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The study is part of a state evaluation of schools and is directed primarily to a review of the effectiveness of the existing organization among local school districts in the State of New Jersey. Five major topics are presented in this study: (1) school district reorganization--aims, methods, and problems; (2) growth of enrollments; (3) characteristics of New Jersey school districts; (4) characteristics of superior school districts; and (5) characteristics of individual high schools. In considering criteria for reorganization, the following factors are isolated as being characteristics that are found in good school districts: pupils per teacher; teaching staff with master's degrees; program offerings in the high school; selected practices; size and wealth; and cost per pupil. Nine criteria are suggested for reorganization. It is concluded that financial incentives are by far the most important facilitating factor. Numerous data tables are contained in the appendix. (SW)

PILOT STUDY OF SCHOOL DISTRICT REORGANIZATION

STATE OF NEW JERSEY

JANUARY 1968

Engelhardt, Engelhardt and Leggett • Educational Consultants

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Purdy Station, Westchester County, New York

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SCHOOL DISTRICT REORGANIZATION: AIMS, METHODS, PROBLEMS

Purpose of This Study

Public education is legally a function of state government. In actual practice, however, states have empowered local boards of education to administer and operate the public schools. In New Jersey the local units are coterminous with the political subdivisions of cities, boroughs, towns, and townships, singly or in combination. Nevertheless, education remains the responsibility of the state; the state is obligated to review continually the effectiveness of the schools and their response to changing social and economic demands on public education.

This study is a part of this evaluation process and is directed primarily to a review of the effectiveness of the existing system of organization among the local school districts. The end result of the study is to offer suggestions for creating school districts which could raise educational opportunities for children to a higher level than is now being reached because of limitations imposed by existing district boundaries.

The National Picture

When the first national count of school districts was made in 1932, the total number was 127,649. By 1965, the total had dropped to 28,814. The trend has been in the direction of larger school districts offering within their borders a complete

program of elementary and secondary education. The aim has been better education and more economical use of available funds.

It should be pointed out that consolidation does not necessarily lead to lower taxes. Even though economies result from the formation of a larger, better-organized district, the money saved in this way is often used to improve existing programs and facilities or to provide new ones. Where several communities have joined through local choice, the main purpose has often been the construction of new buildings which could not otherwise be undertaken. Thus, costs may even increase, although better education for each dollar spent is the result.

Why a K-12 District?

Continuity is an important factor in a good educational program. This is difficult or impossible when students attend high school outside the district. When, in addition, they are sent to another district on a tuition basis, local voters have no control over the educational program offered. At the same time, the resources of the sending district are not available for bonding purposes in suuport of the entire school program.

A regional high school district superimposed on several elementary districts gives the voters a voice in the program but has weaknesses in the multiple policy-making and administrative systems, duplication in fiscal affairs, and competition in tax rates and bonds. It does not allow for changes in grade organization to meet changing educational needs or to permit maximum use of existing facilities.

The Importance of Size

The one-room schoolhouse is outmoded. Today's standards indicate that an elementary school should have, as an absolute minimum, one teacher per grade; two or three classes per grade are even better. Size of an elementary school is, in fact, limited only by the appeal of a "neighborhood school" and the undesirability of having small children travel too long on busses. Study after study has shown that students from the smallest schools have a lower rate of achievement and less mastery of basic skills than those from large schools. And a small school has difficulty in providing the specialists needed to meet today's education demands - librarians, nurses, art and music teachers, specialists in remedial reading and speech.

Size is even more important in a high school. A satisfactory program requires a broad range of high school subjects, including meaningful vocational training for those who will not continue beyond grade 12, a sufficiently challenging program for the intellectually gifted, and special courses geared to the needs of students with various handicaps. Such a program requires not only trained personnel but also varied and, frequently, expensive equipment. A small high school can offer only a part of this and only at unnecessarily high cost per pupil. High school students can, however, travel farther to school than can children in elementary grades, so one high school can serve a larger area than may be desirable for an elementary school.

Methods of Reorganization

The problem of school district reorganization has been approached by different states in different ways. Many of these are discussed in detail by C.O. Fitzwater in School District Reorganization - Policies and Procedures* and by the AASA Commission on School District Reorganization in School District Organization.** The AASA Commission has classified existing types of legislation as mandatory, permissive, and semi-permissive.

Mandatory legislation involves district reorganization by the legislature or by delegation of authority to state and county agencies, without referral to the voters. In some states, all local school districts have been abolished and replaced by county units; in many states, legislation has forced the abolition of individual districts falling below stipulated limits of enrollment or tailing to operate a school for a certain period of time. In South Carolina, the number of school districts was reduced from 1,220 to 107 as the result of legislation in 1951 which empowered county boards of education to consolidate schools and school districts in the interest of better education. If the county boards did not act to reorganize according to state-approved plans, state funds for building were withheld.

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* U. S. Department of Health, Education, and Welfare (Washington, D. C., 1957).
** American Association of School Administrators (Washington, D.C., 1958).

Some attempts at mandatory reorganization have been unsatisfactory because of the difficulty of creating a statute to fit all situations. Where a plan is imposed by the state without due consideration of local problems, public opposition may be strong. Legislation which delegates authority to both state and county agencies, and requires them to act, is generally considered more desirable.

Permissive legislation may do no more than outline procedures for voluntary consolidation. One defect of this method is that it involves no overall planning; new boundary lines may be drawn in such a way that reorganization of the remaining districts is difficult or impossible. Where no standards have been set up, new districts may be formed which are only slightly better than the old ones. Voluntary reorganization gives the greatest freedom to the individual districts; it also leads frequently to local inaction.

New York's permissive legislation differs from that of most other states by having the commissioner of education lay out the proposed new district, although only after he has received petitions indicating a widespread local support for the change. In New York, also, there are strong financial incentives for reorganization.

Semi-permissive legislation, which requires planning on the state and county level, with final approval by the voters, is recommended by the AASA report, which includes guideposts for such legislation. These include the creation of a state commission to establish policies and standards for reorganization and to provide

professional and technical assistance to county and local groups responsible for preparing reorganization plans. The desirability of provision for replacement of a committee which fails to act within a reasonable period of time, and for state approval of county-prepared plans, is also emphasized.

Opposition to Reorganization

Where the final plans for reorganization must be submitted to the local voters, defeat of even the most desirable plan is possible. Elimination of existing laws which may hamper reorganization, use of state aid as an incentive, and full consideration of local preferences have helped to overcome opposition in many cases.

Some states, in effect, subsidize small districts, thus making consolidation financially unattractive. Such support is considered undesirable except in cases where, for reasons of geography, a small district must be maintained. Laws governing voting procedures may also make approval difficult: in many states a majority of the voters in each district involved must approve consolidation, and a single district can block the proposed plan. Other states, like New York, require approval by a majority in the proposed new district as a whole. This is easier to obtain.

Local opposition is frequently based on financial considerations. Where one district has a large bonded indebtedness, other districts may not wish to assume this liability, even when they also acquire the assets. In some states, the

district which has incurred the debt remains responsible for it; in other states, this is a matter of local option.

Voters in a wealthy district may object to joining with a poorer district for fear of having to pay an undue share of costs of the new district, while the poorer district may fear increased taxes to meet higher standards. The prospect of state aid may well dissolve these fears, particularly if the state grants funds for new construction and provides increased equalization aid to reorganized districts.

Other local fears, tensions, and rivalries, or simple aversion to change, may defeat any proposal for reorganization. Here, effective leadership in presenting the proposal and stressing its advantages may help.

The State Education Department in New York made a study of "Recurring Reasons for Resistance to Centralization."* The following is a direct quotation:

"The thirteen recurring reasons or factors identified in district resistance to centralization are presented below, in the order of their frequency of occurrence in centralization campaigns. The tabulation is based on data from

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* William C. Sayres, Recurring Reasons for Resistance to Centralization, Division of Research, The State Education Department, The University of the State of New York, April 1960, Albany.

eighty-one of a total of ninety-seven centralizations between July 1, 1950 and June 30, 1958, since the coverage on these was comparable in scope and depth. The number of centralization campaigns in which each reason was cited is included in parentheses.

1. Concern with prospect of increased costs (76)

   Opposition to potential tax increases

2. Prospective loss of local control (44)

   Concern that local voice in school affairs will be considerably weakened by centralization

3. Transportation issue (32)

   Parental dissatisfaction with prospective necessity of conveying pupils by bus over comparatively long distances

4. Preference for alternative centralization plan (32)

   Local preference for centralization arrangements other than those indicated by the Master Plan

5. Resistance to change (inertia) (27)

   Generalized opposition to altering the status quo

6. Conflicts among prospective constituent districts (25)

   Friction and strained relations among adjoining districts

7. Conflicts within districts: internal controversy (25)

School-community friction, political schisms, other divisive elements that make it difficult to reach local agreement on centralization

8. Local pride (22)

Civic pride, and a desire to preserve community distinctiveness

9. Preference for relatively small schools (18)

Belief that larger schools resulting from centralization will be less able to give personal attention to pupils

10. Lack of clear understanding of centralization (17)

Confusion over conflicting claims by proponents and opponents; uncertainty as to just what centralization entails

11. Influence of opposition groups (12)

Intervention by organized groups actively committed against centralization

12. Vested interests (10)

Special opposition by those whose status would be impaired by centralization, e.g., members of a school board who stand to lose their positions if district centralizes

13. Preference for relatively small population center (5)

Distrust of community expansion associated with centralization: preference for small community life."

It is clear from this analysis and others that citizen resistance to changing school system boundaries is largely emotional. To effect such a change through local referendum requires financial incentive plus a massive public education program introducing solid, factual information on the advantages to children. Such a program will require not only legislative action, but also an extension of this study into a detailed analysis of each existing school district in the State.

