remote?

11 A I don't believe so.

12 Q You mentioned before about restricted ability  
13 to raise taxes? What is this restriction?

14 A In I think 2010 the property tax cap was set at 2  
15 percent. So districts are not able to raise their  
16 annual tax levy for the schools more than 2 percent  
17 each year with some allowances.

18 Q In your opinion is the local fair share as  
19 the SFRA calculates it a reasonable calculation of the  
20 ability of the township to tax itself?

21 MR. STARK: Objection. There is no basis and  
22 no foundation set for this witness' ability to testify  
23 as to the tax base and the ability of the tax base to  
24 support the school system.

25 THE COURT: It's sustained. That's policy.

1 MR. LANG: All right. When you spoke before  
2 about Lakewood being under-funded 30 percent using the  
3 numbers on the board there and there are other  
4 definitions of adequacy that you could also use, but  
5 the question is did you take into account extraordinary  
6 aid?

7 MR. STARK: I'm going to object to the form of  
8 the question.

9 MR. LANG: Okay.

10 MR. STARK: Just because I'm not sure what the  
11 basis for argument is.

12 MR. LANG: All right. So I'll rephrase the  
13 question.

14 BY MR. LANG:

15 Q Mr. Stark talked about extraordinary aid. In  
16 your analysis did you take into consideration the  
17 extraordinary aid?

18 A In my revised analysis that led to the \$40 million  
19 then yes.

20 MR. STARK: Objection. We're not testifying  
21 as to any revised analysis.

22 THE COURT: Yes.

23 BY MR. LANG:

24 Q All right. In there when you said that  
25 Lakewood is underfunded, severely underfunded, you gave

1 a figure in the 30 percent. She did testify to that,  
2 and it was allowed. Did you take into account  
3 extraordinary aid?

4 A Yes.

5 MR. LANG: Okay. We're finished.

6 MR. GROSSMAN: No further questions, Your  
7 Honor.

8 MR. STARK: No recross.

9 THE COURT: I do have a question. Just give  
10 me a second.

11 BY THE COURT:

12 Q Okay. At one point you referred to Lakewood  
13 as an outlier. Okay. And since the 14.92 percent is  
14 the average, there are other districts that also have a  
15 high amount of students attending special ed  
16 placements.

17 A Correct.

18 Q Correct. Out of district?

19 A A higher classification rate than the average.

20 Q Yes.

21 A Yes.

22 Q At what point does a district become an  
23 outlier and not just above average?

24 A There is a mathematical definitely of that, you  
25 know, but I can't say that I made the calculation.

1 Q Okay. You said in New Jersey.

2 A Yeah.

3 Q Are there any other districts that you would  
4 call outliers to your knowledge?

5 A I'm not sure. I haven't looked at that lately.

6 THE COURT: Okay. Any questions based on my  
7 questions?

8 MR. LANG: Yes.

9 REDIRECT EXAMINATION BY MR. LANG (CONT'D):

10 Q When you were saying that Lakewood is an  
11 outlier in terms of special education classification,  
12 is that special education classification aside from the  
13 idea of these so many kids going out of district?

14 A It's just the overall classification rate is  
15 higher, is significantly higher than average. I mean  
16 it's --

17 Q And the whole --

18 A -- 50 percent higher than the state avg.

19 Q And the idea of the number of kids going out  
20 of district is a whole different range.

21 A That's a separate reason for Lakewood being an  
22 outlier.

23 THE COURT: Okay. Is that it? Is that it?

24 MR. LANG: Yeah.

25 THE COURT: All right. So thank you very

1 much, Doctor.

2 THE WITNESS: Thank you.

3 THE COURT: Have a good day.

4 THE WITNESS: You too.

5 THE COURT: All right. So shall we break for  
6 lunch? It's 12:37.

7 MR. STARK: I think we are actually done for  
8 the day, Your Honor.

9 MR. LANG: No, no, no. Your Honor, we have to  
10 -- we want to make use of the day.

11 (BRIEF RECESS)

12 THE COURT: This should be on the record.

13 MR. GROSSMAN: Your Honor, Daniel Grossman.  
14 We don't have any other witnesses because the remaining  
15 testimony I think included the cross examination of Mr.  
16 Finger and the two state monitors. The two state  
17 monitors are one of whom is Mr. Rosaro (phonetic), who  
18 has difficulty traveling. So we, in discussions with  
19 counsel, we've basically decided to put them on  
20 together next week, and hopefully Mr. Finger's cross  
21 examination can be concluded at that time.

22 THE COURT: Okay.

23 MR. GROSSMAN: However, what we did discuss in  
24 one of our telephone conferences, the fact that Mr.  
25 Lang I thought had prepared some -- well, we may have

1 done it in person, I don't recall -- had prepared some  
2 charts, and that he had derived from the data, and we  
3 would want them at least identified and potentially put  
4 into evidence. They are summaries based on public  
5 data. It's a little unusual admittedly. However, I  
6 think it might be of assistance to the Court to have  
7 the data presented in a condensed form. It's been  
8 provided I believe.

9 MR. LANG: Every year.

10 MR. GROSSMAN: Excuse me, to the State. It's  
11 they are compilations. I think the Court can probably  
12 take judicial notice of them with an explanation  
13 subject to the State's objection, or Mr. Lang can  
14 explain what they are. I would offer again it's  
15 unusual, but Counsel can testify in various  
16 circumstances.

17 THE COURT: I don't think this is one of them.

18 MR. STARK: And as Your Honor can imagine, the  
19 State has a position on this question. The State's  
20 position is that if these are charts that are  
21 essentially cold from data and that data has been  
22 discussed by witnesses, you know, the budgets, things  
23 like that, this is information that essentially amounts  
24 to argument, and Mr. Lang can utilize whatever data he  
25 wants that is in the record in the course of preparing

1 closing briefs, because I do not believe that this case  
2 is something that will be handled as an oral closing.  
3 We're going to have briefing at the end, and this is,  
4 you know, if Mr. Lang wishes to use a chart to  
5 illustrate his point, he can put that chart into a  
6 brief. He can cite to the record where that data comes  
7 from, but there is no need for Mr. Lang to take the  
8 witness stand and become a witness in this case while  
9 he's also prosecuting it.

10 THE COURT: No, absolutely not.

11 MR. LANG: Thank you, Your Honor.

12 THE COURT: However, if he has the charts and  
13 he's showing you the charts, if you agree with the  
14 charts, the numbers and stuff, maybe you could agree  
15 with it. I don't know. But if it's -- because I don't  
16 know what it is.

17 UNIDENTIFIED FEMALE: No. Those were those  
18 stipulations we had discussed earlier.

19 THE COURT: Oh, okay.

20 UNIDENTIFIED FEMALE: May I please finish just  
21 briefly? These were things that we said that there  
22 was, you know, a certain perception of these charts,  
23 you know. Certain data was taken. Certain data was  
24 not taken.

25 THE COURT: Okay.

1 UNIDENTIFIED FEMALE: Certain districts were  
2 put in. Certain averages were calculated. We couldn't  
3 decipher where some data came from. I mean there is  
4 some data that, you know, but it's all so we couldn't  
5 stipulate to them.

6 THE COURT: Okay.

7 UNIDENTIFIED FEMALE: And I agree with Mr.  
8 Stark's point that they can be argument as opposed to  
9 evidence.

10 MR. LANG: Your Honor, I --

11 THE COURT: It is argument. You can use  
12 anything in your summation. You can use anything you  
13 want in your summation. You can argue anything in your  
14 summation.

15 MR. LANG: Thank you. Thank you, Your Honor.

16 THE COURT: Thank you. Mr. Lang, there is no  
17 such thing as submitting something and saying that  
18 everybody agrees to it. It has to be --

19 MR. LANG: No. That's not what I was --

20 THE COURT: But it has to be explained.

21 MR. LANG: He's not letting me -- can't I just  
22 explain what I wanted to do?

23 THE COURT: But if it has to be explained,  
24 that means somebody has to testify to it.

25 MR. LANG: Your Honor, let me just explain. I

1 mean just hear me out, and that's not -- I don't want  
2 -- I think everyone is misunderstanding. I just wanted  
3 the Court to take administrative notice of the school  
4 report, judicial notice of the school report cards and  
5 forget about my chart. I'll put that in my brief, but  
6 the source data that I got from the DOE, I want  
7 judicial notice of all these documents.

8 MR. STARK: Your Honor, we'll supply a list of  
9 documents that we think the Court can take judicial  
10 notice of to Counsel and rules.

11 THE COURT: If it comes to the DOE, I'm sure  
12 they'll be happy to stipulate to it.

13 MR. STARK: The DOE is not of the position  
14 that its data is incorrect.

15 MR. LANG: Okay.

16 MR. STARK: So it produces a report.

17 MR. LANG: Okay.

18 THE COURT: So why don't you do that, but you  
19 can't skew the numbers, take numbers out of context?

20 MR. LANG: So Your Honor, everything basically  
21 that we're going to stipulate, they're already in  
22 exhibits over there, and what we stipulate --

23 THE COURT: Just give it to the State, let  
24 them take a look at it, and then if they can, they  
25 will; if they can't, they won't.

1 MR. STARK: Thank you, Your Honor.

2 THE COURT: Thank you. All right. So I'll  
3 see everybody on the 22<sup>nd</sup>?

4 MR. STARK: Yes.

5 THE COURT: All right. Have a good day.

6 MR. LANG: Your Honor, the only issue left is  
7 whether we're going to have to go up to the Law Center  
8 for that.

9 THE COURT: Well, just let me know.

10 MR. LANG: We'll let you know.

11 THE COURT: Let everybody know. Is there any  
12 other place that would be convenient? I mean, you  
13 know, we travel. So that's not a problem. If there is  
14 some other place.

15 MR. STARK: I would tend to believe that the  
16 Justice Complex is probably not technologically  
17 equipped to handle.

18 MR. GROSSMAN: I don't think its elevators  
19 work that well.

20 MR. STARK: I don't want to speak poorly of my  
21 own office.

22 UNIDENTIFIED FEMALE: Your Honor, just as a  
23 personal request, and it obviously can be denied, if we  
24 are up at New Brunswick, I would request that we start  
25 at 9:30, simply because of childcare issues.

1 THE COURT: Also because of traffic to get  
2 there I know.

3 UNIDENTIFIED FEMALE: Right.

4 THE COURT: That's not a problem.

5 UNIDENTIFIED FEMALE: Thank you very much.  
6 Just note the 9 a.m. here is perfectly fine.

7 THE COURT: Correct. And of course we have  
8 our own traffic issues, but that's a different problem.  
9 All right. So thank you.

10 MR. LANG: I don't think

11 {Whereupon, the proceedings were adjourned.}

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1 STATE OF NEW JERSEY }

2 COUNTY OF MERCER }

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I, KATHLEEN A. COSENTINO, assigned

5

transcriber, do hereby affirm that the foregoing is a

6

true and accurate transcript of the proceedings in the

7

matter of LEONOR ALCANTARA, INDIVIDUALLY AND AS

8

GUARDIAN AD LITEM FOR E.A., ET AL, DAVID HESPE,

9

COMMISSIONER OF EDUCATION, bearing Docket No. EDU

10

11069-14 heard on February 13, 2018 before the Office

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of Administrative Law Court.

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# Transcript 2



I N D E X

<u>WITNESS</u>	<u>DIRECT</u>	<u>CROSS</u>	<u>REDIRECT</u>	<u>RE CROSS</u>
DAVID SHAFTER				
By Mr. Lang	5		84/96	
By Mr. Stark		69		99
By the Court	91/100			
MICHAEL AZZARA				
By Mr. Lang	106		138	
By Mr. Stark		134		143
ROBERT FINGER				
By Ms. Hoff		145		
By Mr. Lang			178	

E X H I B I T S

<u>NO.</u>	<u>DESCRIPTION</u>	<u>I.D.</u>	<u>EVID.</u>
P-57	Superintendent Letter of 2/5/18	51	
P-58	Superintendent Letter of 2/18/18	51	
P-59	Superintendent Letter of 2/15/18	51	

1 THE COURT: All right. So we're on the  
2 record. This is the matter of Alcantara, et al, versus  
3 Hespe, et. al. It's our Docket Number EDU 11069-14.  
4 Your appearances, please, Counsel.

5 MR. LANG: Arthur Lang for Petitioners.

6 MR. GROSSMAN: Daniel Grossman for  
7 Petitioners.

8 THE COURT: All right. Good morning.

9 MR. GROSSMAN: Good morning, Your Honor.

10 MR. STARK: Thank you, Your Honor. Geoffrey  
11 Stark, Deputy Attorney General for the State  
12 Respondents. With me are Jennifer Hoff, Lauren Jensen  
13 (phonetic) and Lori Prapas, also Deputy Attorneys  
14 General. And Angela Valez (phonetic) as our recan --  
15 representative of our client.

16 THE COURT: All right. Thank you. All  
17 right. So, we've spent a lot of time trying to hook up  
18 this Skype thing, which we'll have to deal with later,  
19 I guess. So, why don't we just get started with  
20 whatever is on the agenda for today. So, who's --  
21 who's coming first.

22 MR. LANG: Mr. Schafter, State Monitor. Dave  
23 Shafter.

24 THE COURT: Okay. Is he here?

25 THE WITNESS: I'm turning my phone off.

1 THE COURT: Good idea.

2 THE WITNESS: Now that we started.

3 THE COURT: All right. If you'll just stand  
4 there please and raise your right hand.

5 D A V I D S H A F T E R, PETITIONER'S WITNESS, SWORN.

6 THE COURT: David. And spell your last name  
7 for the record.

8 THE WITNESS: S-H-A-F-T-E-R.

9 THE COURT: Everything is being recorded.  
10 That's not a microphone; it's a recording device.

11 THE WITNESS: Okay.

12 THE COURT: So you have to speak up and  
13 answer verbally. All right. So, Mr. Lang this is your  
14 witness?

15 MR. LANG: Yes.

16 THE COURT: Okay. Let's begin.

17 DIRECT EXAMINATION BY MR. LANG:

18 Q What is your -- your job?

19 A I'm a State Monitor.

20 Q What does that mean?

21 A The Department of Education has hired me to --  
22 Actually, State Monitors, hired by the Department of  
23 Education, State Monitors normally go into school  
24 districts that are distressed. Their budget may be in  
25 a deficit or there may be issues with as far as the

1 QSAC. And that's -- So the State Monitor goes into the  
2 district to monitor the district. That's what we do.

3 Q In the case of your present position in  
4 Lakewood, which one of those prompted your appointment?

5 A Well, Mr. Azzara was appointed first. I was still  
6 in Camden. And then the State appointed me as another  
7 State Monitor; and Mr. Azzara's the lead, and I'm the  
8 State Monitor. And I'm in there to assist Mr. Azzara.  
9 The -- The District wasn't going -- is in a deficit  
10 situation.

11 Q Okay. And what is "QSAC?" You mentioned  
12 QSAC before.

13 A There -- There's certain -- That's monitor --  
14 That's the key -- Quality something Continuum. I don't  
15 know the exact -- what the letters stand for. And  
16 there's -- They basically -- It's an evaluation of  
17 school districts. And if a school district fails, it  
18 goes below a certain level on some of the continuum,  
19 then that's also grounds for a State Monitor to be  
20 appointed.

21 Q Is that the case in Lakewood?

22 A I don't believe so.

23 Q Okay.

24 A I thought it was because of the deficit.

25 Q The deficit. Okay. What is your

1 professional background?

2 A I have a Bachelors Degree in Business Education  
3 from Temple University. A Master of Science in  
4 Accounting from Penn State University. I'm a Certified  
5 Public Accountant, Certified School Business  
6 Administrator, and a Qualified Purchasing Agent. As  
7 far as my professional career, I started out as an  
8 Auditor for the USGAO, U.S. Governmental Accounting  
9 Officer. I was an Auditor for a few years. Left there  
10 to go to the Camden City School District in 76. Stayed  
11 there through 89. I left there and was an Acting  
12 School Business Administrator. Went to the East  
13 Windsor Regional School District from 89 to 2006 as the  
14 School Business Administrator. I retired. And then in  
15 September I was called by the State Monitor in  
16 Willingboro, New Jersey to be the Interim School  
17 Business Administrator, which I was for a year. At  
18 which time, after that I became the State Monitor for  
19 Willingboro, New Jersey.

20 Q Pardon.

21 A I became the State Monitor for Willingboro, New  
22 Jersey. Then I was ac -- As Willingboro was solving  
23 its problem, they just didn't need me full-time  
24 anymore. So then I also became a State Monitor for  
25 Beverly, New Jersey, which is a contig -- contiguous

1 school district. Then, after a certain amount of time,  
2 I needed a challenge. And I knew that the City of  
3 Camden was having challenges, from the State Monitor  
4 who was there. So I offered to -- I offered to resign  
5 my position as State Monitor, in Beverly and  
6 Willingboro, to become an Interim Business  
7 Administrator in the City of Camden. The State Monitor  
8 appointed me as an Interim Business Administrator in  
9 the City of Camden. And I was there for two years as  
10 -- as the Interim Business Administrator. And  
11 afterwards I worked part-time there as a Fiscal  
12 Compliance Officer. Meanwhile, the State Monitor left  
13 Camden to go to Lakewood. He asked me to go with him.  
14 I said, "No, I really like Camden." But it reached a  
15 point where Camden was changing. State -- The State  
16 had subsequently took -- took over the district. So  
17 there really was less need for me to be there. And I  
18 left Camden to become a State Monitor in Lakewood.

19 Q I'm sorry, what was the --

20 A I've been in Lakewood for three years.

21 Q Pardon.

22 A I've been in Lakewood for a little over three  
23 years.

24 Q What was the first issue? I just didn't  
25 write down. The first issue. You said before East

1 Windsor, where were you at?

2 A I was -- I was in the City of Trenton with Trenton  
3 School District.

4 Q Okay.

5 THE COURT: You've been in Lakewood for three  
6 years?

7 THE WITNESS: A little over three years.

8 THE COURT: Is that with Mr. Azzara or not?

9 THE WITNESS: With him.

10 THE COURT: With him. Okay.

11 BY MR. LANG:

12 Q Were you ever in Patterson?

13 A No.

14 Q Okay. Who do you -- Do you report to anyone  
15 in the Department of Education?

16 A Glenn Forney.

17 Q Who is Glenn Forney?

18 A I don't know his exact title, but he's responsible  
19 for all the State Monitors.

20 Q Okay. All right. Have you examined the --  
21 the budgets in Lakewood during your three years?

22 A Yes.

23 Q All right. Let -- Let me -- What do you do  
24 as State Monitor in Lakewood?

25 A Wow. (Chuckling) I attend school board meetings.

1 I am intimately involved in the -- in the finances of  
2 the School District, regarding budget preparation and  
3 purchasing, going over the procedure with the Grant  
4 Programs. Basically, I approve -- I approved the 17/18  
5 Budget. I approved the 16/17 Budget. So those are two  
6 budgets that I approved in Lakewood. Again, intimately  
7 involved in the preparation of the budgets also. This  
8 last budget, 17/18, we had -- we had a very good  
9 Business Administrator, who subsequently left the  
10 District to go to another school district, who did a  
11 lot of the budget preparation. So it was just a matter  
12 of reviewing her work for the current year budget.

13 Q Who was -- Who was that Business  
14 Administrator?

15 A Regina -- I forget -- I forget her last name.

16 Q Was it Regina Rob -- Well, I can wait.

17 A Robinson. That's -- That's it. You got it.  
18 Robinson.

19 Q Okay. So you were involved in the budget  
20 from 15/16, 16/17, and then, I guess, now, 17/18?

21 A That's the current year. And 18/19's being worked  
22 on. I -- I normally -- I know it's being worked on.  
23 I'm going to get -- Once I get back, in another couple  
24 of weeks, I'll go over that with the Business  
25 Administrator, line by line, to make sure it's --

1 Q So let's start with the first budget that you  
2 worked on. 15 -- That was -- Was that 15/16?

3 A Yep.

4 Q Was there a deficit in that budget, going  
5 into that budget?

6 A Going into the budget; no. But during the budget  
7 year, it turned out that there was going to be a  
8 deficit.

9 Q Why?

10 A There was -- There were supposed to be some  
11 agreements regarding the student transportation for the  
12 non-public schools. And there were a lot of  
13 negotiations going on ver the course of the summer,  
14 between Mr. Azzara and representatives of the non-  
15 public schools, regarding reforms in transportation.  
16 Agreements weren't reached until very close to the end  
17 of the summer. And what happened was, so the bids went  
18 out and the bids came in. What was supposed to save  
19 money, didn't. The prices of the contracted services,  
20 in some cases went up substantially for -- for the  
21 School District. And around October/November, realized  
22 that there would not be sufficient funds to pay for the  
23 services for the entire year. We -- We did a  
24 referendum, I -- for -- for a -- for the Township, for  
25 the purposes of paying for courtesy busing. It was

1 resoundingly defeated.

2 Q What -- What was? And by what margin?

3 A The -- The referendum was resoundingly defeated.

4 Q Do you know the margin?

5 A I know it -- It was about a hun -- Under a hundred  
6 votes, yes; and thousands of votes, no. I don't know  
7 the exact -- about, maybe -- the exact number. We were  
8 going to stop the transportation, the courtesy busing.  
9 However, the Commissioner of Education directed us to  
10 continue courtesy busing. And that there would be  
11 relief from the State before the end of the school  
12 year, to make up for the short fall.

13 Q Did the relief come?

14 A Yes.

15 Q How much -- How much was the relief?

16 A It was a Four and a Half Million Dollar Advance  
17 State Aid.

18 Q Was that a loan?

19 A Yes.

20 Q Okay. Going in -- Now let's talk about the  
21 16/17 year.

22 THE COURT: Before -- Before you do that.  
23 So, what was the referendum exactly? To stop courtesy  
24 busing?

25 THE WITNESS: To fund it.

1 THE COURT: To fund it.

2 THE WITNESS: And if the cour -- And if the  
3 funding -- If the referendum was failed, then the  
4 courtesy busing was going to stop as of February the  
5 1st, I believe.

6 THE COURT: Okay. So when it was defeated,  
7 that meant everybody still wanted to have the courtesy  
8 busing?

9 THE WITNESS: Well, it was felt by the  
10 officials at the -- at the department, that it was a  
11 dangerous situation in Lakewood. And it was too  
12 dangerous to just stop the busing. So the busing  
13 continued.

14 THE COURT: And that was the reason for the  
15 loan.

16 THE WITNESS: Excuse me.

17 THE COURT: That was the reason for the loan.

18 THE WITNESS: Yes.

19 THE COURT: And that loan was just for the  
20 transportation.

21 THE WITNESS: Well, it was -- the reason that  
22 we needed the loan was because of transportation.

23 THE COURT: Everything else was covered then.

24 THE WITNESS: Right.

25 THE COURT: Okay.

1 MR. LANG: Well, excuse me, Your Honor.

2 BY MR. LANG:

3 Q I'm just -- Why -- Why is -- Why was it  
4 considered a dangerous situation that the current  
5 Commissioner ordered the restoration of courtesy  
6 busing?

7 A There are some hazardous routes, that are  
8 considered hazardous routes in Lakewood. And also the  
9 traffic situation is very bad. And it was felt that,  
10 for the children -- the children walking to school, up  
11 to two miles for elementary, and up to two and a half  
12 miles for high school students, that they would be  
13 crossing dangerous routes. They'd be walking along  
14 dangerous routes. I don't know the exact percentage of  
15 courtesy students that were -- because of hazardous  
16 routes versus courtesy, but there were -- there are  
17 many hazardous routes in Lakewood. There's a list that  
18 I've seen, of about -- I think it has about 30 or 40.  
19 I haven't seen it in a while. But, for example,  
20 crossing Route 9, walking along County Line Road.  
21 Those are -- And there's another road, a brand new --  
22 Not -- New Hampshire Avenue, I think it's called, if  
23 I'm correct. (Phone Ringing) And those are considered  
24 dangerous routes for children to walk along, or  
25 children to cross the streets.

1 THE COURT: (Picks Up Phone) Yes? Okay.  
2 Great. Thanks.

3 MR. LANG: Was that about the technology?

4 THE COURT: Yes.

5 MR. LANG: And the -- Was it --

6 THE COURT: Well, let's continue with this  
7 witness then.

8 BY MR. LANG:

9 Q Okay. Okay. Is there -- You mentioned about  
10 the dangerous routes. I don't know -- Well, let's --  
11 let's go to the -- Let's move towards the present  
12 before we talk about that. What about 16 -- The next  
13 year would be 16 through 17, with that budget. What  
14 exactly happened there? Was there a deficit in that  
15 budget?

16 A That budget, we knew that there was going to be a  
17 deficit. And the District is very limited in what it's  
18 allowed to cut. And what ended up, at the time, I  
19 think that was a time -- That was the first time there  
20 were layoff -- there were going to be layoffs of  
21 teachers.

22 Q How many?

23 A I don't have the exact number. But we were short  
24 about a little over Five Million Dollars.

25 Q Was a loan issued to the --

1 A Yes, it was.

2 Q How much?

3 A About 5.4 Million, give or take.

4 Q Okay. And if -- if the District had not  
5 gotten the loans, what would have happened?

6 A There would have been layoffs of teachers. And  
7 there may have been some other cuts that I don't  
8 recall. But the -- the biggest one I remember is the  
9 layoffs of the teachers and increases in class size.

10 MR. GROSSMAN: -- Why was this or --

11 BY MR. LANG:

12 Q Why were you -- Was there courtesy busing in  
13 that year?

14 A In 16/17, no.

15 Q Why -- So why were you -- why was the  
16 District short in funds if there was no courtesy  
17 busing?

18 A Because of the -- Because of the increases in the  
19 costs of programs. And the inability -- There was no  
20 additional State aid. State aid was substantially  
21 frozen. And the -- the tax increase was limited to two  
22 percent. So you had -- you had increases in  
23 transportation costs, regardless of, you know -- Even  
24 without courtesy busing. That was when the LSTA was  
25 formed. And transportation costs increased because the

1 District was responsible to give the LSTA \$884 a  
2 student. The State reimbursed the District the  
3 difference between \$730 and \$884. However, at the  
4 time, it was costing less than that amount per student  
5 for in-house -- for the in-house and the contracted  
6 transportation that we paid, was less than that. So  
7 that increased in cost. A number of students who were  
8 sent out of District for special needs, because of the  
9 severe needs of the students and the District did not  
10 have the where with all to educate the students with  
11 these severe needs. So that increased the number of  
12 students who were sent to private schools for the  
13 handicapped. Then you had teacher pay raises, health  
14 insurance increases. And it was just more than what  
15 the increase in State aid and the increase in local  
16 taxes could sustain.

17 Q Are -- Are those -- The transportation costs  
18 to the students to the schools for the handicapped, is  
19 there anyway to -- to -- Is that a mandated cost?

20 A Yes, it is.

21 Q And the transportation costs that you  
22 referred to, are -- are those mandated costs?

23 A Yes, they are.

24 Q And the expense of students going to those  
25 schools who are handed -- handicapped, is that a

1 mandated cost?

2 A Yes.

3 Q Okay. Is -- Was there anything -- You were  
4 talking about 16 through 17. Is there -- Was there  
5 anything that could have been -- else, that could have  
6 been taken out of the budget?

7 A Anything that could have been taken out, was taken  
8 out.

9 Q What was taken out?

10 A Before -- Before the 5.6 Million, anything --  
11 anything -- For example, we -- I don't know whether it  
12 was 15/16 or 16/17, instead of buying textbooks  
13 outright, we did lease purchase of textbooks. So it  
14 was to be spread out over more years. One of the big  
15 things we did, that was done for 16/17, was that the  
16 District started transporting public school students  
17 with in-house transportation. We bought a fleet of  
18 busses, lease purchase, and also hired drivers. And so  
19 the District saved money in transportation by bringing  
20 some of the transportation in-house for 16/17. So that  
21 was a way that the District saved money. I think at  
22 that time it was about a Million Dollars, maybe a  
23 little bit more, between 15/16 and 16/17. There was a  
24 -- I think there was an Assistant Principal that may  
25 have been let go.

1 Q Are we speaking after the loan, the Assistant  
2 Principal was let go?

3 A No. This is all -- The budget was cut down as low  
4 as possible, but there was still a shortfall. And the  
5 loan -- The State, after reviewing the budget, realized  
6 that there was a shortfall, and did the advanced State  
7 aid or -- or commonly known as a loan, for -- for the  
8 16/17 school year.

9 Q And was that Assistant Principal rehired? In  
10 other words, did that --

11 A I don't re -- I don't recall. I don't recall.

12 Q And so, had not that loan come through, what  
13 other cuts would have been made?

14 A The biggest thing would have been cuts of  
15 teachers.

16 Q Okay. Now, at that time, when the District  
17 was still running the transportation, would you  
18 characterize that as an efficient system?

19 A 16/17 I would say it was -- it turned out to be  
20 very efficient for that year?

21 MR. INZELBUCH: Efficient?

22 THE WITNESS: Efficient.

23 MR. LANG: Efficient.

24 MR. STARK: Efficient.

25 THE WITNESS: E-F-F-I. (Chuckles)

1 BY MR. LANG:

2 Q And how -- And how -- What makes a  
3 transportation system efficient?

4 A Tiering and filling your buses.

5 Q What is tiering?

6 A Tiering is when schools start at different times,  
7 so the buses can be used for more than one in-and-out  
8 to bring children to and from school.

9 Q Speaking of tiering. And I'm just going to  
10 get away from the 16/17. Are you familiar with the --  
11 the start time at Lakewood High School?

12 A I know -- Yes, I am.

13 Q What time do the kids have to be there?

14 A It's my understanding that children are delivered  
15 about a quarter to 7.

16 Q Why -- Why is that?

17 A So there's sufficient time to have breakfast  
18 before school starts.

19 Q And why is it at that time rather than, say,  
20 7:30 or some other time?

21 A Well, then what happens is that 7:45 starts the  
22 second tier. As -- As for Tier 2, that's when school  
23 starts. And 8:30 is when school starts for Tier 3.

24 Q Is there a fourth tier?

25 A No.

1 Q Okay. What's -- What's the second tier --  
2 What's -- Well, who's on the first tier? Who gets  
3 delivered on the first tier?

4 A I know that Lakewood Middle School and Lakewood  
5 High School -- Wait. I take that back. I don't know.  
6 I think Lakewood High School is the only -- only school  
7 for first tier, but I'm not sure. I'd rather not  
8 answer that because I don't have that memorized.

9 Q Okay. So getting back to -- Let's -- Let's  
10 go to 17/18, which I guess -- Did I skip a year? We  
11 did 15/16, 16/17. Now I guess 17/18, which would be  
12 the current year.

13 A Okay.

14 Q 17/18. When was that budget actually passed?

15 A It was never passed. The State Monitor approved  
16 the budget.

17 Q At what -- what month, what date and why?

18 A I believe it was end of May or June.

19 Q June? What -- When -- When is it normal for  
20 school districts to have their budgets approved?

21 A March.

22 Q March?

23 A Then it goes to the county office. -- In March,  
24 it's submitted to the county office. The county office  
25 goes over it. And then it's -- then it's -- And then

1 there's a public hearing. And then the final approval  
2 is usually, I believe, in the beginning of May.

3 Q All right. Now, so this -- this budget was  
4 approved after March. Let -- Before I continue with  
5 this, let me just go back for the three years you were  
6 there, the 16/17, did the Board approve of that budget?

7 A No.

8 Q How -- So how did it become a budget?

9 A I approved it.

10 Q Okay. The 17 -- 16/17, what about that one?

11 A That's the one you just asked.

12 Q Oh. 15/16. 15/16. Did the Board approve  
13 15/16?

14 A I don't think so.

15 Q And 16/17, you said you approved it, the  
16 Board didn't. And 17/18, you also, I guess, already  
17 answered that question.

18 MR. INZELBUCH: Well, he didn't answer it.

19 BY MR. LANG:

20 Q Okay. So what -- Who approved of the budget  
21 in 17/18?

22 A I did.

23 Q Did the Board approve it?

24 A No.

25 Q Do you know why the Board didn't approve it?

1 A They never -- The public statement was that the  
2 budget -- the budget did not provide the services that  
3 they believed the children required.

4 Q Let's -- Let's talk about the 17/18 budget.  
5 When it was first, I guess, introduced -- Well, I --  
6 Did you make a public presentation of -- of the budget  
7 in January of -- I guess it would be -- Well, that  
8 would be the 16. Let's go back to 16/17. 16/17, you  
9 have -- What is the deficit in 16/17?

10 A A little over Five Million Dollars.

11 Q Okay. So back in January, 16/17, did you  
12 make a presentation? Is that when you first started  
13 working on it?

14 MR. STARK: Objection.

15 THE WITNESS: I did not make any.

16 MR. STARK: January 16 or January 17?

17 BY MR. LANG:

18 Q Oh, I'm sorry. So, January of 2016.

19 A The same answer. I -- I did not make any budget  
20 presentations.

21 Q Okay.

22 A Those are made by the Business Administrators.

23 Q Business Administrators. And -- Okay. And  
24 -- All right, so --

25 MR. GROSSMAN: Arthur. He didn't (out of

1 microphone range.)

2 BY MR. LANG:

3 Q All right. So what's the def -- Let's go

4 back to 17/18. Is there a deficit for 17/18?

5 A Currently, as of right now, no.

6 Q When the budget was being prepared, back in

7 early -- Well, when was the budget originally being

8 prepared?

9 A March.

10 Q March. So in March, was there a deficit

11 going into this budget?

12 A Yes, there was.

13 Q How much was it?

14 A It was probably more -- Probably about -- At the  
15 time, probably about 13, 13 and a half Million Dollars.

16 Q By the time the budget was -- Well, what --

17 At the time that the budget was passed and adopted --

18 By you, I guess. That's what you testified. What

19 happened to that 13 or 14 or whatever it was you just

20 said?

21 A The Superintendent did not recommend the budget.

22 I agreed with the Superintendent. And I also did not

23 -- would not approve the budget. The first draft of

24 the budget. So that's what happened at the first one.

25 Q What -- What kind of cuts were involved in

1 that first draft?

2 A Cuts to Guidance. Cuts to Libraries. Cuts to  
3 teachers. Cuts to extracurricular activities.  
4 Athletics. There may have been -- Those -- Those were  
5 the biggest cuts.

6 Q Do you remember how many teachers they were  
7 proposing cutting?

8 A At least 80, 90, if not more. Maybe 100. I don't  
9 know the exact number, but it was very substantial.  
10 Class sizes then would have been up, in the Elementary  
11 Schools, would have been in the 30's. In the Middle  
12 School, they would have been in the 40's. It was --  
13 And it was only regular ed teachers because we can't  
14 cut special education teachers. I should say, the  
15 District can't. I'm not -- Not we.

16 Q And when the budget was finally adopted, was  
17 some of that deficit covered somehow?

18 A So what happened. When it was finally adopted  
19 after -- after the District -- And they were in  
20 negotiations with the Department of Education.  
21 Ultimately what happened was, there was an 11 Million  
22 Dollar cut. About 2 Million Dollars of it was for pay-  
23 backs for prior loans and audits. The agreement was  
24 that the State would for -- would forego -- would allow  
25 the District to waive one year of payback. And there

1 was an Eight and a Half Million Dollar loan. Some cuts  
2 remained. Non-public related services stayed in there  
3 -- Or, remained as cuts. Co-curricular activities were  
4 all cut. Athletics was cut, other than ones -- I  
5 think, track was not cut. Soccer was not cut. And one  
6 other -- And one other sport was not cut. So that at  
7 least the District was offering one of those  
8 activities. So those remained cut out of the budget.  
9 And there were some other reductions that were cut  
10 because -- And they stayed. And that was because the  
11 after reviewing the line item, it was determined that  
12 that money wouldn't be needed. But the substantial  
13 cuts that remained, even after the loan, was the  
14 athletics and the non-public related services.

15 Q Now, looking at the 2/15 -- Well, let's go  
16 back to 2/15. I'm going to ask you about all three of  
17 these budgets. The 2/15 to 2/16. Were -- Were there  
18 anymore cuts? What kind of -- After the loan, how  
19 would you characterize the budget?

20 A After -- After the loans, the budget was  
21 sufficient for to deliver the services to the students.

22 THE COURT: How much was the loan?

23 THE WITNESS: In -- In 15/16, that was the  
24 Four and a Half Million Dollars.

25 THE COURT: I'm talking about 17/18.

1 THE WITNESS: 17/18? It was -- It was about  
2 Eight and a Half Million Dollars.

3 THE COURT: Okay.

4 BY MR. LANG:

5 Q Was there something in addition to the Eight  
6 and a Half Million Dollars?

7 A Also that was cut was the payback.

8 Q How much was that?

9 A I'm saying it was roughly about Two Million  
10 Dollars.

11 Q So that would be a total of how much to the  
12 State --

13 A Ten and a Half. Co-curr -- Extracurricular State  
14 cut, that was another Half Million Dollars. Then the  
15 non-public related services that was cut, that was  
16 another Half Million Dollars. And then there were some  
17 other reductions that -- that stayed. But again, those  
18 were -- those stayed because it was felt that there  
19 were sufficient funds in those line items for those  
20 areas.

21 Q Was that a bare-bone budget? The one that  
22 was passed?

23 A I believe it was.

24 Q Pardon. I -- I didn't hear. I'm sorry.

25 A I believe it was.

1 Q I didn't hear you. What?

2 A I believe it was.

3 Q And the -- And the 16/17 budget, after it was  
4 passed, after the loan was adopted, was that a bare-  
5 bones budget?

6 A In my opinion, yes.

7 Q And 15/16?

8 A 15/16, there weren't cuts. That was just how the  
9 budget was. And again, that was a -- that was an  
10 extremely responsible budget.

11 Q Between these three years, was there anything  
12 else possible to cut?

13 A I don't believe so, without affecting the services  
14 to the students. No.

15 Q And what -- If further cuts would have been  
16 made, would there have been increased class sizes?

17 A Either increased class sizes or programs may not  
18 have been offered. Things like that.

19 Q Were -- Are you able to cut anything from  
20 special education?

21 A No.

22 Q Transportation?

23 A No.

24 Q So where would the cuts would have been made  
25 if there had been further cuts?

1 A It would have been coming from regular -- regular  
2 education and administration.

3 Q And how would that affect the students?

4 A Well, the State has a model.

5 MR. STARK: Objection. There's not a  
6 foundation.

7 THE WITNESS: Excuse me.

8 MR. LANG: Well --

9 MR. STARK: Mr. Shafter can testify as to how  
10 individual students would be affected.

11 MR. LANG: Oh, in --

12 THE COURT: He can talk about the -- the  
13 impact.

14 MR. STARK: Okay.

15 MR. LANG: The budget -- In front of a  
16 budgetary --

17 MR. STARK: For the record, Your Honor.

18 THE WITNESS: Would you repeat the question  
19 again?

20 THE WITNESS: From a budgetary point of view.

21 BY MR. LANG:

22 Q But I want to be more specific in light of  
23 what Mr. Stark asked. So, how would that affect the  
24 regular education in the District?

25 A If cuts were made?

1 Q If further cuts were made. Since you can't  
2 cut from special education or transportation.

3 A Increases in class size. And possibly program  
4 cuts and other services.

5 Q And -- And would it -- would there have been  
6 cuts in --

7 A Well, the area -- the area --

8 Q -- staff, teachers?

9 A The areas that you can cut. Guidance. You can  
10 cut libra -- You can cut media. You can cut nursing  
11 services. And you can cut, you know, regular  
12 education. And you can cut administration.

13 Q You can cut teachers also?

14 A Yes.

15 Q And what about security?

16 A Security? There's no requirement. But I think --  
17 I think it would be -- to have security. But I think  
18 it definitely would affect the health and safety of the  
19 students not to have security.

20 Q So, would -- would you characterize Lakewood  
21 as having a -- I don't know. What is the problem with  
22 Lakewood? I don't want to ask a leading question?

23 MR. INZELBUCH: Yeah, that's pretty --

24 MR. LANG: Well, is it -- is it a revenue --  
25 I'll ask --

1 THE COURT: Why are you -- Why are you there?

2 MR. INZELBUCH: The Judge will ask him.

3 THE COURT: Why are you there?

4 THE WITNESS: I'm in Lakewood because there  
5 is a -- At the time I went to Lakewood. You ask -- You  
6 ask why I was there. What I discovered, there was --  
7 there was a big problem with the financial records.  
8 For example, students were placed in the -- in the non-  
9 public -- in the private schools for the handicapped.  
10 Yet, there were no purchase orders for these students  
11 in the system. So there's -- So there was no way of  
12 knowing how much was being spent, how much was not  
13 being spent. Students may have moved out of the  
14 District, but there was no reduction in the purchase  
15 order for the private school of the handicapped. So  
16 again, there was no way of knowing what was going on.  
17 And it was predominant in Lakewood that -- that  
18 purchase orders were not being prepared in a timely  
19 manner. And so, when you would look at the financial  
20 records, you really couldn't believe whether they were  
21 accurate or not.

22 BY MR. LANG:

23 Q Was that ever corrected?

24 A Yes.

25 Q When was it corrected?

1 A It was corr -- It was -- It started to be  
2 corrected in the 16/17 school year. And it's  
3 completely corrected, as far as I know, right now. And  
4 the correction was, for example, with the private  
5 schools for the handicapped. When a child goes to a  
6 private school for the handicapped, the funds are  
7 immediately encumbered. Once the Board of Education  
8 approves the placement, and there's a contract signed  
9 between the Board of Education and the private school,  
10 then a purchase order is generated. But the fact that  
11 it's encumbered, that way when you look in the  
12 financial records, you know that every student that's  
13 in a placement, you know that the funds are already  
14 accounted for.

15 Q What were -- Was the money generated, before  
16 this correction made, was it legal? In other words,  
17 did this cause an extra expense to the District?

18 A I can't answer that for 15/16. Because I wasn't  
19 there for the whole year.

20 Q But 16/17 it was corrected. Is that what you  
21 said?

22 A Yes.

23 Q Okay. And so, does Lakewood have a spending  
24 problem?

25 A I don't think so.

1 Q Does it have a revenue problem?

2 MR. INZELBUCH: What does he mean by that?

3 MR. LANG: I'll ask in a minute.

4 THE WITNESS: I think there's insufficient  
5 revenues to cover the required expenditures. Which is  
6 why we have advanced State aid. Which is why the  
7 District has advanced State aid, or otherwise known as  
8 loans, commonly known as loans, to make up the  
9 shortfall.

10 BY MR. LANG:

11 Q You said Lakewood does not have a spending  
12 problem. Could you explain that?

13 A I go over that budget with a fine tooth comb.  
14 16/17, 17/18. And I made sure that that budget was  
15 appropriate. Looked at -- Would look at historical  
16 data. Look at the projections, or the number of  
17 students that were -- that were going to be placed in  
18 private schools. Looked at the projections of the  
19 growth of the -- of the non-public population, in order  
20 to look at -- for transportation services. So, as far  
21 as on the expenditure side, I know that's not an issue.  
22 Since I -- Before I got to the District, when they --  
23 when the District would look at special education  
24 students. They would say, We have no place in the  
25 District so we have to send them out. Since we got

1 there, I -- I gave the a blanket statement last year.  
2 "If you ever need a teacher, just because there's no  
3 money in that line item to start a class, rather than  
4 sending students out-of-district, we hire the teacher.  
5 We hire the paraprofessional." And since that time,  
6 the -- the District has opened a number of in-house  
7 special education classrooms. One of the reasons for  
8 renting the Piner School was to increase the number of  
9 classrooms available to the District. It's -- They  
10 started a preschool, a regular preschool program, which  
11 is a hundred percent funded by the State and the  
12 Federal government.

13 But in addition, it opened up classrooms for  
14 preschool disabled children. And -- And as that  
15 population has increased, most of the increase is going  
16 in-house. In fact, last night, the Board of Education  
17 improved a resolution to start searching for additional  
18 space for next year to expand in-house preschool edu --  
19 preschool disabled programs in-district.

20 Q Is that in the -- in the budget for next  
21 year?

22 A We don't have a budget yet. But -- But it will be  
23 in there.

24 Q Okay. And that -- Should that save the  
25 District money?

1 A Well, it -- it'll save -- The budget's still going  
2 to go up, but it will go up slower. Because rather  
3 than spending, you know, 70, 80, 90 Thousand Dollars a  
4 student, to place the District in a private school.  
5 This way, with the District, the child can be educated,  
6 first of all, in the least restrictive environment in  
7 the District, which is a Federal law. And at the same  
8 time, the in-district costs are much less than out-of-  
9 district costs.

10 Q Are we just talking about preschool school?

11 A The additional classrooms were for preschool. But  
12 in the last year, I know we brought back first graders.  
13 Not brought back, but we -- we -- instead of placing  
14 them out, first graders were -- were placed in district  
15 because we had -- we had a special classroom for -- I  
16 think it was an ABS. I forget what the --

17 MR. INZELBUCH: ABA.

18 THE COURT: ABA.

19 THE WITNESS: ABA. Okay.

20 BY MR. LANG:

21 Q Now, the -- the tuition that's listed on the  
22 -- budget for all those years, for 2015, 2016, 2017,  
23 all those years. All those years we've been talking  
24 about. Are -- Is there any plans to -- to bring those  
25 -- Well, is it possible to reduce that by bringing some

1 of those kids -- Or is there any plans to bring them  
2 in-house?

3 A It is very hard --

4 MR. STARK: Objection. Can I just get a clar  
5 --

6 THE COURT: Wait. Wait. Wait.

7 MR. LANG: Yeah.

8 MR. STARK: I -- I just want to get a -- That  
9 was a very long and --

10 MR. LANG: I was trying to rephrase.

11 THE WITNESS: Yes. Let's --

12 MR. STARK: -- and confusing question.

13 MR. LANG: Let me rephrase it.

14 MR. STARK: Thank you.

15 BY MR. LANG:

16 Q You spoke about some kind of savings with  
17 preschool and first grade. What about beyond first  
18 grade?

19 A Well, for new -- for new students, yes, it's  
20 always -- The district always looks for, you know, for  
21 the least restrictive program. As far as students who  
22 are already out of district, it's extremely hard in any  
23 district, I have found over -- over my experience as a  
24 business administrator, to bring back a student who has  
25 been out of district for most of their -- most of their

1 student life. And so, the way districts can save money  
2 is -- is to -- is starting in-district programs for the  
3 new students. And eventually, as the out-of-district  
4 students graduate, or turn age 21, then that's how you  
5 start saving your money. It's a long term solution.

6 Q Have you ever brought any districts out of --  
7 that were out-of-district, brought them back into  
8 district?

9 A Yes. Yes.

10 Q So, the District -- So -- All right. Fine.  
11 I'm not -- Scratch that. So, you testified that you  
12 had experience in Trenton, Camden, East Windsor, Will  
13 -- Willingboro and Beverly. So, and now Lakewood.  
14 Have -- Is any district, in your experience, similar to  
15 Lakewood?

16 A Lakewood has -- has a unique student population.

17 Q Can you explain that?

18 A In most districts, your -- your public school  
19 population is -- is the greater of the -- Between  
20 public school and non-public school, your public school  
21 population is the greater of the two. For example, in  
22 -- in the City of Camden, there are, you know,  
23 thousands of -- I think at the time when I was there,  
24 it was about 13, 14 thousand public school students,  
25 and we sent -- And the non-public population was a very

1 small percentage of that. East Windsor Regional, the  
2 non-public population was very small. There was --  
3 There were maybe two non-public schools. One was  
4 located right -- right in East Windsor Township. And  
5 another was -- was located just outside the Township,  
6 that -- that the school had to provide non-public  
7 services for. In Lakewood, you have a public school  
8 population of about 6,000 students and a non-public  
9 population of about 30,000 students. And -- And that's  
10 what makes Lakewood unique from any other district that  
11 I have worked in.

12 Q And what kind of challenges does that cause  
13 you as a fiscal -- as the fiscal monitor?

14 A The challenge is -- is that, in my previous  
15 districts, when you -- when you raise your taxes, you  
16 would have your -- you would have your -- your  
17 adjustment based on population. You could do that if  
18 your population was growing. And it was enough to have  
19 a pub -- the increase for the public school, the  
20 increase for with the cap, whatever that at the time,  
21 and that always changes throughout the years. And  
22 State aid would also be increasing. What's happened in  
23 my final years of Camden, and then when I came to  
24 Lakewood is that, what happens is that the Lakewood  
25 public school population stays relatively the same. In

1 one year there was an estimate that -- that it would  
2 increase more than a percentage, which would allow for  
3 a growth adjustment. But it was just for the one year  
4 and it was a very small adjustment. Where the non-  
5 public population has been increasing about ten percent  
6 a year. In a district where your non-public population  
7 is the smaller of the two percentages, your -- your  
8 taxes and your increase in State aid are sufficient to  
9 cover the costs that have to be paid now for the non-  
10 public population.

11 Now, for example, -- you do get categorical aid,  
12 which includes transportation, aid in lieu, and  
13 transportation of your non-public students. But even -  
14 - even -- The way the formula's supposed to work, you  
15 get your categorical aid. Then you use some of your  
16 equalization aid. And then you use some of your tax  
17 money. And that's how the students are transported.  
18 But when your categorical aid is frozen, and when your  
19 equalization aid is frozen, and your tax rate can only  
20 go up two percent, and you have a non-public population  
21 that's increasing, then the only place that's -- that's  
22 left to take the money from, is from the public school  
23 students.

24 Q Now you mentioned, the only places to take  
25 from the public school students. Does Lakewood

1 staffing -- Is it above the State levels or below, from  
2 your knowledge?

3 A Well, the State has a model. For example, I think  
4 it's grades K-2 is 21. Grades 2 through 8 is 22  
5 students. And Grade 9 through 12, 23 students, as the  
6 student teacher ratio. And Lakewood student teacher  
7 ratio, there's much -- the students per teacher is much  
8 higher than those in the model. I think in the Middle  
9 School it's about 28, 29, as opposed to 23. The High  
10 School, I'm not too sure about. Elementary School, the  
11 last time I looked at it, it was about 24 -- You know,  
12 a few students higher per teacher.

13 Q And what about administrators. Does Lakewood  
14 have less or more of them than the State model?

15 A Less -- They have less than the State model.

16 Q I forgot what I was going to ask about  
17 funding. All right. Let's talk about this year, 2000  
18 -- the one they're budget -- the one they're doing now;  
19 2018 through 2019. Is there a deficit going -- in the  
20 preparation of this budget?

21 A In the most -- In the preliminary work -- I  
22 haven't seen the detail work. But the preliminary  
23 work, which I reviewed, there was a potential deficit  
24 of anywhere between 17 and 23 Million Dollars.

25 Q In the --

1 A I have a sheet that was presented to the Board  
2 with me, if I'm allowed to take it out.

3 Q Okay. Now --

4 THE COURT: Not yet.

5 THE WITNESS: Okay.

6 MR. LANG: Let me -- Could I --

7 THE WITNESS: I'm dying to.

8 BY MR. LANG:

9 Q Could I show you some letters? And I'm going  
10 to mark these. I mean, how do I -- Tell me how to do  
11 this.

12 MR. INZELBUCH: Glenn, ask him why it's --  
13 (out of microphone range.)

14 BY MR. LANG:

15 Q Oh. Why is it -- Oh, I remember my old  
16 question was that I wanted to ask. Could I just go  
17 back to that last line of questioning? 17/18 -- 17  
18 through 18. And you mentioned that the public school  
19 non-public population goes up ten percent a year.  
20 Where in the budget does this -- Where in the budget is  
21 this -- does this affect? What -- What is the affect  
22 on the budget, by the non-public school going --  
23 population going up ten percent a year?

24 A Well, the -- the affect is in transportation. The  
25 School District, based on the latest law, contributes

1 to the -- Or I don't -- I don't know if you'd call it  
2 contribute. But it pays the LSTA,, Lakewood Student  
3 Transportation Authority, \$1,000 per student. After  
4 the -- After the non-public aid, transportation aid,  
5 and the additional non-public transportation aid is  
6 funded by Chapter -- funded with leftover funds from  
7 192 and 93. It's \$710 a student. So if you're given  
8 If you have a --

9 Q The District pays \$710?

10 A That's -- That's what it ultimately costs the  
11 District. \$710 after you subtract the non-public aid,  
12 transportation aid that's received in July, and then  
13 there was additional one that increased it from \$884 to  
14 \$1000, that the State is going to pay the difference  
15 for. So the district pays \$710. So if -- if you have  
16 -- So if you increase 1000 students -- What's that?  
17 That's \$710,000 that the District has to pay. But  
18 there's -- But the increased taxes, of which are about  
19 Two Million Dollars for next year, that's -- that  
20 barely pays for an increase in health insurance. And  
21 if State aid stays the same, then you have seven hun --  
22 And all things being the same, then you have \$710,000  
23 that now has to be reduced from other areas of the  
24 budget.

25 Q And what -- what is ten percent of 30,000

1 children?

2 A 3,000.

3 Q And is that the increase in --

4 A This -- This year the increase was about 2,000  
5 something.

6 Q Being transported or --

7 A No. The increase between 15/16 and 16/17 -- I'm  
8 sorry. Between 16/17 and 17/18, there was about 2,000.

9 Q All right. Is that the number of students  
10 being transported or the number of enrollment?

11 A The increase -- The increase in the number of  
12 students being transported, non-public students.

13 Q Uh huh.

14 A 17/18, 18/19, we're still waiting for the numbers  
15 from the LSTA. As I -- As I told the Director, we need  
16 your best estimate. I can't tell the -- tell the Board  
17 or tell anybody, Well, we need this amount of money  
18 because you told me we need it. I need your surveys  
19 from the schools showing -- And he -- And he did send  
20 me surveys from about 50 or 60 of the schools so far.  
21 So -- So, I want -- I want to make sure there's backup.  
22 Because every dollar that we have to budget for  
23 something else means a reduction in -- in the public  
24 school budget. So that's why we have to keep looking  
25 at this stuff.

1           Q     Now, when -- when you send kids out of  
2     district, that tuition expense, are those public school  
3     kids?

4     A     They are public school students.

5           Q     So how -- how does the increase in the non-  
6     public population affect the -- affect special  
7     education?

8     A     I'm not an actuary. But actuarially, you know out  
9     of every -- every so many students, some of them are  
10    going to be special needs and some of them -- and some  
11    of them will be severely -- have severe special needs  
12    that will -- that will need a free and appropriate  
13    education. So what happens is, those students are  
14    enrolled as public school students. And then the  
15    Lakewood School District pays to send those students  
16    out of district. Now, in the State aid formula, again,  
17    there's -- I don't know the exact percentage. But  
18    there's a percentage that's used, based on the public  
19    school population, that this percentage of students  
20    will probably have, you know, off -- give or take, will  
21    need special education services. Whether it be in-  
22    house, whether it be students sent to private schools  
23    for the handicapped, etcetera. But what happens is,  
24    because the District is also sending children who are  
25    enrolling from the non-public population, that percent

1 of the non-public population is not considered when  
2 determining special educa -- categorical special  
3 education aid.

4 Q So how does this -- how does this cause the  
5 expenses to go up?

6 A That's part of the reason why there is an Eight  
7 and a Half Million Dollar loan for the 16/17 school  
8 year. Because there was insufficient funds between the  
9 local taxes and State aid to pay for these expenses.

10 Q I see. I see. Do you know how many non-  
11 public schools there are in Lakewood?

12 A Over a hundred. I just know there's over a  
13 hundred.

14 Q All right. So, now let -- All right. So, I  
15 think that now we can get back to the 18/19 budget.  
16 And you -- you said there was a 17 to 23 deficit.

17 MR. INZELBUCH: Why?

18 BY MR. LANG:

19 Q Why is that?

20 A Again, can I -- can I give you a piece of paper to  
21 introduce? So I can read off of it. As opposed to --

22 THE COURT: Well, have you shown it?

23 THE WITNESS: -- trying to work from my --  
24 from my mind?

25 MR. INZELBUCH: Will it refresh your

1 recollection?

2 THE COURT: Okay. Well does it refresh your  
3 recollection?

4 THE WITNESS: Yes.

5 MR. LANG: Oh, I have it --

6 MR. INZELBUCH: Let him -- The Judge is  
7 letting him refresh his recollection.

8 THE COURT: If he needs it to refresh his  
9 recollection.

10 MR. INZELBUCH: Let him -- He's fine. We  
11 don't need more of your input.

12 MR. LANG: Okay. Maybe --

13 THE WITNESS: What I'm reading off of is a  
14 document that was prepared, that I reviewed about six  
15 weeks ago.

16 THE COURT: Which concerns what?

17 THE WITNESS: Which concerns the 18/19  
18 budget.

19 MR. STARK: Your Honor, is it something that  
20 we can see?

21 MR. LANG: No, this is his -- It's not --

22 MR. INZELBUCH: This is his memory aid.

23 MR. STARK: I'm not --

24 THE WITNESS: And this -- this was a power  
25 point presentation made to the Board of Education at a

1 public meeting.

2 MR. LANG: Oh, I -- I sent it to you in --  
3 It's in the big stuff.

4 MR. INZELBUCH: Whether you sent it or not --

5 THE COURT: Okay. Wait. Do you have it?

6 MR. LANG: It's a page from a power point. I  
7 think --

8 MR. STARK: I don't -- I mean, I don't know  
9 if --

10 THE COURT: Yeah. He just needs --

11 THE WITNESS: Can we show it?

12 MR. LANG: You can show him.

13 THE COURT: You can show it.

14 MR. LANG: It's like a 16 page document that  
15 they presented to the public. It was a power point.  
16 But I sent it to you in an Adobe -- In one of the Bates  
17 things. You can show it to him.

18 THE COURT: All right. He needs it to  
19 refresh his recollection.

20 MR. INZELBUCH: It's okay.

21 MR. LANG: Yeah.

22 THE COURT: So he can look at it.

23 MR. LANG: Yeah.

24 MR. INZELBUCH: Go ahead, you could refresh  
25 your recollection.

1 THE COURT: And if it's just to refresh his  
2 recollection, he can look at it.

3 THE WITNESS: Okay. So what it shows is, the  
4 loan for 17/18 school year was -- was 8-5-2-2, the  
5 exact number. The loan, audit repayment deferral,  
6 that -- that was allowed to be deferred for this year,  
7 was a little over Two Million Dollars. And then there  
8 was a Township Sports Grant, to cover the -- the  
9 Athletics that was cut from this year's budget. So  
10 that's 11 Million Dollars. So if nothing is changed  
11 between 16 -- between 17/18 and 18/19, it auto -- it  
12 starts with an 11 Million Dollar deficit, if nothing  
13 changes.

14 THE COURT: You mean it starts out the same  
15 way.

16 THE WITNESS: It starts out with la -- with  
17 the 11 Million Dollars.

18 THE COURT: You just pull up last year's  
19 budget.

20 THE WITNESS: Yeah. Right off the bat.

21 THE COURT: Okay.

22 THE WITNESS: If nothing changed in the  
23 budget, that's -- the School District's starting with  
24 an 11 Million Dollar deficit. Salary increases are not  
25 included in these numbers at all. When this was

1 presented, I didn't want -- Originally, they were -- I  
2 said, "No, we're not going to even allow the -- the  
3 Unions to even see even a half percent." So -- So, it  
4 shows no -- nothing for salary increases. The  
5 increased benefits cost is estimated at 3.2 Million.  
6 The increased tuition is estimated at 5.9 Million.  
7 Increase in transportation was 2 Million 283. And the  
8 charter school enrollment, that's growing, they're  
9 going to be growing a grade. And that's an estimated  
10 \$728,000. Now that comes up to 23 Million 290 Dollars.  
11 That's the anticipated deficit just looking at these  
12 four areas, not including any salary increases, not  
13 including anything for increases in textbooks,  
14 supplies, rent for new facilities. Now granted, if --  
15 if we rent new fac -- if the district finds new  
16 facilities in time, then maybe some of the increase in  
17 tuition would be a little -- will be a little bit less.  
18 Because -- But the -- The net -- The net affect would  
19 be a reduction in this course. So we're up to 23,2.9  
20 Million.

21 MR. LANG: Up until now --

22 THE COURT: Wait, wait, wait. So, you're  
23 taking that 11 Million and you're adding these numbers  
24 to it?

25 THE WITNESS: Right. I'm adding increased

1 benefits, increased out-of-district tuition, increases  
2 in transportation, and increases in charter schools.

3 THE COURT: All right. And what was the  
4 total number again?

5 THE WITNESS: 23 Million 290 Thousand, 988  
6 Dollars.

7 THE COURT: Okay.

8 BY MR. LANG:

9 Q What's going to -- What -- What -- All right.  
10 Just -- Up until -- Obviously there was no loan made  
11 this year. But how much money, up until now, does the  
12 District owe the State in advance?

13 A No. There was a loan made this year. 8.5 Million  
14 Dollars.

15 Q Oh, yeah. This year. So, do you know the  
16 total between all the years, how much the District  
17 owes?

18 A 8 and a half. 4 and a half. That's about 13.  
19 And another 5. Probably about 17 Million.

20 MR. LANG: Okay. Now, I'd like to -- Your  
21 Honor, I want to get these in. I want to show you what  
22 I have marked as -- as P-57, P-58 and P-59. These are  
23 letters that the Superintendent sent down on February  
24 5th, 2018, February 18th, 2018 and February 15th, 2018.  
25 And they were copied to -- to Mr. Shafter. And I have

1 copies for everyone here. I'd like to ask the witness  
2 if he can identify them.

3 (P-57, P-58 and P-59  
4 marked for  
5 Identification)

6 MR. STARK: Your Honor, these documents were  
7 just provided to us toda -- Or, today or yesterday?

8 MS. PRAPAS: This morning.

9 MR. STARK: This morning. So, to the extent  
10 that we're going to be asking these to be admitted into  
11 evidence.

12 THE COURT: Well, do you need time to look at  
13 them?

14 MR. STARK: I mean, we've -- we've looked at  
15 them. It's -- It's just, I mean, we're talking about  
16 documents that were -- that, at least in part, or at  
17 least in all of them, were prepared subsequent to the  
18 beginning of the hearing in this case. So, you know,  
19 we don't -- we don't know if there was any -- And I  
20 believe they were written by Ms. Winters. I don't know  
21 to the extent that these documents were drafted with  
22 her testimony in mind. I don't know the extent to --  
23 that these documents were drafted with, you know, with  
24 -- I don't know -- I don't know the circumstances under  
25 which these documents were drafted.

1 MR. LANG: Your Honor, these documents were  
2 sent to the Commissioner of Education, Respondents, his  
3 client. One of them is sent to the Lakewood staff.  
4 And that's how I came across it, because I'm a teacher.  
5 And it is copied to -- This one over here is copied to  
6 the State Monitor. And this one is to Lakewood School  
7 District's staff members.

8 THE COURT: Well, why don't you just ask him  
9 if he received any correspondence from the  
10 Superintendent.

11 MR. LANG: Okay.

12 THE COURT: I mean, he might not even  
13 remember it.

14 MR. LANG: Okay.

15 THE COURT: And what does -- what does that  
16 have to do with his expertise?

17 BY MR. LANG:

18 Q Oh, it does. So are you familiar with the  
19 February 5th, 2018 letter that the Superintendent sent  
20 to the Acting Commissioner, Dr. Repollet? Well, I  
21 mean, it would much easier if I just -- I don't  
22 understand.

23 THE COURT: Just ask him.

24 MR. INZELBUCH: Just ask him if he's seen any  
25 letter --

1 BY MR. LANG:

2 Q Have you seen -- Have you seen any letters  
3 that Ms. Winters has sent?

4 A I -- I have seen letters that Ms. Winters has  
5 sent. I received copies in my email. And I did a, you  
6 know, a summary reading of them. I didn't read them in  
7 great detail. But I did a summary reading of them.

8 Q And on February 15th, could I -- Are you  
9 familiar with the Board of Education saying that they  
10 will not send out any RIFs this year.

11 A Yes, I am. I was present at the meeting when they  
12 passed a resolution.

13 Q Okay. That's --

14 THE COURT: They won't send out any what?

15 MR. INZELBUCH: Reduction in force letters.

16 MR. LANG: They're not going to fire  
17 teachers.

18 THE COURT: Oh. They don't want --

19 MR. LANG: That's -- That's why I wanted the  
20 15th let -- the February 5th letter.

21 MR. GROSSMAN: (Out of microphone range)

22 MR. LANG: I know what to ask him. So, the  
23 Board of Education's decided not to fire teachers, does  
24 that mean teachers are not going to be fired?

25 MR. STARK: Objection. That calls for a

1 speculation that --

2 MR. LANG: No.

3 THE COURT: It does --

4 MR. LANG: Let's -- Let's put it this way.

5 THE COURT: What -- What is -- He's preparing  
6 -- He's helping to prepare the budget. He's going to  
7 get the budget from the business administrator. Is  
8 that right?

9 THE WITNESS: Correct.

10 THE COURT: Okay. Then he's going to go over  
11 it for next year. That's what this witness is about.  
12 It's not about what people are telling him. It's about  
13 what he can do with the budget.

14 MR. INZELBUCH: Here. Can you just let him  
15 --

16 MR. LANG: -- If -- If you let me ask the  
17 question. Do you have the power to fire teachers?

18 THE WITNESS: Yes.

19 MR. LANG: Okay. That's what I wanted to  
20 ask.

21 MR. INZELBUCH: Even if the Superintendent --

22 MR. LANG: Even if the Superintendent says --

23 MR. GROSSMAN: And the Board --

24 MR. LANG: And the Board decides not to fire  
25 teachers?

1 THE WITNESS: Yes.

2 MR. LANG: That's the point.

3 THE COURT: He's the State Monitor. He  
4 basically oversees the whole District. That's his job  
5 title. I think they would stipulate to it.

6 MR. LANG: Yes.

7 THE COURT: That's what he does.

8 MR. STARK: The State Monitor's role is  
9 spelled out in statute.

10 MR. LANG: Okay. So --

11 MR. STARK: Authority and his  
12 responsibilities.

13 BY MR. LANG:

14 Q So now my question is. The budget right now  
15 that you said has a 17 to 23 Million Dollar deficit,  
16 when does that have to be -- What's -- What's co --  
17 When does -- When does that budget have to be  
18 completed?

19 A End of March.

20 Q End of March. So, what happens at the end of  
21 March if there's no 17 to 23 Million Dollar loan?

22 A I haven't decided yet what I'm going to do.

23 MR. INZELBUCH: But what are the options?

24 MR. LANG: What are the options?

25 THE WITNESS: Excuse -- The options?

1 BY MR. LANG:

2 Q What are your options?

3 A The options are, is to leave the budget unbalanced  
4 and write a letter to the Department of Education on --  
5 on my opinion of the budget. An option I have is to  
6 reduce the budget by various line items which would  
7 result in reductions of staff. May it be teachers,  
8 administrators, security guards, nurses, guidance  
9 counselors, libraries. Similar -- Similar to what  
10 happened last year. Or -- Those are my two options.

11 Q The first option was -- was what? I'm sorry.

12 A Was to leave the budget alone. Let it be  
13 submitted not balanced. And write a letter stating why  
14 the -- the Board of Education needs the funds in order  
15 to balance the budget.

16 Q What -- What -- Then what happens after that?  
17 What's -- What is the authority of the Department of  
18 Education?

19 A The Department would then review the budget,  
20 review the letter, meet with me, meet with, you know,  
21 Mr. Azzara, if possible, to go over the budget. What  
22 happened last year was that, you know, the County --  
23 the County Business Administrator reviewed the budget.  
24 They made some suggestions. I met -- I spoke with him.  
25 I said, Well, this suggestion's not possible, and

1 totally explained why. This suggestion's not possible;  
2 explained why. And that's -- that's basically what --  
3 They're are the options, for me.

4 Q Last year -- Last year, the reductions in  
5 forces, did they go out?

6 A Yes.

7

8 Q Why did they go out last year?

9 A Because there was -- had -- I was -- We balanced  
10 the budget because you -- By law you have to submit a  
11 balanced budget. And that's why a budget was submitted  
12 that had those RIF letters in it.

13 Q Okay. So come March, when you have those two  
14 options, will it be necessary -- Or, I mean, you can  
15 answer based on the options. Will it be necessary to  
16 send out RIFs, reductions in forces?

17 MR. STARK: Objection. This is -- This is  
18 speculative.

19 MR. LANG: It's not speculation.

20 THE COURT: It is.

21 MR. LANG: He said there's two options.

22 THE COURT: He already said he --

23 MR. LANG: So I'm going to try to ask if  
24 those two options include RIFs.

25 MR. INZELBUCH: Which option is he going --

1 BY MR. LANG:

2 Q Which option. Okay.

3 A Okay.

4 Q Which option would require sending out RIFs?

5 A Well, Rif -- RIF letters don't go out til May. So  
6 there's a lot of time between the end of March and May  
7 to resolve the expenditures and revenues.

8 Q So -- So if this is not resolved til May,  
9 then it's mandated to send out RIF letters?

10 A In order to submit a balanced budget; yes.

11 Q Okay. Which option are you leaning towards?

12 A I do not have an opinion yet.

13 Q Okay. So come -- come May -- come May, and  
14 if this is not resolved, will RIFs go out?

15 MR. STARK: Objection. The witness just  
16 testified --

17 THE COURT: He just doesn't know.

18 MR. STARK: -- that he did not have an  
19 opinion as to what's going to happen yet.

20 MR. LANG: No wait. I said, if -- if it's  
21 not resolved by May will it be necessary to send out  
22 RIFs. That's my question.

23 THE WITNESS: It will be necessary to send  
24 out RIFS unless, for some reason -- I'm not even going  
25 to -- I'm not even going to go there. It would be

1 necessary to send out -- send out RIFs.

2 BY MR. LANG:

3 Q So your answer is affirmative. It will be

4 necessary to send out RIFs, if it's not resolved.

5 A In order to balance the budget. Yes.

6 Q Okay. All right.

7 THE COURT: If the situation's not otherwise

8 resolved.

9 THE WITNESS: By a increase in revenue.

10 Correct?

11 MR. LANG: That is exactly what I wanted to

12 know.

13 MR. INZELBUCH: Glenn, increase in revenue by

14 who?

15 MR. LANG: No. No. Leave me alone.

16 MR. INZELBUCH: Do you even know where leave

17 me alone comes from?

18 MR. LANG: Okay. What?

19 MR. INZELBUCH: It's like vaudeville, I swear

20 to God.

21 BY MR. LANG:

22 Q Oh. Hold on one second. One second. Now,

23 is there any expense involved to the District in

24 administrating non-public programs?

25 A Yes.

1 Q Can you explain that?

2 A Well, it does take time to manage the programs, to  
3 manage the expense of the programs. However, a lot of  
4 this expense -- I know you don't -- A lot of this  
5 expense, there's -- there's an administrative cost  
6 that's allowed to be charged to non-public programs.

7 MR. INZELBUCH: Taken out of the grant.

8 BY MR. LANG:

9 Q So there is? You're answering in the  
10 affirmative. There is an administrative cost to the  
11 District in -- in the non-public program.

12 MR. INZELBUCH: He said it comes out of the  
13 grant.

14 BY MR. LANG:

15 Q Oh. It only comes out of grants, it doesn't  
16 come out of the operating budget?

17 A Well, of course, there's -- But I don't know how  
18 you would quantify it. For example, we have a  
19 purchasing agent and an assistant -- an assistant.  
20 Naturally, this purchasing agent does purchase orders  
21 for non-public programs. The point is, would we need  
22 less of a -- would we be able to reduce the number of  
23 personnel if we didn't have the non-public programs? I  
24 don't know. Two people for a purchasing department is  
25 -- is not unreasonable, whether you have non-public

1 programs or not. So -- So in that case, there's  
2 efforts involved, but it may not result in extra cost.  
3 Now, when you have somebody who has to monitor the  
4 Chapter 192 and 93, yes, they're staffed higher to do  
5 that specifically. But those staff are charged to the  
6 grant.

7 Q Oh, so -- Okay. So the answer is no then.  
8 Okay, I see. All right. Now -- Now, you worked for  
9 Camden and Trenton. How does Lakewood compare to  
10 Abbott Districts? Because those are Abbott Districts.  
11 Those two Abbott Districts.

12 MR. STARK: Objection.

13 MR. LANG: Okay.

14 MR. STARK: I mean, is there --

15 MR. INZELBUCH: In what way?

16 MR. STARK: Is there a time?

17 MR. INZELBUCH: In what manner are they --

18 MR. STARK: Is there a time, you know, that's  
19 associated with this? The question --

20 MR. LANG: Well, during the time you were  
21 there in those districts.

22 MR. GROSSMAN: And you were in Lakewood.

23 MR. LANG: And the time you were in Lakewood.  
24 What -- What years were you in Trenton?

25 THE WITNESS: I was in Trenton prior to it

1 being called an Abbott District.

2 BY MR. LANG:

3 Q Okay. And Camden. When were you in Camden?

4 A Camden, I was there from -- Probably from about  
5 2009 through 2000 and -- Five years I was there.  
6 Towards the end of 2015. So that was an Abbott  
7 District at the time I was --

8 Q So right before -- before Lakewood. Okay.  
9 And how did -- How -- Does Lakewood have anything in  
10 comparison to -- for what you understand Abbott  
11 District characteristics?

12 MR. STARK: Objection. That's an overly  
13 broad question.

14 THE WITNESS: I don't --

15 THE COURT: Yeah. Like how --

16 MR. LANG: Like, take Camden.

17 THE COURT: Like, yeah, how would you compare  
18 Camden to Lakewood?

19 THE WITNESS: Yeah. I don't understand the  
20 question, sir.

21 MR. LANG: All right. Let me -- That's what  
22 the Judge --

23 MR. INZELBUCH: The Judge just asked the  
24 question.

25 MR. LANG: How would you compare Lakewood to

1 Camden?

2 THE COURT: During the time periods that you  
3 were in there.

4 THE WITNESS: Camden is an urban district.  
5 Lakewood, I don't believe is considered urban, as an  
6 urban district, as, you know, as the City of Camden is.  
7 The City of Camden has a much larger public school  
8 population than Lakewood. They have a much smaller  
9 non-public population than Lakewood; when I was there.  
10 Camden, I did not have a problem in Camden regarding  
11 matching expenditures to revenues. It was -- It was  
12 always easy to balance the budget --

13 UNIDENTIFIED MALE: Yeah. I know how it is,  
14 sir.

15 THE WITNESS: -- in Camden.

16 BY MR. LANG:

17 Q What City has more people, Camden or  
18 Lakewood?

19 A I don't know.

20 Q Okay. Is there -- Did you say Lakewood --  
21 Camden's urban. What do you mean by urban?

22 A It's a city with city limits. Lakewood's a  
23 township.

24 Q In terms of poverty of the students, is there  
25 a difference?

1 A Both -- Both --

2 MR. STARK: Objection. Is there a -- Is  
3 there a foundation as to whether or not this witness  
4 can testify to the relative poverty levels --

5 THE COURT: If he knows.

6 MR. STARK: -- of the popula -- populations?

7 BY MR. LANG:

8 Q Although you have the at risk students.

9 MR. INZELBUCH: If you know.

10 THE WITNESS: Both Lakewood and Camden have  
11 -- I forget the exact term. But all of the students  
12 are entitled to a free lunch -- for the free lunch  
13 program. Because they have a -- It's a district wide  
14 level, as opposed to having to receive individual  
15 applications from each -- as in other areas. So they  
16 both -- both have a hundred percent -- A hundred  
17 percent of their students are entitled to a free  
18 breakfast and a free lunch. As far as quantities of  
19 students who are in poverty, I -- I don't know that  
20 answer.

21 BY MR. LANG:

22 Q Do you know any other districts that are like  
23 that? That have this a hundred percent free lunch that  
24 you mentioned.

25 A I know the City -- the City of Philadelphia does.

1 But specifically in New Jersey; no, I don't. There may  
2 be others. But I'm not -- I'm not aware of them.

3 Q Now, you talked about taxes. Are you  
4 familiar with what's called the local fair share in the  
5 SFRA?

6 A Yes.

7 Q What -- What is the local fair share?

8 A Adequacy budget. Okay. The local fair share is  
9 calculated. There's an adequacy -- adequacy budget.  
10 Then there's a local fair share, which is -- which is  
11 calculated by a percent times equalized valuation with  
12 a weight, I believe. It used to be a half. I don't  
13 know whether it's still a half. Then a percent times  
14 the gross income of the -- of the municipality. You  
15 add those two numbers together. That's the local fair  
16 share. Subtracted from the adequacy budget. And  
17 that's basically what -- State aid is supposed to make  
18 up the difference.

19 Q Would it make a difference if the adequacy  
20 budget was 200 Million or 300 Million? In other words,  
21 would the size of the adequacy budget, which is the  
22 requirement -- Well, what is the adequacy budget? What  
23 is -- What is the adequacy budget?

24 A That's based on the pop -- the population of the  
25 public school students. There's a -- There's -- It's

1 broken down into categories; kindergarten, grades 1  
2 through 5, 6-8, 9-12. There's weight -- There's  
3 weights assigned to each of the grades. It's  
4 multiplied out. Then they have the -- And then they  
5 have the number weighted. The weighted enrollment.  
6 And then there's another formula that's used to  
7 determine how much should be -- the expenditure per  
8 student. I think that's what the State uses the  
9 efficiency model for, to come up with the cost of what  
10 education should cost. And that's -- There's a cost  
11 factor multiplied times the enrollment factor. That  
12 comes up with your adequacy budget.

13 Q And the special education part of that in the  
14 budget?

15 A I can't answer that.

16 Q Okay. Does it make a difference in how big  
17 the adequacy budget is? If it's a Hundred Million, Two  
18 Hundred Million; does that affect the local fair share?

19 A The local fair share is always the same because  
20 it's based on the equalized valuation and the incomes.  
21 So, no, the adequacy budget does not -- has nothing to  
22 do with the local fair share.

23 Q Okay. All right. (Out of microphone range)  
24 What -- What are the terms of the loans that -- over  
25 the years?

1 A Ten year payback.

2 Q Ten year payback? The Court -- Your  
3 appointment as State Monitor, what's the law concerning  
4 the tenure at the Lake's -- the State Monitor, like, do  
5 you -- Specifically, do you have to -- Does the State  
6 Monitor have to be in the district as long as the loan  
7 is outstanding?

8 A A State Monitor has to be in the District for as  
9 long as the loan is outstanding.

10 Q Okay. Is there -- Are you familiar with the  
11 current situation that -- any negotiations this year  
12 concerning the deficit of 17 to 23 Million?

13 A Negotiations regarding?

14 Q With the Department of Education.

15 A Not yet.

16 Q And what about concerning deferring payment  
17 on the previous loans?

18 A The deferral is -- We had -- There was a deferral  
19 last year. There's a deferral this year. Each year  
20 stands on its own.

21 MR. LANG: Okay. All right. I'm -- I'm  
22 finished. Thank you.

23 THE COURT: All right.

24 MR. GROSSMAN: No further questions.

25 MR. LANG: No further questions.

1 THE COURT: All right. Does anybody need a  
2 break? Or shall we continue? And what about the --

3 MR. STARK: I need to use the restroom.

4 MR. INZELBUCH: What happened the --

5 MR. GROSSMAN: Yeah. Well, what's with the  
6 --

7 THE COURT: It's working she said.

8 MR. LANG: Oh, good.

9 THE WITNESS: I'll take a break. I could use  
10 a break.

11 MR. INZELBUCH: Well, then take one. They'll  
12 tell the Judge.

13 THE COURT: Let's take a break.

14 MR. INZELBUCH: That's what --

15 THE WITNESS: Okay. Thank you.

16 MR. INZELBUCH: It's not an endurance test  
17 here. (Laughter) If it is, you won maybe anyway.

18 MR. STARK: All right. How long is the  
19 break, Your Honor?

20 THE COURT: We'll do -- We'll do a quick one.  
21 Ten minutes.

22 MR. STARK: All right. Yeah.

23 MR. INZELBUCH: I have a job for you.

24 MR. LANG: No.

25 MR. INZELBUCH: Good job.

1 (BRIEF RECESS)

2 THE COURT: Okay. We're on the record.  
3 We're on the record.

4 THE WITNESS: Now I know what that light  
5 means, we're on.

6 THE COURT: All right. We're on the record.  
7 Cross examination.

8 CROSS EXAMINATION BY MR. STARK:

9 Q Thank you, Your Honor. And thank you, Mr.  
10 Shafter for being here. So, you arrived in the  
11 District in the Fall of 2014. Is that correct?

12 A I think so. (Laughter) I'm losing track. But I  
13 know I've been there for a little three years. So.

14 Q Okay. If I represented to you that you  
15 arrived in the Fall, --

16 A Yeah.

17 Q -- you wouldn't have any reason to disagree  
18 with me.

19 A No.

20 Q Okay.

21 A No.

22 Q And when you arrived there were concerns that  
23 you noticed with the finan -- You testified that the  
24 record keeping and the finances in the budget -- Or,  
25 excuse me. -- the finances in the District, there were

1 concerns that you noticed. Correct?

2 A Yes.

3 Q Okay. You mentioned lack of purchase orders  
4 for out-of-district placements.

5 A Correct.

6 Q There were other -- That was not the only  
7 concern that you noticed. Correct?

8 A Correct.

9 Q Okay. What other concerns did you notice  
10 with the -- with the books in the District?

11 A Well, there -- the -- the monthly records were not  
12 closed in a timely manner. For example, the book said,  
13 you know, July 31st through October.

14 Q Hm hmm.

15 A Now, granted, I can see closing July sometime in  
16 September, but by October/November, it should have been  
17 closed. And they were always three to four months  
18 behind.

19 Q Okay.

20 A In -- In closing the books for -- and issuing the  
21 Board's secretary's report and the treasurer's report.  
22 That was a -- That was a big concern. So that when you  
23 would go back to look at history, when something was  
24 done, it would say, July, --

25 Q Hm hmm.

1 A -- and it was really done in September and  
2 October.

3 Q Okay.

4 A Things like that were happening. And it wasn't  
5 just the -- the tuition purchase orders. It was -- It  
6 was other purchase orders. Another concern was that --  
7 And it happened -- it happened in other districts too.  
8 -- is that, when a line -- when a budgeted line item  
9 was at its limit, instead of charging it to the correct  
10 line item and doing a budget transfer, an item would be  
11 charged to where the money was. So -- So you couldn't  
12 rely on -- If you couldn't rely on it, you know. You'd  
13 see school supplies charged to contract services, visa  
14 versa. So -- So, that was something that would happen  
15 also. The other thing was that lines were over  
16 encumbered all over the place. There was -- They  
17 didn't place a limit in the system to now allow over  
18 encumbrances of line items. So you would look at a  
19 report and there would be all these negatives rather  
20 than doing the budget transfers after -- you know,  
21 before this was happening. And so that's something  
22 that was also -- The records couldn't be relied on.

23 THE COURT: Hmm.

24 BY MR. STARK:

25 Q That presents a problem for accurately

1 tracking expenditures. Correct?

2 A Correct.

3 Q Okay. Is there anyway to quantify that?

4 A Other than -- At this point, other than going back  
5 and reviewing the -- As far as the over expenditures,  
6 that was, I'd say, most of the lines had that problem.

7 Q Okay.

8 A Yeah. And -- And another issue was the position  
9 control roster.

10 Q And what is the position control roster?

11 A The school districts are required to have a roster  
12 showing the names of your staff, what they do, and what  
13 accounts they're charged to. So you had the -- You had  
14 payroll with one account number. HR with another  
15 account number. And nobody was trying to reconcile  
16 that either. It happens in districts. But -- But  
17 what's supposed to happen is you run -- run reports  
18 every so often, even if it's every two or three months,  
19 to track the differences and then determine which is  
20 correct and change it.

21 Q And is it your testimony that that was not  
22 happening in Lakewood?

23 A That was not happening at all.

24 Q Okay.

25 A It's happening now. But not then.

1 Q Okay. So that's a -- So those are -- those  
2 are problems that you worked to address over the course  
3 of your time in District. Correct?

4 A Correct.

5 Q Okay.

6 A Usually it gets to about, I'd say, 90/95 percent  
7 accuracy, which is as -- around budget time, because  
8 that's when it's most important, when you're -- because  
9 that way you can fix the current year and you can have  
10 the budget correct for the following year. And that's  
11 about as good as it can get, I think, about 90/95  
12 percent in any district.

13 Q Are you able to -- Are you able to estimate a  
14 percentage of accuracy at the time that you arrived in  
15 the District?

16 A Probably --

17 MR. INZELBUCH: Without guessing.

18 THE WITNESS: Probably about 50.

19 BY MR. STARK:

20 Q Okay. And that has -- That, again, has an  
21 affect on the District to properly track its finances.  
22 Correct?

23 A Correct.

24 Q Does that have, also, an affect on the  
25 ability of the District to plan for future

1 expenditures?

2 A I'd say it does.

3 Q Okay. In the course of your time as the  
4 State Monitor in the District, have you reviewed budget  
5 -- have you reviewed budgets and the books for years  
6 prior to your arrival?

7 A No.

8 Q No. Okay. Have you reviewed, in the course  
9 of your time, the CAFRs for this District?

10 A Yes. Yes.

11 Q Okay. And what is -- Just for the record.  
12 What is a CAFR?

13 A Comprehensive Annual Financial Report.

14 Q Okay. These are done annually the?

15 A Yes.

16 Q Okay. Any findings that you noticed when you  
17 arrived in the -- in the CAFR?

18 A Yes.

19 Q The most recent CAFR when you arrived?

20 A There were about 23, 24 findings there.

21 Q Okay.

22 A Some of them dealing with payroll. Some of them  
23 dealing with -- A lot of them dealing with encumbrances  
24 versus accounts payable at the end of the year. There  
25 were some regarding over expenditures of line items.

1 Q What's the significance of a finding in the  
2 CAFR?

3 A It -- Ideally you want no findings. But -- But  
4 the significance is, the number of findings usually  
5 reflects the -- the abilities of the business office to  
6 properly run the dis -- the finance of the district.

7 Q Would you consider in your -- In the course  
8 of your experience, would you consider 23 or 24  
9 findings in a -- in an annual CAFR to be a  
10 significantly high number?

11 A Yes.

12 Q Okay. And would you -- Strike that. In the  
13 time that you've been the State Monitor in Lakewood,  
14 have there continued to be findings in the CAFRs in  
15 subsequent years?

16 A Yes.

17 Q Has that number gone up or down?

18 A Down.

19 Q How many has it gone down?

20 A I believe this last year is about 8.

21 Q Okay. Would you consider that to be a  
22 significant -- Let me use the right word. -- a  
23 significant improvement?

24 A It was -- It was definite -- a definite  
25 improvement.

1 Q Okay. And those findings that you  
2 identified, the 23 or 24 findings that you -- that you  
3 discussed, were those related to the items that you  
4 talked about earlier, with purchase orders, line items  
5 being charged to incorrect lines, and line items being  
6 over encumbered?

7 A My recollection is yes.

8 Q Okay. And so have those, to the best of your  
9 knowledge, have those issues, you identified when  
10 coming in, those have been improved.

11 A Yes.

12 Q Okay. When you came in, was there anything  
13 significant that you noticed about the District's  
14 application for extraordinary aid for special ed  
15 students?

16 A When I first got there the application, I believe,  
17 was -- Let me try and recall this. I remember it being  
18 done, but I remember errors that were in it. The  
19 students weren't being counted that should have been  
20 counted; especially the ones that were in-district. It  
21 was basically -- basically consisted of the out-of-  
22 district students. But the -- the students educated in  
23 district really wasn't -- There were very few of them  
24 submitted in the CAFR -- in the extraordinary aid  
25 application.

1 Q Okay. So in terms of -- in terms of money,  
2 that mea -- would that mean that there were in-district  
3 students for whom the District was not applying for  
4 extraordinary aid?

5 A Yes.

6 Q Okay. So that would be additional revenue  
7 that the District was leaving on the table. Is that  
8 correct?

9 A Yes.

10 Q Okay. Okay. Has that -- That problem of  
11 leaving that money on the table, that has been  
12 corrected?

13 A Yes.

14 Q Okay. Okay. So the District provides trans  
15 -- mandated transportation to both public and non-  
16 public students. Correct?

17 A Correct.

18 Q Now, when you arrive --

19 A Wait. Wait.

20 Q -- Lakewood was also providing --

21 A Wait. Wait.

22 MR. INZELBUCH: Wait. Your Honor, I think he  
23 wants to say something.

24 THE COURT: He wanted to say something.

25 THE WITNESS: As far as non-public students,

1 the District now pays the LSTA who provides the  
2 transportation for non-public students.

3 BY MR. STARK:

4 A And -- Yeah. I appreciate that.

5 A Okay.

6 Q And we're going -- we're going to get to  
7 them.

8 A Okay.

9 Q So when you arrived, Lakewood was also  
10 providing courtesy busing to both public and non-public  
11 students?

12 A Yes.

13 Q Okay. And that -- How did that courtesy  
14 busing -- Strike that. There was a time that  
15 Lakewood stopped providing courtesy busing. Is that  
16 right?

17 A At its own expense, yes.

18 Q Yes. Okay. And now, currently, Lakewood  
19 provides busing through -- Or, Lakewood busing is  
20 provided through the LSTA.

21 A Non-public busing.

22 Q Non-public busing is provided through the  
23 LSTA. And the LSTA was created by the legislature.  
24 Correct?

25 A Yes.

1 Q Yeah. Are you familiar with whether that  
2 measure was supported by the -- by the community in  
3 Lakewood?

4 A I believe it was.

5 Q You believe it was. Okay. Are you familiar  
6 with whether that measure was supported by the  
7 District?

8 A That I don't know.

9 Q Okay. And so, the District pays a certain  
10 amount into the LSTA per pupil. Is that right?

11 A Correct.

12 Q Okay. And this current year, that -- that  
13 dollar amount is A Thousand Dollars per student.

14 A Yes.

15 Q Okay. And you testified earlier about the --  
16 the various sources of that -- of that money. Prior to  
17 the institution of the LSTA, the cost -- are you  
18 familiar with what the cost per pupil for student  
19 transportation was to the District?

20 A Yes.

21 Q And that was about --

22 A (Laughs) I -- If I remember correctly -- Because  
23 I remember being in Senator Singer's office one time.  
24 I think it was about -- about 650 over all. And one of  
25 the -- one of the issues what was going -- you know,

1 the toss between the 650 and the 710, who was going to  
2 pay for that. Or 730 at that time. But then it went  
3 down to 710 as part of the legislation, so.

4 Q And so the cost of transporting these non-  
5 public students has gone up under the LSTA. Correct?

6 A Yes.

7 Q The per pupil cost.

8 A Yes.

9 Q And has that represented an increase in cost  
10 to the District?

11 A Yes. But it's gone up for two factors. One is --  
12 was the 650 to 710, which by now may have equalized  
13 itself. I don't know. But also it's gone up because  
14 of the increase in the number of students that the --  
15 mandated students for the LSTA.

16 Q Well the per pupil cost has gone up. That's  
17 -- That was my question.

18 A In one -- In one year it went up from 650 to 710.  
19 Had there been no LSTA, I don't know how -- how that  
20 650 would be today.

21 Q It would be impossible to speculate as to  
22 that.

23 A Right.

24 Q Yeah. Okay. So, Lakewood currently has no  
25 bank to cap. Correct?

1 A Correct.

2 Q Okay. So it has no room to -- there's no  
3 built in space to increase the levy cap outside of a  
4 special question.

5 A Correct.

6 Q Okay. So if taxes were to be raised, it  
7 would be by special question. Correct? Or if --  
8 Strike that. If taxes were to be raised above the two  
9 percent levy cap, that would be by special question.

10 Correct?

11 A Yes.

12 Q Okay. And you testified earlier that the --  
13 that there was at least one special question that  
14 failed by a very high margin.

15 A Yes.

16 Q Okay. And the Municipality has provided  
17 some additional revenue to the District. Correct?

18 A Correct.

19 Q Out of -- They provided approximately A  
20 Million Dollars?

21 A A Million Dollars for -- for non-public related  
22 services and athletics, and they also provide the cost  
23 for courtesy busing.

24 Q Okay. And so the Municipality's currently  
25 sitting on a roughly Million Dollar budget surplus

1           itself. Correct?

2           A       That's what I've heard.

3                   MR. INZELBUCH: Objection. Does he know that

4           --

5                   MS. HOFF: Wait, wait, wait.

6                   MR. INZELBUCH: -- or is he hearing things?

7                   MR. STARK: Is he objecting to the answer of  
8           the question or is he objecting to my question?

9                   MR. INZELBUCH: No. The objection is, is he  
10          going to guess?

11                   THE COURT: No. I think he answered the  
12          question. That's what he's heard.

13                   MR. INZELBUCH: I've heard differently.

14                   MR. STARK: Is Mr. Inzelbuch testifying?

15                   MR. INZELBUCH: No, but that's -- that's --

16                   THE COURT: Yes. Mr. Inzelbuch --

17                   MR. INZELBUCH: You're developing a record  
18          with things that he's not sure of.

19                   THE COURT: But he's -- This is what he --  
20          This is what he --

21                   MR. LANG: I wish I could object to a lot of  
22          the things that we're --

23                   THE COURT: This is what he does. It's  
24          important for him to know this.

25          BY MR. STARK:

1 Q Thank you, Your Honor. So you testified  
2 earlier about categorical aid amounts. Correct?

3 A Correct.

4 Q And so the -- You testified that categorical  
5 aid was, I think to use your term, was frozen.  
6 Correct?

7 A Correct.

8 Q Now, the amount of categorical aid is a  
9 legislative decision. Correct?

10 A Correct.

11 Q It's set by the appropriations act annually.  
12 Is that right?

13 A Correct.

14 Q Okay. Equalization aid amounts that the  
15 District -- that the District receives, that is also a  
16 legislative decision. Correct?

17 A Yes. Correct.

18 Q And it's set by the appropriations act  
19 annually. Right?

20 A Yes.

21 Q Okay. Now, the District has a two percent  
22 levy cap. That's a legislative decision as well.  
23 Correct?

24 A Correct.

25 Q And the LSTA, again, is a creation of the

1 legislature as well. Correct?

2 A Yes.

3 MR. STARK: Okay. Thank you, Your Honor. I  
4 think that is all the questions that we have for this  
5 witness.

6 MR. LANG: Can I have Redirect?

7 THE COURT: Yes.

8 REDIRECT EXAMINATION BY MR. LANG:

9 Q Maybe I'll go backwards. Have you had any  
10 talk with the Municipality over contributing money  
11 towards the District for the next school year?

12 A No.

13 Q Okay. Have you seen any -- Okay. Have you  
14 had any -- Are you familiar with any letters issued by  
15 the Township Manager concerning tapping into the  
16 Township money?

17 A No.

18 Q Okay. All right. All right. I'm going  
19 backwards actually. The -- Are all the kids that --  
20 that are drawing the Thousand Dollars from the LSTA,  
21 are they all mandated by the legislature?

22 A Yes.

23 Q Okay. Are you familiar with aid in lieu?

24 A Yes.

25 Q Is aid in lieu -- Is the One Thousand -- What

1 -- Where does the One Thousand Dollar -- What does the  
2 One Thousand Dollar represent?

3 A For non-public students, if after bidding a route,  
4 and the bid -- the lowest responsible bid comes in for  
5 more than One Thousand Dollars a student, then the bid  
6 is rejected and the parents of the students are paid  
7 One Thousand Dollars for each student, since they're  
8 not being transported. And that's received instead of  
9 transporting students.

10 Q Is the One Thousand Dollar the State rate for  
11 aid in lieu?

12 A Yes.

13 Q What is aid in lieu?

14 A It's funds that are paid on behalf of students to  
15 the parents if -- for non-public students, if the  
16 school district does not transport those students on  
17 buses.

18 Q So the -- Is this a level One Thousand  
19 Dollars State wide?

20 A Yes.

21 Q Now, where does -- where does the One  
22 Thousand Dollars come from that's paid out for each  
23 student for aid, which is the aid in lieu level?

24 A Sources of revenue for that?

25 Q Yes.

1 A There's something called non-public transportation  
2 aid, which is from 710 to 884. And then from 884 to  
3 One Thousand Dollars is additional aid for non-public  
4 students. Again, it's from the State.

5 Q So from the first 710 is from who?

6 A Local.

7 Q Local. Coming out -- Coming out the  
8 operating budget?

9 A Yes.

10 Q Okay. Now, is there -- So, are -- is there  
11 any public courtesy busing public school kids?  
12 Courtesy busing of public school kids?

13 A Yes.

14 Q Who provides that?

15 A The District provides it and the Township pays for  
16 it.

17 Q What is the policy; who gets it?

18 A Anybody who lives from one half mile to two miles  
19 for grades K through 8. And for -- one half mile to  
20 two and a half miles for grades 9 through 12.

21 Q So that's -- it's a policy that's based on  
22 distance?

23 A Yes.

24 Q So would building a bridge over Route 9 make  
25 a difference in who gets bussed?

1 A Under the current policy; no.

2 Q Okay. Do you think that the Township --  
3 Could the Township -- We're not talking about the  
4 District. Do you think the Township could eliminate  
5 some of the expense in getting these kids safely to  
6 school?

7 MR. STARK: I -- Objection, Your Honor. I'm  
8 not sure there's a foundation laid --

9 MR. LANG: Okay.

10 MR. STARK: -- for whether or not Mr. Shafter  
11 can testify as to what the Municipality is capable of.

12 BY MR. LANG:

13 Q Is there anything that could be done, by  
14 whoever does it, --

15 THE COURT: That he knows of.

16 BY MR. LANG:

17 Q -- that you know of, that -- that could  
18 reduce -- What is the cost of the courtesy busing to  
19 the Township?

20 A About One and a Half Million Dollars.

21 Q Does this --

22 A It was Two Million Dollars last year. Right now,  
23 we're at 1.3. It may go up to about 1.5. But it's --  
24 it's in that area, 1-3, 1-5.

25 Q If that was eliminated, is the Township under

1 any obligation to hand over that money to the School  
2 District?

3 A If courtesy busing was eliminated?

4 Q Yeah.

5 A No.

6 Q Okay. Is there any way -- Is there anything  
7 that you're familiar with that the Town could do to  
8 reduce the cost of getting those kids to school?

9 A What towns do -- And I'm not -- I'm saying in  
10 general, not specifically Lakewood is -- Well, there's  
11 a number of reasons for courtesy busing. One is that  
12 the Township believes that it's just -- it's just too  
13 much for the -- for the child to walk to school. They  
14 believe that mandated busing should be maybe just one -  
15 - you know, over one mile. Because they just believe  
16 it's too far for a child to walk. Another reason for  
17 courtesy or non-mandated busing is because of hazardous  
18 routes. And what -- what Townships can do to -- They  
19 could add sidewalks. They can have more crossing  
20 guards. And things like that. And would reduce the  
21 number of hazardous routes. And that would -- that  
22 would absolve them from being responsible for non-  
23 mandated busing for that portion of it.

24 Q Has a study been done on that in Lakewood  
25 that you're familiar with?

1 A I'm familiar that in the -- during the summer of  
2 -- Let's see, 17 -- The summer of 16. Lakewood had a  
3 consultant who met with officials of the Township to go  
4 -- to go over a plan on how the Township could -- could  
5 increa -- the priority of the Township could do to  
6 increase sidewalks so that -- that would have the most  
7 effect to reduce the number of hazardous routes. I  
8 don't know whether -- whether it was ever implemented  
9 or not. But I know there was a lot of discussion  
10 between the District consultant and Township officials.

11 Q Would that have saved money?

12 A Excuse me.

13 Q Would that have saved money for the Township?

14 A I don't know whether it would save money. I know  
15 you got the -- you got the expense of -- The annual  
16 expense versus the capital expense and then -- and  
17 maintaining that capital expense. So I don't know.

18 Q Okay. Now, Mr. Stark asked you a lot about  
19 -- about encumbrance and -- and a lot of -- a lot of  
20 things in the budget that you corrected or that you --  
21 What -- Did these things involve mostly Federal funds?  
22 Or were -- were they the -- the District's expenses for  
23 the public school kids?

24 A Both.

25 Q Both? Okay. When -- When were these all

1 corrected?

2 A Corrections started during the -- Let's see, I got  
3 there in the fa -- They started in 15/16. But they're  
4 -- They were -- I would say they were 90 percent, 95  
5 percent correct. There's always something that's going  
6 to slip through for 16/17.

7 Q Okay. Now 15/16, before the corrections were  
8 made, did it have an impact -- impact on the budget  
9 that year?

10 A Well, it doesn't affect the overall expenditures  
11 itself. But it -- So it's -- That's my answer. It  
12 does not affect overall expenditures.

13 Q So over the time you were there -- Mr. Stark  
14 said from Fall, 2014. -- The expenditures themselves,  
15 are -- are they legitimate expenditures? Were they  
16 impacted by any of this --

17 A I haven't -- I have not discovered any  
18 expenditures that were not legitimate.

19 Q Okay. Now, how many -- All right. You know  
20 what, I think I'm finished. Extra ordinary aid. When  
21 -- When Mr. Stark asked you about extra ordinary aid, I  
22 believe you -- there could have been -- You answered  
23 that the District could have gotten extra money. How  
24 much extra money?

25 A I -- I don't know how much was attributed to

1 error, but I know that it jumped from one year to the  
2 other year by over a Million Dollars extraordinary aid.

3 Q And that -- But the count now, is it correct  
4 now?

5 A Yes.

6 MR. LANG: Okay. No further questions, Your  
7 Honor. Thank you, Mr. Shafter.

8 THE COURT: Not yet. Mr. Stark.

9 MR. STARK: No Recross.

10 THE COURT: Okay. Just one second.

11 MR. STARK: You're a free man.

12 MR. LANG: Thank you.

13 THE COURT: No, no, no.

14 MR. INZELBUCH: Oh.

15 THE COURT: Not yet, Mr. Inzelbuch.

16 MR. INZELBUCH: Preliminary.

17 BY THE COURT:

18 Q Okay. So, how would you characterize the  
19 state of the Lakewood budget at present for this  
20 particular year?

21 A It's a very tight budget.

22 Q So when you say that, you mean there's no  
23 room for anymore cutting.

24 A Correct.

25 Q Okay. What would you suggest to improve the

1 situation in Lakewood?

2 A Increases of revenue.

3 Q And how would that be accomplished?

4 A There's two ways of accomplishing it. Either  
5 through increased State aid or increased in local  
6 taxes.

7 Q Is there room to increase the taxes?

8 A When you say the Township's ability to pay; I  
9 don't know.

10 Q And you think the Township may have a  
11 surplus?

12 A Yes.

13 Q And could they use that surplus to the school  
14 system?

15 A They could, but they're not required to. And the  
16 surplus that I'm referring to -- The number that I'm  
17 referring is something that I -- that was brought up in  
18 a meeting between Township, Department of Education,  
19 and myself. Officials, we had a meeting. I guess it  
20 was -- Not for this budget. It -- It was a meeting for  
21 the 16/17 budget. And it was brought up about the --  
22 the surplus at that time.

23 Q And how would you see State aid being  
24 increased?

25 A Excuse me.

1 Q How would you see State aid being increased?

2 A Number one is full funding.

3 Q That applies to all districts.

4 A All districts. And number two, that -- And this  
5 would have to apply to all districts also. If somehow,  
6 come up with a formula that would -- Non-public school  
7 students receive services. Some of them are funded by  
8 Federal, some of them are funded by State, and some of  
9 them are funded locally. There has to be a formula. I  
10 would say a formula so that some portion of those  
11 students could be counted as a percentage, in order to  
12 -- in planning the adequacy budget. And the local fair  
13 share would be deducted from that. And that would be  
14 an -- That would be what the State aid would be.

15 Q Okay. So, at the present time do you think  
16 Lakewood is providing a thorough and efficient  
17 education to its students?