II

GROWTH OF ENROLLMENTS

Any consideration of the need for reorganization should recognize the growth which will take place in the future.

For the State as a whole, enrollments are expected to increase as shown in Table 1.

The estimates for the State indicate an increase of 10 per cent in K-12 from 1966-67 to 1972-73. An increase of less than 5 per cent is expected in K-8. In grades 9-12, however, the increase is expected to be 25 per cent.

Estimates for individual counties have also been prepared and are presented in the appendix. The estimates have been based on historical data of births and previous enrollments by grade. For the State as a whole births to residents have been declining in the last several years. In only two counties was there any increase in 1966: in Middlesex the increase was only fractional, and births are still below previous levels. In Morris County, however, births have been rising each year, and in 1966 reached an all-time high.

The rates of growth in enrollment for each county between 1960, 1965, and 1972 are given in Table 2. By 1972 the rates of increase are expected to decline in all but three counties - Cape May, Sussex, and again Morris.

Table 1
ESTIMATES OF ENROLLMENTS
State of New Jersey
1967-68 through 1980-81

Year	K-8	9-12	K-12
1965-66	978,120	356,692	1,334,812
1966-67	1,011,985	365,376	1,377,361
1967-68	1,028,914	379,590	1,408,504
1968-69	1,022,942	394,296	1,417,238
1969-70	1,065,133	407,641	1,472,774
1970-71	1,070,855	421,937	1,492,792
1971-72	1,065,718	441,006	1,506,724
1972-73	1,058,446	456,026	1,514,472*
1973-74		470,712	
1974-75		482,547	
1975-76		491,316	
1976-77		494,853	
1977-78		497,321	
1978-79		495,936	
1979-80		486,954	
1980-81		477,286	

Enrollments for 1965-66 and 1966-67 are actual
* Estimates made by a different method indicate that this total could possibly be 2 per cent higher.

Table 2
CHANGES IN ENROLLMENTS BY COUNTIES
Kindergarten through Grade 12*
1960-72

County	Enrollment 1960-61	Enrollment 1965-66	Per Cent Change 1960-65	Enrollment 1972-73	Per Cent Change 1965-72
Atlantic	26,593	31,494	18	35,709	13
Bergen	142,679	163,813	15	172,797	5
Burlington	45,719	64,043	40	81,060	27
Camden	70,064	84,889	21	95,076	12
Cape May	8,436	9,323	11	10,709	15
Cumberland	22,979	26,081	13	28,454	9
Essex	153,108	171,099	12	179,336	5
Gloucester	30,625	37,276	22	40,451	9
Hudson	77,663	84,438	9	87,200	3
Hunterdon	12,502	15,441	24	18,177	18
Mercer	42,181	52,063	23	58,524	12
Middlesex	89,438	116,135	30	134,308	16
Monmouth	71,656	93,559	31	111,264	19
Morris	55,608	74,397	34	100,194	35
Ocean	24,597	36,841	50	54,369	48
Passaic	68,646	81,453	19	93,025	14
Salem	13,969	15,130	8	14,422	- 5
Somerset	30,137	42,438	41	56,791	34
Sussex	11,934	15,749	32	21,798	38
Union	93,752	103,854	11	103,859	0
Warren	13,085	15,296	17	16,949	11
STATE	1,105,371	1,334,812	21	1,514,472	13

* Includes pre-first grade; special and vocational pupils not included.

Classrooms Needed - 1972-73

Table 3 gives a crude estimate of the numbers of classrooms needed by 1972-73 for each county. A figure of 25 pupils per classroom for K-12 has been used. Obviously, more precise study is needed, as pupils rarely are distributed in groups of 25, especially over such large geographical areas, and in secondary grades class sizes will vary according to the subject being taught and the teaching methods used. Just as obviously, classrooms have been built throughout the State since 1965. No evaluation has been made of the numbers of obsolete or substandard classrooms in use in 1965.

When facility needs are analyzed district by district, the need by county will undoubtedly be considerably greater.

Table 3
CLASSROOMS NEEDED FOR ANTICIPATED ENROLLMENT IN K-12
New Jersey Counties
1972-73

County	Existing Classrooms 1965*	Classrooms Needed for K-12, 1972-73	Deficit
Atlantic	1,217	1,428	211
Bergen	6,433	6,912	479
Burlington	2,309	3,243	934
Camden	3,025	3,803	778
Cape May	418	428	10
Cumberland	1,000	1,138	138
Essex	6,670	7,173	503
Gloucester	1,400	1,618	218
Hudson	3,347	3,488	141
Hunterdon	644	727	83
Mercer	2,049	2,341	292
Middlesex	4,123	5,372	1,249
Monmouth	3,297	4,451	1,154
Morris	2,984	4,008	1,024
Ocean	1,388	2,175	787
Passaic	2,970	3,721	751
Salem	639	577	0
Somerset	1,667	2,272	605
Sussex	607	872	265
Union	4,229	4,154	0
Warren	592	678	86
STATE	51,008	60,579	9,708

* Includes classrooms used for vocational and special classes.

Special Education

A raw estimate has been made of the need for facilities for special pupils in each county. The estimate of pupils has been based on the percentage of such pupils in the total enrollment in 1965. As in the case of needs in K-12, a cautionary note is required. Again, the distribution of pupils is not a constant factor. No evaluation has been made of how well each county - and each district - was meeting the need in 1965 or how precise is the definition of special pupils. In order to determine roughly the number of classrooms required, a figure of 15 pupils per class has been used. As in the K-12 needs, the estimates fall far short of the actual needs.

Table 4
ESTIMATE OF SPECIAL PUPILS AND CLASSROOMS REQUIRED
New Jersey Counties
1972-73

County	Per Cent 1965-66	Estimate 1972-73	No. of Classrooms Required
Atlantic	2.8	1,000	67
Bergen	0.9	1,555	104
Burlington	1.5	1,219	82
Camden	1.5	1,426	95
Cape May	2.6	278	19
Cumberland	3.1	882	59
Essex	2.2	3,945	263
Gloucester	1.4	566	38
Hudson	1.3	1,134	76
Hunterdon	0.9	164	11
Mercer	2.8	1,639	110
Middlesex	1.0	1,343	90
Monmouth	1.0	1,113	75
Morris	1.1	1,102	74
Ocean	1.2	652	44
Passaic	1.3	1,209	81
Salem	1.8	260	18
Somerset	0.8	454	31
Sussex	1.4	305	21
Union	1.3	1,350	90
Warren	1.4	237	16
STATE	1.5	21,833	1,464

III

CHARACTERISTICS OF NEW JERSEY SCHOOL DISTRICTS

The New Jersey public school system served a total of 1,359,167 students in 1965-66, including 19,791 special students and 4,564 ungraded vocational. There were 594 school districts. These included 15 county vocational schools, two of which operated no day schools, and one school for special students only. Of the remaining 578 districts, only 197 had a complete program for K-12; 319 operated elementary schools only and 40 were regional high school districts operating secondary schools only. Twenty-two districts operated no schools in 1965-66.

Of all the districts serving elementary grades, 194 had fewer than 75 pupils per grade, while 15 had 750 or more; the median was between 100 and 124. Of all the districts serving secondary grades, three had fewer than 75 students per grade and 19 had 750 or more; the median was between 250 and 349. There were 60 districts less than one square mile in area and 43, not including county vocational or regional high school districts, covering 50 square miles or more. The median was four to six square miles.

The number of pupils per teacher ranged from less than 19 in 47 districts to 31 or more in 23 districts. Average years of experience of teachers varied from less than 5 in 13 districts to 19 or more in 17 districts. There were 115 districts where

less than 10 per cent of the teaching staff held master's degrees and 13 districts where 50 per cent or more had this training.

High Schools were organized to serve two, three, four, five, or six grades. Curricular offerings in these high schools ranged from less than 50 courses in 4 districts to 120 or more in 14 districts.

The wealth of these districts extended from under $10,000 per pupil in five districts to $45,000 or more in 137 districts. Day school operating cost per pupil varied from under $400 in 56 districts to $800 or more in 32 districts.

Within the State, therefore, there exist wide variations in educational opportunity, school organization and size, wealth, and amount spent on education.

Basic to establishing a program of school district reorganization is an understanding of the factors which make up a satisfactory district. In this study, many measures of the quality of the educational program have been related to size, wealth, cost per pupil, and other pertinent factors to determine significant correlations. In all, 253 correlations have been examined.

For each district, the following factors were considered:

Number of Pupils

1. Number of pupils enrolled in K-12 in 1965-66
2. Number of pupils enrolled in grade 6 in 1965-66
3. Number of pupils enrolled in grade 10 in 1965-66

Geography

4. Area of school district in square miles

5. Density of district - pupils per square mile - for districts with K-12

Buildings

6. Total number of school buildings

Finance

7. Equalized valuation per pupil in resident ADE in 1965-66

8. School debt as a per cent of equalized valuation, 1965-66

9. Day school cost per pupil, total average enrollment, 1965-66

10. Real property school tax rates - equalized - 1966

Salaries

11. Median teachers' salaries, 1966-67

Staff

12. Professional staff per 1,000 weighted pupils, 1965-66

13. Average years of experience of teaching staff

14. Number of central office staff, including superintendent, assistant superintendent, secretaries, business manager, supervisors, and other instructional staff, 1965-66

15. Number of pupils per central office staff member, 1965-66

16. Number of pupils per full-time teacher, 1965-66

17. Per cent of teaching staff with master's degree or better

High Schools

18. Largest number of selected practices employed in one high school (see list following)

19. Largest number of courses offered in grades 9-12 in one high school, 1966-67

20. Type of high school (grade organization)

21. High school enrollment October 1, 1966

22. Number of full-time guidance personnel in high school, 1966-67

23. Number of other full-time special services personnel in high school - includes remedial reading, speech correction, librarian, school nurse, psychologist, social worker, 1966-67

Selected Practices in Secondary Schools

Curriculum Area

1. Advanced placement programs
2. BSCS biology
3. Carnegie Institute of Technology project for social studies
4. CBA or CHEM study chemistry
5. Computer instruction course(s)
6. Cooperative work experience program
7. Data processing course(s)
8. Earth Science Curriculum project (ESCP)
9. High School Geography Project (HSGP)
10. Humanities course/program
11. Introduction to vocations course
12. IPS Introductory Physical Science
13. Linguistics courses(s)
14. Outdoor education program
15. PSSC physics
16. Sex education course
17. SMSG or UICSM mathematics
18. SRSS Sociological Resources for Secondary School
19. TESOL (teaching English as a second language

Selected Practices (cont.)

20. Time, space, and matter (Princeton project)

21. Work experience program

Technological Area

22. Calculators in mathematics instruction

23. Closed circuit TV

24. Computerized instruction

25. Computers in mathematics instruction

26. Data processing equipment

27. Data retrieval used in instruction

28. Educational TV subscription

29. Electronic language laboratory (Mobile lab) or permanent language laboratory

30. Mathematics laboratory

31. Overhead transparency development

32. Programmed instruction

33. Reading laboratory

34. Video tape equipment

Organizational and Miscellaneous

35. Algebra I taught in 2 years or Algebra I and II taught in 3 years

36. Block-of-time

37. Case study approach to instruction in social studies

38. Feature films used in instruction

39. Field trips used in instruction

40. Follow-up data of graduates

41. Gaming

42. Independent study

43. Instructional materials center

44. Little theater

45. Paperbacks used in instruction

46. Professional artists (dance, music, theater, etc.) used in instruction

47. Released teacher time for curriculum development

48. Six-year sequence of a foreign language

49. Student-exchange - domestic or foreign

50. Study carrels

51. Summer curriculum work

52. Team teaching

53. Weekend use of school library

54. Exploration of world of work integrated in the curriculum

Much of the data used in this study are for the 1965-66 school year. The material is, of course, out of date but has provided a base on which it has been possible to make analyses.

As an example of the outcome of this analysis, it was determined that there exists a high correlation between enrollment in high school and diversification of curriculum. Sixty-three per cent of the districts had high schools offering 80 or more courses. Of these districts, 87 per cent had 250 or more students per grade. There were 97 districts with fewer than 250 students in grade 10; estimates of enrollments for the year 1980 indicate that at least 53 high school districts will not reach this enrollment level. It should be noted that the cost per pupil is no greater for units with the broader curriculum than for those with limited offerings. In other words, diversification of curriculum is a matter of size not cost.

Size of School District

Research data from other sources are not conclusive. Many opinions have been expressed as to what makes a good school district. The facts brought out in this study are probably as objective as any published and do not agree in all cases with the opinions expressed by others.

Conant,* for example, recommends a minimum of 100 in the graduating class. This study of New Jersey school districts indicates that 250 is a more desirable minimum, for the following reasons:

1. Two hundred fifty students in grade 10 offered the possibility of 80 courses or more at no increase in cost.

2. The number of course offerings dropped significantly as enrollments fell below 250 pupils per grade.

3. Number of central office personnel was significantly greater when enrollments exceeded 250 pupils per grade.

4. Up to 750 pupils, the percentage of teaching staff with master's degrees increased as grade enrollment increased.

5. The number of selected practices increased significantly in schools with 350 or more pupils in grade 10.

6. The number of special services personnel increased as enrollments increased.

The National Commission on School District Reorganization recommended in 1948 local school districts of at least 10,000 students. A study made in 1965 by the George Peabody College for Teachers recommends a base of at least 10,000 with an optimum size of 15,000-20,000 students. For New Jersey, however, districts with over 11,000 pupils and/or over 750 students in grade 10 have no clear advantage except in number of courses, and have the following disadvantages:

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* James B. Conant, The American High School Today, McGraw-Hill Book Company, Inc., New York, 1959.

1. Number of pupils per teacher increased as enrollments in grade 10 increased and was significantly higher in districts having 750 pupils or more per grade in high school. This probably accounts for the fact that cost per pupil was lower for these districts than for any others with more than 100 pupils per grade.

2. The 13 K-12 districts over 11,000 all spent less than $600 per pupil. Fifty-two K-12 districts, with smaller enrollments, spent more than this.

3. Number of professional staff members per 1,000 pupils tended to decrease as enrollments rose and was significantly lower for K-12 districts with more than 11,000 students and for all districts with 750 or more in grade 10.

4. The number of pupils per teacher was lowest for K-12 districts under 1,000 pupils and highest for K-12 districts over 11,000 pupils. Between these extremes the ratio was practically constant. Eighty-five per cent of the K-12 districts with enrollments over 11,000 had 23 or more pupils per teacher.

5. The percentage of teachers with master's degrees tended to increase as enrollments increased. It was highest when K-12 enrollment ranged from 1,500 to 11,000 pupils and dropped off beyond these limits. In no K-12 district with over 11,000 pupils did more than 39 per cent of the staff hold master's degrees. Twenty smaller K-12 districts had 40 per cent or more.

6. The number of selected practices was little better in K-12 school systems of over 11,000 than in those with between 7,000 and 11,000 pupils. The medians for all districts with 350 or more students in grade 10 were significantly higher than for those with smaller enrollments, but there was no particular gain beyond the 350 figure.

7. Median teacher salaries were no better for extremely large districts than for others with 1,500 enrollment or more.

8. In New Jersey, the largest districts are the poorest in terms of equalized property valuation per pupil. Although there was no direct relationship between property value and district size, the median for K-12 districts over 11,000, and for all districts with more than 750 in grade 6 and/or grade 10, fell below the State median. As stated above, these districts tend to spend less per pupil, to have higher pupil-teacher ratios, and to have a smaller percentage of teachers with master's degrees.

One very significant factor is that systems of greatest wealth spend more money per pupil. Seventy-nine per cent of the districts with equalized valuations of $30,000 or more per pupil spent $500 or more per pupil. Similarly, 62 per cent of the districts with less than $30,000 spent less than $500. This situation was also reflected in the direct relationship between equalized value per pupil and median teachers' salary. When value per pupil exceeded $35,000, the median salary rose significantly to $7,000 or more.

In general, school tax rates decreased as equalized valuation per pupil increased. They were lowest in districts with $40,000 or more per pupil, but were also very low in three of the five districts with less than $10,000.

The number of pupils per teacher was directly related to the property value per pupil. When equalized valuations dropped below $20,000, the number of pupils per teacher climbed rapidly. Twenty-nine per cent of the districts in this

category had 29 or more pupils per teacher; only 7 per cent of the wealthier districts had ratios this high. On the average, districts having $30,000 or more per pupil maintained a pupil-teacher ratio lower than the State median of 23.

The percentage of teachers with master's degrees was also a matter of wealth. Only one district with an equalized value less than $30,000 had a staff on which 30 per cent or more of the teachers had master's degrees. It should be pointed out, however, that many districts with the highest property value per pupil failed to secure their share of teachers with master's degrees; in fact, in 45 per cent of the districts with $45,000 or more per pupil less than 20 per cent of the teachers had master's degrees.

Selected practices in the high schools tended to increase as equalized valuations rose. There were comparatively wealthy districts, however, with low scores on selected practices. The number of course offerings in the high school was not dependent on wealth.

The number of the professional staff members per 1,000 pupils also increased as property valuation increased.

IV

CHARACTERISTICS OF SUPERIOR SCHOOL SYSTEMS

Excellence in a school system is dependent upon many factors, not all of them tangible, and not all of equal importance.

For an independent opinion on excellence in school systems, county superintendents were asked to name the two systems in their counties which they felt were providing the finest educational programs. Regional high school districts were eliminated from consideration. It can be assumed that the school systems named represent some, though not all, of the best in the State. These systems were studied to determine what qualities they had in common and how they differed from the average.

Size K-12

Of the 27 superior school systems serving K-12, none had fewer than 1,000 students and only two had fewer than 2,000. Although 61 per cent of the K-12 systems in New Jersey had less than 4,000 students in 1965-66, only one-third of the superior school systems were in this size range. Forty per cent of the superior school systems had over 7,000 students, although only 22 per cent of the K-12 systems in the State are this size. Even in the range of 11,000 or more, where great size might be expected to present problems in achieving excellence, the percentage of superior school systems was somewhat higher than the percentage of systems that size in the State as a whole. The median for the 27 districts was in the 4,000 to 6,999 range.

It appears that the possibilities for excellence increase with size. In school districts with fewer than 4,000 students in K-12, excellence is less common though not unknown.

Size - Elementary School Grades

Not all of the superior systems maintained their own high schools. One had only K-6; five others had K-8. For a study of elementary school size, grade 6 was chosen. Over one-third of the superior school systems had 500 or more pupils in grade 6 in 1965-66, although only 9 per cent of all school systems in New Jersey had this many. Some superior systems did have small enrollments - two had fewer than 75 in grade 6, and 42 per cent had less than 250. In the State of New Jersey, however, 78 per cent of school systems serving grade 6 have fewer than 250 pupils in that grade; it is clear that small systems do not have their share of excellence.

The median for the 33 districts studied was in the 250-349 range, indicating an enrollment in K-6 of approximately 1,750 to 2,450.