18 MR. STARK: Objection, Your Honor.

19 MR. LANG: What?

20 MR. STARK: I don't think there's been a  
21 foundation that Mr. Shafter is capable --

22 THE COURT: I just want to -- I want his -- I  
23 want his --

24 MR. STARK: -- of assessing the educational  
25 value of --

1 MR. INZELBUCH: Don't answer.

2 THE COURT: I want his opinion.

3 MR. STARK: I just -- I wanted to get my  
4 objection on the record. Thank you.

5 THE COURT: I understand.

6 THE WITNESS: I can't answer that.

7 THE COURT: Okay. See.

8 MR. INZELBUCH: So easy.

9 BY THE COURT:

10 Q If you had more money, where would you put it  
11 in your budget?

12 A Well, the first 12 and a Half Million Dollars  
13 would be used to cover this year's budget. (Laughs)

14 Q To pay back the State basically.

15 A Well not -- No, to fund -- just to fund this  
16 year's -- the budget as -- as it rolls forward. The  
17 additional funds would be used, you know, as a -- as a  
18 start with the transportation, health insurance. What  
19 were the other lines I talked about? The charter  
20 school tuition and that -- that one other line. And  
21 overall, I think -- I think we need to -- We, the  
22 District. I think the District needs to build new  
23 facilities. Because it's not only -- Because there's  
24 just not enough facilities for the -- Especially in the  
25 Middle School. There's just -- There's too many

1 students in that school. And -- And facilities, so  
2 that -- so that quality special education programs  
3 could be offered in the District. And in the long  
4 term, I think that would save money. It would be a big  
5 -- a big expenditure in the beginning but over the long  
6 term it would save money. And then -- And then the --  
7 I think the -- You know, you would want to reduce class  
8 size. Which would be over and above what we're -- what  
9 we're spending now. I'm sure that there are foreign  
10 languages that used to be offered that are no longer  
11 offered for budgetary reasons. That's -- That's a  
12 start.

13 Q How long do you expect to be in Lakewood?

14 A I plan to retire in two years. (Laughs) So.

15 THE COURT: All right. Any questions based  
16 on my questions.

17 MR. STARK: Very briefly, Your Honor.

18 THE COURT: Wait. Mr. Lang wants to go  
19 first.

20 MR. STARK: Sorry. I -- I thought you  
21 waived.

22 MR. LANG: One question. Just one question.

23 MR. INZELBUCH: Beautiful. Beautiful.

24 MR. STARK: Objection. There is --

25 THE COURT: Mr. Inzelbuch, you didn't have

1 to.

2 MR. INZELBUCH: I think it's beautiful that  
3 you're getting the truth finally.

4 THE COURT: Mr. Inzelbuch, just --

5 MR. STARK: It is --

6 THE COURT: Mr. Inzelbuch, please. No -- No  
7 comments.

8 MR. LANG: Right. That's what I was going to  
9 say.

10 THE COURT: What?

11 REDIRECT EXAMINATION BY MR. LANG:

12 Q Judge Scarola asked about the Township's  
13 surplus. That's a one lump sum or is that an extra --  
14 What does it -- What does it mean to have the Township  
15 have an --

16 MR. INZELBUCH: Arthur. Here's the actual  
17 surplus by the Township.

18 MR. LANG: Okay.

19 MR. INZELBUCH: Ask him if he knows it.

20 MR. LANG: Okay. But I --

21 THE COURT: No, no, no.

22 MR. STARK: Objection.

23 THE COURT: No, no. No, Mr. -- Mr.  
24 Inzelbuch.

25 MR. INZELBUCH: These numbers that this

1 record is getting are not accurate.

2 MR. LANG: Could I ask him -- Okay. But --  
3 But could I just ask a question?

4 THE COURT: If the --

5 MR. LANG: Why can't I ask the question?

6 THE COURT: If the Township had a surplus,  
7 what would -- That's it.

8 MR. GROSSMAN: Your Honor, actually, the  
9 issue -- If I may. And I'm sorry. Just --

10 MR. LANG: I just want to ask what a surplus  
11 is.

12 MR. GROSSMAN: One question. Your Honor, per  
13 30 Million. And I just want to clear --

14 THE COURT: That's just --

15 MR. GROSSMAN: -- be clear, that that was as  
16 of 2016/2017, rather than what exists --

17 THE COURT: I understand.

18 MR. GROSSMAN: Or may or may not exist today.

19 THE COURT: I'm not accepting the 30 Million  
20 as any accurate number that -- that may be a surplus.  
21 If they had --

22 MR. GROSSMAN: But it was as of --

23 MR. LANG: Okay.

24 MR. GROSSMAN: But it was as of the 2016/2017  
25 budget.

1 BY MR. LANG:

2 Q Could I just ask a question? This is a  
3 surplus -- What does it mean to have a surplus? Does  
4 it mean the Township is taxing and raising 30 Million  
5 Dollars extra per year? Or, it's just a one -- it's  
6 just money there that's in the bank just now?

7 A What happens is, a tax rate is set. And the  
8 school district has their set -- And the township turns  
9 a lump sum over to a school district. As -- As  
10 buildings come on line, after a budget is set, the  
11 township collects taxes on those buildings. They cut  
12 the full tax rate, not just the township portion, but  
13 the school district portion also, as buildings are  
14 constructed. In Pennsylvania, they're called  
15 "interims." I don't know what they call them in New  
16 Jersey. But they collect taxes -- taxes on these as  
17 they come on line. So that's what causes a surplus to  
18 build up.

19 Now, in all fairness, in townships that are losing  
20 money and have a high delinquency level, they have to  
21 fund school districts out of -- out of the local -- out  
22 of the township money, because school districts are not  
23 -- because they have to turn the lump sum over. So,  
24 it's -- it's a result of the State law. Instead of --  
25 Instead of a school district having its own tax rate,

1 separate from the township, that the school district  
2 collects. Then what would happen is, the school  
3 district would be collecting these interims. They  
4 would get some of the money. But right now, a township  
5 gets all the money.

6 Q So this is a surplus that built up over the  
7 years. Not just one year.

8 A It -- It builds up.

9 Q And it -- What does a town usually use a  
10 surplus for?

11 MR. STARK: Objection. There's no  
12 foundation.

13 THE COURT: Yeah. That's -- That's way  
14 beyond the scope.

15 MR. LANG: Okay. I'm sorry. All right.  
16 I'm finished.

17 THE COURT: Okay.

18 MR. LANG: Withdraw the question.

19 THE COURT: All right. You're done?

20 MR. LANG: Yes.

21 THE COURT: Thank you. Okay. Mr. Stark.

22 MR. STARK: Very briefly, Your Honor.

23 THE COURT: Yeah.

24 RE CROSS EXAMINATION BY MR. STARK:

25 Q Thank you. Mr. Shafter, you testified

1 earlier -- you testified about two hypothetical fixes  
2 regarding revenue. One being an alteration of -- or a  
3 creation of a new formula for funding. That would be a  
4 legislative fix. Is that correct?

5 A Correct.

6 Q And you also testified that appropriation of  
7 additional money under the current formula would be  
8 helpful. And that would be a legislative fix. Is that  
9 correct?

10 A Correct.

11 MR. STARK: Thank you. No more questions,  
12 Your Honor.

13 BY THE COURT:

14 Q Okay. I did have one other I forgot to ask.  
15 What's the affect of charter schools on -- on your  
16 budget?

17 A Wow. (Laughs) And I'm saying this because I've  
18 had -- I dealt with charter schools, charter schools  
19 when I was --

20 Q Camden.

21 A -- in the City of Camden.

22 Q Hm hmm.

23 A So, what happens is, a charter school gets funded.  
24 They get X number of dollars per student. So in -- in  
25 theory you would say, If a charter schools gets Two

1 Million Dollars for a hundred students, that since the  
2 township's not educating -- the local district's not  
3 educating the students anymore, they could afford to  
4 save the Two Million Dollars. I'm sorry. The Ten  
5 Million -- The One Million Dollars for -- I forget the  
6 number I said already.

7 Q Two.

8 A But they can -- they can save the same amount of  
9 money. But the problem is, if -- if you -- The money  
10 goes out. But you can't just automatically eliminate  
11 it. Because you still have the fixed cost that's  
12 spread over less students. The children -- The hundred  
13 students that -- or 120 students, it's not like they  
14 come out automatically in a group and you can just  
15 reduce staff by three or four teachers. What it is,  
16 those students are spread out all over the school  
17 district, so you can't reduce staff. About the only  
18 thing it reduces is textbooks and supplies and things  
19 like that. So to say that a charter school saves the  
20 public school district dollar for dollar, it -- this  
21 doesn't happen.

22 Q Okay. How many charter schools are there in  
23 Lakewood, if you know?

24 A There's only -- There's one.

25 Q Just one.

1 A It just opened up. They have about a hundred and  
2 fifty students.

3 Q So that's also had an impact on the budget.

4 A On the current year budget. Yes.

5 THE COURT: Okay. Any other questions?

6 MR. STARK: No questions, Your Honor. Thank  
7 you.

8 THE COURT: All right. Thank you very much.

9 THE WITNESS: You're welcome.

10 MR. LANG: Thank you.

11 MR. GROSSMAN: Thank you.

12 THE COURT: You're free to go.

13 THE WITNESS: Okay.

14 THE COURT: Is there anything else you'd like  
15 to say?

16 THE WITNESS: Off the record but not on the  
17 record. (Laughter)

18 THE COURT: Okay. Thank you. (Laughs)  
19 Thank you.

20 MR. INZELBUCH: (Laughing) Well, David,  
21 thank you so much.

22 THE COURT: All right.

23 MR. GROSSMAN: Thank you.

24 MR. INZELBUCH: Good job.

25 MR. LANG: Your -- Your Honor.

1 THE COURT: What?

2 MR. LANG: We still have --

3 THE COURT: Mr. Shafter's leaving. So thank  
4 you.

5 MR. INZELBUCH: Yeah.

6 THE WITNESS: You're welcome.

7 MR. LANG: We still have Michael Azzara.

8 THE COURT: Yes we do. So the question is,  
9 do we break now or -- And then come back and start him.

10 MR. LANG: I would like --

11 MR. STARK: Your Honor, I understand that Mr.  
12 -- is coming at 1 o'clock.

13 MR. LANG: Yeah, I would like to start.

14 THE COURT: Oh, he is.

15 MR. LANG: Because Mr. Shafter basically said  
16 a lot of things.

17 MR. INZELBUCH: Yeah. And he can only come  
18 today. But Mr. Azzara is next. And your computers are  
19 working.

20 MR. LANG: Yeah.

21 THE COURT: All right. So I guess we could  
22 start then. Okay. Who's coming at one?

23 MR. STARK: Do we -- My -- My question --

24 MR. INZELBUCH: I told him to come back a  
25 little later. I pushed him back a little bit.

1 THE COURT: All right. We are -- a break,  
2 you know.

3 MR. INZELBUCH: Yeah, of course.

4 THE COURT: Okay.

5 MR. STARK: Not necessarily for the record.  
6 But, I apologize. I'm going to step to the restroom  
7 while the conversation --

8 MR. INZELBUCH: Thank you for sharing that.

9 THE COURT: Okay.

10 MR. LANG: Oh, I'm going to -- I told Mike I  
11 was going to call him --

12 MS. HOFF: I think the Judge --

13 MR. LANG: -- and give him a heads up.

14 THE COURT: We're going to go off the record.

15 MR. LANG: Okay.

16 (BRIEF RECESS)

17 THE COURT: Okay. We're back.

18 MS. HOFF: Testing. Testing. Mike, can you  
19 talk please?

20 THE WITNESS: Yes. I'm here.

21 MS. HOFF: Okay. Can you say test for me?

22 THE WITNESS: Test.

23 (OFF THE RECORD)

24 THE COURT: Okay. All right. So, we're back  
25 on the record. With our witness who's appearing from

1 his home in Pennsylvania. Is that right?

2 THE WITNESS: That's correct.

3 THE COURT: Okay. By Skype.

4 THE WITNESS: Yes.

5 THE COURT: It's a first. Okay. So, this is  
6 your witness Mr. Lang, so why don't you call him.

7 MR. LANG: I'd like to call Mike Azzara to  
8 the stand for as a witness.

9 THE COURT: All right. Mr. Azzara, can you  
10 raise your right hand please.

11 THE WITNESS: Yes.

12 THE COURT: Okay. Very good.

13 M I C H A E L A Z Z A R A, PETITIONER'S WITNESS  
14 SWORN.

15 THE WITNESS: I do.

16 THE COURT: And state your name, please.

17 THE WITNESS: Michael Azzara.

18 THE COURT: And spell your last name.

19 THE WITNESS: A-Z-Z-A-R-A.

20 THE COURT: All right. Thank you. All  
21 right, just keep your voice up, Mr. Azzara -- Mr.  
22 Azzara, because we are trying to record everything that  
23 you say on our microphone.

24 THE WITNESS: Okay.

25 THE COURT: And so, we need to hear you.

1 Okay. So, Mr. Lang.

2 DIRECT EXAMINATION BY MR. LANG:

3 Q Mr. Azzara, what is your job in Lakewood?

4 A I'm the State Monitor.

5 Q What is a State Monitor?

6 A I oversee the District's finances and business  
7 operations.

8 Q How long have you been the State Monitor?

9 A It will be four years in April.

10 Q How did you come to be the State Monitor?

11 A I was appointed by the Commissioner.

12 Q Who do you report to?

13 A I report to -- Well, I report through Glenn Forney  
14 to the Commissioner.

15 Q What is your professional experience?

16 A I've got 40 years experience in education at the  
17 local and state levels. I was Chief Auditor for the  
18 Department. I was the Director of Fiscal Policy. And  
19 I was an Assistant Commissioner for Finance. After  
20 that I was the Chief of Fiscal Efficiency of State  
21 Operated School Districts. I was in Patterson for  
22 three years as an Assistant Superintendent. I was in  
23 Camden for five years. And I've been now at Lakewood  
24 for four.

25 Q When you were in Patterson were you -- as the

1 Assistant Superintendent, were you working for the  
2 State?

3 A Oh, I was -- It was a State Operated School  
4 District.

5 Q In Camden.

6 A I was working for the School District.

7 Q And what about Camden?

8 A I was the State Monitor.

9 Q Okay. So all this, your whole professional  
10 career, that you said 40 years, you were working for  
11 the Department of Education?

12 A Essentially, yes.

13 Q Okay. What is your education?

14 A I have a Bachelors in Business Administration and  
15 I have a Masters in Education -- Education  
16 Administration.

17 Q Okay. Does Lakewood have a revenue problem?

18 A Yes.

19 Q Does it have a spending problem?

20 A No.

21 MR. INZELBUCH: What do you mean?

22 BY MR. LANG:

23 Q Could you explain what you mean?

24 THE COURT: Mr. Inzelbuch, you can't --

25 THE WITNESS: Well, I've been there for four

1 years. So, we've done everything we can to try to  
2 balance the budget. And we're pretty much down to what  
3 we, you know, just what we need to meet T and E and get  
4 the Superintendent and the County Superintendent to  
5 sign off on the budget and certify that it's adequate.

6 BY MR. LANG:

7 Q Does Lakewood have a bare-bones budget?

8 A Yes.

9 Q Explain that, please?

10 A Well --

11 MR. STARK: Objection. The term was  
12 suggested by Counsel.

13 MR. LANG: Oh, sorry.

14 MR. STARK: So, I don't know that the witness  
15 -- The witness agreed with it but I'm not sure the  
16 witness can explain Counselor's --

17 MR. LANG: Let me rephrase the question.

18 THE COURT: Let's -- Let's see if he  
19 understands what it is.

20 BY MR. LANG:

21 Q Okay. Go ahead.

22 A We -- Well, we believe that we've made every --  
23 every reduction that's possible in order to maintain a  
24 T and E education. In other words, we can't cut  
25 anything else.

1 Q Can you cut anything from transportation?

2 A Well, no. The -- The State set up a non-public  
3 consortium, and by law, we have to pay them a Thousand  
4 Dollars for every mandated pupil. So we can't do that.  
5 So that's a State mandate. And we have mandated  
6 transportation that we brought in-house, and we're  
7 going to save some money. And we're operating as  
8 efficiently as we can. I mean, we could always look  
9 for more economies, but at this point I -- I couldn't  
10 really tell you where we'd find them. And courtesy  
11 busing for public school students is paid for by the  
12 Township.

13 Q And what about special education expenses?  
14 Is -- Could that -- Can they be cut?

15 A No. I mean, they're all -- they're all pretty  
16 much governed by law and the State Department of  
17 Education rules and regulations.

18 Q So if you had to make cuts, where -- where  
19 can they be made?

20 A I -- You know, I don't feel we can.

21 Q Okay. Was there a referendum -- Well, was --  
22 Did you -- As State Monitor, do you order the -- during  
23 your tenure of State -- When did you begin in Lakewood?  
24 When was the --

25 A The May of 2014.

1           Q     So since May of 2014, at any time, did you  
2 order the end of courtesy busing?

3           A     We -- Well, we put it out to referendum. Because  
4 it was -- When the bids came in we were -- we were  
5 about Eight Million Dollars over the estimate. So, we  
6 were going to cut courtesy in October, but we decided,  
7 and the Department decided, myself and the  
8 Commissioner, that the Township should have a  
9 referendum. Unfortunately, because of the amount of  
10 time you need to advertise for an referendum, and  
11 there's only four dates in a year that you could have a  
12 special election, we -- it took -- It wasn't until the  
13 end of January before we were able to go out to  
14 referendum. And it was about the end of February  
15 before the results were finalized. And it was defeated  
16 98 percent to 2 percent, maybe even worse than that.  
17 But so then, we let the transportation finish with the  
18 year, and --

19           Q     So --

20           A     -- and let it go to deficit. And then the  
21 following year we were -- we were not going to provide  
22 courtesy busing. We just said, the monitors and the  
23 Department, we said it's off the table. We were not  
24 even going to even entertain it this year. The year  
25 before we had gone through long and drawn out

1 negotiations with non-public schools to put in a  
2 tiering system, a universal tiering system for all non-  
3 public schools that our consultant thought we could  
4 afford, and we had an estimate. But when the bids came  
5 in, they were like Eight Million over. A number of the  
6 bus companies raised their rates by as much as 30, 35  
7 percent. So there was just no way we were ever going  
8 to accommodate that. And we said no, we're not even  
9 going to entertain it for the following year. And  
10 that's when the legislature created the consortium, the  
11 legislation to create a consortium.

12 Q So -- So, from what I understand you're  
13 saying was that courtesy busing was going to be cut and  
14 you -- and in order to restore it, that was the  
15 question on the referendum? What was the question on  
16 the referendum?

17 A Whether the voters wanted to pay an additional  
18 Eight Million Dollars in taxes to preserve courtesy  
19 busing. I think it was 6.2. We were asking them to  
20 approve 6.2.

21 Q And that was rejected by 98 percent. Is that  
22 correct?

23 A Yes.

24 Q Okay. I can't ask you to speculate, but --  
25 but what does that tell you about -- Based on your

1 knowledge of being State Monitor and -- Was that the  
2 only referendum that's ever put up?

3 A We had -- We had one referendum for a building  
4 project, roofing and HVAC conditioning, and that --  
5 that managed to pass. It was a big local effort, we  
6 got the seniors on board. Well, I didn't, but the  
7 Superintendent. And she went around and she built  
8 support. The building was -- The buildings really were  
9 in bad shape. And the Township supported that. But  
10 they wouldn't -- they wouldn't support the courtesy  
11 busing.

12 Q And how many people voted in that -- that  
13 referendum that you're talking about now?

14 A I can't -- I couldn't recollect.

15 Q Do you think if we put the --

16 MR. INZELBUCH: Sorry. -- I told to leave  
17 the room.

18 MR. LANG: Oh.

19 MR. INZELBUCH: He was here. (Courtroom door  
20 closes)

21 BY MR. LANG:

22 Q Is there a deficit this year?

23 A In the operating budget? No.

24 Q Yes.

25 A But there's an overall fund deficit.

1           Q     If that were to be put to the voters, based  
2     on your past experience putting referendums up -- Could  
3     you comment on that? Would that be a solution?

4     A     No, it would not. We -- We've proposed separate  
5     questions to the Board. They've rejected them. In  
6     fact, since I've been there, they've rejected every  
7     budget. And the State Monitors, myself and David  
8     Shafter, had to approve it. But the Department and  
9     local leaders and State leaders, and everybody was  
10    saying -- you know, everybody was saying that any  
11    separate questions are not going to be passed, so don't  
12    even bother holding the referendum and spending the  
13    money.

14          Q     Okay. Could -- Could money be reduced to  
15    eliminate metal detectors and security guards in the  
16    schools?

17    A     Not under -- Not under today's environment.

18          Q     Okay. All right. Now you said you were in  
19    -- in Camden, Newark --

20    A     Patterson.

21          Q     -- Patterson.

22                THE COURT: I don't think he said he was in  
23    Newark. Did he?

24                MR. LANG: I'm sorry. Did you say Newark?

25                THE WITNESS: As Chief of Fiscal Efficiency

1 for State Operating Districts I was in Newark as part  
2 I was in all three State operated systems; Jersey City,  
3 Newark and Patterson. And then, after that term, I  
4 went to Patterson alone as an assistant superintendent.  
5 That was my only district I was working at.

6 BY MR. LANG:

7 Q You didn't do that as working for the State?

8 A It's a State-Operated district, but it's  
9 considered -- It's not considered operated by -- The  
10 Commissioner doesn't operate it, put it that way.

11 Q Okay.

12 A The Superintendent does.

13 Q So does Lakewood have anything in common, in  
14 terms of poverty or any -- any characteristics in  
15 common with those three districts?

16 A They're all -- They're all by regulation  
17 considered at-risk districts.

18 Q Including Lakewood.

19 A Including Lakewood. Yes. In fact, Lakewood has  
20 at least three priority schools and a focus school,  
21 which means they're failing schools. And they have the  
22 State Department of Education's Regional Achievement  
23 Center is assigned to work with those schools because  
24 of the failing.

25 Q Are there any other schools in Ocean County

1 that are priority or focus schools?

2 A Not that I can recall.

3 Q The majority of the priority and four focus  
4 schools, how would you characterize those districts?

5 A Inner city poverty districts. Asbury Park is one.

6 Neptune, Kingsburg, Newark, Jersey City, Camden.

7 They're all -- They were all in the Abbott Districts.

8 Q And Lakewood's considered --

9 A Not --

10 Q -- grouped together with them.

11 A Lakewood is not an Abbott District.

12 Q Lakewood's not an Abbott. But it has the  
13 same characteristics as -- as those districts. Does  
14 it?

15 A I -- I would say so. Yeah.

16 MR. STARK: Objection.

17 THE COURT: Well, does it?

18 MR. LANG: Does it?

19 THE COURT: Does it share some of --

20 THE WITNESS: Yes. In terms of the number of  
21 kids that are qualified for free and reduced lunch. As  
22 far as the number of children that the regulation  
23 considers to be in poverty to make it an at-risk  
24 district. It's the same criteria for everybody now.

25 BY MR. LANG:

1           Q     Are you familiar with any districts on the --  
2           that have priority or focus schools -- I'm sure there's  
3           some. But are there a lot that are not out-of-  
4           districts?

5           A     Yeah, there's probably some. I don't know for  
6           sure. I don't know how many. But I know that there  
7           would be others.

8           Q     Now, you've been working -- When did you  
9           start working for the Department of Education?

10          A     1978.

11          Q     All right. So you're very, very familiar  
12          with the -- what's happened since school funding since  
13          -- Are you familiar with what's happening in school  
14          funding since 1978?

15          A     Yes.

16          Q     Any -- Do you have any idea why Lakewood  
17          never became an Abbott District?

18          A     Well, the court had a very narrow -- came up with  
19          a very narrow definition. And it was District Factor  
20          Group A and B Districts. And then they put in there  
21          like a circuit breaker, if your taxes were so much per  
22          pupil. And that knocked out Atlantic City at the time  
23          because of the casinos. And Lakewood was not one of  
24          the A or B Districts at that time.

25          Q     Why -- Why did it knock out Lakewood? Did it

1 knock out Lakewood?

2 A I'm not sure why. I don't know if Lakewood had a  
3 DFG designation or what it was. But it wasn't in the  
4 two bottom tiers. The top two are the I and J's. They  
5 call them the wealthy districts. The court used to ask  
6 for parity in spending with the wealthy districts. And  
7 it used to be the I and J districts that would be the  
8 standard, their per pupil expen -- their average per  
9 pupil expenditure, with what we were supposed to bring  
10 the Abbott Districts that were A and B, which were A  
11 and B district factor groups.

12 We were supposed to bring them up to that. That  
13 was the Abbott Decision. Until we could actually  
14 define what thorough and efficient was. And then even  
15 after that it was determined that there just wasn't  
16 enough money to meet the court curriculum content  
17 standards. And back in 1998 we had added what we  
18 called -- Plus. Where we had -- We went to court, a  
19 remand -- It was remanded through the court. It was a  
20 court master -- , and we came in with a -- , to meet  
21 the court curriculum content standard. And it  
22 basically came out to almost the same amount as what --

23 Q Now, and you've talked about the DFG's,  
24 district group for improved factors. Does Lakewood  
25 have a GFG -- DFG?

1 A I don't know.

2 Q Okay. You talked about also, one of the  
3 criteria that the court used was measuring wealth.  
4 Was it -- And I believe you said that it was, they took  
5 wealth and divided it -- property value and divided it  
6 by enrollment. Is that correct?

7 A That was one of the factors to determine DFG.  
8 It's not a factor in the -- formula.

9 Q Correct. It was in determining DFG and who  
10 gets it -- and would that be used in determining in who  
11 got to be an Abbott District?

12 MR. STARK: Objection, Your Honor. This is a  
13 matter of decisional law, that I don't know that Mr.  
14 Azzara needs, as a fact witness, to testify as to what  
15 the court found. The court indicated what it found and  
16 it published an opinion about that.

17 THE COURT: Yeah, I --

18 MR. LANG: Okay. Well let me -- let me just  
19 -- Okay. We could -- Fine. The -- The use of dividing  
20 the wealth by the -- the number enrollment, how does  
21 that affect a district like Lakewood with a lot of non-  
22 public students?

23 THE WITNESS: What was the question again?  
24 Can you repeat that?

25 BY MR. LANG:

1 Q The methodology of dividing the wealth,  
2 meaning the property value by enrollment, how would  
3 that affect a district like Lakewood?

4 A It wouldn't anymore. It's not in the funding  
5 formula. And the Abbott District designation was  
6 actually abandon in the School Funding Reform Act. So,  
7 I don't even think the DFGs would matter. And that was  
8 the only -- That was one of the factors -- There were  
9 like seven factors, you know, parental, education  
10 level. Things like that. That -- They did it every  
11 ten years based on the census, the DFGs. And they're  
12 not really used anymore for funding purposes.

13 Q Well, let me just -- There is a reason why  
14 I'm asking. It has to do with some -- some of the  
15 matters I discussed in the petition. But -- But going  
16 back to when it did make a difference. This idea of  
17 determining a district's wealth by dividing it by  
18 enrollment, was -- Based on your experience with school  
19 funding, how does that affect a district like Lakewood  
20 with --

21 MR. STARK: Objection. Relevance.

22 MR. LANG: Relevance? The relevance is  
23 because --

24 THE COURT: It's -- It's sustained.

25 MR. LANG: Two reasons.

1 THE COURT: It's sustained.

2 MR. INZELBUCH: Move him on to Lakewood.

3 THE COURT: It's not relevant.

4 MR. GROSSMAN: Get on to Lakewood.

5 THE COURT: He's not testifying as an expert  
6 in the history of Abbott. He's testifying as a State  
7 Monitor for the Lakewood School District. He's not  
8 qualified as an expert in this area.

9 MR. LANG: He's an expert in -- He's been --

10 THE COURT: He's here as a fact witness.

11 MR. INZELBUCH: Listen to -- 1-2-3-4-5 --  
12 Like five --

13 MR. LANG: Okay.

14 MR. INZELBUCH: That's okay. That's all  
15 right. --

16 BY MR. LANG:

17 Q All right. All right. The -- What's going  
18 on in Lakewood? What is the problem in Lakewood?

19 MR. STARK: Objection. That's a very, very  
20 broad question.

21 THE COURT: Yeah, it is.

22 THE WITNESS: That's a very --

23 MR. LANG: Okay. So --

24 THE COURT: Wait. What's the problem with  
25 the budget? How's that?

1 THE WITNESS: There are -- The funding for  
2 annual has been frozen for almost eight years. And the  
3 population in the town, the school age population,  
4 particularly the non-public schools, they put a lot of  
5 stress on the District's budget. The special  
6 education, in particular, the District is responsible  
7 for providing spending special education services for  
8 every school age child -- I believe it -- I think it's  
9 up to 21. -- every school age child in Lakewood  
10 regardless of whether they would have went into a non-  
11 public school or the public school.

12 So actually the universe that they're  
13 responsible for, for special education, is at 35-36,000  
14 children. Not just the 6,000 in the School District.  
15 Now the funding formula uses a census method. And  
16 basically the State average classification rate, which  
17 is around 15 percent, times the school district  
18 enrollment. So they only get funded for like 15  
19 percent of 6,000 students. When actually the universe  
20 that makes up what they're responsible to provide those  
21 services for, includes the non-public -- I would say it  
22 includes the non-public enrollment. Because we have  
23 many orthodox students who are in private schools for  
24 the handi -- for the disabled. And they're considered  
25 public school students because they're special ed. But

1 if they hadn't been classified, they would have went to  
2 the Yeshiva.

3 BY MR. LANG:

4 Q If they hadn't been classified they would  
5 have what? I didn't hear that. I'm sorry.

6 A The orthodox students as a -- pretty much as a  
7 rule, go to the yeshiva's. They don't come to the  
8 public school system. So if any of the orthodox  
9 children have learning disabilities or need special  
10 education, the District is responsible for providing  
11 it.

12 Q Okay. Is -- So, how does this affect the  
13 budgetary process?

14 A Well, the funding. They're only getting funded  
15 for about half the special ed students or half the  
16 classified students that the District actually pays  
17 for.

18 Q And -- And are you familiar with the total  
19 special education expense for the District?

20 A It's close to 30 Million.

21 Q That's -- Is that the tuition expense?

22 A Tuition -- You know, I don't know the exact figure  
23 of both in-house and out -- and out-of-district  
24 placements. The figure that pops in my mind is around  
25 30 Million. It might be more if you factor in in-house

1 special education of students. But I couldn't give you  
2 the exact figure right now.

3 Q How many -- Do you know how many kids are  
4 going to schools for the handicapped?

5 A I'd like to say yes. But there was -- There is  
6 some -- issues with the Department, where they -- they  
7 count classified students. It's -- It's -- I couldn't  
8 give you the exact number, but it's over 200.

9 Q Okay. And how -- how does the having a large  
10 non-public -- I'm going to skip that question because  
11 we've heard enough about that already. Is there -- I  
12 was going to ask about transportation but I'm not. Is  
13 there -- Is there any other expenses associated with  
14 having 30,000 or 31,000 non-public kids besides  
15 transportation and special education?

16 A It puts a strain on the taxpayer. And the  
17 Township and the taxpayers have to support, you know,  
18 police, firefighters, road work, trash removal. So in  
19 that regard, a normal district wouldn't have that kind  
20 of a strain -- Not, you know, a public school district.  
21 Another -- Another municipality wouldn't have that kind  
22 of strain on the tax base that Lakewood has.

23 Q Are you familiar with the term, municipal  
24 overburden?

25 A Yes, I am.

1 Q What is that?

2 A Well, again, I was -- I'm a fact witness. I think  
3 it might relate to what the Judge decided earlier.  
4 It's a term that was used in a very early Abbot  
5 Decision. That the court ordered the State to take  
6 into consideration municipal -- They called it  
7 municipal overburden. The fact that the high poverty  
8 districts, the out-of-districts, put in the crime rate,  
9 everything like that. That they had a lot of expenses  
10 that your regular districts didn't have, and put a --  
11 put a strain on the tax base. And they directed the  
12 state to recognize that when they developed a funding  
13 formula.

14 Q So in your experience dealing with -- Have  
15 you any experience in districts that had municipal  
16 overburden?

17 A Well, the Abbott Districts I worked in. Yes.

18 Q Does Lakewood have a municipal overburden?

19 A If you go by the --

20 MR. STARK: Objection.

21 THE WITNESS: -- the broad definition of the  
22 court --

23 MR. STARK: Objection to the question. Is  
24 there a standard for municipal overburden?

25 MR. LANG: He just said.

1 THE COURT: Why don't we ask him if there is?

2 MR. STARK: There isn't just -- Or is it just  
3 the witness's opinion.

4 THE COURT: Yeah. Why don't we ask him?

5 BY MR. LANG:

6 Q What -- So, what -- what is -- What are the  
7 things that make up municipal overburden?

8 A There was -- All the -- In the -- In the original  
9 ruling that coined that phrase, they were talking about  
10 things that inner cities or urban districts would have,  
11 like additional police, additional firefighters, crime.  
12 All the things that those cities had that non-urban  
13 districts didn't have to deal with. And it would cost  
14 the -- it would cost the municipality money --  
15 additional money and put a strain on the taxpayer.  
16 It's -- There's no standard in law. It's never been  
17 legislated.

18 Q So --

19 A But it was in an early Abbott decision.

20 Q Would you consider the -- the burden of --  
21 the expense of sending 30,000 kids to non-public  
22 schools also a strain on the tax base as municipal  
23 overburden?

24 MR. STARK: Objection. That's not a  
25 municipal expense.

1 MR. LANG: But it's an expense of the  
2 taxpayer. The ability of the taxpayer to pay.

3 THE COURT: Two separate -- Two separate  
4 things, I think.

5 BY MR. LANG:

6 Q Okay. So, would -- would that also -- Would  
7 the expense of paying for 30,000 non-public kids cause  
8 a strain on the tax base?

9 A Well, like I said, it would cause the families --  
10 The fact, you know, that there's so many families in  
11 Lakewood that don't use the public school system. And  
12 it's like six times the number of kids in the public --  
13 I mean, as far as children, I'm not saying families.  
14 But it's -- The student ratio is about six times higher  
15 than the public school. And just that many -- that  
16 kind of a population would create additional municipal  
17 expenses that wouldn't be recognized in the -- because  
18 they're only looking at the 6,000 students when they do  
19 the adequacy part.

20 Now you have to understand, the adequacy budget  
21 determines the amount of equalization. So, the student  
22 enrollment drives the adequacy budget. And the local  
23 share has nothing to do with enrollment. But the local  
24 share is pretty static. Okay. It's going to be the  
25 same no matter what. So the number of students that

1 drive the adequacy budget drive it higher if there were  
2 more students in the public school system. And  
3 therefore, everything additional, okay, those -- those  
4 students with the -- the waning factors that would  
5 create the adequacy budget, any increase in the  
6 adequacy budget would be totally funded by State aid.

7 Q So if Lakewood's -- Would it make a  
8 difference if Lakewood, in the local fair share, if  
9 Lakewood's adequacy budget was 110 Million or 210  
10 Million? Would the local fair share change?

11 A No.

12 Q Okay. The -- Are you familiar with what the  
13 local fair share is currently in Lakewood?

14 A About 102 Million Dollars.

15 Q Is there -- Based on what you just talked  
16 about before, about municipal overburden, or what your  
17 understanding of the strain on the Lakewood taxpayers,  
18 is there room to get more -- Is there excess capacity  
19 of -- in the Lakewood tax base?

20 MR. STARK: Objection. There has not been a  
21 foundation set.

22 THE WITNESS: I --

23 THE COURT: Wait. Wait.

24 THE WITNESS: Yeah.

25 MR. STARK: There's not been a foundation set

1 that there was a strain on the Lakewood taxpayers.

2 MR. LANG: He just said -- He said that.

3 MR. INZELBUCH: Yeah.

4 MR. STARK: There's not been a foundation set  
5 that there is a strain on individual taxpayers in  
6 Lakewood.

7 MR. LANG: So, we can ask him. Okay.

8 MR. STARK: I would also object to the  
9 question --

10 MR. LANG: He said that.

11 MR. STARK: -- of whether or not this witness  
12 is capable to testify about the strain of individual  
13 families in Lakewood.

14 THE COURT: Well, that I certainly would  
15 sustain.

16 MR. LANG: Well, let's just go back to --

17 THE COURT: I'm really -- I'm really not so  
18 quick to -- sure what you're trying to ask Mr. Azzara  
19 about the Lakewood budget.

20 MR. LANG: Well, it's -- How are we going to  
21 correct the situation? By raising taxes or getting  
22 more State aid? That's basically what we're asking.

23 THE COURT: The why don't you ask him how to  
24 correct the problem?

25 MR. LANG: Okay. Well -- Did you mention --

1 Let me just ask him.

2 THE COURT: If he's -- If he's willing to put  
3 that on the record.

4 MR. LANG: Let me just mention -- ask -- re  
5 --

6 MR. STARK: I would renew the same objection  
7 to the same question that I raised with Mr. Shafter.  
8 That this is not a witness who's been qualified as an  
9 expert to offer an opinion as to the adequacy or the  
10 sufficiency of the budget and any -- any such  
11 solutions.

12 MR. LANG: But --

13 MR. STARK: Just for the record.

14 MR. LANG: Well, let me --

15 THE COURT: He might have some solutions in  
16 mind. So ask him.

17 BY MR. LANG:

18 Q All right. All right. But, wait. I want to  
19 just go back with this line of thought because he did  
20 -- he was -- (whispering) Okay. All right. What --  
21 What is the solution for fixing Lakewood's budgetary  
22 problems?

23 A They need more revenue. We're -- If it comes from  
24 the taxpayers or it comes from the State, that's really  
25 a question for the legislature and the courts, not me.

1 I mean, I would assume that it would come from the  
2 State because the District is tapped for its property  
3 tax. And it can't raise anymore than it does. It goes  
4 to cap. So unless they remove the cap, any additional  
5 funding would have to come from the State. But the  
6 legislature could make any decision it wanted in terms  
7 of how to raise the additional money.

8 Q Well, it would have to increase the local  
9 fair share? Would it have to increase the local fair  
10 share? Would the legislature have to increase the  
11 local fair share in order to increase taxes?

12 A No. They would have to just take the cap off the  
13 property -- the property tax cap.

14 Q Okay. And then -- And then if the State Mon  
15 -- Who would have the authority to raise the taxes at  
16 that point?

17 A Right now I have to just talk about current law.  
18 And only the local voter can raise taxes above the cap.

19 Q Okay. I -- I think that -- Okay. You  
20 testified earlier -- All right. All right.

21 (Whispering) I wanted to ask him about municipal  
22 overburden. It's very important. (Whispering)

23 MR. INZELBUCH: -- Maybe the Judge will ask  
24 him.

25 BY MR. LANG:

1           Q     You spent -- You spent substantial amount of  
2 time in the Department of Finance. You spent a  
3 substantial amount of time in the Abbott Districts. Is  
4 that correct?

5           A     That's correct.

6           Q     You are familiar -- Are you familiar with the  
7 difficulty involved in raising taxes in those  
8 districts?

9           A     Yes.

10          Q     Is that what you call municipal overburden?

11          A     Well, that's what -- The court came up with that  
12 term.

13          Q     Okay.

14          A     You'd have to take a look at the various combined  
15 local and munic -- school and municipal tax rates.  
16 Okay. To see which districts really are overburdened  
17 on their taxes.

18          Q     Okay. So now I could ask the question I  
19 think. Is Lakewood -- Does Lakewood share those same  
20 characteristics as you've seen as being overburdened?

21          A     It's --

22                   MR. STARK: Objection. I do not think  
23 there's a foundation laid here.

24                   THE COURT: I'm just going to let him answer  
25 the question.

1 MR. STARK: Okay. Thank you, Your Honor.

2 MR. LANG: You can answer the question.

3 THE COURT: You can answer the question, Mr.  
4 Azzara.

5 THE WITNESS: In my opinion, okay, the tax  
6 base is spread out over many more people than the  
7 people who send their children to the public school.  
8 And it's -- it's definitely something that you would  
9 have to take a look at if you wanted to determine if  
10 the tax base was strained. And it definitely produces  
11 municipal cost that wouldn't be there if it was only  
12 the -- the families or the loc -- you know, the  
13 families of the non-orthodox population.

14 BY MR. LANG:

15 Q So, if I get you correct, there -- Lakewood  
16 does have costs that you don't have in a district that  
17 doesn't have such a high non-public population.

18 A Exactly.

19 Q Okay. That's all I was trying to get to.

20 THE COURT: I thought I understood you to  
21 say, Dr. Azzara, that essentially the -- the financial  
22 wear-with-all, like with township, is more substantial  
23 than that of, let's say, Newark or Patterson.

24 BY MR. LANG:

25 Q Is that what you said?

1 A I'd have to take a look at and compare their tax  
2 rates, the combined tax rates. I mean, they have a big  
3 tax base, but a lot of it is because of the non-public  
4 students, the families of the non-public students. So,  
5 you know, whether they create costs that aren't in  
6 other districts -- other districts that affect the tax  
7 base, put a strain on the tax base, that's what we're  
8 talking about.

9 Q Did --

10 A Now, you could also -- you know, you could also  
11 make the argument, although it's definitely debatable,  
12 if those 30,000 children came to the public schools  
13 there would be a substantial funding impact.

14 Q And would the local fair share go up if those  
15 30,000 kids go -- went to the public schools?

16 A Not the way the statutes written apparently.

17 THE COURT: But the State aid would increase.

18 THE WITNESS: Definitely.

19 BY MR. LANG:

20 Q Okay. I guess we're pretty much done. I  
21 said I was -- (Whispering) All right. What's -- All  
22 right. Then I'm -- I'm finished. Mr. Stark could --

23 THE COURT: All right. Thank you, Mr. Lang.

24 MR. LANG: Thank you, Mr. Azzara.

25 THE WITNESS: You're welcome.

1 THE COURT: All right. Mr. Stark.

2 MR. STARK: Thank you, Your Honor.

3 MR. LANG: You don't have --

4 MR. STARK: No, I'm thanking the Honor --

5 MR. LANG: Oh.

6 MR. STARK: Thanking the Judge for letting me  
7 take over cross examination.

8 THE COURT: Yes.

9 CROSS EXAMINATION BY MR. STARK:

10 Q Thank you. Mr. Az -- Can you see me where I  
11 am, Mr. Azzara?

12 A Yes, I can.

13 Q And I've never been a person who anyone has  
14 ever had a hard time hearing.

15 A (Laughs)

16 Q So I'm assuming you can hear me, as well.

17 A I can hear you.

18 Q Mr. Azzara, the last question that Mr. Lang  
19 asked you is about whether the local fair share would  
20 increase if the private school population, the non-  
21 public school population in Lakewood suddenly enrolled  
22 in the public schools. And you indicated that the  
23 local fair share would not increase. Correct?

24 A It would -- There could be a marginal --

25 Q It would not be a significant increase to the

1 local fair share. Correct?

2 A It would not be significant. See, the local fair  
3 share, they -- the multipliers that are in the law, it  
4 really -- They are geared to determine how much local  
5 taxes have to be raised based on the amount of State  
6 aid that the legislature allocates. So.

7 Q The levy would increase though. Correct?

8 A Yes.

9 Q There would be an enrollment adjustment to  
10 the levy. Correct?

11 A Well, it would probably affect it a little bit.

12 Q It would -- It would be a significant  
13 increase. Correct?

14 A No, because, like I -- The State wide equalization  
15 aid. Okay. That is the -- That is the determinant or  
16 what they base the calculation on, in terms of those  
17 multipliers. They set those multipliers so it  
18 distributes the amount of equalization aid the  
19 legislature appropriates. And then the difference  
20 between the equalization aid, after they do their local  
21 fare share, is State aid.

22 Q Okay. And so the amount of equalization aid  
23 that is appropriated, that's a legislative decision.  
24 Correct?

25 A That's correct.

1 Q And the levy cap, you testified earlier, the  
2 levy cap --

3 MR. LANG: Oh, no.

4 BY MR. STARK:

5 Q The levy cap is a -- is a -- Sorry. We -- We  
6 had a flash on the scree there. The levy cap is also a  
7 legislative decision. Correct?

8 A Yes.

9 Q Okay. And so if those were to be changed,  
10 that would have to be a decision of the legislature.

11 A Correct. Or the Supreme Court.

12 Q When you -- When you came into the District  
13 as a State Monitor, were you familiar with -- Or are --  
14 Are you familiar with the manner in which the District  
15 was distributing aid in lieu of transportation when you  
16 came into the District?

17 A Yes.

18 Q That money is supposed to be paid to families  
19 of -- of students for transportation. Correct?

20 A Correct.

21 Q And that was not, in fact, the way that the  
22 District was distributing the money. Is that correct?

23 A It was sending the money directly to the non-  
24 public school.

25 Q And how was it doing that?

1 A By check.

2 Q And how -- how did -- And you became aware of  
3 this upon your arrival at the District?

4 A Well, not -- not initially.

5 Q Okay.

6 A We did a couple of -- We did discover it maybe  
7 about two years in.

8 Q Okay. And so, so it's your testimony --  
9 So, what you're indicating -- Strike that. What you're  
10 indicating is that the District was cutting checks  
11 directly to the non-public schools in the amount of a  
12 student's aid in lieu of transportation?

13 A Correct.

14 Q Okay. When you arrived in the District, did  
15 Lakewood own any of its own school busses?

16 A They did not have a fleet. They had maybe a  
17 couple of vans.

18 Q Okay. So you testified that they -- they did  
19 not own their own fleet. Is a busing fleet for  
20 Lakewood something that would help control its  
21 transportation costs?

22 A We did -- We did implement an in-house busing  
23 system and we did purchase a fleet of busses, to move  
24 away from the -- the contractors. We're now doing  
25 another -- We're going to be sending out an RFP to do a

1 transportation efficiency study. But right now, we --  
2 we have -- the District does have its own fleet. And  
3 it is doing transportation, the majority of it, in-  
4 house.

5 Q Okay. Is that -- That has represented a cost  
6 savings for the District?

7 A We believe it is. The Monitors, myself and David.

8 Q That is not a -- That's not a decision that's  
9 shared by the Board?

10 A I -- I would say no.

11 MR. STARK: Thank you, Your Honor. I think  
12 that's all the questions that we have.

13 THE COURT: All right. Thank you. Anything  
14 else, Mr. Lang?

15 MR. LANG: Yes.

16 MR. GROSSMAN: Yes, Your Honor. May -- May I  
17 have a moment with Mr. Lang before he Redirects?

18 THE COURT: Certainly. How many State  
19 Monitors are there?

20 THE WITNESS: About ten.

21 MR. LANG: I mean, could I sit down?

22 THE COURT: All right.

23 REDIRECT EXAMINATION BY MR. LANG:

24 Q Is there any job role that you have that  
25 David Shafter doesn't have?

1 MR. STARK: Objection. Outside the scope of  
2 cross examination.

3 MR. LANG: Okay. All right.

4 MR. INZELBUCH: A missed question.

5 MR. GROSSMAN: Yeah, it's an omitted  
6 question, Your Honor, just for purposes of rep -- tying  
7 it up.

8 THE COURT: I'll permit it.

9 BY MR. LANG:

10 Q Yeah. She's permitting.

11 A I'm designated as the Lead State Monitor.

12 Q Okay. Now, Mr. Stark asked you about the  
13 local fare share in the -- the -- if all the kids went  
14 to the schools. And basically what my question is, by  
15 -- by increasing the adequacy budget, either from all  
16 the kids going to the public schools or that the  
17 adequacy at least recognizes the expenses of the  
18 Lakewood School District, how exactly would this effect  
19 the local fare share? You spoke about something about  
20 marginally before.

21 A Well, like I said, that it would -- it would drive  
22 more State aid, more equalization aid to Lakewood. Now  
23 the impact that it would have on the multipliers, to  
24 calculate the local fare share, because those -- That  
25 money would have to come from other districts. So it

1 would change the local share contribution, but I  
2 couldn't tell you if it would -- It wouldn't be  
3 significant. And I couldn't exactly tell you how it  
4 would play out.

5 Q It would be a multiplier state wide, not just  
6 Lakewood. Is that correct?

7 A Well yeah, because the multipliers are basically  
8 the product of how much State aid is appropriated by  
9 the legislature. So they -- they determine, based on  
10 the -- you know, based on income and property wealth,  
11 how much each community receives or how much the local  
12 share should be. How much they -- The ability to pay  
13 they said -- or they. But it's really a product of how  
14 much State aid they allocate. So the local share would  
15 have to change because Lakewood's pulling it off more  
16 of the State allocation. So the multipliers would have  
17 to change to recognize that.

18 Q Well --

19 A If -- State wide it would probably be an  
20 insignificant.

21 Q That would be pulling -- Would that be if a  
22 overall budget was increased or the overall budget of  
23 the State remain the same?

24 A If the overall budget of the State remained the  
25 same.

1 Q Pardon.

2 A If the overall budget of the State remained the  
3 same.

4 Q All right. So --

5 A Assuming -- Assuming that we're talking about the  
6 same pot of equalization aid being available.

7 Q So, tell me if this statement is correct.  
8 That it's -- If the adequacy budget was increased, the  
9 local fare share would essentially not change,  
10 essentially. I'm saying ess --

11 MR. STARK: Objection. Leading.

12 BY MR. LANG:

13 Q Okay. All right. It will only marginally  
14 change.

15 MR. STARK: Objection. Still leading.

16 MR. LANG: That's what he said though.

17 THE COURT: It's still leading.

18 BY MR. LANG:

19 Q All right. So how would you characterize  
20 this change in the local fair share? Is it  
21 significant, marginal, whatever word you'd use.

22 A I don't think it would be significant. And that's  
23 about the best I can do.

24 Q Okay. All right. Are you familiar with the  
25 census data of -- of the wealth of Lakewood, the per

1       capita income?

2       A     Yes.

3                 MR. STARK:  Objection.  It's outside the  
4       scope of cross examination.

5                 THE COURT:  It is out -- It is outside the  
6       scope of cross examination.

7                 MR. INZELBUCH:  Of course it is.

8                 MR. LANG:  But it has to do with the capacity  
9       of the local population to --

10                THE COURT:  The it should have been asked on  
11       Direct.

12                MR. LANG:  I forgot to ask it.  Could I ask  
13       it?

14                THE COURT:  I'll permit it.

15       BY MR. LANG:

16                Q     Are you familiar with the per capita income  
17       of the people of Lakewood?

18       A     Yes.

19                Q     What -- Do you know the number?

20       A     It's about 15,000 per capita.

21                Q     Is that high or low?

22       A     It's low.  It's less than half the State average.

23                Q     Are -- Are you familiar with any other  
24       indicators from the census that would indicate the --  
25       the wealth of the -- the municipality or the people?

1 A Not off the top of my head. No.

2 MR. GROSSMAN: No further questions.

3 MR. LANG: No further questions. Thank you.

4 THE COURT: All right.

5 MR. STARK: Very briefly.

6 THE COURT: Sure.

7 RE CROSS EXAMINATION BY MR. LANG:

8 Q You were asked about the per capita income.  
9 Are you familiar with the median age in Lakewood?

10 A It's very low, I know that. I'm not sure.

11 THE COURT: Very low.

12 THE WITNESS: I don't know if -- I don't know  
13 the exact age. But I know it's a -- it's a young town  
14 because of the number of children.

15 BY MR. STARK:

16 Q And per capita income is calculated according  
17 to every man, woman, and child, regardless of whether  
18 they are of working age or over or below the average  
19 working age. Is that correct?

20 A That's correct.

21 MR. STARK: Okay. Thank you.

22 MR. LANG: Can I just follow up on what Mr.  
23 Stark just asked.

24 THE COURT: I think we're done.

25 MR. LANG: Well, about what he just asked

1 about how they calculate. I want to just ask him if  
2 he's familiar with the -- the family income, the  
3 household income.

4 THE COURT: No. Because you asked about per  
5 capita income, he followed it up.

6 MR. LANG: Okay.

7 THE COURT: And that's it.

8 MR. LANG: All right. It's on the data  
9 anyway.

10 THE COURT: All right. So thank you very  
11 much, Mr. Azzara.

12 MR. LANG: Thank you, Mr. Azzara.

13 THE WITNESS: Okay. Thank you.

14 THE COURT: So we can disconnect.

15 THE WITNESS: Okay.

16 THE COURT: All right. Thank you. Okay. I  
17 don't know how to do that.

18 MR. LANG: Got that done.

19 (BRIEF RECESS)

20 THE COURT: Okay. We're on the record. This  
21 is the recall of Mr. Fingers -- Finger. Correct?

22 MR. INZELBUCH: Correct.

23 THE COURT: And we're finished with Direct,  
24 is that right, Mr. Lang?

25 MR. STARK: Yes, Your Honor, I believe.

1 MR. LANG: Yes. Yes, Your Honor.

2 THE COURT: Okay. So now we're up to cross  
3 examination. You remain under oath. Do you understand  
4 that?

5 THE WITNESS: Yes, I do.

6 THE COURT: Okay. All right.

7 R O B E R T F I N G E R, PETITIONER'S WITNESS,  
8 PREVIOUSLY SWORN, RESUMES THE STAND.

9 CROSS EXAMINATION BY MS. HOFF:

10 Q Okay. Mr. Finger, you testified that the  
11 Lakewood School District had approximately a Five  
12 Million Dollar budget surplus when you left the  
13 District in 2010. Is that correct?

14 A That's correct.

15 Q And a fiscally healthy school district should  
16 have some surplus in their budget to cover  
17 unanticipated expenses. Is that correct?

18 A Correct.

19 Q And you also testified that Lakewood began  
20 going into a budget deficit in around 2013/2014, and  
21 that it reached a high point of about Six point Million  
22 and then after the Monitors were installed the deficit  
23 decreased to 4.3 Million in 2016/17. Is that your  
24 testimony?

25 A Correct.

1 Q Okay. And you also testified that the  
2 District received an 8.6 Million Dollar State aid  
3 advance last year. Is that correct?

4 A For -- For the current school year. Right. For  
5 17/18.

6 Q For 17/18.

7 A Right.

8 Q Correct. Okay. And the District -- In the  
9 years that you have reviewed, from -- You testified  
10 that you reviewed the budgets from 2013 onward, I  
11 think. In those years, the District has never gone  
12 without enough funds, in every school year, to balance  
13 its budget. Is that correct?

14 A No. Well, they needed the State aid advances to,  
15 for the last couple of years, to balance their budget.

16 Q Okay.

17 A They didn't have enough from tax levy and regular  
18 State aid.

19 Q But yes -- Yes or --

20 A And just to clarify, I didn't review the -- I  
21 reviewed the audit reports.

22 Q Okay. Yes or no that in those years,  
23 regardless of the source of funds, the District has  
24 never gone without enough funds to balance its budget.  
25 Is that correct?

1 A They approved a balanced budget. Correct.

2 Q And you are aware that Lakewood is not the  
3 only District in the State that gets loans against  
4 State aid. Is that correct?

5 A I am not aware of any others that get loans. But  
6 there may in fact be. I don't know if there are any  
7 others.

8 Q Okay. So you have nothing to dispute the  
9 fact that other districts get loans against State aid.

10 A I can't say for sure that others do or don't. I  
11 only know that Lakewood does.

12 Q So you have nothing to --

13 MR. INZELBUCH: Asked and answered. How many  
14 times --

15 THE COURT: Yes. He had answered it.

16 BY MS. HOFF:

17 Q Okay. So you testified that the District  
18 also receives approximately 1.6 Million Dollars from  
19 the Township for sports, courtesy busing, and --  
20 courtesy busing for public students and for related  
21 services. Is that correct?

22 A Correct.

23 Q Okay. And you're aware that the Municipality  
24 was able to elect to do this because it had a budget  
25 surplus. Is that correct?

1 MR. LANG: Objection. --

2 THE COURT: Yeah. Does he know?

3 THE WITNESS: I don't know if the town -- I  
4 don't -- I've never looked at the Town's books. I  
5 don't know if they have a surplus or not, but obviously  
6 they have funds available.

7 BY MS. HOFF:

8 Q So you have nothing to dispute that the  
9 Municipality has a budget surplus.

10 A I have no knowledge whether they do or don't. But  
11 one can only assume.

12 MR. STARK: Thanks, Your Honor.

13 MS. HOFF: Okay. Thank you.

14 MR. INZELBUCH: Don't assume.

15 THE COURT: Mr. Inzelbuch, your comments  
16 please.

17 MR. INZELBUCH: Well, when this is assuming  
18 and guessing, like, aren't they -- Shouldn't he not do  
19 that?

20 THE COURT: He should not be doing that.  
21 Don't guess. If you don't know, you don't know.

22 MS. HOFF: Well, I asked him if he had  
23 anything to dispute it, and he said no. Right? That  
24 he didn't have anything --

25 THE COURT: He said doesn't know.

1 BY MS. HOFF:

2 Q Okay. You also testified that all of the  
3 transportation costs to the District were for mandated  
4 transportation services. Is that correct?

5 A Correct.

6 Q And you also testified that under the LSTA  
7 pilot program, the consortium could pay for courtesy  
8 busing for ineligible non-public students, aka non-  
9 mandated transportation, if there was money left after  
10 paying for all of the eligible non-public students. Is  
11 that correct?

12 A That's correct.

13 Q And you're aware that the District is  
14 required to review LSTA's request for proposals. Is  
15 that correct?

16 A That I'm not aware of. No.

17 Q So, you would not be aware that the LSTA bid  
18 courtesy busing routes were ineligible non-public  
19 students along with the routes for mandated students in  
20 contravention of the LSTA?

21 A I'm not aware of that.

22 Q You're aware that if that did happen, that  
23 would be in contravention of the LSTA, based on your  
24 testimony.

25 A I'm -- I'm not an attorney. I just -- I'm not

1 aware of what the LSTA does. I don't oversee the LSTA.  
2 Nor do I -- I've never seen any records from the LSTA.

3 MR. LANG: (Whispering)

4 THE COURT: Mr. Lang, really.

5 MR. LANG: Sorry.

6 BY MS. HOFF:

7 Q But you testified that you understood that  
8 under the LSTA pilot program that the consortium is  
9 supposed to pay for courtesy busing for ineligible non-  
10 public school students, only after its paid for all of  
11 the mandated students. Correct?

12 A That's what the law says.

13 Q Okay.

14 A Yes. That they could use -- If they have funds  
15 left over, after providing busing for mandated, that  
16 the LSTA can then use funds to provide busing for  
17 courtesy.

18 Q Okay.

19 A That's what the law says.

20 Q And you also testified that the District,  
21 under the LSTA pilot program, must give a Thousand  
22 Dollars per students to the consortium. Correct?

23 A That's what the law says. Correct.

24 Q And that the State reimburses the District  
25 for a portion of that.

1 A Correct.

2 Q And the District must cover the difference.

3 A Correct.

4 Q You're aware that the Commissioner must  
5 review the LSTA pilot program next year to determine  
6 whether or not it should be renewed.

7 A I believe that's in the law. That's right.

8 Q And that will make a determination at that  
9 time whether to renew the LSTA pilot program.

10 A That's what I've read. Yes.

11 Q So, would you go on record today as saying  
12 that the pilot program should not be renewed?

13 MR. LANG: Objection.

14 MS. HOFF: What's the basis for the  
15 objection?

16 THE COURT: Yeah, what's your basis for the  
17 objection?

18 MR. GROSSMAN: Beyond the scope of Direct,  
19 Your Honor.

20 MR. LANG: It's beyond the scope of the  
21 Direct.

22 MS. HOFF: No. Because he testified that the  
23 budget had issues because of the -- this difference in  
24 cost that the district had to make up.

25 THE COURT: I'll permit it.

1 THE WITNESS: Could you repeat the question,  
2 please?

3 BY MR. LANG:

4 Q Sure. So would you go on the record today  
5 saying that the LSTA pilot program should not be  
6 renewed?

7 A My personal opinion, I don't think it sh -- I  
8 think it should be renewed. That's just my personal  
9 opinion.

10 Q When you testified -- Okay. When you  
11 testified last time on the 7th, you referred to the  
12 2016/17 revised budget as the budget advertised on the  
13 user friendly budget for 2016/17. But that's not the  
14 same as the actual cost for 2016/17. Correct?

15 A Could you please -- Yeah.

16 Q You want me to repeat? Sorry.

17 A Repeat that again. Yeah.

18 Q So on the -- on the user friendly budget.

19 A Well, I -- Which user friendly budget? For the  
20 current year? For 17/18?

21 Q It was P-5.

22 MR. GROSSMAN: I thought the question was  
23 2016/2017.

24 MR. LANG: That's this one.

25 MR. INZELBUCH: Wait, wait. Let her find it.

1 BY MS. HOFF:

2 Q P-5. Do you want me to come up and show you?

3 A Yeah. Let me see. Yeah, that would be great.

4 MR. LANG: P-5, you want?

5 MR. INZELBUCH: She has P-5. She's going to  
6 show him, Arthur.

7 MR. LANG: Yeah.

8 BY MS. HOFF:

9 Q Okay. So this is actually R-5.

10 A Oh, okay. It's the 17/18 budget. Right?

11 Q But it's the same as P-5. So on this  
12 document, when you referred to the revised budget, you  
13 said it's the budget as advertised. But that's not the  
14 same as the actual costs for 2016/17. Correct? The  
15 2016/17 revised is not the same as the 2016/17 actual  
16 costs. Correct?

17 A No.

18 Q Yes.

19 A No. This is the 2017/18 user friendly budget.  
20 This is what you're budgeting for 17/18.

21 Q Can you state for the record what you're  
22 pointing to?

23 A Yes. The column marked 2016/17 Anticipated.  
24 That's what you're budgeting for, for the next year.  
25 The column marked 2016/17 Revised, is not the original

1 State approved budget. What the State has you do when  
2 you prepare your budget for next -- for each year, is  
3 the column, the previous year, as opposed to putting in  
4 the budgeted numbers, okay, you put in your most  
5 revised numbers as of February 1st. So this would  
6 reflect any transfers in and out of accounts. It's  
7 still going to be your -- your budget. You know, it  
8 should be the budgeted amount from the year before.  
9 But it could be in different places. That's why the  
10 State calls it a rev -- revised.

11 Q So --

12 A But it's not actual expenses. That's just --

13 Q It's not the same as the actual expenses --

14 A No.

15 Q -- at the end of the --

16 A Right.

17 Q -- fiscal year.

18 A The 15/16 Actual column is actual expenses from  
19 the prior year, audited.

20 Q Okay. And so the 2017/18 Anticipated column,  
21 those are just -- Is -- That's an estimate of the next  
22 year's budget, of that year's budget?

23 A Well, that is the budget. It's the -- What you're  
24 ask, is what you're saying to the public, that this is  
25 what we want to have as our budget for that year

1 Q But again, the -- so the Anticipated column.

2 A Anticipated.

3 Q That's not the actual costs, on P-5, for  
4 17/18. Correct? That's not the actual costs.

5 A No. No, it's not.

6 Q Okay.

7 A Because you're preparing that budget a year or so  
8 in advance. Okay? You're preparing like in March.  
9 Like right now, we'll prepare our 18/19 budget during  
10 the month of March of 18. So you're talking over a  
11 year ahead of -- you know, a year ahead of time. So  
12 it's what you anticipate, what you're budgeting. It's  
13 not actual numbers.

14 Q Okay. You're aware that Lakewood's totalized  
15 -- total equalized school tax rate is one of the lowest  
16 among similarly sized districts? Are you --

17 A Personally aware? No, I haven't done any study of  
18 other districts to see what their equalized value is.  
19 But all I could say is that equalized value has to be  
20 taken into -- You have to understand that if a town has  
21 just had a reassessment, okay. And I believe Lakewood  
22 had a reassessment I think last year or the year  
23 before. So tax rates, if you're like looking on the  
24 table of equalized values, put out by each county tax  
25 board. And you see, you know, everybody's got a rate,

1 or everybody's, you know, \$1.43, \$1.37, \$1.20. And  
2 suddenly you see a town, 98 cents. Oh, wow, they have  
3 a low rate. But usually there may be a little notation  
4 next to it, a little r. Then you read the legend at  
5 the bottom. Either there's been a reval or  
6 reassessment. And the other towns may not have had a  
7 reassessment or a reval in many years. So their tax  
8 rate is much higher, but the assessed values are lower  
9 than what fair market is. So you have to really read  
10 those tables and read all the notes to see. So just  
11 glancing at that table and seeing that a town has A  
12 Dollar Four point Five; Oh, their rate is really low.  
13 You have to really know the details behind that.

14 Q Okay. So you're aware that even when the  
15 total municipal tax levy has gone up in recent years,  
16 in the past in Lakewood, the school tax rate has  
17 remained lower than State average.

18 A I'm not aware of --

19 Q Okay.

20 A -- of whether it's lower than the State average or  
21 not. No.

22 Q You testified that a district can afford to  
23 spend 40 percent of its budget on transportation and  
24 tuition costs?

25 A Correct.

1           Q     That was your testimony.  If a bridge were  
2 built over Route 9, that could reduce transportation  
3 costs?

4           A     I'm not a transportation expert.  But I -- I live  
5 in the town next door and travel Route 9 extensively.  
6 You would have to build a lot of bridges.  It wouldn't  
7 just be one.

8           Q     And if other measures were implemented, other  
9 safety measures that would make routes less hazardous,  
10 like putting in additional crossing guards, that could  
11 also reduce transportation costs.

12          A     In theory, if you -- if routes weren't hazardous  
13 --

14          Q     Okay.  Thank you.

15          A     -- and you didn't have to bus the children.  Then  
16 yes, you would save on your busing costs.

17          Q     And also -- Strike that.  You testified that  
18 the revenue to Lakewood is limited by a two percent  
19 levy cap.

20          A     Well, for Lakewood and for every school district.  
21 Yes.

22          Q     Right.

23          A     With -- With several exceptions allowed by law.  
24 But in general, it's a two percent hard cap.

25          Q     And the decision to impose that two percent

1 hard cap is a legislative decision. Correct?

2 A Correct.

3 Q It's a policy decision. Correct?

4 A Well it's legislated. It's the law. Yeah.

5 Q Okay. And you're aware that the voters of  
6 Lakewood can elect to exceed that cap for certain  
7 expenditures that don't constitute T and E?

8 A Yes. They could go out for a separate proposal.  
9 Correct.

10 Q Okay. Like transportation costs for non-  
11 public students, because that is not a cost that  
12 constitutes T and E. Correct?

13 A Well, man -- Well, mandated costs they can't go  
14 out. You can only go out -- At least what I've learned  
15 over the years, as a BA. You could go out for a  
16 separate proposal as long as it doesn't affect T and E.  
17 And as long as it's not a mandated expenditure. Now,  
18 mandated busing for the two or two and a half miles  
19 can't be put out to a separate proposal because State  
20 law requires it.

21 Q And by two and two and a half miles, you mean  
22 farther than two or two and a half miles.

23 A Well for elementary students, the law says if  
24 they're more than two miles remote from school, the  
25 district must provide busing. And if they're more than

1 two and a half miles remote from school, and in high  
2 school, the district must provide busing. And the law  
3 further states that once the district provides busing  
4 for public school students, it must provide the same  
5 busing for non-public students.

6 Q Okay. And you're aware that voters could  
7 elect to exceed the two percent hard cap for athletic  
8 expenses or for athletic costs.

9 A That would be correct.

10 Q -- athletic programs.

11 A That would be correct.

12 Q Okay. And you are aware that the voters of  
13 Lakewood voted down the -- the question to exceed the  
14 cap for courtesy busing?

15 A I'm not familiar.

16 Q Okay.

17 A I know that was several years ago. But I -- But  
18 didn't really follow it closely.

19 Q Okay. You also testified that the State did  
20 not ask Lakewood to repay the loans against future  
21 State aid for the 2015/16 year. Correct?

22 A I believe they got a deferment for that. Yes.

23 Q And you also testified that you were told by  
24 the State, quote, "At least budget wise," unquote, that  
25 it would have to pay back the loans. Is that correct?

1 Is that your testimony?

2 A We were advised -- I was advised by the State  
3 Monitor, Mr. Shafter, that it's -- there's a good  
4 likelihood that we'll have to pay back at least 2 point  
5 -- a little -- almost 2.1 Million in the 18/19 budget.  
6 So that when I'm putting the budget together, to at  
7 least for right now, budget for that.

8 Q Okay. But up to this point, DOE has deferred  
9 the existing laws against State aid to Lakewood.

10 Correct?

11 A We've paid back some money. But it's they've  
12 stretched it out over ten years. And in this year, we  
13 were told we were getting a deferment. But actually,  
14 trea -- the Department of Treasury has been taking the  
15 loans back. And actually, the State Monitor just told  
16 us yesterday, that he's still in contact with his boss  
17 in Trenton, as well as Treasury, to A, stop taking the  
18 money out of our State aid and to put it back.

19 Because it was agreed earlier in the year that they  
20 weren't going to take it out, but they've been taking  
21 it out since. I'm not sure, because I think they've  
22 been taking it out since September.

23 Q If the State doesn't request that Lakewood  
24 pay back the loans. Those funds that were satisfied in  
25 the budget can be redistributed for other general fund

1 expenses. Is that correct?

2 A Theoretically, yes.

3 Q Okay. So looking at P-23. I don't know if  
4 you have another copy of this, Art. Do you have a copy  
5 of P-23 for him?

6 MR. LANG: Yeah, sure. P -- Oh, no. I  
7 didn't. I have a whole thing --

8 MS. HOFF: I can walk up here. I'll walk up.

9 MR. INZELBUCH: Arthur, you don't have one.  
10 It's okay though.

11 MR. LANG: I have it on my computer.

12 MR. INZELBUCH: Well.

13 BY MS. HOFF:

14 Q All right. So this was a document that you  
15 testified about last time. And you cite two sources at  
16 the bottom here.

17 A Right.

18 Q Annual audit reports for 2014 through 17 and  
19 budget projection reports for 2018/19.

20 A Correct.

21 Q But you don't specify on the document what  
22 numbers come from which source. Correct?

23 A Well, the 2014/15 actual, 15/16 actual, and 16/17  
24 actual, are from the audit reports. The projected is  
25 coming off our budget projection report from our

1 computer system, our accounting system. And the 17/18  
2 current expenditures is also from off the District's  
3 accounting system.

4 Q Okay. So we have no way to verify the  
5 numbers in the 2017/18 Current column or the 2018/19  
6 Projected column because they're on the District's own  
7 software. Correct?

8 A Well, short of printing a report.

9 Q Okay. So in projecting expenses for  
10 2018/2019, you didn't consider that the LSTA pilot  
11 program might not be re -- renewed? That's not part of  
12 the budget software. It doesn't consider things like  
13 that.

14 A Well, we're --

15 MR. INZELBUCH: Your Honor, objection. It's  
16 not a legal way to do it. The law -- We're all going  
17 to sit here and say I'm just an observer. But the LSTA  
18 says they have to fund this next year. So there has to  
19 come a point of fantasy ended. Because LSTA law says,  
20 the LSTA must be funded 18/19. So there would be no  
21 reason for him to consider otherwise.

22 THE COURT: Well, just because the  
23 legislature says it's funded doesn't mean it will be.

24 MR. INZELBUCH: Just like they say we'll get  
25 theoretical funding.

1 THE WITNESS: We have to fund the LSTA.

2 THE COURT: The same thing -- The same thing  
3 with the school funding formula.

4 MR. INZELBUCH: Right.

5 THE COURT: It's supposed to be funded but  
6 it's not.

7 MR. INZELBUCH: And you know what, excellent  
8 point.

9 THE COURT: Thank you, Mr. Inzelbuch. Even  
10 though your commentary is not always appropriate.

11 (Laughter) Okay.

12 MS. HOFF: Okay, so --

13 THE COURT: You can answer the question.

14 MS. HOFF: Go ahead.

15 THE COURT: Projecting for the 2018/2019.

16 THE WITNESS: My understanding is the LSTA  
17 exists for next year. We have to fund it at \$1,000 per  
18 student, times the number of students that are mandated  
19 for busing. Every year, when that number -- After  
20 speaking with our transportation department and the  
21 business administrator himself, and others in the  
22 district, other administrators, we normally budget an  
23 additional 2,500 to 3,000 students each year that will  
24 be eligible for, as non-public mandated students. So  
25 yes, in the budget for next year, we have money set

1 aside that will go to the LSTA, based on \$1,000 a  
2 student times roughly about 25,000 students.

3 BY MS. HOFF:

4 Q Okay. So this column here, this doesn't take  
5 into -- This 2018/19 projected from the budget  
6 software, it doesn't take into consideration chan --  
7 possible changes in law and possible changes in the  
8 Township, in the -- kind of the -- the facts of the  
9 Township, it doesn't consider that as part of the  
10 budget software where -- where making this projection.  
11 Is that correct?

12 A It takes into -- Well, it's not that the system  
13 doesn't take it. It's the person entering it into the  
14 system. I could only take into account what I know at  
15 that moment.

16 Q Okay. Thank you. So, turning to P-26, which  
17 is this one here. Oh, and just this, P-23, you -- you  
18 completed this document yourself, entirely.

19 A Yes, I did.

20 Q No one else assisted with --

21 A Correct.

22 Q -- with this.

23 A Correct.

24 Q Okay. And for P-26, the same thing. You're  
25 the only one that -- that -- You're the only person

1 that performed the analysis and generated this  
2 document. No one assisted you in creating it.

3 A Correct.

4 Q Okay. So, looking at P-26, you don't cite  
5 any sources on this page for any these figures.

6 Correct? You don't --

7 A Not on the page itself. No.

8 Q Okay. And you testified -- Let me get --  
9 Okay. You testified last time that this transportation  
10 aid number at the top, this Four Million One Hundred  
11 Ninety-Nine Thousand Seven Hundred Ninety-Three  
12 Dollars. You testified that that came from the 2018  
13 State aid -- the State Aid Notice. Correct?

14 A For what?

15 Q And this was P-25.

16 A From our State Aid Notice. Correct.

17 Q Okay. And this is the Info Only Notice.

18 Correct?

19 A Which is not your actual State aid.

20 Q Okay. But this is where you got this -- You  
21 testified that this is where you got this number from.

22 A No, I got this number -- The formula is from our  
23 State -- Well, let me go back a sec. There were two  
24 different printouts that the State gives. You get a  
25 State aid printout that has your actual State aid.

1 They also give out one called For Information Only.  
2 And that's really what it is. It's for -- It's what  
3 your State aid would have been had the school funding  
4 formula been fully funded. But this is not the one  
5 where you're pulling your numbers from. That's why  
6 they mark it For Information Only.

7 Q But this is what you testified last time that  
8 you got the numbers from.

9 A No, I test --

10 Q This is what you were shown.

11 A I believe I testified that it came from the State  
12 aid printout. I don't remember this being shown to me  
13 during the last testimony. I know I stated this came  
14 from the State aid printout that has our actual State  
15 aid on it.

16 Q Okay. I can bring you the other one. I  
17 think the number is the same.

18 MR. INZELBUCH: If you could just let us all  
19 know which exhibit you're looking.

20 MS. HOFF: Sure. I think it's R-10.

21 MR. INZELBUCH: All right.

22 MR. LANG: Could I have it?

23 MS. HOFF: Let me check. It's just the --  
24 the State Aid Notice. Yeah.

25 MR. LANG: Oh. So, that would correspond t

1 my P -- P-3. Is that P-3?

2 MR. INZELBUCH: Could we just -- Before you  
3 show him.

4 MS. HOFF: Yeah, let's check the one.

5 MR. LANG: Can I see what it is? Is it the  
6 --

7 MR. INZELBUCH: Well, let -- He should be  
8 able to see it. He asked to see it.

9 MS. HOFF: This is just the State aid.

10 MR. LANG: Is it this?

11 THE WITNESS: This is the incorrect year.

12 MR. INZELBUCH: Wait.

13 MR. LANG: Can we know what it is?

14 MS. HOFF: Hold on.

15 THE COURT: What is the --

16 MS. HOFF: I might not have it here.

17 THE WITNESS: Yeah. We need to look for  
18 17/18.

19 MS. HOFF: Yeah. Do you have the --

20 MR. LANG: Is it this thing?

21 MS. HOFF: It's the one that you showed him  
22 last time. Yes.

23 MR. LANG: Well no. I didn't show this to  
24 him. I showed this to Danielle Ferry (phonetic).

25 MS. HOFF: I don't know what you have there.

1 Hold on. Let me --

2 MR. LANG: Can I see what you have at least?

3 MR. INZELBUCH: All right. Let her show you.

4 MS. HOFF: Well, hold on.

5 THE COURT: Now, now, please.

6 MS. HOFF: All right. Okay. So looking at  
7 this number here, this Four Million One Hundred Ninety-  
8 Nine Seven Hundred and Nineteen --

9 MR. INZELBUCH: What document?

10 THE COURT: What exhibit?

11 MS. HOFF: This is P-26.

12 THE COURT: All right. Which was shown to  
13 him on Direct.

14 MS. HOFF: Right. So, you testified that you  
15 got that number --

16 (Sneeze)

17 MR. INZELBUCH: Bless you.

18 MS. HOFF: -- number from the 2016/2017  
19 regular State Aid Notice, not the Info Only Notice.

20 THE WITNESS: No, 2017/2018 --

21 MS. HOFF: 2017-2018.

22 THE WITNESS: -- State Aid. Right.

23 BY MS. HOFF:

24 Q Okay.

25 A Right. This is the 2017/2018 State Aid.

1 Q Okay. And you also testified that regarding  
2 your calculations here --

3 A Hm hmm.

4 Q -- in -- on P-26, the bottom three rows, the  
5 percentage aid for non-public, percentage aid for  
6 public, and percentage age for -- percentage aid for  
7 special ed students.

8 A Right.

9 Q You testified that to get those numbers, you  
10 divided the total number of public special ed and non-  
11 public students by the total number of students to  
12 determine the aid allocation percentages. Is that  
13 correct?

14 A Correct.

15 Q Okay. Looking at the next table down on P-  
16 26. You do not cite or testify -- You didn't -- You  
17 didn't testify to the source that you relied on for the  
18 non-public mandated busing costs for 2017/2018.  
19 Correct?

20 A I don't recall. But --

21 Q Okay. And there's no source cited on this  
22 page here. Correct?

23 A No.

24 Q So we have no way to verify that number for  
25 the projected cost for 2017/18.

1 A I can tell you where I got them from.

2 Q Okay.

3 A Okay.

4 Q Where did you get them?

5 A Well, you know what, let's start at the very top.

6 Q Well, no. Let -- Wait.

7 A You want to start here?

8 Q Just here.

9 A Okay.

10 Q Where did you get this number from? And I'm  
11 pointing to --

12 A This --

13 Q -- Projected 2017/18 --

14 A When this --

15 Q -- form.

16 A When this form was filled out a couple of weeks  
17 ago, we went -- I went onto our accounting system, took  
18 a look at what we were projecting to pay in non-public  
19 schools for mandated busing, put that. And that's  
20 where that number comes from.

21 Q Okay.

22 A Okay.

23 Q So yet again. So we don't have anyway to  
24 verify that, the accuracy of -- I mean, this is a  
25 projection, first of all.

1 A It's roughly based on \$1,000 per -- Well, this is  
2 based on \$1,000 per student times the number of  
3 students. Plus a propor -- Each one of these, a  
4 proportionate share of the overhead of operating the  
5 transportation department within the District. That  
6 would be salaries, benefits, pension, and health  
7 insurance. All of that.

8 Q Okay.

9 A So it gives you a true cost.

10 MR. INZELBUCH: Is there anyway you could  
11 have another copy of that instead of leaning over him?

12 MS. HOFF: Yes. I'm sorry.

13 MR. INZELBUCH: And -- Let's like --

14 MS. HOFF: Yes. Let me -- I have another  
15 copy.

16 MR. LANG: I have a copy machine here.

17 MS. HOFF: No, I have one.

18 MR. LANG: I can get a copy 1-2-3.

19 MR. INZELBUCH: I didn't know you brought a  
20 copy machine.

21 MR. LANG: Right there.

22 MR. INZELBUCH: Really.

23 MS. HOFF: No, I -- That's fine. I have one.

24 MR. INZELBUCH: This hearing's teaching me a  
25 lot. A copy machine, Skype --

1 MR. LANG: It would be you --

2 MR. INZELBUCH: Not bad. It's -- too good.

3 THE WITNESS: Bring your own copy machine.

4 MR. INZELBUCH: You can't talk to me. Bring  
5 your own copy machine.

6 THE WITNESS: Bring your own copy machine.

7 MR. INZELBUCH: Keep the jokes til the end.

8 THE WITNESS: Okay.

9 MR. STARK: Sorry. One second, Your Honor.  
10 We're just --

11 MR. INZELBUCH: Please help her. Do you have  
12 a bottle of water, sir, you want or something? Are you  
13 okay?

14 THE WITNESS: Oh.

15 THE COURT: Do you want water or anything?

16 THE WITNESS: I'm fine.

17 MR. INZELBUCH: We need you. Not many people  
18 like when I say that.

19 THE WITNESS: I mean, people in family say  
20 that either, but it's all right. It's all right.

21 MR. INZELBUCH: No, you can't joke with me.

22 THE COURT: You can't talk to him.

23 THE WITNESS: Okay.

24 THE COURT: There's a copy machine outside.  
25 Just ask -- Just ask the officer.

1 MS. HOFF: Okay.

2 MR. STARK: Thank you for the indulgence,  
3 Your Honor.

4 THE COURT: Okay.

5 MR. LANG: What?

6 MR. INZELBUCH: No, you relax. Relax.  
7 Everyone relax. In and out. Breath.

8 THE COURT: Mr. Inzelbuch.

9 MR. INZELBUCH: I'm just telling you.

10 THE COURT: How often do I have to tell you?  
11 I get tired of --

12 MR. INZELBUCH: I know. But you do down like  
13 me.

14 THE COURT: I want you to control yourself.

15 MR. INZELBUCH: I'm trying. But I'm watching  
16 this and it's very hard.

17 MR. LANG: You get along with no one.

18 (Laughs)

19 BY MS. HOFF:

20 Q Okay. So you -- you testified that the  
21 District receives two types of transportation aid.  
22 Correct?

23 A Correct.

24 Q Okay. The first type will be Categorical  
25 Aid, which is that 4.2 Million Dollar figure at the top

1 of Table 1 on P-26, which the State provides to the  
2 District in 20 installments throughout the year, from  
3 September to June.

4 A Correct.

5 Q And the second type of aid, the State  
6 provides for non-public students who are transported.  
7 And that, the State provides the District at the end of  
8 the year, after the District files for reimbursement  
9 from the State. Correct?

10 A They file for reimbursement in June. Correct?  
11 And normally you don't get the actual cash until July  
12 or August.

13 Q Okay. So you have on that table, on P-26,  
14 the number 19,174 students as the number of non-public  
15 students. Correct?

16 A Correct.

17 Q And you got that number from the 2017/2018  
18 State Aid Notice. And that is the October 16 Count.  
19 Correct?

20 A That's -- It's -- It's from the 2017/2018 State  
21 aid printout. Correct. And that's based on your  
22 October 15th, 2000 -- In this case, 16, District Report  
23 of transported resident students. It's always a year  
24 behind.

25 Q And the District was reimbursed for those --

1 the cost for those students in fiscal year 16/17.

2 Correct?

3 A No. The students that are reported on the DRTRS  
4 for October 15, 2016 are the students that generate the  
5 aid for the subsequent fiscal year, for 17/18.

6 Q Right.

7 A Right.

8 Q But that figure on the table, that 19,174  
9 students, you got that from the State Aid Notice, not  
10 from the DRTRS. Correct?

11 A The 19,174 is from the State Aid Notice. Correct.

12 Q Right. So, if there were more -- more  
13 students -- more non-public students on the DRTRS, then  
14 the District would receive more State aid than what you  
15 have listed on that table. Correct?

16 A The more students you report that you're -- that  
17 are --

18 MR. LANG: Objection.

19 THE WITNESS: -- meet the requirements, you  
20 would get more aid. Correct.

21 THE COURT: He's already answered the  
22 question.

23 MR. LANG: Oh. But I wanted to know what  
24 year. More State aid for what year?

25 MS. HOFF: Well the year on the table for --

1 on his table, on P-26, the second table down.

2 MR. LANG: And so if he --

3 THE COURT: --

4 MR. LANG: You're asking if more were to be  
5 reported in 2016, you will get more.

6 MR. INZELBUCH: I think the Judge has a  
7 question.

8 THE COURT: Does it always run like a year  
9 behind? Is that how it works?

10 THE WITNESS: It's always a year. There's  
11 two forms of aid. This categorical aid is based on  
12 your District report of transported students, which is  
13 a year behind. The money that you file for in June as  
14 a reimbursement is based on what you actually have in  
15 June.

16 BY MS. HOFF:

17 Q Right. So if -- It would be for -- for every  
18 year it works that way.

19 A For every year it works that way.

20 Q Okay.

21 A Right.

22 Q So on the table, where you have listed as --  
23 as \$763 for student, if -- if the District received  
24 more aid, based on the DRTRS numbers, then it would be  
25 actually less than \$763 per student. Correct?

1 A The more aid you would receive, the less your cost  
2 would be. Correct.

3 Q Okay. And you testified that, quote, "If you  
4 only just looked at the public school students and the  
5 wealth of that group of folks, we would be getting a  
6 lot more in terms of State aid." Is that your  
7 testimony?

8 A Say that again. Sorry.

9 Q Okay. Quote, "If you only looked at the  
10 amount of -- at the public school students and the  
11 wealth of that group of folks, -- "

12 A Oh.

13 Q " -- we would be getting a lot more in terms  
14 of State aid."

15 A Correct.

16 Q Okay. But isn't it true that every person  
17 that lives in a municipality has to pay school taxes,  
18 including people that don't have any children at all?

19 A Correct.

20 Q And including people that elect to place  
21 their children in private schools. In any Township,  
22 those people also have to pay municipal taxes, in-  
23 school taxes. Correct?

24 A That's correct.

25 Q And isn't it true that the Lakewood Board of

1 Education sets the school tax rate within the  
2 parameters of the two percent levy cap?

3 A Within the two percent cap. Correct. Yes.

4 Q And you testified that for determining the  
5 adequacy budget, the State only considers the roughly  
6 \$6,000 public school students. Correct?

7 A For determining the adequacy budget; correct.

8 Q Correct.

9 A Yes.

10 Q But in addition to the adequacy budget, the  
11 State also provides the District with categorical aid  
12 and other State aid. Correct?

13 A Yes. Correct.

14 MS. HOFF: Okay. No further questions.

15 THE COURT: All right. Anything else, Mr.  
16 Lang?

17 REDIRECT EXAMINATION BY MR. LANG:

18 Q Yes. Yes. Based on what she asked. I'm  
19 going to go backwards again. All right. Are you  
20 familiar with what the local fare share is in Lakewood,  
21 according to the FYA team?

22 A I don't have it in front of me, but I --

23 MS. HOFF: Objection. That goes beyond the  
24 scope of --

25 MR. LANG: You were asking about that just

1 before.

2 THE COURT: She didn't actually. She didn't.

3 MS. HOFF: I did not.

4 MR. LANG: You were asking about  
5 consideration of the --

6 MR. GROSSMAN: -- --

7 BY MR. LANG:

8 Q All right. Fine.

9 THE COURT: Actually her cross examination's  
10 pretty limited to --

11 MR. LANG: Okay. So.

12 THE COURT: --

13 MR. LANG: Let me just stick to what she  
14 asked. And I have a few notes here. She asked you  
15 about the 2017 to 2018, in R-5. The Anticipated and --  
16 And my question is -- is, did those numbers go up, 2017  
17 to 2018?

18 MR. INZELBUCH: He has no idea.

19 THE WITNESS: I -- I don't have it right in  
20 front of me. So if you could show that to me.

21 BY MR. LANG:

22 Q And in particular, let's look at tuition  
23 and transportation.

24 THE COURT: What exhibit are you showing him?

25 MR. LANG: P-5. Oh, I'm not on the right

1 page, actually. I'm on expenses.

2 MR. STARK: Your Honor, just for  
3 clarification. It sounded like Mr. Lang asked about  
4 transportation in Trenton. I'm assuming that word,  
5 that was just a slip of the tongue.

6 MR. LANG: Trenton? Yeah.

7 MR. INZELBUCH: We don't know about tuition  
8 in Trenton.

9 MR. LANG: Yeah.

10 MR. STARK: I sort of figured.

11 BY MR. LANG:

12 Q All right. So she was asking about the  
13 anticipated 2017 to 2018, about it being the actual  
14 cost. So since this budget was passed, did the tuition  
15 expense go up?

16 A Our total -- Yes. Tuition has gone up --

17 Q For that year.

18 A -- above what we had actually budgeted already.  
19 Yes.

20 Q Did transportation go up?

21 A Yes.

22 Q Okay. She also was -- was talking to you  
23 about the SFR -- Not the SFR. -- the LSTA, the  
24 Lakewood. Now, it seems to me that on P-26 you have --

25 A I don't have P-26.

1 Q Oh, you don't have it in front of you. She  
2 took it.

3 MS. HOFF: No.

4 MR. LANG: All right. But --

5 MR. INZELBUCH: Wait a minute. Did she even  
6 look at P-26?

7 MR. LANG: That was -- That was -- Yeah.  
8 That's what she was talking about, all those questions.

9 MR. INZELBUCH: Oh, you mean the R? Okay. I  
10 don't know.

11 THE COURT: Hm hmm. Hm hmm. Yeah.

12 BY MR. LANG:

13 Q So, you have --

14 A Oh.

15 MR. INZELBUCH: And I don't mean to refer to  
16 you as she. I apologize.

17 MR. LANG: So you have the --

18 MR. INZELBUCH: I called her she --

19 BY MR. LANG:

20 Q So what is the State reimbursement to the  
21 LSTA? It's \$1,000. How much does the State pay for?

22 A You mean to the --

23 Q How much is the cost to the District. In  
24 other words, how much -- how much is the cost to the  
25 District. Not -- I'm not going to talk about the

1 transportation aid. After the reimbursement for the  
2 LSTA, on this thing, it says here, \$290 per kid. So  
3 what is the cost to the District?

4 A The -- You got two forms of State aid for  
5 transportation; categorical, that's the 4.2, based on  
6 your DRTS -- TRS from the year before. Non-public  
7 transportation aid reimbursement at year-end, based on  
8 actual students mandated and transported. You know,  
9 mandated for transportation. The State law says, they  
10 picked the number at some point in time, the  
11 legislation, and said, Any cost above \$710, the State  
12 will then reimburse for non-public transportation. So,  
13 essentially, Districts have to eat, pay, cough up the  
14 first \$710.

15 Q That's what I was getting at. And so, she  
16 asked you about the LSTA being abolished. If the LSTA  
17 would be abolished, that shouldn't have any bearing on  
18 the actual State aid for transportation, not the  
19 reimbursement, the State aid.

20 A It shouldn't. No.

21 Q It shouldn't have any -- Okay.

22 A Two different laws.

23 Q So now the question is this. If the LSTA was  
24 abolished -- We established that it's costing the  
25 District 710. State aid shouldn't make -- shouldn't

1 make a difference. Would the District be held to run  
2 its own transportation program for less than \$710 per  
3 kid?

4 A That, it would all --

5 Q Would it save money, basically? That's what  
6 I'm asking the question.

7 A That would all depend on if, A, would the District  
8 be able to use its own buses or buy enough buses? B,  
9 would the District have to go out and contract out the  
10 routes? What those bids would come in for? At one  
11 time, the District did do its own busing of -- Didn't  
12 have an LSTA and went out to bid. And most of the  
13 routes were bid. At that point, all the routes were  
14 bid routes for non-public. To conjecture whether or  
15 not it would be more expensive or less expensive, until  
16 you open the bids you're not going to know.

17 Q It would -- It would have to coming in, I  
18 guess, at less than 710 per.

19 A It could --

20 Q Okay. So that's the number. Yeah.

21 A Well, the State law says, if you go out to bid,  
22 okay, assuming we were still doing it. Even the LSTA  
23 has to do the same thing, it's the same law. If the  
24 cost of -- If the -- If you go out to bid and the price  
25 comes back at under \$1,000 per student, then you could

1 award the bid. If the bids come out at more than  
2 \$1,000 a student, then you actually can't award the  
3 bid. And you have to pay the student's family what's  
4 called aid in lieu of transportation. Where you  
5 actually write a check to the parents, and say, Well,  
6 we went out to bid. The prices came back at more than  
7 \$1,000. Here's a check for \$1,000 for each -- You  
8 know, one kid to no matter -- You know, it depends on  
9 how many kids you have. And you now get your own  
10 busing, or drive your kids to school, or whatever. But  
11 the District no longer has to pay for it. It reached  
12 that Thousand limit. Here's a check for \$1,000.

13 THE COURT: Who came up with this idea?

14 THE WITNESS: The State legislature.

15 MR. INZELBUCH: I love when you do that.

16 BY MR. LANG:

17 Q Let me ask the question. This is -- This is  
18 not just for Lakewood this Thousand Dollars.

19 A No.

20 Q It's the law throughout the State.

21 A Law throughout the State. State wide. Yes.

22 MR. INZELBUCH: That's why he said the  
23 legislature.

24 MR. LANG: Right. Well, they didn't just do  
25 it for Lakewood.

1 THE WITNESS: No.

2 THE COURT: I was thinking, if you have three  
3 kids in one house, and they're all in, let's say,  
4 elementary school, and they all go to the same school,  
5 and the parents could be getting \$3,000 if they have  
6 three kids, or \$1,000 if they have one kid. So,  
7 transportation cost is still the same in the car to get  
8 to the school.

9 THE WITNESS: True.

10 MR. INZELBUCH: Good point.

11 THE WITNESS: True.

12 MR. LANG: Hold on. Unless they all go to  
13 different schools.

14 THE WITNESS: Oh. That's true.

15 THE COURT: Well, I said they were all in the  
16 same school.

17 MR. INZELBUCH: In the same school.

18 MR. LANG: Yeah. So, I --

19 THE COURT: Like if you had --

20 MR. INZELBUCH: (Laughs)

21 BY MR. LANG:

22 Q Is it true that you said on November -- Not  
23 November. January -- It's February 7th, that  
24 abolishing the LSTA would not save any money for the  
25 District. Do you understand?

1 A I don't --

2 Q Don't remember.

3 A -- remember.

4 Q Okay. So we don't know.

5 MR. INZELBUCH: Can you just show him?

6 THE COURT: He doesn't know because he'd have  
7 to send it out for a bid.

8 THE WITNESS: Yeah.

9 MR. INZELBUCH: Show him this. --

10 MR. LANG: Right. Exactly. So it's not  
11 important. That's all right.

12 THE COURT: Okay.

13 MR. LANG: We got our answer.

14 BY MR. LANG:

15 Q All right. Is there a -- All right. You  
16 testified that the -- there is some -- some  
17 negotiations between the State Monitor and the State  
18 about -- Did you testi -- about whether they're going  
19 to take out money for -- to pay back the loans this  
20 year?

21 A Yeah. I mean, yes. We've been in contact,  
22 obviously, with our State Monitor, he's there three  
23 days a week, and he was just at our Board meeting last  
24 night. And we had asked. The Board actually asked  
25 him, What's going on with this deferment for this year?

1 Why -- Are they going to defer the money and give it  
2 back, what they've taken from us? And are they going  
3 to defer it for next year?

4 Q Is --

5 A And his answer was, He's working on it.

6 Q Is there a promise with that? Is that -- a  
7 problem. Is there some kind of problem with just this  
8 kind of promise? And how would it affect you as trying  
9 to put together the budget?

10 A Well, for me to put the -- Putting the budget --

11 MS. HOFF: Objection. I'm sorry. I just did  
12 not understand that question.

13 THE COURT: I think it's going to be  
14 rephrased.

15 MS. HOFF: It's okay. All right.

16 BY MR. LANG:

17 Q As we speak now, is there money that was  
18 promised to be deferred that is still being taken?

19 A Yes. The State's been taking it out, I believe,  
20 since -- since September.

21 Q Okay. And this is -- And even -- And they  
22 said they would not do that?

23 A The verbal promise made -- Apparently, verbal  
24 promise made to our State Monitor, in touch with his  
25 office, was that, when it started to come out, that it

1 was in error and the Treasury would correct it. And  
2 the months have just gone on and the Treasury's not  
3 correcting it.

4 Q So what's the affect of the fact that they  
5 did make this promise but they're still taking out the  
6 money? What's the affect on the budget?

7 A On the -- Well, not so much on the -- It's a --  
8 It's a problem with cash flow at this point.

9 MR. INZELBUCH: What do you mean?

10 THE WITNESS: It will become a problem with  
11 cash flow.

12 BY MR. LANG:

13 Q Wait. What does that mean? How does that  
14 affect the budget?

15 A Again, I'm not talking about --

16 THE COURT: It wasn't the budget.

17 THE WITNESS: I'm talking about the cash  
18 flow.

19 MR. INZELBUCH: Paying bills.

20 THE WITNESS: The problem is if we're getting  
21 less money, even if it is corrected down the road,  
22 we're reaching kind of a cash crunch at this point.  
23 And unless this gets corrected soon, it could be -- You  
24 know, payroll will get paid. Okay. But other bills  
25 may not get paid right away because we're short the

1 money, the cash, the physical cash.

2 BY MR. LANG:

3 Q What's going to happen if -- Well, when is  
4 the -- When is the budget due to be completed?

5 A The 18/19 budget -- Well, as a matter of fact, we  
6 were just told today. Usually State aid numbers come  
7 out at the end of February. The Governor makes the  
8 budget address, two days -- It's usually the next week.  
9 New governors are always given, by an act of the  
10 legislature, an extra couple of weeks. So we just  
11 found out yesterday that the State aid numbers, instead  
12 of coming out like around the 26th, the 27th of  
13 February, will be coming out around March 15th. The  
14 law also says that we have to get our budgets to the  
15 County Superintendent by March 20th. That's not a lot  
16 -- And March 15th is a Thursday. It doesn't give us a  
17 whole lot of time to put in our State aid numbers and  
18 make any adjustments that we need to make. So we just  
19 found out, because as a matter of fact, while I was  
20 sitting here waiting, the County Superintendent of  
21 Schools sent a notice out that that date's now been  
22 pushed back to March 29th. So we -- The answer to your  
23 question is, we have to get our budget to the County  
24 Superintendent of Schools by March 29th.

25 Q Okay. And what's going to happen if you

1 don't cover this deficit? If you don't get a loan of  
2 someway to cover this deficit by March 29th?

3 A Well, March 29th is the introduced budget.

4 Q Okay.

5 A That's -- That, by law, you must introduce a  
6 budget. Send it to the County Superintendent. He then  
7 appro -- He or she. -- then approves it for  
8 advertising. That's really what it's about, for  
9 advertising. You then have X number of weeks it has to  
10 be advertised. And then you have a public hearing.  
11 That's when you have an official budget. And that date  
12 hasn't changed. That, I believe, is May -- I think  
13 it's May 12th.

14 Q So --

15 A That's when it becomes a final budget.

16 Q So, on March 29th, your -- If I understand  
17 you correctly. You're going to have to come out with  
18 an advertised budget.

19 A An intro -- introduced budget --

20 Q Introduced budget.

21 A -- for advertising.

22 Q And if you don't get any money from the State  
23 to cover the deficit, it's going to -- it's going to --  
24 that budget is not going to have those dollars that  
25 you're saying are in the deficit, the 20 --

1 A Well.

2 Q -- the 17 to 23 Million dollars.

3 A Well, what we're -- what we're going to do, is  
4 there is a line on the budget, on your revenue line,  
5 you list all your revenues. Local revenues, tax levy,  
6 miscellaneous, all the State aid. Which you'll get the  
7 State aid printout on March 15th, saying this is what  
8 you're getting for transportation, special ed,  
9 equalization aid or whatever other aid you're entitled  
10 to. And then there is a line on the bottom. Most  
11 districts don't use it. We use it. DOE State Aid  
12 Advances. We have to submit, even as an introduced  
13 budget, it has to be a balanced budget. So if my  
14 revenue is -- Make it simple. I'm getting \$100 in  
15 revenue. I've got \$150 in expenditures. I can't  
16 submit that budget. I have to show it's balanced. So  
17 that line, that says DOE State Advances, is going to be  
18 for short, you know, short of another word, plugged  
19 number to balance the budget. And that essentially  
20 will be at that point, what we'll be saying to the  
21 State, this is what we need.

22 Q So what's going to happen is, that deficit's  
23 going to appear on a line saying, DOE loan, even though  
24 that loan has not been arranged at the time.

25 A Correct.

1           Q     Okay. Are you familiar with any kind of  
2 resolution of the Board of Education not to send out  
3 Reductions in Force?

4           MS. HOFF: Objection.

5           THE COURT: No questions --

6           MS. HOFF: It's beyond the scope.

7           THE COURT: Yeah.

8           MR. INZELBUCH: It's okay, Arthur.

9 BY MR. LANG:

10          Q     Oh, I'm sorry. I'm sorry. Yeah, I really --  
11 I forgot. I'm sorry. Okay. Okay. Now, once -- once  
12 that goes into -- In March, and it shows up as a DOE  
13 loan to State, how will that ever be balanced? I mean,  
14 if, you know, it can't stay as a loan for State  
15 forever. It's -- What happens after that?

16          A     Well, at that point, we'd introduce the list and  
17 the Board approves it. It goes to the County  
18 Superintendent. That will also be the point where  
19 we'll be talking out our State Monitor and saying,  
20 Okay, here's our introduced budget. This is -- If all  
21 these numbers of what we anticipate spending hold, and  
22 this is what the Board agrees to at the public hearing,  
23 as of right now, we need you, as our State Monitor, to  
24 go talk to the folks in Trenton and say, Based upon  
25 what's been introduced, they need X. Whether that be

1 10 Million, 15 Million, 20 Million, whatever that  
2 number might be. And then we have, of course, between  
3 March 29th and approximately May 12th, 14th, I forget  
4 the final date, when you have to have your public  
5 hearing and approve your budget to work with the State  
6 Monitor, with the DOE, Department of Ed on that State  
7 aid advance.

8 Q Just, do the State Monitors have any input  
9 before March 29th?

10 A We work with -- Yes. We work collaboratively with  
11 the State Monitor on formulating the budget. Yes.

12 Q Do the State Monitors agree that there is a  
13 17 to 23 Million Dollar deficit?

14 MR. STARK: Objection. That's not a question  
15 that this witness can answer, as to whether or not the  
16 State Monitor --

17 MR. INZELBUCH: If he spoke to them.

18 MR. LANG: -- Have they spoke to you?

19 THE COURT: Yeah.

20 BY MR. LANG:

21 Q Have they spoke to you?

22 A When I did my -- my presentation on January 31st  
23 to the Board, where we brought out that we'd be looking  
24 between 17 and 20 Million Dollars, the State Monitor  
25 had reviewed it, and had approved it, and agreed with

1 it. And even, I believe he said it the same last night  
2 when we were talking --

3 Q Yes.

4 A -- in public session.

5 Q Okay. No, don't. Just leave me alone.

6 MR. INZELBUCH: He likes it.

7 BY MR. LANG:

8 Q -- Now, they were asking you about the  
9 Township and the courtesy busing of the public school  
10 students. Are you familiar with the Township policy,  
11 who gets public courtesy busing?

12 A The Township?

13 Q Who gets courtesy busing from the --

14 MS. HOFF: No. Objection. I didn't ask  
15 about courtesy busing for public school students.

16 MR. LANG: Oh. All right.

17 MR. INZELBUCH: We know already. The record  
18 knows with that.

19 BY MR. LANG:

20 Q Okay. So, are -- All right. Is any money  
21 coming out of the school budget for courtesy busing?

22 A No.

23 Q Okay.

24 A No.

25 Q Is the Township paying for courtesy busing of

1 the public school students?

2 A Yes.

3 Q Okay. Do you know the policy of the  
4 Township, who gets it? Because there are school  
5 children that go to the District.

6 A I believe --

7 MS. HOFF: Objection. This is --

8 THE WITNESS: Yeah.

9 MR. LANG: You were asking about that. You  
10 asked --

11 MR. STARK: Don't talk to her.

12 MR. INZELBUCH: That was about a bridge.

13 MR. STARK: Yeah, Judge.

14 MS. HOFF: Yeah. I didn't ask anything about  
15 -- about this. About the courtesy busing --

16 MR. STARK: That's correct.

17 MR. LANG: Okay. I'm sorry.

18 MR. INZELBUCH: You could ask about a toll  
19 bridge maybe.

20 BY MR. LANG:

21 Q Okay. Okay. (Whispering)

22 THE COURT: This is just Redirect.

23 MR. LANG: Yeah, I know. But that was based  
24 on what she was asking. But I don't know if it's stuff  
25 -- where I put my notes. So I guess that's it.

1 MR. INZELBUCH: Okay.

2 MR. LANG: Okay. I'm fine. No, I -- Because  
3 I was writing down what she was asking, but I got mixed  
4 up.

5 MR. STARK: No further questions, Your Honor.

6 MS. HOFF: No Recross, Your Honor.

7 THE COURT: Okay.

8 MR. INZELBUCH: It's hard to separate from  
9 Mr. Finger. But.

10 THE COURT: I guess his topic.

11 MR. LANG: We're glad we're finished.

12 THE COURT: We're finished. Thank you very  
13 much.

14 THE WITNESS: Thank you.

15 MR. INZELBUCH: You can leave. Thank you.  
16 Stay with us as long as you can.

17 THE WITNESS: Thank you.

18 MR. LANG: Your Honor, I -- There was this  
19 issue of judicial notice. And there were three letters  
20 that I sent in. And I printed up everything.

21 THE COURT: Well, first of all. Did you  
22 share all of that information? Which one of you is  
23 doing that?

24 MS. HOFF: It's me.

25 MR. LANG: I gave them each a -- this also.

1 What are we doing now?

2 MR. STARK: We're going to talk about these.

3 MS. HOFF: I think we're talking about

4 judicial notice.

5 MR. LANG: Oh, okay.

6 MS. HOFF: I mean --

7 MR. INZELBUCH: Wait we're missing -- Can you

8 -- Wait. Okay. Yeah. What are you disc -- For the

9 record, what are you all --

10 MR. LANG: Judicial notice.

11 MR. INZELBUCH: Yeah, but --

12 MR. LANG: All those emails that I sent out.

13 MR. INZELBUCH: Oh, yeah. Okay.

14 MR. LANG: You saw them, Michael.

15 MS. HOFF: Wait, wait, wait, wait, wait.

16 MR. GROSSMAN: Michael, just sit down please.

17 MR. INZELBUCH: Yeah. Let the Judge find her

18 --

19 MR. GROSSMAN: Excuse me, please.

20 MR. LANG: I have a copy of everything.

21 MR. INZELBUCH: Well, the Judge needs to --

22 Just give her a second.

23 MR. LANG: No. Because I know the Judge can

24 print.

25 MR. GROSSMAN: Arthur. Arthur, just sit

1 down.

2 MR. INZELBUCH: I wanted to be her court  
3 clerk for so long. (Laughs)

4 MR. GROSSMAN: That's what this stack is.

5 THE COURT: Okay. Well, first of all, let me  
6 just start out with, you know, we -- we can't really  
7 print out like all these pages.

8 MR. LANG: I did everything.

9 THE COURT: All right. But first of all, can  
10 you stipulate to any of these documents? Is that?

11 MS. HOFF: I can stipulate to some of them.  
12 I mean, a -- some of these documents are documents of  
13 first impression that were just --

14 THE COURT: Is there like a master list  
15 somewhere?

16 MR. LANG: Yes, Your Honor. Right here.  
17 Except that I just don't have the Superintendent's  
18 letters that -- But that's -- That's not judicial  
19 notice anyway.

20 MS. HOFF: I -- I would -- I mean, I would  
21 request that we be able to just -- Because there is so  
22 much and because there was so much that was just  
23 provided this week, and as late as 4 p.m., that we be  
24 able to just sort of line item do this in writing.  
25 Fair -- I mean --

1 THE COURT: Sounds good to me. Because we  
2 can have it -- We can all have his --

3 MR. LANG: Well, could I at least leave them.

4 THE COURT: We can all have his feet, really.

5 MS. HOFF: Thank you, Your Honor.

6 THE COURT: Because I just -- I had to dig  
7 out the rule. You know, because --

8 MS. HOFF: Right. It's --

9 THE COURT: And so.

10 MS. HOFF: Yeah. I wasn't able to print out  
11 everything either.

12 MR. LANG: Your Honor, let me --

13 MR. GROSSMAN: Arthur.

14 MR. LANG: Just one -- one minute. Let me  
15 just --

16 MR. INZELBUCH: Your Honor, didn't we just  
17 hear that they would agree to look at all this?

18 THE COURT: They --

19 MR. LANG: Wait, wait. Before -- Before  
20 anything. Most of this stuff they've had for four  
21 years.

22 THE COURT: Okay. Wait, wait.

23 MR. LANG: I haven't been able --

24 THE COURT: Mr. Lang.

25 MR. GROSSMAN: Would you stop talking,

1 please?

2 THE COURT: Mr. Lang. Mr. Lang. Okay.

3 First of all you're asking me to take judicial notice  
4 of something. So I'm going to have to refer to the  
5 rules of evidence, which define what judicial notice  
6 is. And there is judicial notice, essentially of --  
7 I'll read it for you. "Decisional constitution and  
8 public statutory law, rules of court, private  
9 legislative acts, resolutions in the United States,  
10 this State." In other words, judicial documents or  
11 legislative documents. They're matters of record and  
12 they've been published. Then we can take notice of  
13 facts. Okay. "Facts are such specific facts and  
14 propositions of generalized knowledge as are so  
15 universally known that they cannot be reasonab -- that  
16 they cannot reasonably be the subject of dispute." You  
17 know. We're here at the moon, it's 239,000 miles away.  
18 The sun is 93 miles away. That's -- That's a fact.  
19 Nobody's going to take any dispute of that. I consider  
20 the world is round, some people might think it's flat,  
21 but generally speaking, the world is round. Okay.  
22 Okay. "Such facts as are so generally known or are of  
23 such common notoriety within the area pertinent to the  
24 event, they cannot reasonably be the subject of  
25 dispute." The Challenger explosion. Most of us saw

1 it. Okay. There's some people that think there's a  
2 conspiracy, but most of us would agree that's a fact.  
3 We can take judicial notice. "Specific facts and  
4 propositions of generalized knowledge, which are  
5 capable of immediate determination by resort to sources  
6 whose accuracy cannot reasonably be questioned." Okay.  
7 So that's an area. "And records of the court in which  
8 the action is pending." Well, it was no records of the  
9 Court. So, the only way you could pro -- possibly ask  
10 this to get in, is our "specific facts and propositions  
11 of generalized knowledge." We're not talking about  
12 charts and graphs and things of that nature. We're  
13 talking about a specific fact. So.

14 MR. LANG: But, --

15 THE COURT: That's why when you provide  
16 anything that's printed off the DOE, or any other  
17 website, it's only as good as information in,  
18 information out. Now, is it a government -- Is it a  
19 document that's been prepared in the normal course of  
20 the agency's business? Probably yes. That's why you  
21 should provide it all to the Deputy Attorneys General,  
22 and then they can go through it, and if it matches,  
23 they can say we stipulate to this. It doesn't mean  
24 that it's anything that I have to take judicial notice  
25 of. Because it's a document that's already been

1 prepared as part of business. Which is a separate  
2 exception in the rules.

3 MR. LANG: That's what I was going to ask.

4 MR. GROSSMAN: --

5 MR. LANG: And I was going to ask possibly  
6 even admission. Because it's coming from responses.

7 THE COURT: It's not an admission. Okay.  
8 It's just you're going after the Commissioner of  
9 Education, the Department of Education. They put  
10 charts, graphs, statistics, all kinds of things on  
11 their website. That's the agency's product, work  
12 product, if you will. Surely most of that they can  
13 stipulate to and say, "Yes, this is what it is."  
14 They're not swearing that it's accurate because it's  
15 only as good as whoever put the chart together.

16 MR. LANG: Hm hmm.

17 THE COURT: But for me to take judicial  
18 notice of something means that this is, in fact, a  
19 fact. I don't know if it's a fact or not. If they  
20 said there were 31,002 students, and it turned out  
21 there were 31,001 students, that's -- There's a dispute  
22 in the facts. Do you see the difference?

23 MR. LANG: Hm hmm.

24 THE COURT: Okay. So I think Ms. Hoff's idea  
25 is a very good one. Why don't -- This is what you want

1 me to admit into evidence. Is that right? All your  
2 documents?

3 MR. LANG: Well, some of this stuff, I mean,  
4 I don't know how I'm going to be able to have --

5 THE COURT: Okay. So why don't --

6 MR. LANG: -- a foundation. But most of it.  
7 Yes.

8 THE COURT: All right. So why don't you go  
9 through, and you circle every single document that you  
10 want to move into evidence at the end of your case.  
11 And anything that's a chart or a graph or a publication  
12 of the Department of Education, or any other State  
13 website, you can put another little mark in it, and  
14 they'll see whether or not they can even just stipulate  
15 to it. And then you don't have to worry about anything  
16 else.

17 MR. LANG: And what happens if -- when  
18 there's a disagreement, if they don't want to  
19 stipulate?

20 MR. GROSSMAN: We'll see.

21 THE COURT: Then I decide.

22 MR. LANG: Well, I want to hear the Judge ask  
23 her.

24 MR. GROSSMAN: --

25 THE COURT: I'm here for a reason.

1 (Laughter)

2 MR. LANG: Okay. All right.

3 MR. INZELBUCH: Oh, my goodness.

4 THE COURT: I think. Otherwise, the two of  
5 you could just --

6 MR. STARK: Not just generosity of Your  
7 Honor's time.

8 MR. INZELBUCH: That was really sweet.

9 MR. GROSSMAN: The Judge has affirmed.

10 THE COURT: Okay?

11 MR. GROSSMAN: Yeah.

12 THE COURT: So, I get --

13 MR. INZELBUCH: Has he -- Has the Petitioner  
14 rested their case?

15 MR. GROSSMAN: No.

16 MS. HOFF: I don't think they can.

17 THE COURT: I'm waiting to -- I think so, but  
18 I'm not sure.

19 MR. GROSSMAN: Well, it's subject to --  
20 subject to introduction of the documents, Your Honor.

21 THE COURT: Yeah, that's what I thought.

22 MR. LANG: And also, we're going to brief. I  
23 mean, I -- Otherwise, I --

24 THE COURT: Oh no, no. There's a whole other  
25 case that goes on.

1 MR. LANG: Right. Yeah, we're not going to  
2 call anymore witnesses.

3 MR. GROSSMAN: Your Honor, that'll be --  
4 That, subject -- based on what your preference is,  
5 whether it's at the end of the case or the end of our  
6 case, we'll move the evidence and then -- and then  
7 rest.

8 THE COURT: That's a good idea. So, we don't  
9 have to do that all. You can have time now to look at  
10 the chart and tell me which ones you want, because you  
11 said not all of them.

12 MR. LANG: I don't --

13 THE COURT: And then make sure that my book  
14 of whatever documents is exactly what --

15 MR. GROSSMAN: Right. Because the character  
16 --

17 MR. LANG: This is the most --

18 MR. GROSSMAN: Excuse me, Arthur. Because  
19 the characterization of some of the documents may be  
20 technically inaccurate for your purposes. So. Because  
21 I know there's some census data in there, which is  
22 United States census stuff, which would be an official  
23 --

24 THE COURT: An official document.

25 MR. GROSSMAN: -- document.

1 THE COURT: Which they would probably  
2 stipulate to.

3 THE COURT: And it's subject to that  
4 exception, which would help.

5 THE COURT: If it's from the United States  
6 Government.

7 MS. HOFF: If it's an official document.  
8 Sure.

9 THE COURT: Hm hmm.

10 MR. INZELBUCH: Was it before Trump or after?

11 MR. LANG: Well, that -- that was the -- The  
12 U.S. Census Data, is what I want to use for the income  
13 and the wealth. That's why it's here.

14 THE COURT: You have to show it to them. Put  
15 down the source of the document. They have to check,  
16 make sure it accurately says what you say it says.

17 MR. LANG: They've had it for months.

18 MR. GROSSMAN: I mean, it hasn't -- It  
19 doesn't matter. It's irrelevant.

20 MR. LANG: Okay.

21 THE COURT: All right. So we have a plan.

22 MR. STARK: Yes.

23 MR. GROSSMAN: Your Honor, can we have some  
24 deadlines?

25 MS. HOFF: Yes.

1 THE COURT: Well, we have lots of time now.  
2 Okay. So now we can go off the record.

3 MR. STARK: There's -- There's

4 THE COURT: And we don't need to put  
5 deadlines on the record.

6 MR. INZELBUCH: Wait a minute.

7 MR. STARK: There are two -- I think there  
8 are two -- Before we go off the record. There are two  
9 small issues that we would like to raise. The first  
10 involves the numerous letters that, which in our  
11 opinion, form a basis of argument, that have been  
12 submitted to the Court for Your Honor's attention by  
13 Mr. Tractenberg, after each day of testimony.

14 THE COURT: Oh.

15 MR. STARK: And so, --

16 THE COURT: I have seen --

17 MR. STARK: -- we would like to object to  
18 those. And we want to go on the record as to whether  
19 or not those are things that Your Honor has -- and ask  
20 whether or not those are things that Your Honor has  
21 reviewed. Because if they are, we -- You know, the  
22 parties should be able to respond to those. But, you  
23 know --

24 THE COURT: I see them more as in terms of a  
25 summation of like what's been said so far. I don't

1 really see them as, you know, --

2 MR. STARK: Okay.

3 THE COURT: -- advancing anything in terms of  
4 facts. It's just --

5 MR. STARK: We would object to -- I mean,  
6 it's a shame Mr. Tractenberg is not here. But we would  
7 object to any further submissions. Because reviewing  
8 that, as -- as -- to use Your Honor's term, as a  
9 summation, and that's for the closing of the -- of the  
10 hearing.

11 THE COURT: Yeah. I don't know. I assumed  
12 that Mr. Lang was probably in touch with him and then  
13 that's why --

14 MR. LANG: Your Honor, well we previously,  
15 when we were in front of Judge Kennedy -- That's the  
16 only other time we were inside the courtroom. -- Mr.  
17 Tractenberg would -- would speak, because as a  
18 participant he has the right to speak. But since he's  
19 now in Florida, that's why he's sending these.

20 THE COURT: Well, not exactly.

21 MR. LANG: Pardon.

22 THE COURT: Not exactly.

23 MR. INZELBUCH: Ooh, I like it.

24 MR. LANG: Well, Michael's definitely  
25 speaking. (Laughing)

1 THE COURT: Most of the time it's me telling  
2 Mr. Inzelbuch to control himself. So.

3 MR. INZELBUCH: In a loving way.

4 MR. LANG: I mean, Judge Kennedy, you know,  
5 asked Professor Tractenberg --

6 THE COURT: You know, I don't lose my temper,  
7 generally speaking, but you really do try -- try it  
8 sometimes, Mr. Inzelbuch. Really. You've got to  
9 control yourself.

10 MR. INZELBUCH: But I just heard something.  
11 Mr. Tractenberg was allowed to speak.

12 MR. LANG: He was --

13 MR. STARK: That is -- That is --

14 MR. INZELBUCH: He's allowed to write  
15 letters. It's amazing.

16 MR. STARK: That is a characterization of --

17 MR. LANG: Well, you are too.

18 MR. STARK: -- what occurred during the  
19 course of an oral argument on a motion.

20 THE COURT: Oh.

21 MR. STARK: Mr. Tractenberg was certainly  
22 permitted to --

23 MR. INZELBUCH: Oh, okay.

24 MR. STARK: -- participate in oral argument  
25 on a motion.

1 MR. LANG: Oh, okay.

2 MR. STARK: I don't want to speak for Judge  
3 Kennedy. But I do not believe that Judge Kennedy would  
4 have allowed Mr. Tractenberg --

5 MR. INZELBUCH: Oh, I got worried.

6 MR. STARK: -- to present legal argument at  
7 the close of testimony during the course of the  
8 hearing.

9 THE COURT: No, I understand.

10 MR. INZELBUCH: I feel better now.

11 THE COURT: Okay.

12 MR. LANG: So what -- what --

13 THE COURT: I'm sure that's what it was. I  
14 mean, I wasn't --

15 MR. LANG: So what is Mr. Tractenberg allowed  
16 to do?

17 MR. STARK: Mr. --

18 THE COURT: He can -- and read the  
19 transcripts, he can sum up. He can send in his  
20 summary. He can supply a brief. Whatever he wants to  
21 do at the end of the case.

22 MR. STARK: At the conclusion of the case.

23 THE COURT: Yes.

24 MR. STARK: Would Your Honor be -- Would Your  
25 Honor find it acceptable if we send to Mr. Tractenberg

1 reflecting that decision by -- by Your Honor?

2 THE COURT: Sure.

3 MR. STARK: Okay.

4 THE COURT: You can just tell him that I'll  
5 -- I'll expect all his remarks at the end. But,  
6 really, you know, but most --

7 MR. LANG: But be nice.

8 MR. STARK: I always attempt to be nice.

9 THE COURT: But mostly I just -- When they  
10 came in I sort of perused them and said this is really  
11 summation and -- you know, what it is now.

12 MR. STARK: Thank you, Your Honor.

13 MR. LANG: Well, he did -- he only did it  
14 because of -- I guess that was --

15 THE COURT: Because you asked him to. I  
16 know.

17 MR. LANG: Yeah. And well, and also when  
18 Judge Kennedy --

19 THE COURT: I understand, Mr. Lang.

20 MR. LANG: -- when he would be over there and  
21 Judge Kennedy would ask him his opinion.

22 THE COURT: I understand, Mr. Lang. I just  
23 figured you just told him about the day's events and  
24 then he would send something in, basically summing up  
25 his understanding of what happened on that particular

1 day and what the arguments were. Maybe he's trying to  
2 frame your argument for you.

3 MR. LANG: No, no, no. He's more like, you  
4 know, because of his experience with Abbott and  
5 Robinson. So.

6 THE COURT: Yeah. That's why he's framing  
7 the issue.

8 MR. STARK: The other issue is that, seeing  
9 as Mr. Lang has -- has rested, subject to the admission  
10 of documents, we do anticipate filing a motion to  
11 dismiss.

12 THE COURT: I --

13 MR. STARK: And we would imagine that Your  
14 Honor would want briefing on that.

15 THE COURT: I -- I --

16 MR. STARK: Especially because Mr.  
17 Tractenberg is also not here. And he's entitled to  
18 participate in that.

19 THE COURT: Yeah, I want him to.

20 MR. LANG: Why would -- Excuse me. But why a  
21 motion to dismiss at this point? We already had a  
22 motion to dismiss.

23 MR. STARK: But we don't believe you proved  
24 your case. And so we're going to file a motion saying,  
25 we don't believe that --

1 MR. INZELBUCH: That's typical. They're  
2 allowed to --

3 THE COURT: Is this is normal here?

4 MR. INZELBUCH: I'm sorry. I'm just trying  
5 to help.

6 MR. LANG: Okay. So, that means we've got to  
7 brief and go through --

8 MR. GROSSMAN: Arthur. Arthur.

9 MR. LANG: Okay.

10 THE COURT: Mr. Grossman can explain it to  
11 you and so can Mr. Inzelbuch. But the State's making a  
12 motion at the end of your case, basically saying you  
13 haven't proved a prima facie case, so therefore.

14 MR. INZELBUCH: Is there any deadlines or  
15 scheduling.

16 THE COURT: Well, that's what we're going to  
17 do. But I don't like to do scheduling on the record.

18 MR. INZELBUCH: Yes.

19 THE COURT: Because it just can waste pages  
20 and pages of the State's money when you order a  
21 transcript of this.

22 MR. LANG: Oh my gosh.

23 THE COURT: What date is good for this? What  
24 date is good for that?

25 MR. LANG: The State pays for the transcript?

1 MR. INZELBUCH: No, well.

2 THE COURT: Well, I'm sure they might pay for  
3 theirs.

4 MR. LANG: Oh, if they --

5 THE COURT: I'm not so sure that they're  
6 going to pay for yours. (Laughter)

7 MR. INZELBUCH: You're getting fun today.

8 MR. LANG: Hey it's okay. You'll order them?

9 MR. STARK: We can discuss this off of the  
10 record. I appreciate that, Your Honor.

11 MR. INZELBUCH: Oh, my goodness.

12 THE COURT: All right. So, that's it for  
13 today then. So you're going to go through all of the  
14 exhibits so that we know exactly what it is. And then,  
15 if there is any disagreement, I will have to rule on  
16 that before you can do your motion. But we can do that  
17 by telephone if need be.

18 MR. STARK: Yes. Thank you.

19 {Whereupon, the proceedings were adjourned.}

20 \* \* \* \* \*

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1 STATE OF NEW JERSEY }

2 COUNTY OF MERCER }

3  
4 I, Jean Polatnick, assigned transcriber, do  
5 hereby affirm that the foregoing is a true and accurate  
6 transcript of the proceedings in the matter of Leonor  
7 Alcantara, Individually and as guardian ad litem for  
8 E.A., et al. vs. David Hesse, Commissioner of  
9 Education, bearing Docket Number EDU 11069-14, heard  
10 on, February 23, 2018 before the Office of  
11 Administrative Law Court.  
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# Exhibit 1

(P:20 and P:21)

## **Ross Haber, Ed.D**

Ross Haber served as a professional educator for 25 years as a teacher, school administrator and college professor. In 1995 he formed Ross Haber and Associates which is a company providing the following services to public schools:

- Demographic and redistricting studies for school districts
- Transportation operations and efficiency studies
- Policy and procedure reviews focused on school transportation
- GIS Specialist with expertise in use of Arc GIS for transportation and school boundary analysis.
- Facility utilization analysis

Ross Haber, owner of Ross Haber and Associates received his Master's Degree in Curriculum and Teaching and Doctorate in Educational Administration from Teachers College, Columbia University. He taught in the New York City Public Schools, as an Assistant Professor of Education at Montclair State University, adjunct professor at Manhattan College, Kean College and SUNY Purchase. He served as principal Hillside High School in New Jersey and Uniondale High School in New York before founding Ross Haber and Associates.

### **Relevant Experience<sup>1</sup>**

- ◆ **Howell Township Public Schools (NJ): (Demographics and Redistricting)**
- ◆ **Tewksbury Township Public Schools (NJ): Conducted enrollment projection study**
- ◆ **Lincoln Park Public Schools (NJ): Conducted enrollment projections study,**
- ◆ **North Hunterdon-Voorhees Regional High School District (NJ)-(Demographics)**
- ◆ **Bay Shore Public Schools-(Redistricting and Demographics)**
- ◆ **City of Clifton Public Schools-(Redistricting, Demographics, Transportation Study)**
- ◆ **Metuchen Board of Education-Enrollment study.**
- ◆ **Tuckahoe UFSD-Enrollment study.**
- ◆ **Westbury Board of Education--Enrollment projections, mapping, and zoning.**
- ◆ **Irvington (NJ) Public School: Enrollment Projections, Redistricting, Transportation**
- ◆ **Caldwell/West Caldwell Public Schools (NJ): Demographics**
- ◆ **Chester Public Schools (NJ): Transportation Study**
- ◆ **Millburn Township (NJ): Demographics and Redistricting**
- ◆ **Rahway Public Schools (NJ): Demographics**
- ◆ **School District of the Chathams (NJ): Demographics**
- ◆ **South Brunswick Board of Education (NJ): Enrollment Study and Redistricting**
- ◆ **Pine Hill Township Board of Education (NJ): Enrollment Study**

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<sup>1</sup> those highlighted have been done in the past five years.

Ross Haber, Ed. D  
24 Garden Terrace  
Milltown, NJ 08859

Phone: (732) 422-0979  
Fax: (732) 865-7900  
e-mail: rhaber45@gmail.com

- ◆ **Orange Township Public Schools (NJ): Enrollment Study, Redistricting Study**
- ◆ **City of Perth Amboy (NJ): -- Enrollment Study**
- ◆ **City of Kingston (NY): Redistricting Study**
- ◆ **Randolph Township Schools (NJ): Redistricting and Enrollment Study**
- ◆ **Trinity Public Schools (PA): Redistricting**
- ◆ **Canon-McMillan Schools (PA): Redistricting/Transportation**
- ◆ **City of Rye (NY): Projections, Redistricting, Census, Mapping**
- ◆ **Great Neck, (NY): Demographics and Redistricting**
- ◆ **Lower Merion(PA): Demographics and Redistricting**
- ◆ **Monroe Township (NJ): Redistricting, Facility Utilization, Demographics**
- ◆ **Montgomery Township (NJ): Transportation Analysis**
- ◆ **Red Bank (NJ): Transportation Analysis**
- ◆ **Glen Ridge (NJ): Demographic Study**
- ◆ **Tinton Falls (NJ): Demographic Study**
- ◆ **Woodbridge Township (NJ): Redistricting**
- ◆ **Newark Public Schools (NJ): Zoning for Long Range Facility Plan**
- ◆ **Red Bank Regional HS District-Transportation Study**
- ◆ **Irvington Board of Education-Transportation Study**
- ◆ **Shelton Board of Education-Enrollment Projection and Redistricting**
- ◆ **Oyster Bay-East Norwich Central School District (NY)-Enrollment Projection**
- ◆ **Allendale Board of Education-Enrollment Projection**
- ◆ **North Shore Central School District (NY)-Enrollment Projections and Facility Analysis**
- ◆ **Hicksville UFSD (NY)-Enrollment Projections and Facility Analysis**
- ◆ **Greenburgh Central 7 (NY) – Transportation Study and Management**
- ◆ **East Orange Board of Education (NJ) – Enrollment Projection. Facility Utilization, Redistricting**
- ◆ **Piscataway Township Board of Education (NJ) – Enrollment Projections/Transportation Study**
- ◆ **Hewlett-Woodmere UFSD (NY) – Enrollment Projections**
- ◆ **Long Beach City School District (NY) – Enrollment Projections**
- ◆ **Port Chester-Rye-UFSD (NY)-Enrollment Projections/Facility Study**
- ◆ **Tuckahoe UFSD (NY)-Enrollment Projections**
- ◆ **Hastings on Hudson UFSD (NY)-Enrollment Projections**
- ◆ **West Hempstead UFSD-Transportation Study**
- ◆ **Hempstead UFSD-Transportation Study**
- ◆ **Island Park UFSD-Transportation Study**

Ross Haber, Ed. D  
24 Garden Terrace  
Milltown, NJ 08859

Phone: (732) 422-0979  
Fax: (732) 865-7900  
e-mail: rhaber45@gmail.com

- ◆ **Readington Schools (NJ)-Demographic Study**
- ◆ **West Orange Public Schools-Demographic Study**
- ◆ **Springfield Township Schools (NJ)-Enrollment Projections**
- ◆ **Summit Public Schools (NJ)-Demographics and Redistricting**
- ◆ **Westfield Public Schools (NJ)-Demographics**
- ◆ **Neptune Township Schools (NJ)-Demographics**
- ◆ **Brick Township Public Schools (NJ)-Demographics and Redistricting**
- ◆ **Flemington-Raritan Public Schools (NJ)-Demographics**
- ◆ **Nutley Public Schools (NJ)-Demographics**
- ◆ **Middlesex Township Public School (NJ)-Demographics**
- ◆ **Danbury Public Schools (CT)-Demographics and Redistricting**
- ◆ **Milltown Public Schools (NJ)-Demographics**
- ◆ **Madison Public Schools (NJ)-Demographics**
- ◆ **Mt. Arlington (Demographics)**
- ◆ **Middlesex Borough Schools (NJ)-Demographics**
- ◆ **Watchung Regional Schools (NJ)-Demographics**
- ◆ **Leonia Public Schools (NJ)-Demographics**
- ◆ **Pascack Valley Regional High School District--De-regionalization study**
- ◆ **East Rutherford Public Schools (NJ) Demographics**
- ◆ **River Edge Public Schools (NJ) Demographics**
- ◆ **Allendale Public Schools (NJ) Demographics**
- ◆ **Mountain Lakes Public Schools (NJ) Demographics, Facility Utilization**
- ◆ **Old Bridge Township Schools (NJ) Demographics, Facility Utilization**
- ◆ **Rockaway Township Schools (NJ) Demographics, Facility Utilization, Redistricting**
- ◆ **Port Washington UFSD (NY) Demographics**
- ◆ **Hanover Township Public Schools (NJ) Demographics**
- ◆ **East Hanover Township Public Schools (NJ) Demographics, Facility Utilization**
- ◆ **Somerville Public Schools (NJ) Demographics**
- ◆ **Scotch Plains-Fanwood Public Schools (NJ) Demographics**
- ◆ **Glen Rock Public Schools (NJ) Demographics, Facility Utilization**
- ◆ **Glen Ridge Public Schools (NJ) demographics**
- ◆ **West Morris Study (NJ) Demographics, Regionalization Study (for Municipalities of Chester Township, Chester Borough, Mendham Township, Mendham Borough)**
- ◆ **Pascack Valley Regional School District (NJ) Demographics, de-Regionalization study (for Municipalities of River Vale and Hillsdale)**

Ross Haber, Ed. D  
24 Garden Terrace  
Milltown, NJ 08859

Phone: (732) 422-0979  
Fax: (732) 865-7900  
e-mail: rhaber45@gmail.com

- ◆ **Ridgewood (Demographics and Facility Study)**
- ◆ **Ridgewood Village (housing impact analysis)**
- ◆ **Eatontown (Demographic, Facility and Redistricting Study)**
- ◆ **Denville (Demographics and Facility Study)**
- ◆ **South Brunswick Public Schools (Enrollment Study)**
- ◆ **Upper Saddle River Schools (Enrollment Study)**
- ◆ **Garfield City Schools (NJ) Enrollment Study**
- ◆ **South Orange-Maplewood Schools-Enrollment Study, Facility Utilization, Redistricting**
- ◆ **Burlington City Public Schools-Enrollment Projection**
- ◆ **Weehawken Township Public School-Enrollment Projection**
- ◆ **Highland Park Public Schools-Enrollment Projection, Facility Utilization**
- ◆ **Cresskill Public Schools-Enrollment and Facility Utilization**
- ◆ **Elmwood Park Public Schools-Enrollment Projections and Facility Utilization**
- ◆ **Union Township Public Schools--Enrollment Projection**
- ◆ **Ulster County BOCES-Enrollment Projections for six of eight member school districts**



# Enrollment Projection Study

November 17, 2017

## Executive Summary

Ross Haber and Associates has been engaged to provide an enrollment projection study to analyze issues regarding funding for the Lakewood Public Schools. The Lakewood Schools has had an enrollment averaging approximately 5,583 public school students between 2012-13 and 2017-18. However, Lakewood has a unique circumstance by having to provide services to a very large number of non-public school students.

Under the law public school districts are mandated to provide designated services to non-public schools in the community. Specifically these services include provision of textbooks, transportation to and from school and special education programs and services. In Lakewood this presents an overwhelming financial burden to the District based upon the disproportionate numbers of students who reside in Lakewood who attend non-public schools. Between 2012-13 and 2016-17 (the last year for which we have data) the average number of students residing in Lakewood who attend non-public schools has been 24,536 students ranging from a 19,777 in 2011-12 to 31,023 in 2016-17. This represents actual growth in the non-public schools of 11,246 students or approximately 36.25%. In that same time period (2011-12 to 2016-17) the public school growth was 625 students or approximately 10.7%. Table 1 compares the percentages of school aged children between 2011-12 and 2016-17 between the public and not public schools.

**Table 1: Enrollment Comparison Between Public and Non-Public Schools (Actual)**

Year	Total SAC	Public		Non-Public		
2011-12	25006	5229	20.91%	19777	79.09%	
2012-13	26616	5131	19.28%	21485	80.72%	
2013-14	28586	5650	19.76%	22936	80.24%	
2014-15	30765	5807	18.88%	24958	81.12%	
2015-16	32871	5831	17.74%	27040	82.26%	
2016-17	36877	5854	15.87%	31023	84.13%	
	SAC=School Aged Children in Lakewood					

Table 1 shows that the relative percentage between those students attending public and non-public schools in the District is extraordinary and makes Lakewood unique in the State. In the period indicated in Table 1 the disparity continued to grow. Table 2 shows the comparison based upon enrollment projections from 2017-18 through 2021-22.

**Table 2: Enrollment Comparison Between Public and Non-Public Schools (Projected)**

Year	Total SAC	Public		Non-Public	
2017-18	38383	5938	15.47%	32445	84.53%
2018-19	44909	6068	13.51%	38841	86.49%
2019-20	41353	6215	15.03%	35138	84.97%
2020-21	42648	6395	14.99%	36253	85.01%
2021-22	43806	6528	14.90%	37278	85.10%
SAC=School Aged Children in Lakewood					

Table 2 shows the projected numbers through 2021-22. The increase in both the public and non-public schools is continuing and substantial. During this period there is a widening gap between the percentage of the total number of school aged children between the public and non-public schools. This also implies a greater need for an increase in funding for the public schools as the percentage of the budget for services to the non-public schools increases.

**Methodology**

The study used the cohort survival projection method. The cohort survival method tracks students as they move from grade to grade and creates a growth or decline ratio between grades. For example, in 2011-12 if there were 100 children in grade 1 and the same group, in 2012-13 had an enrollment of 110 that would show a 10% growth rate (1.10). This migration ratio would be calculated for six years of enrollment history to get a five-year average which is then the multiplier for the projections based upon the average growth per grade. To project kindergarten the standard is using births five years prior to students entering kindergarten (for example children born in 2011 will become kindergarten students in 2016).

This method is required by the New Jersey State Department of Education in providing enrollment studies. The next section of the report shows the projection tables from 2011-12 through 2021-22. At the time of this report detailed information regarding non-public school enrollment was not available for 2017-18 therefore the enrollment history is from 2011-12 to 2016-17 for both public and non-public schools.

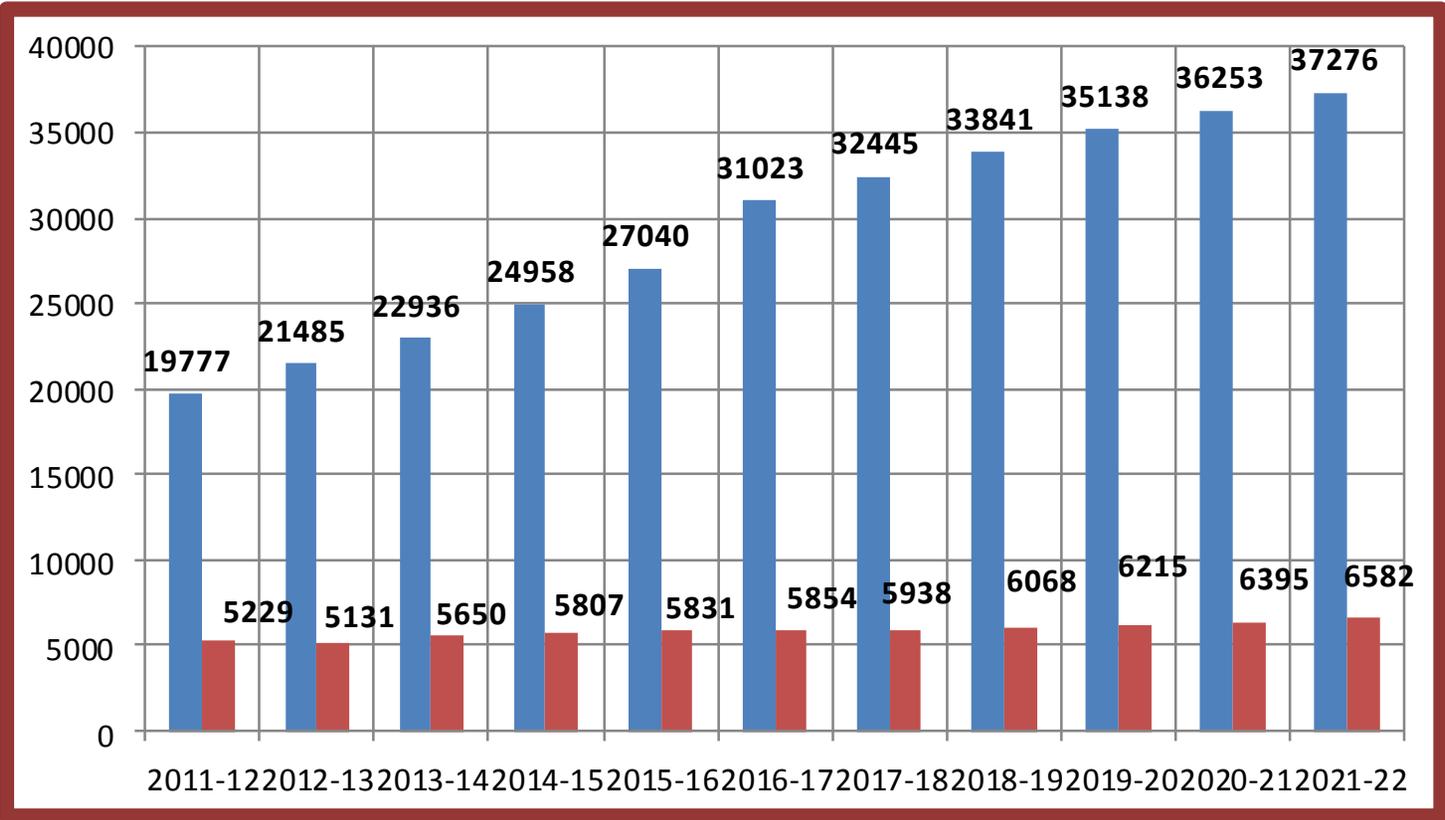
**Table 3: Lakewood Public Schools Enrollment History and Projection 2011-12 through 2021-22**

Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot K-12	Sp Ed	PK	Total	
2011-12	3129	0.19	592	561	466	444	380	370	349	301	297	255	265	229	215	4724	319	186	5229
			0.551	0.970	0.961	0.989	0.976	0.997	1.037	0.927	0.916	0.965	0.830	0.913					
2012-13	3461	0.18	627	326	544	448	439	371	369	362	279	272	246	220	209	4712	419		5131
			0.986	1.681	0.994	0.946	0.986	0.941	0.970	0.903	0.975	0.996	0.776	0.945					
2013-14	3448	0.17	602	618	548	541	424	433	349	358	327	272	271	191	208	5142	306	202	5650
			0.978	0.943	0.974	0.926	0.960	0.935	0.954	0.983	0.976	0.967	0.878	1.016					
2014-15	3746	0.15	551	589	583	534	501	407	405	333	352	319	263	238	194	5269	342	196	5807
			1.038	0.917	0.964	0.921	0.976	0.990	0.936	0.973	0.915	0.975	0.882	0.971					
2015-16	3849	0.13	508	572	540	562	492	489	403	379	324	322	311	232	231	5365	340	126	5831
			0.974	0.949	0.911	0.927	0.935	0.949	0.911	0.916	0.935	0.919	0.875	0.987					
2016-17	3966	0.12	484	495	543	492	521	460	464	367	347	303	296	272	229	5273	317	264	5854
Av		0.15	0.994	0.936	0.961	0.942	0.967	0.962	0.962	0.940	0.943	0.964	0.848	0.966					
Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12	Sp Ed	PK	Total	
2017-18	3971	601	481	464	522	463	504	443	446	345	327	292	251	263	5402	341	195	5938	
2018-19	4178	632	598	451	446	492	448	485	426	420	326	316	248	243	5528	344	197	6068	
2019-20	4337	657	629	560	433	420	475	431	466	400	396	314	268	240	5688	332	195	6215	
2020-21	4464	676	653	589	538	408	406	457	415	438	378	382	266	259	5863	336	195	6395	
2021-22	4326	655	672	611	566	507	394	390	440	390	413	364	324	257	5984	335	209	6528	

**Table 4: Non-Public School Students Residing in Lakewood**

Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot K-12	Sp Ed	PK	Total	
2011-12	3129	0.82	2577	2350	2212	1969	1847	1657	1500	1402	1236	906	755	678	531	19620	157		19777
			0.969	0.991	1.003	0.999	1.008	0.996	0.998	0.991	0.792	0.990	0.931	0.861					
2012-13	3461	0.81	2792	2496	2328	2218	1968	1861	1651	1497	1389	979	897	703	584	21363	122		21485
			1.074	0.985	0.997	1.003	0.995	1.001	1.003	0.943	0.670	0.894	0.889	0.789					
2013-14	3448	0.81	2799	2998	2458	2322	2224	1958	1863	1656	1412	930	875	797	555	22847	89		22936
			1.001	0.889	1.002	0.992	0.997	0.993	0.994	0.991	0.860	1.124	1.070	0.895					
2014-15	3746	0.82	3077	2802	2665	2464	2303	2218	1945	1852	1641	1214	1045	936	713	24875	83		24958
			1.003	1.001	1.011	1.003	1.013	0.998	1.004	0.985	0.781	0.974	0.971	0.810					
2015-16	3849	0.85	3257	3086	2804	2695	2472	2334	2214	1953	1825	1281	1182	1015	758	26876	164		27040
			0.979	1.011	1.014	1.010	1.001	1.002	1.005	0.997	0.838	1.034	0.947	0.934					
2016-17	3966	0.89	3518	3187	3119	2842	2723	2474	2338	2224	1948	1529	1324	1119	948	29293	151	1579	31023
Av		0.83	1.005	0.975	1.005	1.002	1.003	0.998	1.001	0.982	0.788	1.003	0.961	0.858					
Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12	Sp Ed	PK	Total	
2017-18	3971	3089	3535	3108	3136	2846	2731	2469	2340	2183	1535	1533	1273	960	30738	128	1579	32445	
2018-19	4178	3148	3104	3448	3125	3141	2854	2726	2471	2297	1720	1539	1474	1092	32139	123	1579	33841	
2019-20	4337	3218	3164	3027	3467	3130	3150	2849	2728	2426	1810	1725	1480	1265	33436	123	1579	35138	
2020-21	4464	3246	3234	3085	3043	3472	3138	3144	2851	2677	1911	1815	1659	1270	34545	129	1579	36253	
2021-22	4326	3244	3262	3153	3102	3048	3482	3133	3146	2799	2110	1917	1745	1423	35562	136	1579	37278	

**Chart 1: Comparison between Public and Non Public History and Projections**

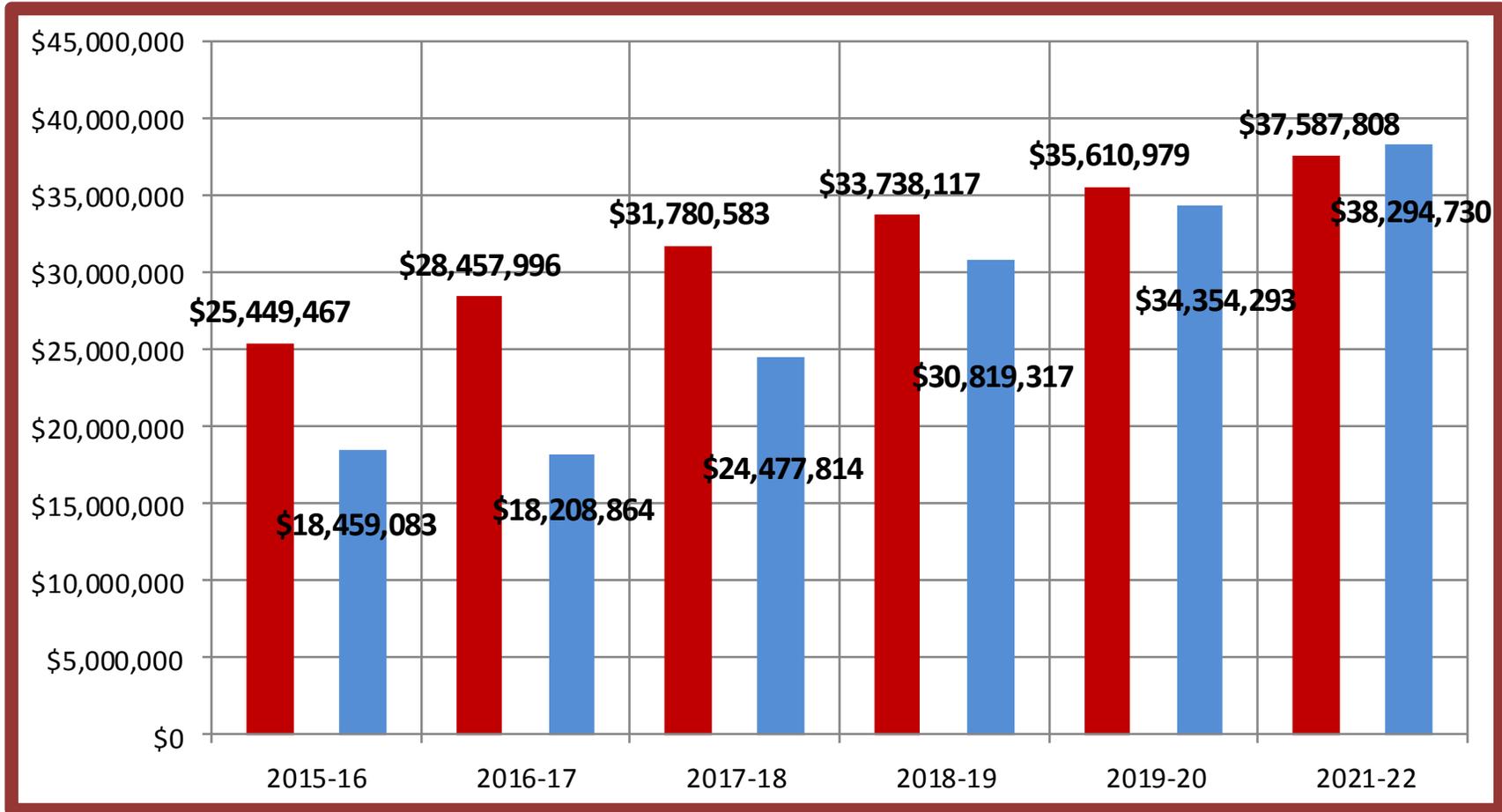


**Table 5: History and Projection of Tuition and Transportation Costs**

Year	Adequacy	Tuition	Transportation	Total
2015-16	\$126,865,224	\$25,449,467	\$18,459,083	\$43,908,550
2016-17	\$119,394,029	\$28,457,996	\$18,208,864	\$46,666,860
2017-18	\$117,325,784	\$31,780,583	\$27,648,082	\$59,428,665
2018-19	\$117,325,784	\$33,738,117	\$30,819,317	\$64,557,434
2019-20	\$117,325,784	\$35,610,979	\$34,354,293	\$69,965,272
2021-22	\$117,325,784	\$37,587,808	\$38,294,730	\$75,882,538

Table 3 shows the increase in both tuition and transportation costs to the District. The projections (2018-19 through 2021-22) are based upon the average increase of costs for the prior three years. The total expenditures in these categories are commensurate with the needs for these expenditures based upon the extraordinary growth of the total student population.

Chart 2: History and Projection of Tuition and Transportation Costs



**Table 6: Required Cost Above Adequacy for Lakewood Students**

Year	Adequacy	Tuition	Transportation	Services*	Other Service*	Total Cost	Total Required
2015-16	\$126,865,224	\$28,457,996	\$18,208,864	\$3,474,602	\$2,915,132	\$53,056,594	\$179,921,818
2016-17	\$119,394,029	\$31,780,583	\$24,477,814	\$3,723,890	\$2,967,150	\$62,949,437	\$182,343,466
2017-18	\$117,325,784	\$31,963,753	\$27,648,082	\$3,295,071	\$2,516,926	\$65,423,832	\$182,749,616
2018-19	\$117,325,784	\$33,738,117	\$30,819,317	\$3,497,854	\$2,799,736	\$70,855,025	\$188,180,809
2019-20	\$117,325,784	\$35,610,979	\$34,354,293	\$3,505,605	\$2,761,271	\$76,232,148	\$193,557,932
2021-22	\$117,325,784	\$37,587,808	\$38,294,730	\$3,432,843	\$2,692,644	\$82,008,025	\$199,333,809

**\*services include such things as OT/PT; Speech \*\*Other services include additional services provided to Lakewood children. These two categories were provided by the Lakewood Public Schools.**

Table 4 shows the history and projection of required expenses for Lakewood students. The historical data is from 2015-16 through 2017-18. The projected data is from 2018-19 through 2021-22. Column 1 is the adequacy budget (the amount of money the State considers the minimum expenditure for educating students in Lakewood. The projected years for Tuition (column 2) and Transportation (column 3) are based upon the average percentage of growth in these two categories. Columns 3 and 4 are based upon a moving average. This table does not include transportation or extraordinary aid provided to the District. The last column shows the historical and projected costs of what would actually be needed to provide these services for the growing number of students in Lakewood.

In 2012-13 there were 5,131 public and 19,777 non-public school students attending all schools in Lakewood for a total of 24,908 students. The projection for 2021-22 shows estimates that there will be 6,528 public and 37,278 non-public school students in Lakewood for a total of 43,806 students. That represents an estimate increase in the total school aged children in Lakewood between 2012-13 and 2021-22 of 43.14% over 10 years. To educate this number of students by the end of the projection will require \$ 202,836,016 in order to provide the services required for the non-public schools and to ensure an adequate education for students attending the Lakewood Schools.

**Table7: Required Cost Above Adequacy for Lakewood Students with Estimated Aid**

Year	Adequacy	Tuition	Transportation	Services*	Other Service*	Total Cost	Trans Aid*	Extra Aid	Total Aid	Total Required
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
2015-16	\$126,865,224	\$28,457,996	\$18,208,864	\$3,474,602	\$2,915,132	\$53,056,594	\$3,934,658	\$4,500,000	\$8,434,658	\$171,487,16
2016-17	\$119,934,029	\$31,780,583	\$24,477,814	\$3,723,890	\$2,967,150	\$62,949,437	\$4,199,793	\$5,200,000	\$9,399,793	\$173,483,67
2017-18	\$117,325,784	\$31,963,753	\$27,648,082	\$3,295,071	\$2,516,926	\$65,423,832	\$4,398,615	\$5,200,000	\$9,598,615	\$173,151,00
2018-19	\$117,325,784	\$33,738,117	\$30,819,317	\$3,497,854	\$2,799,736	\$70,855,025	\$4,398,615	\$5,200,000	\$9,598,615	\$178,582,19
2019-20	\$117,325,784	\$35,610,979	\$34,354,293	\$3,505,605	\$2,761,271	\$76,232,148	\$4,398,615	\$5,200,000	\$9,598,615	\$183,959,31
2021-22	\$117,325,784	\$37,587,808	\$38,294,730	\$3,432,843	\$2,692,644	\$82,008,025	\$4,398,615	\$5,200,000	\$9,598,615	\$189,735,19

Table 4 provides the same information as Table 4 with estimated aid. State aid changes year to year and is difficult to project therefore for the purposes of this study the current aid is carried forward to the end of the projection. It is important to note that the Transportation Aid column includes additional aid provided to the District under the Kean and Singer Pilot Program which is a three year program supplementing the District share in with additional aid from the State. For this study it is carried through to 2021-22.

**Table 8: Estimated Projected Budget and Adequacy**

Year	Budget	Adequacy	Needed	Difference
	1	2	4	5
2015-16	\$128,270,089	\$115,998,679	\$166,046,439	\$37,776,350
2016-17	\$137,836,194	\$126,865,224	\$179,921,818	\$42,085,624
2017-18	\$143,455,116	\$119,394,029	\$182,343,466	\$38,888,350
2018-19	\$151,230,383	\$120,752,644	\$191,607,669	\$40,377,285
2019-20	\$159,442,193	\$122,337,299	\$198,569,447	\$39,127,254
2021-22	\$168,099,904	\$120,827,991	\$202,836,016	\$34,736,112

Table 4 shows the differences between the Lakewood Budget (estimated budgets between 2018-19 and 2021-22 based upon the average increase in budgets between 2015-16 and 2017-18). Column 2 shows the estimated adequacy projection between 2018-19 and 2022-22. Column 4 indicates the amount required to educate and provide services to all Lakewood students. The last column indicates how, based upon budget estimates, the District will be underfunded in future years.

## Conclusion

It is fully recognized that students attending non-public schools are entitled to receive transportation, textbooks and special education services via public school budgets should they opt for a free and appropriate public education. This study does not contest that as a matter of law. The concern is that when these laws were adopted a situation such as Lakewood may not have been anticipated. Lakewood is unique in New Jersey in terms of the ratio of non-public to public school students. In 2011-12, which is the base year of this study, the percentage of school aged children attending non-public schools was just under 80% while the percentage of those attending public school was just over 20%. By 2016-17 (the last official enrollment used in this study) the percentage of elementary school students slipped to just fewer than 16% while the percentage of non-public school students increased to just over 85%. The differences in these percentages increased while the enrollment in both public and non-public schools also increased. Between 2011-12 and 2016-17 the enrollment in the public schools increased by 625 students while the enrollment in the non-public schools increased by 11,246 students. The projection indicates that by the 2021-22 school year the number of students enrolled in the public schools will increase from the 2016-17 enrollment of 5,854 to 6,528 in 2021-22, an increase of 674 students. The enrollment in the non-public schools will increase from the 2016-17 enrollment of 31,023 to 37,278, an increase of 6,255 students.

This increase in enrollment during the next five years will bring an increased need for programs and services for both the public and non-public schools. The school budget provides two major outlays to the non-public schools, these are, tuition special needs students to schools providing special education programs, and transportation for all eligible non-public school students. The increase in enrollment as per the projection will, by definition, increase the cost tuition, transportation and other services cost over the next five years and beyond.

In 2015-16 in order to meet the needs of all students the total budgetary requirement was \$ 160,620,615. The adequacy budget<sup>1</sup> in 2015-16 was \$ 115,998,679. The school budget for 2015-16 was \$ 128,270,089. The difference between the adequacy budget and the school budget was \$12,271,410. But in order to meet the requirements for non-public school students (for the required services) the total cost to the District to provide a thorough and efficient education (required services plus adequacy budget) was \$ 160,620,615, or a difference of just over \$ 32,000,000. This difference resulted in cuts to programs and curriculum.

In projecting adequacy budgets through 2021-22, based upon percentage increases from prior years, the budget would be \$120,827,991. The 2016-17 school budget was \$ 137,836,194. This included a \$ 5,640,183 DOE loan against future State aide. the 2017-18 budget is \$ 143,455,116. This included an \$ 8,533,678 DOE loan against future State aid. This kind of financing in which the District borrows against future State aid to cover annual increases in the budget cannot be sustained. Remarkably, even if the District to to cover each annual increase in its budget with loans against future State aid, the part of the budget for the public schools would be significantly below adequacy. The projected District budget out to 2021-22

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<sup>1</sup> Adequacy budget is what the state determines is the minimum funding level required to provide a "Thorough and Efficient" education for every student in the District.

(based upon average historical increases, including the State loans would be \$168,099,904. The differential between the adequacy and the projected budget for 2021-22 would be just over \$45,000,000 because the total required for providing mandated services would be \$202,836,016.<sup>2</sup> This would be a shortfall of just under \$ 35,000,000. If the State does not provide additional funding, despite the loans it is impossible to anticipate where the additional funding would come from given the limitation of the 2% cap on budget. Further, with the passage of the Tax Reform Act by Congress as of December 20, 2017 there is no way to anticipate how the loss of the State and local (property) tax deduction is going to impact on school budgets. It is not unreasonable to assume that with a new burden on taxpayers on this State that Boards of Education will be very reluctant to increasing local taxes.

In the 2016-17 school year the enrollment in the Lakewood Public Schools was 5,854 students. The total number of students receiving Free or Reduced Lunch was 5,262 (5,131 free lunch). This means that 90% of the students attending the Lakewood Public Schools are considered "children at risk" by the State of New Jersey. These percentages have not varied to any significant extent in the past five years and are not expected to change to any degree. Lakewood does receive, due to the number of Title 1 students in the District, significant Federal Aid. However, the portion of this aid provided to the public schools has been significantly reduced aid falls primarily into the purchase of supplies and equipment. What Lakewood has seen, and will continue to see, is a growth in class sizes and reduction of programs (curricular, co-curricular and extra-curricular). As there is more growth in the non-public school population, with its concurrent increase in needs for special education and transportation, along with the projected growth in the public schools, Lakewood will have to continue to find ways of cutting costs. Unfortunately most of the cutting will directly impact the public school students.

The numbers shown in this report are self-evident. The historical growth of the non-public school enrollment along with the continued growth in the public school enrollment has made it impossible to adequately fund the schools through local sources. While the State has provided an infusion of loans to increase the annual budget a substantial gap remains between revenues and what is needed for a thorough and efficient education..

In my opinion, as an educator (having been a teacher and a school principal and as a consultant who has worked in well over 150 New Jersey School Districts, a change in the way the manner in which a District with the overwhelming non-public school enrollment is funded must be considered. The manner in which the State supplements the Lakewood Budget must reevaluated and set on a more permanent basis so that the District can better plan for its future needs.

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<sup>2</sup> This assumes that the Kean Singer Pilot Program would expire prior to 2021-22 thus lowering transportation aid.

# Exhibit 2

(P:14)

**Applicant:** 29 2520 LAKEWOOD TOWNSHIP - Ocean

**Application Sections** Basic

**Application:** IDEA Consolidated - 00-  
**Cycle:** Original Application

**Project Period:** 7/1/2017 - 6/30/2018

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[Click to Return to GMS Access/Select Page](#)  
[Click to Return to Menu List / Sign Out](#)

Allocation	Consortium	Budget Detail	Budget Summary
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The application has been approved. No more updates will be saved for the application.

**Basic Entitlement Allocation (Ages 3-21)**

[Instructions](#)

**IDEA Part B Sec. 611 - It is estimated that the project/program is funded 100% with federal funds. These funds are coded under CFDA Number 84.027A**

<b>Allocation Calculation</b>				
				Base Amount
				844432
<b>Population</b>				
Public Enrollment	Nonpublic Enrollment	Total Population	Population Rate Per Pupil	Increase for Population Amount
6193	29221	35414	126.8788538462499011	4493288
<b>Poverty</b>				
Public Free/Reduced Lunches	Nonpublic Free/Reduced Lunches	Total Free/Reduced Lunch Count	Poverty Rate Per Pupil	Increase for Poverty Amount
4450	21162	25612	63.04540483718431047	1614750
<b>Total</b>				
<b>Current Year Funds</b>				
Basic Allocation (Ages 3-21)				6952470
ReAllocated Curr Year (+)				0
Release (-)				0
Total Current Year Funds				6952470
<b>Prior Year(s) Funds</b>				
Carryover (+)				0
Overpayment (+)				0
ReAllocated Prior Year (+)				0
Total Prior Year(s) Funds				
<b>Cooperative/Consortia</b>				
Transfer In/Out				0
<b>Adjusted Total</b>				6952470

<b>Nonpublic Proportionate Share Calculation</b>			
Total Students with Disabilities (Ages 3-21)	Total Nonpublic Students with Disabilities (Ages 3-21)	Basic Allocation (Ages 3-21)	Nonpublic Proportionate Share
7186	5840	6952470	5650212
<b>Prior Year(s) Funds</b>			

	Carryover (+)	0
	<b>Cooperative/Consortia</b>	
	Transfer In/Out	0
	<b>Adjusted Total</b>	5650212

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PRD 2.0 user ID: PUBLIC

New Jersey Department of Education  
Send Questions to: [eweghelp@doe.state.nj.us](mailto:eweghelp@doe.state.nj.us)

# Exhibit 3

(PP:23)

## ALCANTARA v HESPE

	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 CURRENT	2018-19 PROJECTED
Tuition to Public Schools	\$ 151,304	\$ 85,186	\$ 3,861	\$ 158,502	\$ 160,000
Tuition to County Vocational	\$ 19,380	\$ 39,860	\$ 15,840	\$ -	\$ -
Tuition to Regional Day Schools	\$ 1,010,452	\$ 876,631	\$ 812,850	\$ 736,927	\$ 900,000
Tuition to Private Schools In State	\$ 21,056,687	\$ 25,083,549	\$ 27,891,730	\$ 29,209,390	\$ 35,908,287
Tuition to Private Schools Out of State	\$ 65,450	\$ 125,476	\$ 281,215	\$ 241,900	\$ 250,000
Tuition to Other Schools	\$ 4,162,319	\$ 1,652,026	\$ 981,683	\$ 1,189,705	\$ 1,450,000
Tuition - IDEA Basic	\$ 1,115,553	\$ 1,611,152	\$ 1,989,967	\$ 1,302,258	\$ 1,302,258
Tuition - IDEA Preschool	\$ 163,402	\$ 212,423	\$ 172,024	\$ 144,347	\$ 144,347
<b>TOTAL SPECIAL ED TUITION</b>	<b>\$ 27,744,547</b>	<b>\$ 29,686,303</b>	<b>\$ 32,149,170</b>	<b>\$ 32,983,029</b>	<b>\$ 40,114,892</b>
Salaries	\$ 5,807,587	\$ 6,099,269	\$ 6,589,821	\$ 7,018,201	\$ 6,139,090
Supplies	\$ 15,087	\$ 52,677	\$ 43,081	\$ 80,837	\$ 68,250
Purchased Services	\$ 34,095	\$ -	\$ -	\$ -	\$ -
<b>TOTAL SPECIAL ED INSTRUCTION</b>	<b>\$ 5,856,769</b>	<b>\$ 6,151,946</b>	<b>\$ 6,632,902</b>	<b>\$ 7,099,038</b>	<b>\$ 6,207,340</b>
Salaries	\$ 1,774,732	\$ 1,771,792	\$ 1,949,704	\$ 1,951,752	\$ 1,981,028
Purchased Services	\$ 716,881	\$ 1,075,113	\$ 1,417,989	\$ 1,496,983	\$ 1,520,000
Supplies	\$ 63,300	\$ 66,785	\$ 68,323	\$ 70,000	\$ 70,000
<b>TOTAL RELATED SERVICES</b>	<b>\$ 2,554,913</b>	<b>\$ 2,913,690</b>	<b>\$ 3,436,016</b>	<b>\$ 3,518,735</b>	<b>\$ 3,571,028</b>
Salaries	\$ 1,116,070	\$ 1,256,230	\$ 1,289,712	\$ 1,282,351	\$ 1,301,585
Purchased Services	\$ 1,420,593	\$ 899,977	\$ 976,297	\$ 1,450,000	\$ 1,450,000
Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXTRAORDINARY SERVICES</b>	<b>\$ 2,536,663</b>	<b>\$ 2,156,207</b>	<b>\$ 2,266,009</b>	<b>\$ 2,732,351</b>	<b>\$ 2,751,585</b>
Salaries	\$ 2,374,194	\$ 2,369,250	\$ 2,319,578	\$ 2,146,101	\$ 2,178,293
Purchased Services	\$ 48,779	\$ 119,290	\$ 320,204	\$ 255,450	\$ 255,450
Purchased Technical Services	\$ 19,407	\$ 306,113	\$ 263,910	\$ 381,000	\$ 381,000
Miscellaneous Purchased Services	\$ 115,169	\$ 19,414	\$ 19,308	\$ 1,000	\$ 1,000
Other Purchased Services	\$ -	\$ -	\$ -	\$ 25,000	\$ 25,000
Residential Costs	\$ -	\$ 160,308	\$ 207,103	\$ 150,000	\$ 150,000
Supplies	\$ 20,402	\$ 42,859	\$ 84,573	\$ 80,840	\$ 80,840
Other	\$ 6,145	\$ 5,330	\$ -	\$ 3,000	\$ 3,000
<b>TOTAL CHILD STUDY TEAM</b>	<b>\$ 2,584,096</b>	<b>\$ 3,022,564</b>	<b>\$ 3,214,676</b>	<b>\$ 3,042,391</b>	<b>\$ 3,074,583</b>
Contracted Routes - Vendors	\$ 2,886,122	\$ 4,328,742	\$ 3,410,256	\$ 2,021,179	\$ 1,840,606
Contracted Routes - Jointures	\$ 36,381	\$ -	\$ 42,428	\$ 42,016	\$ 42,000
Contracted Routes - ESC	\$ 1,224,888	\$ 883,723	\$ 942,000	\$ 1,000,000	\$ 1,020,000
<b>TOTAL SPECIAL ED TRANSPORTATION</b>	<b>\$ 4,147,391</b>	<b>\$ 5,212,465</b>	<b>\$ 4,394,684</b>	<b>\$ 3,063,195</b>	<b>\$ 2,902,606</b>
<b>TOTAL SPECIAL EDUCATION COSTS</b>	<b>\$ 45,424,379</b>	<b>\$ 49,143,175</b>	<b>\$ 52,093,457</b>	<b>\$ 52,438,739</b>	<b>\$ 58,622,034</b>
Annual Increase (Dollars)		\$ 3,718,796	\$ 2,950,282	\$ 345,282	\$ 6,183,295
Annual Increase (Percent)		8.19%	6.00%	0.66%	11.79%

Source: Annual Audit Reports 2014-17

Budget Projection Report 2018-19

## ALCANTARA v HESPE

	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 CURRENT	2018-19 PROJECTED
Salaries	\$ 671,538	\$ 873,714	\$ 2,345,738	\$ 2,441,754	\$ 2,478,380
Management Fee	\$ -	\$ 2,250	\$ 2,250	\$ 42,000	\$ 42,000
Other Purchased Services	\$ 181,597	\$ 241,224	\$ 232,791	\$ 206,225	\$ 150,000
Cleaning, Repair and Maintenance	\$ 42,299	\$ -	\$ 256,257	\$ 176,700	\$ 180,000
Lease Purchase Payments	\$ -	\$ -	\$ 364,991	\$ 650,544	\$ 850,000
Aid In Lieu Payments - Nonpublic	\$ 662,171	\$ 691,383	\$ 691,363	\$ 59,000	\$ 100,000
Contracted Routes - Home to School	\$ 17,238,877	\$ 18,995,507	\$ 16,910,109	\$ 21,561,893	\$ 25,936,770
Contracted Routes - Other Than Home to School	\$ 211,053	\$ 232,224	\$ 207,457	\$ 130,468	\$ 100,000
Jointures - Home to School	\$ 61,600		\$ 10,000	\$ -	\$ 10,000
Contracted Routes - Special Education	\$ 2,886,122	\$ 4,328,742	\$ 3,410,256	\$ 2,021,179	\$ 1,840,606
Jointures - Special Education	\$ 36,381	\$ -	\$ 42,428	\$ 42,016	\$ 42,000
ESC - Special Education	\$ 1,224,888	\$ 883,723	\$ 942,000	\$ 1,000,000	\$ 1,020,000
Supplies	\$ 19,071	\$ 94,624	\$ 317,355	\$ 371,252	\$ 329,000
<b>TOTAL TRANSPORTATION COSTS</b>	<b>\$ 23,235,597</b>	<b>\$ 26,343,391</b>	<b>\$ 25,732,995</b>	<b>\$ 28,703,031</b>	<b>\$ 33,078,756</b>
Annual Increase (Dollars)		\$ 3,107,794	\$ (610,396)	\$ 2,970,036	\$ 4,375,725
Annual Increase (Percent)		13.38%	-2.32%	11.54%	15.24%

*Source: Annual Audit Reports 2014-17*

*Budget Projection Report 2018-19*

# Exhibit 4

(P:3)

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
 DIVISION OF FINANCE

COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 PROJECTED ENROLLMENT REPORT

PRIOR YEAR RESIDENT ENROLLMENT	TOTAL	WEIGHTED ENROLLMENT CALCULATION		
October 2016	5,919.5 (A)		Projected	Projected
October 2015	6,100.0 (B)	Enrollment with	Enrollment	Weighted
October 2014	6,020.0 (C)	Base Weight	10/15/2017	Enrollment
October 2013	5,766.5 (D)		Weight	
October 2012	5,477.0 (E)	Half day Kindergarten	0 (Q-1)	0 (S-1)
October 2011	5,317.5 (F)	Elementary - Full K & Gr. 1-5	3,511 (Q-2)	3,511 (S-2)
		Middle School - Gr. 6-8	1,311 (Q-3)	1,363 (S-3)
		High School - Gr. 9-12	1,269 (Q-4)	1,472 (S-4)
		Total - Based on Grade Level		6,346 (S)
GROWTH RATE CALCULATION				
Sum of Items (A), (B) and (C)	18,039.5 (G)	At Risk Only	LEP Only	LEP & Low Inc
Sum of Items (D), (E) and (F)	16,561.0 (H)	-----	-----	-----
Item (G) Divided by three (3)	6,013.2 (I)	Projected Enrollment	Projected	Projected
Item (H) Divided by three (3)	5,520.3 (J)	by Student Characteristics	Enrollment	Enrollment
Item (I) Divided by Item (J)	1.0893 (K)			
Third Root of Item (K)	1.028919 (L)	Half day Kindergarten	0 (T-1)	0 (V-1)
Item (L) Minus one (1)	0.028919 (M)	Elementary - Full K & Gr. 1-5	1,715 (T-2)	1,091 (V-2)
Growth Rate - Item (M) as a %	2.8919%(N)	Middle School - Gr. 6-8	937 (T-3)	52 (V-3)
		High School - Gr. 9-12	722 (T-4)	54 (V-4)
10/15/2016 RESIDENT ENROLLMENT	5,919.5 (O)	Subtotal	3,374 (T)	1,197 (V)
PROJ. 10/2017 RESIDENT ENROLLMENT (FTE)				
Item (O) Adjusted by the Growth Rate		At Risk Only	LEP Only	LEP & Low Inc
minus half of Item (Q-1)	6,091.0 (O-1)	-----	-----	-----
		Projected Weighted	Projected	Projected
		Enrollment with	Weighted	Weighted
		Additional Weights	Enrollment	Enrollment
		Above the Base	@ 0.57000	@ (0.57000 + 0.125)
		Half day Kindergarten	0 (W-1)	0 (Y-1)
		Elementary - Full K & Gr. 1-5	978 (W-2)	758 (Y-2)
		Middle School - Gr. 6-8	555 (W-3)	38 (Y-3)
		High School - Gr. 9-12	477 (W-4)	44 (Y-4)
		Subtotal	2,010 (W)	840 (Y)
		Total Projected Weighted Enrollment	(S)+(W)+(X)+(Y)	9,332 (Z)

FOR INFORMATION ONLY

COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 PREBUDGET YEAR AID TOTALS

Page BUD

FY 2016-17 STATE AID

Equalization Aid	\$15,070,904 (A-1)	
Special Education Categorical Aid	\$3,053,082 (A-2)	
Security Aid	\$2,186,868 (A-3)	
Transportation Aid	\$4,199,793 (A-4)	
Educational Adequacy Aid	\$0 (A-5)	
School Choice Aid	\$0 (A-6)	
Adjustment Aid	\$0 (A-7)	
Preschool Aid	\$1,981,985 (A-8)	
Supplemental Enrollment Growth Aid	\$0 (A-9)	
Under Adequacy Aid	\$0 (A-10)	
PARCC Readiness Aid	\$58,370 (A-11)	
Per Pupil Growth Aid	\$58,370 (A-12)	
Add'l Adjustment Aid	\$0 (A-13)	
Professional Learning Community Aid	\$63,220 (A-14)	
Host District Support Aid	0 (A-15)	
PREBUDGET TOTAL ENTITLEMENT (A-1 through A-15)		\$26,672,592 (A)
BUDGETED LOCAL SHARE FOR THE PREBUDGET YEAR 2016-17 General Fund Tax Levy		\$94,088,028 (B)
PREBUDGET YEAR BUDGET for CAP calculation : Item (A-1) thru (A-3) + (A-7) + (A-9) thru (A-15) + (B)		\$114,578,842 (C)
PREBUDGET STABILIZED AID for AID GROWTH LIMIT : Item (A-1) thru (A-4) + (A-7) + (A-9) thru (A-15)		\$24,690,607 (D)
FY09 STATE AID for ADJUSTMENT AID calculation [18A:7F-58.a(4)]: FY10 State Aid BUD Item (E)		\$25,750,007 (E)

FOR INFORMATION ONLY

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
 DIVISION OF FINANCE  
 OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 EQUALIZATION AID

04/07/2017

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COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

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ADEQUACY BUDGET CALCULATION:  
 \*\*\*\*\* REGULAR EDUCATION \*\*\*\*\*

Projected Weighted Base Enrollment  
 Total Base Cost

- @ \$11042 per pupil  
 times GCA 0.96780

6,346 (A)

Projected Weighted At-Risk Only Enrollment  
 Total At-Risk Only Cost

- @ \$11042 per pupil  
 times GCA 0.96780

2,010 (C)

Projected Weighted LEP Only Enrollment  
 Total LEP Only Cost

- @ \$11042 per pupil  
 times GCA 0.96780

136 (E)

Projected Weighted combined LEP & Low Income  
 Enrollment

- @ \$11042 per pupil  
 times GCA 0.96780

840 (G)

\*\*\*\*\* SPECIAL EDUCATION \*\*\*\*\*

Special Education Enrollment

- FTE Resident Enrollment @ 14.92%

909 (I)

Total Special Education Cost

- @ \$17,085 per pupil  
 times GCA 0.96780  
 times Item (I) times 2/3

10,020,127 (J)

Speech Only Enrollment

- FTE Resident Enrollment @ 1.630%

99 (K)

Total Speech Only Cost

- @ \$1,162 per pupil  
 times GCA 0.96780  
 times Item (K)

111,334 (L)

ADEQUACY BUDGET -

Item (B) + (D) + (F) + (H) + (J) + (L)

\$109,857,390 (M)

LOCAL SHARE CALCULATION - REGULAR DISTRICT

Equalized Valuation (10/1/2016) 9,019,235,565 (N)  
 District Income (2014) 1,625,147,547 (O)

Equalized Val. x 0.014008725 / 2 63,173,991 (P-1)  
 District Income x 0.047823491 / 2 38,860,115 (P-2)  
 Local Fair Share : Item(P-1) + Item(P-2) 102,034,106 (P)

LOCAL SHARE - COUNTY VOCATIONAL SCHOOL DISTRICT

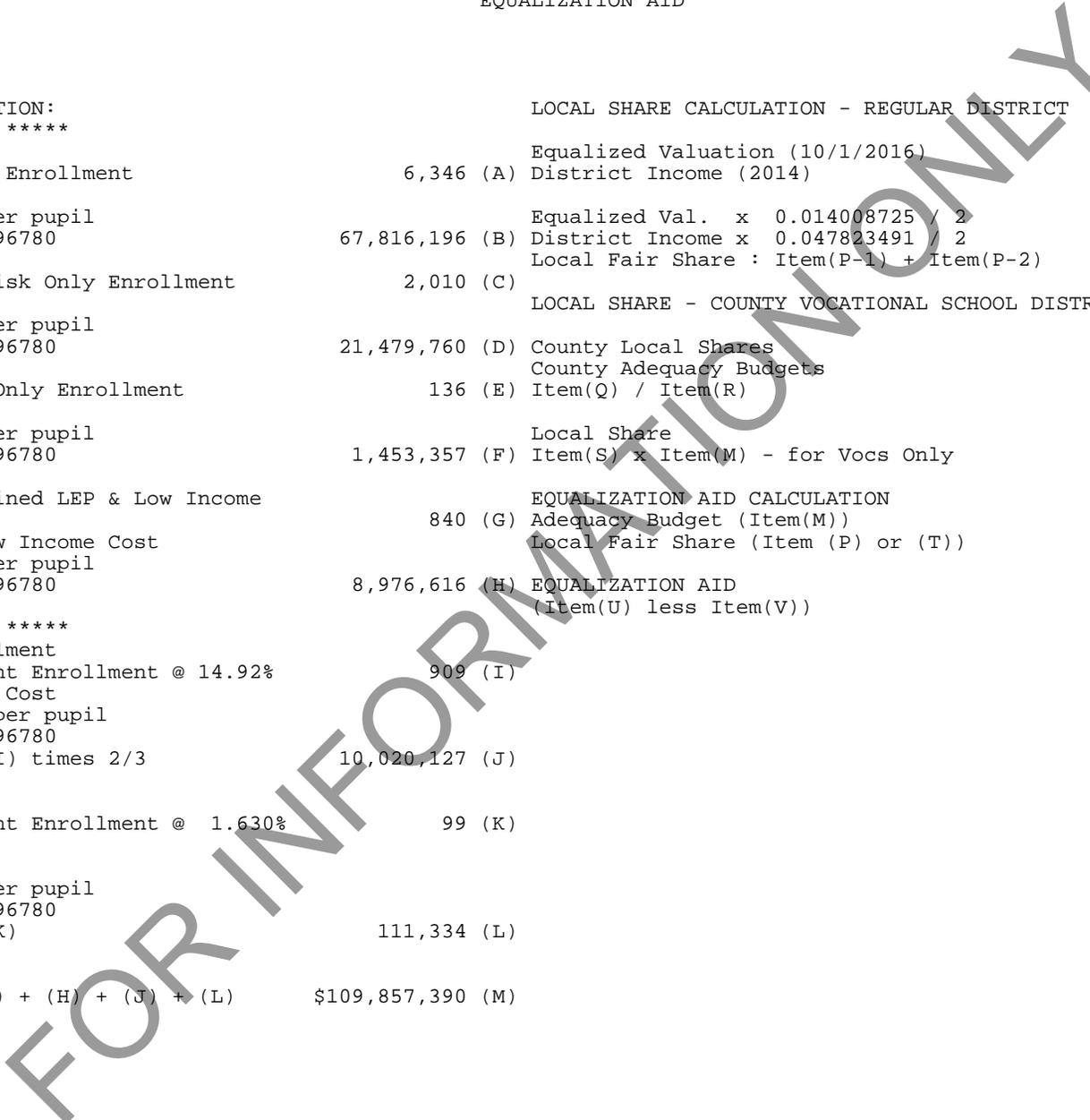
County Local Shares 1,060,932,104 (Q)  
 County Adequacy Budgets 1,022,098,899 (R)  
 Item(Q) / Item(R) 1.0380 (S)

Local Share  
 Item(S) x Item(M) - for Vocs Only 0 (T)

EQUALIZATION AID CALCULATION

Adequacy Budget (Item(M)) 109,857,390 (U)  
 Local Fair Share (Item (P) or (T)) 102,034,106 (V)

EQUALIZATION AID  
 (Item(U) less Item(V)) \$7,823,284 (W)



COUNTY: 29-OCEAN  
DISTRICT: 2520-LAKEWOOD TWP  
BUDGET: K-12

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
DIVISION OF FINANCE  
OFFICE OF SCHOOL FACILITIES AND FINANCE  
\*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
CATEGORICAL AIDS

04/07/2017

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SPECIAL EDUCATION CATEGORICAL AID -

Special Education PROJECTED Enrollment  
- FTE Resident Enrollment @ 14.920% 909 (A)

Total Special Education Categorical Aid  
- @ \$17,085 per pupil  
times GCA 0.96780  
times Item (A) times 1/3 5,010,063 (B)

SECURITY AID -

Projected FTE Resident enrollment 6,091.0 (C-1)  
- @ \$77 per pupil times Item (C-1) 469,007 (C)

Low Income enrollment 4,572.0 (D-1)  
Low Income Concentration Rate 0.750570 (D-2)  
Per Pupil \$ : if Item (D-2) >=40%, \$453.00 \$453.00 (D-3)  
Item (D-1) times Item (D-3) 2,071,116 (D)

Total Security Aid  
[Item (C)+ (D)] times GCA 0.96780 \$2,458,331 (E)

FOR INFORMATION ONLY

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
DIVISION OF FINANCE  
OFFICE OF SCHOOL FACILITIES AND FINANCE  
\*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
TRANSPORTATION AID

04/07/2017

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COUNTY: 29-OCEAN  
DISTRICT: 2520-LAKEWOOD TWP  
BUDGET: K-12

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REGULAR PUPILS ELIGIBLE FOR TRANSPORTATION

$$\begin{array}{r} \text{REGULAR + REG. SPECIAL + NONPUBLIC TRANS} + \text{AID IN LIEU OF} = \text{P1} \\ 2,336.0 + \quad \quad \quad 0.0 + \quad \quad \quad 8.0 + \quad 19,166.0 = \quad 21,510.0 \end{array}$$

$$\text{BA1} = ( \$443.51 \times (\text{P1}) ) + ( \$12.14 \times (\text{P1}) \times (\text{D1}) )$$

$$\text{BA1} = ( \$443.51 \times 21,510.0 ) + ( \$12.14 \times 21,510.0 \times 3.6 )$$

$$\text{BA1} = ( \$9,539,900 ) + ( \$940,073 )$$

$$\text{BA1} = \$10,479,973$$

REGULAR PUPILS AVERAGE DISTANCE

$$\text{D1} = 3.6$$

SPECIAL EDUCATION PUPILS ELIGIBLE FOR TRANSPORTATION

$$\text{P2} = 730.0$$

$$\text{BA2} = ( \$3,091.40 \times (\text{P2}) ) + ( \$5.90 \times (\text{P2}) \times (\text{D2}) )$$

$$\text{BA2} = ( \$3,091.40 \times 730.0 ) + ( \$5.90 \times 730.0 \times 3.7 )$$

$$\text{BA2} = ( \$2,256,722 ) + ( \$15,936 )$$

$$\text{BA2} = \$2,272,658$$

SPECIAL EDUCATION PUPILS AVERAGE DISTANCE

$$\text{D2} = 3.7$$

BA1 PLUS BA2 EQUALS TRANSPORTATION AID

$$( \$10,479,973 + \$2,272,658 ) \times 1.000000 = \$12,752,631 \quad (\text{A}) \text{ TRANSPORTATION AID}$$

FOR INFORMATION ONLY

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
 DIVISION OF FINANCE  
 OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 STABILIZATION / ADJUSTMENT AID

04/07/2017

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COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

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CAP DETERMINATION

Prebudget Year Spending - BUD Item (C)	\$114,578,842 (A)
Projected Spending : EQA (M) + CAT (B) + CAT (E)	\$117,325,784 (B)
State Aid Growth Limit (%)	20.00% (C)

STABILIZATION AID CALCULATIONS

	AID BEFORE CAP	STABILIZED AID
Equalization Aid	\$7,823,284 (D-1)	\$7,823,284 (F-1)
Special Education Categorical Aid	\$5,010,063 (D-2)	\$5,010,063 (F-2)
Security Aid	\$2,458,331 (D-3)	\$2,458,331 (F-3)
Transportation Aid	\$12,752,631 (D-4)	\$12,752,631 (F-4)
<b>Total</b>	<b>\$28,044,309 (D)</b>	
Prebudget Year Stabilized Aid: BUD (D)	\$24,690,607 (E)	
State Aid Growth Limitation: Lesser of [Item (E) indexed by [Item (C)+1]] or Item (D)		\$28,044,309 (F) TOTAL STABILIZED AID
Item (D) Less Item (F)		\$0 (G) EXCESS AID REDUCTION

ADJUSTMENT AID CALCULATIONS

Aid Total Subject to Adjustment: BUD Item (E)	\$25,750,007 (H)	
Hold Harmless at Item (H)	\$25,750,007 (I)	
Projected Total Aid before Adjustment Aid: Item (F) + Choice (H)	\$28,044,309 (J)	
Adjustment Aid prior to Reduction - Item (I) Less Item (J)		\$0 (K)
% Loss of Weighted Enrollment from FY09	0.000% (L)	
Weighted enrollment loss over 5%	0.00 (M)	
FY09 Weighted Per Pupil Adjustment Aid	\$0 (N)	
Adjustment Aid Reduction Due to Loss of Weighted Enrollment	\$0 (O)	
Reduced Adjustment Aid Due to Enrollment Loss: Item (K) minus Item (O)		\$0 (P) ADJUSTMENT AID

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
 DIVISION OF FINANCE  
 OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 PRESCHOOL EDUCATION AID

04/07/2017

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COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

Page PEA

PRESCHOOL EDUCATION AID - ELLI	0 (A)
PRESCHOOL EDUCATION AID - ECPA	
FY2017-18 Project Resident Preschool Enrollment (FTE):	
FY2016-17 Resident Preschool Enrollment (FTE)	84 (B)
Item (B) indexed by Enrollment Growth 1.028919	86 (C)
Prebudget Year Per Pupil Amount [FY2016-17 State Aid PEA Item (E)]	12,787 (D)
FY2017-18 Per Pupil Amount [Item (D) indexed by CPI (1.0030)]	12,825 (E)
MAX(Item (C) times Item (E), FY16 PEA Item (F))	1,981,985 (F)
PRESCHOOL EDUCATION AID - Total	
Item (A) + Item (F)	\$1,981,985 (G)

FOR INFORMATION ONLY

COUNTY: 29-OCEAN  
DISTRICT: 2520-LAKEWOOD TWP  
BUDGET: K-12

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
DIVISION OF FINANCE  
OFFICE OF SCHOOL FACILITIES AND FINANCE  
\*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
TOTAL STATE AID SUMMARY

04/07/2017

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GENERAL FUND AID:

Equalization Aid	7,823,284 (A-1)
Educational Adequacy Aid	0 (A-2)
School Choice Aid	0 (A-3)
Transportation Aid	12,752,631 (A-4)
Special Education Categorical Aid	5,010,063 (A-5)
Security Aid	2,458,331 (A-6)
Adjustment Aid	0 (A-7)
SUBTOTAL	\$28,044,309 (A)

SPECIAL REVENUE FUND AID:

Preschool Education Aid	1,981,985 (B-1)
SUBTOTAL	\$1,981,985 (B)

DEBT SERVICE FUND AID:

Debt Service Aid, Type 2	651,615 (C)
ADDITIONAL AID PAYABLE ON BEHALF OF DISTRICT:	
Debt Service Aid, Type 1	0 (D)

GRAND TOTAL AID PAYABLE TO AND ON BEHALF OF DISTRICT:

Total Aid	\$30,677,909 (E)
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FOR INFORMATION ONLY

COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
 DIVISION OF FINANCE  
 OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 NET STATE AID SUMMARY

GENERAL FUND AID:		SPECIAL REVENUE FUND AID:	
Equalization Aid [TOT(A-1)]	7,823,284 (A-1)	Preschool Education Aid [TOT (B-1)]	1,981,985 (B-1)
Educational Adequacy Aid [TOT(A-2)]	0 (A-2)	SUBTOTAL	\$1,981,985 (B)
School Choice Aid [TOT(A-3)]	0 (A-3)		
Transportation Aid [TOT(A-4)]	12,752,631 (A-4)	LESS:	
Special Education Categ. Aid [TOT(A-5)]	5,010,063 (A-5)	Assessment for Debt Service on SDA funding *	\$639 (C)
Security Aid [TOT(A-6)]	2,458,331 (A-6)	SUBTOTAL ADJUSTED [Item(A) + (B) - (C)]	\$30,025,655 (D)
Adjustment Aid [TOT(A-7)]	0 (A-7)		
SUBTOTAL	\$28,044,309 (A)	DEBT SERVICE FUND AID:	
		Debt Service Aid, Type 2	651,615 (E)
		ADDITIONAL AID PAYABLE ON BEHALF OF DISTRICT:	
		Debt Service Aid, Type 1	0 (F)
		GRAND TOTAL AID PAYABLE TO AND ON BEHALF OF DISTRICT:	
		Total Aid	\$30,677,270 (G)

\* This assessment must be budgeted as Capital Outlay expenditure for "Assessment for Debt Service on SDA Funding" (line 76210) in FY18. It will be shown in your FY18 payment schedule as a deduction from FY18 revenue.

COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 PL 2000, c. 72 SECTION 9: DEBT SERVICE AID

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SECTION 9 DEBT SERVICE AID, TYPE 2

(1) PROJECT ID	(2) BOND ID	(3) 2017-18 PROJECT DEBT SERVICE	(4) ELIGIBLE COSTS FOR PROJECT	(5) PRINCIPAL OF BOND/LP FOR PROJECT + "OTHER FUNDING"	(6) DIST. AID % (40% MINIMUM)	(7) 2015-16 AID ADJUSTMENT	(8) TOTAL PROJECT AID FROM ISSUANCE $((3) \times ((4)/(5)) \times (6)) + (7)$
2520050141000	2002543	\$610,995	\$9,363,750	\$9,363,750	40.0000%	0	\$244,398
2520070142000	2002543	\$283,656	\$4,347,145	\$4,347,145	40.0000%	0	\$113,462
2520080141000	2002543	\$81,368	\$1,247,000	\$1,247,000	40.0000%	0	\$32,547
2520080142000	2002543	\$166,059	\$2,419,081	\$2,544,921	40.0000%	0	\$63,139
2520083142000	2002543	\$238,493	\$3,655,000	\$3,655,000	40.0000%	0	\$95,397
2520084141000	2002543	\$166,227	\$2,547,500	\$2,547,500	40.0000%	0	\$66,491
2520084142000	2002543	\$116,610	\$1,787,100	\$1,787,100	40.0000%	0	\$46,644
2520090141000	2002543	\$113,444	\$1,738,575	\$1,738,575	40.0000%	0	\$45,378
2520090142000	2002543	\$147,875	\$2,266,250	\$2,266,250	40.0000%	0	\$59,150

(A): TOTAL SECTION 9 DEBT SERVICE AID TYPE 2 = \$766,606

FOR INFORMATION ONLY

COUNTY: 29-OCEAN  
DISTRICT: 2520-LAKEWOOD TWP  
BUDGET: K-12

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
DIVISION OF FINANCE  
OFFICE OF SCHOOL FACILITIES AND FINANCE  
\*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
PL 2000, c. 72 SECTION 10: DEBT SERVICE AID

FOR INFORMATION ONLY

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(B) TOTAL SECTION 9 AND 10 DEBT SERVICE AID TYPE 1	=	\$0
(C) TOTAL SECTION 9 AND 10 DEBT SERVICE AID TYPE 2	=	\$766,606
(D) TOTAL TYPE 1 FY17 ADJUSTMENT*	=	\$0
(E) TOTAL TYPE 2 FY17 ADJUSTMENT*	=	\$0
(F) TOTAL TYPE 1: ITEM (B) TIMES 0.85 WITH FY17 ADJUSTMENT	=	\$0
(G) TOTAL TYPE 2: ITEM (C) TIMES 0.85 WITH FY17 ADJUSTMENT	=	\$651,615

\*FY17 ADJUSTMENT PRORATED BY .85

# Exhibit 5

(P:P:26)

**Nonpublic Transportation Reimbursement (Based on Annual State Appropriations Act for FY 18):**

<b>Transportation Aid</b>	<b>\$ 4,199,793</b>
<b>Public Students</b>	<b>2,336</b>
<b>Special Ed Students</b>	<b>730</b>
<b>Nonpublic Students</b>	<b>19,174</b>
<b>Total Students</b>	<b>22,240</b>
<b>% Aid for Nonpublic</b>	<b>73.14%</b>
<b>% Aid for Public</b>	<b>9.04%</b>
<b>% Aid for Special Ed</b>	<b>17.82%</b>

**Nonpublic Mandated Busing Cost 2017-18**

<b>Projected 2017-18 Cost</b>	<b>\$ 23,256,328</b>	
<b>Less State Aid</b>	<b>\$ (3,071,696)</b>	
<b>Less Additional Nonpublic State Aid</b>	<b>\$ (5,560,460)</b>	<b>\$290 x 19,174</b>
<b>Net Cost</b>	<b>\$ 14,624,174</b>	
<b>District Cost/Nonpublic Students</b>	<b>\$ 763</b>	

**Public Mandated Busing Cost 2017-18**

<b>Projected 2017-18 Cost</b>	<b>\$ 1,961,517</b>
<b>Less State Aid</b>	<b>\$ (379,648)</b>
<b>Net Cost</b>	<b>\$ 1,581,870</b>
<b>District Cost/Public Students</b>	<b>\$ 677</b>

**Special Education Mandated Busing Cost 2017-18**

<b>Projected 2017-18 Cost</b>	<b>\$ 3,564,626</b>
<b>Less State Aid</b>	<b>\$ (748,449)</b>
<b>Net Cost</b>	<b>\$ 2,816,177</b>
<b>District Cost/SpEd Students</b>	<b>\$ 3,858</b>

# Exhibit 6

(P:5)

ENROLLMENT CATEGORIES	10-15-2015 ACTUAL	10-15-2016 ACTUAL	10-15-2017 ESTIMATE
Pupils On Roll Regular Full-Time	5,138.0	4,860.0	5,126.0
Pupils On Roll Regular Shared-Time	60.0	75.0	0.0
Pupils On Roll Special Ed Full-Time	859.0	929.0	964.0
Pupils On Roll Special Ed Shared-Time	10.0	18.0	0.0
Pupils On Roll SUBTOTAL	6,067.0	5,882.0	6,090.0
Pupils in Private School Placements	299.0	296.0	361.0
Pupils Sent to Contracted Preschool	2.0	1.0	0.0
Pupils Sent to Other Districts Regular	8.0	14.0	0.0
Pupils Sent to Other Districts Special Ed	17.0	17.0	17.0
Pupils Received	129.0	165.0	173.0
Pupils in State Facilities	7.0	6.0	6.0

Budget Category	Account	2015-16 Actual	2016-17 Revised	2017-18 Anticipated
Operating Budget:				
Revenues from Local Sources:				
Local Tax Levy	10-1210	90,350,168	94,088,028	96,961,999
Other Local Governmental Units - Restricted	10-12XX	1,000,000	0	0
Rents And Royalties	10-1910	0	20,000	20,000
Unrestricted Miscellaneous Revenues	10-1XXX	1,518,850	715,299	1,532,556
Other Restricted Miscellaneous Revenues	10-1XXX	0	0	84,000
Subtotal - Revenues From Local Sources		92,869,018	94,823,327	98,598,555
Revenues from State Sources:				
Categorical Transportation Aid	10-3121	3,934,658	4,199,793	4,199,793
Extraordinary Aid	10-3131	4,162,366	5,200,000	5,200,000
Categorical Special Education Aid	10-3132	2,975,869	3,053,082	3,053,082
Equalization Aid	10-3176	15,263,034	15,070,904	15,070,904
Categorical Security Aid	10-3177	2,161,835	2,186,868	2,186,868
Parcc Readiness Aid	10-3181	0	58,370	58,370
Per Pupil Growth Aid	10-3182	0	58,370	58,370
Professional Learning Community Aid	10-3183	0	63,220	63,220
Doe Loan Against State Aid	10-3199	0	5,640,183	8,522,678
Other State Aids	10-3XXX	769,209	3,320,094	3,715,770
Subtotal - Revenues From State Sources		29,266,971	38,850,884	42,129,055
Revenues from Federal Sources:				
Medicaid Reimbursement	10-4200	566,410	1,520,263	820,831
Subtotal - Revenues From Federal Sources		566,410	1,520,263	820,831
Transfers From Other Funds	10-5200	48,524	2,641,720	1,906,675
Other Financing Sources	10-5XXX	4,679,748	0	0
Actual Revenues (Over)/Under Expenditures		839,418	0	0
Total Operating Budget		128,270,089	137,836,194	143,455,116

Budget Category	Account	2015-16 Actual	2016-17 Revised	2017-18 Anticipated
Grants and Entitlements:				
Other Revenue From Local Sources	20-1XXX	4,863	0	1,684,584
Total Revenues From Local Sources	20-1XXX	4,863	0	1,684,584
Revenues from State Sources:				
Preschool Education Aid - Pr Yr Carryover	20-3218	0	0	100,000
Preschool Education Aid	20-3218	1,692,514	1,981,985	1,981,985
Other Restricted Entitlements	20-32XX	20,372,676	21,142,868	22,104,706
Total Revenues From State Sources		22,065,190	23,124,853	24,186,691
Revenues from Federal Sources:				
Title I	20-4411-4416	11,600,517	14,120,217	12,482,452
Title II	20-4451-4455	1,089,158	1,301,518	534,204
Title III	20-4491-4494	370,450	493,255	395,361
I.D.E.A. Part B (Handicapped)	20-4420-4429	6,948,003	5,956,063	5,612,780
Preschool Development Expansion Grant	20-4527	1,997,664	1,997,664	2,632,194
Other	20-4XXX	250,392	350,596	293,194
Total Revenues From Federal Sources		22,256,184	24,219,313	21,950,185
Total Grants And Entitlements		44,326,237	47,344,166	47,821,460
Repayment of Debt:				
Revenues from Local Sources:				
Local Tax Levy	40-1210	543,639	1,286,269	1,612,273
Total Revenues From Local Sources		543,639	1,286,269	1,612,273
Revenues from State Sources:				
Debt Service Aid Type II	40-3160	18,628	961,119	651,615
Budgeted Fund Balance	40-303	0	1	0

Budget Category	Account	2015-16 Actual	2016-17 Revised	2017-18 Anticipated
Total Local Repayment Of Debt		562,267	2,247,389	2,263,888
Actual Revenues (Over)/Under Expenditures		744,178	0	0
Total Repayment Of Debt		1,306,445	2,247,389	2,263,888
Total Revenues/Sources		173,902,771	187,427,749	193,540,464
Total Revenues/Sources Net of Transfers		173,902,771	187,427,749	193,540,464

Budget Category	Account	2015-16 Actual	2016-17 Revised	2017-18 Anticipated
General Current Expense:				
Instruction:				
Regular Programs - Instruction	11-1XX-100-XXX	17,971,553	19,924,446	19,003,096
Special Education - Instruction	11-2XX-100-XXX	6,151,946	6,475,969	7,108,442
Basic Skills/Remedial - Instruction	11-230-100-XXX	292,840	291,133	883,938
Bilingual Education - Instruction	11-240-100-XXX	3,394,601	3,668,143	3,400,827
School-Spon. Co/Extra Curr. Actvts. - Inst	11-401-100-XXX	174,369	193,712	187,700
School-Sponsored Athletics - Instruction	11-402-100-XXX	859,708	889,775	197,396
Before/After School Programs	11-421-XXX-XXX	48,000	180,000	0
Summer School	11-422-XXX-XXX	698,880	845,060	950,251
Instructional Alternative Ed Program	11-423-XXX-XXX	0	0	115,000
Other Alternative Education Program	11-425-XXX-XXX	19,792	0	0
Community Services Programs/Operations	11-800-330-XXX	5,488	0	1,000
Support Services:				
Undistributed Expenditures - Instruction (Tuition)	11-000-100-XXX	28,137,315	31,780,583	31,963,753
Undist. Expend.-Attendance And Social Work	11-000-211-XXX	250,071	258,914	249,000
Undist. Expenditures - Health Services	11-000-213-XXX	465,132	490,250	504,277
Undist. Expend.-Speech, OT, PT And Related Svcs	11-000-216-XXX	2,913,690	3,723,890	3,295,071
Undist Expend-Oth Supp Serv Std-Extra Serv	11-000-217-XXX	2,156,207	2,967,150	2,516,926
Undist. Expenditures - Guidance	11-000-218-XXX	1,167,034	1,159,221	1,085,559
Undist. Expenditures - Child Study Teams	11-000-219-XXX	3,022,564	2,369,419	2,943,573
Undist. Expend.-Improv. Of Inst. Serv.	11-000-221-XXX	648,667	645,074	1,210,763
Undist. Expend.-Edu. Media Serv./Library	11-000-222-XXX	556,577	613,919	247,518
Undist. Expend.-Instr. Staff Training Serv.	11-000-223-XXX	58,355	55,400	108,688
Undist. Expend.-Support Serv.-Gen. Admin.	11-000-230-XXX	2,434,309	3,719,832	2,428,138
Undist. Expend.-Support Serv.-School Admin.	11-000-240-XXX	2,998,682	3,118,177	3,068,329
Undist. Expend. - Central Services	11-000-251-XXX	1,006,878	1,195,686	1,192,084
Undist. Expend. - Admin. Info Technology	11-000-252-XXX	576,506	691,242	791,653
Undist. Expend.-Oper. And Maint. Of Plant Serv.	11-000-26X-XXX	7,019,780	7,984,135	7,773,290

Budget Category	Account	2015-16 Actual	2016-17 Revised	2017-18 Anticipated
Undist. Expend.-Student Transportation Serv.	11-000-270-XXX	26,343,391	24,777,814	27,648,082
Personal Services - Employee Benefits	11-XXX-XXX-2XX	18,385,404	19,626,611	22,553,367
Total Undistributed Expenditures		98,140,562	105,177,317	109,580,071
Total General Current Expense		127,757,739	137,645,555	141,427,721
Capital Expenditures:				
Equipment	12-XXX-XXX-730	450,325	190,000	84,505
Facilities Acquisition And Const. Serv.	12-000-400-XXX	62,025	639	639
Total Capital Outlay		512,350	190,639	85,144
Transfer Of Funds To Charter Schools	10-000-100-56X	0	0	1,942,251
General Fund Grand Total		128,270,089	137,836,194	143,455,116
Special Grants and Entitlements:				
Local Projects	20-XXX-XXX-XXX	4,863	0	1,684,584
Preschool Education Aid:				
PEA Instruction	20-218-100-XXX	950,325	839,730	969,284
Support Services	20-218-200-XXX	742,189	1,124,269	1,112,701
Fac Acquisition And Constr. Services	20-218-400-XXX	0	17,986	0
Total Preschool Education Aid	20-218-XXX-XXX	1,692,514	1,981,985	2,081,985
Other State Projects:				
Nonpublic Textbooks	20-XXX-XXX-XXX	1,306,655	1,192,219	1,237,136
Nonpublic Auxiliary Services	20-XXX-XXX-XXX	10,486,640	11,278,988	10,939,321
Nonpublic Handicapped Services	20-XXX-XXX-XXX	5,603,860	5,697,438	5,996,601
Nonpublic Nursing Services	20-XXX-XXX-XXX	2,004,652	1,900,796	1,975,030
Nonpublic Technology Initiative	20-XXX-XXX-XXX	494,731	545,428	1,119,014
Nonpublic Security Aid	20-XXX-XXX-XXX	476,138	527,999	544,411
Vocational Education	20-XXX-XXX-XXX	0	0	293,193
Total Other State Projects		20,372,676	21,142,868	22,104,706
Total State Projects	20-XXX-XXX-XXX	22,065,190	23,124,853	24,186,691
Preschool Expansion Grant Instruction	20-220-100-XXX	934,116	949,814	1,001,022

Budget Category	Account	2015-16 Actual	2016-17 Revised	2017-18 Anticipated
Preschool Expansion Grant Support Services	20-220-200-XXX	1,063,548	1,027,523	1,595,142
Preschool Expansion Grant Fac Acquisition And Constr. Services	20-220-400-XXX	0	20,327	36,030
Preschool Expansion Grant	20-220-XXX-XXX	1,997,664	1,997,664	2,632,194
Federal Projects:				
Title I	20-XXX-XXX-XXX	11,600,517	14,120,217	12,482,452
Title II	20-XXX-XXX-XXX	1,089,158	1,301,518	534,204
Title III	20-XXX-XXX-XXX	370,450	493,255	395,361
I.D.E.A. Part B (Handicapped)	20-XXX-XXX-XXX	6,948,003	5,956,063	5,612,780
Other	20-XXX-XXX-XXX	250,392	350,596	293,194
Total Federal Projects	20-XXX-XXX-XXX	22,256,184	24,219,313	21,950,185
Total Special Revenue Funds		44,326,237	47,344,166	47,821,460
Repayment of Debt:				
Total Regular Debt Service	40-701-510-XXX	1,306,445	2,247,389	2,263,888
Total Debt Service Funds		1,306,445	2,247,389	2,263,888
Total Expenditures/Appropriations		173,902,771	187,427,749	193,540,464
Total Expenditures Net of Transfers		173,902,771	187,427,749	193,540,464

Budget Category	Audited Balance 6-30-2015	Audited Balance 6-30-2016	Estimated Balance 6-30-2017	Estimated Balance 6-30-2018
Unrestricted:				
--General Operating Budget	-2,952,396	-6,824,592	0	0
--Repayment of Debt	744,179	1	0	0
Restricted for Specific Purposes - General Operating Budget:				
--Capital Reserve	0	0	0	0
--Adult Education Programs	0	0	0	0
--Maintenance Reserve	0	0	0	0
--Legal Reserve	0	0	0	0
--Tuition Reserve	0	0	0	0
--Current Expense Emergency Reserve	0	0	0	0
--Impact Aid Reserve for General Expenses (Sections 8002 and 8003)	0	0	0	0
--Impact Aid Reserve for Capital Expenses (Sections 8007 and 8008)	0	0	0	0
Repayment of Debt:				
--Restricted for Repayment of Debt	0	0	0	0

Per Pupil Cost Calculations	2014-15 Actual Costs	2015-16 Actual Costs	2016-17 Original Budget	2016-17 Revised Budget	2017-18 Proposed Budget
Total Budgetary Comparative Per Pupil Cost	\$11,729	\$12,504	\$13,236	\$13,886	\$13,918
Total Classroom Instruction	\$6,585	\$6,987	\$7,412	\$7,656	\$7,861
Classroom-Salaries and Benefits	\$6,192	\$6,437	\$7,000	\$6,760	\$7,279
Classroom-General Supplies and Textbooks	\$146	\$248	\$153	\$157	\$282
Classroom-Purchased Services	\$247	\$301	\$259	\$740	\$299
Total Support Services	\$2,500	\$2,549	\$2,691	\$2,816	\$2,795
Support Services-Salaries and Benefits	\$2,032	\$2,068	\$2,082	\$2,097	\$2,181
Total Administrative Costs	\$1,309	\$1,357	\$1,354	\$1,506	\$1,487
Administration Salaries and Benefits	\$1,048	\$1,067	\$1,046	\$1,163	\$1,176
Total Operations and Maintenance of Plant	\$1,070	\$1,246	\$1,323	\$1,429	\$1,369
Operations and Maintenance-Salaries and Benefits	\$193	\$201	\$166	\$192	\$199
Board Contribution to Food Services	\$0	\$0	\$0	\$0	\$0
Total Extracurricular Costs	\$217	\$233	\$241	\$247	\$89
Total Equipment Costs	\$33	\$76	\$35	\$36	\$14
Legal Costs	\$139	\$123	\$113	\$114	\$112
Employee Benefits as a percentage of salaries*	41.33%	45.37%	45.62%	46.14%	50.19%

\*Does not include pension and social security paid by the State on-behalf of the district.