Size - High School Grades

The superior school systems have even higher enrollments in grade 10, suggesting that, in high school grades, size is even more important for excellence. Here the median is in the 350-499 range, indicating an enrollment in grades 7-12 of approximately 2,100 to 3,000. Forty-four per cent of the superior schools have

over 500 students in grade 10; only 23 per cent of New Jersey school systems with K-12 have this many.

Finance

A study of these superior school districts would seem to indicate that excellence is no more expensive than mediocrity. The median cost per pupil for these districts was between $500 and $549 in 1965-66; the median for all districts in the State was the same. The median tax rate was $1.50 to $1.74; for all districts it was the same. These districts are not particularly wealthy: the median real estate value per pupil in average daily attendance was $34,000, while only 18 per cent of these superior districts had $45,000 or more, compared with 24 per cent in the State as a whole. Only when we consider school debt as a per cent of equalized valuation is there a significant variation: for 47 per cent of New Jersey districts, the school debt represents less than 2 per cent of valuation; only 17 per cent of the superior districts have debts so small. On the other hand, 23 per cent of the superior districts have debts in excess of 5 per cent, while only 11 per cent of New Jersey districts have debts so large.

Teaching Staff

The quality of a school's program is clearly related to the quality of its teachers. While this cannot be measured objectively, some assumptions can be made. Experience and professional training help the teacher do a better job. Higher salaries make it easier for a district to attract and hold good teachers. Small classes make it possible for the teacher to devote more time to individuals.

In the area of teaching experience, the superior districts do not vary significantly from the norm. In the State as a whole, the average teaching experience of the staff of the median district is 9 to 10 years; in the superior districts, it is 10 to 11 years. The superior districts do, however, have a higher percentage of teachers with advanced degrees; in the median of the superior districts, 25 to 29 per cent of the staff have master's degrees or better, while the median for all New Jersey districts is 15 to 19 per cent. Only a fourth of the superior districts have staffs on which less than 20 per cent of the teachers have advanced degrees; over half of all New Jersey districts are in this category.

The median teachers' salaries in these districts are slightly higher than in the State as a whole. The percentage of districts where the median is under $6,500 is much smaller in the superior districts than in the State.

The pupil-teacher ratio is also slightly better in the superior districts: only 21 per cent of the superior districts averaged 25 or more pupils per teacher, in contrast to 33 per cent in the State.

High School Program

What are the characteristics of the high school in the superior district? Regardless of grade organization, it tends to have a larger enrollment. Nineteen per cent of the superior districts had high school enrollments of 2,000 or more, while only 10 per cent of all districts in the State had enrollments that size. The median enrollment in high schools in the superior districts was 1,250 to 1,499; in the State, 1,000 to 1,249.

Clearly related to size of enrollment is the number of guidance counselors; it is not suprising that the median for the superior districts was slightly higher than for the State. For other special services personnel - such as remedial reading teachers, librarians, nurses - the median was the same as for the State, but 30 per cent of the superior districts had six or more such personnel while only 10 per cent of New Jersey districts had high schools with so many.

These high schools also offer more different courses in grades 9-12, indicating greater ability to meet the differing needs of students. Only 11 per cent of the high schools in superior districts had fewer than 80 courses, while 38 per cent of all New Jersey districts serving high school grades had no high school offering this many. The median for the State was 80 to 89; for the superior districts, 90 to 99.

Similarly, high schools in the superior districts are more adaptable to change, more willing or able to experiment with new methods and techniques in teaching. On the study of selected practices made by the Division of Secondary Education, 22 per cent of all high schools reporting had 20 or more of these practices, while 39 per cent of high schools in superior districts had 20 or more. The median for all high schools was 12 to 14, for high schools in superior districts, it was 15 to 19.

V

CHARACTERISTICS OF INDIVIDUAL HIGH SCHOOLS

A separate study was made of all 264 senior high schools in New Jersey, a senior high school being, for purposes of this study, any school serving grade 12. This omitted junior high schools and some new high schools which had not yet included grade 12 in their program, but did include 7-12 schools as well as 9-12, 10-12, and one 11-12 school. Evening schools and strictly vocational schools were not included.

For each school, the following were tabulated:

Enrollment in grade 10 in October, 1966

Total number of different courses taught in that year in grades 9-12

Total number of "selected practices" employed in the school

Ratio of pupils (total enrollment) to teachers (total classroom teachers) in October, 1966

Percentage of teachers on staff holding master's degrees

For each county, the median figure in each category was obtained. From these, State medians were calculated. This method gives additional weight to counties with small enrollments and few high schools; in any one category more than half the schools in the State have scores at or better than the median. It should also be remembered that medians quoted in other chapters of this report were based on a

study of the best high school in each district, and not, as here, all high schools. Elsewhere, too, figures showing percentage of teachers with master's degrees are based on the entire staff of the school district and not, as here, of the individual high schools only.

These figures are shown in Table 5.

Table 5
NEW JERSEY HIGH SCHOOL MEDIANS
(Based on County Medians)

Category	Median
Size of grade 10	291
Number of courses	81
Number of selected practices	13
Pupils per teacher	19
Per cent of teachers holding master's degree	28

The schools were also classed by type of district. Of the 264 schools studied, 49 were regional high schools and 215 were high schools in districts maintaining a full program of elementary and secondary education. Of these, 19 were schools in large cities - Camden, Elizabeth, Jersey City, Newark, Paterson, and Trenton. These cities each had a population of over 100,000 in 1960, and these large city districts were studied separately from other K-12 districts.

Size

Size of school may or may not be in itself a measure of quality, although other research has shown that students from schools of at least moderate size tend to achieve more in school and earn better grades in college than do those from very small schools.* Size is, however, directly related to other factors. Of the seven high schools in New Jersey with fewer than 100 students in grade 10, none had as many as 81 courses (the median for the State). One scored above the median in selected practices, one in per cent of teachers with master's degrees, and one in both. The smallest school to score above the median in number of courses had 127 students in grade 10; the smallest school to score above the median in courses, selected practices, and per cent of teachers with master's degrees had 144 in grade 10. Both these schools are regional high schools.

Of 196 schools in K-12 districts, 93 or 47 per cent, had 291 or more students in grade 10. Twenty-four (49%) of the regional high schools had this many, and 18 of the city schools. In the upper quartile (403 or more in grade 10) were 56 (29%) of the K-12 schools, 12 (24%) of the regional high schools, and 16 (84%) of the city schools. Three schools (one city school and two K-12 schools) had over 1,000 in grade 10.

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* Oscar T. Jarvis, Harold W. Gertz, and Lester D. Stephens, Public School Business Administration and Finance: Effective Policies and Practices, Parker Publishing Company, Inc., West Nyack, New York, 1967, p.145 ff.

Pupil-Teacher Ratio

Educationally, a low pupil-teacher ratio is desirable. Since, however, teachers' salaries form a large part of the operating cost of a school, the school district must decide for itself how far it can and should go in reducing class size. For even the smallest school, there is a minimum number of teachers necessary for a program of even moderate variety, unless the gym teacher is to teach history, and the cooking teacher art. Here, the school with a large enrollment has a clear advantage: it can hire a sufficient number of specialists for a variety of programs and use these teachers in the fields in which they have been trained, without lowering the pupil-teacher ratio to the point where it is clearly uneconomical.

All but one of the high schools in New Jersey had fewer than 25 pupils per teacher. Some educators consider 20 or even fewer students per class an optimum situation. In any school, of course, some classes will be larger than average. Nearly all of the city schools, and about 40 per cent of both K-12 and regional high schools, have 19 or more students per teacher. Of this group, those which are also above the median in enrollment may very well be more efficient than others in the use of teaching staff. A score slightly above the median in these schools does not necessarily indicate any loss of educational values. The same cannot be said, however, for schools which, in spite of low enrollments, have high pupil-teacher ratios. These figures are shown in Table 6.

Table 6
COMPARISON OF SIZE AND PUPIL-TEACHER RATIO IN NEW JERSEY HIGH SCHOOLS

Category	Type of District: K-12 No.	K-12 Per Cent	Regional H.S. No.	Regional H.S. Per Cent	City* No.	City* Per Cent	Total No.	Total Per Cent
No. of schools	196		49		19		264	
No. at or above median size - grade 10	93	47	24	49	18	95	136	52
No. at or above median in pupils per teacher**	79	40	20	41	18	95	117	44
No. at or above median in both	48	24	11	22	17	89	76	29
No. below median in size but at or above in pupil-teacher ratio	31	16	9	18	1	5	41	16

* Cities of over 100,000 population in 1960.
** Does not include three schools for which no figures could be obtained.

Courses

"Breadth of curriculum," the total number of high school courses taught, has been found to be the best measure of school quality.* Fifteen per cent of the K-12 schools, 18 per cent of the regional high schools, and 26 per cent of the city schools,

* ibid., p.148.

listed 100 or more courses. Five K-12 schools, 3 regional high schools, and 2 city schools had 120 or more.

There were also 40 K-12 schools (20 per cent of the total) with fewer than 70 courses; 6 (12%) of the regional high schools and 1 city school were also in this low group. Of these, the city school and 3 of the K-12 schools had less than 50 courses.

Selected Practices

Responses to the "selected practices" questionnaire were also tabulated as a measure of the alertness of the school, its willingness and ability to adapt to new educational ideas. Although 54 items were considered, the median of responses was only 13. Nevertheless, 10 K-12 schools and 4 regional high schools scored 25 or more. All city schools were below 25. There were 36 schools from which no questionnaires were received.