\*\*Federal and State funds in the blended resource school-based budgets.

The information presented in columns 1 through 3 as well as the related descriptions of the per pupil cost calculations are contained in the Taxpayers' Guide to Education Spending (formerly the Comparative Spending Guide) and can be found on the Department of Education's Internet website: <http://www.state.nj.us/education/guide/>. This publication is also available in the board office and public libraries. The same calculations were performed using the 2016-17 revised appropriations and the 2017-18 budgeted appropriations presented in this advertised budget. Total Budgetary Comparative Per Pupil Cost is defined as current expense exclusive of tuition expenditures, transportation, residential costs, and judgments against the school district. For all years it also includes the restricted entitlement aids. With the exception of Total Equipment Cost, each of the other per pupil cost calculations presented is a component of the total comparative per pupil cost, although all components are not shown.

Shared Service Category Type	Shared Service Category Description	Amount Saved (Optional)
Transportation Services, including Fuel	Fuel purchasing Lakewood Township	0
Transportation Services, including Fuel	Transportation Jointures various school districts and educational services commissions	0
Purchasing	Educational Data Systems - Purchasing cooperative for supplies and services	0
Purchasing	ACES - Power and utility cooperative	0
Purchasing	Middlesex Hunterdon County Educational Services Commission Purchasing Cooperative supplies and services	0
Insurance Coverages and Benefits	SAIF Joint insurance fund for workers compensation and property and casualty insurance	0

A. Estimated 17-18 School Tax Rate	
WITHOUT REPAYMENT OF DEBT OR ADJUSTMENTS	
(A) General Fund School Levy	95,558,417
(B) Estimated Net Taxable Valuation (as of 10/01/16)	6,451,459,200
(C) Estimated 17-18 General Fund School Tax Rate=(A)/(B)x100	1.4812
WITH REPAYMENT OF DEBT AND ADJUSTMENTS	
(D) Total School Levy	97,114,646
(E) Estimated Net Taxable Valuation (as of 10/01/16)	6,451,459,200
(F) Estimated 17-18 Total School Tax Rate=(D)/(E)x100	1.5053
-----	
B. Estimated 17-18 Equalized School Tax Rate	
WITHOUT REPAYMENT OF DEBT OR ADJUSTMENTS	
(G) General Fund School Levy	95,558,417
(H) Estimated Equalized Valuation (as of 10/01/16)	9,019,235,565
(I) Estimated 17-18 Equalized General Fund School Tax Rate=(G)/(H)x100	1.0595
WITH REPAYMENT OF DEBT AND ADJUSTMENTS	
(J) Total School Levy	97,114,646
(K) Estimated Equalized Valuation (as of 10/01/16)	9,019,235,565
(L) Estimated 17-18 Equalized Total School Tax Rate=(J)/(K)x100	1.0768
-----	

Employee Contract List for District

NAME=David Shafter

CATEGORY	MEASURE
Job Title	State Fiscal Monitor
Job Title II	
Base Annual Salary Amount	\$85,236
Full-Time Equivalent (FTE)	0.6
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	156
Contracted Number of Annual Vacation Days	0
Contracted Number of Annual Sick Days	0
Contracted Number of Annual Personal Days	0
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$0
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$0
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	NA
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=David Shafter

	CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount		\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash		
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash		
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash		
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1		
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2		
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3		
	Additional Comment 1	
	Additional Comment 2	
	Additional Comment 3	

NAME=James Trischitta

CATEGORY	MEASURE
Job Title	Information Technology
Job Title II	
Base Annual Salary Amount	\$122,518
Full-Time Equivalent (FTE)	1.0
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	260
Contracted Number of Annual Vacation Days	15
Contracted Number of Annual Sick Days	12
Contracted Number of Annual Personal Days	5
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$2,100
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$15,000
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	#of Days x Daily Rate to a Max of \$15,000
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=James Trischitta

CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount	\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3	
Additional Comment 1	
Additional Comment 2	
Additional Comment 3	

NAME=Jason Mercer

CATEGORY	MEASURE
Job Title	Accountant
Job Title II	
Base Annual Salary Amount	\$88,868
Full-Time Equivalent (FTE)	1.0
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	260
Contracted Number of Annual Vacation Days	15
Contracted Number of Annual Sick Days	12
Contracted Number of Annual Personal Days	5
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$1,050
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$15,000
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	#of Days x Daily Rate to a Max of \$15,000
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=Jason Mercer

CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount	\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3	
Additional Comment 1	
Additional Comment 2	
Additional Comment 3	

NAME=John Parades

CATEGORY	MEASURE
Job Title	Other
Job Title II	Purchasing Agent
Base Annual Salary Amount	\$111,100
Full-Time Equivalent (FTE)	1.0
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	260
Contracted Number of Annual Vacation Days	15
Contracted Number of Annual Sick Days	12
Contracted Number of Annual Personal Days	5
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$750
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$15,000
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	#of Days x Daily Rate to a Max of \$15,000
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=John Parades

CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount	\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3	
Additional Comment 1	
Additional Comment 2	
Additional Comment 3	

NAME=Kevin Campbell

CATEGORY	MEASURE
Job Title	Assistant Business Administrator
Job Title II	
Base Annual Salary Amount	\$116,150
Full-Time Equivalent (FTE)	1.0
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	260
Contracted Number of Annual Vacation Days	15
Contracted Number of Annual Sick Days	12
Contracted Number of Annual Personal Days	5
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$2,800
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$15,000
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	#of Days x Daily Rate to a Max of \$15,000
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=Kevin Campbell

CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount	\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3	
Additional Comment 1	
Additional Comment 2	
Additional Comment 3	

NAME=Laura Winters

CATEGORY	MEASURE
Job Title	Superintendent
Job Title II	
Base Annual Salary Amount	\$167,500
Full-Time Equivalent (FTE)	1.0
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/12
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	260
Contracted Number of Annual Vacation Days	25
Contracted Number of Annual Sick Days	15
Contracted Number of Annual Personal Days	5
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$5,250
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$30,000
Contractual Post-Employment Benefit Description of Payout of Sick days	#of Days x Daily Rate to a Max of \$15,000
Contractual Post-Employment Benefit Description of Payout of Vacation days	#of Days x Daily Rate to a Max of \$15,000
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=Laura Winters

CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount	\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3	
Additional Comment 1	
Additional Comment 2	
Additional Comment 3	

Employee Contract List for District

NAME=Michael Azzara

CATEGORY	MEASURE
Job Title	State Fiscal Monitor
Job Title II	
Base Annual Salary Amount	\$115,344
Full-Time Equivalent (FTE)	0.8
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	208
Contracted Number of Annual Vacation Days	0
Contracted Number of Annual Sick Days	0
Contracted Number of Annual Personal Days	0
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$0
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$0
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	NA
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=Michael Azzara

CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount	\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3	
Additional Comment 1	
Additional Comment 2	
Additional Comment 3	

NAME=Regina Robinson

CATEGORY	MEASURE
Job Title	Business Administrator
Job Title II	Board Secretary
Base Annual Salary Amount	\$150,000
Full-Time Equivalent (FTE)	1.0
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	260
Contracted Number of Annual Vacation Days	20
Contracted Number of Annual Sick Days	12
Contracted Number of Annual Personal Days	5
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$2,800
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$15,000
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	#of Days x Daily Rate to a Max of \$15,000
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=Regina Robinson

CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount	\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3	
Additional Comment 1	
Additional Comment 2	
Additional Comment 3	

NAME=Tara Vazquez

CATEGORY	MEASURE
Job Title	Coordinator/Director/Manager/Supervisor
Job Title II	Transportation
Base Annual Salary Amount	\$92,250
Full-Time Equivalent (FTE)	1.0
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	260
Contracted Number of Annual Vacation Days	15
Contracted Number of Annual Sick Days	12
Contracted Number of Annual Personal Days	5
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$3,350
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$15,000
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	#of Days x Daily Rate to a Max of \$15,000
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=Tara Vazquez

CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount	\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3	
Additional Comment 1	
Additional Comment 2	
Additional Comment 3	

Employee Contract List for District

NAME=Theresa Polliforne-Sinatra

CATEGORY	MEASURE
Job Title	State Fiscal Monitor
Job Title II	
Base Annual Salary Amount	\$89,712
Full-Time Equivalent (FTE)	0.6
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	156
Contracted Number of Annual Vacation Days	0
Contracted Number of Annual Sick Days	0
Contracted Number of Annual Personal Days	0
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$0
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$0
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	NA
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

Employee Contract List for District

NAME=Theresa Polliforne-Sinatra

	CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount		\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash		
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash		
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash		
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1		
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2		
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3		
	Additional Comment 1	
	Additional Comment 2	
	Additional Comment 3	

NAME=Timothy Adams

CATEGORY	MEASURE
Job Title	Coordinator/Director/Manager/Supervisor
Job Title II	Buildings & Grounds
Base Annual Salary Amount	\$108,595
Full-Time Equivalent (FTE)	1.0
Shared with Another District?	N
Shared County	
Shared District	
Job Title Other District	
Member of Collective Bargaining Unit (CBU)?	N
Beginning Date of Contract	07/01/16
End Date of Contract	06/30/17
Contracted Number of Annual Work Days	260
Contracted Number of Annual Vacation Days	15
Contracted Number of Annual Sick Days	12
Contracted Number of Annual Personal Days	5
Contracted Number of Annual Consulting Days	0
Number of Other Contracted Non-Working Days	0
Description of Other Contracted Non-Working Days	
Total Allowances Amount	\$2,100
Total Bonuses Amount	\$0
Total Stipends Amount	\$0
District Contributions Above Teacher Contract for Insurance (Health, Dental, Life, Other)	\$0
District Contributions Above Teacher Contract for Retirement Plans	\$0
Total Contractual Post-Employment Benefit Amount	\$15,000
Contractual Post-Employment Benefit Description of Payout of Sick days	NA
Contractual Post-Employment Benefit Description of Payout of Vacation days	#of Days x Daily Rate to a Max of \$15,000
Contractual Post-Employment Benefit Description of Payout of Personal days	NA
Contractual Post-Employment Benefit Description of Other Benefits 1	
Contractual Post-Employment Benefit Description of Other Benefits 2	
Contractual Post-Employment Benefit Description of Other Benefits 3	

NAME=Timothy Adams

CATEGORY	MEASURE
Total Other/In-Kind Remuneration Amount	\$0
Description of Other/In-Kind Remuneration Annual Option to Buyback Sick Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Vacation Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Buyback Personal Time in Cash	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 1	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 2	
Description of Other/In-Kind Remuneration Annual Option to Other Remuneration 3	
Additional Comment 1	
Additional Comment 2	
Additional Comment 3	

# Exhibit 7

(P:1)

# Taxpayers' Guide to Education Spending - Total Classroom Instruction

	2003-04 Actual Costs (Comparative Spending Guide 2006)	2004-05 Actual Costs (Comparative Spending Guide 2007)	2005-06 Actual Costs (Comparative Spending Guide 2008)	2006-07 Actual Costs (Comparative Spending Guide 2009)	2007-08 Actual Costs (Comparative Spending Guide 2010)	2008-09 Actual Costs (Comparative Spending Guide 2011)	2009-10 Actual Costs (Comparative Spending Guide 2012)	2010-11 Actual Costs (Comparative Spending Guide 2013)	2011-12 Actual Costs (Comparative Spending Guide 2014)	2012-13 Actual Costs (Comparative Spending Guide 2015)	2013-14 Actual Costs (Comparative Spending Guide 2016)	2014-15 Actual Costs (Comparative Spending Guide 2016)	2015-16 Budget (Comparative Spending Guide 2016)
Lakewood Per Pupil Amount	\$6,046	\$7,365	\$6,528	\$6,357	\$7,112	\$7,132	\$7,309	\$7,439	\$7,506	\$7,486	\$7,260	\$6,585	\$6,600
Lakewood Per Pupil Ranking	54	82	42	23	43	32	21	31	27	19	10	3	1
E. K-12 / 0-1800 1. State average - Operating Type K-12	\$6,329	\$6,673	\$6,987	\$7,227	\$7,596	\$7,796	\$8,067	\$7,927	\$8,225	\$8,430	\$8,589	\$8,638	\$8,942
E. K-12 / 0-1800 2. State median - Operating Type K-12	\$5,947	\$6,274	\$6,543	\$6,815	\$7,146	\$7,419	\$7,690	\$7,629	\$7,913	\$8,097	\$8,260	\$8,403	\$8,728
E. K-12 / 0-1800 5. State average - All operating types	\$6,240	\$6,604	\$6,902	\$7,171	\$7,538	\$7,776	\$8,042	\$7,904	\$8,202	\$8,421	\$8,596	\$8,686	\$9,040
E. K-12 / 0-1800 6. State median -All operating types	\$5,909	\$6,261	\$6,526	\$6,833	\$7,176	\$7,445	\$7,679	\$7,628	\$7,916	\$8,100	\$8,344	\$8,522	\$8,895
F. K-12 / 1801-3500 1. State average - Operating Type K-12	\$6,329	\$6,673	\$6,987	\$7,227	\$7,596	\$7,796	\$8,067	\$7,927	\$8,225	\$8,430	\$8,589	\$8,638	\$8,942
F. K-12 / 1801-3500 2. State median- Operating Type K-12	\$5,947	\$6,274	\$6,543	\$6,815	\$7,146	\$7,419	\$7,690	\$7,629	\$7,913	\$8,097	\$8,260	\$8,403	\$8,728
F. K-12 / 1801-3500 5. State average-All operating types	\$6,240	\$6,604	\$6,902	\$7,171	\$7,538	\$7,776	\$8,042	\$7,904	\$8,202	\$8,421	\$8,596	\$8,686	\$9,040
F. K-12 / 1801-3500 6. State median - All operating types	\$5,909	\$6,261	\$6,526	\$7,171	\$7,176	\$7,445	\$7,679	\$7,628	\$7,916	\$8,100	\$8,344	\$8,522	\$8,895
G. K-12 / 3501 + 1. State average - Operating Type K-12	\$6,329	\$6,673	\$6,987	\$6,833	\$7,596	\$7,796	\$8,067	\$7,927	\$8,225	\$8,430	\$8,589	\$8,638	\$8,942
G. K-12 / 3501 + 2. State median - Operating Type K-12	\$5,947	\$6,274	\$6,543	\$7,227	\$7,146	\$7,419	\$7,690	\$7,629	\$7,913	\$8,097	\$8,260	\$8,403	\$8,728
G. K-12 / 3501 + 5. State average - All operating types	\$6,240	\$6,604	\$6,902	\$6,815	\$7,538	\$7,776	\$8,042	\$7,904	\$8,202	\$8,421	\$8,596	\$8,686	\$9,040
G. K-12 / 3501 + 6. State median - All operating types	\$5,909	\$6,261	\$6,526	\$7,171	\$7,176	\$7,445	\$7,679	\$7,628	\$7,916	\$8,100	\$8,344	\$8,522	\$8,895

# Exhibit 8

(P:43 and P:44)

## **Danielle C. Farrie, PhD**

60 Park Place, Suite 300  
Newark, NJ 07102  
dfarrie@edlawcenter.org

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### **Employment**

- 2008 – present      Research Director, Education Law Center, Newark, NJ
- 2006 – 2008      Research Assistant, School of Social Administration, Temple University, Philadelphia, PA
- 2008      Consultant, Public/Private Ventures, Philadelphia, PA
- 2007      Intern, U.S. Census Bureau, Housing and Household Economic Statistics Division, Poverty and Health Statistics Branch
- 2005 – 2007      Research Assistant, Institute for Public Affairs, Temple University, Philadelphia, PA
- 2005 – 2006      Research Assistant, Pennsylvania and Metropolitan Philadelphia Survey, Temple University, Philadelphia, PA
- 2004 – 2005      Research Assistant, A Place to Live and Learn, Temple University, Philadelphia, PA
- 2001 – 2005      Research Assistant, Philadelphia Survey of Child Care and Work, Temple University, Philadelphia, PA
- 2001 – 2002      Teaching Assistant, Temple University, Philadelphia, PA

### **Education**

- Ph.D.      Temple University, Sociology, 2008  
Dissertation: School Choice and Segregation: How Race Influences Choices and the Consequences for Neighborhood Public Schools
- M.A.      Temple University, Sociology, 2003
- B.A.      Loyola College, Sociology and Writing, 2000

## **Publications**

### ***Journal Articles***

- Goyette, Kimberly, Danielle Farrie, and Joshua Freely. 2012. "This School's Gone Downhill: Racial Change and Perceived School Quality among Whites." *Social Problems*. 59(2):155-176.
- Farrie, Danielle, Yookyong Lee, & Jay Fagan. 2011. The effect of cumulative risk on paternal engagement: Examining differences among adolescent and older couples. *Youth & Society*. 43(1):90-117.
- Fagan, Jay, Rob Palkovitz, Kevin Roy & Danielle Farrie. 2009. Pathways to paternal engagement: Longitudinal effects of risk and resilience on nonresident fathers. *Developmental Psychology*. 45(5):1389-1405.
- Cabrera, Natasha J., Jay Fagan, & Danielle Farrie. 2008. Explaining the long reach of fathers' prenatal involvement on later paternal engagement with children. *Journal of Marriage and Family*. 70(5):1094-1107.
- Cabrera, Natasha J., Jay Fagan, & Danielle Farrie. 2008. Rejoinder: Why should we encourage unmarried fathers to be prenatally involved? *Journal of Marriage and Family*. 70(5):1118-1121.
- Laughlin, Lynda, Danielle Farrie, & Jay Fagan. 2009. Father involvement with children following marital and non-marital separations. *Fathering*. 7(3):226-248.

### ***Book Chapters***

- Baker, Bruce, Danielle Farrie and David G. Sciarra. 2016. "The Changing Distribution of Educational Opportunities: 1993-2012" in *The Dynamics of Opportunity in America*, edited by I. Kirsch and H. Braun. Springer International Publishing.
- Sciarra, David G. & Danielle Farrie. 2015. "From *Rodriguez* to *Abbott*: New Jersey's Standards-Linked School Funding Reform" in *The Enduring Legacy of Rodriguez*, edited by C. Ogletree, Jr. and K. Robinson. Cambridge, MA: Harvard Education Press.
- Fagan, Jay & Danielle Farrie. 2008. "Fathers and the Life Cycle" in *The Encyclopedia of the Life Course and Human Development*, edited by D. Carr. Farmington Hills, MI: The Gale Group.

### ***Research Reports***

Baker, Bruce D., Danielle Farrie, Monete Johnson, Theresa Luhm, David G. Sciarra. 2017. *Is School Funding Fair? A National Report Card, 6<sup>th</sup> Edition*. Education Law Center. Newark, NJ. (Also co-author for editions 1-5)

Baker, Bruce D., Theresa Luhm, Danielle Farrie, David G. Sciarra. 2016. *Is School Funding Fair? America's Most Fiscally Disadvantaged School Districts*. Education Law Center. Newark, NJ.

Baker, Bruce D., Danielle Farrie, David G. Sciarra. 2016. *Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps*. ETS Research Report Series, 2016: 1-37.

### **Awards**

American Educational Research Association, Division L – Educational Policy and Politics, Outstanding Policy Research Report Award, 2013

# The School Funding Reform Act and the Impact on Lakewood Public Schools

Danielle Farrie, PhD  
Education Law Center

In 2008, the New Jersey Legislature enacted a new school funding formula, the School Funding Reform Act (SFRA). The SFRA is a “weighted student formula” which determines the cost of supporting the state’s core curriculum program with a “base cost” and “weights” for the additional funding required to support programs and services for students who are poor (at-risk), English language learners (ELL), and students with disabilities. The SFRA defines an “adequacy budget” for each district by calculating the costs associated with its unique student population.

The adequacy budget is funded through a mix of local property taxes and state aid. The fiscal capacity of the municipality, measured by average income and property wealth, determines the “local fair share” or the amount that the local municipalities should contribute. The remainder of the adequacy budget is funded through state aid. This process is referred to as “wealth equalization” and ensures that state aid is equitably distributed so that districts with lower tax bases rely on greater shares of state aid than districts that have greater property wealth.

The SFRA also includes categorical grants in addition to the adequacy budget calculation. Transportation, security, and one-third of special education costs are provided as categorical grants that are funded directly from the state and require no local contribution.

The SFRA was the first school funding formula declared constitutional for all students by the New Jersey Supreme Court. The formula explicitly connects school funding to the state’s academic content standards and performance assessments. The “weighted” formula was designed to advance equity across New Jersey by delivering greater resources to higher poverty school districts to ensure that all students have the opportunity to meet the state’s academic standards.

The SFRA was adopted as a unitary system to define appropriate school funding levels for all districts across the state. The formula, however, cannot properly respond to the needs of Lakewood’s public school students because of the unique demographics of the Lakewood community. According to the most recent (2015) U.S. Census American Community Survey (ACS), there are approximately 31,000 school-aged children residing in Lakewood (children age 5 -17).<sup>1</sup> Only about 6,000 of those children are enrolled in the Lakewood public schools. The remaining 25,000 attend private schools. This extraordinary circumstance – where the vast majority of children do not attend public schools – places the Lakewood public school budget in severe distress from year-to-year because the budget must fund

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<sup>1</sup> U.S. Census Bureau; American Community Survey, 2015 American Community Survey 1-Year Estimates, Table B01001; generated using American FactFinder; (27 April 2017).

two categories of expenditures that reflect the needs of the entire school-aged population: special education and transportation. These issues are addressed below.

## Special Education

Special education funding is provided through SFRA using a census-based approach. The additional funding for special education students is not determined by the actual count of classified students; instead each district is funded at the statewide classification rate of approximately 15%. Each district's special education costs are calculated using the following formula:

Resident enrollment \* statewide classification rate \* special education excess cost

Under the SFRA's census-based formula, the Lakewood adequacy budget provides approximately \$15 million for the cost of special education in 2016-17. Yet, according to the district's 2016-17 budget summary, Lakewood will spend \$44 million for special education services, including Instruction; Speech, OT, PT and Related Services; Child Study Teams; and Tuition for out-of-district placements.<sup>2</sup> Thus, the SFRA formula falls far short of providing funding to support the extraordinarily high cost of special education in the district's budget.

There are three drivers behind Lakewood's high special education costs:

- 1) Lakewood has a large population of students who enroll in the district only because they are eligible for special education services. This dynamic raises the district's classification rate far above the state average used to calculate Lakewood's adequacy budget under the SFRA formula.
- 2) Lakewood has a higher than average number of students in the highest cost disability categories.
- 3) Lakewood places a higher than average number of students in out-of-district placements.

Table 1 compares the demographic characteristics of the entire school-aged population of Lakewood, the public school population, and the special education population within the district. While the school-aged population is 87% white, the public schools are only 5% white, indicating the white students are far more likely to enroll in private schools. The special education population, however, is 30% white, meaning that white students are overrepresented in special education relative to their overall public school population (30% v. 5%).

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<sup>2</sup> New Jersey Department of Education. "User-friendly" Plain Language Budget Summaries, <http://www.state.nj.us/education/finance/fp/ufb/>

Table 1. Community and School Demographics

Population	Black	Hispanic	White
Lakewood school-aged population (5-17)	1%	11%	87%
Lakewood Public Schools (PK-12)	10%	84%	5%
Lakewood Public Schools - Special Education	9%	61%	30%

Source: U.S. Census Bureau; American Community Survey, 2011-15 American Community Survey 5-Year Estimates, Table B01001; generated using American FactFinder; (27 April 2017); NJ Department of Education, 2015-16 Fall Survey Enrollments; Lakewood Public Schools Special Education Enrollment, 2015-16, provided by Laura Winters, District Superintendent, on November 25, 2016.

This imbalance suggests that white families with special education needs are opting in to the public education system at a much higher rate than other white families. As a result, Lakewood’s classification rate is significantly higher than the statewide average used in the census-based funding. In 2015-16, the district reported 1,324 special education students, a classification rate of 22%. The census approach, using the statewide average classification rate of 15%, provides funding for only 915 students. Lakewood’s budget must provide special education services for a population that is nearly 50% larger than what their funding is premised upon.

A second strain on the Lakewood budget is the composition of the special education population. The SFRA provides a per pupil excess cost for special education that is calculated as the average spending across the state. But Lakewood’s population is not average and contains a higher than expected number of students with severe, high cost disabilities.

In 2013-14, the most recent complete data publicly available, Lakewood reported a higher than average number of students aged 6-21 in the following eligibility categories: Autism, Intellectual Disabilities, and Multiple Disabilities (see Table 2). According to a report commissioned by the NJDOE, Autism and Multiple Disabilities have “high” average costs and Intellectual Disabilities have “moderate” costs.<sup>3</sup> Having a higher than average number of such students will drive district costs above the statewide average.

<sup>3</sup> Augenblick, Palaich and Associates. Analysis of New Jersey’s Census-Based Special Education Funding System. October, 2011, <http://nj.gov/education/sff/sereport.pdf>

Table 2. Special Education Disability Categories

	Lakewood	State
Autism	10%	8%
Deaf-blindness	0%	0%
Emotional disturbance	2%	4%
Hearing impairment	1%	1%
Intellectual disability	9%	2%
Multiple disabilities	15%	9%
Orthopedic impairment	0%	0%
Other health impairment	12%	19%
Specific learning disability	24%	36%
Speech or language impairment	26%	21%
Traumatic brain injury	1%	0%
Visual impairment	0%	0%

Source: New Jersey Department of Education, Special Education Data Collection, 2013-14, <http://www.state.nj.us/education/specialed/data/>

NJDOE data also show that Lakewood places a far higher number of students in out-of-district placements. For students age 6-21, 19% of classified students are placed in “separate schools” compared to 7% statewide (see Table 3). For students age 3-5, 28% are in “separate schools” compared to 6% statewide (see Table 4).

Table 3. Special Education Placements, ages 6-21

	Lakewood	State
General education 80%+	37%	48%
General education 40-79%	15%	27%
General education <40%	28%	17%
Separate school	19%	7%
Residential facility	1%	0%
Home bound/hospital	1%	0%
Correctional facility	0%	0%

Source: New Jersey Department of Education, Special Education Data Collection, 2013-14, <http://www.state.nj.us/education/specialed/data/>

Table 4. Special Education Placements, ages 3-5

	Lakewood	State
Majority general education	17%	41%
Majority other	35%	21%
Separate class	19%	32%
Separate school	28%	6%
Service provider location	0%	0%
Home	0%	0%
Residential facility	1%	0%

Source: New Jersey Department of Education, Special Education Data Collection, 2013-14, <http://www.state.nj.us/education/specialed/data/>

These expensive placements drive Lakewood’s cost far above what would be anticipated under the SFRA based on their student enrollment. According to the 2016-17 budget summary, over \$31 million is spent on tuition payments alone, more than twice the amount that SFRA allocates for the entire special education program.

## Transportation

Under the SFRA, Lakewood must provide transportation to both public and non-public students. The district receives funding under the formula based on student counts, both public and non-public. The district is provided with a per pupil amount for each student with an adjustment based on average distance. In 2016-17, Lakewood projected serving 2,163 general education students, 15,919 non-public students, and 717 special education students with bus routes and 1,050 students with aid in lieu of transportation.

Under the SFRA formula, Lakewood was entitled to \$11.5 million in Transportation categorical funding for 2016-17. The formula provides \$485 per pupil for the transportation of general education students (including all non-public students) and \$3,082 per pupil for special education students.

Under a pilot program implemented in 2016-17, Lakewood’s non-public bussing is now overseen by a non-public school transportation consortium.<sup>4</sup> The district is required to provide \$884 per pupil for the transportation of non-public students, with a \$174 per pupil reimbursement from the state. If the SFRA were properly funded with the \$485 per pupil from categorical Transportation funding, that would still require Lakewood to make up the remaining \$225 per pupil with either local funds or state aid. At current SFRA funding levels, where Lakewood receives only 41% of their calculated Transportation aid or about \$200 per pupil, the district has to contribute \$510 from other funding streams. Using the 2016-17 non-public student count, that amounts to an additional \$8 million that the district must dedicate to the transportation of non-public students that should be supporting programs and services for public students.

<sup>4</sup> New Jersey Senate Bill 2049, [http://www.njleg.state.nj.us/2016/Bills/S2500/2049\\_I1.PDF](http://www.njleg.state.nj.us/2016/Bills/S2500/2049_I1.PDF)

## Addressing the Funding Deficit

The state aid distributed to districts through the SFRA is fungible; districts have discretion over how the state aid is spent. In other words, districts are not restricted in how they spend their funds, regardless of which category of SFRA they are distributed through. If, for example, transportation categorical aid is insufficient to support the district's transportation program, the district must use other state or local revenue to make up the difference. The same is true for special education.

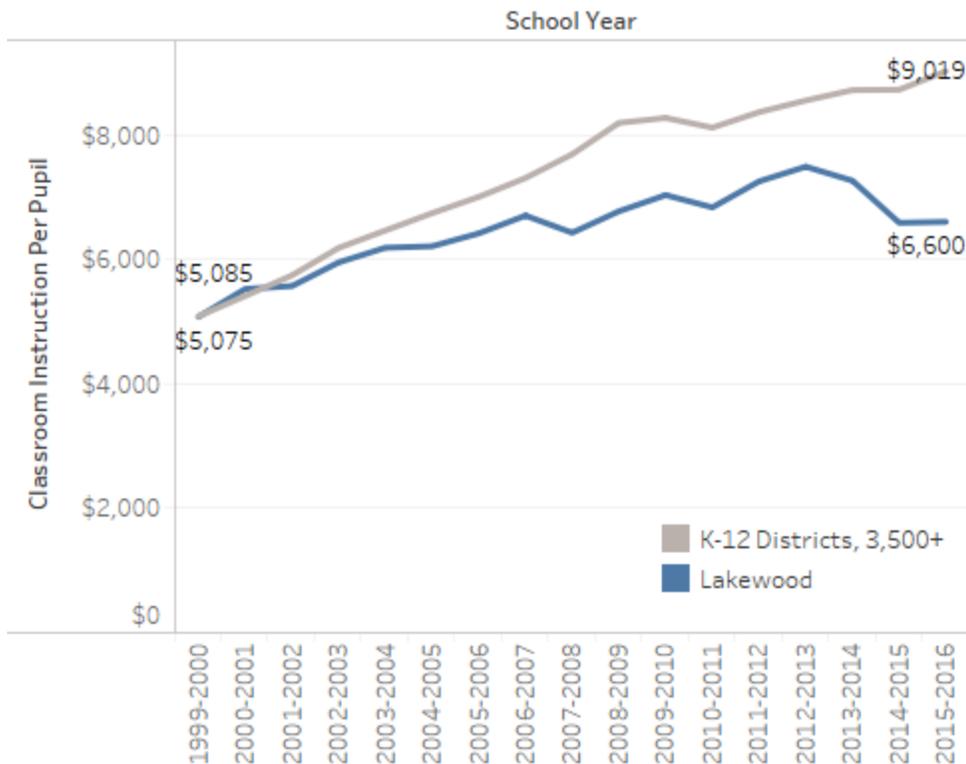
As shown above, Lakewood's spending in the areas of transportation and special education far exceeds what is provided under the formula, even if the SFRA were funded to its maximum level (which it currently is not). Because special education and transportation, in particular, are two areas of Lakewood's budget that are subject to mandatory spending to bus non-public students through the new transportation consortium, and to meet state and federal mandates for all students with disabilities, the district is forced to reduce spending in other program areas within the public schools.

While this balancing of spending certainly occurs in other districts, the strain on Lakewood's budget is unique. In a typical district, some repurposing of funds is expected to occur as the district adjusts the formula aid levels to its own circumstances. However, in Lakewood, there is a persistent and significant imbalance in special education and transportation costs because of the extraordinary number of private school students and students with high-cost disabilities. This can only be remedied by reducing spending on regular instruction and support services for public school students. This means that the district must repurpose funding that should support the adequacy budget for general education or the supplemental programs and services for at-risk or ELL students in the public schools. Because special education and transportation expenses in Lakewood reflect the costs of serving the greater school-aged population, and not the resident enrollment upon which the adequacy budget is built, the drain on district resources is substantial.

Further, because the district's funding levels are currently about \$12 million below the adequacy level defined by the SFRA, the excess spending in Transportation and Special Education necessarily pushes the district further below adequacy in the other areas, whether that is the general education program or support services for at risk students and those learning English.

This is illustrated in a comparison of per pupil spending on classroom instruction from the NJDOE's Comparative Spending Guide. Comparing Lakewood with other large, K-12 districts, the gap in average per pupil spending on classroom instruction grows significantly over time. In 1999-2000, Lakewood spent about the same as the other districts at about \$5,000 per pupil. By 2015-16, Lakewood's classroom instruction spending only increased by \$600, not accounting for inflation, while the average spending nearly doubled to just over \$9,000 per pupil (see Figure 1).

Figure 1. Classroom Instruction Spending per Pupil



Source: New Jersey Department of Education, Taxpayers Guide to Education Spending, <http://www.state.nj.us/education/guide/>

## Relative Academic Performance

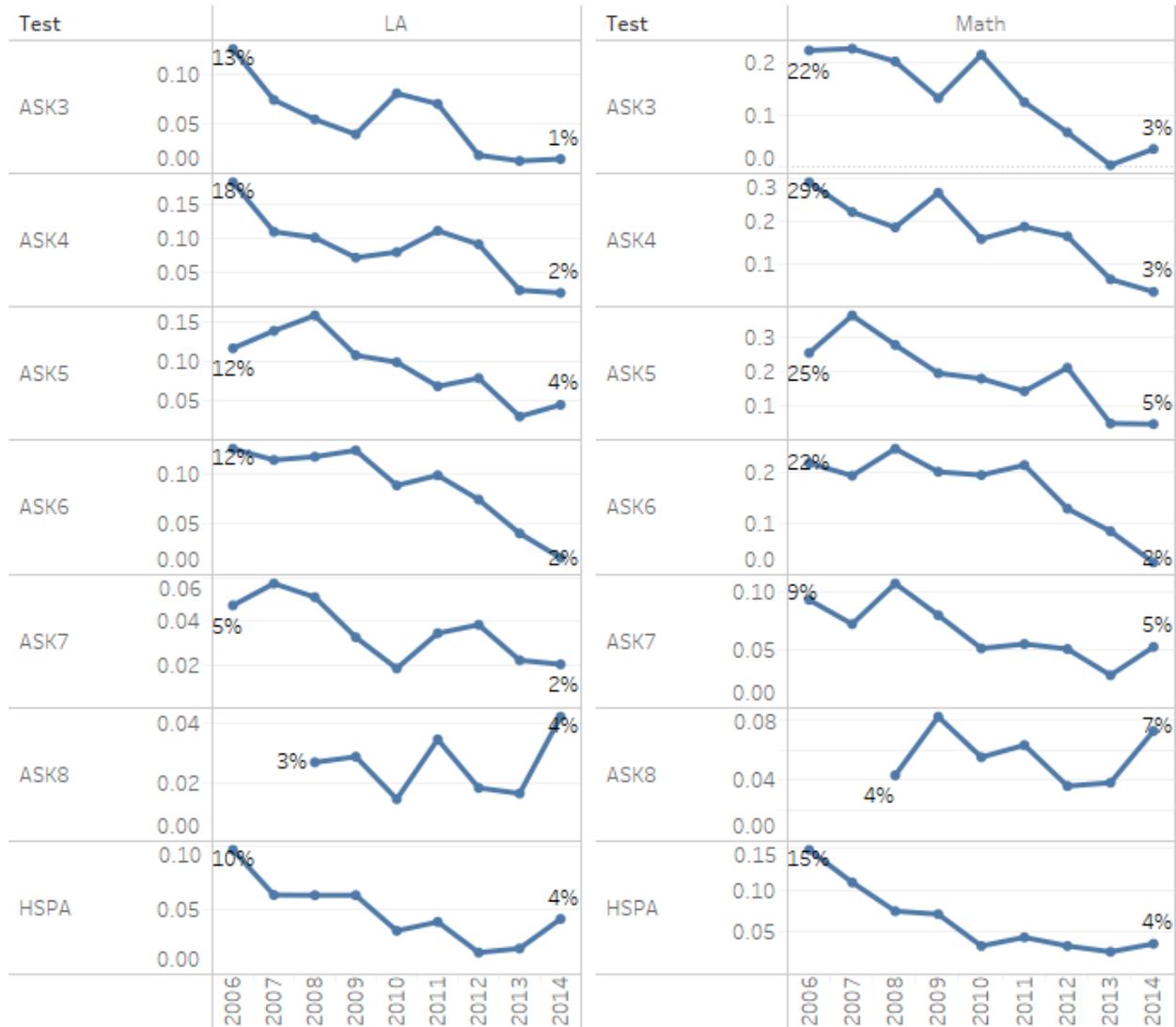
While much of the district’s budget supports excessive special education and transportation costs, and classroom spending is stagnant, Lakewood’s academic performance has been on the decline.

Examining longitudinal trends in standardized test scores is difficult because regular changes to the composition and scoring of the tests make year-to-year comparisons of scores invalid. To overcome this, district test scores can be translated into relative rankings using percentiles. Percentile rank simply measures each district’s test scores relative to other districts in the state. Scores rank from 0 (lowest) to 100 (highest). The percentile rank reported here represents the percentage of districts that Lakewood scored above.

Examining performance on seven grade level tests, grades 3 through 8 and 11, in both language arts and math between 2006 and 2014 (except ASK8 which started in 2008) provides 14 instances to examine Lakewood’s performance relative to other districts in the state. In 12 of the 14 areas, Lakewood’s performance declined over the period in question. For example, Lakewood scored in the 18<sup>th</sup> percentile on 4<sup>th</sup> grade Language Arts in 2006 and fell to the 2<sup>nd</sup> percentile in 2014. The district scored in the 29<sup>th</sup> percentile on 4<sup>th</sup> grade Math in 2006 and fell to the 3<sup>rd</sup> percentile in 2014. The one area where test

scores did not decline was the 8<sup>th</sup> grade test where Lakewood’s initial performance was already extremely low to start (3rd percentile in Language Arts and 4th percentile in Math).

Table 6. Lakewood Assessment Results, Percentile Rank



Source: New Jersey Department of Education, Assessment Reports, Total Students, <http://www.state.nj.us/education/schools/achievement/prior.htm>

## Conclusion

The SFRA, a weighted student funding formula, determines the cost of delivering the state’s academic standards and equitably allocates state funding to allow districts to meet those standards. If properly implemented, it is able to respond to the specific needs of school districts by calculating state funding based on overall enrollment with additional “weights” for at risk students, English language learners, and those with disabilities. However, the formula is incapable of addressing the extremely unique circumstances in Lakewood, an exceptional district where the majority of the community’s children do not attend the public schools.

The Lakewood school district is in constant fiscal distress because the unique circumstances described above – the small proportion of school-aged children attending public schools, the resulting high rate of students with disabilities and of out-of-district placements, and the excessive transportation costs for public and non-public students – require Lakewood to spend a disproportionate amount of its available funding in those areas, reducing the amount that is available for general education and support services in the public schools. For a district that is already spending below its adequacy target under the SFRA, the impact on public school students is significant: Lakewood’s stagnant instructional spending correlates with declining academic performance. Because this situation is both unique and persistent, changes are necessary to ensure that public school students are receiving their constitutionally guaranteed right to a thorough and efficient education.

# Exhibit 9

(P:5)

**BOARD OF EDUCATION  
LAKEWOOD PUBLIC SCHOOLS  
LAKEWOOD, NEW JERSEY**

**CONFERENCE MEETING – 6:00 P.M.  
PUBLIC MEETING – 7:30 P.M.**

**SEPTEMBER 27, 2004  
LAKEWOOD HIGH SCHOOL COMMONS**

**AGENDA**

**STATEMENT BY BOARD SECRETARY**

Pursuant to the provisions of Chapter 231, of the Laws of 1976 (THE OPEN PUBLIC MEETINGS ACT), Mr. Luick notified the public that notice of the date, time, location and agenda of this meeting, to the extent known, was provided at least forty-eight (48) hours prior to the commencement of this meeting in the following manner:

1. By posting such notice on the public announcement board of the Lakewood Board of Education Offices, and the Lakewood Township Municipal Building.
2. By mailing such notice to the offices of the Asbury Park Press, Ocean County Observer and the Tri Town News.
3. By filing such notice with the Board Secretary.
4. By mailing such notice to all individuals who requested and paid for a copy of same.

**BOARD MEMBERSHIP**

Mr. Abraham Ostreicher, President  
Mr. Norman Bellinger, Vice President  
Mr. Chet Galdo  
Mr. Meir Grunhut  
Mrs. Irene Miccio  
Mr. Meir Neumann  
Mr. Simcha Shain  
Mr. Bruce Stern  
Mr. Leonard Thomas

**SUPPORT PERSONNEL**

Dr. Ernest J. Cannava, Superintendent  
Mr. Edward W. Luick, Board Secretary/Assistant Superintendent  
Mr. Joseph C. Attardi, Assistant Superintendent  
Mrs. Kathryn D. Fuoto, Business Administrator  
Michael I. Inzelbuch, Esq., Board Attorney

**AGENDA**

# Exhibit 10

(P:54)

**BOARD OF EDUCATION  
LAKEWOOD PUBLIC SCHOOLS  
LAKEWOOD, NEW JERSEY**

**CONFERENCE MEETING – 6:00 P.M.  
2005**

**MAY 9,**

**PUBLIC MEETING – 7:30 P.M.**

**LAKEWOOD HIGH SCHOOL COMMONS**

**AGENDA**

**STATEMENT BY BOARD SECRETARY**

Pursuant to the provisions of Chapter 231, of the Laws of 1976 (THE OPEN PUBLIC MEETINGS ACT), Mr. Luick notified the public that notice of the date, time, location and agenda of this meeting, to the extent known, was provided at least forty-eight (48) hours prior to the commencement of this meeting in the following manner:

1. By posting such notice on the public announcement board of the Lakewood Board of Education Offices, and the Lakewood Township Municipal Building.
2. By mailing such notice to the offices of the Asbury Park Press, Ocean County Observer and the Tri Town News.
3. By filing such notice with the Board Secretary.
4. By mailing such notice to all individuals who requested and paid for a copy of same.

**BOARD MEMBERSHIP**

Mr. Chet Galdo, President  
Mr. Leonard Thomas, Vice President  
Mr. Norman Bellinger  
Mr. Meir Grunhut  
Mrs. Irene Miccio  
Mr. Meir Neumann  
Mr. Abraham Ostreicher  
Mr. Simcha Shain  
Mr. Bruce Stern

**SUPPORT PERSONNEL**

Mr. Edward W. Luick, Acting Superintendent  
Mr. Joseph C. Attardi, Assistant Superintendent  
Mrs. Kathryn D. Fuoto, Business Administrator  
Michael I. Inzelbuch, Esq., Board Attorney

**AGENDA**

Lakewood High School for the 2005-2006 academic year. German student J.C. and Ukrainian student A.M.P. will reside in the home of a Lakewood resident.

18. Approval of school utilization request from Bnos Yaakov to use the Clifton Avenue Grade School playground, parking lot and restroom facilities for their Annual Child Health & Safety Fair Sunday, June 26, 2005 from 9:00 a.m. to 6:00 p.m. provided they comply with all stipulations including all expenses incurred, submission of the proper insurance certification and policy endorsement, arranging for Police Department security and street closing, and clean-up of area at close of event.
19. Approval for the Lakewood High School Interact Club to participate in the American Cancer Society "Relay for Life" from 5:00 p.m. Friday to 10:00 a.m. Saturday, June 17 and 18, 2005. There will be one chaperone for every ten (10) students. This overnight relay event will be held at First Energy Park (Blue Claws Stadium) on New Hampshire Avenue in Lakewood.
20. Approval to accept the revised Lakewood Public School Organizational Chart (Regulation 2120A). (Attachment G)
21. Approval to abolish the following positions as of the dates indicated:
  - Supervisor of Foreign Languages, effective September 1, 2005
  - Director of Science and Social Studies, effective July 1, 2005
  - Director of Mathematics and Gifted & Talented, effective September 1, 2005
  - Supervisor of Fine Arts and Public Relations, effective July 1, 2005
  - Director of Language Arts, effective July 1, 2005
  - Director of Curriculum, effective July 1, 2005
  - Administrator of Community School, effective September 1, 2005
22. Approval to create the following job descriptions to be developed:
  - District Level – Instructional Supervisor (Humanities, etc.; Sciences, etc.; Foreign Languages)
  - Director of Community Programs and Fine Arts
23. Approval for Kamess Haki, Substance Abuse Coordinator at Lakewood Middle School, to attend an overnight Black Alcoholism & Addictions Institute Conference in Washington, D.C., May 9 and 10, 2005. Cost not to exceed \$750.00 using Character Education Grant funds.

**B. PERSONNEL**

Reports and Recommendations of the Superintendent of Schools for the following professional staff in accordance with the requirements of Element 6, Indicator 6.5 of the monitoring process.

# Exhibit 11

(P:53)

**BOARD OF EDUCATION  
LAKEWOOD PUBLIC SCHOOLS  
LAKEWOOD, NEW JERSEY**

**CONFERENCE MEETING – 6:30 P.M.**

**JUNE 1, 2011**

**PUBLIC MEETING – 8:00 P.M.**

**1771 MADISON AVENUE**

**AGENDA**

**STATEMENT BY BOARD SECRETARY**

Pursuant to the provisions of Chapter 231, of the Laws of 1976 (THE OPEN PUBLIC MEETINGS ACT), Mr. Varley notified the public that notice of the date, time, location and agenda of this meeting, to the extent known, was provided at least forty-eight (48) hours prior to the commencement of this meeting in the following manner:

1. By posting such notice on the public announcement board of the Lakewood Board of Education Offices, and the Lakewood Township Municipal Building.
2. By mailing such notice to the offices of the Asbury Park Press and the Tri Town News.
3. By filing such notice with the Board Secretary.
4. By mailing such notice to all individuals who requested and paid for a copy of same.

**BOARD MEMBERSHIP**

7. Approve Diane Piasentini and Jill Corrigan to attend Systems 3000 Fund Accounting Workshops June 2, 2011 and June 15, 2011 (No Cost to District).
8. Approval to limit the total number of students enrolled in the Choice Program to 10% of the number of students per grade per year.
9. Approval to abolish the Home Economics Department at the Lakewood Middle School. (No longer feeder program to LHS)
10. Approval to abolish the Auto Shop Department at the Lakewood High School. (Course offered at Ocean County Vocational School)
11. Approve the following staff members to attend the Teachers College Reading Workshop from August 8 through August 12, 2011. Amanda Doran, Sarah Johnson, Harriete Reynoso, Joseph Schroepfer. Cost: \$675 per person to be paid through Title I funds. (pending acceptance)
12. Approve the following staff members to attend the Summer Tenement Field Study Trip in New York City on June 11, 2011. Karen Filkin, Regina Longo, Gladys E. Dunn, John Newton, Maria deVencia-McFarland, Gina Silinonte, Maria Janusz, Diane McKee. (No Cost to District – Teaching American History Grant Funds)
13. Approve the following staff members to attend Summer Colloquia in Gettysburg, PA on June 24, 25, and 26, 2011. Regina Longo, Gladys E. Dunn, John Newton, Kate Redding, Sal Notaro, Gina Silinonte, Maria Janusz, Diane McKee, Karen Filkin. (No Cost to District – Teacher American History Grant Funds)
14. Approve for Classic Tours to provide transportation to Teachers College for 10 days for staff attending Reading Workshop. Total Cost: \$7,950

# Exhibit 12

(P:52)

**LAKWOOD BOARD OF EDUCATION  
LAKWOOD PUBLIC SCHOOLS  
LAKWOOD, NEW JERSEY**

**PUBLIC MEETING – 6:30 P.M.  
REGULAR MEETING**

**WEDNESDAY, AUGUST 30, 2017  
855 SOMERSET AVENUE**

**AGENDA**

**STATEMENT BY BOARD SECRETARY**

Pursuant to the provisions of Chapter 231, of the Laws of 1976 (THE OPEN PUBLIC MEETINGS ACT), Ms. Robinson notified the public that notice of the date, time, location and agenda of this meeting, to the extent known, was provided at least forty-eight (48) hours prior to the commencement of this meeting in the following manner:

1. By posting such notice on the public announcement board of the Lakewood Board of Education Offices, and the Lakewood Township Municipal Building.
2. By e-mailing such notice to the office of the Asbury Park Press.
3. By filing such notice with the Board Secretary.
4. By mailing such notice to all individuals who requested and paid for a copy of same.

**BOARD MEMBERSHIP**

Mr. Moshe Bender, President  
Mrs. Ada Gonzalez, Vice President  
Mrs. Thea Jackson  
Mr. Moshe Newhouse  
Mr. Moshe Raitzik  
Mr. Heriberto Rodriguez  
Mr. Bentzion Treisser  
Mr. Isaac Zlatkin

**SUPPORT PERSONNEL**

Mrs. Laura A. Winters, Superintendent  
Ms. Regina Robinson, Business Administrator/Board Secretary  
Mr. Kevin Campbell, Assistant Business Administrator/Assistant Board Secretary  
Mr. Michael Azzara, Lead State Monitor  
Mr. David Shafter, State Monitor  
Mr. Michael Inzelbuch, Esq., Board Attorney

<b>Name</b>	<b>School</b>
Ahle, Claudia	OSS
Medina, Miriam	Piner
Rodriguez, Jeanette	SSS

j. Miscellaneous – None At This Meeting

\* Appointment subject to approval of Criminal History background check by State Department of Education, as per NJSA 18A:6-7-1, et. seq., NJSA 18A:39-17 et. seq., or NJSA 18A:6-4.13 et seq., as applicable.

\*\* As required by law and code, this Emergent Employee Resolution, upon motion duly made, seconded and carried, it was RESOLVED that this person be employed by the Board of Education of the Lakewood Public School District in the County of Ocean on an emergent basis.

\*\*\* This position does not include the following:  
 Medical Coverage                      Personal Days  
 Dental Coverage                      Professional Days  
 Prescriptions                          Vacation Days  
 Optical Coverage                      Sick Days  
 Reimbursement for Credits

XIII. OLD BUSINESS

XIV. NEW BUSINESS

XV. GOOD AND WELFARE

XVI. ADJOURNMENT

**IMPORTANT INFORMATION: 2017-2018 District Administration**

<b>Position</b>	<b>Name</b>	<b>Extension</b>
Superintendent	Laura A. Winters	7055
Business Administrator	Regina Robinson	7011
Assistant Business Administrator	Kevin Campbell	7044
Purchasing Manager	Diane Piasentini	7019
Grants Office CPA	Jason Mercer	7025
Building and Grounds Facilities Manager	Timothy Adams	7808
Director of Safety & Security	John Stilwell	7460
Director of Technology	James Trischitta	7046
Transportation Manager	Lisa Vargas	7060

## ADMINISTRATORS, SUPERVISORS & DIRECTORS

District Phone # 732-364-2400

Last Name	First Name	Extension	Department/Position	Location
Anderson	Sherriese	7471	Supervisor of Special Services	BOE
Garfunkel	Chaya "Sara"	7004	Supervisor of Title I, Technology & Nursing Grants	BOE
Paolantonio	Tracy	7042	Supervisor of Guidance & Testing, Bilingual/ESL Education & World Language	BOE
Richt-Feifer	Tova	7490	Title I Instructional Supervisor & K-2 ELA Supervisor	BOE
Spitz-Stein	Malka	7050	Supervisor of STEM	BOE
Starashefsky	Devorie	7433	Supervisor of Special Education	BOE
Walters	Kevin	7312	Supervisor of ELA 3-12, Social Studies & Fine Arts	BOE
Long	Debra	7201	Principal	CAGS
Maldonado	Annette	7202	Assistant Principal	CAGS
Rivera	Ebony	7301	Principal	EGC
Rodriguez Jones	Magdalis	7302	Assistant Principal	EGC
Mozes	Heni	7032	Supervisor of LECC	LECC
Bonner	Owen	7482	Assistant Principal	LHS
Finklin	Major	7470	Assistant Principal	LHS
Marshall	Marcy	7467	Principal	LHS
Riley	Douglas	7468	Assistant Principal	LHS
Goldstein	Richard	7528	Principal	LMS
Horowitz	Scott	7502	Assistant Principal	LMS
Rolston	Deborah	7526	Assistant Principal	LMS
Ring	Jessica	7607	Assistant Principal	OSS
Schroepfer	Joseph	7606	Principal	OSS
Stead	Thomas	7605	Assistant Principal	OSS
Mazzeo	Deborah	7902	Principal	Piner
Mostel	Tobree	7901	Supervisor/Assistant Principal	Piner
Weisz	Adina		Supervisor of Related Services 732-961-7055	Princeton Ave
Cucuro	Yvette	7704	Assistant Principal	SSS
Salguero	Aleida	7705	Principal	SSS

# Exhibit 13

(P:45)

**Toms River Regional School District**  
**Office of the Superintendent**  
**David M. Healy**

**Chain of Communication / How to Effectively Communicate with School Officials**  
**2017-2018 School Year**

Parents are often discouraged when they attempt to communicate with central office administrators and are sent back to building-based officials in order to resolve a problem their child may be experiencing in school. To prevent that frustration, parents can become informed about the “**Chain of Communication**”, or where to begin the communication sequence regarding their child’s problem. *Parents of children with special needs should refer to the Special Education section below.*

Many parental questions are easily and completely answered by communicating directly with the educator in charge of the class or program. Each situation should first be addressed at whatever level the initial action was taken with appeals moving on to the next level on the chain of communication. The easiest way to communicate would be by email (please see the respective e-mail addresses listed below). A phone call would be the next preferable way to communicate.

## *High School North*

**A. On matters involving High School Curriculum and Instruction first contact:**

<b>1. Classroom Teacher</b>			
<b>2. Guidance Counselor or Case Manager</b>			
<b>3. Building Supervisor of Instruction – Leslie Port or Tonya Rivera</b>			
<b>4. Content Supervisor (see below)</b>			
Mathematics	Mrs. Helen Crowley Supervisor	<a href="mailto:hcrowlev@trschools.com">hcrowlev@trschools.com</a>	732-505-5744
Science	Mr. Charles Evers Supervisor	<a href="mailto:cevers@trschools.com">cevers@trschools.com</a>	732-505-5677
English	Ms. Tonya Rivera Supervisor	<a href="mailto:trivera@trschools.com">trivera@trschools.com</a>	732-505-5711
Social Studies	Mr. Linuel Lloyd Supervisor	<a href="mailto:llloyd@trschools.com">llloyd@trschools.com</a>	732-505-5677
World Language (K-12)	Ms. Leslie Port Supervisor	<a href="mailto:lport@trschools.com">lport@trschools.com</a>	732-505-5711
Health/Phys. Education	Mrs. Debbie Schwartz Supervisor	<a href="mailto:dschwartz@trschools.com">dschwartz@trschools.com</a>	732-505-5744
Career Tech/Technology	Mrs. Tiffany Lucey Supervisor of Educational Technology	<a href="mailto:tlucey@trschools.com">tlucey@trschools.com</a>	732-818-8523
Fine Arts	Mr. Chris Madigan Assistant Principal	<a href="mailto:cmadigan@trschools.com">cmadigan@trschools.com</a>	732-505-5702
<b>5. Principal</b>			
Principal	Mr. Edward Keller	<a href="mailto:ekeller@trschools.com">ekeller@trschools.com</a>	732-505-5702
<b>6. Director of Secondary Curriculum</b>			
Director of Secondary Curriculum	Ms. Norma DeNoia	<a href="mailto:ndenoia@trschools.com">ndenoia@trschools.com</a>	732-505-5561

**Toms River Regional School District**  
**Office of the Superintendent**  
**David M. Healy**

**Chain of Communication / How to Effectively Communicate with School Officials**

**2017-2018 School Year**

Parents are often discouraged when they attempt to communicate with central office administrators and are sent back to building-based officials in order to resolve a problem their child may be experiencing in school. To prevent that frustration, parents can become informed about the “**Chain of Communication**”, or where to begin the communication sequence regarding their child’s problem. **Parents of children with special needs should refer to the Special Education section below.**

Many parental questions are easily and completely answered by communicating directly with the educator in charge of the class or program. Each situation should first be addressed at whatever level the initial action was taken with appeals moving on to the next level on the chain of communication. The easiest way to communicate would be by email (please see the respective e-mail addresses listed below). A phone call would be the next preferable way to communicate.

## Intermediate East

**A. On matters involving Intermediate School Curriculum and Instruction first contact:**

<b>1. Classroom Teacher</b>			
<b>2. Guidance Counselor or Case Manager</b>			
<b>3. Building Supervisor of Instruction – Christy Downs</b>			
<b>4. Content Supervisor (see below)</b>			
Mathematics	Ms. Heather Pentifallo Supervisor	<a href="mailto:hpentifallo@trschoools.com">hpentifallo@trschoools.com</a>	732-505-5806
Science	Mrs. Kelly Kirk Supervisor	<a href="mailto:kkirk@trschoools.com">kkirk@trschoools.com</a>	732-505-3918
Language Arts	Mrs. Christy Downs Supervisor	<a href="mailto:cdowns@trschoools.com">cdowns@trschoools.com</a>	732-505-5781
Social Studies	Mr. Linuel Lloyd Supervisor	<a href="mailto:llloyd@trschoools.com">llloyd@trschoools.com</a>	732-505-5677
World Language (K-12)	Ms. Leslie Port Supervisor	<a href="mailto:lport@trschoools.com">lport@trschoools.com</a>	732-505-3932
Health/Phys. Education	Mrs. Debbie Schwartz Supervisor	<a href="mailto:dschwartz@trschoools.com">dschwartz@trschoools.com</a>	732-505-3932
Life Skills/Technology	Mrs. Tiffany Lucey Supervisor of Educational Technology	<a href="mailto:tlucey@trschoools.com">tlucey@trschoools.com</a>	732-818-8523
Fine Arts	Mr. James Cleveland Vice Principal	<a href="mailto:jcleveland@trschoools.com">jcleveland@trschoools.com</a>	732-505-5775
<b>5. Appropriate Assistant Principal (see below)</b>			
Grade 6	Mr. William Baxter	<a href="mailto:wbaxter@trschoools.com">wbaxter@trschoools.com</a>	732-505-5775
Grade 7	Mr. James Cleveland	<a href="mailto:jcleveland@trschoools.com">jcleveland@trschoools.com</a>	732-505-5775
Grade 8	Mr. Bryan Madigan	<a href="mailto:bmadigan@trschoools.com">bmadigan@trschoools.com</a>	732-505-5775

Approved by the Toms River Regional Board of Education August 16, 2017

Assistant  
Superintendent of  
Schools



Debra L. McKenna >

Assistant  
Superintendent of  
Schools



John H. Coleman >

Assistant  
Superintendent of  
Schools



Marc A. Natanagara >

Business  
Administrator



William J. Doering >

**JUNE 22, 2017**

**PERSONNEL AGENDA**

**Toms River Regional Schools  
School Board Annual Re-Appointment Report**

6/19/2017

**IMPROVEMENT OF INSTRUCTION SERVICES**

**11-000-221-102**

<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Social Studies Supervisor	12386	12	AS	7/1/2017	118,815.00
Social Studies Supervisor	12283	12	AS	7/1/2017	141,815.00
Supervisor of Instruction	13164	12	AS	7/1/2017	95,925.00
Supervisor of Instruction	12878	12	AS	7/1/2017	118,915.00
Supervisor of Instruction	12577	12	AS	7/1/2017	109,465.00
Supervisor of Instruction	15076	12	AS	7/1/2017	103,785.00
Supervisor of Instruction	15078	12	AS	7/1/2017	102,985.00
Intermediate Supervisor of M	12900	12	AS	7/1/2017	103,185.00
World Lang Supv K-12	11538	12	AS	7/1/2017	123,115.00
English Supervisor	15589	12	AS	7/1/2017	108,965.00
Supervisor of Special Ed	15500	12	AS	7/1/2017	116,905.00
Health/PE Supv. K-12	10697	12	AS	7/1/2017	140,815.00

**IMPROVEMENT OF INSTRUCTION SERVICES**

**11-000-221-105**

<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Supervisor's Secretary	14417	10	TREA	9/1/2017	39,843.00

**EDUCATIONAL MEDIA SERVICES**

**11-000-222-101**

<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Media Specialist	11004	10	TREA	9/1/2017	95,780.00
Media/Technology	14858	10	TREA	9/1/2017	57,815.00
Media/Technology	11402	10	TREA	9/1/2017	68,920.00
Media Specialist	13262	10	TREA	9/1/2017	71,520.00
Media/Technolgy	14910	10	TREA	9/1/2017	54,415.00
Media Specialist	13528	10	TREA	9/1/2017	56,615.00
Media Specialist	15618	10	TREA	9/1/2017	65,815.00
Media/Tech/G&T	13178	10	TREA	9/1/2017	68,915.00
Media/Technology	11212	10	TREA	9/1/2017	98,020.00
Media/Technology	12616	10	TREA	9/1/2017	70,420.00
Media Specialist	10399	10	TREA	9/1/2017	96,910.00
Media/Technology	13683	10	TREA	9/1/2017	63,115.00
Media/Technology	10550	10	TREA	9/1/2017	73,820.00
Media/Technology	13845	10	TREA	9/1/2017	63,115.00
Media/Technology	11037	10	TREA	9/1/2017	70,515.00
Media Specialist	14023	10	TREA	9/1/2017	60,115.00

**EDUCATIONAL MEDIA SERVICES**

**11-000-222-104**

<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Cast Program	12625	10	TREA	9/1/2017	64,815.00
TV Studio Coordinator	12381	12	TSSSA	7/1/2017	92,766.64

**EDUCATIONAL MEDIA SERVICES**

**11-000-222-105**

<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Media Secretary	13269	10	TREA	9/1/2017	25,743.00
Media Secretary	12319	10	TREA	9/1/2017	47,285.00
Media Secretary	14633	10	TREA	9/1/2017	28,943.00
Media Secretary	14418	10	TREA	9/1/2017	29,943.00
Media Secretary	14362	10	TREA	9/1/2017	29,943.00
Media Secretary	13082	10	TREA	9/1/2017	35,243.00
Media Secretary	11798	10	TREA	9/1/2017	40,043.00
Media Secretary	12475	12	TREA	7/1/2017	49,225.00
Media Secretary	13455	12	TREA	7/1/2017	42,262.00
Media Secretary	14278	10	TREA	9/1/2017	39,843.00

\* Salary to be adjusted subsequent to negotiations

**Toms River Regional Schools  
School Board Annual Re-Appointment Report**

6/19/2017

<b>EDUCATIONAL MEDIA SERVICES</b>				<b>11-000-222-105</b>	
<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Media Secretary	11456	10	TREA	9/1/2017	27,393.00

<b>SUPPORT SERVICES - GENERAL ADMINISTRATION</b>				<b>11-000-230-105</b>	
<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Administrative Secretary	15068	12	TSSSC	7/1/2017	35,685.72
Administrative Executive Sec	10776	12	NONE	7/1/2017	69,422.20
Administrative Executive Sec	12922	12	NONE	7/1/2017	50,156.17
Administrative Exec Secretary	15020	12	NONE	7/1/2017	49,425.74
Administrative Executive Sec	10833	12	NONE	7/1/2017	50,156.17

<b>SUPPORT SERVICES - GENERAL ADMINISTRATION</b>				<b>11-000-230-110</b>	
<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Assistant Superintendent	12158	12	SUP	7/1/2017	164,419.00
Director of Curriculum 6-12	10427	12	AS	7/1/2017	151,955.00
Director of Elem Curriculum	15080	12	AS	7/1/2017	141,215.00
Superintendent of Schools	15047	12	SUP	7/1/2017	198,000.00
Assistant Superintendent	11094	12	SUP	7/1/2017	181,103.00
Coord. of Events & Corp. Part	12096	12	TSSSA	7/1/2017	113,375.57
Assistant Superintendent	15063	12	SUP	7/1/2017	167,708.00
School Treasurer	13958	12	None	7/1/2017	13,000.00

<b>SUPPORT SERVICES - SCHOOL ADMINISTRATION</b>				<b>11-000-240-103</b>	
<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Assistant Principal	11567	12	AS	7/1/2017	120,815.00
Assistant Principal	11662	12	AS	7/1/2017	141,815.00
Assistant Principal	15077	12	AS	7/1/2017	120,915.00
Principal	11585	12	AS	7/1/2017	152,615.00
Assistant Principal	10692	12	AS	7/1/2017	124,315.00
Principal	11322	12	AS	7/1/2017	137,415.00
Principal	15372	12	AS	7/1/2017	126,415.00
Director of Special Education	15072	12	AS	7/1/2017	149,985.00
Principal	11113	12	AS	7/1/2017	135,915.00
Assistant Principal	12772	12	AS	7/1/2017	113,965.00
Principal	10640	12	AS	7/1/2017	147,015.00
Assistant Principal	13728	12	AS	7/1/2017	102,605.00
Principal	15073	12	AS	7/1/2017	129,915.00
Director of Student Serv/HS	11664	12	AS	7/1/2017	126,265.00
Principal	10715	12	AS	7/1/2017	138,215.00
Principal	11233	12	AS	7/1/2017	148,815.00
Principal	11289	12	AS	7/1/2017	133,815.00
Principal	11745	12	AS	7/1/2017	142,695.00
Assistant Principal	11305	12	AS	7/1/2017	139,165.00
Assistant Principal	12870	12	AS	7/1/2017	120,115.00
Supv of Special Education	15128	12	AS	7/1/2017	123,215.00
Principal	12398	12	AS	7/1/2017	135,915.00
Assistant Principal	12397	12	AS	7/1/2017	131,915.00
Principal	11764	12	AS	7/1/2017	131,615.00
Assistant Principal	15498	12	AS	7/1/2017	102,405.00
Principal	11501	12	AS	7/1/2017	134,315.00
DirectofFundProg/Dist.TestCo	11099	12	AS	7/1/2017	147,115.00
Assistant Principal	11318	12	AS	7/1/2017	121,415.00
Principal	11767	12	AS	7/1/2017	130,815.00
Assistant Principal	10441	12	AS	7/1/2017	121,815.00

\* Salary to be adjusted subsequent to negotiations

**Toms River Regional Schools  
School Board Annual Re-Appointment Report**

6/19/2017

**SUPPORT SERVICES - SCHOOL ADMINISTRATION**

**11-000-240-103**

<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Assistant Principal	10762	12	AS	7/1/2017	121,815.00
Principal	12221	12	AS	7/1/2017	147,985.00
Assistant Principal	11468	12	AS	7/1/2017	122,215.00
Principal	11480	12	AS	7/1/2017	152,715.00
Assistant Principal	11110	12	AS	7/1/2017	122,215.00
Assistant Principal	11571	12	AS	7/1/2017	146,615.00
Principal	12500	12	AS	7/1/2017	128,215.00

**SUPPORT SERVICES - SCHOOL ADMINISTRATION**

**11-000-240-105**

<u>Title</u>	<u>ID#</u>	<u>Mths</u>	<u>Unit</u>	<u>Effective</u>	<u>Annual Rate</u>
Teacher Secretary	15114	10	TREA	9/1/2017	25,593.00
Secretary	13194	10	TREA	9/1/2017	35,243.00
Senior Secretary	14644	12	TREA	7/1/2017	38,630.00
Teacher Secretary	14350	10	TREA	9/1/2017	29,943.00
Secretary	13550	10	TREA	9/1/2017	35,243.00
Secretary	14402	12	TREA	7/1/2017	35,306.00
Secretary	14553	12	TREA	7/1/2017	34,126.00
Secretary	14893	12	TREA	7/1/2017	31,081.00
Secretary	13880	12	TREA	7/1/2017	39,317.00
Secretary	15593	12	TREA	7/1/2017	28,180.00
Senior Secretary	12745	12	TREA	7/1/2017	52,209.00
Teacher Secretary	11226	10	TREA	9/1/2017	41,293.00
Secretary	14856	12	TREA	7/1/2017	31,081.00
Senior Secretary	10396	12	TREA	7/1/2017	54,352.23
Guidance Secretary	15444	10	TREA	9/1/2017	24,693.00
Secretary	15447	12	TREA	7/1/2017	28,644.00
Teacher Secretary	14919	10	TREA	9/1/2017	26,793.00
Secretary	14780	12	TREA	7/1/2017	32,668.00
Senior Secretary	11634	12	TREA	7/1/2017	54,610.00
Teacher Secretary	15031	10	TREA	9/1/2017	25,593.00
Secretary	10451	12	TREA	7/1/2017	47,982.00
Secretary	15568	10	TREA	7/1/2017	24,293.00
Secretary	13790	12	TREA	7/1/2017	42,262.00
Senior Secretary	15794	12	TREA	7/1/2017	33,044.00
Senior Secretary	10856	12	TREA	7/1/2017	54,959.00
Senior Secretary	14385	12	TREA	7/1/2017	52,009.00
Sr. Secretary	10855	12	TREA	7/1/2017	54,610.00
Teacher Secretary	11921	10	TREA	9/1/2017	40,293.00
Senior Secretary	11165	12	TREA	7/1/2017	54,709.00
Teacher Secretary	15115	10	TREA	9/1/2017	25,593.00
Teacher Secretary	12101	10	TREA	9/1/2017	45,035.00
Senior Secretary	11926	12	TREA	7/1/2017	53,709.00
Teacher Secretary	15180	10	TREA	9/1/2017	25,593.00
Senior Secretary	11570	12	TREA	7/1/2017	59,057.00
Secretary	15450	10	TREA	9/1/2017	24,693.00
Administrative Secretary	15451	12	TSSSC	7/1/2017	37,870.56
Secretary	15690	10	TREA	9/1/2017	24,293.00
Secretary	13243	12	TREA	9/1/2017	42,262.00
Teacher Secretary	14551	10	TREA	9/1/2017	28,943.00
Senior Secretary	11886	12	TREA	7/1/2017	52,209.00
Senior Secretary	15655	12	TREA	7/1/2017	33,420.00
Guidance Secretary	14337	10	TREA	9/1/2017	29,943.00
Curric. And Oper Data Analys	13301	12	TSSSB	7/1/2017	71,142.90

**Salary Effective**

\* Salary to be adjusted subsequent to negotiations

# Exhibit 14

(P:46)



# Brick Township Public Schools

Search...



HOME

SCHOOLS

OUR DISTRICT

CALENDARS

GOOD NEWS

CONTACT US



Schools / Brick Township HS / Administration

**Principal**

[Mr. William Kleissler](#)

[wkleissler@brickschools.org](mailto:wkleissler@brickschools.org)

**Assistant Principal**

[Mr. James Marvin](#) [jmarvin@brickschools.org](mailto:jmarvin@brickschools.org)

**Assistant Principal**

[Ms. Dana Triantafillos](#)

[dtriantafillos@brickschools.org](mailto:dtriantafillos@brickschools.org)

**Assistant Principal**

[Ms. Erin Biancella](#)

[ebiancella@brickschools.org](mailto:ebiancella@brickschools.org)

**English Supervisor**

[Ms. Jayne VanNosdall](#)

[jvannosdall@brickschools.org](mailto:jvannosdall@brickschools.org)

**Math Supervisor**

[Mr. Chris Thompson](#)

[cthompson@brickschools.org](mailto:cthompson@brickschools.org)

**Science Supervisor**

[Mr. Walter Hrycenko](#)

[whrycenko@brickschools.org](mailto:whrycenko@brickschools.org)

**Social Studies Supervisor**

TBA

**Foreign Language & Language Arts Supervisor**

### Visual Personnel Employee Reports

No.	LAST NAME	FIRST NAME	JOB TITLE	SALARY
1	Anderson	Alyce	Principal	\$ 155,143
2	Barresi	Jonathan	Assistant Principal	\$ 117,263
3	Billen	John	Principal	\$ 140,832
4	Blessing	Ryan	Assistant Principal	\$ 117,263
5	Caldes	Richard	Principal	\$ 162,347
6	Campbell	Kevin	Assistant Principal	\$ 143,940
7	Carr	James	Assistant Principal	\$ 141,940
8	Czarnecki	Janet	Assistant Principal	\$ 138,739
9	Dayton	Ann Marie	Supervisor	\$ 113,735
10	Digrigoli	Kathleen	Principal	\$ 136,832
11	Filippone	Dennis	District Director	\$ 166,026
12	Gerlufsen	Ronald	Principal	\$ 136,832
13	Giles	Bonnie	Principal	\$ 127,225
14	Goodfellow	Theresa	Assistant Principal	\$ 115,297
15	Hrycenko	Walter	Supervisor	\$ 160,000
16	Kavanagh	Marianne	Assistant Principal	\$ 117,263
17	Kerr	Colleen	Principal	\$ 130,427
18	Kleissler	William	Principal	\$ 152,940
19	Kotsianas	Renee	Principal	\$ 141,535
20	Lorusso	Patricia	Principal	\$ 156,042
21	Luckenbach	Jeffrey	Principal	\$ 149,643
22	Mcconnell	Allison	Principal	\$ 133,427
23	Mcnamara	Susan	District Director	\$ 158,042
24	Nubile	James	Assistant Principal	\$ 141,002
25	Ocone	Daniel	Assistant Principal	\$ 114,235
26	Panuska	Peter	School Level Director	\$ 136,832
27	Stump	Donna	Supervisor	\$ 140,440
28	Walski	Peter Paul	Assistant Principal	\$ 138,739

<b>No.</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>JOB TITLE</b>	<b>SALARY</b>
1	Beattie	Amanda	Supervisor	\$ 99,768
2	Biancella	Erin	Assist. Principal	\$ 107,224
3	Cloud	Michelle	Supervisor	\$ 99,768
4	Cranston	Sean	District Director	\$ 120,577
5	Dalrymple	Colleen	District Director	\$ 140,832
6	Marvin	James	Assist. Principal	\$ 102,268
7	Sarluca *	Edward	School Level Director	\$ 108,724
8	Thompson	Christopher	Supervisor	\$ 99,768
9	Triantafillos	Dana	Assist. Principal	\$ 102,268
10	Vannosdall	Jayne	Supervisor	\$ 124,427

\* Tenure will be attained in the 17-18 SY

# Exhibit 15

(P:47)

# Administrative Contacts

## Jackson School District Administrative Contact List

*(Note: The district does not respond to anonymous e-mail messages*

*Please be sure to include your name, address & telephone number  
in your correspondence.)*

### Central Office

<a href="#">Dr. Stephen Genco</a>	Superintendent of Schools	732-833-4601
<a href="#">Daniel Baginski</a>	Assistant Superintendent of Schools	732-833-4602
<a href="#">Nicole Pormilli</a>	Assistant Superintendent of Schools	732-833-4604
<a href="#">Michelle Richardson</a>	Business Administrator/ Board of Education Secretary	732-833-4603
<a href="#">Sandy Patterson</a>	Assistant Business Administrator	732-833-4606
<a href="#">Susan Spence</a>	Transportation Administrator	732-833-4614
<a href="#">Allison Erwin</a>	Coordinator of Communications & Technology	732-833-4618

### District Numbers

<a href="#">Edward Ostroff</a>	Director of Buildings and Grounds	732-833-4653
<a href="#">Theresa Licitra</a>	Director of Curriculum – Humanities	732-415-7018
	Director of Curriculum – STEM	732-833-4670

<a href="#">Robert Rotante</a>	(Science, Technology, Engineering, Math)	ext. 4222
<a href="#">Joseph Immordino</a>	Director of Food Services	732-415-7014
<a href="#">Kurt Holtz</a>	Director of Guidance	732-833-4626
<a href="#">Clifford Menafra</a>	Director of Security and Attendance Officer	732-415-7009
<a href="#">Dr. Robert Cerco</a>	Director of Special Education, Homeless Liaison	732-833-4605
<a href="#">Robert Paneque</a>	Supervisor of Athletics	732-833-4635 at Memorial  732-415-7011  at Liberty
<a href="#">Lincoln Mahabir</a>	Supervisor of Business & Educational Technology	732-833-4611
<a href="#">Lisa Koch</a>	Supervisor of Grants, Federal Programs & Math	732-833-4630
<a href="#">Dr. Lisa Lane</a>	Supervisor of Literacy, Pre-K - 5	732-415-7018
<a href="#">Lisa DiEugenio</a>	Supervisor of Literacy, 6-12	732-833-4670  ext. 4222
<a href="#">Tina Topoleski</a>	Supervisor of Science	732-833-4670  ext. 4222
<a href="#">Jennifer Carney</a>	Supervisor of Special Education	732-833-4656
<a href="#">Tracy Decker</a>	Supervisor of Special Education	732-833-4657
<b>School Numbers</b>		
<a href="#">Maureen Butler</a>	Principal, Jackson Liberty High School	732-415-7001

**JACKSON TOWNSHIP  
BOARD OF EDUCATION**

May 16, 2017  
Official Board Meeting

6:30 P.M.  
JMHS Fine Arts Auditorium

This meeting is in compliance with the Open Public Meeting Law, and has been duly advertised in the Asbury Park Press.

1. Call to Order
2. Salute to the Flag
3. Certification of Meeting
4. Approval of Agenda
5. Board of Education Recognition
6. Superintendent's Report/Information Items
7. Discussion Items
  - a. April 25, 2017 Agenda
  - b. Standing Committee Reports
    - State and County School Boards Representative – Mrs. Fiero
    - Parent Group Liaison – Mr. Burnetsky- *Next Presidents Council Meeting – Monday, April 24, 2017*
    - Special Education – Ms. Grasso - *Next SEAC Meeting – May 8, 2017*
    - Scholarship – Mike Hanlon
    - Buildings & Grounds – Mr. Colucci, Mr. Hanlon & Mr. Walsh (alt. Mrs. Fiero)
    - Budget/Finance – Mr. Burnetsky, Ms. Grasso & Mr. Walsh (alt. Mr. Hanlon)
    - Negotiations: JEA – Mr. Burnetsky, Mr. Colucci & Mr. Sargent  
Teamsters – Ms. Grasso, Mr. Hanlon & Mr. Sargent  
COSA – Ms. Grasso & Mr. Sargent
8. Policies/Regulations:  
2nd Reading/Adoption

P0000.02	BYLAW	Introduction (M) (revised)
P2415.06	PROGRAM	Unsafe School Choice Option (M) (revised)
P2464	PROGRAM	Gifted and Talented Students (M) (revised)
P2622	PROGRAM	Student Assessment (M) (revised)
P3160/R3160	Teaching Staff Members	Physical Examination (M) (revised)
P4160/R4160	Support Staff Members	Physical Examination (M) (revised)
P5116/R5116	STUDENTS	Education of Homeless Children (revised)
P5460	STUDENTS	High School Graduation (M) (revised)
P7000	PROPERTY	Table of Contents (revised)
P7446	PROPERTY	School Security Program (new)
P8000	OPERATIONS	Table of Contents (revised)
P8350	OPERATIONS	Records Retention (new)
9. Approval of Minutes:  
Official Board Meeting – April 25, 2017 Closed Session Meeting  
Official Board Meeting – April 25, 2017 Business Meeting
10. Financial Reports:
  - a. Bill List
  - b. Treasurer's and Board Secretary's Reports
11. Public Forum – *Agenda Items only*
12. Resolutions for Action
13. Public Forum
14. Board Comments
15. Adjournment

**PERSONNEL (continued):**

11. The Board of Education approves the rehire and salaries for the following personnel for the 2017-2018 school year:

a. **JANS Non-Certified Supervisors**

1.	BLAIR	JOHN	ENERGY EDUCATION SPECIALIST
2.	BOONE	MATTHEW	SUPERVISOR OF PAYROLL & BENEFITS
3.	BRUNO	ANTHONY	DISTRICT FOREMAN/MAINTENANCE
4.	CECE	ANDREA	ASSISTANT TRANSPORTATION COORD
5.	CIAMARRA	DONNA	FOREMAN OF CUSTODIANS & GROUNDS
6.	COOTS	DIANE	BOOKKEEPER ENTERPRISE/GRANT ACCOUNTS
7.	DABRIO	COLLEEN	BUS COORDINATOR
8.	DALTON	LILLIAN	ASSISTANT TRANSPORTATION COORD
9.	EVANS	BRIAN	CUSTODIAL NIGHT SUPERVISOR
10.	HACKETT	JUDY	ASST FOOD SERVICE DIRECTOR
11.	IMMORDINO	JOSEPH	DIRECTOR-FOOD SERVICES
12.	KISSAM	JAMES	SUPERVISOR VEHICLE MAINTENANCE
13.	MORRIS	RICHARD	SHIFT SUPERVISOR - PM
14.	OSTROFF	EDWARD	DIRECTOR OF BUILDING AND GROUNDS
15.	PATTERSON	ALEXANDRIA	ASST BUSINESS ADMINISTRATOR
16.	SIVIGLIA	CANDICE	HUMAN RESOURCES MANAGER
17.	SPENCE	SUSAN	TRANSPORTATION ADMINISTRATOR

b. **JTAA Administrators**

1.	AIRES	AFONSO	ASSISTANT PRINCIPAL
2.	BRIGNOLA	GEOFFREY	ASSISTANT PRINCIPAL
3.	BRUNSON	KYLE	ASSISTANT PRINCIPAL
4.	BURGOS	MICHAEL	PRINCIPAL
5.	BUTLER	MAUREEN	PRINCIPAL
6.	BYRNES	EFSTRATIA	ASSISTANT PRINCIPAL
7.	CARNEY	JENNIFER	SUPERVISOR OF SPECIAL EDUCATION
8.	CERCO	ROBERT	DIRECTOR OF SPECIAL SERVICES
9.	DECKER	TRACY	SUPERVISOR OF SPECIAL EDUCATION
10.	DENIS	ADRIANN	PRINCIPAL
11.	DI EUGENIO	KEVIN	PRINCIPAL
12.	DI EUGENIO	LISA	SUPERVISOR/LITERACY
13.	HARRISON	TIMOTHY	SUPERVISOR/LITERACY
14.	HOLTZ	KURT	DIRECTOR OF GUIDANCE
15.	KARAS	RICHARD	PRINCIPAL
16.	KASYAN	DAVID	ASSISTANT PRINCIPAL
17.	LAMELA	JOHN	ASSISTANT PRINCIPAL
18.	LANE	LISA	ASSISTANT PRINCIPAL
19.	LICITRA	THERESA	DIRECTOR-CURRICULUM & INSTRUCTION
20.	MAHABIR	LINCOLN	SUPERVISOR OF ED & BUS TECHNOLOGY
21.	MC DEVITT	DANIEL	ASSISTANT PRINCIPAL
22.	MC KIERNAN	KATHLEEN	PRINCIPAL
23.	NOVAK	HEATHER	ASSISTANT PRINCIPAL
24.	PAGANO-HEIN	RENEE	ASSISTANT PRINCIPAL
25.	PANEQUE	ROBERT	SUPERVISOR - ATHLETICS
26.	PERINO	CARL	PRINCIPAL
27.	PHILLIPS	DEBRA	PRINCIPAL
28.	POLAKOWSKI	RONALD	PRINCIPAL
29.	RAYMOND	MICHAEL	PRINCIPAL
30.	ROTANTE	ROBERT	DIRECTOR-CURRICULUM & INSTRUCTION
31.	SAULNIER	MICHAEL	ASSISTANT PRINCIPAL
32.	TARVER	THOMAS	ASSISTANT PRINCIPAL
33.	TOPOLESKI	TATYANA	SUPERVISOR OF SCIENCE

c. **Confidential Secretaries**

1.	BARBOUR	JEANNE	SUPERINTENDENT'S OFFICE
2.	THOMPSON	CYNTHIA	BUSINESS OFFICE

**PERSONNEL (continued):**

11. Rehire and salaries for the following personnel for the 2017-2018 school year - continued:

d. Non-Union Staff:

1. Data Processing/Technology

1.	COVIELLO	DANIEL	COMPUTER SYSTEMS SPECIALIST
2.	DI GIROLAMO	MICHAEL	COMPUTER TECHNICIAN
3.	PANECKI	JORDAN	COMPUTER TECHNICIAN
4.	SPAETH	ANDREW	COMPUTER TECHNICIAN
5.	WILLIAMS	BRENDON	COMPUTER TECHNICIAN

2. Communications

1.	ERWIN	ALLISON	COORDINATOR OF COMMUNICATIONS & TECHNOLOGY
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3. Purchasing

1.	SENUM	PATRICIA	BUDGET ANALYST
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4. Bookkeeping

1.	TURNER	CATHY	HEAD BOOKKEEPER/AP
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5. Title I Coordinator & Parent Liaison

1.	KOCH	LISA	TITLE I COORDINATOR & PARENT LIAISON
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6. Director of Security/Attendance Officer

1.	MENAFRA	CLIFF	DIRECTOR OF SECURITY/ATTENDANCE OFFICER
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e. Central Office Administrators

1.	BAGINSKI	DANIEL	ASSISTANT SUPERINTENDENT
2.	RICHARDSON	MICHELLE	BUSINESS ADMINISTRATOR/BOARD SECRETARY
3.	PORMILLI	NICOLE	ASSISTANT SUPERINTENDENT

12. The Board of Education approves the rehire for the following personnel for the 2017-2018 school year, salaries pending negotiations:

a. JEA Personnel:

1. Certified Staff: Teachers, Athletic Trainers, Child Study Team, Guidance Counselors/SACs, Nurses, Media Specialists, Occupational Therapists, Physical Therapists

1.	ABLINE	KATHY	TEACHER
2.	ACKERMAN	PATRICIA	TEACHER
3.	AGOSTON	ALYSSA	TEACHER
4.	AGOSTON	LOUISE	CHEMISTRY TEACHER
5.	ALBERT	MATTHEW	ART TEACHER
6.	ALBERTINO	JERE'	KINDERGARTEN TEACHER
7.	ALEXANDER	DEBRA	TEACHER
8.	ALKALAY	SHARON	TEACHER
9.	ALLAIRE	BOBBIE	ART TEACHER
10.	ALLAIRE	MARGARET	SPEECH LANGUAGE SPECIALST - TRAVELING
11.	ALMOG	DONNA	SPEECH LANGUAGE SPECIALIST
12.	ALPERT QUICK	JENNIFER	ART TEACHER - TRAVELING
13.	ALVAREZ-MAHABIR	MAGALIE	SPANISH TEACHER
14.	AMEY	CYNTHIA	KINDERGARTEN TEACHER
15.	ANASTASIA	DANIELLE	TEACHER
16.	ANDERSEN	LAUREN	TEACHER
17.	ARMSTRONG	RACHEL	SPECIAL EDUCATION TEACHER
18.	ARTZ	SHERRY	PSYCHOLOGIST
19.	AUDITORE	NICOLE	TEACHER
20.	AUGENSTEIN	NECHA	SPEECH LANGUAGE SPECIALIST
21.	AULETTA	TRACEY	SPECIAL EDUCATION TEACHER
22.	AUTENRIETH	ROBERT	COMPUTER LITERACY TEACHER
23.	AVILA	NICOLE	TEACHER
24.	BADO	STEVEN	PHYSICAL EDUCATION TEACHER
25.	BAKER	TONI	TEACHER

# Exhibit 16

(P:44)

New Jersey Department of Education  
Office of Comprehensive Support  
Priority and Focus school list  
Updated 9/5/2017

County Name	District Name	School Name	CDS code	Grade Span	School Classification	Reason for Classification
Atlantic	Atlantic City	Atlantic City High School	010110010	09-12	Focus	Lowest Grad Rate
Atlantic	Atlantic City	Dr M L King Jr Sch Comp	010110140	PK-08	Focus	Lowest Subgroup Performance
Atlantic	Atlantic City	Sovereign Ave School	010110030	KG-08	Focus	Highest Within-School Gaps
Atlantic	Atlantic City	Texas Avenue	010110060	KG-08	Focus	Highest Within-School Gaps
Atlantic	Pleasantville City	Pleasantville H S	014180050	09-12	Focus	Lowest Grad Rate
Atlantic	Pleasantville City	Pleasantville Middle Sch	014180055	06-08	Focus	Lowest Subgroup Performance
Bergen	Cliffside Park Boro	Number 6	030890080	KG-08	Focus	Highest Within-School Gaps
Bergen	Elmwood Park	Elmwood Park Middle Sch	031345060	06-08	Focus	Highest Within-School Gaps
Bergen	Englewood City	Dwight Morrow High	031370040	09-12	Focus	Highest Within-School Gaps
Bergen	Leonia Boro	Leonia Middle	032620055	06-08	Focus	Highest Within-School Gaps
Bergen	Saddle Brook Twp	Saddle Brook Mid/High Sch	034610050	07-12	Focus	Highest Within-School Gaps
Burlington	Willingboro Twp	Willingboro High	055805053	09-12	Focus	Lowest Grad Rate
Camden	Camden City	Camden High	070680030	09-12	Priority	SIG School - Cohort 2
Camden	Camden City	Catto Community School	070680145	PK-08	Priority	Lowest-Performing
Camden	Camden City	Coopers Poynt	070680165	PK-08	Priority	Lowest-Performing
Camden	Camden City	Cramer	070680170	PK-06	Priority	SIG School - Cohort 1
Camden	Camden City	Davis Elem	070680180	PK-08	Priority	Lowest-Performing
Camden	Camden City	Dudley Elem School	070680190	PK-08	Priority	Lowest-Performing
Camden	Camden City	Forest Hill	070680205	KG-08	Priority	Lowest-Performing
Camden	Camden City	Morgan Village Middle	070680245	06-12	Priority	Lowest-Performing
Camden	Camden City	Riletta Cream Elem School	070680175	PK-08	Priority	Lowest-Performing
Camden	Camden City	U S Wiggins	070680320	PK-08	Priority	SIG School - Cohort 1
Camden	Camden City	Veterans Memorial Middle	070680080	PK-08	Priority	Lowest-Performing
Camden	Camden City	Wilson	070680350	PK-08	Priority	Lowest-Performing
Camden	Camden City	Woodrow Wilson High	070680040	09-12	Priority	Lowest-Performing
Camden	Camden City	Yorkship	070680360	PK-08	Priority	Lowest-Performing
Camden	Winslow Twp	Winslow Twp Middle School	075820020	07-08	Focus	Lowest Subgroup Performance
Cape May	Wildwood City	Glenwood Ave Elementary	095790060	PK-05	Focus	Lowest Subgroup Performance
Cape May	Wildwood City	Wildwood Middle School	095790070	06-08	Focus	Lowest Subgroup Performance
Cumberland	Bridgeton City	Bridgeton High	110540020	09-12	Focus	Lowest Grad Rate
Cumberland	Bridgeton City	Broad Street Elem Sch	110540030	KG-08	Focus	Lowest Subgroup Performance
Cumberland	Bridgeton City	Cherry Street	110540055	KG-08	Focus	Lowest Subgroup Performance
Cumberland	Bridgeton City	Indian Ave	110540060	KG-08	Focus	Lowest Subgroup Performance
Cumberland	Fairfield Twp	Fairfield Township School	111460070	PK-08	Focus	Lowest Subgroup Performance
Cumberland	Millville City	Bacon Elem	113230065	KG-05	Focus	Lowest Subgroup Performance
Cumberland	Millville City	Holly Heights	113230075	KG-05	Focus	Lowest Subgroup Performance
Cumberland	Millville City	Lakeside Middle School	113230077	06-08	Focus	Lowest Subgroup Performance
Cumberland	Millville City	Silver Run School	113230100	KG-05	Focus	Lowest Subgroup Performance
Cumberland	Upper Deerfield Twp	Woodruff School	115300070	06-08	Focus	Lowest Subgroup Performance
Essex	Belleville Town	Belleville Middle	130250025	06-08	Focus	Highest Within-School Gaps
Essex	City Of Orange Twp	Orange Prep Academy	133880115	08-09	Focus	Lowest Subgroup Performance
Essex	City Of Orange Twp	Rosa Parks Elem School	133880105	PK-07	Focus	Lowest Subgroup Performance
Essex	East Orange	Cicely Tyson Com Ms/Hs	131210150	06-12	Priority	SIG School - Cohort 2
Essex	East Orange	East Orange Campus Hs	131210035	09-12	Focus	Lowest Grad Rate
Essex	East Orange	John L. Costley Middle	131210070	06-08	Focus	Lowest Subgroup Performance
Essex	East Orange	Patrick F. Healy Middle	131210095	06-08	Priority	Lowest-Performing
Essex	Irvington Township	Irvington High School	132330050	09-12	Focus	Lowest Grad Rate
Essex	Irvington Township	Union Ave	132330140	06-08	Focus	Lowest Subgroup Performance
Essex	Irvington Township	University Middle School	132330135	06-08	Priority	SIG School - Cohort 3
Essex	Montclair Town	Glenfield Middle	133310116	06-08	Focus	Highest Within-School Gaps
Essex	Newark City	Chancellor Ave	133570330	KG-08	Focus	Lowest Subgroup Performance
Essex	Newark City	Dr E Alma Flagg	133570415	KG-08	Focus	Lowest Subgroup Performance
Essex	Newark City	Dr William H Horton	133570440	KG-08	Focus	Lowest Subgroup Performance
Essex	Newark City	East Side	133570040	09-12	Focus	Lowest Grad Rate
Essex	Newark City	Elliott St	133570390	PK-04	Focus	Lowest Subgroup Performance
Essex	Newark City	Fast Track Success Academy	133570002	07 - 12	Focus	Lowest Grad Rate
Essex	Newark City	Hawkins St	133570460	PK-08	Focus	Lowest Subgroup Performance
Essex	Newark City	Ivy Hill	133570565	PK-08	Focus	Lowest Subgroup Performance
Essex	Newark City	Mckinley	133570520	PK-08	Focus	Lowest Subgroup Performance
Essex	Newark City	Mt. Vernon	133570570	PK-08	Focus	Lowest Subgroup Performance
Essex	Newark City	Newark Innovation Academy	133570003	09 - 12	Focus	Lowest Grad Rate
Essex	Newark City	Rafael Hernandez School	133570575	PK-08	Focus	Lowest Subgroup Performance

County Name	District Name	School Name	CDS code	Grade Span	School Classification	Reason for Classification
Essex	Newark City	South Seventeenth St	133570670	KG-08	Focus	Lowest Subgroup Performance
Essex	Newark City	Sussex Ave	133570710	PK-08	Focus	Lowest Subgroup Performance
Essex	Newark City	Avon Ave	133570220	KG-08	Priority	SIG School - Cohort 2
Essex	Newark City	Barringer	133570020	09-12	Priority	SIG School - Cohort 2
Essex	Newark City	Belmont Runyon	133570225	PK-08	Priority	Lowest-Performing
Essex	Newark City	Camden St	133570310	PK-08	Priority	Lowest-Performing
Essex	Newark City	Central	133570030	09-12	Priority	SIG School - Cohort 1
Essex	Newark City	Dayton Elementary at Peshine Avenue	133570370	PK-08	Priority	SIG School - Cohort 1
Essex	Newark City	George Washington Carver	133570435	KG-08	Priority	Lowest-Performing
Essex	Newark City	Hawthorne Ave	133570470	KG-08	Priority	Lowest-Performing
Essex	Newark City	Louise A. Spencer/Miller St.	133570495	KG-09	Priority	Lowest-Performing
Essex	Newark City	Malcolm X Shabazz High	133570050	09-12	Priority	SIG School - Cohort 1
Essex	Newark City	Newark Vocational H S	133570045	09-12	Priority	SIG School - Cohort 1
Essex	Newark City	Quitman Community School	133570605	PK-08	Priority	Lowest-Performing
Essex	Newark City	Thirteenth Ave	133570715	PK-08	Priority	Lowest-Performing
Essex	South Orange-Maplewood	Clinton	134900060	PK-05	Focus	Highest Within-School Gaps
Essex	South Orange-Maplewood	Maplewood Middle	134900040	06-08	Focus	Highest Within-School Gaps
Gloucester	Glassboro	Glassboro Intermediate	151730078	07-08	Focus	Lowest Subgroup Performance
Gloucester	Kingsway Regional	Kingsway Reg Middle	152440060	07-08	Focus	Highest Within-School Gaps
Gloucester	Washington Twp	Bunker Hill Middle Sch	155500020	06-08	Focus	Highest Within-School Gaps
Gloucester	Washington Twp	Chestnut Ridge Middle	155500026	06-08	Focus	Highest Within-School Gaps
Hudson	Guttenberg Town	Anna L Klein	171850050	PK-08	Focus	Lowest Subgroup Performance
Hudson	Jersey City	Alexander D Sullivan/#30	172390320	PK-05	Focus	Lowest Subgroup Performance
Hudson	Jersey City	Ezra L Nolan/#40	172390345	06-08	Priority	SIG School - Cohort 3
Hudson	Jersey City	Franklin L Williams Ms#7	172390155	06-08	Focus	Highest Within-School Gaps
Hudson	Jersey City	Fred Martin Center For The Arts	172390347	PK-08	Priority	SIG School - Cohort 1
Hudson	Jersey City	Henry Snyder	172390050	09-12	Priority	SIG School - Cohort 1
Hudson	Jersey City	James F Murray/#38	172390350	PK-08	Focus	Highest Within-School Gaps
Hudson	Jersey City	James J Ferris	172390060	09-12	Focus	Highest Within-School Gaps
Hudson	Jersey City	Jotham W Wakeman/# 6	172390370	PK-05	Focus	Highest Within-School Gaps
Hudson	Jersey City	Julia A. Barnes/#12	172390150	PK-08	Focus	Lowest Subgroup Performance
Hudson	Jersey City	Lincoln	172390070	09-12	Priority	SIG School - Cohort 2
Hudson	Jersey City	Number 24	172390220	KG-08	Focus	Lowest Subgroup Performance
Hudson	Jersey City	Number 4 Middle Sch	172390105	06-08	Focus	Highest Within-School Gaps
Hudson	Jersey City	Whitney M Young	172390170	PK-08	Focus	Lowest Subgroup Performance
Hudson	Jersey City	William L Dickinson	172390080	09-12	Focus	Lowest Grad Rate
Hudson	West New York Town	West New York Ms	175670110	07-08	Focus	Lowest Subgroup Performance
Mercer	Trenton City	Columbus	215210170	KG-05	Priority	Lowest-Performing
Mercer	Trenton City	Daylight/Twilight H S	215210030	09-12	Priority	Lowest-Performing
Mercer	Trenton City	Franklin	215210190	KG-05	Focus	Lowest Subgroup Performance
Mercer	Trenton City	Grace A Dunn Middle Sch	215210100	06-08	Priority	Lowest-Performing
Mercer	Trenton City	Grant	215210200	KG-05	Priority	Lowest-Performing
Mercer	Trenton City	Gregory	215210210	KG-05	Priority	Lowest-Performing
Mercer	Trenton City	Hedgepeth-Williams Sch	215210301	KG-05	Priority	Lowest-Performing
Mercer	Trenton City	Jefferson	215210230	KG-05	Priority	Lowest-Performing
Mercer	Trenton City	Joyce Kilmer	215210235	06-08	Priority	Lowest-Performing
Mercer	Trenton City	Luis Munoz-Rivera MS	215210240	06-08	Priority	Lowest-Performing
Mercer	Trenton City	Mott	215210260	KG-05	Focus	Lowest Subgroup Performance
Mercer	Trenton City	P.J. Hill	215210265	KG-05	Priority	Lowest-Performing
Mercer	Trenton City	Trenton Central High	215210050	09-12	Focus	Lowest Grad Rate
Mercer	Trenton City	Washington Elementary	215210300	KG-04	Focus	Lowest Subgroup Performance
Middlesex	East Brunswick Twp	Churchill Jr. High	231170055	08-09	Focus	Highest Within-School Gaps
Middlesex	Edison Twp	John Adams Middle	231290055	06-08	Focus	Highest Within-School Gaps
Middlesex	Highland Park Boro	Highland Park Middle Sch	232150060	06-08	Focus	Highest Within-School Gaps
Middlesex	New Brunswick City	A Chester Redshaw	233530060	KG-05	Focus	Lowest Subgroup Performance
Middlesex	New Brunswick City	Lord Stirling	233530100	PK-05	Focus	Lowest Subgroup Performance
Middlesex	New Brunswick City	Mckinley Comm	233530110	PK-08	Focus	Lowest Subgroup Performance
Middlesex	New Brunswick City	New Brunswick High	233530050	PK-12	Focus	Lowest Grad Rate
Middlesex	New Brunswick City	New Brunswick Middle	233530055	06-08	Priority	Lowest-Performing
Middlesex	North Brunswick Twp	John Adams	233620060	PK-05	Focus	Highest Within-School Gaps
Middlesex	Old Bridge Twp	Jonas Salk Middle	233845110	06-08	Focus	Highest Within-School Gaps
Middlesex	Perth Amboy City	Mc Ginnis Middle School	234090140	05-08	Focus	Lowest Subgroup Performance
Middlesex	Perth Amboy City	Samuel E Shull Middle	234090150	05-08	Focus	Lowest Subgroup Performance
Middlesex	South Brunswick Twp	Crossroads North	234860150	06-08	Focus	Highest Within-School Gaps
Middlesex	South Brunswick Twp	Crossroads South	234860075	06-08	Focus	Highest Within-School Gaps
Middlesex	South River Boro	South River Elem Sch	234920065	PK-05	Focus	Highest Within-School Gaps

County Name	District Name	School Name	CDS code	Grade Span	School Classification	Reason for Classification
Monmouth	Asbury Park City	Asbury Park High	250100010	09-12	Focus	Lowest Grad Rate
Monmouth	Asbury Park City	Asbury Park Middle	250100070	06-08	Priority	Lowest-Performing
Monmouth	Freehold Boro	Intermediate	251640060	06-08	Focus	Highest Within-School Gaps
Monmouth	Keansburg Boro	Joseph R. Bolger Mid Sch	252400030	05-08	Focus	Lowest Subgroup Performance
Monmouth	Red Bank Boro	Red Bank Middle	254360060	04-08	Focus	Highest Within-School Gaps
Ocean	Lakewood Twp	Clifton Ave Grade Sch	292520070	01-05	Focus	Lowest Subgroup Performance
Ocean	Lakewood Twp	Ella G Clarke Elem School	292520080	01-05	Focus	Lowest Subgroup Performance
Ocean	Lakewood Twp	Lakewood High School	292520050	09-12	Priority	SIG School - Cohort 2
Ocean	Lakewood Twp	Lakewood Middle	292520083	06-08	Focus	Lowest Subgroup Performance
Passaic	Clifton City	Christopher Columbus Mid	310900035	06-08	Focus	Highest Within-School Gaps
Passaic	Passaic City	Etta Gero No 9	313970125	03-06	Focus	Lowest Subgroup Performance
Passaic	Passaic City	Number 1 Thomas Jefferson	313970080	KG-06	Focus	Lowest Subgroup Performance
Passaic	Passaic City	Number 11 Cruise Memorial	313970140	01-06	Focus	Lowest Subgroup Performance
Passaic	Passaic City	Number 3 Mario J Drago	313970090	PK-06	Focus	Lowest Subgroup Performance
Passaic	Passaic City	Number 4 Lincoln	313970095	07-08	Focus	Lowest Subgroup Performance
Passaic	Passaic City	Number 5	313970097	KG-06	Focus	Lowest Subgroup Performance
Passaic	Passaic City	Number 6 Martin L King	313970100	PK-06	Focus	Lowest Subgroup Performance
Passaic	Passaic City	Passaic High	313970050	09-12	Focus	Lowest Grad Rate
Passaic	Paterson City	New Roberto Clemente	314010316	06-08	Priority	SIG School - Cohort 3
Passaic	Paterson City	Number 10	314010140	PK-08	Priority	SIG School - Cohort 2
Passaic	Paterson City	Number 13	314010170	KG-08	Priority	Lowest-Performing
Passaic	Paterson City	Number 6/Acad Perf Arts	314010100	PK-08	Priority	SIG School - Cohort 3
Passaic	Paterson City	School 4/Napier School Of Tech	314010080	01-08	Priority	SIG School - Cohort 2
Passaic	Paterson City	Academy High School/STARS	314010025	09-12	Focus	Lowest Grad Rate
Passaic	Paterson City	High School Of Government And Public Admini	314010003	09-12	Focus	Lowest Grad Rate
Passaic	Paterson City	High School Of Hospitality Tourism And Culinar	314010002	09-12	Focus	Lowest Grad Rate
Passaic	Paterson City	High School Of Information Technology	314010001	09-12	Focus	Lowest Grad Rate
Passaic	Paterson City	Martin Luther King	314010312	KG-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 11	314010150	04-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 12	314010160	KG-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 15	314010190	PK-05	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 18	314010220	PK-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 2	314010060	KG-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 20	314010240	KG-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 21	314010250	PK-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 24	314010270	PK-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 25	314010280	KG-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 26	314010290	KG-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 3	314010070	KG-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 5	314010090	KG-06	Focus	Lowest Subgroup Performance
Passaic	Paterson City	Number 8	314010120	KG-08	Focus	Lowest Subgroup Performance
Passaic	Paterson City	YES Academy	314010006	09 - 12	Focus	Lowest Grad Rate
Salem	Penns Grv-Carney's Pt Reg	Penns Grove High	334070050	09-12	Focus	Lowest Grad Rate
Salem	Salem City	Salem High	334630050	09-12	Focus	Lowest Grad Rate
Salem	Salem City	Salem Middle	334630090	03-08	Focus	Lowest Subgroup Performance
Union	Elizabeth City	Adm. W. F. Halsey Ldrshp	391320402	09-12	Focus	Lowest Grad Rate
Union	Elizabeth City	John E. Dwyer Tech Acad	391320401	09-12	Focus	Lowest Grad Rate
Union	Elizabeth City	No 28 Duarte-Marti	391320315	PK-08	Focus	Lowest Subgroup Performance
Union	Elizabeth City	No. 1 George Washington Academy School	391320090	PK-08	Focus	Lowest Subgroup Performance
Union	Elizabeth City	T. Jefferson Arts Acad	391320403	09-12	Focus	Lowest Grad Rate
Union	Elizabeth City	T.A. Edison Career/Tech	391320404	09-12	Focus	Lowest Grad Rate
Union	Plainfield City	BOACCD	394160051	09-12	Focus	Lowest Grad Rate
Union	Plainfield City	Charles H. Stillman	394160170	KG-05	Priority	Lowest-Performing
Union	Plainfield City	Hubbard	394160060	06-08	Priority	Lowest-Performing
Union	Plainfield City	Jefferson	394160150	KG-05	Focus	Lowest Subgroup Performance
Union	Plainfield City	Maxson	394160070	06-08	Focus	Lowest Subgroup Performance
Union	Roselle Boro	Abraham Clark High	394540010	09-12	Priority	SIG School - Cohort 1
Union	Roselle Boro	Leonard V. Moore	394540040	05-06	Focus	Lowest Subgroup Performance
Warren	Phillipsburg Town	Phillipsburg Middle	414100110	06-08	Focus	Lowest Subgroup Performance

# Exhibit 17

(P:10-2)

COUNTY	DISTRICT	2015-16 Total Spending	Total Spending Per Pupil 2015-16 Average Daily Enroll plus Sent Pupils	Total Spending Per Pupil 2015-16 Costs Amount per Pupil	Revenue Sources, State	Revenue Sources, Local Taxes	Revenue Sources, Federal	Fall 2015 Certified Staff Student/ Teacher Ratio	Fall 2015 Certified Staff Support Ratio:	Fall 2015 Certified Staff Administ or Ratio	10/15/15 % of Classified Students to Total Students:	2015-16 Actual Costs Amount Pupil:	2016-17 Budgeted Costs Amount Per Pupil	Total Classroom Instruction Per Pupil (2015-16 actual costs)	Total Classroom Instruction % of Budgetary Cost Per Pupil (2015-16)
CUMBERLAND	BRIDGETON CITY	122,979,967	6,264.50	\$19,631	89.7%	3.6%	5.5%	11.2	83.5	151.6	7.7%	\$14,241	\$15,943	\$8,461	59.4%
CAMDEN	CAMDEN CITY	\$316,863,502	10,757.50	\$29,455		3.1%	4.7%	12.2	87.1	100	16.30%	\$21,789	\$23,802	\$11,746	53.9%
PASSAIC	PASSAIC CITY	\$347,103,454	14,874	\$23,336	82%	4.8%	4.2%	12.5	90.6	169.7	12.7%	\$16,092	\$17,801	\$9,399	58.4%
PASSAIC	PATERSON CITY	\$618,916,932	28,435.10	\$21,766	86.90%	7.1%	5.5%	12.4	81.5	94.4	13.3%	\$15,255	\$15,415	\$8,372	54.9%
MIDDLESEX	NEW BRUNSWICK CITY	\$234,678,090	10,280	\$22,828	80.6%	15.5%	3.5%	12.4	69.2	184.1	13.5%	\$15,645	\$16,102	\$9,252	59.1%
<b>OCEAN</b>	<b>LAKEWOOD TWP</b>	<b>\$166,876,791</b>	<b>6,261.90</b>	<b>\$26,649</b>	<b>32.8%</b>	<b>51.9%</b>	<b>12.70%</b>	<b>12.7</b>	<b>76.4</b>	<b>182.8</b>	<b>14.30%</b>	<b>\$12,504</b>	<b>\$13,236</b>	<b>\$6,987</b>	<b>55.90%</b>
ESSEX	NEWARK CITY	\$956,775,489	42,083	\$22,735	82.6%	11.3%	4.8%	12.7	70.5	101.5	15.6%	\$16,406	\$17,184	\$8,192	49.9%
MERCER	TRENTON CITY	\$318,779,614	13,667	\$23,326	88.2%	7.0%	3.6%	11.7	63.3	186.6	14.8%	\$16,472	\$16,949	\$9,794	59.5%
SALEM	SALEM CITY	\$29,153,818	1,184	\$24,622	79.5%	9.1%	5.7%	9.5	106.7	97.8	15.0%	\$17,794	\$17,201	\$9,991	56.1%
HUDSON	UNION CITY	\$313,507,868	13,761	\$22,782	88.3%	5.8%	4.5%	14.3	125.8	167.7	9.7%	\$15,360	\$17,812	\$7,979	51.9%
ATLANTIC	PLEASANTVILLE CITY	\$97,551,664	4,011	\$24,321	84.9%	10.1%	4.0%	9.8	68.1	137.4	13.2%	\$18,627	\$19,003	\$10,631	57.1%
ESSEX	EAST ORANGE	\$280,991,297	10,145	\$27,699	89.0%	7.7%	3.1%	10.1	55.1	137.4	13.1%	\$20,027	\$19,353	\$10,709	53.5%
UNION	ELIZABETH CITY	\$585,805,321	27,391	\$21,387	85.5%	10.6%	3.4%	12.6	92.1	243.5	9.6%	\$15,624	\$16,284	\$9,523	61.0%
ESSEX	CITY OF ORANGE TWP	\$126,148,649	5,626	\$22,422	85.2%	10.4%	4.0%	10.8	67.3	96.4	13.1%	\$16,092	\$15,990	\$8,934	55.5%
MIDDLESEX	PERTH AMBOY CITY	\$241,354,405	10,930	\$22,082	85.8%	10.8%	3.0%	12.4	86.4	166.3	8.7%	\$15,620	\$17,674	\$10,059	64.4%
MONMOUTH	ASBURY PARK CITY	\$84,785,164	2,380	\$35,632	86.3%	8.6%	4.4%	8	35.5	59	18.8%	\$30,264	\$30,102	\$15,730	52.0%
ESSEX	IRVINGTON TOWNSHIP	\$177,142,380	7,552	\$23,458	84.7%	11.1%	4.0%	267.7	115.5	0	9.4%	\$15,659	\$16,921	\$8,960	57.2%
MONMOUTH	KEANSBURG BORO	\$48,991,686	1,559	\$31,436	84.7%	11.0%	4.3%	8.1	41.3	100.8	18.7%	\$21,789	\$24,866	\$12,212	56.0%
WARREN	PHILLIPSBURG TOWN	\$89,240,276	3,899	\$22,886	67.4%	12.9%	3.1%	11.3	64.4	156.2	15.3%	\$15,942	\$16,847	\$9,594	60.2%
HUDSON	HARRISON TOWN	\$60,793,742	2,473	\$24,587	75.0%	17.9%	3.5%	12.1	79.4	113.7	13.6%	\$16,185	\$15,083	\$9,012	55.7%
CAMDEN	GLOUCESTER CITY	\$57,543,085	2,289	\$25,139	82.2%	8.6%	3.4%	11	72	139.1	16.2%	\$15,871	\$18,785	\$9,678	61.0%
CUMBERLAND	MILLVILLE CITY	\$116,919,039	5,844	\$20,007	79.4%	10.6%	4.0%	11.5	65.5	116.8	18.6%	\$15,070	\$15,844	\$8,402	55.8%
UNION	PLAINFIELD CITY	\$192,455,955	9,480	\$20,301	83.0%	13.1%	3.4%	12.6	85.7	176.3	12.6%	\$15,657	\$15,566	\$8,440	53.9%
BERGEN	GARFIELD CITY	\$111,929,987	5,034	\$22,234	73.2%	23.8%	2.4%	10.9	68.8	148.5	16.0%	\$16,583	\$16,786	\$9,921	59.8%
HUDSON	WEST NEW YORK TOWN	\$172,161,978	9,145	\$18,826	86.1%	9.1%	4.4%	12.7	87.6	164.9	12.0%	\$13,144	\$14,261	\$7,924	60.3%
CUMBERLAND	VINELAND CITY	\$222,644,190	11,118	\$20,026	85.5%	10.4%	3.2%	11.5	72.1	198	15.4%	\$15,353	\$15,834	\$9,456	61.6%
BURLINGTON	BURLINGTON CITY	\$50,030,405	1,776	\$28,168	67.2%	23.4%	3.1%	9.5	52.4	115.4	16.9%	\$17,592	\$19,084	\$9,865	56.1%
BURLINGTON	PEMBERTON TWP	\$124,176,650	5,163	\$24,049	81.4%	10.5%	4.0%	10.5	57.9	155	13.1%	\$1,872	\$20,077	\$11,109	59.3%
MONMOUTH	LONG BRANCH CITY	\$143,836,819	5,782	\$24,875	66.3%	28.3%	3.0%	11.7	74.2	136	10.3%	\$15,609	\$15,543	\$9,303	59.6%
HUDSON	JERSEY CITY	\$706,761,653	31,065	\$22,751	79.4%	16.4%	3.9%	11.5	67	215.7	13.3%	\$17,300	\$17,931	\$10,220	59.1%
MONMOUTH	NEPTUNE TWP	\$113,906,272	4,395	\$25,920	60.7%	32.1%	2.4%	11.3	72	141.6	15.6%	\$15,820	\$17,468	\$8,917	56.4%
HUDSON	HOBOKEN CITY	\$67,607,527	2,396	\$28,217	41.5%	54.5%	3.5%	9.8	51.1	107.8	11.8%	\$21,402	\$23,521	\$10,727	50.1%
	<b>Average</b>			\$24,094	79.7%	13.5%	3.9%	19.6	74.5	138.0	13.7%	\$16,650	\$17,908	\$9,758	57.1%
	<b>Median</b>			\$23,326	79.6%	10.6%	3.9%	11.5	72.0	139.1	13.3%	\$15,942	\$17,067	\$9,523	57.1%
	<b>K-12 / 3501 + AVERAGE</b>			\$20,219								\$14,755	\$15,575	\$8,756	
	<b>ALL AVERAGE</b>			\$20,386								\$14,940	\$15,714	\$8,826	
	<b>ALL MEDIAN</b>			\$19,768								\$14,813	\$15,552	\$8,743	
OCEAN	BRICK TWP	\$161,373,525	8,942	\$18,047	33.9%	63.2%	2.7%	11.1	65.8	215.8	17.6%	\$13,443	\$14,152	\$8,633	64.2%
MONMOUTH	HOWELL TWP	\$128,031,202	6,035	\$21,216	37.2%	58.3%	2.0%	11.5	65.7	166	16.1%	\$15,397	\$16,936	\$9,309	60.5%
OCEAN	JACKSON TWP	\$159,108,257	8,678	\$18,335	43.5%	54.5%	2.0%	13	71.8	217.5	14.1%	\$13,095	\$13,908	\$7,744	59.1%
<b>OCEAN</b>	<b>LAKEWOOD TWP</b>	<b>\$166,876,791</b>	<b>6,261.90</b>	<b>\$26,649</b>	<b>32.8%</b>	<b>51.9%</b>	<b>12.70%</b>	<b>12.7</b>	<b>76.4</b>	<b>182.8</b>	<b>14.30%</b>	<b>\$12,504</b>	<b>\$13,236</b>	<b>\$6,987</b>	<b>55.90%</b>
OCEAN	TOMS RIVER REGIONAL	\$259,802,528	15,921	\$16,318	37.2%	56.8%	5.5%	13.1	107.8	229.3	13.9%	\$12,567	\$12,855	\$7,747	61.6%

DISTRICT	Total Classroom Instruction Per Pupil Amount (2016-17 budget)	Total Classroom Instruction % of Budgetary Cost Per Pupil (2016-17)	Classroom Salaries and Benefits Per Pupil Amount (2016-17 budget)	Classroom Salaries and Benefits % of Budgetary Cost Per Pupil (2016-17):	% of Classroom Salaries and Benefits to Total Classroom Instruction Costs (2015-16):	Classroom Supplies/ Textbooks Per Pupil Amount (2016-17 budget)	Classroom Supplies/ Textbooks % of Budgetary Cost Per Pupil (2015-16)	Classroom Purchased Services/ Other Costs Per Pupil Amount (2016-17 budget)	Classroom Purchased Services/ Other Costs % of Budgetary Cost Per Pupil (2015-16)	Total Support Services Per Pupil Amount (2016-17 budget)	Total Support Services % of Budgetary Cost Per Pupil (2016-17)	Salaries and Benefits for Support Services Per Pupil Amount (2016-17 budget)	Salaries and Benefits for Support Services % of Budgetary Cost Per Pupil (2016-17)	% of Total Salaries and Benefits to Support Services Salaries and Benefits (2016-17):	Total Administration Per Pupil Amount (2016-17 budget)	Total Administration % of Budgetary Cost Per Pupil (2016-17)
BRIDGETON CITY	\$9,175	57.6%	\$8,388	52.6%	91.4%	\$467	2.9%	\$321	2.0%	\$3,104	19.5%	\$2,702	17.0%	87.0%	\$1,627	10.2%
CAMDEN CITY	\$14,396	60.5%	\$12,515	52.6%	86.9%	\$1,061	4.5%	\$820	3.4%	\$4,592	19.3%	\$3,656	15.1%	79.60%	\$1,924	8.1%
PASSAIC CITY	\$10,172	57.1%	\$9,433	53%	92.7%	\$430	2.4%	\$309	1.7%	\$3,450	19.4%	\$2,653	14.9%	76.9%	\$1,684	9.5%
PATERSON CITY	\$8,700	56.4%	\$8,309	53.9%	95.5%	\$254	1.6%	\$137	0.9%	\$2,996	19.4%	\$2,755	17.9%	92.0%	\$1,572	10.2%
NEW BRUNSWICK CITY	\$9,325	57.9%	\$8,672	53.9%	93.0%	\$239	1.5%	\$414	2.6%	\$2,650	16.5%	\$2,013	12.5%	76.0%	\$1,564	9.7%
<b>LAKEWOOD TWP</b>	<b>\$7,412</b>	<b>56%</b>	<b>\$7,000</b>	<b>52.9%</b>	<b>94.40%</b>	<b>\$153</b>	<b>1.2%</b>	<b>\$259</b>	<b>2%</b>	<b>\$2,691</b>	<b>20.30%</b>	<b>\$2,082</b>	<b>15.70%</b>	<b>77.40%</b>	<b>\$1,355</b>	<b>10.20%</b>
NEWARK CITY	\$8,897	51.8%	\$8,259	48.1%	92.8%	\$516	3.0%	\$123	0.7%	\$3,572	20.8%	\$3,312	19.3%	92.7%	\$1,986	11.6%
TRENTON CITY	\$10,048	59.3%	\$9,113	53.8%	90.7%	\$276	1.6%	\$659	3.9%	\$2,557	15.1%	\$2,020	11.9%	79.0%	\$1,769	10.4%
SALEM CITY	\$9,862	57.3%	\$9,488	55.2%	96.2%	\$147	0.9%	\$227	1.3%	\$3,407	19.8%	\$2,954	17.2%	86.7%	\$1,789	10.4%
UNION CITY	\$8,905	50.0%	\$8,489	47.7%	95.3%	\$356	2.0%	\$60	0.3%	\$3,397	19.1%	\$2,848	16.0%	83.8%	\$1,482	8.3%
PLEASANTVILLE CITY	\$11,186	58.9%	\$10,463	55.1%	93.5%	\$538	2.8%	\$185	1.0%	\$2,982	15.7%	\$2,629	13.8%	88.2%	\$1,828	9.6%
EAST ORANGE	\$10,293	53.2%	\$9,758	50.4%	94.8%	\$283	1.5%	\$252	1.3%	\$4,252	22.0%	\$3,769	19.5%	88.6%	\$1,680	8.7%
ELIZABETH CITY	\$9,959	61.2%	\$9,287	57.0%	93.3%	\$366	2.2%	\$307	1.9%	\$2,426	14.9%	\$2,148	13.2%	88.5%	\$1,358	8.3%
CITY OF ORANGE TWP	\$8,898	55.6%	\$8,244	51.6%	92.7%	\$348	2.2%	\$308	1.9%	\$3,015	18.9%	\$2,667	16.7%	88.5%	\$2,097	13.1%
PERTH AMBOY CITY	\$11,096	62.8%	\$10,162	57.5%	91.6%	\$616	3.5%	\$17	0.1%	\$2,583	14.6%	\$1,949	11.0%	75.5%	\$1,390	7.9%
ASBURY PARK CITY	\$15,786	52.4%	\$14,210	47.2%	90.0%	\$722	2.4%	\$854	2.8%	\$6,732	25.5%	\$6,733	22.4%	87.8%	\$1,988	6.6%
IRVINGTON TOWNSHIP	\$9,765	57.7%	\$8,803	52.0%	90.1%	\$152	0.9%	\$810	4.8%	\$3,281	19.4%	\$3,076	18.2%	93.8%	\$1,404	8.3%
KEANSBURG BORO	\$13,877	55.8%	\$12,475	50.2%	89.9%	\$613	2.5%	\$789	3.2%	\$5,850	23.5%	\$4,827	19.4%	82.5%	\$1,795	7.2%
PHILLIPSBURG TOWN	\$9,946	59.0%	\$9,416	55.9%	94.7%	\$280	1.7%	\$250	1.5%	\$2,646	15.7%	\$2,309	13.7%	87.3%	\$1,754	10.4%
HARRISON TOWN	\$8,396	55.7%	\$7,991	53.0%	95.2%	\$267	1.8%	\$138	0.9%	\$2,488	16.5%	\$2,383	15.8%	95.8%	\$1,859	12.3%
GLOUCESTER CITY	\$11,252	59.9%	\$10,771	57.3%	95.7%	\$178	0.9%	\$303	1.6%	\$2,996	15.9%	\$2,664	14.2%	88.9%	\$1,774	9.4%
MILLVILLE CITY	\$9,009	56.9%	\$8,488	53.6%	94.2%	\$288	1.8%	\$233	1.5%	\$3,171	20.0%	\$2,866	18.1%	90.4%	\$1,673	10.6%
PLAINFIELD CITY	\$8,425	54.1%	\$8,093	52.0%	96.1%	\$233	1.5%	\$100	0.6%	\$2,687	17.3%	\$2,387	15.3%	88.8%	\$1,730	11.1%
GARFIELD CITY	\$10,140	60.4%	\$10,026	59.7%	98.9%	\$102	0.6%	\$12	0.1%	\$2,593	15.4%	\$2,142	12.8%	82.6%	\$1,796	10.7%
WEST NEW YORK TOWN	\$8,465	59.4%	\$8,269	58.0%	97.7%	\$183	1.3%	\$14	0.1%	\$2,758	19.3%	\$2,581	18.1%	93.6%	\$1,273	8.9%
VINELAND CITY	\$9,886	62.4%	\$9,297	58.7%	94.0%	\$311	2.0%	\$278	1.8%	\$2,334	14.7%	\$2,009	12.7%	86.1%	\$1,444	9.1%
BURLINGTON CITY	\$10,532	55.2%	\$9,398	49.1%	89.2%	\$450	2.4%	\$684	3.6%	\$3,744	19.6%	\$3,317	17.4%	88.6%	\$1,965	10.3%
PEMBERTON TWP	\$11,807	58.8%	\$11,330	56.4%	96.0%	\$282	1.4%	\$194	1.0%	\$4,120	20.5%	\$3,061	15.2%	74.3%	\$1,586	7.9%
LONG BRANCH CITY	\$9,332	60.0%	\$9,011	58.0%	96.6%	\$207	1.3%	\$114	0.7%	\$2,640	17.0%	\$2,348	15.1%	88.9%	\$1,481	9.5%
JERSEY CITY	\$10,423	58.1%	\$9,967	55.6%	95.6%	\$277	1.5%	\$180	1.0%	\$2,716	15.1%	\$2,406	13.4%	88.6%	\$1,851	10.3%
NEPTUNE TWP	\$9,626	55.1%	\$9,130	52.3%	94.8%	\$219	1.3%	\$277	1.6%	\$2,557	14.6%	\$2,186	12.5%	85.5%	\$1,852	10.6%
HOBOKEN CITY	\$11,596	49.3%	\$10,999	46.8%	94.9%	\$499	2.1%	\$98	0.4%	\$5,794	24.6%	\$4,767	20.3%	82.3%	\$2,042	8.7%
<b>Average</b>	<b>\$10,296</b>	<b>57.1%</b>	<b>\$9,621</b>	<b>53.5%</b>	<b>93.7%</b>	<b>\$337</b>	<b>1.9%</b>	<b>315.0</b>	<b>1.9%</b>	<b>\$3,388</b>	<b>18.4%</b>	<b>\$2,883</b>	<b>15.8%</b>	<b>86.1%</b>	<b>\$1,710</b>	<b>9.6%</b>
<b>Median</b>	<b>\$9,946</b>	<b>57.6%</b>	<b>\$9,297</b>	<b>53.6%</b>	<b>94.2%</b>	<b>\$283</b>	<b>1.8%</b>	<b>252.0</b>	<b>1.6%</b>	<b>\$2,996</b>	<b>19.1%</b>	<b>\$2,659</b>	<b>15.3%</b>	<b>87.8%</b>	<b>\$1,754</b>	<b>9.6%</b>
<b>K-12 / 3501 + AVERAGE</b>	<b>\$9,218</b>		<b>\$8,271</b>			<b>\$304</b>		<b>236</b>		<b>\$2,538</b>		<b>\$2,538</b>			<b>\$1,589</b>	
<b>ALL AVERAGE</b>	<b>\$9,296</b>		<b>\$8,701</b>			<b>\$330</b>		<b>264</b>		<b>\$2,836</b>		<b>\$2,158</b>			<b>\$1,688</b>	
<b>ALL MEDIAN</b>	<b>\$9,205</b>		<b>\$8,587</b>			<b>\$335</b>		<b>210</b>		<b>\$2,430</b>		<b>\$1,968</b>			<b>\$1,791</b>	
BRICK TWP	\$9,017	63.7%	\$8,387	59.3%	93.0%	\$203	1.4%	\$27	0.2%	\$2,316	16.4%	\$2,137	15.1%	92.3%	\$1,133	8.0%
HOWELL TWP	\$10,089	59.6%	\$9,677	57.1%	95.9%	\$210	1.2%	\$202	1.2%	\$2,531	14.9%	\$2,468	14.6%	97.5%	\$1,765	10.4%
JACKSON TWP	\$8157	58.6%	\$7,536	54.2%	92.4%	\$261	1.9%	\$360	2.6%	\$2,279	16.4%	\$2,022	14.5%	88.7%	\$1,340	9.6%
<b>LAKEWOOD TWP</b>	<b>\$7,412</b>	<b>56%</b>	<b>\$7,000</b>	<b>52.9%</b>	<b>94.40%</b>	<b>\$143</b>	<b>1.2%</b>	<b>\$259</b>	<b>2%</b>	<b>\$2,691</b>	<b>20.30%</b>	<b>\$2,082</b>	<b>15.70%</b>	<b>77.40%</b>	<b>\$1,355</b>	<b>10.20%</b>
TOMS RIVER REGIONAL	\$7,899	61.4%	\$7,297	56.8%	92.4%	\$212	1.6%	\$91	0.6%	\$1,667	13.0%	\$1,499	11.7%	89.9%	\$1,267	9.9%

DISTRICT	Legal Services Per Pupil Amount (2016-17 budget)	Legal Services % of Budgetary Cost Per Pupil (2016-17)	Administration Salaries and Benefits Per Pupil Amount (2016-17 budget)	Administration Salaries and Benefits % of Budgetary Cost Per Pupil (2016-17)	% of Total Salaries and Benefits to Salaries and Benefits for Administration (2016-17)	Total Operations and Maintenance of Plant Per Pupil Amount (2016-17 budget)	Total Operations and Maintenance of Plant % of Budgetary Cost Per Pupil (2016-17)	Salaries and Benefits for Operations and Maintenance of Plant Per Pupil Amount (2016-17 budget)	Salaries and Benefits for Operations and Maintenance of Plant % of Budgetary Cost Per Pupil (2016-17)	% of Salaries and Benefits for Operations and Maintenance of Plant Costs (2016-17)	Board Contributions to the Food Service Program Per Pupil Amount (2016-17 budget)	Board Contributions to the Food Service Program % of Budgetary Cost Per Pupil (2016-17)	Extracurricular Costs Per Pupil Amount (2016-17 budget)	Extracurricular Costs % of Budgetary Cost Per Pupil (2016-17)	Personal Services - Employee Benefits % of Total Salaries (2016-17)	Total Equipment Cost Per Pupil Costs (2016-17)
BRIDGETON CITY	\$23	0.1%	\$1,254	7.9%	77.1%	\$1,731	10.9%	\$1,109	7.0%	64.1%	\$0	0.0%	\$197	1.2%	41.8%	\$59
CAMDEN CITY	\$154	0.6%	\$1,486	6.2%	77.2%	\$2,805	11.8%	\$1,624	6.8%	57.9%	\$0	0.0%	\$67	0.3%	41.60%	\$55
PASSAIC CITY	\$18	0.1%	\$1,488	8.4%	88.4%	\$2,113	11.4%	\$830	4.7%	39.3%	\$0	0.0%	\$159	0.9%	33.1%	\$20
PATERSON CITY	\$45	0.3%	\$1,249	8.1%	79.5%	\$2,018	13.1%	\$642	4.2%	31.8%	\$0	0.0%	\$90	0.6%	35.1%	\$22
NEW BRUNSWICK CITY	\$27	20.0%	\$1,362	8.5%	87.1%	\$2,429	15.1%	\$1,182	7.3%	48.7%	\$0	0.0%	\$98	0.6%	36.0%	\$14
<b>LAKEWOOD TWP</b>	<b>\$113</b>	<b>0.9%</b>	<b>\$1,046</b>	<b>7.9%</b>	<b>77.20%</b>	<b>\$1,323</b>	<b>10.0%</b>	<b>\$166</b>	<b>1.3%</b>	<b>12.8%</b>	<b>\$0</b>	<b>0.0%</b>	<b>\$241</b>	<b>1.8%</b>	<b>45.6%</b>	<b>\$35</b>
NEWARK CITY	\$86	0.5%	\$1,986	8.4%	72.5%	\$2,455	14.3%	\$1,656	9.6%	67.5%	\$14	0.1%	\$163	0.9%	31.2%	\$87
TRENTON CITY	\$37	0.2%	\$1,366	8.1%	77.2%	\$2,258	13.1%	\$808	4.8%	35.8%	\$0	0.0%	\$133	0.8%	34.0%	\$21
SALEM CITY	\$37	0.2%	\$1,470	8.5%	82.2%	\$1,903	11.1%	\$881	5.1%	46.3%	\$0	0.0%	\$216	1.3%	41.7%	\$162
UNION CITY	\$58	0.3%	\$987	5.0%	59.9%	\$3,413	19.2%	\$2,049	11.5%	60.0%	\$0	0.0%	\$100	0.6%	38.3%	\$164
PLEASANTVILLE CITY	\$55	0.3%	\$1,484	7.7%	80.3%	\$2,600	13.7%	\$1,388	7.3%	53.4%	\$0	0.0%	\$266	1.4%	36.3%	\$157
EAST ORANGE	\$46	0.2%	\$1,361	7.0%	81.0%	\$2,834	14.6%	\$1,540	8.0%	54.3%	\$0	0.0%	\$150	0.8%	26.9%	\$93
ELIZABETH CITY	\$93	0.6%	\$1,056	6.5%	77.8%	\$2,344	14.4%	\$1,457	8.9%	62.2%	\$0	0.0%	\$135	0.8%	31.8%	\$2
CITY OF ORANGE TWP	\$28	0.2%	\$1,569	9.8%	74.8%	\$1,741	10.9%	\$360	2.3%	20.7%	\$29	0.2%	\$190	1.2%	30.2%	\$45
PERTH AMBOY CITY	\$18	0.1%	\$1,136	6.4%	81.7%	\$2,056	11.6%	\$1,186	6.7%	57.7%	\$0	0.0%	\$123	0.7%	45.6%	\$333
ASBURY PARK CITY	\$51	0.2%	\$1,497	5.0%	75.3%	\$3,712	12.3%	\$2,370	7.9%	63.8%	\$0	0.0%	\$617	2.0%	33.7%	\$68
IRVINGTON TOWNSHIP	\$59	0.3%	\$1,188	7.0%	84.6%	\$2,224	13.1%	\$1,512	8.9%	68.0%	\$0	0.0%	\$127	0.7%	33.7%	\$14
KEANSBURG BORO	\$26	0.1%	\$1,472	5.9%	82.0%	\$2,559	10.3%	79	0.3%	3.1%	\$0	0.0%	\$760	3.1%	23.2%	\$213
PHILLIPSBURG TOWN	\$77	0.5%	\$1,196	7.1%	68.2%	\$2,095	12.4%	\$879	5.2%	42.0%	\$0	0.0%	\$386	2.3%	38.8%	\$17
HARRISON TOWN	\$36	0.2%	\$1,653	11.0%	88.9%	\$1,829	12.1%	\$726	4.8%	39.7%	\$0	0.0%	\$189	1.3%	25.5%	\$89
GLOUCESTER CITY	\$36	0.2%	\$1,406	7.5%	79.3%	\$2,371	12.6%	\$1,124	6.0%	47.4%	\$0	0.0%	\$393	2.1%	47.2%	\$10
MILLVILLE CITY	\$13	0.1%	\$1,351	8.5%	80.8%	\$1,763	11.1%	\$874	5.5%	49.6%	\$0	0.0%	\$220	1.4%	41.5%	\$30
PLAINFIELD CITY	\$25	0.2%	\$1,405	9.0%	81.2%	\$2,471	15.9%	\$1,553	10.0%	62.8%	\$0	0.0%	\$164	1.1%	32.1%	\$0
GARFIELD CITY	\$33	0.2%	\$1,528	9.1%	85.1%	\$2,030	12.1%	\$1,112	6.6%	54.8%	\$0	0.0%	\$187	1.1%	30.3%	\$0
WEST NEW YORK TOWN	\$19	0.1%	\$986	6.9%	77.5%	\$1,399	9.8%	\$693	4.9%	49.5%	\$0	0.0%	\$138	1.0%	33.0%	\$11
VINELAND CITY	\$18	0.1%	\$1,046	6.6%	72.4%	\$1,775	11.2%	888	5.6%	50.0%	\$0	0.0%	\$183	1.2%	41.0%	\$56
BURLINGTON CITY	\$45	0.2%	\$1,585	8.3%	80.7%	\$2,287	12.0%	\$975	5.1%	42.6%	\$0	0.0%	\$504	2.6%	33.1%	\$0
PEMBERTON TWP	\$25	0.1%	\$1,308	6.5%	82.5%	\$2,118	10.6%	\$1,288	6.4%	60.8%	\$0	0.0%	\$211	1.1%	39.9%	\$34
LONG BRANCH CITY	\$20	0.1%	\$1,270	8.2%	85.8%	\$1,688	10.8%	1088	7.0%	64.5%	\$0	0.0%	\$303	2.0%	45.5%	\$8
JERSEY CITY	\$53	0.3%	\$1,499	8.4%	81.0%	\$2,786	15.5%	\$1,775	9.9%	63.7%	\$0	0.0%	\$134	0.7%	27.9%	\$47
NEPTUNE TWP	\$24	0.1%	\$1,573	9.0%	84.9%	\$2,914	16.7%	\$1,124	6.4%	38.6%	\$0	0.0%	\$505	2.9%	37.9%	\$23
HOBOKEN CITY	\$108	0.5%	\$1,474	6.3%	72.2%	\$3,211	13.7%	\$1,678	7.1%	52.3%	\$26	0.1%	\$830	3.5%	32.0%	\$92
<b>Average</b>	<b>\$45</b>	<b>0.9%</b>	<b>\$1,374</b>	<b>7.6%</b>	<b>79.0%</b>	<b>\$2,304</b>	<b>12.8%</b>	<b>\$1,172</b>	<b>6.5%</b>	<b>50.1%</b>	<b>\$2</b>	<b>0.0%</b>	<b>\$256</b>	<b>1.4%</b>	<b>35.5%</b>	<b>\$63</b>
<b>Median</b>	<b>\$36</b>	<b>0.2%</b>	<b>\$1,405</b>	<b>7.9%</b>	<b>80.5%</b>	<b>\$2,241</b>	<b>12.3%</b>	<b>\$1,124</b>	<b>6.6%</b>	<b>52.3%</b>	<b>0.0</b>	<b>0.0%</b>	<b>\$187</b>	<b>1.1%</b>	<b>34.0%</b>	<b>\$34</b>
<b>K-12 / 3501 + AVERAGE</b>	<b>\$41</b>		<b>\$1,293</b>			<b>\$1,846</b>		<b>945</b>			<b>\$37</b>		<b>\$291</b>		<b>32.0%</b>	<b>\$62</b>
<b>ALL AVERAGE</b>	<b>\$42</b>		<b>\$1,344</b>			<b>\$1,884</b>		<b>942</b>			<b>\$46</b>		<b>\$311</b>		<b>32.3%</b>	<b>\$73</b>
<b>ALL MEDIAN</b>	<b>\$39</b>		<b>\$1,405</b>			<b>\$1,803</b>		<b>882</b>			<b>\$46</b>		<b>\$233</b>		<b>31.9%</b>	<b>\$59</b>
BRICK TWP	\$39	0.3%	\$1,048	7.4%	92.5%	\$1,160	8.2%	\$701	5.0%	60.5%	\$0	0.0%	\$322	2.3%	36.7%	\$56
HOWELL TWP	\$27	0.2%	\$1,474	8.7%	83.5%	\$2,242	13.2%	\$1,052	6.2%	46.9%	\$0	0.0%	\$92	0.5%	40.7%	\$0
JACKSON TWP	\$33	0.2%	\$1,100	7.9%	82.1%	\$1,600	11.5%	\$916	6.6%	57.3%	\$0	0.0%	\$311	2.2%	31.8%	\$95
<b>LAKEWOOD TWP</b>	<b>\$113</b>	<b>0.9%</b>	<b>\$1,046</b>	<b>7.9%</b>	<b>77.20%</b>	<b>\$1,323</b>	<b>10.0%</b>	<b>\$166</b>	<b>1.3%</b>	<b>12.8%</b>	<b>\$0</b>	<b>0.0%</b>	<b>\$241</b>	<b>1.8%</b>	<b>45.6%</b>	<b>\$35</b>
TOMS RIVER REGIONAL	\$21	0.2%	\$1,092	8.5%	86.2%	\$1,413	11.0%	945	7.3%	66.9%	\$0	0.0%	\$343	2.7%	41.5%	\$16

DISTRICT	Student to Teacher Ratio (2016-17)	Median Teacher Salary (2016-17)	Student to Support Service Ratio (2016-17)	Median Support Service Salary (2016-17)	Student to Administrator Ratio (2016-17)	Median Administrator Salary (2015-16)	Faculty to Administrator Ratio (2016-17)	Comparison of Budgeted General Fund Balance vs. Actual (Used) or Generated General Fund Balance (2014-15)	Comparison of Budgeted General Fund Balance vs. Actual (Used) or Generated General Fund Balance (2014-15)	Comparison of Budgeted General Fund Balance vs. Actual (Used) or Generated General Fund Balance (2015-16)	Comparison of Budgeted General Fund Balance vs. Actual (Used) or Generated 2015-16 Actual	General Fund Excess Surplus Actual (2014-15)	General Fund Excess Surplus Actual (2015-16)
BRIDGETON CITY	12.8	\$64,870	94.5	\$72,415	162.8	\$107,171	14.4	\$107,171	-\$2,691,129	\$19,798,672	\$114,795	\$3,106,626	\$4,654,111
CAMDEN CITY	12.9	\$64,603	91.4	\$75,303	106.4	\$105,174	9.4	\$35,441,052	\$218,035	\$35,659,087	-\$9,509,682	\$18,390,835	\$0
PASSAIC CITY	13.1	\$69,298	102.4	\$99,670	167.6	\$131,531	14.4	\$50,636,437	\$5,764,676	\$56,401,113	-\$3,912,222	\$0	0
PATERSON CITY	12.3	\$59,733	84.9	\$95,100	101.1	\$103,612	9.4	\$74,084,708	-\$30,514,579	\$43,570,129	-\$11,577,971	\$0	0
NEW BRUNSWICK CITY	15.1	\$62,456	82.1	\$84,262	180.2	\$123,000	14.1	\$31,215,392	-\$7,608,208	\$23,607,184	-\$2,171,966	\$0	0
<b>LAKEWOOD TWP</b>	<b>12.8</b>	<b>\$52,046</b>	<b>76.8</b>	<b>\$63,400</b>	<b>188.2</b>	<b>\$119,456</b>	<b>17.2</b>	<b>-5,966,483</b>	<b>\$3,014,087</b>	<b>-2,952,396</b>	<b>-\$839,418</b>	<b>\$0</b>	<b>0</b>
NEWARK CITY	13.1	\$61,146	74.4	\$95,069	104.5	\$99,286	9.3	\$56,755,902	-\$22,806,874	\$56,755,902	\$33,949,028	-\$7,158,223	0
TRENTON CITY	15.3	\$74,353	94.5	\$89,015	261	\$130,782	19.8	\$39,423,551	-\$17,948,545	\$21,475,006	-\$536,058	\$4,300,600	\$6,264,079
SALEM CITY	9.7	\$57,179	107.4	\$60,179	98.4	\$96,094	11.1	\$2,569,574	\$62,789	\$2,632,363	\$294,195	\$289,190	\$1,214,232
UNION CITY	16.5	\$68,430	137	\$78,378	184	\$149,244	12.5	\$87,941,190	\$18,181,409	\$106,122,599	-\$22,371,839	\$32,546,137	\$23,564,277
PLEASANTVILLE CITY	10	\$55,700	63.6	\$56,839	154.8	\$115,163	17.9	\$7,852,176	\$1,207,052	\$9,059,228	-\$118,594	\$4,633,283	\$1,029,219
EAST ORANGE	10.6	\$71,673	56.7	\$96,170	137.5	\$132,813	15.4	\$31,619,970	-\$2,735,054	\$28,884,916	-\$4,576,669	\$3,713,651	\$0
ELIZABETH CITY	12.9	\$78,348	99.6	\$89,280	260.8	\$119,493	22.8	\$14,523,594	\$4,555,370	\$18,203,415	\$19,640,748	\$858,039	\$9,399,913
CITY OF ORANGE TWP	10.9	\$54,921	73.2	\$63,431	95.7	\$108,987	10.1	\$8,839,030	-\$2,091,661	\$6,747,369	\$34,765	\$1,273,337	0
PERTH AMBOY CITY	12.3	\$68,300	81.7	\$86,200	177	\$120,989	16.5	\$129,202,203	\$10,553,057	\$139,755,260	\$2,654,029	\$9,539,313	\$18,846,864
ASBURY PARK CITY	9.1	\$74,620	39.1	\$86,785	65.8	\$133,698	8.9	\$14,315,430	-\$1,974,553	\$12,340,877	-\$3,023,920	\$2,098,324	\$2,532,497
IRVINGTON TOWNSHIP	12.1	\$69,278	72.2	\$89,790	183.5	\$126,692	16.8	\$11,951,299	\$2,554,606	\$14,505,905	-\$760,895	\$4,192,142	0
KEANSBURG BORO	8.1	\$64,065	39.9	\$75,853	99.2	\$117,700	14.7	\$6,828,600	-\$798,784	\$6,029,816	-\$1,057,734	\$2,134,429	\$1,381,950
PHILLIPSBURG TOWN	11.9	\$78,886	64.8	\$72,818	165	\$114,373	16.4	\$8,547,712	\$3,045,963	\$11,593,675	\$7,090,406	\$337,559	\$783,885
HARRISON TOWN	17.6	\$79,059	104.9	\$98,639	120.3	\$150,330	8	\$5,570,821	-\$285,431	\$5,285,390	-\$1,679,423	\$1,016,175	\$1,495,070
GLOUCESTER CITY	11.1	\$64,049	70.6	\$70,668	136.7	\$108,439	14.2	\$11,951,351	-\$1,013,902	\$10,937,449	-\$125,491	\$0	0
MILLVILLE CITY	12.1	\$69,758	66.5	\$76,933	123.9	\$106,645	12.1	\$7,199,957	-\$288,773	\$6,911,184	\$1,261,750	\$891,122	\$10,860
PLAINFIELD CITY	15	\$68,960	90	\$88,500	190.7	\$133,823	14.8	\$27,402,424	\$2,275,318	\$29,677,742	-\$4,235,594	\$0	1389646
GARFIELD CITY	10.6	\$57,000	68.7	\$78,350	152.5	\$153,424	16.6	\$8,886,117	\$196,850	\$9,082,967	-\$2,420,962	\$2,797,434	\$958,912
WEST NEW YORK TOWN	19	\$64,368	121	\$70,185	210.2	\$142,525	12.8	\$6,597,572	-\$1,372,636	\$5,224,939	\$1,000,620	\$0	1215891
VINELAND CITY	12.5	\$65,004	77.1	\$75,927	211.2	\$109,551	19.6	\$23,298,056	-\$2,086,502	\$21,211,554	-\$540,509	\$6,358,477	\$8,737,956
BURLINGTON CITY	9.7	\$63,766	50.5	\$61,604	108.8	\$106,840	13.3	\$4,568,805	\$718,334	\$5,287,139	\$148,568	\$1,088,380	\$1,059,628
PEMBERTON TWP	10.3	\$84,867	58.4	\$88,717	131.5	\$125,393	15	\$21,198,635	\$4,251,114	\$25,426,908	\$2,229,631	\$3,208,497	\$0
LONG BRANCH CITY	13.4	\$62,686	79.6	\$73,536	150.9	\$104,040	13.1	\$2,978,347	-\$117,266	\$2,861,081	\$1,279,147	\$0	0
JERSEY CITY	10.9	\$74,660	64.9	\$104,280	178.5	\$136,000	19.1	\$68,891,518	\$17,067,025	\$85,958,543	-\$7,280,991	\$28,663,557	\$23,437,673
NEPTUNE TWP	11.4	\$53,607	72.6	\$64,947	140.4	\$128,166	14.2	\$13,534,204	\$3,478,560	\$17,012,764	\$3,218,890	\$1,190,168	\$0
HOBOKEN CITY	9.2	\$79,077	39.5	\$90,761	104.6	\$125,767	14.1	\$4,798,555	\$1,568,444	\$6,366,999	\$1,337,805	\$437,748	\$639,281
<b>Average</b>	<b>12.3</b>	<b>\$67,249</b>	<b>78.2</b>	<b>\$80,955</b>	<b>150.5</b>	<b>\$121,986</b>	<b>14.2</b>	<b>\$27,287,473</b>	<b>-\$601,139</b>	<b>\$27,238,296</b>	<b>-\$53,101</b>	<b>\$4,064,735</b>	<b>\$3,503,740</b>
<b>Median</b>	<b>12.1</b>	<b>\$65,004</b>	<b>74.4</b>	<b>\$78,378</b>	<b>150.9</b>	<b>\$121,995</b>	<b>14</b>	<b>\$13,924,817</b>	<b>\$62,789</b>	<b>\$17,012,764</b>	<b>-\$125,491</b>	<b>\$1,190,168</b>	<b>\$958,912</b>
<b>K-12 / 3501 + AVERAGE</b>	<b>12.8</b>	<b>\$67,113</b>	<b>80.1</b>	<b>\$77,744</b>	<b>\$164</b>	<b>\$124,639</b>	<b>14.9</b>						
<b>ALL AVERAGE</b>													
<b>ALL MEDIAN</b>													
BRICK TWP	11.3	\$66,370	68.8	\$69,715	212.4	\$133,255	21.8	\$9,080,546	\$385,729	\$9,466,273	\$1,867,274	\$740,422	\$3,298,645
HOWELL TWP	11.6	\$69,500	66.6	\$75,000	160.1	\$146,300	16.2	\$20,312,896	-\$5,225,767	\$15,281,260	\$2,467,738	\$2,525,181	\$3,000,000
JACKSON TWP	12.3	\$64,332	70.7	\$79,332	214.6	\$144,849	20.5	\$19,954,679	-\$5,127,773	\$14,826,906	\$2,524,831	\$4,505,843	\$4,977,650
<b>LAKEWOOD TWP</b>	<b>12.8</b>	<b>\$52,046</b>	<b>76.8</b>	<b>\$63,400</b>	<b>188.2</b>	<b>\$119,456</b>	<b>17.2</b>	<b>-5,966,483</b>	<b>\$3,014,087</b>	<b>-2,952,396</b>	<b>-\$839,418</b>	<b>\$0</b>	<b>0</b>
TOMS RIVER REGIONAL	14.2	\$61,006	113.2	\$65,131	238.8	\$125,040	18.9	\$17,167,381	\$4,185,622	\$21,353,003	\$852,777	\$1,062,691	\$159,120



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## Taxpayers' Guide to Education Spending 2017

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**District: LAKEWOOD TWP (2520)**

**Operating Type K-12 / 3501 + Pupils**

**County: OCEAN**

Operating Type K-12 / 3501 + Pupils Summary:

State Level Summary:

### Total Spending Per Pupil ([Definition](#))

2014-15 Total Spending: \$149,152,726  
 2014-15 Average Daily Enroll **plus** Sent Pupils: 6,136.7  
 2014-15 Costs Amount per Pupil: \$24,305  
 2015-16 Total Spending: \$166,876,791  
 2015-16 Average Daily Enroll **plus** Sent Pupils: 6,261.9  
 2015-16 Costs Amount per Pupil: \$26,649

### Summary of Vital Statistics ([Definition](#))

2015-16 Total Spending Per Pupil: \$26,649  
 Revenue Sources, State: 32.8%  
 Revenue Sources, Local Taxes: 51.9%  
 Revenue Sources, Federal: 12.7%  
 Revenue Sources, Tuition: 0%  
 Revenue Sources, Use of Fund Balance: 0%  
 Revenue Sources, Other: 2.6%  
 Fall 2015 Certified Staff:  
     Student/Teacher Ratio: 12.7  
     Student/Support Ratio: 76.4  
     Student/Administrator Ratio: 182.8  
 10/15/15 % of Classified Students to Total Students: 14.3%

### Budgetary Per Pupil Cost ([Definition](#))

2014-15 Actual Costs Amount per Pupil: \$11,729  
 2014-15 Actual Costs Rank Within Group per Pupil: 6|103  
 2015-16 Actual Costs Amount per Pupil: \$12,504  
 2015-16 Actual Costs Rank Within Group per Pupil: 13|103  
 2016-17 Budgeted Costs Amount Per Pupil: \$13,236  
 2016-17 Budgeted Costs Rank Within Group Per Pupil: 12|101

### Total Classroom Instruction ([Definition](#))

Per Pupil Amount (2014-15 actual costs): \$6,585  
 Per Pupil Ranking Within Group\* (2014-15 actual costs): 3|103

% of Budgetary Cost Per Pupil (2014-15): 56.1%  
 Per Pupil Amount (2015-16 actual costs): \$6,987  
 Per Pupil Ranking Within Group\* (2015-16 actual costs): 41103  
 % of Budgetary Cost Per Pupil (2015-16): 55.9%  
 Per Pupil Amount (2016-17 budget): \$7,412  
 Per Pupil Ranking Within Group\* (2016-17 budget): 41101  
 % of Budgetary Cost Per Pupil (2016-17): 56%

#### **Classroom Salaries and Benefits** ([Definition](#))

Per Pupil Amount (2014-15 actual costs): \$6,192  
 Per Pupil Ranking Within Group\* (2014-15 actual costs): 21103  
 % of Budgetary Cost Per Pupil (2014-15): 52.8%  
 % of Classroom Salaries and Benefits to Total Classroom Instruction Costs (2014-15): 94%  
 Per Pupil Amount (2015-16 actual costs): \$6,437  
 Per Pupil Ranking Within Group\* (2015-16 actual costs): 31103  
 % of Budgetary Cost Per Pupil (2015-16): 51.5%  
 % of Classroom Salaries and Benefits to Total Classroom Instruction Costs (2015-16): 92.1%  
 Per Pupil Amount (2016-17 budget): \$7,000  
 Per Pupil Ranking Within Group\* (2016-17 budget): 41101  
 % of Budgetary Cost Per Pupil (2016-17): 52.9%  
 % of Classroom Salaries and Benefits to Total Classroom Instruction Costs (2016-17): 94.4%

#### **Classroom Supplies/Textbooks** ([Definition](#))

Per Pupil Amount (2014-15 actual costs): \$146  
 Per Pupil Ranking Within Group\* (2014-15 actual costs): 81103  
 % of Budgetary Cost Per Pupil (2014-15): 1.2%  
 Per Pupil Amount (2015-16 actual costs): \$248  
 Per Pupil Ranking Within Group\* (2015-16 actual costs): 501103  
 % of Budgetary Cost Per Pupil (2015-16): 2%  
 Per Pupil Amount (2016-17 budget): \$153  
 Per Pupil Ranking Within Group\* (2016-17 budget): 91101  
 % of Budgetary Cost Per Pupil (2016-17): 1.2%

#### **Classroom Purchased Services/Other Costs** ([Definition](#))

Per Pupil Amount (2014-15 actual costs): \$247  
 Per Pupil Ranking Within Group\* (2014-15 actual costs): 741103  
 % of Budgetary Cost Per Pupil (2014-15): 2.1%  
 Per Pupil Amount (2015-16 actual costs): \$301  
 Per Pupil Ranking Within Group\* (2015-16 actual costs): 751103  
 % of Budgetary Cost Per Pupil (2015-16): 2.4%  
 Per Pupil Amount (2016-17 budget): \$259  
 Per Pupil Ranking Within Group\* (2016-17 budget): 641101  
 % of Budgetary Cost Per Pupil (2016-17): 2%

#### **Total Support Services** ([Definition](#))

Per Pupil Amount (2014-15 actual costs): \$2,500  
 Per Pupil Ranking Within Group\* (2014-15 actual costs): 681103  
 % of Budgetary Cost Per Pupil (2014-15): 21.3%  
 Per Pupil Amount (2015-16 actual costs): \$2,549  
 Per Pupil Ranking Within Group\* (2015-16 actual costs): 661103  
 % of Budgetary Cost Per Pupil (2015-16): 20.4%  
 Per Pupil Amount (2016-17 budget): \$2,691

Per Pupil Ranking Within Group\* (2016-17 budget): 651101

000609

% of Budgetary Cost Per Pupil (2016-17): 20.3%

**Salaries and Benefits for Support Services ([Definition](#))**

Per Pupil Amount (2014-15 actual costs): \$2,032

Per Pupil Ranking Within Group\* (2014-15 actual costs): 621103

% of Budgetary Cost Per Pupil (2014-15): 17.3%

% of Total Salaries and Benefits to Support Services Salaries and Benefits (2014-15): 81.3%

Per Pupil Amount (2015-16 actual costs): \$2,068

Per Pupil Ranking Within Group\* (2015-16 actual costs): 561103

% of Budgetary Cost Per Pupil (2015-16): 16.5%

% of Total Salaries and Benefits to Support Services Salaries and Benefits (2015-16): 81.1%

Per Pupil Amount (2016-17 budget): \$2,082

Per Pupil Ranking Within Group\* (2016-17 budget): 441101

% of Budgetary Cost Per Pupil (2016-17): 15.7%

% of Total Salaries and Benefits to Support Services Salaries and Benefits (2016-17): 77.4%

**Total Administration ([Definition](#))**

Per Pupil Amount (2014-15 actual costs): \$1,309

Per Pupil Ranking Within Group\* (2014-15 actual costs): 301103

% of Budgetary Cost Per Pupil (2014-15): 11.2%

Per Pupil Amount (2015-16 actual costs): \$1,357

Per Pupil Ranking Within Group\* (2015-16 actual costs): 361103

% of Budgetary Cost Per Pupil (2015-16): 10.9%

Per Pupil Amount (2016-17 budget): \$1,355

Per Pupil Ranking Within Group\* (2016-17 budget): 201101

% of Budgetary Cost Per Pupil (2016-17): 10.2%

**Legal Services ([Definition](#))**

Per Pupil Amount (2014-15 actual costs): \$139

Per Pupil Ranking Within Group\* (2014-15 actual costs): 991103

% of Budgetary Cost Per Pupil (2014-15): 1.2%

Per Pupil Amount (2015-16 actual costs): \$123

Per Pupil Ranking Within Group\* (2015-16 actual costs): 971103

% of Budgetary Cost Per Pupil (2015-16): 1%

Per Pupil Amount (2016-17 budget): \$113

Per Pupil Ranking Within Group\* (2016-17 budget): 1001101

% of Budgetary Cost Per Pupil (2016-17): 0.9%

**Administration Salaries and Benefits ([Definition](#))**

Per Pupil Amount (2014-15 actual costs): \$1,048

Per Pupil Ranking Within Group\* (2014-15 actual costs): 261103

% of Budgetary Cost Per Pupil (2014-15): 8.9%

% of Total Salaries and Benefits to Salaries and Benefits for Administration (2014-15): 80.1%

Per Pupil Amount (2015-16 actual costs): \$1,067

Per Pupil Ranking Within Group\* (2015-16 actual costs): 251103

% of Budgetary Cost Per Pupil (2015-16): 8.5%

% of Total Salaries and Benefits to Salaries and Benefits for Administration (2015-16): 78.6%

Per Pupil Amount (2016-17 budget): \$1,046

Per Pupil Ranking Within Group\* (2016-17 budget): 131101

% of Budgetary Cost Per Pupil (2016-17): 7.9%

% of Total Salaries and Benefits to Salaries and Benefits for Administration (2016-17): 77.2%

**Total Operations and Maintenance of Plant** ([Definition](#))

Per Pupil Amount (2014-15 actual costs): \$1,070  
 Per Pupil Ranking Within Group\* (2014-15 actual costs): 51103  
 % of Budgetary Cost Per Pupil (2014-15): 9.1%  
 Per Pupil Amount (2015-16 actual costs): \$1,246  
 Per Pupil Ranking Within Group\* (2015-16 actual costs): 141103  
 % of Budgetary Cost Per Pupil (2015-16): 10%  
 Per Pupil Amount (2016-17 budget): \$1,323  
 Per Pupil Ranking Within Group\* (2016-17 budget): 111101  
 % of Budgetary Cost Per Pupil (2016-17): 10%

**Salaries and Benefits for Operations and Maintenance of Plant** ([Definition](#))

Per Pupil Amount (2014-15 actual costs): \$194  
 Per Pupil Ranking Within Group\* (2014-15 actual costs): 91103  
 % of Budgetary Cost Per Pupil (2014-15): 1.6%  
 to % of Salaries and Benefits for Operations to Total Operations and Maintenance of Plant Costs (2014-15): 18.1%  
 Per Pupil Amount (2015-16 actual costs): \$201  
 Per Pupil Ranking Within Group\* (2015-16 actual costs): 81103  
 % of Budgetary Cost Per Pupil (2015-16): 1.6%  
 to % of Salaries and Benefits for Operations to Total Operations and Maintenance of Plant Costs (2015-16): 16.1%  
 Per Pupil Amount (2016-17 budget): \$166  
 Per Pupil Ranking Within Group\* (2016-17 budget): 71101  
 % of Budgetary Cost Per Pupil (2016-17): 1.3%  
 to % of Salaries and Benefits for Operations to Total Operations and Maintenance of Plant Costs (2016-17): 12.5%

**Board Contributions to the Food Service Program** ([Definition](#))

Per Pupil Amount (2014-15 actual costs): \$  
 Per Pupil Ranking Within Group\* (2014-15 actual costs): N.R.  
 % of Budgetary Cost Per Pupil (2014-15): 0%  
 Per Pupil Amount (2015-16 actual costs): \$  
 Per Pupil Ranking Within Group\* (2015-16 actual costs): N.R.  
 % of Budgetary Cost Per Pupil (2015-16): 0%  
 Per Pupil Amount (2016-17 budget): \$  
 Per Pupil Ranking Within Group\* (2016-17 budget): N.R.  
 % of Budgetary Cost Per Pupil (2016-17): 0%

**Extracurricular Costs** ([Definition](#))

Per Pupil Amount (2014-15 actual costs): \$217  
 Per Pupil Ranking Within Group\* (2014-15 actual costs): 441103  
 % of Budgetary Cost Per Pupil (2014-15): 1.9%  
 Per Pupil Amount (2015-16 actual costs): \$233  
 Per Pupil Ranking Within Group\* (2015-16 actual costs): 471103  
 % of Budgetary Cost Per Pupil (2015-16): 1.9%  
 Per Pupil Amount (2016-17 budget): \$241  
 Per Pupil Ranking Within Group\* (2016-17 budget): 411101  
 % of Budgetary Cost Per Pupil (2016-17): 1.8%

**Personal Services - Employee Benefits** ([Definition](#))

% of Total Salaries (2014-15): 41.3%

% of Total Salaries (2015-16): 45.4%

000611

% of Total Salaries (2016-17): 45.6%

**Total Equipment Cost ([Definition](#))**

Per Pupil Costs (2014-15): \$33

Per Pupil Costs (2015-16): \$76

Per Pupil Costs (2016-17): \$35

**Ratio of Students to Classroom Teachers and Median Classroom Teacher Salary ([Definition](#))**

Student to Teacher Ratio (2015-16): 12.7

Ratio Ranking Within Group (2015-16): 27|103

Median Teacher Salary (2015-16): \$50,436

Salary Ranking Within Group (2015-16): 1|103

Student to Teacher Ratio (2016-17): 12.8

Ratio Ranking Within Group (2016-17): 45|101

Median Teacher Salary (2016-17): \$52,046

Salary Ranking Within Group (2016-17): 1|101

**Ratio of Students to Educational Support Personnel and Median Salary ([Definition](#))**

Student to Support Service Ratio (2015-16): 76.4

Ratio Ranking Within Group (2015-16): 52|103

Median Support Service Salary (2015-16): \$60,898

Salary Ranking Within Group (2015-16): 6|103

Student to Support Service Ratio (2016-17): 76.8

Ratio Ranking Within Group (2016-17): 60|101

Median Support Service Salary (2016-17): \$63,400

Salary Ranking (2016-17): 6|101

**Ratio of Students to Administrative Personnel and Median Salary ([Definition](#))**

Student to Administrator Ratio (2015-16): 182.8

Ratio Ranking Within Group (2015-16): 40|103

Median Administrator Salary (2015-16): \$114,257

Salary Ranking Within Group (2015-16): 25|103

Student to Administrator Ratio (2016-17): 188.2

Ratio Ranking Within Group (2016-17): 38|101

Median Administrator Salary (2016-17): \$119,456

Salary Ranking Within Group (2016-17): 28|101

**Ratio of Faculty to Administrative Personnel ([Definition](#))**

Faculty to Administrator Ratio (2015-16): 16.7

Faculty to Administrator Ranking Within Group (2015-16): 48|103

Faculty to Administrator Ratio (2016-17): 17.2

Faculty to Administrator Ranking Within Group (2016-17): 36|101

**Comparison of Budgeted General Fund Balance vs. Actual (Used) or Generated ([Definition](#))**

General Fund Balance (2014-15): \$-5,966,483

2014-15 Actual: \$3,014,087

General Fund Balance (2015-16): \$-2,952,396

2015-16 Actual: \$-839,418

**General Fund Excess Surplus ([Definition](#))**

Actual Excess (2014-15): \$0

Actual Excess (2015-16): \$0

# Exhibit 18

(P:38)



Lakewood High School  
2016-2017

Grade Span 09-12

29-2520-050  
OCEAN  
LAKEWOOD TWP  
855 SOMERSET AVENUE  
LAKEWOOD, NJ 08701

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



Lakewood High School  
2016-2017  
Grade Span 09-12

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	319	313	304
10	263	296	299
11	238	204	252
12	194	206	213
Ungraded	57	59	51
Total	1071	1078	1119

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	48%
Male	52%	53%	53%
Economically Disadvantaged Students	86%	86%	62%
Students with Disabilities	15%	13%	13%
English Learners	7%	11%	11%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	79.5%
Black or African American	14.4%
White	5.1%
American Indian or Alaska Native	0.3%
Asian	0.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.3%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2014-15	2015-16	2016-17
Full Time Students	0	1078	1077
Shared Time Students	0	0	83
Full Time Equivalent	0	1078	1119

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
Spanish	63.8%
English	34.7%
Other	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	545	96.5	28.60	24.90	54.90	28.6	25.7	Met Target
White	25	93.1	44.00	25.50	63.90	44	41.8	Met Target
Hispanic	448	97.2	27.70	24.40	39.80	27.7	23.9	Met Target
Black or African American	68	94.8	26.50	26.50	35.20	26.3	25.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.00	80.70	*	**	**
American Indian or Alaska Native	*	*	*	66.70	53.70	*	**	**
Two or More Races	*	*	*	18.20	54.90	*	**	**
Female	259	96.5	34.70	30.30	62.20	34.7		
Male	286	96.6	23.10	19.80	48.10	23.1		
Economically Disadvantaged Students	367	97.2	31.00	*	36.20	31	25.8	Met Target
Non-Economically Disadvantaged Students	178	95.2	23.60	*	65.80	23.6		
Students with Disabilities	68	93.6	*	*	20.50	*	7.6	Met Target†
Students without Disabilities	477	97.0	*	*	61.90	*		
English Learners	43	95.2	18.60	18.70	25.20	18.6	8.8	Met Target
Non-English Learners	502	96.7	29.50	28.10	57.40	29.5		
Homeless Students	*	*	*	15.80	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

\*\* ESSA accountability targets are only included if data is available for at least 20 students



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	729	729	748	*	21%	32%	26%	*	28%	52%
White	12	742	742	757	*	*	*	*	*	58%	62%
Hispanic	252	728	728	732	*	21%	33%	25%	*	27%	35%
Black or African American	33	729	729	730	*	*	39%	*	*	24%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	745	*	*	*	*	*	*	48%
Female	149	737	737	756	*	17%	32%	*	*	38%	60%
Male	152	721	721	741	*	24%	32%	*	*	18%	43%
Economically Disadvantaged Students	213	733	733	730	*	18%	33%	*	*	32%	32%
Non-Economically Disadvantaged Students	88	720	720	757	*	27%	28%	*	*	19%	62%
Students with Disabilities	31	701	701	714	*	*	*	*	*	*	13%
Students without Disabilities	270	732	732	754	*	*	*	*	*	*	58%
English Learners	25	688	688	690	*	*	*	*	*	*	*
Non-English Learners	276	733	733	751	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



**Lakewood High School**  
**2016-2017**  
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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 10**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	279	723	723	742	30%	24%	18%	23%	4%	28%	46%
White	10	731	731	749	*	*	*	*	0%	40%	52%
Hispanic	228	723	723	727	30%	25%	*	23%	*	27%	34%
Black or African American	39	724	724	725	33%	*	*	*	*	23%	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	74%
American Indian or Alaska Native	*	*	*	739	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	126	729	729	751	*	26%	*	25%	*	30%	54%
Male	153	718	718	733	*	23%	*	22%	*	26%	39%
Economically Disadvantaged Students	169	722	722	726	32%	23%	*	*	*	29%	32%
Non-Economically Disadvantaged Students	110	725	725	750	27%	27%	*	*	*	26%	54%
Students with Disabilities	35	692	692	704	*	*	*	*	*	*	12%
Students without Disabilities	244	728	728	749	*	*	*	*	*	*	52%
English Learners	16	698	698	680	*	*	*	*	*	*	*
Non-English Learners	263	725	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	714	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	732	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



**Lakewood High School**  
**2016-2017**  
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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\***

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	228	725	725	735	24%	*	30%	25%	*	26%	38%
White	13	732	732	738	*	*	*	*	0%	31%	40%
Hispanic	181	725	725	731	25%	*	31%	26%	*	27%	34%
Black or African American	32	723	723	727	*	38%	*	*	0%	19%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	755	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	98	730	730	743	18%	*	36%	29%	*	29%	46%
Male	130	721	721	728	29%	*	25%	23%	*	24%	31%
Economically Disadvantaged Students	129	727	727	729	*	22%	31%	27%	*	28%	32%
Non-Economically Disadvantaged Students	99	722	722	739	*	18%	28%	23%	*	23%	42%
Students with Disabilities	39	696	696	709	*	*	*	*	*	*	12%
Students without Disabilities	189	731	731	741	*	*	*	*	*	*	43%
English Learners	13	709	709	699	*	*	*	*	*	*	*
Non-English Learners	215	726	726	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

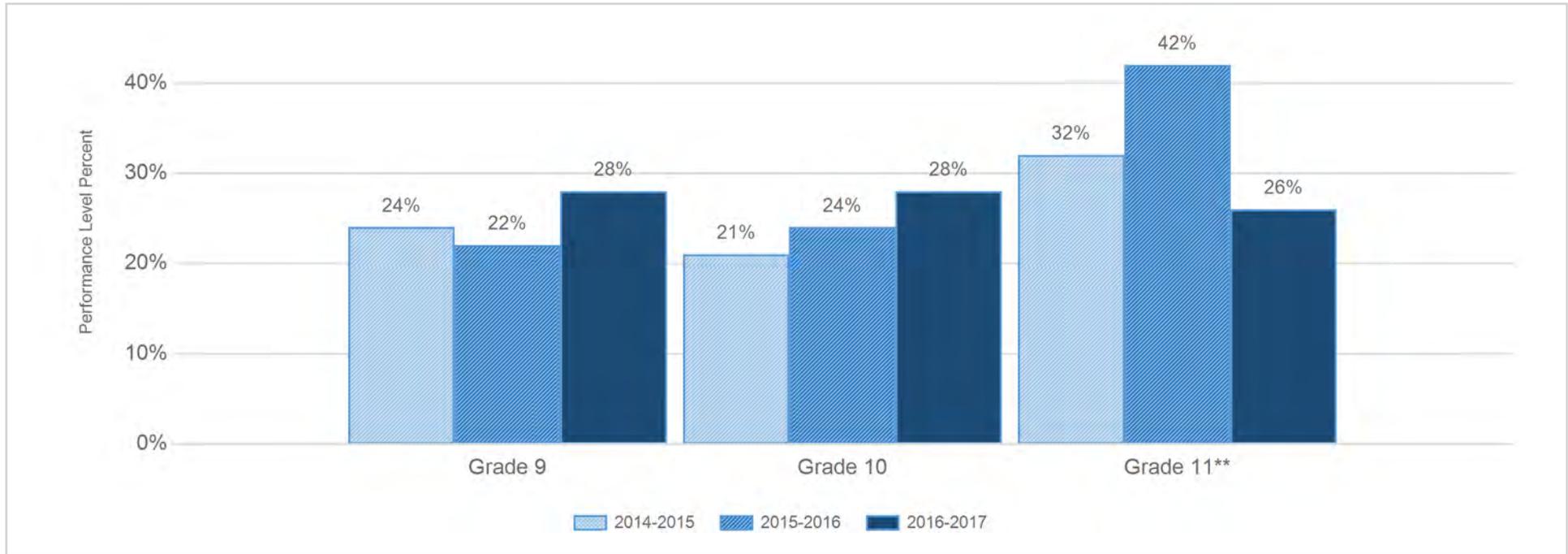


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	551	96.1	10.20	18.40	43.50	10.2	10.7	Met Target†
White	25	93.1	*	*	52.40	*	12.1	Not Met
Hispanic	452	96.8	10.60	18.40	27.60	10.6	11.1	Met Target†
Black or African American	69	93.6	*	16.20	21.70	*	8.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.70	75.60	*	**	**
American Indian or Alaska Native	*	*	*	25.00	42.50	*	**	**
Two or More Races	*	*	*	10.00	44.90	*	**	**
Female	263	96.9	*	*	44.10	*		
Male	288	95.4	*	*	42.90	*		
Economically Disadvantaged Students	370	96.6	*	*	25.10	*	11.3	Met Target
Non-Economically Disadvantaged Students	181	95.2	*	*	54.30	*		
Students with Disabilities	67	93.3	*	13.60	16.50	*	5.8	Not Met
Students without Disabilities	484	96.5	*	19.60	48.80	*		
English Learners	54	97.3	*	16.20	23.30	*	7	Met Target†
Non-English Learners	497	95.9	*	19.60	45.20	*		
Homeless Students	*	*	*	12.90	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	309	713	720	742	*	*	*	*	*	*	42%
White	*	*	*	750	*	*	*	*	*	*	52%
Hispanic	265	712	719	727	*	*	*	*	*	*	24%
Black or African American	32	718	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	144	715	723	743	*	*	*	*	*	*	43%
Male	165	711	716	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	211	713	721	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	98	712	718	751	*	*	*	*	*	*	52%
Students with Disabilities	32	697	*	714	*	*	*	*	*	*	10%
Students without Disabilities	277	715	*	747	*	*	*	*	*	*	47%
English Learners	49	701	701	707	*	*	*	*	*	*	*
Non-English Learners	260	715	723	744	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	310	717	717	733	21%	45%	24%	10%	0%	10%	30%
White	14	725	725	739	*	*	*	*	*	*	38%
Hispanic	249	718	718	722	19%	45%	25%	11%	0%	11%	14%
Black or African American	42	706	706	718	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	155	719	719	734	*	*	*	*	*	*	31%
Male	155	714	714	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	196	720	720	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	114	711	711	740	*	*	*	*	*	*	39%
Students with Disabilities	39	701	701	711	*	*	*	*	*	*	*
Students without Disabilities	271	719	719	737	*	*	*	*	*	*	*
English Learners	28	710	710	709	*	*	*	*	*	*	*
Non-English Learners	282	717	717	734	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	698	698	724	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	156	700	700	709	60%	21%	8%	12%	0%	12%	14%
Black or African American	35	690	690	702	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	714	*	*	*	*	*	*	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	89	696	696	724	*	*	*	*	*	*	27%
Male	113	699	699	724	*	*	*	*	*	*	29%
Economically Disadvantaged Students	115	700	700	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	87	695	695	732	*	*	*	*	*	*	35%
Students with Disabilities	29	678	678	692	*	*	*	*	*	*	*
Students without Disabilities	173	701	701	728	*	*	*	*	*	*	*
English Learners	11	676	676	691	*	*	*	*	*	*	*
Non-English Learners	191	699	699	725	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%

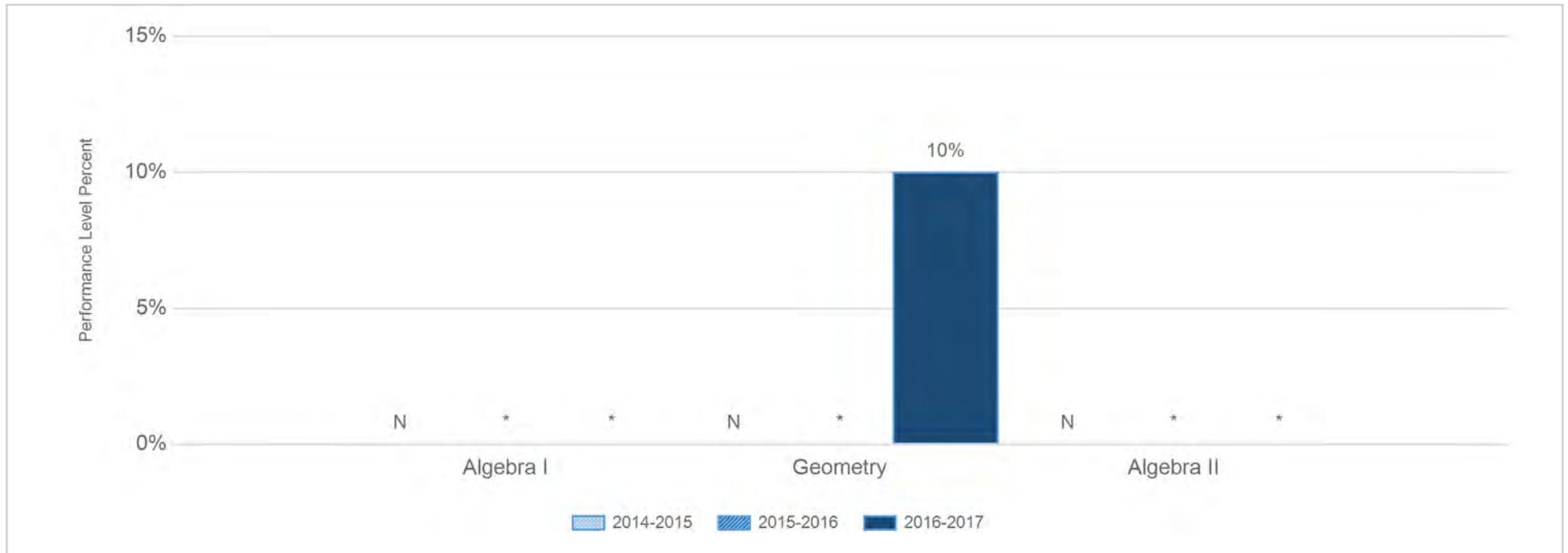


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**Mathematics Assessment – Performance Trends**

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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### Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	39	*	*
2	33	*	*
3	21	*	*
4	*	*	*
5+	*	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

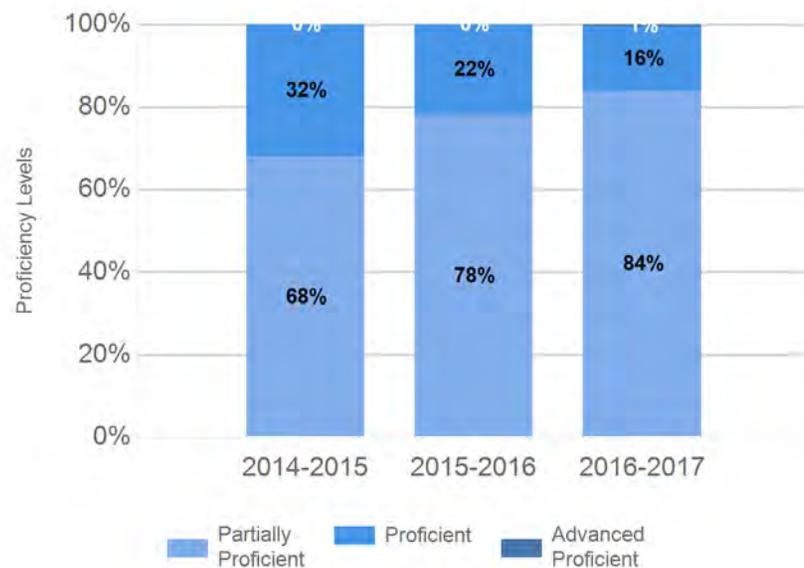
**Biology Assessment - Performance**

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	1%	16%	84%
White	N	*	*
Hispanic	1%	15%	85%
Black or African American	N	12%	88%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	N
Economically Disadvantaged Students	1%	16%	84%
Students with Disabilities	N	*	*
English Learners	N	*	*

**Biology Assessment - Proficiency Trends**

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	39.2%	89.4%
Percentage of students taking the SAT	77.9%	94.7%
Percentage of students taking the ACT	*	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	387	481	Varies By Grade	23%	67%
PSAT - Math	419	483	Varies By Grade	16%	49%
SAT - Reading and Writing	448	551	480	33%	77%
SAT - Math	452	552	530	11%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



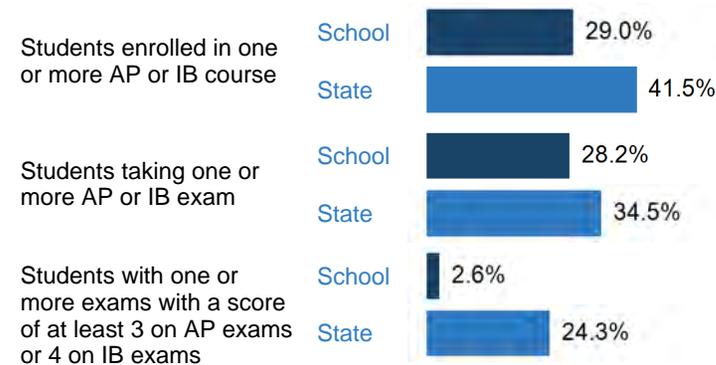
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

**AP/IB Coursework – Participation and Performance**

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



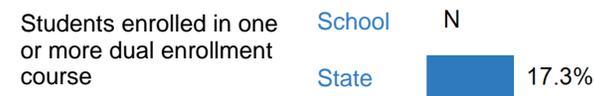
**AP/ IB Courses Offered**

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	7	4
AP English Language and Composition	130	73
AP English Literature and Composition	0	53
AP Physics 1	27	27
AP Physics 2	4	4
AP Spanish Language	0	9
AP U.S. History	15	13
Total Exams Taken		183
Exams with scores of at least 3 on AP exams or 4 on IB exams		14

**Dual Enrollment Coursework - Participation**

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

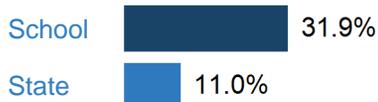
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	241	43	0	0	0	0	96
10	5	189	3	0	0	21	78
11	0	57	143	34	0	0	48
12	0	9	62	6	7	0	149
Schoolwide	246	298	208	40	7	21	371
Enrolled in AP/IB Course					7	0	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	279	0	0	0	0	7
10	216	38	0	0	1	9
11	60	50	0	0	63	76
12	10	6	0	0	15	154
Schoolwide	565	94	0	0	79	246
Enrolled in AP/IB Course	0	0		0	31	0

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	278	3	0	0	0	0
10	2	288	0	0	0	0
11	0	261	0	0	4	3
12	0	72	0	0	54	55
Schoolwide	280	624	0	0	58	58
Enrolled in AP/IB Course	0	15	0	0	0	0

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	247	0	0	0	0	0	0
10	219	0	0	0	19	0	0
11	75	0	0	0	6	0	0
12	32	0	0	0	0	0	0
Schoolwide	573	0	0	0	25	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	33	0	0	0	5	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0

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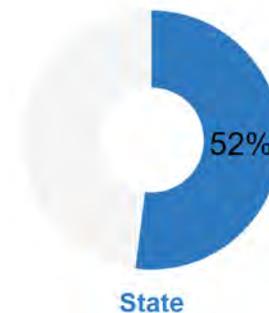
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Visual and Performing Arts – Course Participation

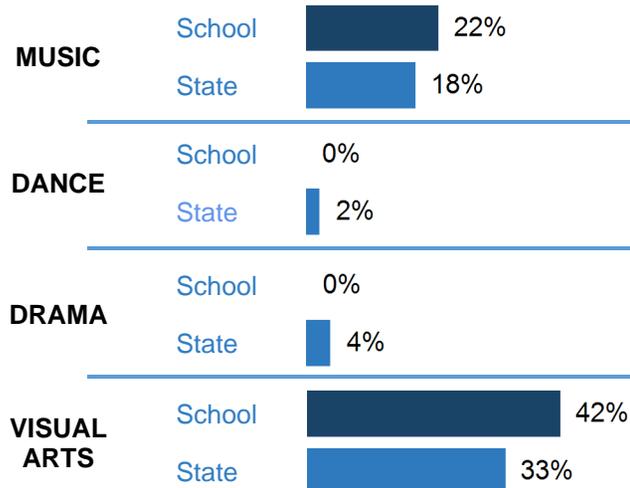
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 9-12:**

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

**Graduation Rates**

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	75.7%	90.5%	77.3%	91.8%	75.3%	74.6%	Met Target	73.3%	76.3%	Not Met
White	*	94.5%	50%	95.1%	46.2%	65.2%	Not Met	60.9%	67.1%	Not Met
Hispanic	78%	84.3%	79%	86.3%	77.4%	75.6%	Met Target	74.6%	72.5%	Met Target
Black or African American	81.5%	83.4%	82.1%	85.3%	79%	73.3%	Met Target	74.1%	88.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	*	*
Economically Disadvantaged Students	77.8%	83.9%	79.3%	85.6%	76.7%	78.5%	Not Met	78.8%	77.4%	Met Target
Students with Disabilities	57.1%	78.8%	59.6%	82.1%	56%	58.8%	Not Met	53.9%	72.6%	Not Met
English Learners	67.9%	76.1%	68.4%	79.7%	63.2%	**	**	58.1%	57.2%	Met Target
Homeless Students	*	73.2%	*	74.4%	*	*	*	*		

**Graduation Rate Trends**

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	75.7%	-
2016	75%	77.3%
2015	74%	73%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	3.8%	1.1%
2015-2016	2.9%	1.1%
2014-2015	4.2%	1.1%

\*\* ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	31.2%	75.9%	24.1%
White	*	*	*
Hispanic	26.5%	86.1%	13.9%
Black or African American	40%	62.5%	37.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	33%	76.7%	23.3%
Students with Disabilities	27.8%	100%	0%
English Learners	23.1%	33.3%	66.7%

### Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	44.5%	78.8%	21.2%	87.1%	12.9%	94.1%	5.9%
White	40%	50%	50%	50%	50%	100%	0%
Hispanic	43.4%	86.4%	13.6%	89.8%	10.2%	96.6%	3.4%
Black or African American	46.5%	60%	40%	85%	15%	85%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	0%	*	0%	*	0%
American Indian or Alaska Native	*	*	0%	*	0%	*	0%
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	38.4%	75.4%	24.6%	85.3%	14.8%	93.4%	6.6%
Students with Disabilities	39.1%	88.9%	11.1%	100%	0%	66.7%	33.3%
English Learners	*	*	0%	*	0%	*	0%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

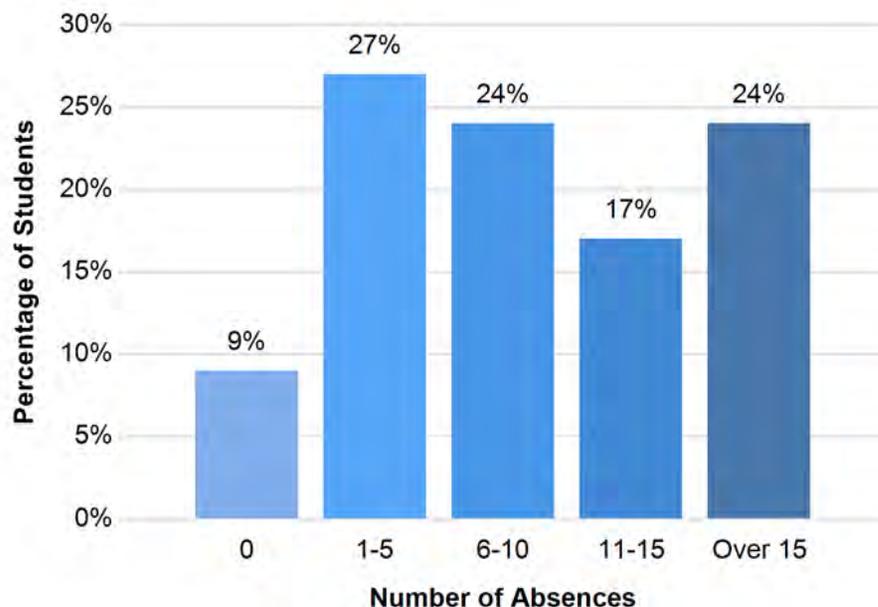
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	21.60	14.30	Not Met
White	12.00	14.30	Met Target
Hispanic	22.10	14.30	Not Met
Black or African American	24.60	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	0	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	22.20	14.30	Not Met
Students with Disabilities	22.90	14.30	Not Met
English Learners	20.80	14.30	Not Met

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



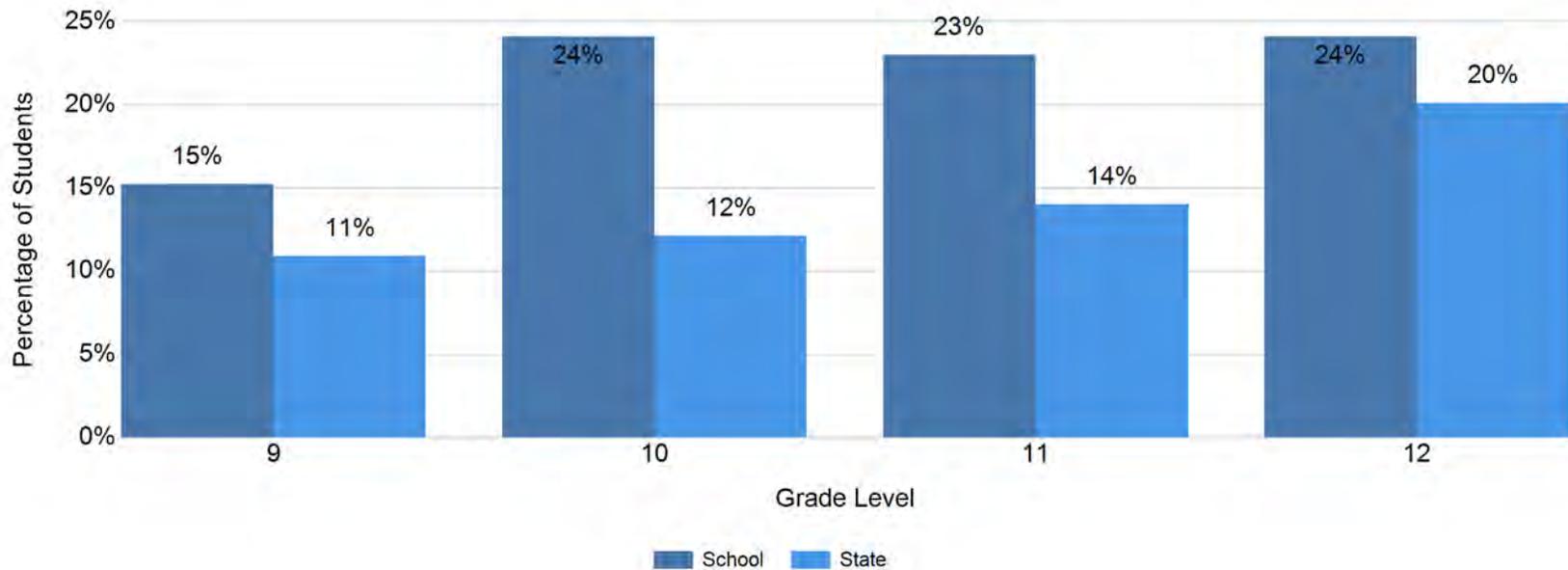


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:15AM
Typical End Time	1:45PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	2 Hrs. 54 Mins.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	14
Vandalism	3
Weapons	6
Substances	16
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	43
Incidents Per 100 Students Enrolled	3.84

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	21.9%
Out-of-School Suspensions	16.4%
Any Suspension	28.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.3	172.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$3,849	\$12,409	\$16,258



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**Teachers – Experience and Certifications**

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	106	115,100
Average years experience in public schools	7.8	11.8
Average years experience in district	7.7	10.5
Teachers in district for 4 or more years	60%	74%

**Administrators – Experience (District Level)**

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,476
Average years experience in public schools	9.9	15.7
Average years experience in district	9.4	11.5
Administrators in district for 4 or more years	71%	74%

**Student to Staff Ratios**

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	186:1	187:1
Librarian/Media Specialists		1930:1
Nurses		724:1
Counselors		386:1
Child Study Team		252:1



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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



**Teachers and Administrators - One-Year Retention (District Level)**

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	78%	85%
2015-16 Administrators: Same district 2016-17	70%	85%

**Faculty Attendance**

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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### Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	23	17.5%
Mathematics Proficiency	18	17.5%
Graduation - 4-Year	3	25%
Graduation - 5-Year	3	25%
Chronic Absenteeism	25	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		12.2
<b>Summative Rating:</b> Percentile rank of Summative Score		10 <sup>th</sup>
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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**Accountability Summary by Student Group**

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	12	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
White	11	No	Met Target	Not Met	Met Target	Not Met	Not Met	No
Hispanic	18	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	27	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	28	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	15	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	40	No	Met Target	Met Target†	Not Met	**	Met Target	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Marshall	<b>Email Address:</b>	<a href="mailto:mmarshall@lakewoodpiners.org">mmarshall@lakewoodpiners.org</a>
<b>Address:</b>	855 SOMERSET AVENUE LAKEWOOD, NJ 08701	<b>Website:</b>	<a href="https://www.lakewoodpiners.org">https://www.lakewoodpiners.org</a>
<b>Phone:</b>	(732)905-3500	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	N/A

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Offer over 50 after-school clubs and activities, not including athletic programs</li> <li>• Every classroom is equipped with a smartboard to enhance instruction</li> <li>• 2016 recipient of a showcase school for PBSIS (positive behavior support in schools)</li> </ul>
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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Advanced Placement courses in Physics, Calculus, Literature, Spanish and History.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys and Girls), Basketball (Boys and Girls), Bowling (Boys and Girls), Cross-Country (Boys and Girls), Field Hockey (Boys and Girls), Football (Boys and Girls), Soccer (Boys and Girls), Softball (Boys and Girls), Track and Field - Spring (Boys and Girls), Track and Field - Winter (Boys and Girls), Volleyball (Boys and Girls), Wrestling (Boys and Girls)</p>
 <p><b>Before and After School Programs:</b></p>	<p>Lakewood High School offers over 50 clubs and activities. These after school organizations include a wide range of community service projects as well</p>



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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Project Lead the Way curriculum for Biomedical and Engineering courses, Marketing pathway in the Business department, Professional development provided by the NJDOE office of comprehensive support for ELA and Mathematics</p>
 <p><b>Postsecondary Information:</b></p>	<p>Class of 2017 - 67% of graduating class is pursuing further education, 58% of those students will attend a 2 year college, technical or vocational school, 3% enlisted in the military,</p>
 <p><b>Student Supports and Services:</b></p>	<p>After school Math tutoring &amp; Unit recovery for Alg I, Geometry and Alg II, Achievement academy runs from 2:00-6:00 daily for students that need a more structured environment and allows them to work during the day</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Free breakfast and lunch offered to all students, Teen Pep pregnancy prevention program curriculum for 11th &amp; 12th grade students to teach 8th and 9th grade students , all students have 80 min alternating block of Physical education, and 1 semester of health education</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>PTSO, parent portal for all grading, attendance and behavior, email chains to each class, clubs and organizations partner with outside agencies to support community involvement and volunteer work</p>



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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Lakewood High School gives the NJDOE climate and culture survey 2 times per year. In addition, we also give our staff the PBSIS survey.</p>
 <p>Facilities:</p>	<p>Lakewood High School is fortunate to have the following state of the art instructional areas in our building: Brand new Culinary Classroom, TV production studio, better known as "Piner Productions", Full Mac labs, 2-story Media center, Indoor track above the gymnasium, Fashion design studio, recording arts studio &amp; digital photography studio</p>



**Lakewood High School**  
**2016-2017**  
**Grade Span 09-12**

29-2520-050  
 OCEAN  
 LAKEWOOD TWP  
 855 SOMERSET AVENUE  
 LAKEWOOD, NJ 08701

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Lakewood High School runs on an alternating instructional A/B block schedule.