Master's Degrees

The percentage of teachers holding master's degrees is one measure of the quality of the teaching staff of a school. There were 25 K-12 schools, 8 regional high schools, and 1 city school in which the percentage was over 50. There were also 23 K-12 schools, 10 regional high schools, and 1 city school in which the percentage was less than 20.

Type of District

Table 7 shows, by type of district, the number of schools scoring at or above the State medians in courses, selected practices, and teachers with master's degrees. Also included is the number of schools displaying general excellence: above-median scores in all three categories. In variety of curriculum, the city schools are clearly ahead, probably because of size: all but one of the city schools are above the State median in grade 10 enrollment. In flexibility, as measured by selected practices, the K-12 districts have the highest percentage, while the city schools excel in percentage of teaching staff with advanced degrees. In general excellence, the percentages are very close.

Table 7
NUMBER OF NEW JERSEY HIGH SCHOOLS AT OR ABOVE STATE MEDIANS, BY TYPE OF DISTRICT

Category	Type of District						Total	
	K-12		Regional H.S.		City*			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
No. of schools	196		49		19		264	
Courses	102	52	33	67	16	84	151	57
Selected practices	107	55	24	49	8	42	139	53
Teachers with master's degrees	132	67	27	55	17	89	176	67
All categories	52	27	14	29	4	21	70	27

* Cities of over 100,000 population in 1960.

The relationship of size to excellence is evident when Table 7 is compared with Table 8, in which only those schools with 291 or more students in grade 10 are considered. All the percentages are higher, except in the city schools, where, of course, they are almost the same. In courses and in general excellence the K-12 schools and the regional high schools show a particularly marked gain.

Table 8
OF NEW JERSEY HIGH SCHOOLS AT OR ABOVE MEDIAN IN SIZE
NUMBER AT OR ABOVE MEDIAN IN OTHER CATEGORIES,
BY TYPE OF DISTRICT

Category	Type of District						Total	
	K-12		Regional H.S.		City*			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
No. of schools	93		24		18		135	
Courses	72	77	22	92	16	89	110	81
Selected practices	60	65	14	58	8	44	82	61
Teachers with master's degrees	66	71	16	67	16	89	98	73
All categories	39	42	10	42	4	22	53	39

* Cities of over 100,000 population in 1960.

When we consider only schools with an enrollment of 400 or more in grade 10, the K-12 schools show further gains. See Table 9. Large regional high schools and large city schools, on the other hand, are noticeably weaker in selected practices than are large K-12 schools. This probably accounts for the low percentages in general excellence shown by large regional and city schools.

Table 9

OF NEW JERSEY HIGH SCHOOLS WITH OVER 400 STUDENTS IN GRADE 10, NUMBER AT OR ABOVE MEDIAN IN OTHER CATEGORIES, BY TYPE OF DISTRICT

Category	Type of District						Total	
	K-12		Regional H.S.		City*			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
No. of schools	56		12		16		84	
Courses	49	88	12	100	13	81	74	88
Selected practices	43	77	5	42	7	44	55	65
Teachers with master's degrees	40	71	8	67	15	94	63	75
All categories	30	54	3	25	3	19	35	42

* Cities of over 100,000 population in 1960.

Dropouts

For each school, cards listing dropouts were studied and the number classified as "voluntary" was tabulated. This was then compared with the school's enrollment in grades 10-12, since most voluntary dropouts occur in those grades, to obtain a dropout rate for each school.

There were 22 schools for which no voluntary dropouts at all were listed, and others for which the percentages obtained were extremely small.

As before, medians were obtained for each county and the State median of less than 4 per cent was obtained. As shown in Table 10, 39 per cent of the high

schools in New Jersey reported voluntary dropouts equal to at least 4 per cent of their enrollment. Most of the city schools were in this group. Nine out of the 14 schools with very high dropout rates (9 per cent or more) were city schools; the others were K-12 districts.

Table 10
NEW JERSEY HIGH SCHOOLS ABOVE MEDIAN
IN VOLUNTARY DROPOUTS

Item	Type of District						Total	
	K-12		Regional H. S.		City*			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
No. of schools	196		49		19		264	
Above median in dropouts	67	34	20	41	17	89	104	39

* Cities of over 100,000 population in 1960

City High Schools

Nineteen high schools in the six largest cities of the State were studied. Of these, 95 per cent were above the median in pupil-teacher ratio; 84 per cent were above the median in courses offered; 42 per cent were above the median in selected practices; 89 per cent were above the median in teachers with master's degrees; and 21 per cent were above the median in all of the last three categories.

City high schools are characterized by a high percentage of dropouts, a high teacher-pupil ratio, high diversification of curriculum, and a high percentage of teachers with master's degrees. They are somewhat below average in adaptability

as measured by selected practices. Enrollments in 1965-66 ranged from 15,000 to 78,000. Almost 15 per cent of the total public school population of the State was enrolled in schools in those 6 cities.

Only 1 of the 6 cities exceeded the State average in property value per pupil, and that same district was the only one that exceeded the State average in expenditures per pupil.

City school districts spend less of their total tax on schools than do other districts. The per cent of total tax spent on schools for all districts in the State was 58.6 in 1966, and for all districts over 5,000 pupils it was 50.8. This can be compared to a range of 26.2 to 40.7 per cent in the 6 large city districts. Only 2 city districts exceeded the State median in the equalized school tax rate, and yet all 6 cities exceeded the State median in total tax. This undoubtedly indicates the competition among city services for the tax dollar and the greater demand in the large cities for services other than schools. At the same time, it seems clear that the need for broader and more intensive educational programs may be greatest in the cities, if the needs of all children with their diversity of background, ability, and motivation are to be met. Compensatory education for disadvantaged children in cities requires above-average expenditures to provide for education of three- and four-year olds, remedial services, enriched programs, and so on. It is apparent that, under the present organization, city school districts are limited in their ability to provide such services.

It appears from these data that very intensive study is necessary in each of the cities to determine the most appropriate method of organizing and financing schools. Such a study should consider the values which might grow out of the reorganization of the city system into smaller districts. With such districts, consideration should be given to providing each school district with power of taxation, thereby separating the school tax from the total city tax and offering the people more opportunity to decide how much they would like to spend on education. The need for State equalization aid in the cities is also clear.

VI

SUMMARY AND RECOMMENDATIONS

Characteristics of Good School Districts

Out of the many factors that have been studied in this report, a number have been isolated as being characteristics that are found in good school districts. In establishing the criteria for reorganization in the State these factors might well be considered.

Pupils per Teacher

In the districts indicated by the county superintendents as those providing the finest educational programs, the median number of pupils per teacher was 22.4. The median for the State was 23.

Compared with this statistic, New York State has a 20.6 pupil-teacher ratio, Pennsylvania 23.6, Massachusetts 23.4, and Connecticut 23.0. New Jersey might expect to achieve fewer than 23 pupils per teacher in the establishment of any new school districts.

The most obvious factor related to this figure is the wealth of the community: pupil-teacher ratios in New Jersey tended to drop as equalized valuations rose. On the average, districts having $30,000 or more valuation per pupil maintained a pupil-teacher ratio of less than 23.

The cost per pupil has a significant relationship to the pupil-teacher ratio. On the average, districts which spent more than $500 per pupil had fewer than 23 pupils per teacher.

On the average, K-12 districts which had fewer than 11,000 students had fewer than 23 pupils per teacher. Districts with small enrollments in secondary grades tended to have lower pupil-teacher ratios, which might indicate that the smaller districts are less efficient.

Teaching Staff with Master's Degrees

On the average, 27 per cent of the teachers held master's degrees in communities marked by the county superintendents as being the finest districts.

Those K-12 districts with less than 1,500 enrollment tended to have the smallest percentage of teaching staff with master's degrees.

Of the 170 districts that had more than 25 per cent of their teachers holding master's degrees, 79 per cent exceeded $30,000 in true value per pupil.

On the average, communities spending more than $600 per pupil had at least 25 per cent of their teaching staff holding master's degrees.

Program Offerings in the High School

As indicated by the county superintendents, their finest districts on the average provided 90 or more courses in their high schools. On the average, districts achieving this level had K-12 enrollments in excess of 4,000 pupils and/or 350 students in grade 10.

Selected Practices

Again, in the finest school districts, as chosen by the county superintendents, the number of selected practices in the high schools ranged from 10 to 31, with a median of 17. As in the case of course offerings, districts with K-12 enrollments of 4,000 or more and/or grade 10 enrollments of 350 or more have medians at or above this figure.

Of the districts responding to the selected practices questionnaire, 57 per cent of those with $30,000 or more in assessed valuation had 15 or more of these practices. Fifty-five per cent of those spending $550 per pupil or more had 15 or more selected practices.

Size and Wealth

The county superintendents selected 33 school districts as providing the finest educational program within their counties. The characteristics of these school districts included a median of 4,000 pupils enrolled, a wealth of $34,000 per pupil, and an expenditure per pupil of $536. The superintendents also indicated that the greatest difficulty in providing an adequate educational program was insufficient wealth per pupil. This, of course, results from the fact that a major portion of the school income is derived from property tax.

Cost per Pupil

Expenditure per pupil has a direct relationship to the property value. As pointed out previously, cost per pupil also has a direct relationship to many of the good aspects of the educational program and the quality of the teaching staff. An expenditure of about $550 per pupil was apparently needed to produce a quality program as judged by county superintendents. Eighty-three per cent of the school districts that had expenditures of $550 or more per pupil also exceeded $30,000 per pupil in value of property. This would indicate that in order to maintain quality education each district should have at least this amount of property value behind every pupil, or there should be provision for compensating for lack of wealth. There are many locations in the State where, regardless of reorganization of school districts, there would be no possibility of providing this financial base.