Other Information:

# Exhibit 19

(P:2)

Information Only Dataset, FY2018																	
DISTNAME	CONAME	DFG	ABBOTT	ENC_RES (Residential Enrollment)	ENC_PSH (Sent to Private Schools for the Handicapped)	ENC_PSH/ ENC_RES	ENC_LEP (Total Resident LEP)	ENC_LEP/ ENC_RES	ENC_LEPLOW (Total LEP Low Income)	ENC_LOW (Total Low Income)	ENC_LIRT (Concentration rate of current year)	ENP_RES (Projected Resident Enrollment)	ENP (SPEN Total Special Education)	ENP_SPEECH (Total Speech)	TRN_EPBR (Transported Public Regular)	TRN_EPBP (Transported Public PreK)	TRN_EPRS (Transported Public Special without Special needs)
DISTNAME	CONAME	DFG	ABBOTT	ENC_RES	ENC_PSH		ENC_LEP		ENC_LEPLOW	ENC_LOW	ENC_LIRT	ENP_RES	ENP_SPEN	ENP_SPEECH	TRN_EPBR	TRN_EPBP	TRN_EPRS
BRIDGETON CITY	CUMBERLAND	A	1	5,709	20	285	1,020	17.9%	941	4,944	86.6%	5,885	566	51	380	41	466
CAMDEN CITY	CAMDEN	A	1	15,351	147	104	1,252	8.2%	999	12,878	83.9%	15,516	2,664	195	2,942	6	627
PASSAIC CITY	PASSAIC	A	1	13,910	213	65	3,210	23.1%	2,869	12,468	89.6%	14,159	1,950	196	617	1	212
PATERSON CITY	PASSAIC	A	1	27,969	229	122	4,270	15.3%	3,687	24,288	86.8%	28,303	3,910	176	3,393	0	52
NEW BRUNSWICK CITY	MIDDLESEX	A	1	9,470	67	141	1,575	16.6%	1,467	8,524	90.0%	9,812	1,622	83	1,348	25	196
LAKEWOOD TWP	OCEAN			5,920	296	20	1,420	24.0%	1,164	4,443	75.1%	6,091	1,287	95	2,125	211	0
NEWARK CITY	ESSEX	A	1	50,134	301	167	4,110	8.2%	3,595	41,425	82.6%	51,427	7,743	533	6,496	5	3,376
TRENTON CITY	MERCER	A	1	14,416	180	80	2,101	14.6%	1,833	12,736	88.3%	14,542	2,438	75	2,143	0	4
SALEM CITY	SALEM	A	1	991	11	90	16	1.6%	11	733	74.0%	983	246	14	81	0	7
UNION CITY	HUDSON	A	1	12,156	80	152	2,744	22.6%	2,621	10,835	89.1%	12,488	1,315	3	8	2	180
PLEASANTVILLE CITY	ATLANTIC	A	1	3,575	15	238	511	14.3%	462	3,296	92.2%	3,516	573	35	497	3	30
EAST ORANGE	ESSEX	A	1	9,752	124	79	354	3.6%	261	7,218	74.0%	9,666	1,462	57	294	0	237
ELIZABETH CITY	UNION	A	1	24,951	199	126	4,479	18.0%	4,068	21,054	84.4%	25,746	3,153	218	2,081	224	1,431
CITY OF ORANGE TWP	ESSEX	A	1	5,208	69	76	531	10.2%	319	3,696	71.0%	5,335	782	55	24	0	38
PERTH AMBOY CITY	MIDDLESEX	A	1	10,201	61	167	2,041	20.0%	1,918	8,770	86.0%	10,344	1,105	72	516	0	255
ASBURY PARK CITY	MONMOUTH	A	1	2,246	51	44	196	8.7%	143	1,976	88.0%	2,225	473	24	128	2	26
IRVINGTON TOWNSHIP	ESSEX	A	1	7,420	153	48	836	11.3%	694	6,064	81.7%	7,517	921	17	76	0	107
KEANSBURG BORO	MONMOUTH	A	1	1,444	36	40	41	2.8%	32	1,063	73.6%	1,414	374	11	56	3	20
PHILLIPSBURG TOWN	WARREN	B	1	2,591	7	370	96	3.7%	86	1,803	69.6%	2,622	552	42	309	0	136
HARRISON TOWN	HUDSON	B	1	2,092	43	49	206	9.8%	181	1,662	79.4%	2,123	351	36	0	0	0
GLOUCESTER CITY	CAMDEN	B	1	1,888	30	63	34	1.8%	26	1,316	69.7%	1,916	373	50	56	0	56
MILLVILLE CITY	CUMBERLAND	A	1	4,849	25	194	61	1.3%	57	3,148	64.9%	4,828	1,032	152	1,304	233	403
PLAINFIELD CITY	UNION	B	1	9,577	66	145	2,854	29.8%	2,633	7,903	82.5%	10,006	1,501	92	865	0	461
GARFIELD CITY	BERGEN	B	1	4,899	24	204	258	5.3%	187	3,273	66.8%	4,961	840	32	230	1	132
WEST NEW YORK TOWN	HUDSON	A	1	7,591	56	136	964	12.7%	748	6,342	83.5%	7,785	1,069	70	0	0	107
VINELAND CITY	CUMBERLAND	A	1	10,077	44	229	756	7.5%	643	6,318	62.7%	10,131	1,682	215	4,601	281	1,380
BURLINGTON CITY	BURLINGTON	B	1	1,374	18	76	27	2.0%	21	868	63.2%	1,354	307	22	93	1	36
PEMBERTON TWP	BURLINGTON	B	1	4,347	45	97	33	0.8%	25	2,344	53.9%	4,291	735	73	2,606	294	613
LONG BRANCH CITY	MONMOUTH	B	1	5,022	42	120	618	12.3%	580	4,214	83.9%	5,119	714	89	813	65	138
JERSEY CITY	HUDSON	B	1	30,560	126	243	2,829	9.3%	2,184	22,720	74.3%	30,753	4,543	173	2,278	0	808
NEPTUNE TWP	MONMOUTH	CD	1	3,696	103	36	117	3.2%	102	2,228	60.3%	3,642	703	51	846	101	142
HOBOKEN CITY	HUDSON	FG	1	2,596	23	113	33	1.3%	17	1,048	40.4%	2,652	339	21	0	0	72
Average						132	1,220	10.0%			76.2%						
BRICK TWP	OCEAN	DE		8,753	85	103	228	2.6%	199	2,710	31.0%	8,530	1,609	206	3,341	0	1,197
HOWELL TWP	MONMOUTH	FG		5,841	13	449	128	2.2%	85	1,009	17.3%	5,713	920	308	3,213	0	511
JACKSON TWP	OCEAN	DE		8,440	53	159	116	1.4%	96	1,986	23.5%	8,253	1,285	118	5,009	0	1,374
LAKEWOOD TWP	OCEAN			5,920	296	20	1,420	24.0%	1,164	4,443	75.1%	6,091	1,287	95	2,125	211	0
TOMS RIVER REGIONAL	OCEAN	DE		15,623	77	204	169	1.1%	111	4,511	28.9%	15,361	2,267	185	5,027	0	850

Information Only Dataset, FY2018																
DISTNAME	TRN_ENPR (Transported Non-public Regular)	TRN_EAIR (Aid-in-lieu of Regular)	TRN_ESPD (Transported Special Ed)	TRN_EPB (Transported Public Total)	TRN_ENP (Transported Nonpublic Total)	TRN_EREG (Total Regular)	WLT_EQVL (Equalized Valuation October 2016)	WLT_INCM (Income 2014)	PBD_GFT (Prebudget Year General Fund Tax Levy)	PBD_EQA (Equalization Aid)	PBD_TRN (Transportation Aid)	PBD_SPE (Special Education Categorical Aid)	PBD_SEC (Security Aid)	PBD_TAID (Total prebudget year aid)	PBD_BUD (Total prebudget year actual spending)	
DISTNAME	TRN_ENPR	TRN_EAIR	TRN_ESPD	TRN_EPB	TRN_ENP	TRN_EREG	WLT_EQVL	WLT_INCM	PBD_GFT	PBD_EQA	PBD_TRN	PBD_SPE	PBD_SEC	PBD_TAID	PBD_BUD	
BRIDGETON CITY	0	63	140	421	0	950	\$482,322,876	\$240,884,392	\$3,637,144	\$70,757,137	\$612,716	\$2,759,976	\$2,049,360	\$90,151,296	\$79,730,716	
CAMDEN CITY	216	196	884	2,948	216	3,987	\$1,685,663,884	\$645,628,910	\$7,449,009	\$215,703,707	\$4,491,244	\$8,402,662	\$5,974,677	\$309,738,595	\$283,030,330	
PASSAIC CITY	0	0	477	618	0	830	\$3,385,159,554	\$1,012,412,384	\$16,818,577	\$192,866,230	\$1,947,242	\$7,962,215	\$5,861,415	\$253,840,470	\$224,100,997	
PATERSON CITY	138	533	1,547	3,393	138	4,116	\$6,293,088,126	\$2,022,782,750	\$41,455,956	\$370,023,727	\$3,180,870	\$15,948,443	\$11,457,860	\$449,321,745	\$439,710,426	
NEW BRUNSWICK CITY	96	62	159	1,373	96	1,727	\$3,232,922,245	\$658,497,304	\$28,900,000	\$113,711,960	\$1,094,627	\$5,137,506	\$3,496,087	\$144,256,306	\$151,712,107	
LAKEWOOD TWP	8	19,166	730	2,336	8	21,510	\$9,019,235,565	\$1,625,147,547	\$94,088,028	\$15,070,904	\$4,199,793	\$3,053,082	\$2,186,868	\$26,672,592	\$114,578,842	
NEWARK CITY	2,895	711	756	6,501	2,895	13,483	\$13,759,801,454	\$3,323,600,879	\$123,185,636	\$649,173,190	\$6,797,523	\$28,732,094	\$19,436,638	\$828,729,311	\$858,413,163	
TRENTON CITY	237	196	1,808	2,143	237	2,580	\$2,359,356,845	\$932,787,857	\$21,537,975	\$191,685,206	\$2,852,217	\$8,404,818	\$5,139,428	\$258,039,546	\$247,619,532	
SALEM CITY	0	0	63	81	0	88	\$149,597,536	\$60,055,930	\$2,392,321	\$13,075,991	\$160,883	\$547,474	\$401,438	\$18,586,416	\$18,625,628	
UNION CITY	0	0	106	10	0	190	\$3,561,835,139	\$1,029,058,173	\$15,418,637	\$165,595,041	\$475,492	\$6,865,654	\$5,261,717	\$207,165,696	\$193,948,846	
PLEASANTVILLE CITY	30	44	107	500	30	604	\$784,556,047	\$247,713,629	\$8,477,742	\$46,765,945	\$605,714	\$2,182,722	\$1,345,381	\$72,307,111	\$72,753,034	
EAST ORANGE	0	0	170	294	0	531	\$2,709,394,620	\$955,122,142	\$21,058,051	\$134,162,325	\$1,172,856	\$6,445,125	\$3,875,263	\$197,748,149	\$198,182,844	
ELIZABETH CITY	2	300	356	2,305	2	4,038	\$6,995,486,208	\$1,961,385,516	\$59,813,124	\$310,310,148	\$2,981,056	\$13,554,525	\$9,987,940	\$412,151,813	\$394,892,177	
CITY OF ORANGE TWP	0	0	419	24	0	62	\$1,461,213,094	\$448,351,631	\$11,926,140	\$61,067,087	\$568,151	\$2,919,794	\$1,858,563	\$84,153,191	\$78,225,753	
PERTH AMBOY CITY	0	1	352	516	0	772	\$3,207,575,769	\$816,967,214	\$22,762,553	\$136,453,716	\$1,705,200	\$5,988,488	\$4,265,067	\$180,786,598	\$169,770,604	
ASBURY PARK CITY	0	0	193	130	0	156	\$1,410,620,423	\$265,719,982	\$6,768,451	\$28,163,553	\$380,652	\$1,392,679	\$1,000,414	\$63,241,195	\$61,817,659	
IRVINGTON TOWNSHIP	0	0	232	76	0	183	\$2,049,529,021	\$830,070,588	\$17,459,529	\$82,111,552	\$1,164,430	\$4,401,641	\$2,533,865	\$130,667,766	\$129,591,479	
KEANSBURG BORO	0	0	90	59	0	79	\$518,557,831	\$158,748,022	\$4,965,660	\$16,973,265	\$244,350	\$901,656	\$535,157	\$30,097,217	\$32,059,393	
PHILLIPSBURG TOWN	13	13	25	309	13	471	\$732,192,224	\$259,469,104	\$11,265,147	\$25,265,082	\$185,632	\$1,395,514	\$776,530	\$41,954,720	\$48,553,372	
HARRISON TOWN	0	0	50	0	0	0	\$1,287,977,434	\$328,487,924	\$9,229,913	\$23,068,930	\$146,237	\$1,274,541	\$827,463	\$30,332,035	\$34,501,864	
GLOUCESTER CITY	0	1	54	56	0	113	\$544,234,840	\$200,568,656	\$5,227,609	\$19,016,980	\$233,679	\$1,014,725	\$591,010	\$33,755,272	\$35,102,122	
MILLVILLE CITY	77	78	159	1,537	77	2,095	\$1,582,301,528	\$564,012,753	\$11,772,394	\$49,661,944	\$1,606,779	\$2,732,287	\$1,561,540	\$76,323,209	\$78,174,638	
PLAINFIELD CITY	286	186	247	865	286	1,798	\$2,793,866,946	\$916,457,979	\$24,295,492	\$101,170,886	\$1,271,689	\$4,925,637	\$3,215,823	\$143,335,840	\$136,021,279	
GARFIELD CITY	32	0	104	231	32	395	\$2,230,214,370	\$598,171,258	\$27,658,770	\$50,909,591	\$709,240	\$2,896,716	\$1,552,503	\$64,465,849	\$83,198,364	
WEST NEW YORK TOWN	4	0	214	0	4	111	\$2,669,311,741	\$1,073,132,915	\$16,061,559	\$85,711,695	\$513,418	\$4,250,971	\$2,865,890	\$109,536,715	\$109,614,129	
VINELAND CITY	315	233	465	4,882	315	6,810	\$4,095,438,711	\$1,316,991,123	\$22,609,389	\$90,151,959	\$4,318,538	\$5,294,946	\$3,053,366	\$154,954,150	\$155,078,891	
BURLINGTON CITY	0	0	34	94	0	130	\$647,121,353	\$189,268,624	\$11,373,612	\$13,867,857	\$205,655	\$858,702	\$443,577	\$19,506,183	\$27,979,024	
PEMBERTON TWP	0	69	173	2,900	0	3,582	\$1,447,828,806	\$473,248,851	\$12,250,202	\$43,769,449	\$2,392,872	\$2,570,519	\$1,231,080	\$90,099,563	\$91,829,802	
LONG BRANCH CITY	317	59	119	878	317	1,392	\$4,755,926,668	\$720,045,447	\$40,627,100	\$36,988,065	\$640,488	\$2,847,549	\$1,839,720	\$52,493,659	\$82,526,975	
JERSEY CITY	0	890	728	2,278	0	3,976	\$25,697,067,795	\$7,957,172,764	\$114,404,361	\$270,661,365	\$2,953,347	\$18,332,551	\$11,334,316	\$487,202,612	\$530,105,493	
NEPTUNE TWP	240	29	266	947	240	1,358	\$3,760,384,461	\$756,469,849	\$36,756,362	\$25,407,093	\$1,363,716	\$2,404,326	\$1,222,886	\$38,092,479	\$68,139,365	
HOBOKEN CITY	0	0	28	0	0	72	\$15,128,231,568	\$4,136,121,217	\$42,502,765	\$0	\$124,453	\$1,492,059	\$727,825	\$22,200,000	\$50,414,958	
Average																
BRICK TWP	533	96	603	3,341	533	5,167	\$10,686,944,453	\$2,353,819,077	\$101,139,586	\$9,463,269	\$4,922,064	\$5,393,423	\$1,039,800	\$36,025,328	\$132,242,850	
HOWELL TWP	106	140	418	3,213	106	3,970	\$4,500,826,716	\$1,297,306,868	\$71,157,372	\$27,465,312	\$619,299	\$3,740,074	\$517,479	\$33,158,120	\$103,696,193	
JACKSON TWP	206	395	218	5,009	206	6,984	\$6,948,799,597	\$1,867,802,017	\$79,273,729	\$42,102,240	\$1,013,961	\$5,211,500	\$854,977	\$49,635,886	\$127,895,654	
LAKEWOOD TWP	8	19,166	730	2,336	8	21,510	\$9,019,235,565	\$1,625,147,547	\$94,088,028	\$15,070,904	\$4,199,793	\$3,053,082	\$2,186,868	\$26,672,592	\$114,578,842	
TOMS RIVER REGIONAL	563	222	600	5,027	563	6,662	\$16,531,848,986	\$3,420,865,461	\$144,911,387	\$39,941,537	\$4,600,705	\$9,263,660	\$1,848,137	\$68,342,239	\$208,652,921	

Information Only Dataset, FY2018												
DISTNAME	PBD_CAPBASE (Base for growth limit)	ADQ_BUD (SFRA Adequacy Budget)	EQA_LSHR (SFRA Local Fair Share)	EQA_FEQA (SFRA Equalization Aid)	STA_TAID (SFRA Total State Aid)	STA_NEWBUD (SFRA Projected Spending Adequacy Budget + Special	STA_OLDBUD Actual Prebudget Year Spending Actual Tax Levy + Equalization Aid + Special Education + Categorical Aid + Security Aid + Adjustment + Supplemental Enrollment Growth Aid + Under Adequacy Aid + PARCC Readiness Aid + Per	NET_EQA (Net Equalization Aid)	NET_TRN (Transportation Aid)	NET_SPE (Special Education Categorical Aid)	NET_SEC (Security Aid)	NET_ST1 (Special Fund Aid)
DISTNAME	PBD_CAPBASE	ADQ_BUD	EQA_LSHR	EQA_FEQA	STA_TAID	STA_NEWBUD	STA_OLDBUD	NET_EQA	NET_TRN	NET_SPE	NET_SEC	NET_ST1
BRIDGETON CITY	\$76,706,288	\$108,226,939	\$9,138,330	\$99,088,609	\$107,391,960	\$115,624,407	\$79,730,716	\$83,744,195	\$905,883	\$4,765,200	\$2,632,268	\$95,948,624
CAMDEN CITY	\$280,072,565	\$286,966,164	\$27,245,114	\$259,721,050	\$284,224,802	\$306,768,664	\$283,030,330	\$259,721,050	\$4,701,252	\$12,876,740	\$6,925,760	\$284,224,802
PASSAIC CITY	\$209,229,662	\$275,017,798	\$47,919,430	\$227,098,368	\$247,680,587	\$293,688,660	\$224,100,997	\$227,098,368	\$1,911,357	\$11,904,776	\$6,766,086	\$267,678,866
PATERSON CITY	\$401,435,340	\$541,064,933	\$92,447,333	\$448,617,600	\$492,398,821	\$578,028,745	\$439,710,426	\$437,941,187	\$6,817,409	\$23,792,650	\$13,171,162	\$481,722,408
NEW BRUNSWICK CITY	\$123,906,734	\$191,882,882	\$38,390,378	\$153,492,504	\$167,993,854	\$205,037,469	\$151,712,107	\$134,186,731	\$1,346,763	\$8,375,832	\$4,778,755	\$148,688,081
LAKEWOOD TWP	\$24,690,607	\$109,857,390	\$102,034,106	\$7,823,284	\$28,044,309	\$117,325,784	\$114,578,842	\$7,823,284	\$12,752,631	\$5,010,063	\$2,458,331	\$28,044,309
NEWARK CITY	\$742,025,050	\$995,222,661	\$175,851,728	\$819,370,933	\$896,772,292	\$1,063,715,762	\$858,413,163	\$813,028,701	\$8,908,258	\$44,733,371	\$23,759,730	\$890,430,060
TRENTON CITY	\$228,933,774	\$284,692,632	\$38,830,375	\$245,862,257	\$272,225,982	\$304,158,096	\$247,619,532	\$245,862,257	\$6,898,261	\$12,465,666	\$6,999,798	\$272,225,982
SALEM CITY	\$16,394,190	\$17,403,012	\$2,483,877	\$14,919,135	\$16,367,073	\$18,608,745	\$18,625,628	\$14,919,135	\$242,205	\$812,301	\$393,432	\$16,428,978
UNION CITY	\$179,005,701	\$253,950,237	\$49,554,960	\$204,395,277	\$221,997,208	\$271,130,937	\$193,948,846	\$197,204,910	\$421,231	\$10,971,579	\$6,209,121	\$214,806,841
PLEASANTVILLE CITY	\$64,881,006	\$66,899,642	\$11,418,580	\$55,481,062	\$60,719,982	\$71,483,688	\$72,753,034	\$55,481,062	\$654,874	\$2,898,086	\$1,685,960	\$64,996,534
EAST ORANGE	\$178,297,649	\$181,153,850	\$41,816,219	\$139,337,631	\$152,613,109	\$193,640,622	\$198,182,844	\$139,337,631	\$788,706	\$8,406,819	\$4,079,953	\$179,617,054
ELIZABETH CITY	\$338,060,109	\$504,890,631	\$95,899,069	\$408,991,562	\$446,383,178	\$539,202,303	\$394,892,177	\$368,280,515	\$3,079,944	\$22,272,611	\$12,039,061	\$434,193,199
CITY OF ORANGE TWP	\$66,867,764	\$99,690,027	\$20,955,735	\$78,734,292	\$86,888,890	\$106,506,920	\$78,225,753	\$72,086,719	\$1,337,705	\$4,640,657	\$2,176,236	\$87,394,248
PERTH AMBOY CITY	\$148,713,251	\$200,939,447	\$42,002,134	\$158,937,313	\$174,093,254	\$214,614,466	\$169,770,604	\$158,937,313	\$1,480,922	\$8,827,807	\$4,847,212	\$185,782,591
ASBURY PARK CITY	\$55,429,860	\$42,721,296	\$16,234,325	\$26,486,971	\$30,099,706	\$45,656,475	\$61,817,659	\$26,486,971	\$677,556	\$1,881,854	\$1,053,325	\$57,486,035
IRVINGTON TOWNSHIP	\$113,296,380	\$144,815,087	\$34,204,080	\$110,611,007	\$121,411,989	\$154,797,573	\$129,591,479	\$110,611,007	\$818,496	\$6,541,228	\$3,441,258	\$121,411,989
KEANSBURG BORO	\$27,338,083	\$25,739,593	\$7,428,109	\$18,311,484	\$20,413,216	\$27,513,764	\$32,059,393	\$18,311,484	\$327,561	\$1,195,997	\$578,174	\$27,871,454
PHILLIPSBURG TOWN	\$37,473,857	\$45,565,972	\$11,332,898	\$34,233,074	\$37,683,737	\$48,710,216	\$48,553,372	\$34,233,074	\$306,419	\$2,151,036	\$993,208	\$37,863,535
HARRISON TOWN	\$25,418,188	\$41,422,709	\$16,876,180	\$24,546,529	\$27,530,776	\$44,248,433	\$34,501,864	\$24,546,529	\$158,523	\$1,866,876	\$958,848	\$27,530,776
GLOUCESTER CITY	\$30,108,192	\$33,597,382	\$8,607,965	\$24,989,417	\$27,544,917	\$35,922,961	\$35,102,122	\$24,989,417	\$229,921	\$1,590,820	\$734,759	\$30,418,261
MILLVILLE CITY	\$68,009,023	\$81,364,090	\$24,569,542	\$56,794,548	\$63,949,106	\$86,979,030	\$78,174,638	\$56,794,548	\$1,539,618	\$3,907,681	\$1,707,259	\$67,936,623
PLAINFIELD CITY	\$112,997,476	\$196,473,127	\$41,483,365	\$154,989,762	\$169,903,743	\$209,723,491	\$136,021,279	\$120,682,990	\$1,663,617	\$8,657,383	\$4,592,981	\$146,606,144
GARFIELD CITY	\$56,248,834	\$88,984,573	\$29,924,548	\$59,060,025	\$65,711,300	\$95,113,210	\$83,198,364	\$59,060,025	\$522,638	\$4,235,793	\$1,892,844	\$65,711,300
WEST NEW YORK TOWN	\$94,065,988	\$154,070,100	\$44,357,307	\$109,712,793	\$120,944,172	\$164,580,486	\$109,614,129	\$101,647,807	\$720,993	\$6,843,250	\$3,667,136	\$112,879,186
VINELAND CITY	\$136,788,040	\$170,178,545	\$60,177,492	\$110,001,053	\$126,489,082	\$181,869,883	\$155,078,891	\$110,001,053	\$4,796,691	\$8,206,131	\$3,485,207	\$136,433,400
BURLINGTON CITY	\$16,811,067	\$23,332,485	\$9,058,415	\$14,274,070	\$16,063,601	\$24,949,490	\$27,979,024	\$14,274,070	\$172,526	\$1,132,904	\$484,101	\$16,953,788
PEMBERTON TWP	\$81,972,472	\$70,840,126	\$21,457,323	\$49,382,803	\$56,770,109	\$75,787,219	\$91,829,802	\$49,382,803	\$2,440,213	\$3,589,399	\$1,357,694	\$83,160,820
LONG BRANCH CITY	\$42,540,363	\$97,458,172	\$50,529,775	\$46,928,397	\$54,635,657	\$104,117,954	\$82,526,975	\$43,341,176	\$1,047,478	\$4,330,530	\$2,329,252	\$51,048,436
JERSEY CITY	\$418,654,479	\$584,758,085	\$370,261,455	\$214,496,630	\$258,849,750	\$624,936,572	\$530,105,493	\$214,496,630	\$4,174,633	\$27,019,647	\$13,158,840	\$417,859,149
NEPTUNE TWP	\$32,746,719	\$63,493,363	\$44,427,609	\$19,065,754	\$24,906,980	\$67,840,442	\$68,139,365	\$19,065,754	\$1,494,147	\$3,077,851	\$1,269,228	\$32,632,790
HOBOKEN CITY	\$8,036,646	\$42,956,579	\$204,865,488	\$0	\$3,166,333	\$46,001,108	\$50,414,958	\$0	\$121,804	\$2,332,123	\$712,406	\$9,399,671
Average												
BRICK TWP	\$36,025,328	\$126,108,070	\$131,139,151	\$0	\$12,969,874	\$134,654,611	\$132,242,850	\$0	\$4,423,333	\$7,016,294	\$1,530,247	\$38,263,929
HOWELL TWP	\$33,158,120	\$78,981,894	\$62,546,292	\$16,435,602	\$25,163,504	\$84,440,623	\$103,096,193	\$16,435,602	\$3,269,173	\$4,829,335	\$629,394	\$34,688,036
JACKSON TWP	\$49,635,886	\$118,266,946	\$93,334,314	\$24,932,632	\$37,024,398	\$126,166,450	\$127,895,654	\$24,932,632	\$4,192,262	\$6,784,805	\$1,114,699	\$51,612,620
LAKEWOOD TWP	\$24,690,607	\$109,857,390	\$102,034,106	\$7,823,284	\$28,044,309	\$117,325,784	\$114,578,842	\$7,823,284	\$12,752,631	\$5,010,063	\$2,458,331	\$28,044,309
TOMS RIVER REGIONAL	\$68,342,239	\$224,453,266	\$197,593,919	\$26,859,347	\$47,201,826	\$239,629,867	\$208,652,921	\$26,859,347	\$5,165,878	\$12,632,635	\$2,543,966	\$71,972,480

CONAME	DISTNAME	D	B	F	A	B	O	T	ENC_RES (Res-ident- ial Enrollment)	ENC_PSH (Sent to Private Schools for the Handi- capped)	ENC_LEP (Total Resi- dent LEP)	ENC_LEPLOW (Total LEP Low Income)	ENC_LOL (Total Low Income)	ENC_LIRT (Concentration rate of current year)	ENP_RES (Projected Resi- dent Enroll- ment)	ENP_SPEEN (SPEN Total Special Education)	ENP_SPEECH (Total Speech)	TRN_ENPR (Trans- ported Non- public Reg- ular)	TRN_EAIR (Aid- in- lieu of Reg- ular)	TRN_EPRR (Trans- ported Public Reg- ular)	TRN_EPBP (Trans- ported Public PreK)	TRN_EPSP (Trans- ported Special Special Ed)	WLT_EQVL (Equalized Valuation October 2013)	WLT_INCM (Income 2011)	PBD_GFT (Prebudget Year General Fund Tax Levy)	PBD_GFBUD (Prebudget Year General Fund Budget)	PBD_EQA (Equalization Aid)	PBD_TRN (Transporta- tion Aid)	PBD_SPE (Special Education Categorical Aid)	PBD_SEC (Security Aid)	PBD_TAID (Total prebudget year aid)	
CUMBERLAND	BRIDGETON CITY	A	1		5,209	29	741	719	4,733	90.87%	5,369	495	100					46	415	31	59	134	\$479,807,068	\$236,255,063	\$3,637,144	\$91,758,620	\$70,303,534	\$605,810	\$2,692,474	\$2,030,338	\$90,485,826	
CAMDEN	CAMDEN CITY	A	1		14,921	164	1,230	1,189	13,737	92.07%	14,870	2,815	170	249	184	2121	5	813	586	532	1	200	586	\$1,573,037,630	\$621,115,149	\$7,449,009	\$326,556,365	\$214,776,464	\$4,511,837	\$8,244,198	\$5,949,022	\$307,576,601
PASSAIC	PASSAIC CITY	A	1		13,414	258	3,800	3,594	12,105	90.24%	13,703	2,101	239						532	1	200	586	\$3,185,362,671	\$901,354,695	\$16,818,577	\$268,180,875	\$192,253,769	\$1,952,300	\$7,822,139	\$5,836,727	\$252,653,173	
PASSAIC	PATERSON CITY	A	1		26,944	236	3,898	3,653	24,632	91.42%	27,308	4,039	226	397	312	2,330	1	665	764	665	764	665	\$6,817,897,283	\$1,822,974,662	\$38,955,956	\$490,825,287	\$369,020,610	\$3,126,191	\$15,680,979	\$11,460,079	\$444,354,411	
MIDDLESEX	NEW BRUNSWICK CITY	A	1		8,571	45	1,332	1,271	8,001	93.36%	8,850	1,314	83	82	64	976	50	133	131	133	131	133	\$3,135,663,846	\$571,090,959	\$27,326,591	\$168,305,568	\$113,001,439	\$1,087,379	\$5,027,788	\$3,457,005	\$141,566,651	
OCEAN	LAKEWOOD TWP				5,767	207	1,167	1,104	5,071	87.93%	5,837	1,045	87	13,815	462	1,981	71	272	371	272	371	272	\$7,266,756,805	\$1,280,273,414	\$77,097,641	\$107,701,339	\$15,263,034	\$3,934,658	\$2,975,869	\$2,161,835	\$26,649,843	
ESSEX	NEWARK CITY	A	1		47,433	432	3,865	3,514	40,874	86.17%	47,792	7,267	549	282	757	6,937	2	3,690	710	3,690	710	3,690	\$13,899,665,697	\$3,069,726,763	\$111,159,328	\$866,285,174	\$645,243,822	\$6,754,710	\$28,180,824	\$19,309,359	\$802,504,647	
MERCER	TRENTON CITY	A	1		13,620	144	1,542	1,303	10,966	80.51%	13,600	2,443	111	370	117	1,604	40	1,090	774	1,090	774	1,090	\$2,301,403,355	\$924,498,007	\$21,115,662	\$266,918,101	\$190,547,980	\$2,732,863	\$8,270,931	\$5,077,389	\$255,766,269	
SALEM	SALEM CITY	A	1		985	12	1	900	91.32%	964	189	8							76	11	53	53	\$214,060,409	\$60,807,518	\$2,392,321	\$22,036,445	\$13,079,730	\$159,661	\$538,956	\$404,168	\$18,518,740	
HUDSON	UNION CITY	A	1		11,336	72	2,743	2,680	10,647	93.92%	11,594	1,341	45						13	3	204	115	\$2,952,655,761	\$908,125,190	\$15,418,637	\$203,397,266	\$164,712,713	\$475,331	\$6,724,737	\$5,226,396	\$204,666,188	
ATLANTIC	PLEASANTVILLE CITY	A	1		3,696	18	386	370	3,391	91.75%	3,678	635	55	23	48	593	2	31	171	593	2	31	\$967,206,676	\$250,307,521	\$7,988,767	\$74,017,368	\$46,591,510	\$593,318	\$2,156,890	\$1,332,096	\$72,259,409	
ESSEX	EAST ORANGE	A	1		9,916	146	304	287	8,200	82.70%	9,868	1,583	59						442	352	206	206	\$2,974,831,022	\$899,729,166	\$18,950,050	\$214,058,963	\$134,123,318	\$1,183,036	\$6,372,145	\$3,859,812	\$197,864,427	
UNION	ELIZABETH CITY	A	1		22,957	176	3,422	3,184	19,943	86.87%	23,663	2,587	231	146	212	2,154	208	196	1,310	208	196	1,310	\$6,455,006,498	\$1,743,043,344	\$52,313,124	\$434,428,334	\$308,295,204	\$2,976,954	\$13,260,027	\$9,919,445	\$409,998,870	
ESSEX	CITY OF ORANGE TWP	A	1		4,904	57	668	587	4,219	86.02%	4,980	837	56						8	357	148	148	\$1,384,253,454	\$417,560,827	\$10,661,568	\$85,663,515	\$60,692,109	\$545,602	\$2,860,412	\$1,838,577	\$83,613,120	
MIDDLESEX	PERTH AMBOY CITY	A	1		9,784	61	1,798	1,698	8,245	84.27%	9,974	1,038	67						182	16	4	553	\$3,217,836,745	\$721,793,399	\$21,762,553	\$242,807,377	\$136,227,020	\$1,724,246	\$5,893,084	\$4,257,756	\$180,105,883	
MONMOUTH	ASBURY PARK CITY	A	1		2,391	54	223	213	2,158	90.26%	2,342	517	13						174	1	149	82	\$1,222,311,240	\$208,783,963	\$6,378,062	\$67,559,592	\$28,163,553	\$380,652	\$1,392,679	\$1,000,414	\$63,171,505	
ESSEX	IRVINGTON TOWNSHIP	A	1		7,155	211	710	533	5,437	75.99%	7,111	897	26						185	443	233	233	\$2,445,292,523	\$807,253,390	\$17,459,529	\$135,343,767	\$81,433,567	\$1,175,305	\$4,330,651	\$2,502,539	\$129,621,237	
MONMOUTH	KEANSBURG BORO	A	1		1,443	42	36	33	1,041	72.13%	1,403	333	20						39	2	54	52	\$536,655,588	\$163,489,851	\$4,290,151	\$35,234,161	\$16,973,265	\$244,350	\$901,656	\$535,157	\$30,504,169	
WARREN	PHILLIPSBURG TOWN	B	1		2,441	16	102	92	1,646	67.41%	2,436	450	44	24	1	129	35	36				35	\$824,089,910	\$246,317,274	\$9,367,369	\$60,596,843	\$25,057,290	\$188,706	\$1,371,130	\$769,147	\$41,854,927	
HUDSON	HARRISON TOWN	B	1		1,959	31	104	96	1,574	80.35%	1,997	321	35									46	\$1,060,060,124	\$280,103,129	\$9,229,913	\$38,522,233	\$23,080,693	\$145,453	\$1,254,537	\$822,910	\$30,242,822	
CAMDEN	GLOUCESTER CITY	B	1		1,817	31	36	27	1,255	69.07%	1,804	354	48						58	1	22	62	\$544,279,764	\$191,473,969	\$3,415,880	\$41,005,581	\$18,865,262	\$232,091	\$995,008	\$585,469	\$33,260,832	
CUMBERLAND	MILLVILLE CITY	A	1		5,001	21	66	57	3,278	65.55%	4,960	1,036	204						156	1,333	243	409	\$1,714,921,163	\$547,629,083	\$10,813,394	\$91,041,487	\$49,446,977	\$1,606,355	\$2,687,332	\$1,554,350	\$77,606,089	
UNION	PLAINFIELD CITY	B	1		8,494	55	2,170	2,089	7,312	86.09%	8,722	1,239	95	314	145	857	411	193				411	\$2,587,469,378	\$846,175,487	\$22,731,000	\$147,839,677	\$100,550,671	\$1,265,855	\$4,804,436	\$3,169,418	\$141,503,597	
BERGEN	GARFIELD CITY	B	1		4,812	37	220	158	3,407	70.80%	4,913	865	46	23								45	\$2,111,117,671	\$544,194,648	\$24,520,588	\$83,482,718	\$50,705,135	\$715,197	\$2,849,228	\$1,540,806	\$64,978,503	
HUDSON	WEST NEW YORK TOWN	A	1		7,147	42	785	687	6,078	85.04%	7,342	1,003	138									82	\$2,164,315,925	\$906,134,753	\$14,569,214	\$112,749,825	\$85,160,953	\$502,011	\$4,162,377	\$2,840,803	\$109,627,231	
CUMBERLAND	VINELAND CITY	A	1		10,006	66	831	754	6,568	65.64%	10,118	1,573	244	506	57	4,188	389	1,197	282			282	\$4,058,848,859	\$1,246,487,641	\$21,731,439	\$171,905,189	\$89,507,454	\$4,314,688	\$5,190,051	\$3,028,970	\$155,479,078	
BURLINGTON	BURLINGTON CITY	B	1		1,408	10	28	21	904	64.21%	1,387	269	29									106	\$638,699,224	\$183,607,176	\$10,282,829	\$31,509,711	\$13,867,857	\$205,655	\$858,702	\$443,577	\$19,452,439	
BURLINGTON	PEMBERTON TWP	B	1		4,586	39	52	38	2,477	54.01%	4,608	768	115						46	2,778	235	619	\$1,478,360,925	\$472,101,328	\$11,558,636	\$94,981,463	\$43,589,256	\$2,389,766	\$2,533,142	\$1,224,610	\$89,853,281	
MONMOUTH	LONG BRANCH CITY	B	1		4,740	43	558	511	3,731	78.70%	4,878	564	116	266	105	293	77	108	91			91	\$4,373,113,699	\$668,081,628	\$33,391,044	\$79,989,473	\$36,768,086	\$627,703	\$2,795,051	\$1,823,590	\$52,018,301	
HUDSON	JERSEY CITY	B	1		30,421	121	2,995	2,251	21,674	71.25%	30,607	4,284	149						864	2,245	583	627	\$18,570,573,832	\$6,832,672,379	\$108,336,848	\$566,725,369	\$270,661,365	\$2,953,347	\$18,332,551	\$11,334,316	\$481,062,832	
MONMOUTH	NEPTUNE TWP	CD	1		3,887	92	100	94	2,366	60.86%	3,865	660	61	214	55	965	124	169	251			251	\$3,515,940,891	\$709,521,710	\$34,636,342	\$73,510,019	\$25,407,093	\$1,363,716	\$2,404,326	\$1,222,886	\$38,551,309	
HUDSON	HOBOKEN CITY	FG	1		2,431	25	33	21	1,186	48.79%	2,461	298	22	1					6			83	\$11,098,764,587	\$3,415,470,361	\$37,946,477	\$51,518,317	\$0	\$124,289	\$1,463,760	\$725,704	\$20,228,604	
OCEAN	BRICK TWP	DE			9,391	93	151	123	3,023	32.19%	9,209	1,769	208	753	33	3,498	5	1,380	612			612	\$10,505,111,274	\$2,187,896,010	\$96,046,715	\$140,163,591	\$9,463,269	\$4,922,064	\$5,393,423	\$1,039,800	\$35,754,648	
MONMOUTH	HOWELL TWP	FG			6,253	19	96	67	1,074	17.18%	6,127	979	268	129	101	2,894			519	470		470	\$4,119,323,812	\$1,185,518,900	\$65,287,732	\$103,248,424	\$27,4					

DISTNAME	PBD_BUD (Total Prebudget year actual spending)	PBD_CAPBASE (Base for growth limit)	PBD_LSHR (Prebudget Local Share)	PBD_ADO (Prebudget Adequacy Budget)	ADQ_BUD (SFRA Adequacy Budget)	TRN_EPB (Trans- ported Public Total)	TRN_ENP (Trans- ported Non- public Total)	TRN_EREG (Total Regular)	EQA_LSHR (SFRA Local Fair Share)	EQA_FEQA (SFRA Equalization Aid)	STA_TAID (SFRA Total State Aid)	STA_NEWBUD (SFRA Projected Spending Adequacy Budget + Special Education Categorical Aid + Security Aid)	STA_OLDBUD Actual Prebudget Year Spending Actual Tax Levy + Equalization Aid + Special Education + Categorical Aid + Security Aid + Adjustment Aid + Supplemental Enrollment Growth Aid + Under Adequacy Aid + PARCC Readiness Aid + Per Pupil Growth Aid	NET_EQA (Net Equalization Aid)	NET_TRN (Net Transportation Aid)	NET_SPE (Special Education Categorical Aid)	NET_SEC (Security Aid)	NET_ST1 (General Fund Aid)
BRIDGETON CITY	\$78,975,322	\$75,943,988	\$8,482,235	\$87,454,483	\$99,717,681	446		551	\$9,596,275	\$90,121,406	\$97,152,514	\$106,063,312	\$78,975,322	\$84,101,678	\$3,933,737	\$685,477	\$2,411,894	\$95,033,864
CAMDEN CITY	\$282,487,389	\$279,550,217	\$24,084,654	\$245,000,844	\$282,951,798	2,126	249	3,372	\$27,460,109	\$255,491,689	\$277,274,079	\$301,031,910	\$282,487,389	\$255,491,689	\$11,160,428	\$3,702,278	\$6,919,684	\$281,679,995
PASSAIC CITY	\$222,908,642	\$208,042,365	\$39,269,512	\$236,152,459	\$267,409,890	533		733	\$46,313,048	\$221,096,842	\$240,012,301	\$284,176,485	\$222,908,642	\$221,096,842	\$10,414,658	\$2,148,864	\$6,351,937	\$260,010,580
PATERSON CITY	\$435,117,624	\$399,287,859	\$83,686,927	\$451,469,695	\$530,221,079	2,331	397	3,705	\$96,356,637	\$433,864,442	\$471,502,718	\$563,775,169	\$435,117,624	\$433,864,442	\$20,757,313	\$4,084,186	\$12,796,777	\$471,502,718
NEW BRUNSWICK CITY	\$148,839,480	\$122,600,268	\$30,764,573	\$153,715,530	\$175,081,704	1,026	82	1,305	\$37,345,374	\$137,736,330	\$149,882,086	\$186,199,035	\$148,839,480	\$134,974,566	\$6,831,135	\$1,028,425	\$4,286,196	\$147,120,322
LAKEWOOD TWP	\$97,498,379	\$24,335,396	\$71,198,357	\$88,338,309	\$109,066,829	2,052	13,832	16,618	\$85,419,632	\$23,647,197	\$39,608,782	\$115,998,679	\$97,498,379	\$13,240,890	\$4,341,986	\$9,029,735	\$2,589,864	\$29,202,475
NEWARK CITY	\$818,720,297	\$714,315,679	\$157,300,061	\$745,128,153	\$940,650,241	6,939	282	11,668	\$179,577,518	\$761,072,723	\$828,418,319	\$1,000,301,422	\$818,720,297	\$761,072,723	\$37,593,725	\$7,694,415	\$22,057,456	\$828,418,319
TRENTON CITY	\$246,191,832	\$227,809,033	\$36,061,213	\$228,885,371	\$259,123,730	1,644	370	3,220	\$40,586,655	\$218,537,075	\$238,817,476	\$275,511,242	\$246,191,832	\$218,537,075	\$10,540,229	\$3,892,889	\$5,847,283	\$238,817,476
SALEM CITY	\$18,586,796	\$16,354,136	\$2,696,907	\$16,119,337	\$18,203,047	76		87	\$3,118,432	\$15,084,615	\$16,450,208	\$19,362,274	\$18,586,796	\$15,084,615	\$176,286	\$206,366	\$442,941	\$16,501,895
UNION CITY	\$192,530,105	\$177,586,799	\$38,201,541	\$211,476,584	\$240,240,144	16		220	\$44,823,222	\$195,416,922	\$210,893,108	\$255,263,935	\$192,530,105	\$195,416,922	\$9,214,363	\$452,395	\$5,809,428	\$210,893,108
PLEASANTVILLE CITY	\$72,159,498	\$64,764,049	\$12,190,681	\$63,686,477	\$69,917,490	595	23	697	\$13,452,876	\$56,464,614	\$61,780,316	\$74,352,074	\$72,159,498	\$56,464,614	\$2,741,253	\$881,118	\$1,693,331	\$64,996,534
EAST ORANGE	\$195,726,064	\$177,959,050	\$41,362,806	\$168,409,212	\$191,146,413	442		794	\$44,763,085	\$146,383,328	\$159,552,409	\$203,307,175	\$195,726,064	\$146,383,328	\$7,759,294	\$1,008,319	\$4,401,468	\$179,617,054
ELIZABETH CITY	\$384,287,800	\$334,951,630	\$79,741,266	\$409,009,914	\$467,074,970	2,362	146	2,916	\$91,673,797	\$375,401,173	\$410,259,770	\$496,521,742	\$384,287,800	\$367,083,359	\$18,510,609	\$5,411,825	\$10,936,163	\$430,463,024
CITY OF ORANGE TWP	\$76,318,255	\$66,202,289	\$18,113,997	\$85,472,736	\$98,239,016	8		365	\$20,800,481	\$77,438,535	\$84,276,324	\$104,451,517	\$76,318,255	\$72,604,958	\$3,916,900	\$625,288	\$2,295,601	\$86,595,678
PERTH AMBOY CITY	\$168,140,413	\$148,102,106	\$35,785,752	\$172,494,403	\$193,035,511	198		202	\$41,863,440	\$151,172,071	\$165,102,825	\$205,168,099	\$168,140,413	\$151,172,071	\$7,698,084	\$1,798,166	\$4,434,504	\$176,792,162
ASBURY PARK CITY	\$61,357,580	\$55,360,170	\$12,115,140	\$38,409,315	\$45,302,530	175		324	\$14,196,885	\$31,105,645	\$34,392,350	\$48,184,805	\$61,357,580	\$31,105,645	\$1,790,285	\$404,430	\$1,091,990	\$57,632,816
IRVINGTON TOWNSHIP	\$128,515,121	\$112,230,897	\$35,210,938	\$113,676,023	\$134,975,644			185	\$38,559,808	\$96,415,836	\$106,412,350	\$143,528,632	\$128,515,121	\$96,415,836	\$5,593,291	\$1,443,526	\$2,959,697	\$113,144,344
KEANSBURG BORO	\$31,342,514	\$27,296,713	\$7,300,160	\$23,269,932	\$25,515,093	41		95	\$8,105,967	\$17,409,126	\$19,233,528	\$27,130,870	\$31,342,514	\$17,409,126	\$1,071,066	\$208,625	\$544,711	\$27,808,436
PHILLIPSBURG TOWN	\$46,562,041	\$37,383,378	\$11,371,226	\$38,300,523	\$42,132,881	129	24	189	\$12,323,996	\$29,808,885	\$32,689,194	\$44,809,595	\$46,562,041	\$29,808,885	\$1,807,888	\$203,595	\$868,826	\$37,863,535
HARRISON TOWN	\$34,428,300	\$25,343,840	\$12,391,935	\$37,082,367	\$38,999,206				\$14,894,717	\$24,104,489	\$26,711,593	\$41,463,589	\$34,428,300	\$24,104,489	\$1,585,903	\$142,721	\$878,480	\$26,711,593
GLOUCESTER CITY	\$33,222,201	\$30,038,412	\$7,632,160	\$27,821,049	\$31,811,999	59		81	\$8,890,263	\$22,921,736	\$25,177,959	\$33,830,993	\$33,222,201	\$22,921,736	\$1,355,703	\$237,229	\$663,291	\$30,418,261
MILLVILLE CITY	\$77,067,652	\$67,860,613	\$23,597,179	\$76,281,035	\$83,976,559	1,576		2,141	\$26,559,924	\$57,416,635	\$64,389,361	\$89,315,458	\$77,067,652	\$57,416,635	\$3,631,523	\$1,633,827	\$1,707,376	\$67,936,623
PLAINFIELD CITY	\$131,679,212	\$110,214,067	\$34,914,406	\$146,283,373	\$172,757,132	857	314	1,727	\$40,592,822	\$132,164,310	\$144,422,647	\$183,580,973	\$131,679,212	\$119,998,543	\$6,823,041	\$1,434,496	\$4,000,800	\$143,266,053
GARFIELD CITY	\$79,615,757	\$55,810,366	\$24,953,469	\$76,783,078	\$89,698,334	383	23	451	\$29,307,459	\$60,390,875	\$66,899,802	\$95,387,753	\$79,615,757	\$60,390,875	\$3,793,481	\$819,508	\$1,895,938	\$66,899,802
WEST NEW YORK TOWN	\$107,233,347	\$93,166,144	\$32,781,832	\$127,316,218	\$146,060,030			82	\$39,126,167	\$106,933,863	\$116,900,101	\$155,278,256	\$107,233,347	\$101,833,135	\$5,832,896	\$748,012	\$3,385,330	\$111,799,373
VINELAND CITY	\$153,850,151	\$136,433,400	\$55,956,723	\$152,502,885	\$172,512,737	4,577	537	6,369	\$61,567,430	\$110,945,307	\$125,764,117	\$183,405,345	\$153,850,151	\$110,945,307	\$7,406,722	\$3,926,202	\$3,485,886	\$136,433,400
BURLINGTON CITY	\$26,847,091	\$16,769,917	\$8,342,401	\$22,625,621	\$24,111,934	108		122	\$9,361,252	\$14,750,682	\$16,554,096	\$25,646,965	\$26,847,091	\$14,750,682	\$1,049,528	\$268,383	\$485,503	\$16,953,788
PEMBERTON TWP	\$90,806,392	\$81,637,522	\$20,493,708	\$70,273,101	\$76,228,382	3,013		3,678	\$22,896,538	\$53,331,844	\$60,795,457	\$81,126,005	\$90,806,392	\$53,331,844	\$3,486,480	\$2,565,990	\$1,411,143	\$83,160,820
LONG BRANCH CITY	\$74,853,802	\$42,090,461	\$42,907,188	\$79,386,562	\$91,222,097	370	266	849	\$48,735,599	\$42,486,498	\$48,945,201	\$96,983,821	\$74,853,802	\$42,486,498	\$3,730,622	\$696,979	\$2,031,102	\$48,945,201
JERSEY CITY	\$523,117,240	\$417,733,739	\$246,144,257	\$517,593,230	\$579,277,523	2,245		3,692	\$311,145,670	\$268,131,853	\$308,317,677	\$615,813,253	\$523,117,240	\$268,131,853	\$24,320,758	\$3,650,094	\$12,214,972	\$417,859,149
NEPTUNE TWP	\$65,905,415	\$32,632,789	\$38,350,865	\$62,338,131	\$67,607,942	1,089	214	1,527	\$43,678,116	\$23,929,826	\$29,686,112	\$71,873,533	\$65,905,415	\$23,929,826	\$2,954,487	\$1,490,695	\$1,311,104	\$32,632,790
HOBOKEN CITY	\$45,528,630	\$7,706,442	\$127,507,926	\$38,126,371	\$41,707,830	6	1	90	\$168,536,229	\$0	\$2,827,676	\$44,398,337	\$45,528,630	\$0	\$1,956,843	\$137,169	\$733,664	\$9,399,671
BRICK TWP	\$126,879,299	\$35,754,648	\$119,613,985	\$128,794,953	\$137,279,393	3,498	753	5,664	\$132,275,583	\$5,003,810	\$18,126,049	\$145,808,294	\$126,879,299	\$5,003,810	\$6,847,558	\$4,593,338	\$1,681,343	\$39,013,394
HOWELL TWP	\$97,646,013	\$32,977,580	\$52,207,073	\$79,068,409	\$84,605,172	2,894	129	3,643	\$60,410,689	\$24,194,483	\$32,729,495	\$89,952,290	\$97,646,013	\$24,194,483	\$4,687,855	\$3,187,894	\$659,263	\$34,688,036
LAKEWOOD TWP	\$97,498,379	\$24,335,396	\$71,198,357	\$88,338,309	\$109,066,829	2,052	13,832	16,618	\$85,419,632	\$23,647,197	\$39,608,782	\$115,998,679	\$97,498,379	\$13,240,890	\$4,341,986	\$9,029,735	\$2,589,864	\$29,202,475
JACKSON TWP	\$122,459,872	\$49,378,276	\$80,187,933	\$120,466,918	\$122,825,999	5,717	393	6,866	\$90,695,988	\$32,130,011	\$44,266,254	\$130,287,363	\$122,459,872	\$32,130,011	\$6,424,931	\$4,674,879	\$1,036,433	\$51,657,197
TOMS RIVER REGIONAL	\$181,644,236	\$67,712,061	\$179,793,237	\$218,808,789	\$227,986,914	5,084	526	6,624	\$192,846,973	\$35,139,941	\$53,950,029	\$242,038,967	\$181,644,236	\$35,139,941	\$11,587,014	\$4,758,035	\$2,465,039	\$71,972,480



formation Only" not																		
DISTNAME	PBD_BUD (SFRA Total prebudget year actual spending)	PBD_CAPBASE (Base for growth limit)	PBD_LSHR Prebudget Local Share	PBD_ADQ Prebudget Adequacy Budget	ADQ_BUD (SFRA Adequacy Budget)	TRN_EPB Trans-ported Public Total	TRN_ENP Trans-ported Non-public Total	TRN_EREG Total Regular	EQA_LSHR (SFRA Local Fair Share)	EQA_FEQA (SFRA Equalization Aid)	STA_TAID (SFRA Total State Aid)	STA_NEWBUD (SFRA Projected Spending Adequacy Budget + Special Education Categorical Aid + Security Aid)	STA_OLDBUD (Actual Prebudget Year Levy + Equalization Aid + Special Education + Categorical Aid + Security Aid + Adjustment Aid + Supplemental Enrollment Growth Aid + Under Adequacy Aid + PARCC Readiness Aid + Per Pupil Growth Aid)	NET_EQA (Net Equalization Aid)	NET_SEC (Net Security Aid)	NET_SPE (Net Special Education Categorical Aid)	NET_TRN (Net Transportation Aid)	NET_ST1 (Net General Fund Aid)
BRIDGETON CITY	\$79,082,702	\$76,051,368	\$8,961,053	\$93,418,817	\$104,648,537	448		573	\$9,625,854	\$95,022,683	\$102,321,054	\$111,259,996	\$79,082,702	\$83,963,271	\$4,116,992	\$686,912	\$2,494,467	\$95,162,720
CAMDEN CITY	\$282,784,769	\$279,847,597	\$25,643,439	\$264,373,190	\$293,315,255	2,213	242	3,389	\$28,068,813	\$265,246,442	\$287,676,163	\$311,980,787	\$282,784,769	\$265,246,442	\$11,654,741	\$3,764,189	\$7,010,791	\$287,676,163
PASSAIC CITY	\$223,182,702	\$208,316,425	\$43,251,904	\$250,184,541	\$278,900,730	572		709	\$47,311,355	\$231,589,375	\$251,382,038	\$296,445,738	\$223,182,702	\$230,187,047	\$10,773,126	\$2,247,655	\$6,771,882	\$269,977,989
PATERSON CITY	\$435,663,784	\$399,834,019	\$89,988,765	\$495,595,749	\$526,053,418	2,630	275	3,472	\$97,149,177	\$428,904,241	\$468,436,214	\$559,154,417	\$435,663,784	\$428,904,241	\$21,238,746	\$6,430,974	\$11,862,253	\$468,436,214
NEW BRUNSWICK CITY	\$149,016,480	\$122,777,268	\$34,879,920	\$163,844,731	\$186,760,837	1,362	104	1,540	\$99,399,366	\$147,361,471	\$160,599,371	\$198,565,067	\$149,016,480	\$134,094,462	\$7,293,158	\$1,434,030	\$4,511,072	\$147,332,722
LAKEWOOD TWP	\$105,211,315	\$24,452,136	\$79,780,919	\$102,158,922	\$119,334,752	2,038	15,982	18,584	\$96,735,200	\$22,599,552	\$40,291,335	\$126,865,224	\$105,211,315	\$11,650,780	\$4,665,304	\$10,161,311	\$2,865,168	\$29,342,563
NEWARK CITY	\$821,899,324	\$715,271,519	\$167,716,088	\$881,691,716	\$962,423,619	5,572	2,507	12,124	\$183,863,588	\$778,560,031	\$846,923,457	\$1,023,298,742	\$821,899,324	\$778,560,031	\$40,362,655	\$7,488,303	\$20,512,468	\$846,923,457
TRENTON CITY	\$246,463,832	\$228,081,033	\$37,901,454	\$243,166,735	\$276,261,593	2,096	342	2,584	\$41,692,620	\$234,568,973	\$258,336,804	\$293,735,179	\$246,463,832	\$234,568,973	\$10,941,872	\$6,294,245	\$5,531,714	\$258,336,804
SALEM CITY	\$18,606,076	\$16,373,416	\$2,912,312	\$17,054,286	\$17,612,259	83		88	\$2,904,245	\$14,708,014	\$16,066,038	\$18,735,437	\$18,606,076	\$14,708,014	\$705,437	\$234,846	\$417,741	\$16,427,951
UNION CITY	\$192,761,985	\$177,818,679	\$41,859,872	\$224,496,466	\$250,306,432	19		226	\$48,593,609	\$201,712,823	\$217,764,457	\$265,929,783	\$192,761,985	\$197,330,781	\$9,653,827	\$428,283	\$5,969,524	\$213,382,415
PLEASANTVILLE CITY	\$72,392,823	\$64,837,599	\$12,563,902	\$65,454,824	\$67,971,950	619	28	735	\$13,079,411	\$54,892,539	\$60,156,105	\$72,271,018	\$72,392,823	\$54,892,539	\$2,706,496	\$964,498	\$1,592,572	\$64,996,534
EAST ORANGE	\$195,923,424	\$178,156,410	\$41,803,846	\$179,804,080	\$195,898,656	396		676	\$44,660,845	\$151,237,811	\$164,678,574	\$208,370,189	\$195,923,424	\$151,237,811	\$7,981,925	\$969,410	\$4,489,608	\$179,617,054
ELIZABETH CITY	\$384,761,060	\$335,424,890	\$85,615,232	\$438,209,604	\$492,090,054	2,067	184	3,818	\$98,295,965	\$393,794,089	\$427,899,876	\$522,995,534	\$384,761,060	\$368,404,081	\$19,606,213	\$3,200,307	\$11,299,267	\$431,030,936
CITY OF ORANGE TWP	\$76,631,086	\$66,301,889	\$19,425,395	\$92,230,421	\$103,985,943	27		324	\$21,661,608	\$82,324,335	\$89,507,314	\$110,561,654	\$76,631,086	\$72,379,288	\$4,201,297	\$607,268	\$2,374,414	\$86,715,198
PERTH AMBOY CITY	\$168,339,893	\$148,301,586	\$39,098,164	\$181,329,746	\$193,146,552	218		254	\$43,047,549	\$150,999,003	\$164,333,572	\$205,237,350	\$168,339,893	\$150,999,003	\$7,907,096	\$2,143,771	\$4,183,702	\$176,022,909
ASBURY PARK CITY	\$61,531,981	\$55,407,010	\$13,259,797	\$42,336,950	\$44,790,872	140	2	190	\$16,502,549	\$28,288,323	\$31,939,334	\$47,630,006	\$61,531,981	\$28,288,323	\$1,819,520	\$811,877	\$1,019,614	\$57,632,816
IRVINGTON TOWNSHIP	\$128,657,341	\$112,373,117	\$36,010,050	\$127,274,066	\$142,210,640	87	16	103	\$37,723,297	\$104,487,343	\$114,919,841	\$151,209,970	\$128,657,341	\$104,487,343	\$5,835,435	\$1,433,168	\$3,163,895	\$114,919,841
KEANSBURG BORO	\$31,853,261	\$27,324,773	\$7,570,081	\$24,105,920	\$24,373,270	25		47	\$8,204,527	\$16,168,743	\$17,980,464	\$25,918,371	\$31,853,261	\$16,168,743	\$1,032,984	\$266,620	\$512,117	\$27,523,688
PHILLIPSBURG TOWN	\$47,256,511	\$37,432,098	\$11,509,297	\$39,963,388	\$44,312,032	101	21	414	\$12,550,417	\$31,761,615	\$34,835,793	\$47,130,837	\$47,256,511	\$31,761,615	\$1,888,097	\$255,373	\$930,708	\$37,863,535
HARRISON TOWN	\$34,468,240	\$25,383,780	\$13,910,410	\$36,822,776	\$40,490,965				\$16,256,355	\$24,234,610	\$27,007,155	\$43,045,010	\$34,468,240	\$24,234,610	\$1,645,291	\$218,500	\$908,754	\$27,007,155
GLOUCESTER CITY	\$33,326,599	\$30,074,492	\$8,302,294	\$30,163,623	\$32,758,261	30		71	\$8,751,000	\$24,007,261	\$26,293,335	\$34,838,531	\$33,326,599	\$24,007,261	\$1,379,016	\$205,804	\$701,254	\$30,418,261
MILLVILLE CITY	\$77,451,114	\$67,959,813	\$24,803,816	\$79,783,595	\$84,758,894	1,586	83	2,146	\$26,258,781	\$58,500,113	\$65,638,696	\$90,148,283	\$77,451,114	\$58,500,113	\$3,660,106	\$1,749,194	\$1,729,283	\$67,936,623
PLAINFIELD CITY	\$131,853,652	\$110,388,507	\$37,908,701	\$161,987,629	\$187,867,499	812	292	1,713	\$41,356,707	\$146,510,792	\$159,699,842	\$199,580,658	\$131,853,652	\$119,277,158	\$7,397,255	\$1,475,891	\$4,315,904	\$143,475,381
GARFIELD CITY	\$80,425,899	\$55,908,626	\$27,370,826	\$84,946,624	\$91,082,349	239	23	377	\$30,296,266	\$60,786,083	\$67,138,666	\$96,850,943	\$80,425,899	\$60,737,768	\$3,929,040	\$583,989	\$1,839,554	\$67,090,351
WEST NEW YORK TOWN	\$107,671,571	\$93,312,984	\$36,537,309	\$137,294,294	\$149,829,479			127	\$42,681,660	\$107,147,819	\$117,351,194	\$159,262,191	\$107,671,571	\$101,772,206	\$6,052,710	\$770,663	\$3,380,002	\$111,975,581
VINELAND CITY	\$154,052,511	\$136,635,760	\$57,497,104	\$163,692,426	\$173,853,434	4,517	521	6,091	\$63,736,430	\$110,117,004	\$125,647,242	\$184,863,686	\$154,052,511	\$110,117,004	\$7,405,564	\$4,519,986	\$3,604,688	\$136,433,400
BURLINGTON CITY	\$27,080,487	\$16,797,657	\$8,742,477	\$22,912,146	\$23,611,785	102		134	\$9,741,821	\$13,869,964	\$15,572,668	\$25,116,732	\$27,080,487	\$13,869,964	\$1,032,463	\$197,757	\$472,484	\$16,953,788
PEMBERTON TWP	\$91,026,730	\$81,878,512	\$21,382,648	\$73,162,575	\$72,093,084	2,877		3,535	\$23,198,586	\$48,894,498	\$55,928,582	\$76,740,357	\$91,026,730	\$48,894,498	\$3,403,495	\$2,386,811	\$1,243,778	\$83,160,820
LONG BRANCH CITY	\$77,691,649	\$42,188,021	\$45,519,652	\$85,951,631	\$95,682,831	877	271	1,408	\$51,681,518	\$44,001,313	\$51,022,360	\$101,718,539	\$77,691,649	\$43,604,578	\$3,885,487	\$985,339	\$2,150,221	\$50,625,625
JERSEY CITY	\$525,354,433	\$418,345,879	\$290,565,195	\$548,407,616	\$601,290,845	2,072	1	3,650	\$335,745,966	\$265,544,879	\$306,778,250	\$639,218,165	\$525,354,433	\$265,544,879	\$25,327,675	\$3,306,051	\$12,599,645	\$417,859,149
NEPTUNE TWP	\$66,675,441	\$32,710,089	\$40,793,800	\$64,376,181	\$67,414,051	943	232	1,361	\$45,045,336	\$22,368,715	\$28,090,270	\$71,661,260	\$66,675,441	\$22,368,715	\$2,941,644	\$1,474,346	\$1,305,565	\$32,632,790
HOBOKEN CITY	\$47,312,787	\$68,023,721	\$157,393,955	\$40,232,145	\$43,400,969	3		77	\$187,075,236	\$0	\$2,913,764	\$46,197,771	\$47,312,787	\$0	\$2,015,754	\$116,962	\$78,048	\$9,399,671
BRICK TWP	\$128,639,354	\$35,938,828	\$123,539,923	\$134,692,915	\$135,112,603	3,476	718	5,605	\$135,153,356	\$0	\$12,676,711	\$143,496,105	\$128,639,354	\$0	\$6,755,768	\$4,293,209	\$1,627,734	\$39,013,394
HOWELL TWP	\$100,021,610	\$33,100,120	\$56,417,550	\$83,874,889	\$83,452,944	2,785	88	3,467	\$62,967,187	\$20,485,757	\$28,879,427	\$88,719,591	\$100,021,610	\$20,485,757	\$4,619,587	\$3,127,023	\$647,060	\$34,688,036
JACKSON TWP	\$124,715,532	\$49,551,136	\$84,702,600	\$121,556,700	\$121,399,946	5,200	302	6,566	\$94,823,415	\$26,576,531	\$38,960,437	\$128,787,461	\$124,715,532	\$26,576,531	\$6,312,182	\$4,996,391	\$1,075,333	\$51,626,336
LAKEWOOD TWP	\$105,211,315	\$24,452,136	\$79,780,919	\$102,158,922	\$119,334,752	2,038	15,982	18,584	\$96,735,200	\$22,599,552	\$40,291,335	\$126,865,224	\$105,211,315	\$11,650,780	\$4,665,304	\$10,161,311	\$2,865,168	\$29,342,563
TOMS RIVER REGIONAL	\$195,634,672	\$68,023,721	\$180,112,210	\$224,361,323	\$225,424,120	5,133	561	6,701	\$201,605,057	\$23,819,063	\$42,758,340	\$239,318,687	\$195,634,672	\$23,819,063	\$11,446,566	\$5,044,710	\$2,448,001	\$71,972,480

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NJDOE FY2017 State Aid Data that appears on districts' February 16, 2016 aid notices																											
CONAME	DISTNAME	CONAME	DF	ENC_RES (Residential Enrollment)	ENC_PSH (Sent to Private Schools for the Handicapped)	ENC_LEP (Total Resident LEP)	ENC_LEPLOW (Total LEP Low Income)	ENC_LOW (Total Low Income)	ENC_LIRT (Concentration rate of current year)	ENP_RES (Projected Resident Enrollment)	ENP_SPEEN (Total Special Education)	ENP_SPEECH (Total Speech)	PBD_GFT (Prebudget Year General Fund Tax Levy)	WLT_EQVL (Equalized Valuation October 2015)	WLT_INCM (Income 2013)	TRN_EPBR (Transported Public Regular)	TRN_EPBP (Transported Public PreK)	TRN_EPRS (Transported Public Special without Special Needs)	TRN_ENPR (Transported Non-public Regular)	TRN_EAIR (Aid-in-lieu of Regular)	TRN_ESPD (Transported Special Ed)	TRN_EPB (Transported Public Total)	TRN_ENP (Transported Non-public Total)	TRN_EREG (Total Regular)	PBD_EQA (Equalization Aid)	PBD_TRN (Transportation Aid)	PBD_SPE (Special Education Categorical Aid)
CUMBERLAND	BRIDGETON CITY	CUMBERLAND	A	5,555	20	1,024	976	4,851	87.34%	5,724	544	67	\$3,637,144	\$468,646,623	\$234,935,210	450	55	80	0	60	154	505	0	645	\$70,303,534	\$605,810	\$2,692,474
CAMDEN	CAMDEN CITY	CAMDEN	A	13,308	134	1,255	924	12,400	81.00%	15,438	2,580	172	\$7,449,009	\$1,654,416,662	\$618,600,763	2,369	0	731	275	181	704	2,369	275	3,556	\$214,776,464	\$4,511,837	\$8,244,198
PASSAIC	PASSAIC CITY	PASSAIC	A	13,826	209	3,481	3,072	11,983	86.67%	14,107	2,160	278	\$16,818,577	\$3,466,878,079	\$964,820,432	574	0	187	0	0	457	574	0	761	\$192,253,769	\$1,952,300	\$7,822,139
PASSAIC	PATERSON CITY	PASSAIC	A	27,516	224	4,031	2,902	20,513	74.55%	27,828	3,976	165	\$38,955,956	\$6,282,040,302	\$1,894,741,735	2,368	0	654	135	421	953	2,368	135	3,578	\$369,020,610	\$3,126,191	\$15,680,979
MIDDLESEX	NEW BRUNSWICK CITY	MIDDLESEX	A	9,276	72	1,406	1,206	8,165	88.02%	9,588	1,530	78	\$27,862,800	\$3,141,149,648	\$626,723,759	1,078	37	283	96	64	169	1,115	96	1,558	\$113,001,439	\$1,087,379	\$5,027,788
OCEAN	LAKEWOOD TWP	OCEAN	A	6,100	299	1,693	1,482	5,307	86.99%	6,322	1,223	94	\$90,350,168	\$8,251,500,724	\$1,414,169,298	2,001	162	28	15,919	1,050	717	2,163	15,919	19,160	\$15,263,034	\$3,934,658	\$2,975,869
ESSEX	NEWARK CITY	ESSEX	A	49,419	281	3,965	3,147	39,956	80.85%	50,659	7,881	554	\$115,650,165	\$13,258,015,061	\$3,192,323,268	6,703	0	3,733	2,645	668	424	6,703	2,645	13,749	\$645,243,822	\$6,754,710	\$28,180,824
MERCER	TRENTON CITY	MERCER	A	14,147	197	1,725	1,525	12,608	89.12%	14,153	2,438	83	\$21,115,662	\$2,286,949,912	\$919,491,974	1,731	5	12	312	194	1,620	1,736	312	2,254	\$190,547,980	\$2,732,863	\$8,270,931
SALEM	SALEM CITY	SALEM	A	965	10	7	4	586	60.73%	955	192	7	\$2,392,321	\$149,496,220	\$58,580,015	76	2	10	0	0	48	78	0	88	\$13,079,730	\$159,661	\$538,956
HUDSON	UNION CITY	HUDSON	A	11,932	87	2,795	2,718	10,939	91.68%	12,272	1,343	60	\$15,418,637	\$3,390,631,698	\$985,947,700	13	1	192	0	0	123	14	0	206	\$164,712,713	\$475,331	\$6,724,377
ATLANTIC	PLEASANTVILLE CITY	ATLANTIC	A	3,575	17	427	412	3,352	93.76%	3,527	563	36	\$8,311,512	\$839,890,926	\$249,353,178	450	4	35	34	45	208	454	34	568	\$46,591,510	\$593,318	\$2,156,890
ESSEX	EAST ORANGE	ESSEX	A	9,857	134	268	219	7,720	78.32%	9,749	1,489	67	\$18,950,050	\$2,708,446,162	\$930,579,461	320	0	258	0	0	197	320	0	578	\$134,123,318	\$1,183,036	\$6,372,145
UNION	ELIZABETH CITY	UNION	A	24,311	181	4,117	3,775	20,825	85.66%	25,128	2,994	219	\$59,813,124	\$6,686,841,431	\$1,880,964,373	1,915	200	1,199	138	186	429	2,115	138	3,638	\$308,295,204	\$2,976,954	\$13,260,027
ESSEX	CITY OF ORANGE TWP	ESSEX	A	5,121	54	465	316	4,200	82.02%	5,257	803	62	\$11,692,295	\$1,437,706,711	\$503,216,824	68	0	27	0	0	368	68	0	95	\$60,692,109	\$545,602	\$2,860,412
MIDDLESEX	PERTH AMBOY CITY	MIDDLESEX	A	9,997	56	1,871	1,856	8,005	80.07%	10,130	1,071	72	\$21,762,553	\$2,988,454,368	\$782,259,912	235	7	224	0	0	303	242	0	466	\$136,227,020	\$1,724,246	\$5,893,084
MONMOUTH	ASBURY PARK CITY	MONMOUTH	A	2,294	65	198	197	2,256	98.34%	2,285	529	18	\$6,635,736	\$1,400,318,489	\$276,059,152	140	0	51	0	0	208	140	0	191	\$28,163,553	\$380,652	\$1,392,679
ESSEX	IRVINGTOWN TOWNSH	ESSEX	A	7,265	185	843	708	6,040	83.13%	7,330	938	19	\$17,459,529	\$2,073,816,189	\$822,316,233	218	1	131	13	0	220	219	13	363	\$81,433,567	\$1,175,305	\$4,330,651
MONMOUTH	KEANSBURG BORO	MONMOUTH	A	1,370	34	41	36	1,034	75.50%	1,331	314	8	\$4,868,294	\$529,389,379	\$157,474,782	31	2	29	0	0	70	33	0	62	\$16,973,265	\$244,350	\$901,656
WARREN	PHILLIPSBURG TOWN	WARREN	B	2,516	9	128	117	1,805	71.74%	2,528	501	41	\$10,728,711	\$764,810,657	\$253,140,019	113	0	105	0	0	0	113	0	218	\$25,057,290	\$188,706	\$1,371,130
HUDSON	HARRISON TOWN	HUDSON	B	2,067	43	176	161	1,671	80.84%	2,083	355	37	\$9,229,913	\$1,243,538,081	\$317,468,300	0	0	0	1	0	53	0	1	1	\$23,080,693	\$145,453	\$1,254,537
CAMDEN	GLOUCESTER CITY	CAMDEN	B	1,857	30	41	37	1,345	72.43%	1,883	373	61	\$4,210,000	\$587,546,700	\$195,108,900	43	0	39	0	0	74	43	0	82	\$18,865,262	\$232,091	\$995,008
CUMBERLAND	MILLVILLE CITY	CUMBERLAND	A	4,932	26	64	59	3,255	66.00%	4,921	1,020	195	\$11,319,609	\$1,607,632,682	\$557,072,833	1,348	270	434	77	85	167	1,618	77	2,214	\$49,446,977	\$1,606,355	\$2,687,332
UNION	PLAINFIELD CITY	UNION	B	9,181	63	2,572	2,365	7,794	84.90%	9,583	1,326	88	\$23,143,293	\$2,727,198,981	\$880,804,678	854	0	480	298	194	169	854	298	1,826	\$100,550,671	\$1,265,855	\$4,804,436
BERGEN	GARFIELD CITY	BERGEN	B	4,850	22	229	169	3,228	66.56%	4,938	873	50	\$25,989,445	\$2,143,761,502	\$573,489,510	211	0	114	23	0	119	211	23	348	\$50,705,135	\$715,197	\$2,849,228
HUDSON	WEST NEW YORK TOW	HUDSON	A	7,421	56	829	624	6,126	82.55%	7,644	1,072	90	\$14,860,598	\$2,468,399,203	\$961,103,704	0	0	136	3	0	245	0	3	139	\$85,160,953	\$502,011	\$4,162,377
CUMBERLAND	VINELAND CITY	CUMBERLAND	A	10,046	41	724	651	6,855	68.24%	10,143	1,642	218	\$22,166,068	\$4,176,171,096	\$1,261,254,757	4,048	308	1,238	455	158	437	4,356	455	6,207	\$89,507,454	\$4,314,688	\$5,190,051
BURLINGTON	BURLINGTON CITY	BURLINGTON	B	1,366	13	19	13	873	63.91%	1,341	287	20	\$10,899,878	\$648,488,833	\$182,025,655	102	0	34	0	0	35	102	0	136	\$13,867,857	\$205,655	\$858,702
BURLINGTON	PEMBERTON TWP	BURLINGTON	B	4,331	43	26	18	2,439	56.32%	4,317	700	65	\$11,995,956	\$1,453,885,421	\$470,014,609	2,684	316	571	0	75	177	3,000	0	3,646	\$43,589,256	\$2,389,766	\$2,533,142
MONMOUTH	LONG BRANCH CITY	MONMOUTH	B	4,998	44	618	573	4,131	82.65%	5,095	656	91	\$37,901,052	\$4,532,432,399	\$703,808,481	774	72	124	284	102	107	846	284	1,356	\$36,768,086	\$627,703	\$2,795,051
HUDSON	JERSEY CITY	HUDSON	B	30,575	129	2,783	2,143	23,186	75.83%	30,860	4,565	155	\$112,161,139	\$21,661,162,459	\$7,454,497,639	2,329	0	681	0	783	668	2,329	0	3,793	\$270,661,365	\$2,953,347	\$18,332,551
MONMOUTH	NEPTUNE TWP	MONMOUTH	CD	3,706	103	120	111	2,248	60.65%	3,663	658	56	\$36,035,649	\$3,657,059,936	\$723,333,137	804	101	173	235	37	274	905	235	1,350	\$25,407,093	\$1,363,716	\$2,404,326
HUDSON	HOBOKEN CITY	HUDSON	FG	2,546	20	24	10	1,216	47.76%	2,596	338	19	\$41,004,666	\$13,257,233,526	\$3,779,087,147	1	0	87	0	0	28	1	0	88	\$0	\$124,289	\$1,463,760
OCEAN	BRICK TWP	OCEAN	DE	8,875	87	182	148	2,685	30.26%	8,650	1,611	211	\$97,622,590	\$10,535,860,916	\$2,281,760,844	3,444	0	1,137	553	130	475	3,444	553	5,264	\$9,463,269	\$4,922,064	\$5,393,423
MONMOUTH	HOWELL TWP	MONMOUTH	FG	5,924	15	105	70	999	16.86%	5,800	953	279	\$68,864,597	\$4,403,535,662	\$1,243,178,928	3,266	0	496	95	130	472	3,266	95	3,987	\$27,465,312	\$619,299	\$3,740,074
OCEAN	JACKSON TWP	OCEAN	DE	8,663	51	81	58	1,916	22.12%	8,475	1,255	142	\$77,701,924	\$6,691,228,327	\$1,810,163,615	5,194	0	958	260	182	579	5,194	260	6,593	\$42,102,240	\$1,013,961	\$5,211,500
OCEAN	LAKEWOOD TWP	OCEAN		6,100	299	1,693	1,482	5,307	86.99%	6,322	1,223	94	\$90,350,168	\$8,251,500,724	\$1,414,169,298	2,001	162	28	15,919	1,050	717	2,163	15,919	19,160	\$15,263,034	\$3,934,658	\$2,975,869
OCEAN	TOMS RIVER REGION	OCEAN	DE	15,711	68	146	105	4,603	29.30%	15,422	2,225	197	\$137,569,026	\$15,822,921,869	\$3,314,103,414	5,111	0	824	566	136	551	5,111	566	6,637	\$39,889,745	\$4,586,531	\$9,141,043

DISTNAME	PBD_SEC (Security Aid)	PBD_TAID (Total prebudget year aid)	PBD_BUD (Total prebudget year actual spending)	PBD_CAPBASE (Base for growth limit)	ADQ_BUD (SFRA Adequacy Budget)	EQA_LSHR (SFRA Local Fair Share)	EQA_FEQA (SFRA Equalization Aid)	STA_TAID (SFRA Total State Aid)	STA_NEWBUD (SFRA Projected Spending Adequacy Budget + Special Education Categorical Aid + Security Aid)	STA_OLDBUD Actual Prebudget Year Spending Actual Tax Levy + Equalization Aid + Special Education + Categorical Aid + Security Aid + Adjustment Aid + Supplemental Enrollment Growth Aid + Under Adequacy Aid + PARCC Readiness Aid + Per Pupil Growth Aid	NET_EQA (Net Equalization Aid)	NET_TRN (Trans- portation Aid)	NET_SPE (Special Education Categorical Aid)	NET_SEC (Security Aid)	NET_ST1 (General Fund Aid)
BRIDGETON CITY	\$2,030,338	\$89,496,376	\$79,082,702	\$76,051,368	\$98,670,224	\$8,508,110	\$90,162,114	\$98,160,149	\$105,865,145	\$79,082,702	\$70,757,137	\$612,716	\$2,759,976	\$2,049,360	\$80,607,366
CAMDEN CITY	\$5,949,022	\$309,700,527	\$282,784,769	\$279,847,597	\$266,437,245	\$25,168,128	\$241,269,117	\$264,646,357	\$285,891,030	\$282,784,769	\$215,703,707	\$4,491,244	\$8,402,662	\$5,974,677	\$280,072,565
PASSAIC CITY	\$5,836,727	\$252,927,233	\$223,182,702	\$208,316,425	\$254,838,513	\$45,085,862	\$209,752,651	\$229,926,818	\$273,204,901	\$223,182,702	\$192,866,230	\$1,947,242	\$7,962,215	\$5,861,415	\$229,227,941
PATERSON CITY	\$11,460,079	\$448,616,540	\$435,663,784	\$399,834,019	\$482,759,854	\$85,078,750	\$397,681,104	\$437,089,054	\$517,479,342	\$435,663,784	\$370,023,727	\$3,180,870	\$15,948,443	\$11,457,860	\$401,435,340
NEW BRUNSWICK CIT	\$3,457,005	\$143,340,187	\$149,552,689	\$122,777,268	\$174,471,682	\$35,135,602	\$139,336,080	\$153,366,774	\$187,207,922	\$149,552,689	\$113,711,966	\$1,094,627	\$5,137,506	\$3,496,087	\$123,906,734
LAKEWOOD TWP	\$2,161,835	\$26,434,121	\$110,867,646	\$24,452,136	\$111,335,015	\$86,936,334	\$24,398,681	\$43,967,634	\$119,394,029	\$110,867,646	\$15,070,904	\$4,199,793	\$3,053,082	\$2,186,868	\$24,690,607
NEWARK CITY	\$19,309,359	\$803,060,136	\$824,166,974	\$715,271,519	\$918,443,668	\$160,932,202	\$757,511,466	\$832,366,677	\$985,320,952	\$824,166,974	\$649,173,190	\$6,797,523	\$28,732,094	\$19,436,638	\$742,025,051
TRENTON CITY	\$5,077,389	\$256,688,604	\$246,463,832	\$228,081,033	\$259,317,546	\$36,277,408	\$223,040,138	\$248,129,310	\$278,263,749	\$246,463,832	\$191,685,206	\$2,852,217	\$8,404,818	\$5,139,428	\$228,933,774
SALEM CITY	\$404,168	\$18,568,448	\$18,617,300	\$16,384,640	\$15,309,064	\$2,336,176	\$12,972,888	\$14,275,956	\$16,417,557	\$18,617,300	\$13,075,991	\$160,883	\$547,474	\$401,438	\$16,402,608
UNION CITY	\$5,226,396	\$205,356,206	\$192,761,985	\$177,818,679	\$234,994,286	\$45,072,192	\$189,922,094	\$207,388,537	\$251,980,787	\$192,761,985	\$165,595,041	\$475,492	\$6,865,654	\$5,261,717	\$179,005,701
PLEASANTVILLE CITY	\$1,332,096	\$72,263,704	\$72,555,793	\$64,837,599	\$62,858,521	\$11,283,145	\$51,575,376	\$57,129,470	\$67,465,138	\$72,555,793	\$46,765,945	\$605,714	\$2,182,722	\$1,345,381	\$64,881,006
EAST ORANGE	\$3,859,812	\$197,340,233	\$195,923,424	\$178,156,410	\$174,543,912	\$39,306,096	\$135,237,816	\$148,888,564	\$187,302,472	\$195,923,424	\$134,162,325	\$1,172,856	\$6,445,125	\$3,875,263	\$178,297,649
ELIZABETH CITY	\$9,919,445	\$409,867,894	\$392,261,060	\$335,424,890	\$463,084,946	\$87,423,419	\$375,661,527	\$412,306,355	\$496,635,632	\$392,261,060	\$310,310,148	\$2,981,056	\$13,554,525	\$9,987,940	\$366,581,177
CITY OF ORANGE TWP	\$1,838,577	\$83,685,374	\$77,448,582	\$66,301,889	\$95,814,158	\$21,078,053	\$74,736,105	\$82,892,611	\$102,780,810	\$77,448,582	\$61,067,087	\$568,151	\$2,919,794	\$1,858,563	\$74,020,695
PERTH AMBOY CITY	\$4,257,756	\$180,916,654	\$168,339,893	\$148,301,586	\$180,426,957	\$37,722,914	\$142,704,043	\$156,969,678	\$193,512,515	\$168,339,893	\$136,453,716	\$1,705,200	\$5,988,488	\$4,265,067	\$160,402,588
ASBURY PARK CITY	\$1,000,414	\$63,218,345	\$61,662,094	\$55,407,010	\$42,192,492	\$15,586,414	\$26,606,078	\$30,456,002	\$45,305,579	\$61,662,094	\$28,163,553	\$380,652	\$1,392,679	\$1,000,414	\$55,429,860
IRVINGTON TOWNSH	\$2,502,539	\$129,911,072	\$128,657,341	\$112,373,117	\$133,435,892	\$32,631,335	\$100,804,557	\$111,425,655	\$143,192,398	\$128,657,341	\$82,111,552	\$1,164,430	\$4,401,641	\$5,533,865	\$113,296,380
KEANSBURG BORO	\$535,157	\$30,134,819	\$31,948,717	\$27,324,773	\$23,016,690	\$7,118,907	\$15,897,783	\$17,830,048	\$24,695,431	\$31,948,717	\$16,973,265	\$244,350	\$901,656	\$535,157	\$27,347,969
PHILLIPSBURG TOWN	\$769,147	\$41,912,961	\$47,972,103	\$37,432,098	\$41,870,909	\$10,876,708	\$30,994,201	\$34,142,993	\$44,918,822	\$47,972,103	\$25,265,082	\$185,632	\$1,395,514	\$776,530	\$37,483,171
HARRISON TOWN	\$822,910	\$30,502,455	\$34,468,240	\$25,383,780	\$38,255,958	\$15,511,346	\$22,744,612	\$25,691,533	\$41,035,016	\$34,468,240	\$23,068,930	\$146,237	\$1,274,541	\$827,463	\$25,418,188
GLOUCESTER CITY	\$585,469	\$33,563,679	\$34,052,401	\$30,074,492	\$31,570,609	\$8,370,548	\$23,200,061	\$25,779,650	\$33,872,727	\$34,052,401	\$19,016,980	\$233,679	\$1,014,725	\$591,010	\$30,108,192
MILLVILLE CITY	\$1,554,350	\$77,082,058	\$77,673,067	\$67,959,813	\$79,028,408	\$23,439,529	\$55,588,879	\$62,938,892	\$84,759,953	\$77,673,067	\$49,661,944	\$1,606,779	\$2,732,287	\$1,561,540	\$68,009,023
PLAINFIELD CITY	\$3,169,418	\$140,806,366	\$132,265,945	\$110,388,507	\$177,483,421	\$38,280,017	\$139,203,404	\$153,398,511	\$190,245,999	\$132,265,945	\$101,170,886	\$1,271,689	\$4,925,637	\$3,215,823	\$124,006,649
GARFIELD CITY	\$1,540,806	\$64,896,821	\$81,182,874	\$55,908,626	\$83,892,088	\$27,345,349	\$56,546,739	\$63,172,772	\$89,973,128	\$81,182,874	\$50,909,591	\$709,240	\$2,896,716	\$1,552,503	\$56,248,834
WEST NEW YORK TOW	\$2,840,803	\$109,724,841	\$107,671,571	\$93,312,984	\$141,554,764	\$38,431,930	\$103,122,834	\$114,201,974	\$151,805,980	\$107,671,571	\$85,711,695	\$513,418	\$4,250,971	\$2,865,890	\$94,065,988
VINELAND CITY	\$3,028,970	\$155,448,830	\$154,537,990	\$136,686,610	\$164,519,049	\$56,597,154	\$107,921,895	\$124,259,619	\$176,432,092	\$154,537,990	\$90,151,959	\$4,318,538	\$5,294,946	\$3,053,366	\$136,799,340
BURLINGTON CITY	\$443,577	\$19,316,457	\$27,491,880	\$16,797,657	\$22,036,981	\$8,469,304	\$13,567,677	\$15,347,827	\$23,638,484	\$27,491,880	\$13,867,857	\$205,655	\$858,702	\$443,577	\$16,811,067
PEMBERTON TWP	\$1,224,610	\$89,974,033	\$91,484,702	\$81,878,512	\$69,155,372	\$20,417,749	\$48,737,623	\$56,226,654	\$74,165,889	\$91,484,702	\$43,769,449	\$2,392,872	\$2,570,519	\$1,231,080	\$82,044,632
LONG BRANCH CITY	\$1,823,590	\$52,663,165	\$79,461,370	\$42,188,021	\$90,646,029	\$46,067,710	\$44,578,319	\$52,150,752	\$97,225,474	\$79,461,370	\$36,988,065	\$640,488	\$2,847,549	\$1,839,720	\$42,540,363
JERSEY CITY	\$11,334,316	\$486,358,408	\$527,553,671	\$418,345,879	\$557,256,143	\$314,634,364	\$242,621,779	\$286,939,364	\$597,684,266	\$527,553,671	\$270,661,365	\$2,953,347	\$18,332,551	\$11,334,316	\$418,779,890
NEPTUNE TWP	\$1,222,886	\$38,832,257	\$67,382,022	\$32,710,089	\$60,884,637	\$40,760,293	\$20,124,344	\$26,006,691	\$65,256,254	\$67,382,022	\$25,407,093	\$1,363,716	\$2,404,326	\$1,222,886	\$32,746,719
HOBOKEN CITY	\$725,704	\$20,885,855	\$48,891,063	\$8,010,686	\$42,311,512	\$174,477,055	\$0	\$3,187,584	\$45,370,130	\$48,891,063	\$0	\$124,453	\$1,492,059	\$727,825	\$10,682,520
BRICK TWP	\$1,039,800	\$35,938,828	\$128,639,354	\$35,938,828	\$125,334,715	\$121,998,183	\$3,336,532	\$16,012,271	\$133,939,775	\$128,639,354	\$9,463,269	\$4,922,064	\$5,393,423	\$1,039,800	\$36,025,328
HOWELL TWP	\$517,479	\$33,100,120	\$101,345,418	\$33,100,120	\$79,059,527	\$57,675,363	\$21,384,164	\$30,331,974	\$84,578,334	\$101,345,418	\$27,465,312	\$619,299	\$3,740,074	\$517,479	\$33,158,120
JACKSON TWP	\$854,977	\$49,551,136	\$126,239,099	\$49,551,136	\$119,068,085	\$85,817,291	\$33,250,794	\$46,386,132	\$127,099,196	\$126,239,099	\$42,102,240	\$1,013,961	\$5,211,500	\$854,977	\$49,635,886
LAKEWOOD TWP	\$2,161,835	\$26,434,121	\$110,867,646	\$24,452,136	\$111,335,015	\$86,936,334	\$24,398,681	\$43,967,634	\$119,394,029	\$110,867,646	\$15,070,904	\$4,199,793	\$3,053,082	\$2,186,868	\$24,690,607
TOMS RIVER REGION	\$1,820,980	\$68,023,721	\$201,006,216	\$68,023,721	\$221,986,203	\$180,616,678	\$41,369,525	\$61,602,289	\$237,227,466	\$201,006,216	\$39,941,537	\$4,600,705	\$9,263,660	\$1,848,137	\$68,342,239

# Exhibit 20

Thought Experimentt

COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 EQUALIZATION AID

Page EQA

ADEQUACY BUDGET CALCULATION:  
 \*\*\*\*\* REGULAR EDUCATION \*\*\*\*\*

Projected Weighted Base Enrollment 35,414 (A)  
 Total Base Cost  
     - @ \$11042 per pupil  
     times GCA 0.96780 378,449,855 (B)  
  
 Projected Weighted At-Risk Only Enrollment 25,612 (C)  
 Total At-Risk Only Cost  
     - @ \$11042 per pupil  
     times GCA 0.96780 273,701,296 (D)  
  
 Projected Weighted LEP Only Enrollment 136 (E)  
 Total LEP Only Cost  
     - @ \$11042 per pupil  
     times GCA 0.96780 1,453,357 (F)  
  
 Projected Weighted combined LEP & Low Income Enrollment 840 (G)  
 Total Combined LEP & Low Income Cost  
     - @ \$11042 per pupil  
     times GCA 0.96780 8,976,616 (H)  
  
 \*\*\*\*\* SPECIAL EDUCATION \*\*\*\*\*  
 Special Education Enrollment  
     - FTE Resident Enrollment @ 14.92% 5,284 (I)  
 Total Special Education Cost  
     - @ \$17,085 per pupil  
     times GCA 0.96780  
     times Item (I) times 2/3 87,370,216 (J)  
  
 Speech Only Enrollment  
     - FTE Resident Enrollment @ 1.630% 99 (K)  
  
 Total Speech Only Cost  
     - @ \$1,162 per pupil  
     times GCA 0.96780  
     times Item (K) 111,334 (L)  
  
 ADEQUACY BUDGET -  
     Item (B) + (D) + (F) + (H) + (J) + (L) 750,062,674 (M)

LOCAL SHARE CALCULATION - REGULAR DISTRICT

Equalized Valuation (10/1/2016) 9,019,235,565 (N)  
 District Income (2014) 1,625,147,547 (O)  
 Equalized Val. x 0.014008725 / 2 63,173,991 (P-1)  
 District Income x 0.047823491 / 2 38,860,115 (P-2)  
 Local Fair Share : Item(P-1) + Item(P-2) 102,034,106 (P)  
  
 LOCAL SHARE - COUNTY VOCATIONAL SCHOOL DISTRICT  
 County Local Shares 1,060,932,104 (Q)  
 County Adequacy Budgets 1,022,098,899 (R)  
 Item(Q) / Item(R) 1.0380 (S)  
  
 Local Share  
 Item(S) x Item(M) - for Vocs Only 0 (T)

EQUALIZATION AID CALCULATION

Adequacy Budget (Item(M)) 750,062,674 (U)  
 Local Fair Share (Item (P) or (T)) 102,034,106 (V)  
 EQUALIZATION AID  
 (Item(U) less Item(V)) \$648,028,568 (W)

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
 DIVISION OF FINANCE  
 OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 CATEGORICAL AIDS

04/07/2017

4

COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

Page CAT

SPECIAL EDUCATION CATEGORICAL AID -

Special Education PROJECTED Enrollment  
 - FTE Resident Enrollment @ 14.920% 5,284 (A)

Total Special Education Categorical Aid  
 - @ \$17,085 per pupil  
 times GCA 0.96780  
 times Item (A) times 1/3 \$87,370,216(B)

SECURITY AID -

Projected FTE Resident enrollment 35,414 (C-1)  
 - @ \$77 per pupil times Item (C-1) 2,726,878 (C)

Low Income enrollment 25,612 (D-1)  
 Low Income Concentration Rate 0.72322 (D-2)  
 Per Pupil \$ : if Item (D-2) >=40%, \$453.00 \$453.00 (D-3)  
 Item (D-1) times Item (D-3) 8,390,969 (D)

Total Security Aid  
 [Item (C)+ (D)] times GCA 0.96780 \$11,117,847 (E)

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
 DIVISION OF FINANCE  
 OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 TRANSPORTATION AID

COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

REGULAR PUPILS ELIGIBLE FOR TRANSPORTATION

$$\begin{array}{r} \text{REGULAR + REG. SPECIAL + NONPUBLIC TRANS + AID IN LIEU OF = P1} \\ 2,336.0 + \quad 0.0 + \quad 8.0 + \quad 19,166.0 = \quad 21,510.0 \end{array}$$

$$\text{BA1} = ( \$443.51 \times (\text{P1}) ) + ( \$12.14 \times (\text{P1}) \times (\text{D1}) )$$

$$\text{BA1} = ( \$443.51 \times 21,510.0 ) + ( \$12.14 \times 21,510.0 \times 3.6 )$$

$$\text{BA1} = ( \$9,539,900 ) + ( \$940,073 )$$

$$\text{BA1} = \$10,479,973$$

REGULAR PUPILS AVERAGE DISTANCE

$$\text{D1} = 3.6$$

SPECIAL EDUCATION PUPILS ELIGIBLE FOR TRANSPORTATION

$$\text{P2} = 730.0$$

$$\text{BA2} = ( \$3,091.40 \times (\text{P2}) ) + ( \$5.90 \times (\text{P2}) \times (\text{D2}) )$$

$$\text{BA2} = ( \$3,091.40 \times 730.0 ) + ( \$5.90 \times 730.0 \times 3.7 )$$

$$\text{BA2} = ( \$2,256,722 ) + ( \$15,936 )$$

$$\text{BA2} = \$2,272,658$$

SPECIAL EDUCATION PUPILS AVERAGE DISTANCE

$$\text{D2} = 3.7$$

BA1 PLUS BA2 EQUALS TRANSPORTATION AID

$$( \$10,479,973 + \$2,272,658 ) \times 1.000000 = \$12,752,631 \quad (\text{A}) \text{ TRANSPORTATION AID}$$

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
 DIVISION OF FINANCE  
 OFFICE OF SCHOOL FACILITIES AND FINANCE  
 \*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
 PRESCHOOL EDUCATION AID

04/07/2017

7

COUNTY: 29-OCEAN  
 DISTRICT: 2520-LAKEWOOD TWP  
 BUDGET: K-12

Page PEA

PRESCHOOL EDUCATION AID - ELLI 0 (A)

PRESCHOOL EDUCATION AID - ECPA

FY2017-18 Project Resident Preschool Enrollment (FTE):	
FY2016-17 Resident Preschool Enrollment (FTE)	84 (B)
Item (B) indexed by Enrollment Growth 1.028919	86 (C)
Prebudget Year Per Pupil Amount [FY2016-17 State Aid PEA Item (E)]	12,787 (D)
FY2017-18 Per Pupil Amount [Item (D) indexed by CPI (1.0030)]	12,825 (E)
MAX(Item (C) times Item (E), FY16 PEA Item (F))	1,981,985 (F)

PRESCHOOL EDUCATION AID - Total

Item (A) + Item (F)	\$1,981,985 (G)
---------------------	-----------------

COUNTY: 29-OCEAN  
DISTRICT: 2520-LAKEWOOD TWP  
BUDGET: K-12

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION  
DIVISION OF FINANCE  
OFFICE OF SCHOOL FACILITIES AND FINANCE  
\*\*\*EST. 2017-18 STATE SCHOOL AID (FULL SFRA FUNDING)\*\*\*  
TOTAL STATE AID SUMMARY

04/07/2017

8

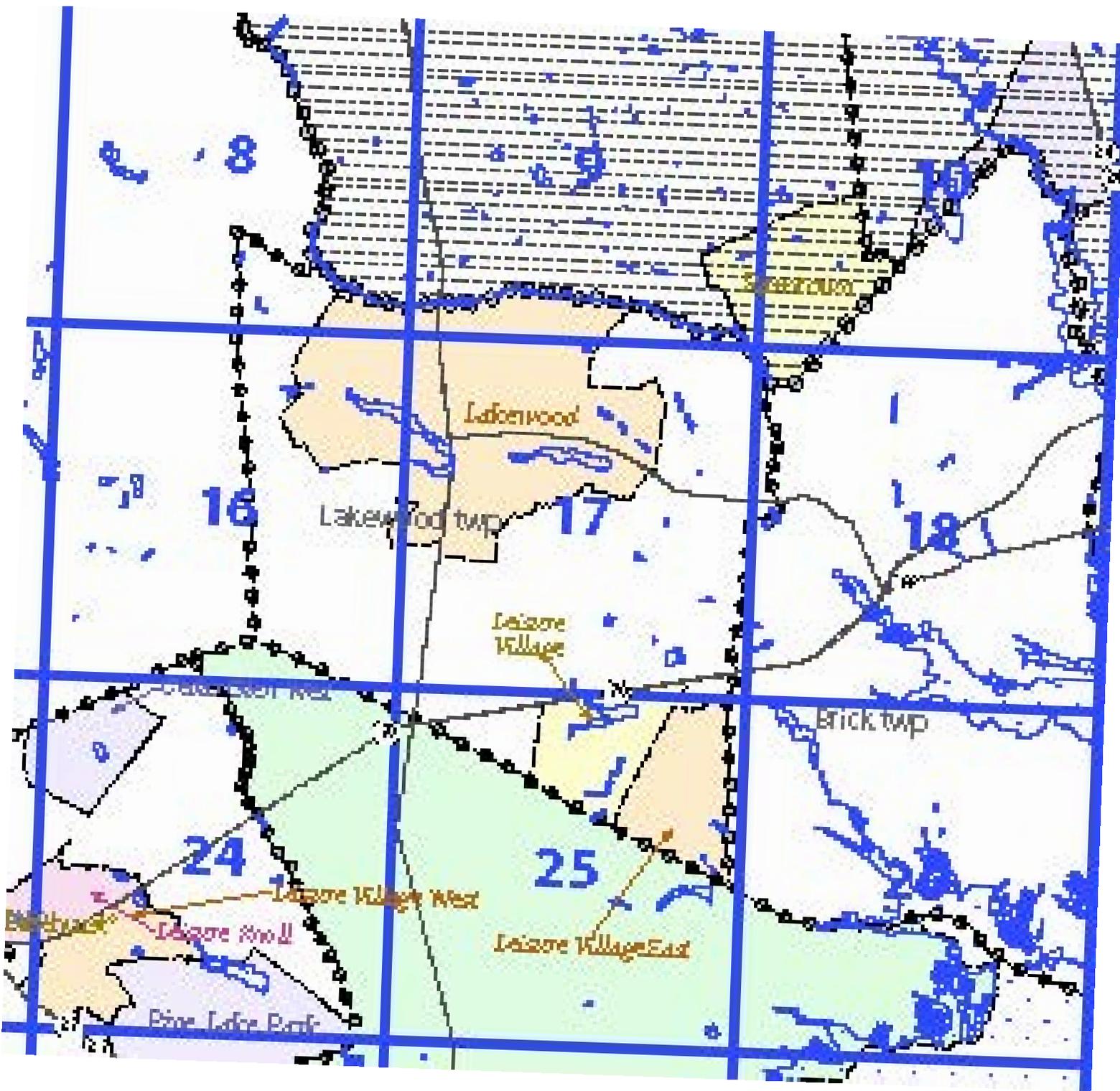
Page TOT

GENERAL FUND AID:		SPECIAL REVENUE FUND AID:	
Equalization Aid	648,028,568(A-1)	Preschool Education Aid	1,981,985 (B-1)
Educational Adequacy Aid	0 (A-2)	SUBTOTAL	\$1,981,985 (B)
School Choice Aid	0 (A-3)		
Transportation Aid	12,752,631 (A-4)	DEBT SERVICE FUND AID:	
Special Education Categorical Aid	87,370,216 (A-5)	Debt Service Aid, Type 2	651,615 (C)
Security Aid	11,117,847 (A-6)	ADDITIONAL AID PAYABLE ON BEHALF OF DISTRICT:	
Adjustment Aid	0	Debt Service Aid, Type 1	0 (D)
SUBTOTAL	(A-7)		
	\$759,269,262 (A)	GRAND TOTAL AID PAYABLE TO AND ON BEHALF OF DISTRICT:	
		Total Aid	\$761,902,862 (E)

# Exhibit 21

(P:19)





# Exhibit 22

(P:8)



## Related Links

[Return to Dataset Home Page](#)

[Return to Selection Page](#)

[Default Query Result](#)

[Graph It!](#)

[Output to Excel](#)

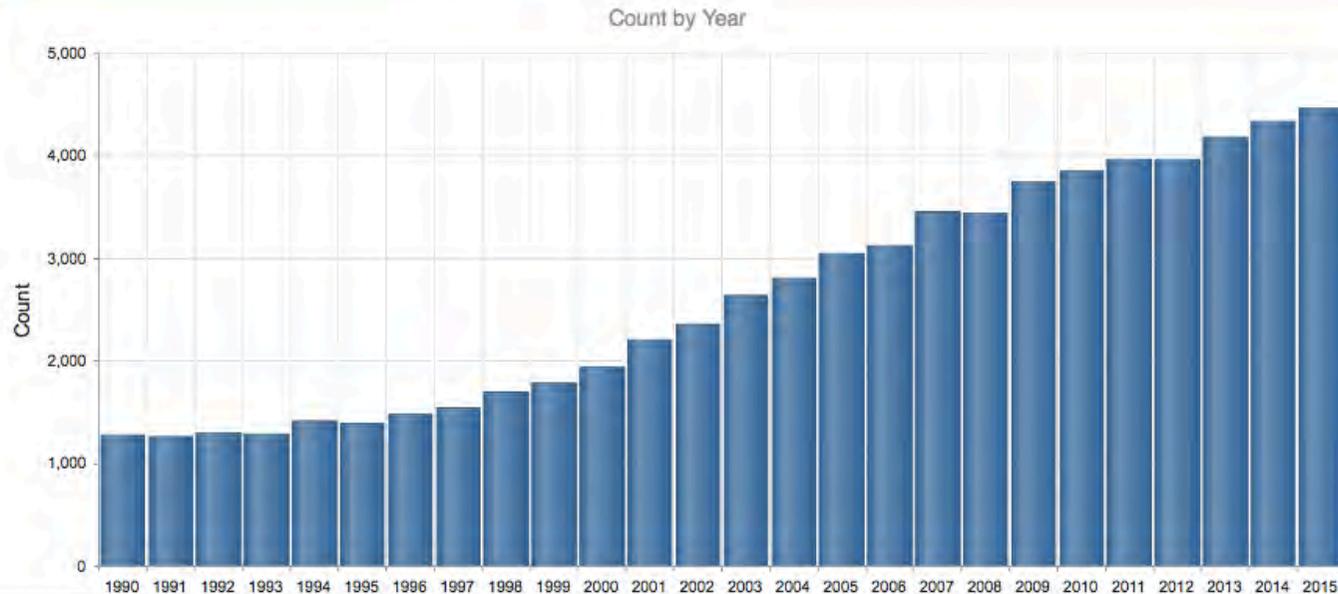
[XML View](#)

## Query Results for New Jersey Birth Data: 1990-2015 - Count

### Query Criteria

Mother's Municipality Filter: Lakewood Township  
Data Grouped By: Year, Mother's Municipality

### Chart



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## Query Results for New Jersey Birth Data: 1990-2015 - Count

## Query Criteria

Mother's Municipality Filter: Lakewood Township  
Data Grouped By: Year, Mother's Municipality

## Chart

## Data Table

Year	Count
1990	1,275
1991	1,260
1992	1,298
1993	1,286
1994	1,411
1995	1,391
1996	1,477
1997	1,539
1998	1,702
1999	1,784
2000	1,944
2001	2,201
2002	2,365
2003	2,646
2004	2,806
2005	3,049
2006	3,129
2007	3,461
2008	3,448
2009	3,746
2010	3,849
2011	3,966
2012	3,971
2013	4,178
2014	4,337
2015	4,464

# SHAD New Jersey State Health Assessment Data

New Jersey's Public Health Data Resource

Path: [NJSHAD](#) » [query](#) » [selection](#) » [definition](#)

[Home](#) » 
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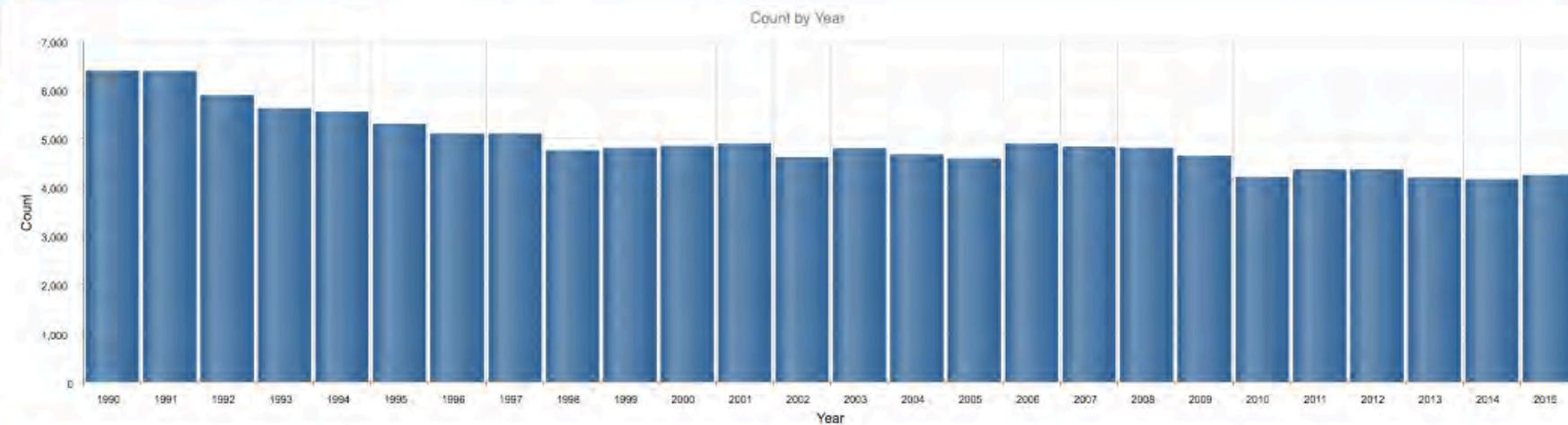
[XML View](#)

## Query Results for New Jersey Birth Data: 1990-2015 - Count

### Query Criteria

Mother's Municipality Filter: Newark City  
 Data Grouped By: Year, Mother's Municipality

### Chart



[Data Table](#)

[Data Notes](#)

[Data Sources](#)

[Data Issues](#)

[Query Date Time Stamp](#)

These data were queried on: Tue, 9 May 2017 21:09:07 EDT  
 The dataset was last updated on: Fri, 31 Mar 2017 13:38:20 EDT

## Related Links

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## Query Results for New Jersey Birth Data: 1990-2015 - Count

## Query Criteria

Mother's Municipality Filter: Newark City  
Data Grouped By: Year, Mother's Municipality

## Chart

## Data Table

Year	Count
1990	6,398
1991	6,383
1992	5,885
1993	5,622
1994	5,549
1995	5,301
1996	5,086
1997	5,102
1998	4,748
1999	4,806
2000	4,847
2001	4,890
2002	4,606
2003	4,780
2004	4,655
2005	4,580
2006	4,695
2007	4,832
2008	4,811
2009	4,648
2010	4,202
2011	4,353
2012	4,358
2013	4,193
2014	4,153
2015	4,245

# Exhibit 23

(P:39)

**Community Facts** - Find popular facts (population, income, etc.) and frequently requested data about your community.

Enter a state, county, city, town, or zip code:  [GO](#)

- [Population](#)
- [Age](#)
- [Business and Industry](#)
- [Education](#)
- [Governments](#)
- [Housing](#)
- [Income](#)
- [Origins and Language](#)
- [Poverty](#)
- [Race and Hispanic Origin](#)
- [Veterans](#)
- [Show All](#)

## New Jersey

Median Age

[Bookmark/Save](#) | [Print](#)

**39.5**

Source: 2012-2016 American Community Survey 5-Year Estimates

### Popular tables for this geography:

#### 2016 American Community Survey

- [Age and Sex](#)
- [Children's Characteristics \(Age, Race, School Enrollment, Poverty, ...\)](#)
- [Population 65 Years and Over \(Sex, Race, Poverty, Veteran, Disability, Relationships, ...\)](#)
- [Characteristics of Teenagers \(School Enrollment, Labor Force, ...\)](#)
- [Compare Counties for Median Age](#)
- [Compare Cities and Towns for Median Age](#)

#### 2010 Census

- [Age Groups and Sex](#)
- [Single Years of Age and Sex](#)
- [Compare Counties for Age Groups and Sex](#)
- [Compare Cities and Towns for Age Groups and Sex](#)

#### Census 2000

- [General Population and Housing Characteristics \(Population, Age, Sex, Race, Households and Housing, ...\)](#)

#### 2016 Population Estimates Program

- [Annual Population Estimates for Selected Age Groups by Sex](#)

• [Want more?](#) Need help? Use [Guided Search](#) or visit [Census.gov's Quick Facts](#).

**Community Facts** - Find popular facts (population, income, etc.) and frequently requested data about your community.

Enter a state, county, city, town, or zip code:  [GO](#)

- [Population](#)
- [Age](#)
- [Business and Industry](#)
- [Education](#)
- [Governments](#)
- [Housing](#)
- [Income](#)
- [Origins and Language](#)
- [Poverty](#)
- [Race and Hispanic Origin](#)
- [Veterans](#)
- [Show All](#)

## Lakewood township, Ocean County, New Jersey

Median Age

[Bookmark/Save](#) | [Print](#)

**21.3**

Source: 2012-2016 American Community Survey 5-Year Estimates

### Popular tables for this geography:

#### 2016 American Community Survey

[Age and Sex](#)

[Children's Characteristics \(Age, Race, School Enrollment, Poverty, ...\)](#)

[Population 65 Years and Over \(Sex, Race, Poverty, Veteran, Disability, Relationships, ...\)](#)

[Characteristics of Teenagers \(School Enrollment, Labor Force, ...\)](#)

#### 2010 Census

[Age Groups and Sex](#)

[Single Years of Age and Sex](#)

#### Census 2000

[General Population and Housing Characteristics \(Population, Age, Sex, Race, Households and Housing, ...\)](#)

#### 2016 Population Estimates Program

[Annual Population Estimates for Selected Age Groups by Sex](#)

- [Want more?](#) Need help? Use [Guided Search](#) or visit Census.gov's [Quick Facts](#).

# Exhibit 24

(P:13-1, P:13-3, P:14 and P:14-1)

**Applicant:** 29 2520 LAKEWOOD TOWNSHIP - Ocean

**Application Sections** Basic

**Application:** IDEA Consolidated - 00-  
**Cycle:** Amendment 1

**Project Period:** 7/1/2015 - 6/30/2016

[Printer-Friendly](#)

[Click to Return to District Select](#)  
[Click to Return to GMS Access/Select Page](#)  
[Click to Return to Menu List / Sign Out](#)

Allocation	Consortium	Budget Detail	Budget Summary
------------	------------	---------------	----------------

The application has been approved. No more updates will be saved for the application.

### Basic Entitlement Allocation (Ages 3-21)

[Instructions](#)

**IDEA Part B Sec. 611 - It is estimated that the project/program is funded 100% with federal funds. These funds are coded under CFDA Number 84.027A**

Allocation Calculation				
				Base Amount
				844432
Population				
Public Enrollment	Nonpublic Enrollment	Total Population	Population Rate Per Pupil	Increase for Population Amount
5822	24996	30818	136.8168515127690085	4216422
Poverty				
Public Free/Reduced Lunches	Nonpublic Free/Reduced Lunches	Total Free/Reduced Lunch Count	Poverty Rate Per Pupil	Increase for Poverty Amount
5232	17377	22609	68.49680983504512916	1548644
Total				
<b>Current Year Funds</b>				
Basic Allocation (Ages 3-21)				6609498
ReAllocated Curr Year (+)				0
Release (-)				0
Total Current Year Funds				6609498
<b>Prior Year(s) Funds</b>				
Carryover (+)				122856
ReAllocated Prior Year (+)				0
Total Prior Year(s) Funds				122856
<b>Cooperative/Consortia</b>				
Transfer In/Out				0
<b>Adjusted Total</b>				6732354

Nonpublic Proportionate Share Calculation			
Total Students with Disabilities (Ages 3-21)	Total Nonpublic Students with Disabilities (Ages 3-21)	Basic Allocation (Ages 3-21)	Nonpublic Proportionate Share
4730	3577	6609498	4998346
<b>Prior Year(s) Funds</b>			
Carryover (+)			122856
<b>Cooperative/Consortia</b>			

**Applicant:** 29 2520 LAKEWOOD TOWNSHIP -  
Ocean

**Application Sections**

NCLB Title I Part A

**Application:** NCLB Consolidated - 00-  
**Cycle:** Original Application

**Project Period:** 7/1/2015 -  
6/30/2016

[Printer-Friendly](#)

[Click to Return to District Select](#)

[Click to Return to GMS Access/Select Page](#)

[Click to Return to Menu List / Sign Out](#)

Overview	Allocations	Eligibility	Program Specific	Budget	District Comments	Page Review Status
Budget Summary	100 Instruction	200 Support Services		400 Equipment	520 Schoolwide	Admin Costs

**Budget Summary**

[Instructions](#)

**The application has been approved. No more updates will be saved for the application.**

Function / Object	Expenditure Category	Public Amount	Nonpublic Amount	Total Amount
<b>100</b>	<b>Instruction</b>			
100-100	Salaries	\$1,039,227	\$0	\$1,039,227
100-300	Purchased Services	\$113,125	\$0	\$113,125
100-500	Other Purchased Services	\$0	\$0	\$0
100-600	Instructional Supplies	\$485,165	\$0	\$485,165
100-800	Other Objects	\$2,047,541	\$0	\$2,047,541
<b>200</b>	<b>Support Services</b>			
200-100	Salaries	\$867,510	\$0	\$867,510
200-200	Benefits	\$187,639	\$0	\$187,639
200-300	Prof and Tech Services	\$1,134,743	\$7,922,338	\$9,057,081
200-400	Purchased Property Services	\$0	\$0	\$0
200-500	Other Purchased Services	\$105,000	\$0	\$105,000
200-600	Supplies and Materials	\$85,557	\$0	\$85,557
200-800	Other Objects	\$0	\$0	\$0
200-860	Indirect Cost Approved Rate 2.69100% Derived Rate 2.3821%	\$373,556	\$0	\$373,556
<b>400</b>	<b>Fac. Acq. and Construction Ser.</b>			
400-720	Building	\$0	\$0	\$0
400-731	Instructional Equipment	\$0	\$0	\$0
400-732	Non Instructional Equipment	\$0	\$0	\$0
<b>520</b>	<b>Schoolwide</b>			
520-930	Schoolwide Blended	\$1,693,768	\$0	\$1,693,768
	<b>Program Administration</b>			
	Program Admin			\$451,792
<b>Total Budgeted</b>		\$8,132,831	\$7,922,338	\$16,506,961
<b>Total Available</b>				\$16,506,961
<b>Amount Remaining</b>				\$0

**Applicant:** 29 2520 LAKEWOOD TOWNSHIP - Ocean

**Application Sections** Basic

**Application:** IDEA Consolidated - 00-  
**Cycle:** Amendment 1

**Project Period:** 7/1/2016 - 6/30/2017

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Allocation	Consortium	Budget Detail	Budget Summary
------------	------------	---------------	----------------

The application has been approved. No more updates will be saved for the application.