It is clear from this analysis that communities vary widely in their aspirations for good education and their willingness to appropriate taxes to support a good program. Some communities with a comparatively low property value per pupil are providing programs superior to those in communities with a high financial base. An adequate support level should, however, be provided so that all districts can meet at least minimum standards and those with high aspirations can continue to push beyond these levels. The improvement of education in New Jersey is dependent upon adequate expenditures, adequate financial base, and adequate size. It is also dependent on the ability of those communities who so wish to move beyond the

merely adequate, spending more money on education, improving staff and facilities, and working on the frontiers in teaching techniques and curriculum development so as to assure the continuity and development and growth of education throughout the State.

Criteria for Reorganization

1. It is recommended that reorganization be based on districts which encompass a total program from K-12. Although regional high schools have been performing in a number of categories as well as high schools in K-12 districts, there are advantages to having a high school which is a part of a K-12 district, if the district is of adequate size. High schools in K-12 districts (exclusive of those in the largest cities) had a lower dropout rate than other high schools. When enrollments in grade 10 exceeded 400 pupils, K-12 high schools did exceptionally well in the combined category of courses offered, selected practices, and teachers with master's degrees.

   The K-12 district also permits one administration and one board of education to establish policy and operate the entire school system, assuring continuity of curriculum and also permitting organization and reorganization in accordance with the needs of the time. It also permits one tax to be used equitably in accordance with the need and makes possible the most efficient use of available facilities.

2. K-12 districts should be developed in such a way as to provide not less than 3,500 pupils in K-12. Districts with more than 11,000 in K-12, however, have few advantages and some disadvantages, including loss of local control.

3. Expenditures per pupil should be at least $550, which could be expected from an average property value of $30,000 per pupil.* If ability to meet this expenditure cannot be provided by reorganization, then State aid should supplement the effort of the community.

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* It should be borne in mind that these two figures are based on 1965 data.

4. The effort of a community to provide good education in terms of its ability to pay should not be jeopardized by reorganization. State aid should consider effort expended as well as ability to pay so that those districts showing leadership in education can continue to do so.

5. No school district should create new boundaries which would require any student to travel more than 45 minutes on a bus. In sparsely settled areas this may require extra busses to provide express transportation. State aid should compensate for such additional costs.

6. When a new region is formed, all of the school property to be used in the regional district would become the property of the region. The equity which each district holds in the buildings would be apportioned among all the taxpayers of the new region, with credit to each district for its contribution.

7. Votes or regional referendums should be held without regard to political boundaries, and the majority vote of all the people in the region, rather than the vote by individual districts, would be the determining factor.

8. Boundaries of reorganized districts should not be required to conform to any political subdivisions and could cross county lines (as one district now does).

9. Reorganized districts should have a superintendent as their chief executive officer. The business manager or secretary should be responsible to that office.

Incentives to Reorganization

The following recommendations are made in recognition of the fact that without substantial financial incentives people in many districts will continue to hold onto the traditional for fear of losing local control of the schools or the possibility of increased cost due to regionalization. Financial incentives are by far the most important facilitating factor.

Hence, it is considered essential for the State to encourage reorganization according to an acceptable plan keeping in mind the following:

1. Assistance in school building construction and operating aid provided to reorganized districts should be considerably higher than the monies paid to districts that, through failure to reorganize, fall below the criteria which have been established for good school systems. This is justified by the fact that economy in school taxes, both State and local, can best be achieved by the application of these criteria.

2. It is suggested, as a further economy, that the State consider a building fund to be established by the issuance of State bonds from which all school districts may draw for the purchase of their school buildings. This should represent a considerable saving in interest, especially for the poorer districts. It would also facilitate future reorganization by eliminating bonded indebtedness of local districts.

3. The State should establish an unbiased survey team to assist local communities in studying reorganization and in implementing it where it appears desirable.

4. No school district which meets the State criterion for equalized property value per pupil and which is making an extra effort to provide excellence in education should be penalized in any reorganization which would involve poorer districts.

5. No new school construction should be approved by the State Department of Education if it would impede reorganization which is deemed essential.

6. Sending-receiving relationships among school districts involving payment of tuition should not be approved by the State Department when reorganization is possible. On the other hand, no school district which has been sending its pupils on tuition to another district should be allowed to terminate the relationship, if such a withdrawal would cause the receiving district to fall below the criteria. Likewise, no receiving district should be allowed to terminate such a relationship without first ascertaining that the sending district can support the criteria. In such cases regionalization should be sought.

7. The State should encourage regional high school districts that now exist to extend their programs to include K-12.

APPENDIX

Evaluation of Existing Districts

Each of the districts in the State has been evaluated according to enrollment, equalized valuation per pupil in resident average daily enrollment, and day school cost per pupil of total average enrollment. The data for each district follow this section.

The results range from eight counties where no districts met all the criteria to one county where 62 per cent of the districts met all the criteria. On the other side, in three counties all districts met at least one or more of the criteria, while in one county 85 per cent of the districts failed to meet any of the criteria.

Table 11 gives a summary by county of districts which fell below criteria in each category, those which fell below all three criteria, and those which met or surpassed the criteria. In regard to enrollment, the criterion was 250 or more pupils in grades 6 or 10. In those independent K-12 districts where there was a marked discrepancy between grades 6 and 10 - where grade 10 met or surpassed the criterion, while grade 6 was far below it, an indication that the district accepted tuition students - grade 6 was used as the factor.*

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* One district had 82 pupils in grade 6 and 328 in grade 10.

In a few cases, grade 10 was below 250 and grade 6 was sufficiently above to indicate that the district was growing.

Not all the regional districts met the criterion of size in grade 10. Few of the constituents met the criterion in grade 6.

For equalized valuation the criterion was $30,000 or more per pupil. For day school cost the criterion was $550 or more per pupil. Again, these figures are based on 1965 data.

Table 11

SUMMARY OF ENROLLMENT, EQUALIZED VALUATION PER PUPIL, AND DAY SCHOOL COST PER PUPIL, 1965

New Jersey Counties

County	No. Districts	Below 250 Enrollment Grade 6 or 10		Below $30,000 Equalized Valuation per Pupil		Below $550 Day School Cost		Districts Meeting All Criteria		Districts Failing to Meet All Criteria	
		No.	%	No.	%	No.	%	No.	%	No.	%
Atlantic*	23	19	83	16	70	20	87	0	0	11	48
Bergen	75	51	68	4	5	27	36	15	20	3	4
Burlington	43	35	81	32	74	33	77	1	2	22	51
Camden	41	33	80	33	80	33	80	0	0	26	63
Cape May	17	17	100	4	24	7	41	0	0	4	24
Cumberland	14	11	79	14	100	14	100	0	0	11	79
Essex	21	6	29	1	5	2	10	13	62	0	0
Gloucester	27	24	89	25	93	20	74	0	0	18	67
Hudson	12	5	42	4	33	6	50	1	8	0	0
Hunterdon	29	27	93	10	34	22	76	2	7	9	31
Mercer	9	3	33	3	33	4	44	3	33	1	11
Middlesex	25	12	48	11	44	15	60	1	4	3	12
Monmouth	53	41	77	24	45	26	49	2	4	13	25
Morris	40	31	78	12	30	9	23	5	13	3	8
Ocean	28	23	82	7	25	16	57	1	4	5	18
Passaic	19	13	68	4	21	16	84	1	5	3	16
Salem	13	12	92	12	92	12	92	0	0	11	85
Somerset	22	18	82	5	23	7	32	2	9	2	9
Sussex	22	22	100	7	32	9	41	0	0	5	23
Union	21	6	29	2	10	8	38	8	38	0	0
Warren	24	22	92	14	58	20	83	0	0	12	50
Totals	578	431	75	244	42	326	56	55	10	162	28

* Not including Longport

Table 12

ENROLLMENTS, EQUALIZED VALUATION PER PUPIL, AND DAY SCHOOL COST PER PUPIL

New Jersey School Districts

1965-66

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
ATLANTIC COUNTY	2,361	2,073	$ 32,500	$ 445
Greater Egg Harbor Regional	-	435	24,700	726
Egg Harbor City	56	-	17,000	441
Egg Harbor Township	147	-	24,700	412
Galloway	137	-	25,700	380
Hamilton	112	-	29,700	471
Mullica	39	-	23,200	372
Mainland Regional	-	305	24,900	501
Linwood	101	-	25,100	409
Northfield	138	-	19,800	315
Somers Point	85	-	30,900	364
Absecon	93	-	24,800	372
Atlantic City	573	917	43,200	433
Brigantine	74	-	56,900	535
Buena-Buena Vista Regional	133	-	19,400	429
Corbin	-	-	22,900	645
Estell Manor	8	-	17,600	483
Folsom	14	-	30,500	432
Hammonton	148	152	30,900	504
Longport (special)	-	-	163,600	670
Margate	172	-	49,900	448
Pleasantville	207	264	16,450	413
Port Republic	6	-	27,200	568
Ventnor	108	-	49,900	490
Weymouth	10	-	18,300	544
BERGEN COUNTY				
Northern Highlands Regional	-	203	35,100	1,061
Allendale	146	-	30,000	391
Upper Saddle River	170	-	37,600	402