### Basic Entitlement Allocation (Ages 3-21)

[Instructions](#)

**IDEA Part B Sec. 611 - It is estimated that the project/program is funded 100% with federal funds. These funds are coded under CFDA Number 84.027A**

Allocation Calculation				
				Base Amount
				844432
Population				
Public Enrollment	Nonpublic Enrollment	Total Population	Population Rate Per Pupil	Increase for Population Amount
6032	27425	33457	129.6089900269104693	4336328
Poverty				
Public Free/Reduced Lunches	Nonpublic Free/Reduced Lunches	Total Free/Reduced Lunch Count	Poverty Rate Per Pupil	Increase for Poverty Amount
5121	19180	24301	63.81353901836804970	1550733
Total				
<b>Current Year Funds</b>				
Basic Allocation (Ages 3-21)				6731493
ReAllocated Curr Year (+)				0
Release (-)				0
Total Current Year Funds				6731493
<b>Prior Year(s) Funds</b>				
Carryover (+)				59130
ReAllocated Prior Year (+)				0
Total Prior Year(s) Funds				59130
<b>Cooperative/Consortia</b>				
Transfer In/Out				0
<b>Adjusted Total</b>				6790623

Nonpublic Proportionate Share Calculation			
Total Students with Disabilities (Ages 3-21)	Total Nonpublic Students with Disabilities (Ages 3-21)	Basic Allocation (Ages 3-21)	Nonpublic Proportionate Share
4384	3088	6731493	4741526
<b>Prior Year(s) Funds</b>			
Carryover (+)			59130
<b>Cooperative/Consortia</b>			

**Applicant:** 29 2520 LAKEWOOD TOWNSHIP -  
Ocean

**Application Sections**

NCLB Title I Part A

**Application:** NCLB Consolidated - 00-  
**Cycle:** Amendment 1

**Project Period:** 7/1/2016 -  
6/30/2017

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Overview	Allocations	Eligibility	Program Specific	Budget	District Comments	Page Review Status
Budget Summary	100 Instruction	200 Support Services	400 Equipment	520 Schoolwide	Indirect Costs/Admin Costs	

**Budget Summary**

[Instructions](#)

**The application has been approved. No more updates will be saved for the application.**

Function / Object	Expenditure Category	Public Amount	Nonpublic Amount	Total Amount
<b>100</b>	<b>Instruction</b>			
100-100	Salaries	\$1,302,486	\$0	\$1,302,486
100-300	Purchased Services	\$165,425	\$8,901,585	\$9,067,010
100-500	Other Purchased Services	\$0	\$0	\$0
100-600	Instructional Supplies	\$1,167,197	\$0	\$1,167,197
100-800	Other Objects	\$0	\$0	\$0
<b>200</b>	<b>Support Services</b>			
200-100	Salaries	\$956,836	\$0	\$956,836
200-200	Benefits	\$1,091,189	\$0	\$1,091,189
200-300	Prof and Tech Services	\$2,082,351	\$896,932	\$2,979,283
200-400	Purchased Property Services	\$0	\$0	\$0
200-500	Other Purchased Services	\$372,333	\$0	\$372,333
200-600	Supplies and Materials	\$122,500	\$0	\$122,500
200-800	Other Objects	\$0	\$0	\$0
200-860	Indirect Cost Approved Rate 2.65700% Derived Rate 2.4884%	\$490,375	\$0	\$490,375
<b>400</b>	<b>Fac. Acq. and Construction Ser.</b>			
400-720	Building	\$0	\$0	\$0
400-731	Instructional Equipment	\$73,400	\$0	\$73,400
400-732	Non Instructional Equipment	\$0	\$0	\$0
<b>520</b>	<b>Schoolwide</b>			
520-930	Schoolwide Blended	\$2,647,899	\$0	\$2,647,899
	<b>Program Administration</b>			
	Program Admin			\$289,778
<b>Total Budgeted</b>		\$10,471,991	\$9,798,517	\$20,560,286
<b>Total Available</b>				\$20,560,286
<b>Amount Remaining</b>				\$0

**Applicant:** 29 2520 LAKEWOOD TOWNSHIP - Ocean

**Application Sections** Basic

**Application:** IDEA Consolidated - 00-  
**Cycle:** Original Application

**Project Period:** 7/1/2017 - 6/30/2018

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Allocation	Consortium	Budget Detail	Budget Summary
------------	------------	------------------	-------------------

The application has been approved. No more updates will be saved for the application.

**Basic Entitlement Allocation (Ages 3-21)**

[Instructions](#)

**IDEA Part B Sec. 611 - It is estimated that the project/program is funded 100% with federal funds. These funds are coded under CFDA Number 84.027A**

<b>Allocation Calculation</b>				
				Base Amount
				844432
<b>Population</b>				
Public Enrollment	Nonpublic Enrollment	Total Population	Population Rate Per Pupil	Increase for Population Amount
6193	29221	35414	126.8788538462499011	4493288
<b>Poverty</b>				
Public Free/Reduced Lunches	Nonpublic Free/Reduced Lunches	Total Free/Reduced Lunch Count	Poverty Rate Per Pupil	Increase for Poverty Amount
4450	21162	25612	63.04540483718431047	1614750
<b>Total</b>				
<b>Current Year Funds</b>				
Basic Allocation (Ages 3-21)				6952470
ReAllocated Curr Year (+)				0
Release (-)				0
Total Current Year Funds				6952470
<b>Prior Year(s) Funds</b>				
Carryover (+)				0
Overpayment (+)				0
ReAllocated Prior Year (+)				0
Total Prior Year(s) Funds				
<b>Cooperative/Consortia</b>				
Transfer In/Out				0
<b>Adjusted Total</b>				6952470

<b>Nonpublic Proportionate Share Calculation</b>			
Total Students with Disabilities (Ages 3-21)	Total Nonpublic Students with Disabilities (Ages 3-21)	Basic Allocation (Ages 3-21)	Nonpublic Proportionate Share
7186	5840	6952470	5650212
<b>Prior Year(s) Funds</b>			

Applicant: 29 2520 LAKEWOOD TOWNSHIP - Ocean

Application Sections Title I-AApplication: ESEA Consolidated - 00-  
Cycle: Original Application

Project Period: 7/1/2017 - 6/30/2018

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Overview	Allocations	Eligibility	Program Specific	Budget	District Comments
Budget Summary	100 Instruction	200 Support Services	400 Equipment	520 Schoolwide	Indirect Costs/Admin Costs

**Budget Summary**[Instructions](#)**The application has been approved. No more updates will be saved for the application.**

Function / Object	Expenditure Category	Public Amount	Nonpublic Amount	Total Amount
<b>100</b>	<b>Instruction</b>			
100-100	Salaries	\$332,400	\$0	\$332,400
100-300	Purchased Services	\$53,725	\$12,259,195	\$12,312,920
100-500	Other Purchased Services	\$0	\$0	\$0
100-600	Instructional Supplies	\$43,245	\$0	\$43,245
100-800	Other Objects	\$0	\$0	\$0
<b>200</b>	<b>Support Services</b>			
200-100	Salaries	\$192,520	\$0	\$192,520
200-200	Benefits	\$817,884	\$0	\$817,884
200-300	Prof and Tech Services	\$118,912	\$826,463	\$945,375
200-400	Purchased Property Services	\$0	\$0	\$0
200-500	Other Purchased Services	\$135,318	\$0	\$135,318
200-600	Supplies and Materials	\$16,501	\$0	\$16,501
200-800	Other Objects	\$15,000	\$688,719	\$703,719
200-860	Indirect Cost Approved Rate 2.06200% Derived Rate 1.1271%	\$197,549	\$0	\$197,549
<b>400</b>	<b>Fac. Acq. and Construction Ser.</b>			
400-720	Building	\$0	\$0	\$0
400-731	Instructional Equipment	\$0	\$0	\$0
400-732	Non Instructional Equipment	\$0	\$0	\$0
<b>520</b>	<b>Schoolwide</b>			
520-930	Schoolwide Blended	\$2,027,929	\$0	\$2,027,929
	<b>Program Administration</b>			
	Program Admin			\$0
<b>Total Budgeted</b>		\$3,950,983	\$13,774,377	\$17,725,360
<b>Total Available</b>				\$17,725,360
<b>Amount Remaining</b>				\$0

Reserves	Public Targeted Budget	Public Actual Budgeted	Public Difference	Nonpublic Targeted Budget	Nonpublic Actual Budgeted	Nonpublic Difference
Parent & Family Engagement	157,580	157,580	0	137,744	137,744	0
Homeless Students	0	0	0	0	0	0
Neglected	0	0	0	0	0	0

# Exhibit 25

(P:37)

## Budget Summary

Budget Category	Sub Category	Function and Object Code	State/Local Budget for School	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	Total
Total Cost			\$0	\$183,026	\$0	\$0	\$0	\$183,026

## Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School Allocation)	Total
Included in SMART Goal Pages	\$183,026	\$0	\$183,026
Other Title 1 Expenditures	\$0	\$0	\$0
<b>Total</b>	\$183,026	\$0	<b>\$183,026</b>

[Return to Details \(newdetails?id=604&year=2017-2018\)](#)

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Plan Id	School	District	Region	County	CDS	Class	Rationale	Create Date
604	Lakewood High	Lakewood Twp	3	Ocean	292520050	Priority	Lowest- Performing	04-NOV-15

Budget Summary

17/18

Budget Category	Sub Category	Function and Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Interventions Reserve)	Federal Title 1 (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	Total
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$65,280	\$0	\$0	\$0	\$65,280
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$17,250	\$0	\$0	\$0	\$17,250
INSTRUCTION	Other Purchased Services	100-500	\$0	\$7,000	\$0	\$0	\$0	\$7,000
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	<b>Sub-total</b>		\$0	\$89,530	\$0	\$0	\$0	\$89,530
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$82,972	\$0	\$0	\$0	\$82,972
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$10,524	\$0	\$0	\$0	\$10,524
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	<b>Sub-total</b>		\$0	\$93,496	\$0	\$0	\$0	\$93,496
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	<b>Sub-total</b>		\$0	\$0	\$0	\$0	\$0	\$0

10/17



Plan Id	School	District	Region	County	CDS	Class	Rationale	Create Date
604	Lakewood High	Lakewood Twp	3	Ocean	292520050	Priority	Lowest- Performing	04-NOV-15

Budget Summary

Budget Category	Sub Category	Function and Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Interventions Reserve)	Federal Title 1 (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	Total
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$185,760	\$0	\$0	\$0	\$185,760
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$112,663	\$0	\$0	\$0	\$112,663
INSTRUCTION	Other Purchased Services	100-500	\$0	\$42,280	\$0	\$0	\$0	\$42,280
INSTRUCTION	Supplies & Materials	100-600	\$0	\$63,000	\$0	\$0	\$0	\$63,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	<b>Sub-total</b>		\$0	\$403,703	\$0	\$0	\$0	\$403,703
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$48,746	\$535,829	\$0	\$0	\$0	\$584,575
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$44,165	\$96,532	\$0	\$0	\$0	\$140,697
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$100,270	\$0	\$0	\$0	\$100,270
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$261,543	\$0	\$0	\$0	\$261,543
SUPPORT SERVICES	Travel	200-580	\$0	\$3,400	\$0	\$0	\$0	\$3,400
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$6,000	\$0	\$0	\$0	\$6,000
SUPPORT SERVICES	Other Objects	200-800	\$0	\$27,000	\$0	\$0	\$0	\$27,000
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	<b>Sub-total</b>		\$92,911	\$1,030,574	\$0	\$0	\$0	\$1,123,485
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	<b>Sub-total</b>		\$0	\$0	\$0	\$0	\$0	\$0

## Budget Summary

Budget Category	Sub Category	Function and Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Interventions Reserve)	Federal Title 1 (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	Total
Total Cost			\$92,911	\$1,434,277	\$0	\$0	\$0	\$1,527,188

## Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School Allocation)	Total
Included in SMART Goal Pages	\$1,434,277	\$0	\$1,434,277
Other Title 1 Expenditures	\$1	\$129,375	\$129,376
<b>Total</b>	\$1,434,278	\$129,375	<b>\$1,563,653</b>

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# Exhibit 26

OPRA



OPEN PUBLIC RECORDS ACT REQUEST FORM

200 Ramsey Avenue

Lakewood, NJ 08701-2895

Tel: 732-364-2400; FAX: 732-905-3687

Thomas A. D'Ambola, Business Administrator



Important Notice

The last page of this form contains important information related to your rights concerning government records. Please read it carefully.

Requestor Information - Please Print

Form fields for Requestor Information: First Name, Last Name, E-mail Address, Mailing Address, City, State, Zip, Telephone, Preferred Delivery, Signature, Date.

Payment Information

Form fields for Payment Information: Maximum Authorization Cost, Select Payment Method, Fees, Delivery, Extras.

Record Request Information: Please be as specific as possible in describing the records being requested. Also, please note that your preferred method of delivery will only be accommodated if the custodian has the technological means and the integrity of the records will not be jeopardized by such method of delivery.

Which of the following programs and or material are funding through the general operating budget? Please indicate if the source of funding is federal. 1) The alternate high school and alternate middle school program. 2) EEL response intervention, Ready Reading Program 3) District wide phonics program 4) career academies 5) Robotis, podics 6) horticulture and journaliste institute in the middle school 7) 3D prints, Apple TV Mac Aid Carts (Ms. Winters did say Title I) 8) Remedial Intervention, middle school homework club 9) Media center 10) computer skills class in elementary schools 11) Library skills classes

AGENCY USE ONLY

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AGENCY USE ONLY

Agency Use Only - Cost Estimation: Est. Document Cost, Est. Delivery Cost, Est. Extras Cost, Total Est. Cost, Deposit Amount, Estimated Balance, Deposit Date.

Agency Use Only - Disposition Notes: Custodian: If any part of request cannot be delivered in seven business days, detail reasons here. In Progress, Denied, Filled, Partial.

Agency Use Only - Tracking Information and Final Cost: Tracking #, Rec'd Date, Ready Date, Total Pages, Total, Deposit, Balance Due, Balance Paid, Records Provided, Custodian Signature, Date.

**Subject** Re: First OPRA  
**From** Tricia McLaughlin <tmclaughlin@lakewoodpiners.org>  
**To** Arthur H. Lang <lakewoodlaw@thejnet.com>  
**Cc** Lwinters <lwinters@lakewoodpiners.org>, David Shafter <dshafter@lakewoodpiners.org>, Michael Inzelbuch <michael@inzelbuchlaw.com>  
**Date** 03/01/18 2:55 pm



Hi Arthur,

I spoke to the High School, Middle School, and Grants Department and this is what they gave me for your questions. Please see below.

- Istation- federal/local
- Iready-federal
- Letter land- federal
- Career Academics- federal
- 3D prints, Apple TV Mac, Aid carts- federal
- HS Alternate Program- federal
- MS Alterante program- federal/local
- Horiculture in the HS- District Funded
- Stem Program (robotis, podics)- federal

Thank you and Enjoy your day!

**P** Before printing this e-mail think if it is necessary. Think Green

Thank You,

Tricia McLaughlin

Executive Secretary to the Business Administrator

Lakewood Board of Education

200 Ramsey Ave.

Lakewood, NJ 08701

732-364-2400 ext. 7057

Fax: 732-905-3687

**Confidentiality Notice:**

**This message contains information intended for the use of the addressee only, which may be privileged and confidential. If you are not an**

# Exhibit 27

July 19, 2017 BOE  
Agenda

**LAKWOOD BOARD OF EDUCATION  
LAKWOOD PUBLIC SCHOOLS  
LAKWOOD, NEW JERSEY**

**PUBLIC MEETING – 6:30 P.M.  
REGULAR MEETING**

**WEDNESDAY, JULY 19, 2017  
855 SOMERSET AVENUE**

**AGENDA**

**STATEMENT BY BOARD SECRETARY**

Pursuant to the provisions of Chapter 231, of the Laws of 1976 (THE OPEN PUBLIC MEETINGS ACT), Ms. Robinson notified the public that notice of the date, time, location and agenda of this meeting, to the extent known, was provided at least forty-eight (48) hours prior to the commencement of this meeting in the following manner:

1. By posting such notice on the public announcement board of the Lakewood Board of Education Offices, and the Lakewood Township Municipal Building.
2. By e-mailing such notice to the office of the Asbury Park Press.
3. By filing such notice with the Board Secretary.
4. By mailing such notice to all individuals who requested and paid for a copy of same.

**BOARD MEMBERSHIP**

Mr. Barry A. Iann, President  
Mrs. Ada Gonzalez, Vice President  
Mr. Moshe Bender  
Mrs. Thea Jackson  
Mr. Moshe Newhouse  
Mr. Moshe Raitzik  
Mr. Heriberto Rodriguez  
Mr. Bentzion Treisser  
Mr. Isaac Zlatkin

**SUPPORT PERSONNEL**

Mrs. Laura A. Winters, Superintendent  
Ms. Regina Robinson, Business Administrator/Board Secretary  
Mr. Kevin Campbell, Assistant Business Administrator/Assistant Board Secretary  
Mr. Michael Azzara, Lead State Monitor  
Mr. David Shafter, State Monitor  
Mr. Marc Zitomer, Esq., Board Attorney

28. **Whereas**, at its June 22, 2017 meeting, the Lakewood Township Committee agreed to contribute \$84,000.00 to the Lakewood School District to restore the Lakewood High School Football program which was going to be cut to due to budgetary constraints; and

**Whereas**, the Lakewood Township Committee also approved a \$1,157,222.00 Grant Award to the Lakewood School District at its meeting on July 13, 2017; and

**Whereas**, \$557,556.00 of Grant Award is to be utilized to reinstate the 2017-18 Lakewood Public School District Sports Program, per the attached summary; and

**Whereas**, \$599,666.00 of the Grant Award is to provide Lakewood School District's Nonpublic School students with IDEA Services, per the attached summary;

**Now, therefore, be it resolved**, that the Board of Education accepts with deep appreciation and gratitude this Grant Award from the Mayor and Township Committee on behalf of the children of Lakewood; and

**Be it finally resolved**, that the Board Secretary is hereby directed to provide a certified copy of this resolution to the Mayor and Committee members along with a thank you note from the Lakewood Board of Education and Administration for its kind generosity and gracious contribution to the Lakewood School District.

29. Approve Second Reading and Adoption of the following Bylaw, Policy and Regulation:

- Policy 1240 Evaluation of Superintendent (M)(R)
- Regulation 1240 Evaluation of Superintendent (M)(R)
- Policy 3126 District Mentoring Program (R)
- Regulation 3126 District Mentoring Program (R)
- Policy 3221 Evaluation of Teachers (M)(R)
- Regulation 3221 Evaluation of Teachers (M)(R)
- Policy 3222 Evaluation of Teaching Staff Members, Excluding Teachers and Administrators (M)(R)
- Regulation 3222 Evaluation of Teaching Staff Members, Excluding Teachers and Administrators (M)(R)
- Policy 3223 Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals (M)(R)
- Regulation 3223 Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals (M)(R)
- Policy 3224 Evaluation of Principals, Vice Principals, and Assistant Principals (M)(R)
- Regulation 3224 Evaluation of Principals, Vice Principals, and Assistant Principals (M)(R)
- Policy 3240 Professional Development for Teacher and School Leaders (M)(R)

# Exhibit 28

P:28

# NJSIAA Report

## LAKWOOD HIGH SCHOOL Items to be Reviewed

## AD : VINNY CURRAO 10/19/17 Documentation

### NJSIAA Compliance:

1	NJSIAA website log-in
2	Arbiter website log-in
3	AD Forum log-in
4	School Manager information
	a. Principal listed w/contact information
	b. AD contact information
	c. Sports listings up to date
5	Njschoolsports.com log-in
	a. Results reporting
	b. Roster completeness
6	Co-Operative Sports Agreements
	a. School Manager information
7	Season-specific participation forms

### NJSIAA Compliance:

1	Perform log-in access	
2	Verify NJSIAA post-season account relationship	X
3	Perform log-in access, confirm view and post message	X
4	Review school manager information	see below
	a. Confirm Principal name/email address (DQ reports)	x
	b. Confirm AD contact and cell phone #	x
	c. Confirm listing of sports	x
5	Perform log-in access	see below
	a. Review recent results submitted	see below
	b. Review rosters (name/position/year)	see below
6	Review all co-op agreements	n/a
	a. Verify only LEA lists sport in S.M.	n/a
7	Review and confirm submission to NJSIAA	x

Col	Col	Column3
1		Tournament Refusal Process
	a.	On-line tournament refusal submission
2		Return to play protocols
3		Game limitation checklist
4		Football contact log

Col	Col	Column3	Column4
1		Review entry-driven v. Tournament Refusal sports	x
	a.	Confirm website location for submission	x
2		Review protocol	x
3		Select random sampling for each season	x
4		Review contact log	see below

Col	Col	Column3
1		Physical Forms
	a.	Dates for physicals, parental sign-off
	b.	Steroid testing sign-off
	c.	Cardiac screening protocol
2		Transfer forms
	a.	Completeness
	b.	Previous school sign-off
3		Exchange Student/International Student forms
4		Ineligibility lists

Col	Col	Column3	Column4
1		Select random sampling of forms	x
	a.	Verify dates/sign-off	x
	b.	Verify sign-off	x
	c.	Verify protocol provided	x
2		Select random sampling of forms	x
	a.	Review for completeness	x
	b.	Review for previous school sign-off	x
3		Review random sampling for completeness	none
4		Review list	see below

Col	Col	Column3
1		Concussion Awareness
2		NFHS Principles of Coaching
	a.	Grandfathered coaches
3		CPR/AED
4		Sport specific first aid
5		Heat acclimation awareness
6		Janet's Law protocol
7		Emergency Action Plans
8		Swimming certification
	a.	NJ Instructor Certificate
	b.	CPR
	c.	Lifeguard Certificate
	d.	Water Safety Instructor

Col	Col	Column3	Column4
1		Review certificates	x
2		Review certificates	x
	a.	Verify coaches' certified prior to 2006	x
3		Review certificates	x
4		Review certificates	x
5		Review certificates	x
6		Review protocols	x
7		Review protocols	x
8		Verify swimming certificates submitted to County Supt.	n/a
	a.	Review certificates	n/a
	b.	Review certificates	n/a
	c.	Verify American Red Cross or YMCA certificate	n/a
	d.	Review certificates	n/a

Met with new Athletic Director, Vinny Currao and his administrative assistant, Donna. Mr. Currao was a last minute hire in a unique situation that presented a unique set of issues for Mr. Currao to solve. Prior to his hire, the athletic program was dissolved. Consequently, no schedules were prepared for any sport. When the sports were reinstated in the summer, Mr. Currao was charged with getting all of the programs up and running - which included generating schedules for every sport - and entering all practices in Schooldude (coaches do not have access to this)

Lakewood does not have a trainer on staff, instead utilizes a daily temp trainer. Mr. Currao not only coordinates the temp trainer, but also must go through all of the physicals and ensure that students are completely eligible to play. He also teaches two classes during the day.

Overall, based on the circumstances of his position, Mr. Currao has done an outstanding job; however, due to demands placed on him, there are several items that need attention.

1. School manager - update fax number, secretary, add coaches names and emails
2. Sign up for njschoolsports.com, then check on score submission and rosters
3. Return to play protocols are dated 2010 - suggest that they be reviewed every few years
4. Ineligibility list - currently Lakewood is doing an eligibility list which is backwards
5. Football log must be generated each week and given to AD for approval (spoke with coach about this)

As per our conversation, please consider the following recommendations:

1. Consider bringing a guidance counselor to the annual eligibility seminar and work with that counselor to develop a fail/safe method of handling transfers.
2. Until a full time trainer is available, utilize the school nurse to check physicals, coordinate a record of treatment of athletes, and review return to play protocols. The nurse is the health and wellness expert in the school and has direct access to the student records and needs. Consider a google doc for daily trainer to submit injuries and treatment on, which the nurse can transfer to the student records.
3. Consider requesting permission to be an administrator on Schooldude. Coaches can then enter their own practice dates and times in schooldude, then you can approve them.
4. When time permits over the summer, consider updating the athletic page of the website. Forms can be posted in both Spanish and English for families to download.
5. Consider discussing the athletic department positions with your principal. A part time AD, no trainer and minimal secretarial support (45 minutes per day) combined with a full athletic program is not the norm in the state. The checks and balances system necessary in an athletic program require staff to ensure that mistakes are not made. Hopefully, your department will be provided with more manpower hours to help with the program.

The Lakewood athletic department staff is anxious to meet the expectations of the NJSIAA and has worked

# Exhibit 29

P:58



# Lakewood Board of Education

200 Ramsey Avenue, Lakewood, NJ 08701

Main Office: (732) 364-2400 Fax: (732) 905-3687

**Laura A. Winters**, Superintendent of Schools

**Kevin Campbell**, Interim Business Administrator

February 5, 2018

Acting Commissioner Dr. Lamont Repollet  
New Jersey Department of Education  
100 River View Plaza  
PO Box 500  
Trenton, NJ 08625

Dear Dr. Repollet,

First, I would like to extend my congratulations to you, as you begin your new journey!

As an advocate of children, I am reaching out to you in the hopes that you can assist me in preventing the **Lakewood Public School** students from receiving a tragically inadequate and inferior education, which our students have been in danger of receiving the past three years, had it not been for last minute State Aid advances (i.e. loans).

### Lakewood School District State Aid Advances (i.e. Loans)

Year	Amount of State Aid Advance	Payments
2015-2016	\$4,500,000.00	10 Payments of \$450,000.00 Annually <i>Started paying in 2016-2017</i>
2016-2017	\$5,640,183.00	10 payments of \$564,018.00 Annually
2017-2018	\$8,522,678.00	10 payments of \$852,268.00 Annually

A School budget based on year-to-year loans is sure to decimate the Lakewood School District, and destroy the lives and future of its students that so desperately count on it!

The continuous state of instability, low salaries, and the need to distribute Reduction-in-Force (RIF) letters three years in a row has had the following negative effects:

School Year	Number of Teachers Who Received a Reduction-in-Force Letter	Number of Teachers Who Resigned
2014-2015	22	<b>55</b>
2015-2016	68	<b>51</b>
2016-2017	140	<b>78</b>



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**Kevin Campbell**, Interim Business Administrator

Each year the district spends millions of dollars training teachers, only to lose them to other districts.

## Professional Development

School Year	Amount Spent on Professional Development
2015-2016	\$1,767,588.65
2016-2017	\$2,444,580.00
2017-2018	\$2,749,208.00

\*\*The 2017-2018 amount is just what has been appropriated at this point and is subject to change.  
Reflects – Public and Nonpublic Professional Development

## Average Teaching Experience of New Teachers

School Year	Average Teaching Experience of New Teachers
2014-2015	4.84 years
2015-2016	5.95 years
2016-2017	4.71 years
2017-2018	4.11 years

## The Number of First, Second and Third Year Teachers in the 2017-2018 School Year:

Number of First Year Teachers	53
Number of Second Year Teachers	48
Number of Third Year Teachers	36

As you can see from the data above, the effect on staff morale and teacher turnover has been devastating! This is the first year I have been unable to fill vacancies, and teachers have already begun to resign, in anticipation of yet another Reduction-in-Force! Adding more salt to the wound is the fact that many of the teachers that are leaving are tenured teachers that have been loyal and committed to our students! They leave not because they want to, but because they seek financial stability for their young families. Many are crying as they leave, not for themselves, but for our students, who deserve much better than this; they deserve a stable educational environment!

Regardless, the district continues to forge ahead, as district schools have met or exceeded the performance targets, as reflected in the newly released NJDOE Performance Reports.



## Lakewood Board of Education

200 Ramsey Avenue, Lakewood, NJ 08701

Main Office: (732) 364-2400 Fax: (732) 905-3687

**Laura A. Winters**, Superintendent of Schools

**Kevin Campbell**, Interim Business Administrator

In March of 2017, the district made over \$14 million dollars in budget cuts, which included all sports programs, all media specialists and the Reduction-in-Force of 140 staff members.

I would like to schedule a meeting at your earliest convenience, with the Board President and General Counsel, as to ensure that all students in the Lakewood Public Schools receive a thorough and efficient education, without having to experience the devastating effects of millions of dollars in cuts, Reduction-in-Force Letters and the resignation of almost one hundred staff members!

For your convenience, I have attached two expert reports regarding the State Funding Formula, as well as the district's preliminary budget presentation showing a budget shortfall between \$14 and \$20 million dollars for the 2018-2019 school year – which does not include staff raises or program changes.

I feel it is important to note that courtesy busing is **not** part of the 2017-2018 or 2018-2019 Lakewood School District budget.

I can be contacted at 732-905-3633 or via email at [lwinters@lakewoodpiners.org](mailto:lwinters@lakewoodpiners.org).

I look forward to your response.

Respectfully,

*Laura A. Winters*

Laura A. Winters  
Superintendent of Schools

cc:

Moshe Bender, Board President  
Members of the Board of Education  
General Counsel Michael I. Inzelbuch, Esquire  
Michael Azzara, Lead State Monitor  
David Shafter, State Monitor  
Robert Finger, Interim Assistant Business Administrator

Enclosures:

Expert Report – Sue Gamm  
Expert Report – Mel Wynns  
Resume – Sue Gamm  
Resume – Mel Wynns  
Preliminary Budget Report – by Assistant Business Administrator Robert

# Exhibit 30

2014 NJ HSPA State Summary  
07/16/2014

District Name	County	2004 % PASS HSPA LA	2005 % PASS HSPA LA	2006 % PASS HSPA LA	2007 % PASS HSPA LA	2008 % PASS HSPA LA	2009 % PASS HSPA LA	2010 % PASS HSPA LA	2011 % PASS HSPA LA	2012 % PASS HSPA LA	2013 % PASS HSPA LA	2014 % PASS HSPA LA	2004 % PASS HSPA MATH	2005 % PASS HSPA MATH
ASBURY PARK	MONMOUTH	43.8	33.3	40	45.6	25.2	26.5	47.6	46.6	41.1	41.1	63.4	25.8	23.1
BRIDGETON	CUMBERLAND	64.4	58.9	62.5	66.2	54.3	58.5	65.9	71.8	75.9	75.9	85.2	33.3	37.1
CAMDEN CITY	CAMDEN	44	44.7	36.6	48	42.1	34.3	41.4	50.6	41.2	41.2	57.1	23.8	30.1
EAST ORANGE	ESSEX	58.4	54.5	51.1	62.3	49.1	51.4	59.1	67	71.1	71.1	78.3	30.6	36.8
ELIZABETH	UNION	57.4	58	57.6	61.2	56.1	63.2	68.4	73.8	77.2	77.2	86.8	37.9	46.9
IRVINGTON TOWNSHIP	ESSEX	51.5	55	57.9	61.6	60.2	52.4	52.1	68.7	59.9	59.9	69	16.7	24.7
KEANSBURG BOROUGH	MONMOUTH	68.2	69.5	70.3	85.1	79.1	70.1	76.9	77.3	79.8	79.8	85.5	55.8	58.4
MILLVILLE	CUMBERLAND	70.2	67.8	63.3	77.1	67.5	68.3	77.8	79.5	81.2	81.2	83.6	54.6	60.3
NEW BRUNSWICK	MIDDLESEX	61.6	60.8	54	64.3	68.3	65.9	65.3	68.7	75.6	75.6	82.4	46.7	63.9
NEWARK	ESSEX	48.7	52.4	53.5	58.3	51.1	54.7	57.4	67.7	77.8	77.8	79.6	28.3	37.4
ORANGE TOWNSHIP, CITY OF	ESSEX	53.3	52.2	43.3	53.1	53.2	46	58.9	64	69.2	69.2	73.4	21.6	33.2
PASSAIC CITY	PASSAIC	60.3	56	61.9	57.7	58.6	60	59.8	64.1	68.5	68.5	78.1	43	46.7
PATERSON	PASSAIC	54.7	53.8	52.6	56.3	49.3	49.7	51.7	59.5	71.8	71.8	74.6	40.4	47.2
PERTH AMBOY	MIDDLESEX	65	61.5	65.2	65	59.9	62.8	67.4	74.4	65.5	65.5	72.7	44.6	52.1
PLEASANTVILLE	ATLANTIC	51	61.5	46.8	53.2	52.6	45.5	49.5	67.5	65.9	65.9	72.5	29.8	31.3
SALEM CITY	SALEM		70.8	71.2	76.2	72.8	61.4	72.5	70.2	70.1	70.1	75.8		52.0
TRENTON	MERCER	49.4	51.5	40.8	51.2	43	42.2	52	61.8	67.9	67.9	71.7	21.6	30.5
UNION CITY	HUDSON	69.4	64.1	68.1	69.1	69.7	70.7	73.8	76	80.5	80.5	87.6	50.1	56.3
VINELAND CITY	CUMBERLAND	71.5	69.2	67.3	67.5	60.8	63.3	68.6	76.7	83.1	83.1	84.7	52.7	57.7
WEST NEW YORK	HUDSON	69.8	67.6	77.2	80.2	71.6	70.4	79.1	83.4	85.5	85.5	91.2	53.8	64.8
BURLINGTON CITY	BURLINGTON	77.7	76.8	72	69.1	71	62.2	73.2	79.7	81.8	81.8	80.8	51.8	66.1
GARFIELD	BERGEN	69	67.5	70.6	71.1	69.6	63.2	81	82.2	84.4	84.4	90.3	55.5	63.4
GLOUCESTER CITY	CAMDEN	80.4	78.1	80.6	77.9	86.2	76.4	85	77.2	91.9	91.9	87.8	55.7	62.9
HARRISON	HUDSON	77.1	65.9	77.4	83.6	62.6	76.6	78.6	84.4	84.5	84.5	88.7	65.9	60.8
JERSEY CITY	HUDSON	64	63.1	63.6	65.4	63.9	63.8	69.3	80.8	80.5	80.5	86.8	42.7	49.6
LONG BRANCH	MONMOUTH	65.5	63.8	64.1	72.7	68	68.3	71.9	80.4	83.3	83.3	88	55.4	59.4
PEMBERTON TOWNSHIP	BURLINGTON	69.1	79.7	74	76.7	80.1	76.3	75.9	83.1	85.6	85.6	85.1	46.3	61.8
PHILLIPSBURG	WARREN	79	85.1	85.6	83.5	87	84.1	91.1	89.7	92.8	92.8	92.2	60.3	75.4
PLAINFIELD	UNION	69.1	60	54	62.1	58.1	59.8	53.7	63.9	77.6	77.6	80.2	32.3	34.6
NEPTUNE TOWNSHIP	MONMOUTH	76.8	72.3	54	74.4	71.3	64.2	77.3	86.1	85.6	85.6	85.9	55.9	65.9
HOBOKEN	HUDSON	64.5	76.7	74.9	88.5	78.8	66.2	75.4	72	84.3	84.3	91.6	60.6	73.3
<b>AVERAGE LOW INCOME URBAN</b>		<b>63.5</b>	<b>63.0</b>	<b>61.7</b>	<b>67.2</b>	<b>62.6</b>	<b>60.6</b>	<b>67.0</b>	<b>72.5</b>	<b>75.5</b>	<b>75.5</b>	<b>81.0</b>	<b>43.1</b>	<b>50.4</b>
<b>MEDIAN LOW INCOME URBAN</b>		<b>64.8</b>	<b>63.1</b>	<b>63.3</b>	<b>66.2</b>	<b>62.6</b>	<b>63.2</b>	<b>68.6</b>	<b>73.8</b>	<b>77.8</b>	<b>77.8</b>	<b>83.6</b>	<b>45.5</b>	<b>52.1</b>
<b>SUM LOW INCOME URBAN</b>		<b>60.6</b>	<b>60.3</b>	<b>59.5</b>	<b>63.9</b>	<b>59.4</b>	<b>59.5</b>	<b>64.9</b>	<b>71.9</b>	<b>76</b>	<b>76</b>	<b>81.1</b>	<b>40.2</b>	<b>47.7</b>
<b>STATE</b>		<b>82.2</b>	<b>83.2</b>	<b>83.5</b>	<b>85.4</b>	<b>82.8</b>	<b>83.6</b>	<b>87.1</b>	<b>89.6</b>	<b>91.6</b>	<b>91.6</b>	<b>93.2</b>	<b>70.1</b>	<b>75.5</b>
LAKESWOOD TOWNSHIP	OCEAN	69.2	65.3	66.4	67.3	60.9	57.6	57.8	65.8	70.7	70.7	80.1	54.8	58.6
BRICK TOWNSHIP	OCEAN	86.4	89.6	87.2	88.8	85.8	86.7	90.6	90.9	91.9	91.9	93.5	71	79.3
HOWELL	MONMOUTH	90.9	87.2	90.2	95.4	94.7	95.7	98.7	98.7	98.8	98.8	98.8	79.4	83.5
JACKSON TWSP.	OCEAN	86	90.8	89.2	87	84.5	85.8	93.5	93.7	93.8	93.8	95.8	73.2	81.3
TOMS RIVER REGIONAL	OCEAN	85.5	89.1	87.5	87	83.4	87.2	88.5	92.4	93.8	93.8	94.6	71.4	77.7

2014 NJ HSPA State Summary  
07/16/2014

District Name	2006 % PASS HSPA MATH	2007 % PASS HSPA MATH	2008 % PASS HSPA MATH	2009 % PASS HSPA MATH	2010 % PASS HSPA MATH	2011 % PASS HSPA MATH	2012 % PASS HSPA MATH	2013 % PASS HSPA MATH	2014 % PASS HSPA MATH		2004 % SPEC ED PASS HSPA LA	2004 % SPEC ED PASS HSPA MATH	2005 % SPEC ED PASS HSPA LA	2005 % SPEC ED PASS HSPA MATH	2006 % SPEC ED PASS HSPA LA
ASBURY PARK	25	30.3	14.4	13.2	19	16.7	29.5	29.5	33.3			0.0			19.4
BRIDGETON	43.2	32.8	40.5	40.1	42.4	45.2	51.7	51.7	53.5						11.9
CAMDEN CITY	22.5	22.1	25.6	13.2	16.1	18	19.7	19.7	25.1			33.3			5.9
EAST ORANGE	31.3	37.3	22.9	36.3	38.4	50.9	46.8	46.8	42.7		0.0	0.0			11.1
ELIZABETH	44.7	37	43.8	42.9	49.3	50.3	63.2	63.2	62.2						16.7
IRVINGTON TOWNSHIP	25.6	20.3	29.8	20.5	17.3	23.5	32.2	32.2	31.6		0.0	0.0			3.6
KEANSBURG BOROUGH	67.2	71.1	65.9	58.8	58.7	50.5	62.6	62.6	62.5			41.7			21.2
MILLVILLE	50.8	60.4	60.7	51	62.4	62.1	64	64	64.2		0.0	0.0			19
NEW BRUNSWICK	51.9	50.2	51.9	55.9	54.6	47.4	52.2	52.2	53.6						15.6
NEWARK	40.3	39.7	40.3	42.6	46.4	50.6	60.8	60.8	53		15.2	2.3	11.4	6.7	10.3
ORANGE TOWNSHIP, CITY OF	22.5	24.6	27.1	23.5	26.2	30.9	46.6	46.6	39.4		4.8				3.2
PASSAIC CITY	44.4	34.8	41.8	38.2	41.9	39.7	53.2	53.2	46.1						21.9
PATERSON	45.5	39.7	34.2	31.9	33	30.9	49.7	49.7	43.2		6.1	9.1			7.3
PERTH AMBOY	49.9	47.1	48.3	43.2	54.4	55.6	61.4	61.4	57.7						22.6
PLEASANTVILLE	36.7	28.4	29.1	29.3	27.9	29.6	32	32	38.3				33.3	9.1	7.7
SALEM CITY	53.8	48.8	58.6	37.3	49.2	45.3	42.7	42.7	47.6						
TRENTON	28	19.5	21	17.7	24.9	26.5	36.4	36.4	39.2						8
UNION CITY	61.1	58.3	59.1	59.2	58.8	59.8	67.3	67.3	68.2		50.0	25.8	45.5	11.2	23.3
VINELAND CITY	62.2	55.2	58.4	53.4	51.6	54.8	67	67	63.5						23
WEST NEW YORK	69.9	70.8	59.5	64.8	62	65.7	74.6	74.6	69.4						37.5
BURLINGTON CITY	64	50.7	52.8	53.7	42.6	52.8	58.8	58.8	66.4		0.0	0.0			17.2
GARFIELD	71.3	60.3	62.1	56.7	61.3	56.9	69.2	69.2	63.9				20.7	10.7	13.3
GLOUCESTER CITY	77.3	67.8	78.4	61.5	67.8	64.7	76.3	76.3	65.6						37.9
HARRISON	68.3	71.4	50.4	66.2	62.9	68.1	71.1	71.1	71.3						50
JERSEY CITY	49.5	48.4	48.6	47.3	50.9	60.3	63.2	63.2	65.9		11.9	6.3	20.8	12.8	14
LONG BRANCH	59.8	44.4	50	47.6	46.6	50	60.9	60.9	60.1						27.6
PEMBERTON TOWNSHIP	60.2	58	62.4	52.9	54.9	57.7	63.8	63.8	61.5		33.3	14.3	60	34.8	20
PHILLIPSBURG	78.2	70.2	79.5	74.2	75.7	77.4	74.3	74.3	73.7		39.4	25.0	42.1	24.3	24.5
PLAINFIELD	36.6	45	39.8	29.8	32.3	27.5	48.6	48.6	48.2		15.4	7.9	23.3	10.3	17.6
NEPTUNE TOWNSHIP	36.6	60	61.6	48.5	54.9	57.9	62.6	62.6	54.3						17.6
HOBOKEN	63.7	75.3	64.1	52.5	36.2	33.1	60.7	60.7	60.2						25.5
<b>AVERAGE LOW INCOME URBAN</b>	<b>49.7</b>	<b>47.7</b>	<b>47.8</b>	<b>44.0</b>	<b>45.8</b>	<b>47.1</b>	<b>55.6</b>	<b>55.6</b>	<b>54.4</b>		<b>14.7</b>	<b>10.2</b>	<b>32.3</b>	<b>15.0</b>	<b>18.5</b>
<b>MEDIAN LOW INCOME URBAN</b>	<b>49.9</b>	<b>48.4</b>	<b>50.0</b>	<b>47.3</b>	<b>49.2</b>	<b>50.5</b>	<b>60.8</b>	<b>60.8</b>	<b>57.7</b>		<b>9.0</b>	<b>6.3</b>	<b>33.3</b>	<b>11.0</b>	<b>17.6</b>
<b>SUM LOW INCOME URBAN</b>	<b>47.6</b>	<b>44.5</b>	<b>45.5</b>	<b>43.1</b>	<b>46.2</b>	<b>48.7</b>	<b>57.1</b>	<b>57.1</b>	<b>54.6</b>		<b>26.1</b>	<b>15.6</b>	<b>30</b>	<b>17</b>	<b>15.8</b>
<b>STATE</b>	<b>75.9</b>	<b>73.4</b>	<b>74.8</b>	<b>72.7</b>	<b>74.1</b>	<b>75.2</b>	<b>79.7</b>	<b>79.7</b>	<b>78.9</b>		<b>62.1</b>	<b>46.3</b>	<b>64.8</b>	<b>49.9</b>	<b>44.9</b>
LAKESWOOD TOWNSHIP	56.5	49.6	48.4	42.9	32.7	36.7	43.8	43.8	42.6				40.9	21.7	27.7
BRICK TOWNSHIP	78.7	75.5	79.3	68.4	70.9	78.6	77	77	79.5		49.3	23.8	65.5	47.4	54.7
HOWELL	86.7	88	86.9	86.2	91.4	88	90.6	90.6	91.8		0.0	0.0			54.7
JACKSON TWSP.	81.6	75.8	76.7	75.8	80.8	78.2	84.6	84.6	82.7		41.1	22.8	61.3	39.3	52.9
TOMS RIVER REGIONAL	77.1	70.9	71.8	75.2	73	74.3	81.8	81.8	80.9		57.1	30.3	75	41.4	44.9

2014 NJ HSPA State Summary  
07/16/2014

District Name	2006 % SPEC ED PASS HSPA MATH	2007 % SPEC ED PASS HSPA LA	2007 % SPEC ED PASS HSPA MATH	2008 % SPEC ED PASS HSPA LA	2008 % SPEC ED PASS HSPA MATH	2009 % SPEC ED PASS HSPA LA	2009 % SPEC ED PASS HSPA MATH	2010 % SPEC ED PASS HSPA LA	2010 % SPEC ED PASS HSPA MATH	2011 % SPEC ED PASS HSPA LA	2011 % SPEC ED PASS HSPA MATH	2012 % SPEC ED PASS HSPA LA	2012 % SPEC ED PASS HSPA MATH	2013 % SPEC ED PASS HSPA LA	2013 % SPEC ED PASS HSPA MATH
ASBURY PARK	14.3	7.1	3.6		14.4								12.5		12.5
BRIDGETON	4.7	19.6	3.5		40.5	10.5		13.2			22.9		15.8		15.8
CAMDEN CITY	0.9	8	2		25.6										
EAST ORANGE	7.6	6.4	4.4		22.9			16.1			23.1		33.7		33.7
ELIZABETH	7	11.2	2.6		43.8	16.7		20.2			26		36.9	16.8	36.9
IRVINGTON TOWNSHIP	3.8	4.4			29.8			10.2			24.3		15		15
KEANSBURG BOROUGH	21.9	27.3	13.6		65.9	11.1							46.9	18.7	46.9
MILLVILLE	9.8	31.3	13.4		60.7	28.1	14.5	39.5	17.8				47.5		47.5
NEW BRUNSWICK	11.9	17.7	6.6	34.1	86.0	35.3	21.6	37.2	26.8		28.9		46.5	19.7	46.5
NEWARK	4.9	12.1	4.6		40.3	14.5		16.5			25.7	11.1	37.6	13.2	37.6
ORANGE TOWNSHIP, CITY OF		3.1	3.2		27.1								26.8		26.8
PASSAIC CITY	5.3	12.6	4	18	59.8	16		20			27.9		28.4		28.4
PATERSON	4.5	9.3	1.5		34.2			15.6			23.8		32.6	12.1	32.6
PERTH AMBOY	11.5	15.4	13.5	11.8	60.1	14.6		24.5	15.4		38.3		31.7	22	31.7
PLEASANTVILLE	15	20.8	12.5		29.1						32.4				
SALEM CITY	4.8	27.3	18.2		58.6						14.3				11.8
TRENTON	2.6	10.9	0.7		21.0	10.3		12.5					35.6		35.6
UNION CITY	19.8	30.7	10.7	26.2	85.3	37.1		22.6	47.7	30.6	55.3	27.1	64.5	40.7	64.5
VINELAND CITY	16.6	22.5	12.4	13.3	71.7			10.5	22.3		23.1	11.4	40.9	17.9	40.9
WEST NEW YORK	17.5	44.4	20	36.4	95.9	42.2	21.9	54.9	25.5		61.4	36.2	69.2	23	69.2
BURLINGTON CITY	13.8	19.4	8.6		52.8			26.3							23
GARFIELD	16.3	18.6	2.3		62.1	11.1		31.3	15.6		41.5		59.6	21.1	59.6
GLOUCESTER CITY	35.7	32.1	35.7	51.7	130.1	36.7	36.6								
HARRISON	14.3	47.4	10.5		50.4			36.4			15.4		50	15	50
JERSEY CITY	2.9	16.3	5.1	19.2	67.8	15.5		19.6			36.2	11.1	25.6	11.7	25.6
LONG BRANCH	12.5	17	4.3	31.7	81.7	26.4	12.7				51.3		54.5		54.5
PEMBERTON TOWNSHIP	8.1	25.4	15.6		62.4						30	10.2	45.8	17	45.8
PHILLIPSBURG	16.3	36.1	23.6		79.5		24						68.3	20.6	68.3
PLAINFIELD	16.4	18.9	20		39.8	16.4		16.2			32.8		41.3	16.1	41.3
NEPTUNE TOWNSHIP	16.4	29.6	11.3		61.6			35	12.9		48		49.2	12.7	49.2
HOBOKEN	11.8				64.1						43.3	10.3	41.7	16.7	41.7
<b>AVERAGE LOW INCOME URBAN</b>	<b>11.6</b>	<b>20.1</b>	<b>9.9</b>	<b>26.9</b>	<b>55.6</b>	<b>21.4</b>	<b>20.9</b>	<b>25.8</b>	<b>20.7</b>	<b>33.0</b>	<b>16.2</b>	<b>40.7</b>	<b>18.2</b>	<b>40.7</b>	<b>18.2</b>
<b>MEDIAN LOW INCOME URBAN</b>	<b>11.9</b>	<b>18.8</b>	<b>8.6</b>	<b>26.2</b>	<b>59.8</b>	<b>16.2</b>	<b>21.9</b>	<b>21.3</b>	<b>17.8</b>	<b>29.5</b>	<b>11.3</b>	<b>41.1</b>	<b>16.9</b>	<b>41.1</b>	<b>16.9</b>
<b>SUM LOW INCOME URBAN</b>	<b>8.7</b>	<b>17.3</b>	<b>7.4</b>	<b>15.6</b>	<b>61.1</b>	<b>17.6</b>		<b>23.2</b>			<b>30.4</b>	<b>10.9</b>	<b>38.7</b>	<b>14.9</b>	<b>38.7</b>
<b>STATE</b>	<b>31.6</b>	<b>48.3</b>	<b>29.7</b>	<b>43.2</b>	<b>118.0</b>	<b>46.5</b>	<b>29.4</b>	<b>56.3</b>	<b>32.7</b>	<b>61.7</b>	<b>34.5</b>	<b>67.8</b>	<b>38.2</b>	<b>67.8</b>	<b>38.2</b>
LAKESWOOD TOWNSHIP	14.9	30.6	9.4	11.6	60.0			16.7			34.1	11.4	47.5	21.6	47.5
BRICK TOWNSHIP	40.2	57	36.5		79.3						41.8	72.2	37.6	72.2	37.6
HOWELL	38.9	75	51.4		86.9	79.8	58	93.2	65.5		93.6	54.4	94.1	64.7	94.1
JACKSON TWSP.	38.3	56.1	28.4		76.7	45.2	26.9				65.4	24.1	72.7	39.6	72.7
TOMS RIVER REGIONAL	29.7	39.9	19.2		71.8	52.8	27.8	59.9	31.2		62.4	32.6	67.8		67.8

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07/16/2014

District Name	2014 % SPEC ED PASS HSPA LA	2014 % SPEC ED PASS HSPA MATH	2004 % LEP PASS HSPA LA	2004 % LEP PASS HSPA MATH	2005 % LEP PASS HSPA LA	2005 % LEP PASS HSPA MATH	2006 % LEP PASS HSPA LA	2006 % LEP PASS HSPA MATH	2007 % LEP PASS HSPA LA	2007 % LEP PASS HSPA MATH	2008 % LEP PASS HSPA LA	2008 % LEP PASS HSPA MATH	2009 % LEP PASS HSPA LA	2009 % LEP PASS HSPA MATH
ASBURY PARK	25				9.1		6.7	7.1						
BRIDGETON	23.5			9.1						6.3			16.7	
CAMDEN CITY				2.9	5.7	2.2								
EAST ORANGE	45.5		10.5	15.8	21.9	12.5	29.6	25.9	23.8	14.3				
ELIZABETH	46.7	16.9	24.2	30.1	19.8	29.8	25.1	30.2	26.7	25.9			21.9	
IRVINGTON TOWNSHIP	30.2		3.8		18.9	17.1	22.7		31.5	13.2				
KEANSBURG BOROUGH	72	56												
MILLVILLE														
NEW BRUNSWICK	46.2	18.2	22.6	26.9	21.3	53.2	20.9	35.3	30.4	32.9	38.7			
NEWARK	42	13.8	14.7	15.2	10.4	21.1	29.9	43	27.8	36.3			22.1	
ORANGE TOWNSHIP, CITY OF	54.5		20.0	13.3	18.2			4.5	27.8	11.1				
PASSAIC CITY	42.7	10.7	24.8	19.4	22	28	22.6	16.7	32.2	22.6	29.8	23.1	32.1	
PATERSON	39.9		11.0	20.3	8.1	26.7	13	27.5	11.6	16.1		13.9		
PERTH AMBOY	38.9	13	22.9	13.2	11.1	19.3	16.3	11.1	28.4	17.1	15.2	18.4	19.2	
PLEASANTVILLE			13.3	13.3					6.3	6.3				
SALEM CITY	21.4													
TRENTON	39		10.5	10.5	19.2	16	26.7	26.7	12.1	3	17.9	10.7	12.5	
UNION CITY	76.3	31.2	29.2	27.0	22.4	35.7	30.4	37.1	17.5	25.4	37.8	38.1	36.5	44.4
VINELAND CITY	49.1	17.2	16.7	22.3	22.2	16	23.5	35.3	18.9	24.3	16	24		15
WEST NEW YORK	80	30.9	29.4	17.9	12.5	33.3	6.7	26.7	51.2	46.3	31		25	34.8
BURLINGTON CITY														
GARFIELD	55.8	18.6	21.9	37.5	13.6	45.5	40.4	70.2	36.5	51.9			25	
GLOUCESTER CITY	51.8	25.9	0.0	0.0										
HARRISON	52.4		15.0	30.0	12.5	25	14.3	21.4	35.3	47.1				
JERSEY CITY	51.2	18.2	10.3	16.1	12.2	17.9	28.4	27.8	24.6	23.5	18.1		14.4	
LONG BRANCH	54.8	16.7	35.3	17.6			21.1	31.6	55	45	46.2	34.6	40.9	54.5
PEMBERTON TOWNSHIP														
PHILLIPSBURG														
PLAINFIELD	40.6	11.3	40.0	10.6	20.5	18.2	17.5	18.4	17.6	24.2			35.7	
NEPTUNE TOWNSHIP			0.0	0.0										
HOBOKEN														
<b>AVERAGE LOW INCOME URBAN</b>	<b>46.9</b>	<b>21.3</b>	<b>17.9</b>	<b>17.4</b>	<b>15.7</b>	<b>24.8</b>	<b>20.8</b>	<b>27.1</b>	<b>27.1</b>	<b>24.6</b>	<b>27.9</b>	<b>23.3</b>	<b>25.2</b>	<b>37.2</b>
<b>MEDIAN LOW INCOME URBAN</b>	<b>46.2</b>	<b>17.7</b>	<b>16.7</b>	<b>16.1</b>	<b>18.2</b>	<b>21.1</b>	<b>21.9</b>	<b>26.7</b>	<b>27.8</b>	<b>23.9</b>	<b>29.8</b>	<b>23.1</b>	<b>23.6</b>	<b>39.6</b>
<b>SUM LOW INCOME URBAN</b>	<b>45.8</b>	<b>14.3</b>	<b>19.5</b>	<b>20.1</b>	<b>16.1</b>	<b>24.5</b>	<b>23.1</b>	<b>28.9</b>	<b>25.3</b>	<b>25.8</b>	<b>21.7</b>	<b>26.7</b>	<b>22.2</b>	<b>21.9</b>
<b>STATE</b>	<b>72</b>	<b>39.3</b>	<b>24.1</b>	<b>29.3</b>	<b>22.5</b>	<b>34.6</b>	<b>29.2</b>	<b>36.5</b>	<b>31.5</b>	<b>33.1</b>	<b>28.8</b>	<b>35.7</b>	<b>31.4</b>	<b>31.5</b>
LAKESWOOD TOWNSHIP	38.5	2.6	22.2	30.8		31.6	9.1	9.1	27.8	22.3	20.8			
BRICK TOWNSHIP	75.4	40.9												
HOWELL	94.4	66.3												
JACKSON TWSP.	80	42.1	0.0	0.0										
TOMS RIVER REGIONAL	69.7	36.1					17.6	31.3	21.4	21.4		46.7	29.4	29.4
											0			

2014 NJ HSPA State Summary  
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District Name	2010 % LEP PASS HSPA LA	2010 % LEP PASS HSPA MATH	2011 % LEP PASS HSPA LA	2011 % LEP PASS HSPA MATH	2012 % PASS HSPA LA	2012 % PASS HSPA MATH	2012 % SPEC ED PASS HSPA LA	2012 % SPEC ED PASS HSPA MATH	2012 % LEP PASS HSPA LA	2012 % LEP PASS HSPA MATH	2013 % LEP PASS HSPA LA	2013 % LEP PASS HSPA MATH	2014 % LEP PASS HSPA LA	2014 % LEP PASS HSPA MATH
ASBURY PARK					41.1	29.5		12.5					28.6	
BRIDGETON	21.1		32.4		75.9	51.7	15.8		35		35		57.1	
CAMDEN CITY					41.2	19.7								
EAST ORANGE	18.9		36.4		71.1	46.8	33.7						28.6	
ELIZABETH	29.2		31.5		77.2	63.2	36.9	16.8	31	27.6	31	27.6	55.5	35.8
IRVINGTON TOWNSHIP			24		59.9	32.2	15							
KEANSBURG BOROUGH					79.8	62.6	46.9	18.7						
MILLVILLE					81.2	64	47.5							
NEW BRUNSWICK	25.5	27.5	29.5		75.6	52.2	46.5	19.7	30.7	15.4	30.7	15.4	44.4	13.9
NEWARK	23.5		39.3	46.4	77.8	60.8	37.6	13.2	36.5	43.2	36.5	43.2	31.8	36.7
ORANGE TOWNSHIP, CITY OF					69.2	46.6	26.8							
PASSAIC CITY	27		30		68.5	53.2	28.4		39.7		39.7		53.7	20.8
PATERSON	22.1		22.7		71.8	49.7	32.6	12.1	23.9	30.4	23.9	30.4	40.2	
PERTH AMBOY	29.7	28.3	32.2		65.5	61.4	31.7	22	32.2	34.9	32.2	34.9	14.3	14.3
PLEASANTVILLE			16.7		65.9	32								
SALEM CITY					70.1	42.7	11.8							
TRENTON					67.9	36.4	35.6		26.1		26.1		30.8	
UNION CITY	43.1	39.8	38.7	42.2	80.5	67.3	64.5	40.7	38.4	41.1	38.4	41.1	55.1	53.7
VINELAND CITY	24.1		23.8	14.3	83.1	67	40.9	17.9	29.4	11.8	29.4	11.8		
WEST NEW YORK	46.6	24.1			85.5	74.6	69.2	23	40.8	53.7	40.8	53.7	58.3	41.7
BURLINGTON CITY					81.8	58.8								
GARFIELD	45.5	40.9	45.5	36.4	84.4	69.2	59.6	21.1	56	42.3	56	42.3	88.9	33.4
GLOUCESTER CITY					91.9	76.3								
HARRISON	18.8				84.5	71.1	50	15					33.3	
JERSEY CITY	23.9		38.6	27	80.5	63.2	25.6	11.7	51.1	39.3	51.1	39.3	51	42.4
LONG BRANCH			36.4		83.3	60.9	54.5		46.2		46.2			
PEMBERTON TOWNSHIP					85.6	63.8	45.8	17						
PHILLIPSBURG					92.8	74.3	68.3	20.6						
PLAINFIELD	38.1		32.4		77.6	48.6	41.3	16.1	57.1	41.4	57.1	41.4	40.9	13.6
NEPTUNE TOWNSHIP					85.6	62.6	49.2	12.7						
HOBOKEN					84.3	60.7	41.7	16.7						
<b>AVERAGE LOW INCOME URBAN</b>	<b>29.1</b>	<b>32.1</b>	<b>31.9</b>	<b>33.3</b>	<b>75.5</b>	<b>55.6</b>	<b>40.7</b>	<b>18.2</b>	<b>38.3</b>	<b>34.6</b>	<b>38.3</b>	<b>34.6</b>	<b>44.5</b>	<b>30.6</b>
<b>MEDIAN LOW INCOME URBAN</b>	<b>25.5</b>	<b>28.3</b>	<b>32.3</b>	<b>36.4</b>	<b>77.8</b>	<b>60.8</b>	<b>41.1</b>	<b>16.9</b>	<b>36.5</b>	<b>39.3</b>	<b>36.5</b>	<b>39.3</b>	<b>42.7</b>	<b>34.6</b>
<b>SUM LOW INCOME URBAN</b>	<b>27.2</b>	<b>25.2</b>	<b>31.6</b>	<b>27.8</b>	<b>76</b>	<b>57.1</b>	<b>38.7</b>	<b>14.9</b>	<b>34.6</b>	<b>31.1</b>	<b>34.6</b>	<b>31.1</b>	<b>44.3</b>	<b>31.6</b>
<b>STATE</b>	<b>34.8</b>	<b>33.3</b>	<b>42.4</b>	<b>35.7</b>	<b>91.6</b>	<b>79.7</b>	<b>67.8</b>	<b>38.2</b>	<b>46.7</b>	<b>39.9</b>	<b>46.7</b>	<b>39.9</b>	<b>54.3</b>	<b>38.8</b>
LAKESWOOD TOWNSHIP			24.1	17.9	70.7	43.8	47.5	21.6					47.1	23.5
BRICK TOWNSHIP					91.9	77	72.2	37.6	21.4	21.4	21.4	21.4		
HOWELL					98.8	90.6	94.1	64.7						
JACKSON TWSP.					93.8	84.6	72.7	39.6						
TOMS RIVER REGIONAL			63.6	45.5	93.8	81.8	67.8						68.8	31.3

2014 NJ ASK Grade 8 State Summary  
08/29/2014

District Name	County	2014 % PASS LA	2013 % PASS LA	2012 % PASS LA	2011 % PASS LA	2010 % PASS LA	2009 % PASS LA	2008 % PASS LA	2007 % PASS LA	2006 % PASS LA	2005 % PASS LA	2004 % PASS LA	2014 % PASS MATH	2013 % PASS MATH
ASBURY PARK	MONMOUTH	34	38	40.2	34.3	38.4	37.8	29.5	28.5	22.3	20.3	27.9	17	17
BRIDGETON	CUMBERLAND	44	54	58.2	59.4	56	61.9	57.3	43	45.4	32.3	33.8	42	39
CAMDEN CITY	CAMDEN	32	32	33	31.4	33.7	38.4	36.2	23.8	28.7	28.5	28	19	18
EAST ORANGE	ESSEX	56	58	57.1	52.4	51.7	59.1	54.8	44.8	42.4	38	33.9	39	35
ELIZABETH	UNION	68	72	72.2	71	65.9	63.1	57.1	45.3	42	42.9	43.8	62	58
IRVINGTON TOWNSHIP	ESSEX	49	52	48.4	48.1	51.3	46.4	50.7	35	33.5	37.3	35.1	30	33
KEANSBURG BOROUGH	MONMOUTH	57	65	67	61.4	72.6	76.4	74.2	47.9	55.9	50.6	57.4	37	36
MILLVILLE	CUMBERLAND	62	66	59.2	63.9	62.5	56.7	60.7	52.7	49.1	46.5	47.6	44	56
NEW BRUNSWICK	MIDDLESEX	48	58	53.8	50.4	53.1	54.1	57.8	42.8	46.3	46.1	42.6	45	44
NEWARK	ESSEX	51	56	57.7	57.1	57.7	55.9	56.4	49.9	44.9	47.1	44.5	42	42
ORANGE TOWNSHIP, CITY OF	ESSEX	55	55	54.7	51.8	59.1	52.9	50.5	36.3	33.3	31.4	31.7	34	29
PASSAIC CITY	PASSAIC	53	59	56	55.6	57.2	58.3	51.9	42.6	45.3	39.2	30.1	48	45
PATERSON	PASSAIC	54	62	58.7	53.7	57.5	52	56.3	46.1	48.1	46.1	45.7	46	46
PERTH AMBOY	MIDDLESEX	54	58	57.2	55.8	55.3	54.7	59.1	48.9	50.3	44.6	38.1	36	35
PLEASANTVILLE	ATLANTIC	48	54	61.3	63.4	54.1	55.7	52	33.6	36.6	42.2	39.7	38	40
SALEM CITY	SALEM	46	55	56.1	37.7	60.8	44.9	55.1	38.4	30.6	44.8	2004 SALEM CITY NOT	36	30
TRENTON	MERCER	42	43	43.9	46.8	44	41	42.3	37.3	31.2	23.6	22	25	23
UNION CITY	HUDSON	76	77	78.6	80	79.8	74.5	75.6	72.4	76.6	63	68.3	70	68
VINELAND CITY	CUMBERLAND	70	66	73.2	70.9	74.4	66.7	65.5	57.3	54.3	50.1	51.3	67	56
WEST NEW YORK	HUDSON	71	77	77.2	76.3	75.7	75.5	79.1	70.9	66.8	68.8	70.8	67	69
BURLINGTON CITY	BURLINGTON	56	58	57.6	62.3	69.8	66.6	66.9	51.7	56.9	64.3	59.5	47	36
GARFIELD	BERGEN	81	74	73.6	78.3	78.4	78.6	71.5	67.8	60.4	63.7	63.4	82	68
GLOUCESTER CITY	CAMDEN	73	79	73.4	77.8	78.2	77.8	62	43.7	59.8	55.1	56.6	73	69
HARRISON	HUDSON	73	78	83	82.6	77.7	77.6	83.1	72.2	64.4	59.2	57.3	70	66
JERSEY CITY	HUDSON	63	64	66.7	65.2	61.5	61.7	59.8	51.6	53	56	49.9	53	55
LONG BRANCH	MONMOUTH	61	68	65.1	62.3	67.4	70.9	73.6	57.9	56.4	51.8	46.6	51	53
PEMBERTON TOWNSHIP	BURLINGTON	71	77	71.5	69.7	73.9	68.7	70.7	54.4	60	63.3	62.2	49	49
PHILLIPSBURG	WARREN	72	63	67.2	69.4	69.2	70.7	69.9	59	59.1	72.3	71.8	47	50
PLAINFIELD	UNION	52	60	55.4	64.1	55.3	52.2	48.5	31.1	43.3	62.6	46.8	34	31
NEPTUNE TOWNSHIP	MONMOUTH	65	58	64.9	66.7	71.9	63.8	60.8	60.7	52.3	52.1	50.6	47	45
HOBOKEN	HUDSON	61	56	62.8	65.2	74.5	75	73.6	73.5	85.9	84.7	80.3	33	30
<b>AVERAGE LOW INCOME URBAN</b>		<b>58</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>63</b>	<b>61</b>	<b>60</b>	<b>49</b>	<b>50</b>	<b>49</b>	<b>48</b>	<b>46</b>	<b>44</b>
<b>MEDIAN LOW INCOME URBAN</b>		<b>56</b>	<b>59</b>	<b>59</b>	<b>62</b>	<b>62</b>	<b>62</b>	<b>59</b>	<b>48</b>	<b>49</b>	<b>47</b>	<b>47</b>	<b>45</b>	<b>44</b>
<b>SUM LOW INCOME URBAN</b>		<b>57</b>	<b>61</b>	<b>60.8</b>	<b>59.6</b>	<b>59.9</b>	<b>58.1</b>	<b>57.4</b>	<b>47.8</b>	<b>47.3</b>	<b>46.6</b>	<b>44.6</b>	<b>47</b>	<b>46</b>
<b>STATE</b>		<b>80</b>	<b>82</b>	<b>82.2</b>	<b>82.1</b>	<b>82.5</b>	<b>82</b>	<b>81.1</b>	<b>73.7</b>	<b>74.2</b>	<b>61.8</b>	<b>60.9</b>	<b>72</b>	<b>69</b>
LAKESWOOD TOWNSHIP	OCEAN	50	48	49	53.9	48.7	51.2	49.7	38.3	38.8	39.8	45.5	43	36
BRICK TOWNSHIP	OCEAN	85	89	89.2	87.3	90.4	87.9	87.2	82.9	82.8	80.6	78.8	80	73
HOWELL TWP	MONMOUTH	88	89	87.8	90	88.8	90.3	90.4	85.7	88.3	83.4	82.6	84	79
JACKSON TWSP.	OCEAN	83	85	85.3	88.6	89	89.4	91.3	85	86	82	80.4	78	76
TOMS RIVER REGIONAL	OCEAN	84	88	88.6	87.7	87.8	87.3	87.3	81	80.7	78.5	76.1	76	67

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ASBURY PARK	22.8	29.3	20.7	19.5	14.6	22.3	14.4	14.7	16.7						13.6	
BRIDGETON	45.8	51.4	41.2	50	40.2	42.6	33.5	22.5	19.1			11	11	11		
CAMDEN CITY	17.8	17.2	17.3	24.5	18.2	14.5	12.8	13.7	14.5							
EAST ORANGE	44.5	38.5	33.7	43.1	31.5	31	26.9	22	25.8		20		19		17.9	15.4
ELIZABETH	61.6	55.3	50.4	47.8	36.7	33.5	30.4	32.7	30.7		22	22	29	18	27.8	18
IRVINGTON TOWNSHIP	34.6	37.6	37.5	36.9	27.6	22.9	17.9	18.2	17.7		17					
KEANSBURG BOROUGH	54.4	40.5	52.9	65.5	43.3	57.7	53.8	50.3	53.7				19			
MILLVILLE	51.2	51	41.9	43.8	47.1	48.8	39	36.8	31.7		24	16			16.5	
NEW BRUNSWICK	38.3	34.9	34.6	34.5	40.2	40.2	41.1	43.2	40				18			
NEWARK	45.2	45.4	40.6	41.9	37.2	35.3	31.2	30.3	35.5		13	11	19	12	18.7	13.4
ORANGE TOWNSHIP, CITY OF	39.3	30.1	41	35.5	24.5	25.5	22.7	20	20.3						12.3	
PASSAIC CITY	38.8	41	38.4	40.7	34.9	36.4	30.1	25.5	19		14	20	30		29	16
PATERSON	40	40.8	42.3	46.4	40.6	39.7	34.9	36.3	38.4		18	13	29	14	24.6	11.4
PERTH AMBOY	42.8	42.7	43.2	47.7	41.1	42.1	35.5	31.2	33.4		19	16	23	10	21.9	13.9
PLEASANTVILLE	41.7	42.4	41.6	44.1	37.5	26.3	32.3	27.8	18.7		16				26.9	
SALEM CITY	31.3	30	29.4	25	30.3	39.2	24.4	29.4			22	21			14.3	
TRENTON	26.4	33.2	24.7	27.1	21.9	24.7	19	12.7	14.3							
UNION CITY	70.4	83.9	74.5	71.8	70.1	67.5	70.9	62.2	62.3		48	41	44	40	36.9	32.1
VINELAND CITY	63.5	57.8	57.2	54.2	48.5	49.5	43.4	44.1	39.1		30	26	20	15	24.5	
WEST NEW YORK	73.6	77.9	75.5	76.5	69.9	74.2	64.1	62.5	69.3		31	22	44	30	41.7	19.4
BURLINGTON CITY	42	56.6	50.8	52.8	45.9	48.8	46.9	52.2	41.3		14	15			20.7	16.7
GARFIELD	63	77	71.8	74.4	63.2	67.6	55.8	53.6	58.5		55	53	41	26	30.6	30.6
GLOUCESTER CITY	68	70.9	58	47.6	50	45.6	53.2	43.9	48.4				52	43		
HARRISON	65.3	62.3	51.2	65.1	55.1	47.7	35.3	41.1	44.2		40	36	40	28	37.9	24.1
JERSEY CITY	55.5	52.7	41.1	46.8	43	47.1	42.6	42.9	42.7		22	17	24	17	25.7	15
LONG BRANCH	54.9	50.5	54.5	54.6	45.6	48.8	41.1	40.4	27.3		23	24	27		31.7	24.4
PEMBERTON TOWNSHIP	60.6	56.4	59.5	59.5	46.1	45.9	39.4	42.9	43.7		14	15				
PHILLIPSBURG	44.4	47.6	41.4	54.3	50	62.5	49.7	62.4	61.7		39	14	23	18	29.4	17.6
PLAINFIELD	31.7	37.4	27.2	37.6	28.8	28.2	22.2	53	32.7		14		11		17.1	
NEPTUNE TOWNSHIP	47.1	46.3	45.9	46.8	49.7	56	40	36.8	41.8				11			14.3
HOBOKEN	47.5	56.3	51.8	55.1	52.8	57.2	75.9	71.2	68.2				18	13		
<b>AVERAGE LOW INCOME URBAN</b>	<b>47</b>	<b>48</b>	<b>45</b>	<b>47</b>	<b>41</b>	<b>43</b>	<b>38</b>	<b>38</b>	<b>37</b>		<b>24</b>	<b>22</b>	<b>26</b>	<b>21</b>	<b>25</b>	<b>19</b>
<b>MEDIAN LOW INCOME URBAN</b>	<b>45</b>	<b>46</b>	<b>42</b>	<b>47</b>	<b>41</b>	<b>43</b>	<b>36</b>	<b>37</b>	<b>37</b>		<b>22</b>	<b>18</b>	<b>23</b>	<b>17</b>	<b>25</b>	<b>17</b>
<b>SUM LOW INCOME URBAN STATE</b>	<b>47.2</b>	<b>47.2</b>	<b>43.3</b>	<b>45.6</b>	<b>39.5</b>	<b>39.7</b>	<b>34.9</b>	<b>34</b>	<b>34.5</b>		<b>19</b>	<b>15</b>	<b>22</b>	<b>14</b>	<b>21.6</b>	<b>13.1</b>
<b>STATE</b>	<b>71.6</b>	<b>71.5</b>	<b>68.5</b>	<b>71.2</b>	<b>67.4</b>	<b>68.4</b>	<b>64.5</b>	<b>50</b>	<b>50.3</b>		<b>43</b>	<b>33</b>	<b>46</b>	<b>30</b>	<b>47.2</b>	<b>30.6</b>
LAKESWOOD TOWNSHIP	35.2	44.6	37.4	42.8	33	32.9	34.2	42	40				13	19	13.2	18.4
BRICK TOWNSHIP	78.2	71.9	75.6	73.6	65.8	70.9	70.3	64.7	66.5		59	42	67	44	59.7	41.9
HOWELL TWP	78.7	76.8	75.5	80.3	79.1	86.6	81.2	77.7	76.7		52	42	55	33		25.2
JACKSON TWSP.	77.7	83.1	83.7	83.2	80.3	83.8	80.7	72.6	66.4							
TOMS RIVER REGIONAL	74.1	76	69.4	77.4	76.3	73.6	74	69.8	66		46	33			59.1	24

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ASBURY PARK									11.1	14.3		5.8	2.3	4.8	7.1	1.7
BRIDGETON	13.5				22.4	12	16.2	18.2	9.2	14.1	6.9	12.2	7.5	7.1	1.3	
CAMDEN CITY									3.8	1.4	2.8	2.4	5	1.8	0.8	1.1
EAST ORANGE	15					14.9	15.2		16	10.8	7.8	4.9	8.3	4.3	4.1	4.8
ELIZABETH	23.5	13.3	20.7	16.7	15.5		13		10.3	6.3	7	5.7	7.5	7.2	8.5	8.3
IRVINGTON TOWNSHIP		11.8							4.9	2.4	0.9		1.9	1.8	1.3	
KEANSBURG BOROUGH	25.9								8.1	13.5	12.9	16.1		4.3	20.9	11.1
MILLVILLE					16.3		11.8		10.1	11.3	5.5	7.3	7.8		2.2	5.4
NEW BRUNSWICK			14.3		17.7	10.3	24.2	16.5	20.4	16.7	13.9	17	15.7	18.9	19.2	17.9
NEWARK	24.7	17.3	22.7	11.8	19		19		13	7.7	12.3	9.6	12.2	6.7	9.4	9.4
ORANGE TOWNSHIP, CITY OF	10.4		14.8	10.2					8.5	5	2	1.9	5.3			2.4
PASSAIC CITY	23.6	13.8	18.8		25.6	12.3	11.3		10.1	9.5	6.7	2.9	6.7	4.2	2.5	4.2
PATERSON	13.6	10.1	20.4		18.9	20.5	18		12.6	13.7	10.2	8.9	10.4	10.2	8.8	10.6
PERTH AMBOY	19.1	12.4	26.1	12.5	23.1	15.9	20.8		16.1	14.1	15.3	18	8.2	11.8	6.1	6.4
PLEASANTVILLE	14.7	11.8	21.2	18.2	23.9	13.3	19.1	12.8	15.9	10.4	13	15.7	3.4	3.3	13	2.8
SALEM CITY			18.8				16.1		8.7	8.7	4.2		9.4	7.9		
TRENTON	16.8		16.2						10.8	4.7	3.6	7.2	2	4.9	1.8	
UNION CITY	60.4	73.6	56.8	65.2	35.4	38.1	42.3	42.3	41.3	33	47.7	44.2	19.4	23.3	27.1	29.5
VINELAND CITY	21.8	13.9	29.7	11.3		10.4			20.8	8.9	8.1	7.3	8.5	7.7	7.7	11
WEST NEW YORK	53.6	39.1	48.5	29.4	42.9	25.4	54.4	26	39.7	37.5	41.3	25.8	23.4	15.6	17.9	17.6
BURLINGTON CITY	28.6	23.8	22.6	20					14.3	6.9	21.2	24.2	33.3	25	31.3	9.4
GARFIELD	55.7	49.2	42.9	23.7	36.5	29	30.6	12.9	21.3	18.8	15.4	19.7	15.4	10.7	7.5	17.4
GLOUCESTER CITY		32.1							16.2	13.5	17.2	20	13.3	13.3	14.3	17.9
HARRISON	55.6	16.7	50	15.8	40	40	41.7		22.7	9.1	6.3	6.3	6.7			
JERSEY CITY	24.1	17	27.4	14	21.2	16.5	22.3	11.5	15	12.7	15.2	9.7	15.7	11.3	11.5	8.2
LONG BRANCH	18.4		44.1	21.3	35.8	25	31.4		13.2	17	15.8	26.3	8.3	21	7.2	9
PEMBERTON TOWNSHIP	32.7	24.5	35.4	23	16.9	21.7			11.8	7.3	8.2	4.9	23	17.9	18.5	5.6
PHILLIPSBURG					37.5		21.2	13.2	15.2	18.8	2.4	4.5	28.5	22.6	27.6	20.8
PLAINFIELD	26.3		20.3		13.6		17.1		4.3	3.2	6.3	3.3	11.9	9.1	4.2	4.2
NEPTUNE TOWNSHIP	29				31	17.6		11.8	14	12.1	8.1	4	13.2	5.1	8.5	1.4
HOBOKEN					21.1				14.3	23.8	45.8	29.4	48.6	44.4	21.9	23.5
<b>AVERAGE LOW INCOME URBAN</b>	<b>28</b>	<b>24</b>	<b>29</b>	<b>21</b>	<b>26</b>	<b>20</b>	<b>23</b>	<b>18</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>
<b>MEDIAN LOW INCOME URBAN</b>	<b>24</b>	<b>17</b>	<b>23</b>	<b>17</b>	<b>23</b>	<b>17</b>	<b>19</b>	<b>13</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
<b>SUM LOW INCOME URBAN</b>	<b>22.2</b>	<b>14.9</b>	<b>22.9</b>	<b>12.5</b>	<b>20.1</b>	<b>13.1</b>	<b>19.1</b>	<b>10.6</b>	<b>13.8</b>	<b>10.8</b>	<b>11.6</b>	<b>10</b>	<b>11.3</b>	<b>8.8</b>	<b>9.1</b>	<b>8.2</b>
<b>STATE</b>	<b>47.6</b>	<b>31.3</b>	<b>47.7</b>	<b>28.7</b>	<b>47.2</b>	<b>30.4</b>	<b>44.2</b>	<b>27</b>	<b>32.9</b>	<b>28.8</b>	<b>32.7</b>	<b>25</b>	<b>17.4</b>	<b>14.7</b>	<b>16.8</b>	<b>14.1</b>
LAKEWOOD TOWNSHIP	28.6		13.6		19		21.4		9.4	10.9	3	6.3	7.9	10.4	11.4	7.1
BRICK TOWNSHIP	62.7	38.7	71.5				61.1	31.1	54	39.4	47.8	35.4	47.4	31.6	42	32.8
HOWELL TWP	62.4	33.4	55.2	32.1	55.9	32.8	55.9	33.9	50.4	53.2	54.5	37.4	40.7	37.6	35.6	29
JACKSON TWSP.			56.6	51.6	57.2	47.5			53.8	53.7	46.2	42.2	34.3	24.3	38.8	19.6
TOMS RIVER REGIONAL				31.9	53.3	36.4	49.1	29	37.4	33.1	41.7	28.2	36.4	34.7	28.3	18

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ASBURY PARK			#REF!		28.6										
BRIDGETON		17	22				31.6						28.6	10.3	4.3
CAMDEN CITY			0												4.2
EAST ORANGE	29		19		30	32.3	17.6					42.9	28.6		23.5
ELIZABETH	43	39	47	32	49.1	38.3	45.9	32.9	42.9	30.7	37.4		30.1		13.3
IRVINGTON TOWNSHIP	33		0					12.8							8
KEANSBURG BOROUGH			19												
MILLVILLE			0												
NEW BRUNSWICK			18						36.3		27.9	23.5	23.8	26.6	12.8
NEWARK	28	29	31	23	35.5	25.2	32.9	19.9	44.6	41.2	46.6		47.7		38.4
ORANGE TOWNSHIP, CITY OF			0		17.4		14.8		15.4	21.4					7.1
PASSAIC CITY	39	30	30		47.1	19.3	32.9	14.3	45.5		35.3	24.6	42.1		30.1
PATERSON	30	28	43	24	33	22.8	33.2	23.9	27.5		21.5	22.1	28.2		18
PERTH AMBOY	16	15	33	14	23.7	17.9			30.4	38.6	33.9	30.5	44.8		19
PLEASANTVILLE	21		0		11.8				36	32	38.9	27.8	21.4		
SALEM CITY			0												
TRENTON			0				20		20.3						14.8
UNION CITY	44	51	84	42	64.5	56.6	54	65.8	56.9	59.3	60.3	57.8	55.8	52.6	48.1
VINELAND CITY			35	29	16.7		35.3	26.5	11.5	22.2		14.3			
WEST NEW YORK	27	36	74	26	29.8	40.3	39.3	50.8	30.9	47.1	32.2	55.9	25.5	23.4	18.3
BURLINGTON CITY			0												
GARFIELD	25	58	68	73			38.1	57.2	40.9	45.5			44.8	44.8	45.9
GLOUCESTER CITY			95												
HARRISON	47	56	68	50	72.7	63.6	40	50							
JERSEY CITY	37	35	40	39	35.8	26.3	36.5	30.8	31.1	24.3	32.7	22.6	27.2	23.6	17.5
LONG BRANCH	15	25	27		33.3	43.5			40	54.6	50	36.8	48		12.5
PEMBERTON TOWNSHIP			0												
PHILLIPSBURG			41	27											
PLAINFIELD	27		11		32.9		38.5		34.9		25.8		22.2		9.3
NEPTUNE TOWNSHIP			11												
HOBOKEN			30												
<b>AVERAGE LOW INCOME URBAN</b>	<b>31</b>	<b>35</b>	<b>27</b>	<b>34</b>	<b>35</b>	<b>35</b>	<b>34</b>	<b>35</b>	<b>34</b>	<b>38</b>	<b>37</b>	<b>33</b>	<b>35</b>	<b>30</b>	<b>19</b>
<b>MEDIAN LOW INCOME URBAN</b>	<b>29</b>	<b>32</b>	<b>22</b>	<b>29</b>	<b>33</b>	<b>32</b>	<b>35</b>	<b>31</b>	<b>35</b>	<b>39</b>	<b>35</b>	<b>28</b>	<b>29</b>	<b>25</b>	<b>16</b>
<b>SUM LOW INCOME URBAN</b>	<b>30</b>	<b>29</b>	<b>36</b>	<b>25</b>	<b>34.6</b>	<b>25.8</b>	<b>34</b>	<b>27.9</b>	<b>34.3</b>	<b>30.1</b>	<b>35.6</b>	<b>30.9</b>	<b>35.9</b>	<b>26.4</b>	<b>23.3</b>
<b>STATE</b>	<b>36</b>	<b>38</b>	<b>76</b>	<b>35</b>	<b>40.6</b>	<b>35.4</b>	<b>38.3</b>	<b>35.2</b>	<b>38.9</b>	<b>35.9</b>	<b>40.3</b>	<b>37.7</b>	<b>37.7</b>	<b>30.9</b>	<b>27.4</b>
LAKEWOOD TOWNSHIP			32	44	32.1	36.7			31		23.7		11.4		8.8
BRICK TOWNSHIP	39	62	110	56											
HOWELL TWP			89				46.2	53.9	46.2	18.2		62.5			
JACKSON TWSP.			0												
TOMS RIVER REGIONAL			0								45	45			21.4

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District Name	2007 % LEP PASS MATH	2006 % LEP PASS LA	2006 % LEP PASS MATH	2005 % LEP PASS LA	2005 % LEP PASS MATH	2004 % LEP PASS LA	2004 % LEP PASS MATH
ASBURY PARK			0		10.5		
BRIDGETON	23.1		0		5.6		
CAMDEN CITY	1.6		0			2.1	6.1
EAST ORANGE	4.3	29.2	0	6.3	5	7.1	7.1
ELIZABETH	15.7	2.7	0	4	11.9	15.7	17
IRVINGTON TOWNSHIP	7.1		0				
KEANSBURG BOROUGH			0				
MILLVILLE	16.7		0				
NEW BRUNSWICK	20.4	11.9	0	1.7	11.5	8.1	14.1
NEWARK	27.8	22.8	0	30.9	25.7	22.4	32.1
ORANGE TOWNSHIP, CITY OF	9.5	5	0	4	4	3.4	6.8
PASSAIC CITY	36.5	2.9	0	3.1	8.6	7.6	8.5
PATERSON	19.8	9.3	0	9.6	12.5	11.6	17.6
PERTH AMBOY	20.4	12.1	0	8.6	4.6	14.1	11.1
PLEASANTVILLE	26.7	20	0		8.3	16.7	25
SALEM CITY			0	8.4	12.3		
TRENTON	6.2	19.5	0	2.6	4.3	1.6	
UNION CITY	47.6	32.9	0	22.3	30	30.2	35.8
VINELAND CITY	12.5	4	0	6.9	16.2	8.3	2.7
WEST NEW YORK	31.7	2.1	0		2.5	32.7	32.7
BURLINGTON CITY			0				
GARFIELD	62.1	4	0	15.4	11.5	16.2	27
GLOUCESTER CITY			0				
HARRISON	7.1		0				
JERSEY CITY	21.6	14.4	0	8.3	15.2	11.6	26.9
LONG BRANCH	18.5	15.4	0		14.3	12.5	6.3
PEMBERTON TOWNSHIP			0				
PHILLIPSBURG			0	19.7	24.2	17.5	23.6
PLAINFIELD	14.8	5.8	0			11.9	21.4
NEPTUNE TOWNSHIP			0				
HOBOKEN			0				
<b>AVERAGE LOW INCOME URBAN</b>	<b>21</b>	<b>13</b>	<b>0</b>	<b>10</b>	<b>12</b>	<b>13</b>	<b>18</b>
<b>MEDIAN LOW INCOME URBAN</b>	<b>19</b>	<b>12</b>	<b>0</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>17</b>
<b>SUM LOW INCOME URBAN</b>	<b>24.4</b>	<b>13.6</b>	<b>0</b>	<b>11.2</b>	<b>14.2</b>	<b>14.6</b>	<b>19.4</b>
<b>STATE</b>	<b>31</b>	<b>15.8</b>	<b>0</b>	<b>12.2</b>	<b>18.7</b>	<b>10.9</b>	<b>18.4</b>
LAKESWOOD TOWNSHIP	11.6		0	5.6	41.2	7.9	23.7
BRICK TOWNSHIP	33.3		0			45.5	27.3
HOWELL TWP	75		0		36.4	16.7	25
JACKSON TWSP.			0				
TOMS RIVER REGIONAL	12.5		0		8.3	18.8	25.1

# Exhibit 31

	A	B	C	D	E	F	G	H
1	COUNTY_NAME	DISTRICT_NAME	2016 Adjusted	(2015 Adjusted	2014 Adj	2013 Adjusted	Cohort	Grad Rate
2	CUMBERLAND	BRIDGETON CITY	78.78	76.33	71.01	68.38		
3	CAMDEN	CAMDEN CITY	69.57	63.57	61.70	53.42		
4	PASSAIC	PASSAIC CITY	76.61	78.31	76.32	71.32		
5	PASSAIC	PATERSON CITY	78.27	78.26	74.51	72.11		
6	MIDDLESEX	NEW BRUNSWICK CITY	69.50	68.50	62.98	60.73		
7	OCEAN	LAKEWOOD TWP	75.25	73.51	74.34	71.17		
8	ESSEX	NEWARK CITY	73.47	69.59	68.63	67.70		
9	MERCER	TRENTON CITY	66.55	68.63	52.95	48.55		
10	SALEM	SALEM CITY	85.54	77.33	69.44	75.47		
11	HUDSON	UNION CITY	79.56	87.47	80.63	79.17		
12	ATLANTIC	PLEASANTVILLE CITY	80.85	81.36	75.98	70.03		
13	ESSEX	EAST ORANGE	74.77	75.58	71.87	69.90		
14	UNION	ELIZABETH		78.15	72.60%	71.05%		
15	ESSEX	CITY OF ORANGE TWP	90.68	83.23	86.17	79.59		
16	MIDDLESEX	PERTH AMBOY CITY	71.74	73.38	59.73	58.97		
17	MONMOUTH	ASBURY PARK CITY	73.12	66.04	49.26	50.69		
18	ESSEX	IRVINGTON TOWNSHIP	70.72	70.33	62.31	60.30		
19	MONMOUTH	KEANSBURG BORO	81.05	87.76	80.41	76.11		
20	WARREN	PHILLIPSBURG TOWN	90.80	87.88	86.46	83.33		
21	HUDSON	HARRISON TOWN	94.57	91.71	90.48	91.44		
22	CAMDEN	GLOUCESTER CITY	94.04	82.47	86.21	82.86		
23	CUMBERLAND	MILLVILLE CITY	90.77	90.22	86.17	82.33		
24	UNION	PLAINFIELD CITY	78.28	80.49	89.42	77.32		
25	BERGEN	GARFIELD CITY	88.17	83.83	87.32	78.05		
26	HUDSON	WEST NEW YORK TOWN	82.72	84.70	84.58	78.35		
27	CUMBERLAND	VINELAND CITY	76.61	75.89	76.57	71.77		
28	BURLINGTON	BURLINGTON CITY	86.71	78.47	82.22	78.20		
29	BURLINGTON	PEMBERTON TWP	86.14	89.72	84.27	83.87		
30	MONMOUTH	LONG BRANCH CITY	90.80	92.19	94.42	91.55		
31	HUDSON	JERSEY CITY	74.85	73.68	67.15	67.46		
32	MONMOUTH	NEPTUNE TWP	84.46	80.73	78.33	76.80		
33	HUDSON	HOBOKEN CITY	86.01	83.33	86.78	85.43		
34								
35								
36	Average		75.80	78.15	0.726	0.7105		

# **New Jersey's High School Graduation Rate Increases to Over 90 Percent *The Highest Level Since Use of the New Federal Calculation***

**For Immediate Release**

**Contact:** David Saenz

**Date:** January 12, 2017

609-292-1126

**Ewing, NJ** – The Christie Administration today announced that New Jersey's high school graduation rate increased to 90.1 percent in 2016 from 89.7 percent in 2015. This marks the fifth straight year that the statewide high school graduation rate has increased.

“We commend the efforts of our students and educators in achieving this tremendous accomplishment and remain committed to keeping New Jersey as a national leader in education by continuing to implement graduation standards that more honestly demonstrate a graduate’s preparedness for college, career and community experiences beyond high school,” said Acting Commissioner Kimberley Harrington.

The Class of 2011 was the first graduating class to begin using the federally mandated methodology for calculating the graduation rate, and since then, the state’s high school graduation rate has increased by 7.1 percentage points from 83 percent in 2011. Below is a summary of 2016 graduation rates by student subgroups compared to the 2011 results:

- African American students graduated at a rate of 82.1 percent in 2016, an increase of 13.1 percentage points from 2011, when it was 69 percent.
- 83.4 percent of Hispanic students graduated in 2016, a 10.4 percentage point increase from 2011, when it was 73 percent.
- 94.2 percent of white students graduated in 2016, an increase from 90 percent in 2011.
- 96.7 percent of Asian students graduated in 2016, an increase from 93 percent in 2011.
- Economically disadvantaged students graduated at a rate of 82.7 percent in 2016, an increase of 11.7 percentage points from 2011, when it was 71 percent.
- 74.7 percent of Limited English Proficient (LEP) students graduated in 2016, an increase of 6.7 percentage points from 68 percent in 2011.
- Students with disabilities graduated at a rate of 78.8 percent in 2016, an increase from 73 percent in 2011.

The Department also calculated the five-year graduation rate for students that began high school in 2011. While the four-year graduation rate last year was 89.7 percent for the class of 2015, the graduation rate that included students who continued on for a fifth year was 91.3 percent.

Additional information and district-by-district graduation rates can be found online at [www.state.nj.us/education/data/grate/](http://www.state.nj.us/education/data/grate/).

# Exhibit 32

P:27



# Lakewood Board of Education

200 Ramsey Avenue, Lakewood, NJ 08701

Main Office: (732) 364-2400 Fax: (732) 905-3687

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**Laura A. Winters**, Superintendent of Schools

Laura A. Winters

Superintendent of Schools



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### **Lakewood Public School Funding – Municipal and Public School Overburden**

In an early Abbott decision, the court recommended considering a factor for "Municipal Overburden" when calculating an Abbott district's local ability to raise taxes. Municipal Overburden refers to unique or excessive municipal conditions that place a heavy burden on municipal taxation and therefore total local taxation. In Lakewood, there are factors not found in any other New Jersey City or Municipality that create a tax overburden on the public school system as well. The prime factors that adversely affects Lakewood's municipal and school budgets are a) the state not fully funding the current funding formula, and b) the state's methodology in determining wealth and c) the state, using its current formula, underfunds Lakewood.

The second factor is the faulty methodology of determining wealth pursuant to Abbott for the designation of urban low income districts. Had the state looked at traditional income factors such as per capita income, or median household income, Lakewood, which is among the poorer municipalities in the state would receive far more aid than it does today. Instead the state looked exclusively at real estate ratables. In determining how "wealthy" a town was, it took the total local ratables and divided them by the total public school population. Had it divided the total ratables by total population, again Lakewood would receive far more aid than it does today. Instead it chose to divide it by public school population, assuming that the number of public school children reflects the number of households and taxpayers in the local district.

Because the majority of Lakewood households don't have children in the public schools (most of the town is either seniors on fixed income, or religious families who by their religious requirement send their children to parochial schools) Lakewood's total ratables get divided by a small percentage of the town, making the town appear to be very wealthy.

Lakewood's per capita and median household income show that it is a poor district, and were it to divide the entire ratable base by all households it would also show that it is a poor district. By dividing the ratables by a small percentage of households Lakewood appears to be among wealthy towns in the state. This distortion is severe and unmatched by any similar distortion in the state's methodology that impacts other towns.

This has caused the state to ignore the underfunding of Lakewood and prevent its eligibility for 100% facility financing under the School Development Authority pursuant to NJSA 18A: 7G-3.

On top of these two defects, Lakewood is also impacted by a third factor; the requirement of the district to provide mandated but unreimbursed services to the children in the parochial schools.

Pursuant to NJSA 18A:39-1d and the State Appropriations Act for FY2017-18, the public school district is required to provide \$1,000 per mandated nonpublic school pupil to the Lakewood Student Transportation Authority (Nonpublic School Consortium). The actual projected cost per mandated student is \$650.



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The \$1,000 per mandated student allocated under the law is sufficient to transport all mandated and non-mandated (courtesy) nonpublic school students. The total amount allocated in the 2017-18 public school budget for the LSTA is projected to be \$21,468,000. The public school district will fund a projected \$15,242,280 from its general fund budget with the State providing dedicated funding projected to be \$6,225,720. (See Chart Below). Lakewood Township will separately provide the public school district a projected \$1.1 million to provide courtesy busing to an estimated 2,400 public school students. This funding scheme is intended to remove any specific designation of public school funding for courtesy busing.

The public school district, in addition to its own 6,000 students, is responsible for any special education needs of an additional 31,000 students who would more than likely go to nonpublic schools if not for their special education needs which causes an overburden on the school district. These factors cause Lakewood public school students to lose \$60 million in funding.

The school funding formula under the SFRA further exacerbates this situation by using the census method of funding. Under the census method, the state average classification rate is used rather than Lakewood's legitimately much greater classification rate. This is grossly unfair as the formula recognizes only the public school enrollment of 6,000 rather than the real student universe of 37,000 that the district is legally required to provide any required special education needs.

When the formula was last run, Lakewood was funded for only the number of classified students resulting from the state average classification rate times the public school district enrollment of about 6,000. Lakewood's special education aid should be based on either their actual classification rate or the state average classification rate multiplied by the real student universe of 37,000 students.



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<b>Revised 2017-18 District Budget Per State Appropriations Act</b>	<b>Per Pupil Funding</b>	<b>Mandate NP Students 12% Increase</b>	<b>Total NP Allocation LSTA</b>
State Formula Aid	\$143	21,468	\$3,069,924
Local Taxes	\$567	21,468	\$12,172,356
State Nonpublic Transportation Cost Reimbursement	\$290	21,468	\$6,225,720
Per Pupil Allocation to LSTA/Consortium	\$1,000	21,468	\$21,468,000
Total Less NP Transportation Cost Reimbursement			\$15,242,280
*Students Estimated on Historical Growth Rate			

**\*It is important to note that courtesy busing is not part of the 2017-2018 Lakewood School District budget.**



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## The Financial Effects of Ocean Academy Charter School on the Lakewood School District: A District in Financial Crisis

### Estimated Ocean Academy Charter School Costs to the Lakewood School District

School Year	NJDOE Approved Enrollment	Estimated Cost to District	Estimated Per Pupil Cost
2017-2018	160	\$2,100,100	\$13,816
2018-2019	220	\$3,039,520	\$13,816
2019-2020	280	\$3,868,480	\$13,816
2020-2021	340	\$4,697,440	\$13,816

**\*At 2017-2018 per Pupil/Assumes Continued Flat Funding**

**\*\*Special Education students will also receive categorical, State and Federal Aid**

- Enrollment at Ocean Academy Charter School in November of 2017 is 152 students. Approximately 150 students are from the Lakewood School District. The 150 K-2 students attend 5 Elementary Schools throughout the school district based on their neighborhood school.

With such little effect on class size reduction, schools did not lose teachers, custodians, vice principals etc...On top of the loss in \$2.1 million dollars in State Aid (2017-2018), the district must pay for the increase in transportation, which is an additional 6 routes to the Charter School alone for the 2017-2018 school year.

**As of November 11, 2017, the quoted transportation costs for the 6 Ocean Academy Charter School routes are \$499,860.00.**

**EDUCATIONAL ADEQUACY**



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Students in the Lakewood School District attend school with special needs that must be addressed in order to ensure an equal educational opportunity.

Many students are Limited English Proficient (LEP), live in poverty, or have a learning disability.

In order to meet the needs of its students, the Lakewood School District has the obligation of hiring staff members, such as; English as a Second Language (ESL) teachers, and an exorbitant number of Special Education teachers and paraprofessionals, which wealthier districts do not have the financial burden of providing.

### **The Number of Lakewood School District Teachers/Paraprofessionals Hired As of September 25, 2017**

<b>Teacher/Paraprofessional</b>	<b>Number Hired by Lakewood School District as of September 25, 2017</b>
<b>ESL Teachers</b>	<b>32</b>
<b>Special Education Teachers</b>	<b>119</b>
<b>Special Education Paraprofessionals</b>	<b>133</b>
<b>Related Service Providers/Consultants</b>	<b>60</b>

(Source: Special Education Supervisor)

### **The Number of Limited English Proficient (LEP) Students in the Lakewood School District**

<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
1,176	1,515	1,630	1,426	1,538

(Source: Realtime)

### **Meal Status**



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<b>Number of Students Eligible to Receive Free and Reduced Breakfast &amp; Lunch</b>
--

*80%
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**\*100% of Lakewood School District’s Students receive Free Breakfast and Lunch through the Community Eligibility Program (CEP).**

The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation’s highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

**\*\*It is important to note that the district has received fewer forms from parents/guardians in regard to free breakfast/lunch since the inception of the Community Eligibility Program (CEP). Prior to the CEP, the Free and Reduced Lunch/Breakfast rate was 91% in 2015-2016.**

**During the 2016-2017 School Year the District expended the following on Tuition, Transportation and Related Services:**

Line Item	2016-2017 Cost
Transportation Costs	\$28,339,400.49
Related Services Costs	\$3,250,638.01
Parental Contracts	\$517,231.97
Tuition	\$32,766,776



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## Demographics

<b>Hispanic</b>	<b>African American</b>	<b>White</b>	<b>Other</b>
85.9%	8.2%	4.6%	1.3%

## Public School Enrollment

	<u>October 15, 2015</u>	<u>October 14, 2016</u>	<u>October 26, 2017</u>
<b>Total Number of Students</b>	<b>6428</b>	<b>6244</b>	<b>6092</b>
<b>Number of Special Education Students</b>	710	838	800
<b>Number of Students Attending a Charter School</b>	0	0	150
<b>Number of Students Attending an Out of District School</b>	371	369	400
<b>Percent of Special Education Students District Wide</b>	<b>17%</b>	<b>19%</b>	<b>20%</b>

## Non-Public School Population

Since 2012, the nonpublic school population has grown by approximately 2,000-2,500 students a year.



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The Lakewood School District's 2017-2018 Budget only included track and boys and girls soccer. All other sports programs were eliminated.

Fortunately, on June 22, 2017, the **Lakewood Township Committee** donated \$84,000 to reinstate the Lakewood School District's Football Program.

On July 13, 2017, **the Lakewood Township Committee** awarded the Lakewood School District with a restricted grant of \$1,157,222.00 to reinstate the district's Sports Programs, including the Challenger League and Nonpublic Special Education Services and Programs!

**Without this funding, the students of the Lakewood School District would not be participating in Athletics this school year. This would have been a travesty, as students who are currently playing have the potential to receive Athletic Scholarships to Division I & II Colleges and Universities.**

**They would not have the same experiences or opportunities, as their wealthier peers in neighboring towns!**

"According to the State Board of Education's own regulations, Lakewood is designated as a High Poverty School District [NJAC 6A:13-3.1(a)], based on the same criteria now used to identify the "former Abbott Districts". NJAC 6A:13-3 et seq also mandates numerous academic interventions including maximum class sizes that must be implemented in High Poverty School Districts. However, Lakewood was never designated an Abbott district by the arbitrary and static standard originally used decades ago. Lakewood was never funded anywhere near Abbott levels nor grandfathered at the significantly higher Abbott funding levels upon enactment of the School Funding Reform Act. Lakewood simply cannot provide the class sizes and academic interventions **mandated by State law** due to its severely inadequate funding level under the SFRA. The adequacy (inadequacy) of Lakewood's funding is further exacerbated by municipal overburden and demographics so unique they cannot be found elsewhere in New Jersey nor are they recognized by the SFRA."



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### **Retention of Certified Staff After 2-Years of Receiving RIF Letters**

During the 2015-2016, school year, 68 certified teachers received a Reduction in Force letter, which was demoralizing to staff.

Then during the 2016-2017, school year, 140 certified staff members received a Reduction in Force letter.

The most loyal, committed teachers, wanting job stability for their young families, sought jobs elsewhere, and started leaving the district in unprecedented numbers.

The Lakewood School District started the 2017-2018 school year with approximately 90 new certified staff members and several teaching vacancies!

Experienced teachers, as well as Teachers of the Year – all crying that they did not want to leave – they had no choice!

#### **For example:**

Teacher of the Year – Allie Bairan – ELA Teacher LHS

Highly Regarded Guidance Counselor – Ricky Maldonado – LMS

On October 30, 2017, I received the below email:

**From:** Kathy Anastasio <[kanastasio296@gmail.com](mailto:kanastasio296@gmail.com)>

**Date:** October 30, 2017 at 7:03:44 PM EDT

**To:** [lwinters@lakewoodpiners.org](mailto:lwinters@lakewoodpiners.org)

**Subject:** library media specialist

Ms Winters-

My name is Kathryn Anastasio, and I am the former library media specialist at Piner. I see that you are still advertising for a library media specialist. Has the funding formula been adjusted, so that Lakewood will be fully funded in the future? I would love to return to Piner, but unless the funding formula has been addressed, I can't take the risk.

Sincerely,

Kathryn Anastasio



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Laura A. Winters, Superintendent of Schools

When preparing for the 2016-2017 Budget, the following teachers received Reduction in Force Notices (RIF):

## **Reduction in Force (RIF) – 68 Teachers (5,156,817.00)**

BASED ON TEACHER-STUDENT RATIO OF 1:38/39

<u>Grade</u>	<b>Number of Teachers Receiving a RIF Notice General Education Teachers</b>	<b>Number of Teachers Receiving a RIF Notice Education Bilingual Teachers</b>	<b>Special Education Teachers</b>	<u>Total</u>
Kindergarten	6	3		9
First Grade	7	3		10
Second Grade	8	2		10
Third Grade	6	0		6
Fourth Grade	5	0		5
Fifth Grade	6	0		6
Middle School	2 Math 2 ELA 1 Spanish Teacher 2 Teachers of Choice (Scheduling)			7
High School	2 English Teachers 3 Math Teachers 1 Social Studies Teacher 1 German Teacher			7
Special ICRS Education Teachers			3	3
Lakewood High School Librarian (retiring/not being replaced)	1			1
Mathematics Coach District Level	1			1
Teachers	3			3
<b>Total</b>				<b>68</b>



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When preparing for the 2017-2018 Budget, the following Staff Members received Reduction in Force Notices (RIF):

<b>Staff</b>	<b>Number of Staff Members</b>
Athletic Director	1
Science/Technology Supervisor (New)	1
Middle School Assistant Principal (New)	1
Guidance Counselors	5
ELA Interventionists	14
ELA & Mathematics Instructional Coaches	7
Data Instructional Coach	1
Certified Teachers K-12	106
Central Administration	2
Principal	1
<b>Total</b>	<b>*139</b>

**\*Due to bumping rights of staff and certifications, many more staff received RIF notices.**  
For example, several staff members were promoted from paraprofessional to teacher etc....,

**Over 140 staff members received “Reduction in Force” Notices  
in May of 2017.**



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**Laura A. Winters, Superintendent of Schools**

**When preparing for the 2017-2018 Budget, the following cuts were made:**

<b>CATEGORY</b>	<b>VALUE</b>
Asphalt	\$200,000.00
Athletics (All)	\$1,000,633.00
Basic Skills Teacher (All)	\$ 883,938.00
Before /After School (Y Kids) ?	\$ 355,600.00
Central Admin Positions	\$ 208,594.00
Co-Curricular (All)	\$ 187,700.00
Guidance Counselors Elem. (All)	\$ 297,157.00
New Position- Supervisor of Science & Technology	\$ 80,000.00
Library – No Expenditures	\$409,822.00
Literacy and Mathematics Coaches	\$296,807.00
New AP Position – LMS	\$123,000.00
Nursing Services Public School 1:1	\$321,843.00
Related Services NP	\$599,666.00
SCHI Prior Year O/S Refund	\$761,998.00
School Admin Supplies	\$ 10,000.00
School Supplies	\$500,000.00
STARS Program Rent	\$197,300.00
Summer School LHS	\$164,251.00
Summer School Oak	\$105,022.00
Teaching Positions (106)	\$8,024,557.00

**Total : \$14,727,888.00**



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**Due to TWO Consecutive Years of a Reduction in Force, the Lakewood  
School District started the  
2017-2018 school year with approximately  
80 NEW Staff members!**

**This is a practice that simply cannot continue.**



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### **The Lakewood School District Child Study Team**

The Lakewood School District Child Study Team consists of 26 child study team members.

- 8 Social Workers
- 6 Learning Disabilities Teacher Consultants (LDT-C)
- 12 Psychologists

Child study team placements are based on the educational needs of the individual students who reside within the Lakewood School District.

The Lakewood School District provides staff members with a Special Services Handbook, and was approved by the New Jersey Department of Education.

### **As per the Lakewood School District Handbook:**

#### **Initial Referrals**

The district has 20 days from the receipt of a referral to hold an Initial Determination Meeting. Upon receipt of the referral, the Office of Special Services will assign a case manager to ensure the meeting occurs within 20 days.

#### ***Providing Evaluations to Parents***

Per NJAC 6A:14, the parent must have a minimum of 10 days to review the evaluation prior to the meeting.

Therefore, initial evaluations should be completed within 70 days of receiving consent to complete the evaluation; re-evaluations should be completed within 45 days of receiving consent. This timeline will allow for extra time to plan or for meetings to be rescheduled, if needed, and still remain compliant.

#### ***Eligibility Conferences and IEP Meetings***

Eligibility Conferences must occur within 90 calendar days from the date the district obtains consent to evaluate. An IEP Meeting, if warranted, should also occur at this time. Written notice should reflect both meetings in the event the student is eligible for special education and related services. Team members are strongly encouraged to hold the Eligibility Conference (and IEP if warranted) by the 80th calendar day to allow time to remain in compliance in the event the parent does attend the meeting.



### ***Re-evaluation and IEP Meetings to review the results of an Evaluation***

Meeting to review the results of a re-evaluation must occur within 60 calendar days from the date consent was obtained to complete the evaluations and within 3 years of the previous eligibility conference. An IEP Team Meeting must also occur at this time. Similar to initials, time should be given to account for possible cancellations.

### **Least Restrictive Environment (LRE) (Lakewood School District Handbook)**

The Ted Talk below provides interesting perspective on separating students with disabilities from their peers (link is active on Google Site):

#### Overview of TedTalk:

Educator Torrie Dunlap believes that we look at kids with disabilities the wrong way. By calling their needs “special” and pushing them into “special” schools, groups and activities, we segregate them, sending a message that if you have a disability; you aren’t welcome to participate in “regular” activities.

What we really need to do, she suggests, is question why our “regular” activities aren’t designed to accommodate kids of all abilities, why “regular” is discriminatory to those with disabilities.

“I believe that a reason why, as a society, we have not embraced children with disabilities as full participants in our schools and communities is the limitation of our own mental models around disability,” she says in a talk at TEDxAmerica’sFinestCity. “We have moved from hiding and institutionalizing children to a world where kids with disabilities are **special** and receive **special** services in **special** settings with **special** caregivers, and they — and their families— are disenfranchised from the community at large ...

“I believe that ‘special’ has become a euphemism for ‘separate,’” Dunlap says. “When we create a separate, special place for children where their ‘special needs’ can be met, we are teaching them that their place is **over there**, with people like them and not in the full community.”

These alienating activities range from “special” proms for high schoolers with disabilities to a particularly disturbing example from Dunlap — a night for “Challenged Buckaroos” at a rodeo. “No special adaptations for disability are needed or offered [at the rodeo] that I can tell,” she says, “[so] why do children who have a disability label need their own special rodeo? What message are we sending to kids when we create a separate rodeo just for them?”



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**Watch Dunlap's TedTalk:** <https://youtu.be/UJ7QaCFbizo>

CODE: NJAC 6A:14-4.2 Placement in the least restrictive environment

(a) Students with disabilities shall be educated in the least restrictive environment. Each district board of education shall ensure that:

1. To the maximum extent appropriate, a student with a disability is educated with children who are not disabled;
2. Special classes, separate schooling or other removal of a student with a disability from the student's general education class occurs only when the nature or severity of the educational disability is such that education in the student's general education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily;

## IEP

### General Considerations

- Case Managers are responsible for developing a professionally written IEP. IEPs must be proof read and grammatically correct. IEPs must be revised every time an evaluation is reviewed;
- Parents/guardians, as per code, and detailed in my 12/6/15 memo and reviewed during department meetings, shall receive a copy of the proposed IEP at the conclusion of the IEP;
- The information from the 12/6/15 memo is included at the end of this section; case managers are responsible for writing an IEP that addresses all applicable sections detailed in the memo. The memo cites mandates as per NJAC 6A:14;
- When the IEP is being developed at the meeting and changes are being made, the case manager shall initial the change and shall have the parent/guardian initial the change;
- The parent shall receive a copy of the proposed IEP at the conclusion of the meeting;
- The proposed IEP is to be filed and scanned into Realtime as it was given to the parent;
- The IEP shall be finalized in Realtime within three business days from the date the meeting was held.



### **Realtime**

Case Manager's are responsible for ensuring all information pertaining to IEPs, Initial Determination Meetings, Eligibility Conferences (Initial Evaluations and Re-evaluations), Meeting Notices, scheduling of meetings and any other document pertaining to a student on the case manager's case load is accurately maintained.

Explicit instructions pertaining to Realtime are listed in the following sections of this document:

- IEPs
- Eligibility Conferences
- Initial Determination Meetings
- Meeting Notices
- Transportation
- SEMI
- Extraordinary Aid

Case Managers are responsible for finalizing all documents in Realtime.



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Lakewood is clearly a district in which poverty, poor housing, poor nutrition and other conditions affect the educational performance of its students. In fact, the Asbury Park Press published an article; *Schools unaware of lead-poisoned kids* on February 28, 2015, which stated that over 100 children in Lakewood, who were recently tested (at that time), under the age of 6 were detected to have elevated lead levels – the highest in Ocean County.



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### **Public Schools at/or Over Capacity**

#### **Elementary Schools**

To eliminate overcrowding in the Elementary Schools, the Lakewood School District leases Piner Elementary School for approximately \$500,000 a year. Even with the lease of this school, all Elementary Schools are at capacity.

#### **Middle School**

**January 26, 2017** - Board approved:

Move that the Board of Education approve the solicitation of financing for a lease/purchase through the Hunterdon County Education Services Commission for the Lakewood Middle School trailer additions and cafeteria expansion improvement project.

Parette Somjen Architects drew up plans for the extension of 4 self-contained modular units; however, due to the financial crisis, the district had no choice but to cancel the plans in **May of 2017**, leaving the MS overcrowded.



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## LAKWOOD SCHOOL DISTRICT

DATA AS OF OCTOBER 27, 2017

### EDUCATIONAL ADEQUACY

Name of School	Student Count	Percent LEP	Percent Low Income Based on Free/Reduced Lunch DISTRICT WIDE	Number of Principals	Number of Assistant Principals	Number of Nurses	Number of Guidance Counselors	Number of Autistic Classrooms	Number of MD Classrooms	Number of LLD Classrooms
Clifton Avenue Grade School	628	49% (305 Students)	*80%	1	1	1	1	0	0	3
Ella G. Clarke School	399	51% (205 Students)	*80%	1	1	1	1	0**	0	3
Lakewood Early Childhood Center	208	(Data not maintained)	*80%	0	1 Supervisor 0 Assistant Principals	1	n/a	0	0	0
Lakewood High School	1233	10% (125)	*80%	1	3	1	6	1	2	3



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Name of School	Student Count	Percent LEP (Students)	Percent Low Income Based on Free/Reduced Lunch DISTRICT WIDE	Number of Principals	Number of Assistant Principals	Number of Nurses	Number of Guidance Counselors	Number of Autistic Classrooms	Number of MD Classrooms	Number of LLD Classrooms
Lakewood Middle School	1255	11% (137 Students)	*80%	1	2	1	3	1	3	6
Oak Street School	917	39% (362 Students)	*80%	1	2	1	1	3	5	6
Piner Elementary School	563	34% (189 Students)	*80%	1	1	1	1	0	0	1
Spruce Street Elementary School	492	44% (215 Students)	*80%	1	1	1	1	1	1	2

Source: Realtime

**\*100% of Lakewood School District's Students receive Free Breakfast and Lunch through the Community Eligibility Program (CEP).**

The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

\*\*LECC SC classes are all under the category of PSD. There are 14 PSD SC classes. 5 of them are ABA and 2 are DIR.



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## Educational Outcomes

### Graduation Rate

<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
71.20%	74.30%	73.40%	75.30%	75.70%	n/a



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### **PARCC Performance levels**

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



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 3 ELA

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
District	29%	30%	25%	15%	0%
Clifton Avenue Grade School	36%	27%	22%	14%	1%
Ella G. Clarke School	29%	35%	25%	10%	0%
Oak Street School	26%	29%	27%	19%	0%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 3 MATHEMATICS

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
District	16%	32%	32%	19%	1%
Clifton Avenue Grade School	16%	34%	33%	16%	1%
Ella G. Clarke School	19%	30%	30%	21%	1%
Oak Street School	13%	32%	33%	20%	1%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 4 ELA

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
District	15%	28%	28%	26%	2%
Clifton Avenue Grade School	20%	25%	24%	27%	4%
Ella G. Clarke School	16%	35%	32%	17%	0%
Oak Street School	11%	27%	30%	30%	2%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 4 MATHEMATICS

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
District	14%	32%	32%	20%	1%
Clifton Avenue Grade School	22%	30%	29%	18%	2%
Ella G. Clarke School	9%	34%	38%	19%	0%
Oak Street School	10%	34%	32%	24%	1%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 5 ELA

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
District	9%	26%	33%	30%	3%
Clifton Avenue Grade School	11%	33%	27%	22%	6%
Ella G. Clarke School	4%	20%	36%	40%	0%
Oak Street School	9%	21%	36%	34%	1%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 5 MATHEMATICS

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
District	11%	29%	35%	23%	2%
Clifton Avenue Grade School	16%	39%	26%	17%	2%
Ella G. Clarke School	8%	30%	33%	28%	0%
Oak Street School	6%	18%	45%	27%	3%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 6 ELA

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
District	14%	38%	33%	15%	0%
Lakewood Middle School	14%	38%	33%	14%	0%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 6 MATHEMATICS

	<b>Level 1</b> Not Yet Meeting Expectations	<b>Level 2</b> Partially Meeting Expectations	<b>Level 3</b> Approaching Expectations	<b>Level 4</b> Meeting Expectations	<b>Level 5</b> Exceeding Expectations
District	24%	39%	22%	14%	1%
Lakewood Middle School	24%	39%	22%	14%	1%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 7 ELA

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
District	29%	27%	26%	15%	4%
Lakewood Middle School	29%	27%	26%	15%	4%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 7 MATHEMATICS

	<b>Level 1</b> Not Yet Meeting Expectations	<b>Level 2</b> Partially Meeting Expectations	<b>Level 3</b> Approaching Expectations	<b>Level 4</b> Meeting Expectations	<b>Level 5</b> Exceeding Expectations
District	16%	40%	31%	13%	0%
Lakewood Middle School	16%	40%	31%	13%	0%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 8 ELA

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
District	13%	27%	34%	24%	2%
Lakewood Middle School	13%	27%	34%	24%	2%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 8 MATHEMATICS

	<b>Level 1</b> Not Yet Meeting Expectations	<b>Level 2</b> Partially Meeting Expectations	<b>Level 3</b> Approaching Expectations	<b>Level 4</b> Meeting Expectations	<b>Level 5</b> Exceeding Expectations
District	38%	28%	27%	7%	0%
Lakewood Middle School	38%	28%	27%	7%	0%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT

### ALGEBRA 1 ASSESSMENT

	<b>Level 1</b> Not Yet Meeting Expectations	<b>Level 2</b> Partially Meeting Expectations	<b>Level 3</b> Approaching Expectations	<b>Level 4</b> Meeting Expectations	<b>Level 5</b> Exceeding Expectations
Lakewood High School	22%	39%	25%	14%	0%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT

### ALGEBRA II ASSESSMENT

	<b>Level 1</b> Not Yet Meeting Expectations	<b>Level 2</b> Partially Meeting Expectations	<b>Level 3</b> Approaching Expectations	<b>Level 4</b> Meeting Expectations	<b>Level 5</b> Exceeding Expectations
Lakewood High School	65%	20%	7%	8%	0%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT

### GEOMETRY ASSESSMENT

	<b>Level 1</b> Not Yet Meeting Expectations	<b>Level 2</b> Partially Meeting Expectations	<b>Level 3</b> Approaching Expectations	<b>Level 4</b> Meeting Expectations	<b>Level 5</b> Exceeding Expectations
Lakewood High School	21%	45%	24%	10%	0%



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 9 ELA

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
<b>LAKEWOOD HIGH SCHOOL</b>	<b>25%</b>	<b>19%</b>	<b>30%</b>	<b>24%</b>	<b>2%</b>



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## PARCC RESULTS - 2017 LAKEWOOD SCHOOL DISTRICT GRADE 10 ELA

	<b>Level 1 Not Yet Meeting Expectations</b>	<b>Level 2 Partially Meeting Expectations</b>	<b>Level 3 Approaching Expectations</b>	<b>Level 4 Meeting Expectations</b>	<b>Level 5 Exceeding Expectations</b>
<b>LAKEWOOD HIGH SCHOOL</b>	<b>33%</b>	<b>23%</b>	<b>17%</b>	<b>22%</b>	<b>4%</b>



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## PARCC RESULTS 2016-2017 LAKEWOOD SCHOOL DISTRICT GRADE 11 ELA

	<b>Level 1</b> Not Yet Meeting Expectations	<b>Level 2</b> Partially Meeting Expectations	<b>Level 3</b> Approaching Expectations	<b>Level 4</b> Meeting Expectations	<b>Level 5</b> Exceeding Expectations
LAKEWOOD HIGH SCHOOL	26%	20%	29%	25%	0%



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## PARCC RESULTS - 2016 -2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 3 ELA

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
District	12%	15% Increased 3%	1%	0%
Clifton Avenue Grade School	11%	14% Increased 3%	2%	1%
Ella G. Clarke School	10%	10% Increased 0%	0%	0%
Oak Street School	14%	19% Increased 5%	0%	0%



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## PARCC RESULTS 2016 -2016 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 3 MATHEMATICS

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
District	12%	19% Increased 7%	2%	1% Increased 1%
Clifton Avenue Grade School	12%	16% Increased 4%	1%	1% Increased 0%
Ella G. Clarke School	9%	21% Increased 12%	2%	1% Decreased 1%
Oak Street School	13%	20% Increased 7%	3%	1% Decreased 2%



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## PARCC RESULTS 2016 -2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 4 ELA

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
District	20%	26% Increased 6%	2%	2%
Clifton Avenue Grade School	18%	27% Increased 8%	4%	4%
Ella G. Clarke School	23%	17% Decreased 6%	0%	0%
Oak Street School	20%	30% Increased 10%	2%	2%



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## PARCC RESULTS 2016 -2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 4 MATHEMATICS

	Level 4 Meeting Expectations 2016	Level 4 Meeting Expectations 2017	Level 5 Exceeding Expectations 2016	Level 5 Exceeding Expectations 2017
District	16%	20 Increased 4%	1%	1%
Clifton Avenue Grade School	18%	18 Increased 0%	2%	2%
Ella G. Clarke School	17%	19 Increased 2%	1%	0%
Oak Street School	12%	24 Increased 12%	0%	1% Increased 1%



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## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 5 ELA

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
District	23%	30% Increased 7%	1%	3% Increased 2%
Clifton Avenue Grade School	22%	22%	1%	6% Increased 5%
Ella G. Clarke School	32%	40% Increased 8%	0%	0%
Oak Street School	20%	34% Increased 14%	1%	1%



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## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 5 MATHEMATICS

	Level 4 Meeting Expectations 2016	Level 4 Meeting Expectations 2017	Level 5 Exceeding Expectations 2016	Level 5 Exceeding Expectations 2017
District	23%	23% Increased 0%	1%	2% Increased 1%
Clifton Avenue Grade School	17%	17% Increased 0%	2%	2%
Ella G. Clarke School	24%	28% Increased 4%	2%	0%
Oak Street School	29%	27% Decreased 2%	0%	3% Increased 3%



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## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 6 ELA

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
Lakewood Middle School	15%	15% Decreased 0%	2%	0% Decreased 2%



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Laura A. Winters, Superintendent of Schools



## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 6 MATHEMATICS

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
Lakewood Middle School	12%	14% Increased 2%	1%	1% Increased 0%



# Lakewood Board of Education

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Laura A. Winters, Superintendent of Schools



## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 7 ELA

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
Lakewood Middle School	17%	15% Decreased 2%	4%	4% Increased 0%



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## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 7 MATHEMATICS

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
Lakewood Middle School	11%	13% Increased 2%	1%	0%



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## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 8 ELA

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
Lakewood Middle School	23%	24% Increased 1%	4%	2% Decreased 2%



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## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 8 MATHEMATICS

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
Lakewood Middle School	11%	7% Decreased 4%	2%	0% Decreased 2%



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## PARCC RESULTS - 2016 LAKEWOOD SCHOOL DISTRICT 2016- 2017 COMPARISON ALGEBRA 1 ASSESSMENT Lakewood High School

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
Lakewood High School	4%	5% Increased 1%	0%	0%



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## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT

### ALGEBRA II ASSESSMENT

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
Lakewood High School	6%	8% Increased 2%	0%	0%



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## PARCC RESULTS LAKEWOOD SCHOOL DISTRICT 2016- 2017 COMPARISON GEOMETRY ASSESSMENT

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
Lakewood High School	6%	10% Increased 4%	0%	0%



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## PARCC RESULTS 2016- 2017 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 9 ELA

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
<b>LAKEWOOD HIGH SCHOOL</b>	18%	24% Increased 6%	3%	2% Decreased 1%



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Laura A. Winters, Superintendent of Schools



## PARCC RESULTS 2016- 2016 COMPARISON LAKEWOOD SCHOOL DISTRICT GRADE 10 ELA

	<b>Level 4 Meeting Expectations 2016</b>	<b>Level 4 Meeting Expectations 2017</b>	<b>Level 5 Exceeding Expectations 2016</b>	<b>Level 5 Exceeding Expectations 2017</b>
<b>LAKEWOOD HIGH SCHOOL</b>	20%	22% Increased 2%	3%	4% Increased 1%



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## PARCC RESULTS LAKEWOOD SCHOOL DISTRICT 2016- 2017 COMPARISON GRADE 11 ELA

	Level 4 Meeting Expectations 2016	Level 4 Meeting Expectations 2017	Level 5 Exceeding Expectations 2016	Level 5 Exceeding Expectations 2017
LAKEWOOD HIGH SCHOOL	27%	25% <b>Decreased</b> 2%	6%	0%



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**Laura A. Winters**, Superintendent of Schools

## ATTACHMENTS



## Lakewood Board of Education

200 Ramsey Avenue, Lakewood, NJ 08701

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Laura A. Winters, Superintendent of Schools

March 20, 2017

Judee DeStefano-Anen  
Interim Executive County Superintendent  
212 Washington Street  
Toms River, NJ 08753

Dear Dr. DeStefano-Anen:

It is with great sadness that I must inform you that the Lakewood School District is unable to provide its students with a “thorough and efficient” education required by the New Jersey State Constitution. The level of education that will be offered to the students of the Lakewood School District in the 2017-2018 school year, is in my professional opinion, tragically inadequate and inferior compared to the education offered to those students in wealthier towns in Ocean County and across the state.

The District must deal with a number of new expenditures and significantly less revenue, such as, but not limited to, the following;

- The absence of a \$5.6 million State Aid Advance/Revenue
- Repayment installment for the above advance
- Repayment of significant federal and state audit refunds which had been deferred in past years **\$1,099,531**
- The tuition for a newly approved charter school **\$2,128,493**
- The consortium’s busing cost for the increase in mandated nonpublic school students despite flat funding in State Transportation Aid and overall State Aid for the District. **\$1,895,728**
- Increase in Health Benefits **\$2,821,605**
- Increase in Salaries **\$2,561,333**
- Increase in Tuition **\$525,357**
- Increase to School Base Budget to Title 1 Reduction **\$735, 045**
- Transportation Less Salaries and LSTA **\$686,793**
- Net Changes to the Balance of the Budget **\$10,692**



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**Laura A. Winters, Superintendent of Schools**

In order to cover the above, the Lakewood School District will be losing approximately 119 members of its certified teaching staff, creating average class sizes of 50 (K-12). Students throughout the district will no longer have the opportunity to participate in sports programs or after-school clubs and activities.

Summer Bridge programs that have helped our students' transition from Elementary School to Middle School and from Middle School to High School will be eliminated. Lakewood High School's summer school program will be abolished, leaving disadvantaged students unable to make -up course credits, in order to obtain their high school diploma.

In a district with few administrators, and close to 50 students in a class, there will no longer be guidance counselors in the Elementary Schools to assist those students who struggle with behavioral and emotional problems associated with children being raised in poverty. Research shows that poverty in childhood and adolescence is associated with a higher risk for poor cognitive and academic outcomes, lower school attendance, lower reading and math test scores, increased distractibility, and higher rates of grade failure and early high school dropout.

Lakewood School District's Response-to-Intervention Program, (K-2 students) which has greatly improved the reading foundational skills for our struggling students, has been eliminated, along with all of the district's Media Specialists, who have over the last few years enhanced our Content Area and Technology curricula. Mathematics and Literacy Coaching positions have been abolished, leaving our teachers with limited access to professional development and support. As if the staffing issues are not enough, teachers and students will also have to grapple with having to do more with less, as \$500,000 in educational supplies was also cut from the budget.

In my opinion, this level of education does not meet minimum adequacy standards by any means. How can the students of Lakewood be expected to compete in the labor market, with students who have had educational opportunities that have prepared them for the world around them?



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Laura A. Winters, Superintendent of Schools

As you can see in the below charts, Lakewood has the highest percentage of people living in poverty, and the lowest per capita income – even when compared to Abbott School Districts.

### Lakewood Township Compared to the Three Monmouth County Abbott Districts:

<b>Lakewood Township</b>	<b>Neptune</b>	<b>Long Branch</b>	<b>Asbury Park</b>
Per Capita Income <b>\$11,775</b> (Lowest per Capita Income!)	Per Capita Income <b>\$31,897</b>	Per Capita Income <b>\$29,478</b>	Per Capita Income <b>\$24,282</b>
Median Household Income <b>\$38,025</b>	Median Household Income <b>\$53,881</b>	Median Household Income <b>\$48,736</b>	Median Household Income <b>\$42,459</b>
Poverty Level <b>38.8%</b> (Higher than all 3 Monmouth County Abbott Districts!)	Poverty Level <b>11.3%</b>	Poverty Level <b>17.8%</b>	Poverty Level <b>32.0%</b>

\* <http://www.census.gov/quickfacts/table/>  
(2010-2014)

### Lakewood Township Compared to Three Neighboring Townships in Ocean County:

<b>Lakewood Township</b>	<b>Brick Township</b>	<b>Forked River</b>	<b>Barnegat</b>
Per Capita Income <b>\$11,775</b>	Per Capita Income <b>\$34,840</b>	Per Capita Income <b>\$35,023</b>	Per Capita Income <b>\$30,353</b>
Median Household Income <b>\$38,025</b>	Median Household Income <b>\$69,063</b>	Median Household Income <b>\$59,583</b>	Median Household Income <b>\$56,294</b>
Poverty Level <b>38.8%</b>	Poverty Level <b>6.1%</b>	Poverty Level <b>11.7%</b>	Poverty Level <b>8.1%</b>

\* <http://www.census.gov/quickfacts/table/>  
(2010-2014)



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Laura A. Winters, Superintendent of Schools

## Lakewood School District Student Information:

Average <b>Increase in</b> Public School Enrollment each school	2016 - 2017 <b>-1.4%</b> Decrease 2015 - 2016 <b>1.3%</b> Increase 2014 - 2015 <b>3.3%</b> Increase
Average <b>Increase in</b> Nonpublic School Enrollment each school year	2016 -2017 <b>2,500</b> Student Increase 2015-2016 <b>2,500</b> Student Increase 2014-2015 <b>2,500</b> Student Increase
Percentage of students currently enrolled in a K-5 Bilingual/ESL Program.	K- <b>60%</b> 1 <sup>st</sup> - <b>61%</b> 2 <sup>nd</sup> - <b>66%</b> 3 <sup>rd</sup> - <b>63%</b> 4 <sup>th</sup> - <b>43%</b> 5 <sup>th</sup> - <b>25%</b>
Percentage of students in the district that are English Language Learners and receiving services.	<b>27%</b>
Total percentage of students in the district that are English Language Learners -27% receiving services and 53% <b>not</b> receiving services.	<b>80%</b>
Percentage of students who enter Kindergarten in the Bilingual Program.	<b>60%</b>

Percentage of students receiving free lunch.	<b>100%</b> Community Eligibility Provision (CEP)
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Percentage of in-district students with IEPs.	<b>15%</b>
Percentage of students placed out of district.	<b>6%</b>

African American	<b>10%</b>
Hispanic	<b>85%</b>
White	<b>5%</b>

\*Information from Realtime\*



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Laura A. Winters, Superintendent of Schools

Lakewood is clearly a district in which poverty, poor housing, poor nutrition and other conditions affect the educational performance of its students. In fact, the Asbury Park Press published an article; *Schools unaware of lead-poisoned kids* on February 28, 2015, which stated that over 100 children in Lakewood, who were recently tested (at that time), under the age of 6 were detected to have elevated lead levels – the highest in Ocean County.

Although I recognize that no amount of money may be able to reduce the negative socioeconomic factors that cause student disadvantages, one must recognize that a sufficient base budget is needed to provide students with a thorough and efficient education.

The students of the Lakewood School District deserve to maintain the education they have had the past five years. The progress has been steady, and the graduation rate has increased from 69% to 75.3% in 2016. The climate and culture in all of the schools has steadily improved, and Piner Pride in Lakewood has returned!

The 2017-2018 school budget not only promises to decimate the Lakewood School District, it promises to destroy the lives and future of its students. It is imperative that the students of Lakewood are provided with a thorough and efficient education that gives them a fighting chance!

I am hereby requesting that the state fully fund the district in order to have an adequate base budget, and avoid violating the Constitution by not offering students a thorough and efficient education

\*I feel it is important to note that courtesy busing is **not** part of the 2017-2018 Lakewood School District budget.

If you would like to discuss this very important matter further, please feel free to call me at 732-905-3633. In the meantime, I cannot certify a budget that does not offer the students of the Lakewood School District a thorough and efficient education.



## Lakewood Board of Education

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**Laura A. Winters**, Superintendent of Schools

Respectfully,

*Laura A. Winters*

Laura A. Winters  
Superintendent of Schools

cc: Michael Azzara, State Monitor  
David Shafter, State Monitor  
Teri Sinatra, State Monitor  
Regina Robinson, Business Administrator  
Board Members  
Marc Zitomer, Board Attorney  
Glenn Forney, Director, Office of State Monitors

Attachments: Reduction Category as of March 16, 2017



# Lakewood Board of Education

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**Laura A. Winters, Superintendent of Schools**

## Reduction Category as of March 16, 2017

### **REDUCTION CATEGORY**

Asphalt Repairs	200,000.00
Athletics All	1,000,633.00
Basic Skills Teachers (ALL)	883,938.00
Before After School	355,600.00
Central Admin Positions reduce 2	208,594.00
Co Curricular All	187,700.00
Guidance Counselors Elementary ALL	297,157.00
LHS Science Tech Supervisor	80,00,000
Libraries no expenditures	409,822.00
Literacy Coaches	296,807.00
NEW VP Position LMS	123,000.00
Nursing Services 1:1	321,843.00
Related Services Non Public	599,666.00
SCHI PRIOR YEAR O/S REFUND	761,998.00
School Admin Supplies	10,000.00
School Supplies	500,000.00
STARS PROGRAM RENT	197,300.00
Summer School LHS	164,251.00
Summer School Oak	105,022.00
TEACHING POSITONS add'l 106	8,024,557.00

**14,727,888.00**



## Lakewood Board of Education

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Laura A. Winters, Superintendent of Schools

May 10, 2017

Kimberley Harrington  
Acting Commissioner of Education  
New Jersey Department of Education  
PO Box 500  
Trenton, NJ 08625

Dear Commissioner Harrington:

The Lakewood School District is a high poverty district in Ocean County with a high concentration of “at risk students.” The district will have an estimated deficit of \$10,600,000 for the fiscal year ending June 30, 2017. The district has been in a budgetary deficit position since June 30, 2014, at which time the deficit amounted to approximately \$6,000,000 and has grown to the current deficit amount.

The district has incurred significant transportation and special education costs due to the unique circumstances of Lakewood. While Lakewood Public Schools has a resident student enrollment of about 6,000 students, the township also educates some 30,000 students and growing, in over 100 nonpublic schools. Legally the Lakewood public school district is responsible for the mandated student transportation and any special education needs of some 36,000 Lakewood resident students. The state’s funding formula recognizes the public school district as a 6,000 student district and has never recognized the anomalies of Lakewood and the additional cost associated with 30,000 nonpublic students. That coupled with flat state funding the past 8 years, has created a situation where the Lakewood Public School District simply cannot provide the constitutionally required thorough and efficient education and its other State mandated services without additional state assistance over and above the regular state aid allocation.

For the original 2017-18 budget, the district found itself with a \$14.7 million revenue shortfall. After working collaboratively with the State Department of Education and Ocean County Executive Superintendent’s Office, we were able to identify some \$3.5 million in budgetary reductions that were not considered necessary for T&E. At the same time, it was discussed that there would be an increase for one to one paraprofessionals in private schools for the handicapped, K-5 science textbooks were required for next year and that the district would be allowed to defer \$2 million in repayments to the state for prior advance state aid payments and audit adjustments. However, the district needs an additional \$10 million to maintain a thorough and efficient budget and avoid the layoff of 140 staff members, including 106 classroom teachers.



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The reduction of 106 classroom teachers would result in average class sizes of 50, far in excess of the legally required class sizes for districts with concentrations of “at-risk students” of 40% or more [N.J.A.C. 6A:13-3.1]

Additionally, the deficit and revenue shortfall will result in a severe cash flow crisis. Currently the district is relying on a cash surplus in fund 20 for payroll, benefits and to pay bills in fund 11. This surplus will dry up as fund 20 vendors are paid and unexpended funds are returned to the state for state funded non-public school programs.

Accordingly, I am requesting a \$10,000,000 advance state aid payment for the 2017-18 school year pursuant to the provisions of N.J.S.A. 18A:7A-56a. I am requesting that the additional advance payments of state aid not be disbursed prior to July 1, 2017 so that it may be recognized as revenue in 2017-18 and balance that budget. No part of the advanced state aid payment will be used for non-mandated (courtesy) transportation. Courtesy busing was eliminated from the district’s 2016-17 school year budget and not included in the 2017-18 school year budget. Also, there are no plans to restore it in subsequent budget years.

Pursuant to the provisions of N.J.S.A. 18A:7A-56b, I request the maximum 10-year repayment term, subject to the undesignated general fund balance provision of N.J.S.A. 18A:7A-56c. Additionally, I request that the first repayment installment be due in the 2018-19 school year, as any earlier repayment would create significant financial distress in the 2017-18 school year.

Your consideration of this request is greatly appreciated. Its approval will ensure that the students of Lakewood receive a thorough and efficient education.

Respectfully,

Laura A. Winters  
Superintendent of Lakewood Public Schools

- c. Glenn Forney, Director of State Monitors
- Judith DeStefano-Anen, interim Executive County Superintendent
- Michael Azzara, State Monitor
- David Shafter, State Monitor
- Barry Iann, Board President
- Marc Zitomer, Board Attorney
- Regina Robinson, interim School Business Administrator/Board Secretary



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Laura A. Winters, Superintendent of Schools

### The Columbia Spectator



#### Article Written by 2016 Lakewood High School Graduate

Columbia University Student

BY **MIGUEL YEPES** | JANUARY 20, 2017, 7:13 AM

Sometime during my Thanksgiving break, Mom let me know she needed to have a very important talk with me. I wasn't too worried upon hearing this; usually, our talks are comprised of college-related subjects, such as any plans I have for the future, or any advice I could give my two high-school-aged siblings as they start thinking about the college application process. I was caught entirely off guard, however, when Mom confessed she wanted to discuss Trump's election and the possibility of being deported.

See, my mother is an undocumented immigrant. Like millions of people living in the United States, she crossed the border looking to escape the economic difficulties that plagued her family back in her native country of Mexico. I was a child when I learned her story. Her experience of leaving her family and risking her life crossing into a country to face discrimination and the threat of deportation just to find an escape from poverty is one I will never be



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**Laura A. Winters, Superintendent of Schools**

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able to understand. My mother made a sacrifice too huge for me to comprehend, yet I understood her purpose for doing so—she wanted my siblings and me to lead more comfortable lives than the one she had endured. She wanted to see us succeed despite the hardships we faced as a family.

When I handed her my acceptance letters from Yale, Columbia, and Cornell, I believed I had ultimately honored her sacrifice, because I had done this for her just as much as I had for myself. I had every intention of fulfilling her wish of pursuing a better life. I wanted to let her know that her sacrifice had not been in vain.

Fast forward to seven months later: I found myself discussing the possibility of having to drop out of college with my mother. With no father to rely on, and no other family members in the United States to take care of us, her deportation would spell disaster for my family. As the oldest child, the responsibility of caring for my siblings would fall squarely on me. Mom's savings account, which fluctuated throughout the years, yet rarely seemed to reach four figures, was previously being used to save up for my family's first car. Now, we call the account the "emergency deportation fund."

So goes the narrative of millions of college students across the country, a handful of which can be found here on Columbia's campus. I can promise that I was not the only student who called their parent(s) late night on Nov. 8 to reassure them that things will be all right, hoping that our president-elect would not go through with his campaign promises on immigration policy.

Presidential elections in the past have given families like mine hope, inspiring fantasies of lawful residency for people like my mother, among other positive changes. One of Obama's executive orders on immigration, Deferred Action for Childhood Arrivals provided a ray of light to [hundreds of thousands](#) of people across the country who grew up in the United States wishing to pursue higher education, create a better life for them and their family, and work for social causes or areas of study they felt passionate about. As students, beneficiaries of DACA had goals that were no different than my own, or different from those of any other student at Columbia, for that matter.

The exception is that prior to DACA, a certain stroke of misfortune could uproot their lives and send them back to the very situation their parents wanted them to escape, destroying their chances of making real the hopes and aspirations that all of us as students share. Now these students, many of whom I graduated high school with, are fulfilling those dreams thanks to this executive order.

If only that were the end of it.

Trump's election has provoked levels of uncertainty concerning the future of our classmates, friends, and, if you happen to be in my position, family members, making it hard to view Obama's legacy regarding immigration policy in a positive light. After eight years of an Obama administration and promises of sound immigration reform, we stare at the end result: a couple of executive actions, likely to be struck down under a Trump administration, and an alarming number of removals and returns which have, in the past, compelled immigration activism groups to label our 44th president the "deporter-in-chief."

Arguments about staunch Republican congressional opposition throughout Obama's presidency come off as excuses to ears still bitterly ringing with promises of positive change and reform, no matter how valid these arguments may be. Something my mother admitted during our election night consolation comes to mind: She hopes that, like Obama, Trump will also fail to deliver his campaign promises on immigration policy. Upon hearing my mother say this, I realized that for many people in my mother's shoes, Trump's victory does not mark the beginning of the end; rather, it is the final nail in the coffin.

Nonetheless, it would be a gross understatement to say that there's bigger fish to fry than harping on Obama's shortcomings. As it stands, President-elect Trump has made it clear that hardworking parents are just as valid deportation targets as gang-affiliated drug smugglers if they entered the United States illegally.

As it stands, my mother is a criminal for giving me the chance to escape poverty.



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**Laura A. Winters**, Superintendent of Schools

Yet in light of all the tension generated by the president-elect, we are not left powerless. There is only one course of action left: We will arm ourselves with the liberties granted to us by the First Amendment, and, with renewed vigor, we will not initiate, but rather continue the struggle for fairer immigration policy. We will exercise our right to free speech to ensure that parents searching for a better life for their children are not criminalized for it. We will exercise our right to protest so that our colleagues and classmates can pursue a better life without fear. We will write to our congressmen so that the sacrifices of immigrants across the country are not in vain.

For the American dream, and for all who seek to make it a reality, we will make our voices heard.

***The author is a first-year in the School of Engineering and Applied Science and the first in his family to attend college.***

***To respond to this op-ed, or to submit an op-ed, contact [opinion@columbiaspectator.com](mailto:opinion@columbiaspectator.com).***



## Lakewood Board of Education

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**Laura A. Winters**, Superintendent of Schools

Lakewood High School

### **2017 Valedictorian**

Ruth Fiore

**New Jersey Institute of Technology (NJIT)**

### ***NJIT NEWS***

#### **Ruth's Story**

For Ruth Fiore, a freshman from Lakewood, N.J., studying biomedical engineering, being a first-generation college student has presented her with a host of challenges — particularly since she is also the youngest in her family and the only one of the five children to pursue higher education.

“My siblings were very artistic and didn’t enjoy school. Meanwhile, I was very much academic. Even when I was in elementary school I was obsessed with good grades... My mom was not used to her children being so adamant about school and their education,” Fiore revealed. “When I started taking AP classes in high school, [my family] didn’t know what they were.

“When it came time to apply for colleges and I told [my mom] that I wanted to do biomedical engineering, she didn’t understand why,” she added.

Her mother, a single parent who works at a retirement home, was explicable unfamiliar with the application, admission and financial aid processes, and preferred that Fiore attend a two-year community college and live at home. Fiore sought assistance from her guidance counselor, but relied primarily on her own resolve to find the resources and information she needed.

Now living on-campus at NJIT, with aspirations for a career in bioinstrumentation, Fiore is charting her college path. She has become involved with the university’s [Society of Women Engineers](#) chapter as well as its [Girl Up club](#), part of a United Nations Foundation campaign aimed at empowering adolescent girls.



## Lakewood Board of Education

200 Ramsey Avenue, Lakewood, NJ 08701

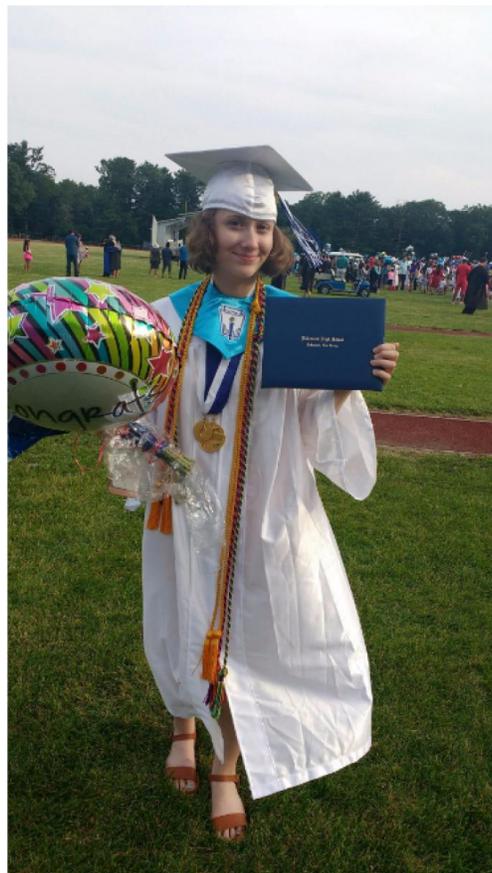
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**Laura A. Winters**, Superintendent of Schools

She joined First Fellows, too, to connect with other first-generation college students at NJIT and thinks the group will be helpful to her.

“Just talking to other people there, they talked about other things I didn’t know about, like with the majors and the minors [degrees].”

Fiore, whose mom is proud of her for realizing her educational goals, is paying it forward. She serves informally as a mentor to other first-gen students from her hometown interested in applying to college.





## Lakewood Board of Education

200 Ramsey Avenue, Lakewood, NJ 08701

Main Office: (732) 364-2400 Fax: (732) 905-3687

**Laura A. Winters**, Superintendent of Schools

### **LAURA A. WINTERS**

68 Pilot Drive, Brick, New Jersey 08723 \* 732-278-9924 \* [Lwinters18@verizon.net](mailto:Lwinters18@verizon.net)

### **Superintendent**

*VISIONARY LEADERSHIP – EFFECTIVE LEADERSHIP - BEST PRACTICE DEVELOPMENT*

#### PROFILE OF QUALIFICATIONS

Proven effective leadership in defining educational mission and vision, teacher development, and strategic planning with a public school board. Dedicated student advocate; maintains a safe, positive respectful learning environment conducive to academic success. Adept at educational improvement efforts and student achievement through shared leadership, data-driven decision-making, critical thinking abilities and problem solving expertise. Excel at maintaining unified relationships with all stakeholders to achieve a common goal.

#### **Selected Leadership Achievements**

- As superintendent of the Lakewood School District, proficiently oversee 6,100 + students, 800+ employees and \$177 million budget.
- Directs improvement efforts across 7 schools: 1 Priority School, 3 Focus Schools, and 2 School-wide Schools.
- All Administrators are required to complete 5 instructional walkthroughs a day, and provide teachers with meaningful feedback.
- Complete monthly instructional walkthroughs of all schools with curriculum supervisors and building Principals.
- Implementation of Career Academies at Lakewood High School.
- Implementation of career planning courses at Lakewood Middle School to support Career Academies: Robotics, Coding, Journalism, & Horticulture.
- Opened 12 new general education pre-school classrooms, utilizing Preschool Education Aid (9 classrooms in 2015-2016 & 3 classrooms in 2016-2017).
- Created a Parent Academy –Implement Latino Family Literacy Program.
- Opened 4 new Preschool Disabled Programs: Autistic and Auditory Impaired Programs.
- Modified the Danielson Rubric for the 2016-2017 school year and had it NJDOE approved.
- Planned, developed and implemented an Alternative High School and Middle School Program, in an effort to offer students in-district opportunities in a least restrictive environment.



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- Grade level reorganization of schools throughout the district/creation of neighborhood schools (bilingual/ESL programs in all schools).
- Created and implemented a district wide Response-to-Intervention Reading Program (K-2).
- Implemented a district-wide phonics and phonemic awareness program called Letterland in grades K-2.
- Significantly increase graduation rate 6% since 2012 (69%-75.7%).
- Approval of a \$34 million district wide roof and HVAC project.
- Purchased a brand new bus fleet (55 buses), in order to save \$2.5 million on pupil transportation costs. Hired bus drivers and bus aides in May of 2016 for a September 2016 opening. Changed school arrival and dismissal times in order to have a 4 tiered transportation system. Built a bus compound and created a satellite transportation office next to the compound.
- Implemented a “newcomer program” at the High School for bilingual students who enter the school system with limited to no English proficiency.
- Implemented a Spanish for Native Speakers class at Lakewood High School where students can obtain a Seal of Bi-literacy certificate.
- Utilized unused space in Lakewood High School, to build the Lakewood School District Board Offices using funds remaining on a 5 year lease purchase– as the district was renting space for \$600,000 a year (cost savings)!

### PROFILE OF QUALIFICATIONS

Lakewood School District, Lakewood, New Jersey, 2012 to Present

**Superintendent** (6,100 students, 1 High School, 1 Middle School, 5 Elementary Schools, 3 Preschool Campuses, 800 + staff members)

- Spearhead, manage, and oversee full-scope operations, instruction, safety, security, and efficient use of human capacity and talent.
- Gather analyze and leverage comprehensive data to execute decision-making activities.
- Supervise and consistently evaluate instructional program effectiveness to optimize teaching and learning.
- Consistently demonstrated the leadership capacity to improve the instructional programs, learning opportunities and raise student achievement/growth levels.
- Effectively held self and all staff members accountable for district achievement without diminishing morale.



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**Laura A. Winters, Superintendent of Schools**

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- Modeled professional, moral and ethical standards as well as personal integrity in all interactions.
- Demonstrated collaborative leadership and strategically empowered others in decision-making.
- Lead monthly Principal, Supervisor/Director meetings
- Analyze assessment data to optimize teaching and learning throughout the school district.
- Evaluate Principals and Directors.
- Conduct monthly walkthroughs of all buildings with Principals and curriculum Supervisors to ensure instructional effectiveness.
- Developed and implemented a district wide mentoring plan.
- Mandated that common benchmarks have to be utilized as SGOs for ELA and Mathematics.

Lakewood School District, Lakewood, New Jersey, July 1, 2011 to June 30, 2012

### **Principal: Oak Street School (1,100 students) K-6 & Curriculum Assistant to the Superintendent**

- Created best practices for teaching and instruction, evaluated and supervised teachers and led staff development activities.
- Devised and implemented a school improvement plan.
- Conducted regular teacher evaluations and walkthroughs.
- Analyzed data to guide improvement for teaching and learning.
- Created a College/University hallway for students.
- Utilized student achievement data on teacher evaluations for purposes of accountability.
- Lakewood School District, Lakewood, New Jersey, 2011 to 2012

Lakewood School District, Lakewood, New Jersey, August of 2010 to June 30, 2011

### **Supervisor of Science, Technology, Engineering & Mathematics (STEM)**

- Provide leadership and oversight of the Mathematics and Science instructional program
- Conduct building walkthroughs with Principals and Assistant Principals; providing feedback regarding classroom “Rigor” and “Best Practice” instructional strategies
- Analyzed district-wide and school based NJASK, HSPA, Algebra 1 and Biology data
- Provide Assistant Principals with data based Professional Development on “*Digging into Data*”
- Provide leadership and oversight of a new Mathematic Program “*Everyday Mathematics,*” across 4 Elementary Schools, grades K-6
- Created and implemented an “Easing into Everyday Mathematics” curriculum map for grades K-6; prior to implementation
- Ordered Everyday Mathematic materials for grades K-6, across 4 Elementary Schools



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**Laura A. Winters, Superintendent of Schools**

- Provided leadership and oversight of Everyday Mathematic Professional Development
- Created and implemented a “Student-Centered” Coaching Cycle across the district (K-8), as a means of analyzing student work and using the data to increase classroom rigor and drive instruction.
- Provided leadership and oversight of district-wide Mathematics Coaches
- Provided oversight of updated Curriculum Maps for Mathematics and Science K-8, Algebra 1 and Biology
- Provided oversight of Professional Development for Achieve 3000
- Provided leadership and oversight in Testing Procedures and Policies in the absence of a District Testing Coordinator
- Oversight of PISA2 Grant
- Created a district-wide Mathematic benchmark for students in grades 3-6; which will assess where students are in relation to the New Jersey Core Curriculum Content Standards
- Participating member of the Lakewood School District’s Leadership Team
- Participated in CAPA visits at Clifton Avenue Grade School, Ella G. Clarke School, Lakewood Middle School and Lakewood High School
- Attended State of New Jersey, Department of Education Title 1 Workshops (SIG/DINI/SINI/SIA/Mike Miles)

Lakewood School District, Lakewood, New Jersey, September of 2008 to August of 2010

### **Assistant Principal, Oak Street School**

- Provide leadership and oversight to the instructional program
- Developed and implemented a Response to Intervention Model using Content Area Leveled Readers (Grade K-6)
- Increased NJASK student achievement significantly in the following areas from 2009-2010:  
Oak Street School’s “2009” third grade students NJASK percent of proficiency in Language Arts Literacy was: 31%. Street School’s “2010” Fourth grade students NJASK percent of proficiency in Language Arts Literacy was 53%. **A 22% Increase!**

Oak Street School’s “2009” third grade students NJASK percent of proficiency in Mathematics was: 60%. Oak Street School’s “2010” Fourth grade students NJASK percent of proficiency in Mathematics was 70%. **A 10% Increase!**

In 2009, Oak Street School’s 4<sup>th</sup> grade students NJASK percent of proficiency in Language Arts Literacy was: 44%. In 2010, Oak Street School’s 4<sup>th</sup> grade students NJASK percent of proficiency in Language Arts Literacy was: 53%. **A 9% Increase!**



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In 2009, Oak Street School's 4<sup>th</sup> grade students NJASK percent of proficiency in Mathematics was: 60%. In 2010, Oak Street School's 4<sup>th</sup> grade students NJASK percent of proficiency in Mathematics was: 76%. **A 16% Increase!**

- Encourage and foster learning communities
- Provide Professional Development
- Disaggregate and analyze NJASK data
- Supervise and evaluate classroom instruction
- Developed and implemented a Mathematic Workshop Model that include components for: A daily Mathematic minute, mini-lesson, independent practice, guided math groups, and problem-solving
- Facilitated and created grade-level NJASK frameworks with Classroom and Title 1 teachers, Literacy Coaches and Administration to maximize the number of points students receive on the NJASK
- Observed and documented Evidence of Student Learning by reading, scoring and discussing student work with teachers every day.
- Provided district-wide Professional Development on the Alternate Proficiency Assessment (APA) to Special Education teachers.
- Created district and building-wide APA Committees
- Created and implemented an APA system to maximize the number of points our students receive on their Alternate Proficiency Assessment (APA) Portfolio
- Worked with the Leadership team to develop monthly Literacy Benchmarks for students in grades K-2
- Oversee the district-wide implementation of Learnia
- Completed Oak Street School's NCLB Unified Title 1 Plan for 2009 -2010 and 2010-2011
- Encouraged staff and students to reach Oak Street School's 80% NJASK Proficiency Goal for 2010
- Created grade-level schedules (Built in Common Prep)
- Created Title 1 schedules that allow every teacher, at each grade level, a Reading Intervention period
- Created monthly writing benchmarks for students in grades K-6
- Created monthly Progress reports for students in grades Pre-K – 6
- Created a Preschool Report Card
- Created and implemented a School-wide Discipline Policy
- Created and implemented Oak Street School's Academic Instructional Program
- Revised Oak Street School's Code of Conduct
- Revised Oak Street School's Teacher Handbook
- Created Oak Street School's Walkthrough Form
- Created Oak Street School's Plan Book Checklist



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- Created Student Profile Sheets for the 2010-2011 school year that will follow students each year
- Created new disciplinary forms
- Created a variety of new Oak Street School forms
- Presented district-wide workshops on the NJASK to Principals, Assistant Principals, Literacy and Math Coaches, Supervisors and Speech Therapists

Lakewood School District, Lakewood, New Jersey, September of 2001 to August of 2008  
**Teacher, Oak Street School**

Fifth Grade Teacher	2006 to 2008
Fourth Grade Teacher	2003 to 2006
Sixth Grade Teacher	2001 to 2003

- Created and maintained an environment allowing and encouraging children to make discoveries, solve problems, and think independently.
- Delivered high-quality instruction using Best Practice Instructional Strategies
- Implemented Literature Circles
- Outstanding NJASK student results
- Instructed a multi-cultural classroom with students coming from disadvantaged backgrounds.
- Developed and implemented a balanced literacy program using various methods and assessment techniques to enhance learning.
- Developed group and individualized lesson plans to fit the needs of the students while facilitating learning.
- Designed curriculum to encompass the various student learning levels in the classroom.
- Exhibited patience, ability, and desire to work with children who have special needs.
- Discussed students' academic and behavioral attitudes and achievements with parents.
- Used data to drive instruction.
- Evaluated children's progress through ongoing observation and assessment of cognitive, social, and motor development.
- Experienced in working with children who exhibit aggressive behavior.
- Implemented Reader's & Writer's Workshop.
- Established and implemented a developmentally appropriate curriculum.
- Maintained classroom order, and instilled positive study habits and an appreciation for learning.
- Conducted Guided Reading, Math and Writing Groups
- Administered the DRA2
- Administered the NJASK3-5
- Accumulated approximately 1,000 CEU's in less than 5 years.



# Lakewood Board of Education

200 Ramsey Avenue, Lakewood, NJ 08701

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**Laura A. Winters, Superintendent of Schools**

## Education, Certifications & Licensure

Doctoral Studies

Education: Curriculum, Instruction and Assessment

**Completed 54 Credits- Currently working on Dissertation**

*Walden University*

Master of Education, Administration, Supervision and Curriculum

2007

*Georgian Court University*

Lakewood, New Jersey

Bachelor of Arts, Psychology and Elementary Education K-8

2001

*Georgian Court University*

Lakewood, New Jersey

### Professional Certifications

New Jersey School Administrator Certificate

New Jersey Principal Certificate

New Jersey Supervisor Certificate

New Jersey Teacher of Elementary Education Certificate (K-8)

## Affiliations

Association for Supervision and Curriculum Development (ASCD)

## Committees

Georgian Court University School of Education Advisory Committee

## References

Furnished upon request

# Exhibit 33

COUNTY		Pupils On Roll SUBTOTAL Actual October 15, 2016 2017-18 User Friendly Budget	2015-16 ACTUAL OPERATING BUDGET	2016-17 REVISED OPERATING BUDGET	2017-18 ANTICIPATED OPERATING BUDGET	2015-16 ACTUAL TUITION COST	2016-17 REVISED TUITION COST	2016-17 REVISED TUITION COST/ ENROLLEMENT	2017-18 ANTICIPATED TUITION COST
CUMBERLAND	BRIDGETON CITY	6,012.0	\$85,951,846	\$92,918,674	\$94,130,193	\$4,512,216	\$4,468,280	\$743	\$5,202,577
CAMDEN	CAMDEN CITY	16,072.0	\$303,866,574	\$321,032,441	\$304,210,289	\$20,203,144	\$18,195,284	\$1,132	\$19,418,036
PASSAIC	PASSAIC CITY	14,825.0	\$251,173,230	\$279,978,592	\$279,250,076	\$25,159,194	\$29,096,086	\$1,963	\$30,771,757
PASSAIC	PATERSON CITY	28,259.0	\$467,875,101	\$469,145,546	\$467,819,293	\$40,615,875	\$40,207,713	\$1,423	\$36,405,900
MIDDLESEX	NEW BRUNSWICK CITY	9,578.0	\$161,545,733	\$173,885,504	\$171,250,000	\$8,630,964	\$10,905,409	\$1,139	\$9,189,139
<b>OCEAN</b>	<b>LAKEWOOD TWP</b>	<b>5,882.0</b>	<b>\$128,270,089</b>	<b>\$137,836,194</b>	<b>\$143,455,116</b>	<b>\$28,137,315</b>	<b>\$31,780,533</b>	<b>\$5,403</b>	<b>\$31,963,753</b>
ESSEX	NEWARK CITY	51,373.0	\$865,718,492	\$889,398,949	\$915,066,766	\$42,491,865	\$48,983,219	\$953	\$45,307,695
MERCER	TRENTON CITY	13,840.5	\$253,786,945	\$261,249,006	\$260,015,923	\$34,826,792	\$32,816,755	\$2,371	\$33,579,954
SALEM	SALEM CITY	1,182.0	\$20,503,593	\$21,483,354	\$21,752,010	\$1,558,738	\$1,538,984	\$1,302	\$1,619,708
HUDSON	UNION CITY	12,543.0	\$221,930,120	\$239,086,634	\$231,238,365	\$8,800,113	\$10,002,401	\$797	\$9,621,926
ATLANTIC	PLEASANTVILLE CITY	3,894.0	\$75,154,172	\$75,154,172	\$79,842,513	\$4,251,893	\$5,283,222	\$1,357	\$4,925,533
ESSEX	EAST ORANGE	10,076.0	\$203,597,537	\$209,246,483	\$207,480,269	\$12,591,686	\$13,091,096	\$1,299	\$11,545,361
UNION	ELIZABETH CITY	26,622.0	\$417,940,985	\$450,843,629	\$443,374,250	\$26,004,686	\$32,450,654	\$1,219	\$32,997,578
ESSEX	CITY OF ORANGE TWP	5,416.0	\$87,528,376	\$91,319,292	\$89,077,128	\$5,090,328	\$6,825,647	\$1,260	\$6,049,046
MIDDLESEX	PERTH AMBOY CITY	11,152.0		\$303,710,605	\$285,834,915		\$15,142,624	\$1,358	\$16,676,900
MONMOUTH	ASBURY PARK CITY	2,419.5	\$66,355,574	\$66,637,490	\$68,645,817	\$4,331,249	\$3,823,471	\$1,580	\$4,686,259
ESSEX	IRVINGTON TOWNSHIP	7,800.0	111,335,015	\$143,922,017	\$138,984,588	\$17,167,737	\$16,805,165	\$2,155	\$17,005,280
MONMOUTH	KEANSBURG BORO	1,597.0	\$33,683,530	\$34,641,542	\$34,019,186	\$2,201,253	\$2,599,462	\$1,628	\$2,507,878
WARREN	PHILLIPSBURG TOWN	3,798.0	\$58,476,362	\$69,251,055	\$76,583,369	\$900,519	\$2,243,594	\$591	\$1,670,004
HUDSON	HARRISON TOWN	2,146.0	\$38,150,724	\$37,996,235	\$38,423,700	\$3,968,325	\$3,815,920	\$1,778	\$3,941,461
CAMDEN	GLOUCESTER CITY	2,139.0	\$39,186,825	\$41,894,591	\$41,028,393	\$2,371,690	\$2,531,128	\$1,183	\$2,533,002
CUMBERLAND	MILLVILLE CITY	5,768.0	\$86,714,417	\$92,067,111	\$90,105,958	\$4,029,227	\$4,229,766	\$733	\$4,418,931
UNION	PLAINFIELD CITY	9,369.0	\$152,381,508	\$162,752,424	\$163,587,361	\$10,827,118	\$11,184,238	\$1,194	\$12,106,396
BERGEN	GARFIELD CITY	5,399.0	\$86,143,260	\$89,368,124	\$89,040,218	5,372,153	6,171,955	\$1,143	6,015,690
HUDSON	WEST NEW YORK TOWN	7,997.0	\$109,251,416	\$113,107,351	\$113,698,774	\$6,436,504	\$7,563,391	\$946	\$7,867,847
CUMBERLAND	VINELAND CITY	10,332.0	\$162,817,777	\$170,796,539	\$171,707,259	\$5,511,611	\$6,489,507	\$628	\$6,972,730
BURLINGTON	BURLINGTON CITY	1,702.0	\$31,300,476	\$34,320,402	\$34,082,258	\$2,318,202	\$3,056,107	\$1,796	\$2,909,336
BURLINGTON	PEMBERTON TWP	4,890.0	\$105,694,489	\$108,539,351	\$103,301,137	\$3,469,901	\$3,811,864	\$780	\$3,511,864
MONMOUTH	LONG BRANCH CITY	5,758.0	\$83,763,339	\$88,405,224	\$85,475,005	\$2,477,251	\$2,534,687	\$440	\$2,637,042
HUDSON	JERSEY CITY	32,883.0	\$547,057,294	\$579,533,023	\$580,008,228	\$21,078,799	\$20,399,286	\$620	\$19,013,990
MONMOUTH	NEPTUNE TWP	4,288.0	\$73,026,182	\$90,450,142	\$79,341,984	\$7,314,899	\$7,896,417	\$1,842	\$7,959,448
HUDSON	HOBOKEN CITY	2,541.0	\$51,689,221	\$56,166,820	\$56,376,439	\$1,914,694	\$2,140,109	\$842	\$1,720,001
AVERAGE								\$1,232	
MEDIAN								\$1,194	
OCEAN	BRICK TWP	8,800	\$135,636,677	\$144,665,988	\$148,033,105	\$4,970,921	\$6,057,806	\$688	\$6,403,103
MONMOUTH	HOWELL TWP	5,923	\$104,580,815	\$116,030,236	\$113,319,232	\$724,532	\$901,741	\$152	\$758,746
OCEAN	JACKSON TWP	8,453	\$127,252,627	\$136,654,661	\$138,734,016	\$3,545,264	\$4,638,829	\$549	\$4,724,465
OCEAN	TOMS RIVER REGIONAL	15,786	\$217,171,427	\$224,336,407	\$226,765,183	\$3,944,585	\$5,012,874	\$318	\$5,621,654

	2015-16 ACTUAL SPECIAL EDUCATION INSTRUCTION COST	2016-17 REVISED SPECIAL EDUCATION INSTRUCTION COST	2017-18 ANTICIPATED SPECIAL EDUCATION INSTRUCTION COST	2015-16 ACTUAL SPEECH, OT, PT AND REL- ATED SERVS	2016-17 REVISED SPEECH, OT, PT AND REL- ATED SERVS	2016-17 REVISED SPEECH, OT, PT AND REL- ATED SERVS /ENROLLME NT	2017-18 ANTICIPATED SPEECH, OT, PT AND REL- ATED SERVS	2015-16 ACTUAL OTHER SUPP SERV STD- EXTRA SERV	2016-17 REVISED OTHER SUPP SERV STD- EXTRA SERV	2016-17 REVISED OTHER SUPP SERV STD- EXTRA SERV /ENROLLMENT
BRIDGETON CITY	\$512,162	\$531,402	\$414,043	\$736,518	\$1,040,925	\$173	\$780,619	\$21,000	\$21,430	\$4
CAMDEN CITY				\$2,484,123	\$2,273,232	\$141	\$2,193,980	\$1,115,752	\$1,070,515	\$67
PASSAIC CITY	\$1,442,950	\$1,337,998	\$608,566	\$8,500,640	\$8,852,852	\$597	\$8,893,833	\$3,749,301	\$4,883,578	\$329
PATERSON CITY	\$1,763,735	\$1,783,901	\$1,697,357	\$2,696,437	\$2,821,405	\$100	\$2,829,437	\$6,628,437	\$7,529,589	\$266
NEW BRUNSWICK CITY	\$17,793	\$45,000	\$0							\$0
<b>LAKEWOOD TWP</b>	<b>\$6,151,946</b>	<b>\$6,475,969</b>	<b>\$7,108,442</b>	<b>2,913,690</b>	<b>\$3,723,890</b>	<b>\$633</b>	<b>\$3,295,071</b>	<b>\$2,156,207</b>	<b>\$2,967,150</b>	<b>\$504</b>
NEWARK CITY	\$4,351,206	\$4,785,412	\$3,953,783	\$7,729,701	\$7,703,116	\$150	\$7,210,119	\$14,398,833	\$11,570,903	\$225
TRENTON CITY	\$16,289,959	\$14,255,760	\$13,378,544	\$1,576,709	\$2,082,100	\$150	\$2,752,304	\$2,668,641	\$3,342,703	\$242
SALEM CITY	\$46,146	\$53,288	\$53,300	\$268,207	\$367,053	\$311	\$249,647	\$285,194	\$280,390	\$237
UNION CITY	\$214,843	\$486,944	\$483,953				\$0			\$0
PLEASANTVILLE CITY	\$54,979	\$40,000	\$100,500	\$440,833	\$463,504	\$119	\$468,574	\$652,999	\$593,863	\$153
EAST ORANGE	\$512,301	\$938,074	\$157,136	\$810,284	\$948,362	\$94	\$948,861	\$1,365,195	\$1,021,661	\$101
ELIZABETH CITY	\$1,970,808	\$2,480,517	\$2,465,267	\$4,302,470	\$4,802,138	\$180	\$4,760,412	\$13,353,108	\$13,512,275	\$508
CITY OF ORANGE TWP				\$0	\$10,000	\$2	\$20,000			\$0
PERTH AMBOY CITY		\$3,172,970	\$2,230,067			\$0			\$2,518,405	\$226
ASBURY PARK CITY	\$740,974	\$787,737	\$672,763	\$740,467	\$843,257	\$349	\$691,202	\$2,349,304	\$327,234	\$135
IRVINGTON TOWNSHIP	\$973,762	\$1,021,593	\$1,034,315	\$190,230	\$281,492	\$36	\$275,554			\$0
KEANSBURG BORO				\$617,843	\$616,047	\$386	\$607,472	\$286,642	\$310,554	\$194
PHILLIPSBURG TOWN	\$414,075	\$802,748	\$857,425	\$450,539	\$516,896	\$136	\$566,397	\$658,293	\$644,757	\$170
HARRISON TOWN				\$107,342	\$108,692	\$51	\$110,042			\$0
GLOUCESTER CITY				\$1,900	\$5,700	\$3	\$5,700			\$0
MILLVILLE CITY	\$556,933	\$509,163	\$390,307	\$250,080	\$219,193	\$38	\$238,824	\$880,859	\$857,671	\$149
PLAINFIELD CITY	\$227,153	\$258,635	\$242,134		\$397,220	\$42	\$393,350	\$369,343	\$0	\$0
GARFIELD CITY	1,506,201	1,715,280	1,934,273	\$1,008,799	\$1,214,308	\$225	\$1,119,287	642,676	\$708,480	\$131
WEST NEW YORK TOWN	\$722,830	\$786,452	\$775,935	\$1,408,069	\$1,718,465	\$215	\$1,719,130	\$1,592,950	\$1,745,638	\$218
VINELAND CITY	\$1,506,244	\$1,604,796	\$1,750,004	\$1,611,424	\$1,678,592	\$162	\$1,680,657	\$96,867	\$131,982	\$13
BURLINGTON CITY	\$28,110	\$40,000	\$40,000	\$395,633	\$423,613	\$249	\$427,999	\$165,575	\$207,370	\$122
PEMBERTON TWP	\$302,258	\$392,159	\$327,601	\$877,726	\$931,196	\$190	\$1,056,438	\$1,305,326	\$1,510,000	\$309
LONG BRANCH CITY	\$492,419	\$421,942	\$494,982	\$179,992	\$219,708	\$38	\$169,708	\$504,927	\$497,525	\$86
JERSEY CITY	\$5,077,194	\$5,106,105	\$5,261,743	\$4,779,781	\$4,611,004	\$140	\$4,538,812	\$1,832,004	\$1,962,488	\$60
NEPTUNE TWP	\$496,271	\$535,990	\$510,800	\$747,905	\$979,729	\$228	\$916,327			
HOBOKEN CITY	\$105,669	\$108,093	\$90,400	\$972,282	\$947,605	\$373	\$962,520	\$1,082,898	\$1,196,755	\$471
						\$178				\$159
						\$150				\$135
BRICK TWP	\$14,926,769	\$15,687,400	\$15,790,252	\$2,642,542	\$2,753,503	\$313	\$2,873,155	\$2,466,899	\$2,958,381	\$336
HOWELL TWP	\$12,072,612	\$12,658,183	\$11,403,167	\$2,061,975	\$1,985,571	\$335	\$2,066,868	\$586,709	\$793,532	\$134
JACKSON TWP	\$15,302,541	\$16,266,265	\$16,567,950	\$1,250,849	\$1,289,323	\$153	\$1,325,197	\$3,388,386	\$3,160,955	\$374
TOMS RIVER REGIONAL	\$18,521,072	\$19,171,680	\$21,163,936	\$3,073,587	\$3,343,779	\$212	\$3,379,462	\$4,788	\$8,953	\$1

	2017-18 ANTICIPATED OTHER SUPP SERV STD- EXTRA SERV	2015-16 ACTUAL CHILD STUDY TEAMS	2016-17 REVISED CHILD STUDY TEAMS	2016-17 REVISED CHILD STUDY TEAMS/ ENROLL- MENT	2017-18 ANTICIPATED CHILD STUDY TEAMS	2015-16 ACTUAL TRANSPORTAT- ION COST	2016-17 REVISED TRANSPORTATI ON COST	2016-17 REVISED TRANSPOR TATION COST/ ENROLL- MENT	2017-18 ANTICIPATED TRANSPORTATION COST
BRIDGETON CITY	\$22,155	\$1,219,899	\$1,182,855	\$197	\$1,347,159	\$4,090,109	\$4,379,584	\$728	\$4,183,485
CAMDEN CITY	\$3,088,142	\$3,683,946	\$3,089,413	\$192	\$3,762,449	\$12,124,478	\$11,278,964	\$702	\$13,185,016
PASSAIC CITY	\$4,616,628	\$5,430,017	\$5,588,562	\$377	\$5,255,194	\$6,597,653	\$7,237,075	\$488	\$7,254,118
PATERSON CITY	\$8,244,690	\$9,560,314	\$10,298,323	\$364	\$9,567,612	\$24,381,673	\$20,986,174	\$743	\$19,936,753
NEW BRUNSWICK CITY		\$3,884,897	\$3,962,171	\$414	\$4,055,420	\$7,949,378	\$7,346,567	\$767	\$7,541,490
<b>LAKEWOOD TWP</b>	<b>\$2,516,926</b>	<b>\$3,022,564</b>	<b>\$2,369,419</b>	<b>\$403</b>	<b>\$2,943,573</b>	<b>\$26,343,391</b>	<b>\$24,777,814</b>	<b>\$4,212</b>	<b>\$27,648,082</b>
NEWARK CITY	\$13,143,828	\$16,346,116	\$16,420,376	\$320	\$16,078,649	\$38,129,290	\$34,016,077	\$662	\$35,470,766
TRENTON CITY	\$3,920,037	\$5,036,852	\$4,449,166	\$321	\$4,824,945	\$9,103,848	\$9,282,671	\$671	\$8,787,083
SALEM CITY	\$289,922	\$405,907	\$589,870	\$499	\$558,642	\$574,297	\$720,584	\$610	\$826,715
UNION CITY		\$4,736,041	\$4,736,041	\$378	\$4,252,688	\$4,216,873	\$5,695,201	\$454	\$4,639,062
PLEASANTVILLE CITY	\$476,255	\$1,384,405	\$1,441,974	\$370	\$1,274,056	\$1,616,323	\$1,647,528	\$423	\$1,824,112
EAST ORANGE	\$990,842	\$5,584,637	\$6,112,923	\$607	\$6,243,158	\$5,646,612	\$6,443,984	\$640	\$6,444,314
ELIZABETH CITY	\$13,918,539	\$6,263,237	\$6,804,630	\$256	\$6,753,089	\$19,348,898	\$18,542,517	\$697	\$19,403,838
CITY OF ORANGE TWP		\$2,753,379	\$2,795,037	\$516	\$2,821,417	\$2,976,680	\$3,190,301	\$589	\$3,126,000
PERTH AMBOY CITY	\$2,500,000		\$2,660,714	\$239	\$3,102,294		\$8,541,067	\$766	\$9,365,249
ASBURY PARK CITY	\$304,542	\$0	\$1,853,109	\$766	\$1,774,939	\$1,942,792	\$1,793,119	\$741	\$1,929,750
IRVINGTON TOWNSHIP		\$0	\$2,457,531	\$315	\$2,398,403	\$7,675,282	\$10,761,543	\$1,380	\$6,783,000
KEANSBURG BORO	\$290,896	\$1,213,050	\$1,213,064	\$760	\$1,266,648	\$1,221,401	\$1,139,222	\$713	\$1,205,901
PHILLIPSBURG TOWN	\$757,372	\$1,668,041	\$1,744,306	\$459	\$1,934,545	\$1,627,005	\$1,946,326	\$512	\$1,947,326
HARRISON TOWN		\$875,267	\$883,731	\$412	\$920,934	\$903,764	\$852,950	\$397	\$868,616
GLOUCESTER CITY		\$1,232,912	\$1,139,717	\$533	\$1,115,095	\$879,903	\$1,000,153	\$468	\$998,100
MILLVILLE CITY	\$789,936	\$2,846,913	\$2,672,829	\$463	\$2,546,171	\$3,702,933	\$3,905,933	\$677	\$4,093,585
PLAINFIELD CITY	\$0	\$3,817,460	\$3,750,656	\$400	\$3,483,529	\$4,574,065	\$5,147,151	\$549	4,776,828
GARFIELD CITY	\$414,720	\$2,056,148	\$1,964,719	\$364	\$2,204,898	\$2,322,554	\$2,140,109	\$396	\$1,933,806
WEST NEW YORK TOWN	\$1,611,079	\$2,699,273	\$2,730,671	\$341	\$3,009,517	\$2,768,704	\$2,160,544	\$270	\$2,547,933
VINELAND CITY	\$96,412	\$2,327,320	\$2,365,645	\$229	\$2,322,914	\$9,727,630	\$10,630,338	\$1,029	\$10,458,455
BURLINGTON CITY	\$235,116	\$1,088,105	\$1,090,524	\$641	\$1,002,637	\$837,988	\$857,737	\$504	\$870,684
PEMBERTON TWP	\$1,444,000	\$2,777,575	\$3,118,992	\$638	\$3,059,854	\$4,233,396	\$4,669,288	\$955	\$4,559,663
LONG BRANCH CITY	\$654,952	\$2,941,290	\$2,966,530	\$515	\$3,233,080	\$2,738,244	\$3,261,481	\$566	\$3,404,631
JERSEY CITY	\$2,169,678	\$13,325,814	\$13,923,637	\$423	\$14,304,357	\$14,727,680	\$17,095,969	\$520	\$14,370,419
NEPTUNE TWP		\$1,141,280	\$1,182,054	\$276	\$1,178,870	\$2,329,021	\$2,750,528	\$641	\$2,742,688
HOBOKEN CITY	\$1,165,209	\$1,373,316	\$1,434,894	\$565	\$1,516,617	\$1,565,839	\$1,432,288	\$564	\$1,357,457
				\$424				\$751	
				\$400				\$640	
BRICK TWP	\$2,963,881	\$3,275,486	\$3,341,497	\$380	\$3,394,229	\$8,025,144	\$8,881,417	\$1,009	\$8,983,750
HOWELL TWP	\$822,040	\$3,120,135	\$3,157,978	\$533	\$3,469,344	\$7,304,051	\$8,229,060	\$1,389	\$8,349,318
JACKSON TWP	\$3,113,841	\$3,106,275	\$3,457,977	\$409	\$3,278,377	\$8,699,370	\$9,840,773	\$1,164	\$10,481,989
TOMS RIVER REGIONAL	\$14,500	\$3,510,648	\$3,598,923	\$228	\$3,726,965	\$11,271,722	\$12,817,498	\$812	\$12,996,827

# Exhibit 34

# RATIO MUNICIPAL TAXATION TO INCOME

Muni Cod e	Municipality	County	Tax Base				SUM	WLT_INCM (Income 2014)	Tax as Percent of Income
			Net Valuation Taxable	Total County Levy	Total School Levy	Total Local Municipal Tax Levy			
0601	Bridgeton City	Cumberland	\$489,499,429	\$5,085,965	\$3,620,344	\$12,459,921	\$21,166,230	\$240,884,392	8.79%
0408	Camden City	Camden	\$1,696,103,611	\$14,050,747	\$7,277,857	\$25,947,840	\$47,276,444	\$645,628,910	7.32%
1607	Passaic City	Passaic	\$3,065,013,700	\$23,415,234	\$16,818,577	\$62,643,107	\$102,876,918	\$1,012,412,384	10.16%
1608	Paterson City	Passaic	\$5,756,156,146	\$46,128,095	\$40,712,319	\$162,261,803	\$249,102,217	\$2,022,782,750	12.31%
1214	New Brunswick City	Middlesex	\$1,264,841,000	\$11,578,876	\$29,511,632	\$32,133,933	\$73,224,441	\$658,497,304	11.12%
1514	Lakewood Township	Ocean	\$6,451,459,200	\$30,045,161	\$93,496,265	\$55,545,000	\$179,086,426	\$1,625,147,547	11.02%
0714	Newark City	Essex	\$12,236,101,176	\$68,978,658	\$123,843,297	\$225,991,480	\$418,813,435	\$3,323,600,879	12.60%
1111	Trenton City	Mercer	\$2,019,401,562	\$13,799,254	\$23,224,770	\$78,553,633	\$115,577,657	\$932,787,857	12.39%
1712	Salem City	Salem	\$215,567,834	\$1,564,314	\$2,473,242	\$4,374,081	\$8,411,637	\$60,055,930	14.01%
0910	Union City City	Hudson	\$1,478,136,215	\$17,912,577	\$15,418,637	\$68,167,135	\$101,498,349	\$1,029,058,173	9.86%
0119	Pleasantville City	Atlantic	\$879,715,134	\$3,745,717	\$9,297,825	\$21,642,961	\$34,686,503	\$247,713,629	14.00%
0705	East Orange City	Essex	\$2,481,271,947	\$13,774,269	\$21,580,904	\$90,845,141	\$126,200,314	\$955,122,142	13.21%
2004	Elizabeth City	Union	\$902,040,188	\$35,173,013	\$59,813,124	\$154,293,002	\$249,279,140	\$1,961,385,516	12.71%
0717	Orange City	Essex	\$1,284,813,847	\$7,254,383	\$11,956,522	\$41,959,935	\$61,170,840	\$448,351,631	13.64%
1216	Perth Amboy City	Middlesex	\$3,238,323,149	\$10,931,057	\$24,490,048	\$56,934,262	\$92,355,367	\$816,967,214	11.30%
1303	Asbury Park City	Monmouth	\$1,291,621,100	\$3,753,993	\$6,953,839	\$16,688,453	\$27,396,285	\$265,719,982	10.31%
0709	Ivington Township	Essex	\$1,822,763,569	\$10,343,831	\$19,317,171	\$71,214,130	\$100,875,133	\$830,070,588	12.15%
1321	Keansburg Borough	Monmouth	\$465,816,570	\$1,348,157	\$4,916,976	\$10,517,879	\$16,783,012	\$158,748,022	10.57%
2119	Phillipsburg Town	Warren	\$710,810,350	\$4,991,086	\$11,400,147	\$11,030,946	\$27,422,180	\$259,469,104	10.57%
0904	Harrison Town	Hudson	\$496,257,649	\$6,450,326	\$10,125,763	\$19,043,092	\$35,619,181	\$328,487,924	10.84%
0414	Gloucester City City	Camden	\$521,431,400	\$4,810,343	\$5,255,064	\$11,042,000	\$21,107,407	\$200,568,656	10.52%
0610	Millville City	Cumberland	\$1,472,483,710	\$17,082,346	\$11,772,394	\$18,634,053	\$47,488,793	\$564,012,753	8.42%
2012	Plainfield City	Union	\$1,216,447,273	\$14,332,988	\$24,741,269	\$55,674,106	\$94,748,363	\$916,457,979	10.34%
0221	Garfield City	Bergen	\$2,082,797,200	\$5,314,502	\$26,824,107	\$24,188,752	\$56,327,361	\$598,171,258	9.42%
0912	West New York Town	Hudson	\$902,624,734	\$12,190,712	\$15,726,829	\$37,722,104	\$65,639,645	\$1,073,132,915	6.12%
0614	Vineland City	Cumberland	\$3,896,457,187	\$43,917,501	\$22,609,389	\$33,340,033	\$99,866,923	\$1,316,991,123	7.58%
0305	Burlington City	Burlington	\$628,160,700	\$2,178,816	\$11,328,344	\$7,984,861	\$21,492,022	\$189,268,624	11.36%
0329	Pemberton Township	Burlington	\$883,972,607	\$4,884,647	\$12,123,079	\$14,998,020	\$32,005,746	\$473,248,851	6.76%
1325	Long Branch City	Monmouth	\$4,481,343,953	\$11,897,122	\$39,264,076	\$38,693,921	\$89,855,119	\$720,045,447	12.48%
0906	Jersey City City	Hudson	\$6,093,045,338	\$115,491,912	\$120,985,223	\$230,496,408	\$466,973,543	\$7,957,172,764	5.87%
1334	Neptune Township	Monmouth	\$3,537,256,010	\$9,628,753	\$36,756,362	\$28,992,533	\$75,377,648	\$756,469,849	9.96%
0905	Hoboken City	Hudson	\$11,223,489,397	\$70,290,345	\$41,824,759	\$60,549,436	\$172,664,540	\$4,136,121,217	4.17%
								Medain	10.57%
								Average	10.35%
1506	Brick Township	Ocean	\$10,264,180,212	\$36,962,783	\$103,474,867	\$71,871,858	\$212,309,509	\$2,353,819,077	9.02%
1319	Howell Township	Monmouth	\$6,365,439,700	\$17,388,551	\$102,967,172	\$26,682,088	\$147,037,811	\$1,297,306,868	11.33%
1511	Jackson Township	Ocean	\$6,687,122,747	\$23,668,964	\$86,357,614	\$32,264,852	\$142,291,430	\$1,867,802,017	7.62%
1514	Lakewood Township	Ocean	\$6,451,459,200	\$30,045,161	\$93,496,265	\$55,545,000	\$179,086,426	\$1,625,147,547	11.02%
1507	Toms River Township	Ocean	\$12,699,617,676	\$51,650,170	\$137,640,308	\$82,297,715	\$271,588,194	\$3,420,865,461	7.94%

# Exhibit 35

COUNTY		DFG	PER CAPITA INCOME US CENSUS 2010	PER CAPITA INCOME RANK of 564 NJ MUNICIPALITIES	Population, Census, April 1, 2010	2016 LABOR FORCE	2016 EMPLO-MENT	2016 Labor Force/ Populat-ion est-imates, July 1, 2016	Sept 2017 Labor Force	Sept 2017 Employ-ment	MEDIAN HOUSEHOLD INCOME	MEDIAN FAMILY INCOME	MEDIAN AGE	AVERAGE FAMILY SIZE	Population estimates, July 1, 2016	000706
CUMBERLAND	BRIDGETON CITY	A	\$12,418	564	25,349	8,346	7,615	33.4%	8,400	7,800	\$31,044	\$38,750	29.7	3.85	24,997	
CAMDEN	CAMDEN CITY	A	\$12,807	563	77,344	26,635	23,932	35.8%	26,800	24,000	\$27,027	\$29,118	28.5	3.56	74,420	
PASSAIC	PASSAIC CITY	A	\$14,424	562	69,781	29,843	27,696	42.2%	29,500	27,600	\$31,135	\$34,934	29.2	4.02	70,635	
PASSAIC	PATERSON CITY	A	\$15,543	560	146,199	62,144	56,456	42.3%	61,300	56,200	\$34,086	\$39,003	32.1	3.71	147,000	
MIDDLESEX	NEW BRUNSWICK CITY	A	\$16,395	556	55,181	27,170	25,973	47.7%	27,200	26,100	\$44,543	\$44,555	23.3	3.91	56,910	
<b>OCEAN</b>	<b>LAKEWOOD TWP</b>		<b>\$16,430</b>	<b>555</b>	<b>92,843</b>	<b>30,739</b>	<b>29,443</b>	<b>30.5%</b>	<b>30,800</b>	<b>29,500</b>	<b>\$41,527</b>	<b>\$45,420</b>	<b>23.9</b>	<b>4.49</b>	<b>100,758</b>	
<b>OCEAN</b>	<b>LAKEWOOD CENSUS DESIGNATED PLACE</b>		<b>\$11,895</b>		<b>53,805</b>						<b>\$36,516</b>	<b>\$38,493</b>	<b>19.1</b>	<b>5.23</b>		
ESSEX	NEWARK CITY	A	\$17,367	554	277,140	117,053	107,846	41.5%	115,400	106,200	\$35,659	\$41,684	32.3	3.36	281,764	
MERCER	TRENTON CITY	A	\$17,400	553	84,913	39,178	36,360	46.6%	38,700	36,100	\$36,601	\$41,491	32.6	3.40	84,056	
SALEM	SALEM CITY	A	\$17,733	552	5,146	1,753	1,541				\$25,682	\$38,286	34.4	3.05		
HUDSON	UNION CITY	A	\$18,506	549	66,455	34,904	32,949	50.4%	34,600	32,800	\$40,173	\$43,101	33.9	3.39	69,296	
ATLANTIC	PLEASANTVILLE CITY	A	\$18,527	548	20,249	8,905	8,106	43.5%			\$39,560	\$48,873	33.0	3.53	20,492	
ESSEX	EAST ORANGE	A	\$20,298	540	64,270	29,840	27,530	46.1%	29,500	27,100	\$40,358	\$50,995	35.0	3.33	64,789	
UNION	ELIZABETH CITY	A	\$19,196	546	124,969	62,924	59,009	48.9%	61,900	58,200	\$43,770	\$46,891	33.2	3.43	128,640	
ESSEX	CITY OF ORANGE TWP	A	\$19,816	544	30,134	14,025	13,002	45.9%	13,800	12,800	\$40,818	\$44,645	34.4	3.38	30,583	
MIDDLESEX	PERTH AMBOY CITY	A	\$20,162	541	50,814	25,198	23,238	48.0%	25,100	23,300	\$47,696	\$53,792	32.4	3.65	52,499	
MONMOUTH	ASBURY PARK CITY	A	\$20,368	538	16,116	7,479	7,000	47.6%			\$33,527	\$33,140	34.0	3.33	15,722	
ESSEX	IRVINGTON TOWNSHIP	A	\$20,520	536	53,926	25,131	23,195	46.2%	24,800	22,900	\$42,580	\$50,798	34.0	3.33	54,425	
MONMOUTH	KEANSBURG BORO	A	\$21,246	530	10,105	5,167	4,861	52.6%			\$39,206	\$52,128	36.8	3.24	9,826	
WARREN	PHILLIPSBURG TOWN	B	\$21,291	529	14,950	7,090	6,711	49.0%			\$42,825	\$51,334	37.1	3.12	14,455	
HUDSON	HARRISON TOWN	B	\$21,857	527	13,620	6,738	6,479	41.5%			\$51,193	\$53,006	34.0	3.23	16,231	
CAMDEN	GLOUCESTER CITY	B	\$22,718	522	11,456	5,460	5,085	48.2%			\$52,222	\$58,825	36.7	3.31	11,339	
CUMBERLAND	MILLVILLE CITY	A	\$23,364	516	28,400	13,298	12,317	47.4%	13,600	12,600	\$44,925	\$55,000	36.6	3.19	28,059	
UNION	PLAINFIELD CITY	B	\$23,767	514	49,808	27,155	25,339	53.6%	26,500	25,000	\$52,056	\$58,942	33.3	3.60	50,636	
BERGEN	GARFIELD CITY	B	\$24,022	512	30,487	16,068	14,986	50.4%	15,900	14,900	\$51,407	\$56,701	35.5	3.29	31,876	
HUDSON	WEST NEW YORK TOWN	A	\$24,419	508	49,708	28,501	27,150	53.4%	28,300	28,300	\$44,657	\$42,534	34.8	2.23	53,343	
CUMBERLAND	VINELAND CITY	A	\$24,512	506	60,724	28,340	26,311	46.8%	28,800	26,900	\$54,024	\$64,185	37.7	3.23	60,525	
BURLINGTON	BURLINGTON CITY	B	\$24,612	503	9,920	5,205	4,887	52.8%			\$48,317	\$62,049	38.9	3.18	9,866	
BURLINGTON	PEMBERTON TWP	B	\$26,240	475	27,912	12,138	11,347	44.0%	12,000	11,400	\$63,309	\$73,757	36.5	3.22	27,567	
MONMOUTH	LONG BRANCH CITY	B	\$30,381	395	30,719	16,369	15,575	53.2%	16,300	15,600	\$52,792	\$56,778	33.8	3.23	30,763	
HUDSON	JERSEY CITY	B	\$30,490	388	247,597	140,479	133,792	53.2%	140,300	133,100	\$54,280	\$58,533	33.3	3.20	264,152	
MONMOUTH	NEPTUNE TWP	CD	\$30,656	382	27,935	15,031	14,150	54.1%	15,100	14,200	\$58,630	\$74,422	42.7	3.13	27,789	
HUDSON	HOBOKEN CITY	FG	\$69,085	29	50,005	36,488	35,603	67.1%	36,300	35,400	\$121,614	\$121,614	31.2	2.68	54,379	
<b>AVERAGE LOW INCOME URBAN DISTRICTS</b>			<b>\$22,585</b>	<b>505</b>	<b>59,075</b>	<b>28,518</b>	<b>26,646</b>	<b>45.8%</b>	<b>36,091</b>	<b>33,848</b>	<b>\$45,351</b>	<b>\$52,254</b>	<b>33.9</b>	<b>3.33</b>	<b>62,234</b>	
<b>MEDIAN LOW INCOME URBAN DISTRICTS</b>			<b>\$20,520</b>	<b>536</b>	<b>49,708</b>	<b>25,131</b>	<b>23,195</b>	<b>48.7%</b>	<b>27,200</b>	<b>26,100</b>	<b>\$43,770</b>	<b>\$50,995</b>	<b>34.0</b>	<b>3.33</b>	<b>51,568</b>	
<b>STAND DEV LOW INCOME DISTRICTS</b>			<b>\$9,810</b>	<b>101</b>	<b>63,358</b>	<b>30,897</b>	<b>29,005</b>	<b>46.9%</b>	<b>32,162</b>	<b>30,130</b>	<b>\$13,903</b>	<b>\$16,835</b>	<b>3.5</b>	<b>0.34</b>	<b>65,919</b>	
<b>NEW JERSEY</b>			<b>\$39,940</b>		<b>8,791,894</b>	<b>4,555,300</b>	<b>4,121,500</b>	<b>50.9%</b>	<b>4,503,300</b>	<b>4,287,400</b>	<b>\$113,162</b>	<b>\$114,265</b>			<b>8,944,469</b>	
OCEAN	BRICK TWP	DE	\$33,258	325	75,072	39,516	37,467	52.6%	39,400	37,500	\$65,129	\$81,868	43.6	3.05	75,061	
MONMOUTH	HOWELL TWP	FG	\$35,439	280	51,075	28,170	26,914	53.9%	28,100	27,000	\$89,287	\$102,015	39.6	3.37	52,245	
OCEAN	JACKSON TWP	DE	\$34,521	295	54,856	29,576	28,160	52.1%	29,500	28,200	\$86,327	\$96,171	41.6	3.21	56,733	
OCEAN	TOMS RIVER REGIONAL	DE	\$33,423	321	91,239	48,126	45,754	52.4%	48,000	45,800	\$71,934	\$83,924	43.0	3.10	91,837	
OCEAN	TOMS RIVER CDP		33,105		88,791						72,434	83,745	42.5	3.12	X	

PER CAPITA INCOME, RANK, MEDIAN HOUSEHOLD INCOME, MEDIAN FAMILY INCOME: 2010 Census data. Spreadsheet downloaded from <http://lwd.dol.state.nj.us/labor/lpa/industry/incpov/2010income.html>

MEDIAN AGE AND AVERAGE FAMILY SIZES: NJ DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT [http://lwd.dol.state.nj.us/labor/lpa/census/2010/gdp\\_index.html#stcnty](http://lwd.dol.state.nj.us/labor/lpa/census/2010/gdp_index.html#stcnty)

COUNTY		Population estimates base, April 1, 2010	Population, percent change - April 1, 2010 (estimates base) to July 1, 2016	Persons under 5 years, percent, April 1, 2010	Persons under 18 years, percent, April 1, 2010	Persons 65 years and over, percent, April 1, 2010	Persons per household, 2011-2015	In civilian labor force, total, percent of population age 16 years+, 2011-2015	Median household income (in 2015 dollars), 2011-2015	Per capita income in past 12 months (in 2015 dollars), 2011-2015	Persons in poverty, percent	Population per square mile, 2010	Land area in square miles, 2010
CUMBERLAND	BRIDGETON CITY	25,415	-1.6%	9.9%	27.9%	7.1%	3.56	53.3%	\$36,208	\$13,763	32.0%	4,102	6.2
CAMDEN	CAMDEN CITY	77,057	-3.4%	9.2%	31.0%	7.6%	2.97	56.8%	\$25,042	\$13,412	39.9%	8,670	8.9
PASSAIC	PASSAIC CITY	69,790	1.2%	9.9%	31.5%	7.7%	3.55	57.6%	\$31,832	\$14,956	31.6%	22,181	3.2
PASSAIC	PATERSON CITY	146,203	0.5%	8.0%	27.9%	8.9%	3.36	56.5%	\$32,915	\$16,142	29.1%	17,347	8.4
MIDDLESEX	NEW BRUNSWICK CITY	54,500	4.4%	7.2%	21.1%	5.2%	3.42	57.9%	\$38,435	\$14,407	34.7%	10,557	5.2
<b>OCEAN</b>	<b>LAKEWOOD TWP</b>	<b>92,792</b>	<b>8.6%</b>	<b>17.4%</b>	<b>41.8%</b>	<b>12.2%</b>	<b>3.89</b>	<b>55.8%</b>	<b>\$40,983</b>	<b>\$15,124</b>	<b>32.1%</b>	<b>3,778</b>	<b>24.6</b>
<b>OCEAN</b>	<b>LAKEWOOD CENSUS DESIGNATED PL</b>			<b>19.5%</b>	<b>48.4%</b>	<b>4.3%</b>	<b>4.98</b>	<b>57.7%</b>	<b>\$37,976</b>	<b>\$11,893</b>	<b>39.3%</b>	<b>7,602</b>	<b>7.1</b>
ESSEX	NEWARK CITY	277,130	1.7%	7.5%	25.6%	8.6%	2.87	63.2%	\$33,139	\$16,791	29.7%	11,458	24.2
MERCER	TRENTON CITY	84,937	-1.0%	7.9%	25.1%	8.8%	2.85	61.1%	\$34,257	\$16,914	28.3%	11,103	7.6
SALEM	SALEM CITY												
HUDSON	UNION CITY	66,439	4.3%	7.3%	23.7%	10.5%	2.96	68.9%	\$41,107	\$19,896	24.9%	51,797	1.3
ATLANTIC	PLEASANTVILLE CITY	20,252	1.2%	8.4%	27.5%	10.7%	3.01	69.1%	\$41,633	\$17,857	24.8%	3,556	5.7
ESSEX	EAST ORANGE	64,146	1.0%	7.2%	25.7%	11.8%	2.49	66.7%	\$36,921	\$21,656	21.1%	16,379	3.9
UNION	ELIZABETH CITY	124,969	2.9%	8.0%	25.6%	9.2%	3.18	69.8%	\$43,568	\$18,826	19.0%	10,144	12.3
ESSEX	CITY OF ORANGE TWP	30,316	0.9%	7.8%	25.0%	11.2%	2.67	66.5%	\$33,233	\$19,065	25.5%	13,704	2.2
MIDDLESEX	PERTH AMBOY CITY	50,814	3.3%	7.9%	27.3%	9.3%	3.17	59.8%	\$44,024	\$19,218	22.8%	10,807	4.7
MONMOUTH	ASBURY PARK CITY	16,114	-2.4%	7.7%	23.8%	10.3%	2.31	68.9%	\$32,755	\$23,761	31.9%	11,317	1.4
ESSEX	IRVINGTON TOWNSHIP	53,931	0.9%	7.9%	25.4%	9.0%	2.69	71.8%	\$36,782	\$19,465	23.7%	18,417	2.9
MONMOUTH	KEANSBURG BORO	10,097	-2.7%	6.7%	23.4%	10.9%	2.36	66.9%	\$47,686	\$29,046	16.2%	9,453	1.1
WARREN	PHILLIPSBURG TOWN	14,950	-3.3%	7.6%	25.8%	13.2%	2.40	64.9%	\$44,537	\$23,986	18.9%	4,682	3.2
HUDSON	HARRISON TOWN	13,495	20.3%	6.3%	20.8%	9.3%	2.81	69.3%	\$56,713	\$26,684	13.8%	11,322	1.2
CAMDEN	GLOUCESTER CITY	11,458	-1.0%	6.4%	24.5%	12.8%	2.83	63.4%	\$50,615	\$23,056	9.6%	4,938	2.3
CUMBERLAND	MILLVILLE CITY	28,417	-1.3%	7.0%	25.8%	13.2%	2.71	64.0%	\$49,133	\$23,736	17.5%	676	42.0
UNION	PLAINFIELD CITY	49,699	1.9%	8.3%	25.8%	9.5%	3.34	73.7%	\$54,500	\$22,837	23.0%	8,270	6.0
BERGEN	GARFIELD CITY	30,489	4.5%	6.9%	23.3%	11.2%	2.87	62.5%	\$45,469	\$22,630	16.3%	14,525	2.1
HUDSON	WEST NEW YORK TOWN	49,709	7.3%	7.4%	21.0%	11.9%	2.71	70.4%	\$45,370	\$25,665	22.1%	49,363	1.0
CUMBERLAND	VINELAND CITY	60,738	-0.4%	7.0%	24.5%	13.9%	2.84	61.4%	\$49,453	\$24,361	16.9%	888	68.4
BURLINGTON	BURLINGTON CITY	9,932	-0.7%	6.9%	23.9%	15.7%	2.52	66.6%	\$55,072	\$27,838	10.0%	3,239	3.1
BURLINGTON	PEMBERTON TWP	27,916	-1.3%	7.1%	24.6%	11.7%	2.74	59.4%	\$61,039	\$26,253	11.9%	456	61.3
MONMOUTH	LONG BRANCH CITY	30,717	0.1%	7.2%	21.7%	11.3%	2.55	67.0%	\$48,327	\$29,446	18.7%	5,825	5.3
HUDSON	JERSEY CITY	247,643	6.7%	7.1%	21.1%	9.0%	2.59	68.2%	\$59,537	\$33,426	19.3%	16,736	14.8
MONMOUTH	NEPTUNE TWP	27,992	-0.7%	5.2%	20.6%	16.5%	2.50	64.9%	\$62,992	\$32,737	10.6%	3,414	8.2
HUDSON	HOBOKEN CITY	50,006	8.7%	6.8%	12.2%	6.3%	2.08	79.3%	\$114,381	\$72,864	10.8%	39,220	1.3
	<b>AVERAGE LOW INCOME URBAN DISTRICTS</b>	<b>60,842</b>	<b>1.7%</b>	<b>7.5%</b>	<b>24.4%</b>	<b>10.4%</b>	<b>2.83</b>	<b>65.0%</b>	<b>\$46,223</b>	<b>\$23,690</b>	<b>21.8%</b>	<b>13,151</b>	<b>10.6</b>
	<b>MEDIAN LOW INCOME URBAN DISTRICTS</b>	<b>49,704</b>	<b>0.9%</b>	<b>7.4%</b>	<b>24.8%</b>	<b>10.4%</b>	<b>2.82</b>	<b>65.7%</b>	<b>\$44,281</b>	<b>\$22,734</b>	<b>21.6%</b>	<b>10,682</b>	<b>5.0</b>
	<b>STAND DEV LOW INCOME DISTRICTS</b>	<b>63,633</b>	<b>4.7%</b>	<b>1.0%</b>	<b>3.6%</b>	<b>2.6%</b>	<b>0.37</b>	<b>5.7%</b>	<b>\$16,106</b>	<b>\$10,746</b>	<b>7.9%</b>	<b>12,807</b>	<b>16.9</b>
<b>NEW JERSEY</b>		<b>8,791,953</b>	<b>1.70%</b>	<b>6.20%</b>	<b>23.50%</b>	<b>13.50%</b>	<b>2.73</b>	<b>65.90%</b>	<b>\$72,093</b>	<b>\$36,582</b>	<b>10.4%</b>	<b>1,195.50</b>	<b>7,354.22</b>
OCEAN	BRICK TWP	75,054		5.0%	20.7%	17.9%	2.48	65.4%	\$70,647	\$35,649	6.5%	2,919	25.7
MONMOUTH	HOWELL TWP	51,101	2.2%	5.7%	26.3%	10.0%	2.92	69.3%	\$93,733	\$37,525	4.3%	843	60.6
OCEAN	JACKSON TWP	54,895	3.3%	5.4%	24.7%	14.8%	2.76	66.0%	\$84,871	\$36,297	4.4%	553	99.2
OCEAN	TOMS RIVER REGIONAL	91,265	0.6%	5.1%	21.3%	17.3%	2.58	63.8%	\$71,960	\$36,046	6.3%	2,254	40.5
OCEAN	TOMS RIVER CDP			5.1%	21.7%	16.7%	2.62	64.4%	\$72,196	\$35,696	6.1%	2,280	39.0

2016 MUNICIPAL LABOR FORCE: Spreadsheet Annual Municipal Labor Force Estimates: 2010-2016 downloaded from [http://lwd.dol.state.nj.us/labor/lpa/employ/uirate/lfest\\_index.html](http://lwd.dol.state.nj.us/labor/lpa/employ/uirate/lfest_index.html) State:[http://lwd.state.nj.us/labor/lpa/employ/uirate/lfest\\_index.html](http://lwd.state.nj.us/labor/lpa/employ/uirate/lfest_index.html)

2017 Labor Force Estimates for Municipalities with populations of 25,000 or more (Excel) [http://lwd.state.nj.us/labor/lpa/employ/uirate/lfest\\_index.html](http://lwd.state.nj.us/labor/lpa/employ/uirate/lfest_index.html)

OTHER CENSUS DATA: As available in Quick Facts on the US Census website at <http://quickfacts.census.gov/qfd/states/34/3430210.html>