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
BERGEN COUNTY (cont.)				
Northern Valley Regional	-	569	$ 38,100	$ 874
Closter	147	-	36,300	510
Demarest	80	-	37,500	519
Harrington Park	96	-	33,000	485
Haworth	75	-	36,500	587
Northvale	80	-	47,300	459
Norwood	58	-	43,100	459
Old Tappan	84	-	28,600	386
Pascack Valley Regiona	-	521	35,500	823
Hillsdale	180	-	32,700	550
Montvale	108	-	43,800	566
River Vale	178	-	29,400	470
Woodcliff Lake	108	-	34,300	573
Ramapo Regional	-	557	35,900	822
Franklin Lakes	124	-	45,400	545
Oakland	263	-	25,500	492
Wyckoff	346	-	35,500	503
River Edge-Oradell Regional	-	401	43,600	687
Oradell	166	-	44,200	487
River Edge	190	-	39,700	580
Alpine	24	-	92,600	801
Bergenfield	429	471	33,500	572
Bogota	108	238	42,400	576
Carlstadt	87	-	88,100	537
Cliffside Park	144	432	50,300	576
Cresskill	121	141	34,800	543
Dumont	296	303	30,400	525
East Paterson	260	310	43,800	539
East Rutherford	110	179	51,800	546
Edgewater	24	-	133,300	1,009
Emerson	150	129	32,300	600
Englewood	288	270	65,000	792
Englewood Cliffs	102	-	82,500	716

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
BERGEN COUNTY (cont.)				
Fair Lawn	598	716	$ 37,500	$ 618
Fairview	90	-	57,300	567
Fort Lee	210	290	100,900	664
Garfield	271	318	44,800	510
Glen Rock	233	289	32,500	736
Hackensack	343	459	60,100	759
Hasbrouck Heights	148	190	48,700	612
Hohokus	89	--	45,200	656
Leonia	111	149	44,100	623
Little Ferry	88	-	50,300	536
Lodi	307	291	36,000	484
Lyndhurst	237	294	49,400	510
Mahwah	139	139	66,000	722
Maywood	151	-	44,200	632
Midland Park	116	113	33,900	663
Moonachie	39	-	60,100	599
New Milford	290	295	30,900	541
North Arlington	123	159	68,400	630
Palisades Park	109	-	57,300	626
Paramus	517	538	48,900	614
Park Ridge	117	100	33,700	573
Ramsey	211	245	35,700	560
Ridgefield	121	139	73,500	793
Ridgefield Park	145	236	38,200	620
Ridgewood	541	586	36,800	708
Rochelle Park	72	-	57,400	718
Rockleigh	-	-	328,700	852
Rutherford	199	204	56,300	655
Saddle Brook	259	237	36,000	453
Saddle River	36	-	97,800	762
South Hackensack	37	-	93,600	707
Teaneck	631	768	40,000	605
Tenafly	292	272	54,200	738
Teterboro	-	-	69,367,918	1,756

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
BERGEN COUNTY (cont.)				
Waldwick	213	170	$ 24,700	$ 548
Wallington	103	115	47,600	512
Westwood Consolidated	287	266	37,100	585
Wood-Ridge	107	163	62,500	600
BURLINGTON COUNTY	4,954	3,900	20,600	468
Bordentown Area				
Regional	-	214	26,300	563
Bordentown City	74	-	21,800	448
Bordentown Township	100	-	31,400	487
Lenape Regional	-	554	22,900	579
Evesham	192	-	20,800	321
Medford	124	-	30,500	400
Medford Lakes	101	-	19,000	363
Mount Laurel	165	-	23,800	407
Shamong	13	-	23,000	485
Southampton	117	-	18,900	353
Tabernacle	55	-	14,400	316
Northern Burlington				
County Regional	-	291	15,700	597
Chesterfield	38	-	37,400	482
Mansfield	44	-	30,200	423
North Hanover	342	-	3,400	384
Springfield	43	-	32,000	409
Rancocas Valley				
Regional	-	408	17,800	637
Eastampton	40	-	23,700	437
Hainesport	61	-	18,200	412
Lumberton	55	-	23,900	483
Mount Holly	222	-	15,800	477
Westampton	56	-	17,200	418
Bass River	16	-	59,600	673
Beverly	73	-	14,800	437

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
BURLINGTON COUNTY (cont.)				
Burlington City	176	301	$ 23,000	$ 589
Burlington Township	173	136	28,100	489
Cinnaminson	324	216	26,000	418
Delanco	69	-	22,600	562
Delran	131	-	29,700	475
Edgewater Park	115	-	21,700	532
Fieldsboro	12	-	21,800	477
Florence	120	130	34,100	541
Maple Shade	164	-	25,400	479
Moorestown	289	281	34,800	639
New Hanover	10	-	84,500	624
Palmyra	127	221	19,800	452
Pemberton Borough	27	-	16,900	545
Pemberton Township	477	365	7,400	427
Riverside	111	278	26,400	513
Riverton	57	-	24,100	540
Washington	6	-	48,400	571
Willingboro	620	505	12,800	414
Woodland	15	-	41,800	523
CAMDEN COUNTY	6,443	5,857	22,200	445
Black Horse Pike				
Regional	-	617	18,800	499
Bellmawr	175	-	21,200	300
Gloucester Township	384	-	17,700	365
Runnemede	146	-	16,600	301
Eastern Camden Regional	-	165	21,100	688
Berlin Borough	61	-	26,400	356
Gibbsboro	62	-	15,000	337
Voorhees	105	-	20,200	377
Lower Camden County				
Regional	-	501	17,400	596
Berlin Township	86	-	12,900	273
Chesilhurst	-	-	15,400	522
Clementon	74	-	18,300	340

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
CAMDEN COUNTY (cont.)				
Lindenwold	120	-	$ 15,400	$ 328
Pine Hill	96	-	11,600	378
Waterford	62	-	25,500	363
Winslow	122	-	20,700	345
Sterling High School District	-	304	19,600	653
Magnolia	75	-	16,800	441
Somerdale	89	-	19,300	394
Stratford	163	-	21,600	395
Audubon	150	259	29,200	413
Audubon Park	25	-	4,900	452
Barrington	106	-	26,100	514
Brooklawn	42	-	20,400	423
Camden	1,643	1,103	15,100	399
Cherry Hill	902	801	27,800	484
Collingswood	199	351	30,500	528
Gloucester City	199	225	20,200	426
Haddon	209	220	30,000	595
Haddonfield	193	228	35,900	537
Haddon Heights	128	323	26,800	453
Hi-Nella	-	-	14,500	528
Laurel Springs	43	-	23,000	506
Lawnside	54	-	14,000	400
Merchantville	54	254	34,200	551
Mount Ephraim	57	-	28,500	421
Oaklyn	53	-	34,400	574
Pennsauken	513	506	33,400	443
Pine Vulley	-	-	-	-
Tavistock	-	-	403,800	666
Woodlynne	53	-	15,800	396
CAPE MAY COUNTY	702	606	73,800	531
Lower Cape May Regional	-	129	43,300	617
Cape May	40	-	58,500	773
Lower Township	91	-	44,300	451
West Cape May	15	-	19,300	405

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
CAPE MAY COUNTY (cont.)				
Avalon	13	-	$309,900	$ 638
Cape May Point	-	-	114,500	672
Dennis	40	-	21,300	514
Middle Township	137	156	25,400	461
North Wildwood	28	-	125,700	584
Ocean City	112	203	128,000	581
Sea Isle	18	-	131,300	595
Stone Harbor	19	-	311,900	601
Upper Township	51	-	34,400	606
West Wildwood	-	-	106,900	688
Wildwood	48	118	132,300	502
Wildwood Crest	60	-	99,000	487
Woodbine	30	-	11,200	473
CUMBERLAND COUNTY	1,928	1,880	19,300	424
Bridgeton	348	739	15,300	437
Commercial	69	-	10,800	429
Deerfield	57	-	12,500	418
Downe	42	-	13,000	464
Fairfield	91	-	11,600	370
Greenwich	14	-	13,700	544
Hopewell	81	-	17,300	461
Lawrence	62	-	11,900	464
Maurice River	65	-	15,600	426
Millville	364	486	20,100	408
Shiloh	13	-	14,400	516
Stow Creek	17	-	13,200	473
Upper Deerfield	119	-	16,600	439
Vineland	586	655	27,300	447
ESSEX COUNTY				
West Essex Regional	-	264	49,300	777
Essex Fells	46	-	55,400	843
Fairfield	119	-	52,800	580

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Evaluation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
ESSEX COUNTY (cont.)				
North Caldwell	114	-	$ 31,700	$ 618
Roseland	45	-	53,100	761
Belleville	420	403	41,300	567
Bloomfield	549	592	40,300	612
Caldwell-West Caldwell	309	268	37,800	656
Cedar Grove	218	184	33,300	634
East Orange	832	745	36,400	598
Glen Ridge	155	150	30,400	605
Irvington	532	663	43,000	560
Livingston	572	571	30,400	557
Millburn	342	338	70,400	751
Montclair	578	508	40,900	710
Newark	6,020	4,458	22,000	521
Nutley	415	476	41,700	521
Orange	300	287	35,000	632
South Orange-Maplewood	556	660	45,500	679
Verona	248	221	38,300	647
West Orange	637	657	39,600	638
GLOUCESTER COUNTY	2,734	2,456	21,300	474
Clearview Regional	-	205	13,500	653
Harrison	57	-	18,700	442
Mantua	201	-	11,900	350
Gateway Regional	-	223	21,300	569
National Park	51	-	11,900	314
Wenonah	51	-	19,400	434
Westville	61	-	23,400	415
Woodbury Heights	65	-	26,000	432
Kingsway Regional	-	115	23,700	598
East Greenwich	61	-	21,900	359
South Harrison	38	-	13,900	372
Swedesboro	52	-	28,800	485
Southern Gloucester Regional	-	165	14,200	585
Elk	50	-	13,600	372
Franklin	161	-	14,600	411

Table 12 (con.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
GLOUCESTER COUNTY (cont.)				
Clayton	103	100	$ 11,200	$ 460
Deptford	402	304	14,500	429
Glassboro	156	183	18,300	556
Greenwich	71	-	110,100	639
Logan	28	-	31,600	559
Monroe	178	198	17,600	513
Newfield	26	-	18,300	482
Paulsboro	120	245	15,900	397
Pitman	180	148	18,200	460
Washington	189	157	19,200	511
West Deptford	264	226	27,600	464
Woodbury	169	410	22,500	482
HUDSON COUNTY	6,093	6,374	33,100	518
Bayonne	684	776	37,600	543
East Newark	20	-	53,300	593
Guttenberg	64	-	32,700	437
Harrison	92	155	67,800	807
Hoboken	498	547	14,800	547
Jersey City	2,612	2,603	27,200	473
Kearny	400	444	63,100	564
North Bergen	519	615	41,700	473
Secaucus	145	-	81,700	518
Union	531	560	23,200	569
Weehawken	132	277	54,900	679
West New York	396	397	28,900	570
HUNTERDON COUNTY	1,271	1,049	35,100	524
Delaware Valley				
Regional	-	170	37,000	756
Alexandria	35	-	27,600	464
Frenchtown	29	-	20,100	519
Holland	71	-	39,900	562
Kingwood	41	-	36,900	391
Milford	25	-	47,900	669

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
HUNTERDON COUNTY (cont.)				
Hunterdon Central				
Regional	-	385	$ 42,200	$ 709
Delaware	64	-	45,900	373
East Amwell	58	-	38,800	540
Flemington-Raritan				
Regional	206	-	44,900	547
Readington	165	-	33,800	504
North Hunterdon				
Regional	-	340	31,400	659
Bethlehem	21	-	36,500	365
Califon	19	-	19,000	362
Clinton Town	22	-	39,000	479
Clinton Township	85	-	36,900	440
Franklin	54	-	33,700	377
Glen Gardner	17	-	15,500	311
Hampton	32	-	12,300	302
Lebanon Borough	20	-	24,400	395
Lebanon Township	70	-	30,600	394
Tewksbury	49	-	47,200	545
Union	24	-	34,600	454
South Hunterdon				
Regional	-	115	26,900	672
Lambertville	49	-	17,500	395
Stockton	7	-	32,200	457
West Amwell	36	-	45,600	411
Bloomsbury	16	-	18,000	346
High Bridge	56	39	24,100	509
MERCER COUNTY	3,959	3,673	29,800	542
Hopewell Valley				
Regional	260	192	31,200	615
Princeton Regional				
Princeton Borough	100	476	80,300	717
Princeton Township	262	-	48,400	754

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
MERCER COUNTY (cont.)				
East Windsor	143	198	$ 34,300	$ 573
Ewing	414	435	33,200	535
Hamilton	1,117	1,016	26,600	453
Lawrence	300	-	39,000	621
Trenton	1,232	1,356	20,200	527
Washington	45	-	29,900	492
West Windsor	86	-	54,800	729
MIDDLESEX COUNTY	8,842	7,963	30,400	500
Carteret	327	284	30,500	475
Cranbury	41	-	63,100	697
Dunellen	97	195	34,000	577
East Brunswick	723	490	22,100	523
Edison	1,044	857	35,600	458
Helmetta	14	-	41,000	562
Highland Park	203	190	31,500	626
Jamesburg	72	120	19,900	517
Madison	742	538	19,200	434
Metuchen	272	283	28,400	497
Middlesex	289	199	24,900	442
Milltown	81	-	39,300	568
Monroe	114	-	29,000	565
New Brunswick	391	603	40,800	596
North Brunswick	227	-	50,000	595
Perth Amboy	497	456	30,100	535
Piscataway	526	360	27,300	527
Plainsboro	26	-	77,400	759
Sayreville	391	424	45,000	533
South Amboy	79	56	52,500	406
South Brunswick	254	195	28,700	612
South Plainfield	379	345	24,900	492
South River	191	390	26,400	484
Spotswood	122	-	22,700	499
Woodbridge	1,740	1,598	30,200	451

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
MONMOUTH COUNTY	7,174	6,178	$ 28,500	$ 522
Freehold Regional	-	857	25,000	713
Colt's Neck	89	-	53,100	493
Farmingdale	32	-	18,000	380
Freehold Borough	134	-	29,500	543
Freehold Township	167	-	32,800	463
Howell	401	-	16,800	433
Manalapan-Englishtown Regional	186	-	21,400	375
Marlboro	117	-	30,000	452
Henry Hudson Regional	-	141	30,000	644
Atlantic Highlands	78	-	30,900	449
Highlands	52	-	27,000	413
Monmouth Regional	-	350	19,400	909
Eatontown	263	-	22,000	487
Tinton Falls Schools	179	-	17,500	474
Rumson-Fair Haven Regional	-	263	39,200	772
Fair Haven	155	-	25,400	498
Rumson	141	-	51,100	532
Shore Regional	-	238	34,900	745
Monmouth Beach	28	-	38,100	483
Oceanport	101	-	33,900	506
Sea Bright	18	-	76,700	648
West Long Branch	114	-	27,900	516
Allenhurst	-	-	119,500	631
Asbury Park	239	360	31,200	555
Avon-By-The-Sea	29	-	81,000	609
Belmar	93	-	53,200	671
Bradley Beach	67	-	39,200	575
Brielle	46	-	54,200	591
Deal	43	-	53,400	697
Holmdel	114	-	68,900	666
Interlaken	-	-	55,500	561
Keansburg	122	-	21,700	437
Keyport	121	202	29,100	548

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
MONMOUTH COUNTY (cont.)				
Little Silver	117	-	$ 36,600	$ 581
Long Branch	367	390	26,300	611
Manasquan	82	328	55,600	588
Matawan Regional	380	335	22,500	437
Middletown	930	900	24,400	476
Millstone	62	-	27,500	541
Neptune City	88	-	25,700	447
Neptune Township	530	433	21,400	457
Ocean Township	311	267	26,400	568
Raritan	369	329	14,800	450
Red Bank	164	370	41,700	656
Roosevelt	17	-	17,900	645
Sea Girt	-	-	125,200	607
Shrewsbury Borough	73	-	39,000	614
South Belmar	-	-	38,100	550
Spring Lake	39	-	181,400	541
Spring Lake Heights	52	-	33,400	578
Union Beach	139	-	13,800	411
Upper Freehold Regional	92	191	24,400	510
Wall	233	224	31,500	575
MORRIS COUNTY	5,713	4,795	36,600	600
Hanover Park Regional	-	426	53,300	809
East Hanover	103	-	51,200	559
Florham Park	129	-	52,800	643
Hanover	197	-	51,900	698
Morris Hills Regional	-	674	32,300	729
Denville	184	-	37,000	534
Rockaway Borough	110	-	32,900	547
Rockaway Township	305	-	30,800	459
Wharton	83	-	21,500	488
West Morris Regional	-	297	37,600	777
Chester	85	-	29,800	541
Mendham Borough	56	-	34,700	606
Mendham Township	62	-	49,300	576
Mount Olive	91	-	36,900	471
Washington	99	-	31,800	518

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
MORRIS COUNTY (cont.)				
Boonton Town	111	377	$ 37,600	$ 572
Boonton Township	48	-	49,300	618
Butler	124	195	30,700	666
Chatham Borough	146	146	42,300	706
Chatham Township	151	134	40,800	707
Dover	269	266	29,500	579
Harding	44	-	86,100	820
Jefferson	226	163	29,000	582
Kinnelon	155	158	35,600	664
Lincoln Park	129	-	23,000	554
Madison	255	258	39,500	633
Mine Hill	67	-	25,600	594
Montville	162	-	36,100	610
Morris	297	-	50,700	674
Morris Plains	95	-	49,800	661
Morristown	203	507	46,800	771
Mount Arlington	42	-	33,500	584
Mountain Lakes	151	142	23,300	640
Netcong	52	77	29,200	552
Parsippany-Troy Hills	572	401	36,400	512
Passaic (see Somerset Co.)				
Pequannock	246	216	29,100	469
Randolph	195	128	27,600	623
Riverdale	65	-	30,800	651
Roxbury	252	230	28,400	585
Victory Gardens	-	-	13,000	565
OCEAN COUNTY				
Central Regional	-	259	58,300	334
Berkeley	134	-	31,600	496
Island Heights	27	-	26,600	397
Lacey	48	-	64,200	358
Ocean Gate	14	-	52,700	523
Seaside Heights	13	-	148,700	823
Seaside Park	13	-	127,200	820

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
OCEAN COUNTY (cont.)				
Southern Ocean Regional	-	192	$124,100	$ 773
Beach Haven	21	-	104,900	541
Long Beach Island Consolidated	68	-	194,300	572
Stafford	51	-	46,500	510
Bay Head	13	-	122,200	605
Brick	448	403	32,500	536
Eagleswood	-	-	30,500	527
Jackson	327	197	19,300	474
Lakehurst	40	-	9,000	544
Lakewood	324	336	25,200	535
Lavalette	12	-	191,400	845
Little Egg Harbor	21	-	80,900	664
Manchester	56	-	20,800	491
Mantoloking	-	-	528,000	837
Ocean Township	21	-	81,900	624
Plumstead	61	-	14,600	465
Point Pleasant	191	193	33,200	497
Point Pleasant Beach	68	106	78,800	806
Toms River	710	576	38,400	495
Tuckerton	45	-	28,500	542
Union	24	-	34,000	704
PASSAIC COUNTY	5,784	5,660	36,200	498
Lakeland Regional	-	210	30,800	628
Ringwood	109	-	45,900	473
Wanaque	138	-	21,600	361
Passaic County Regional	-	496	41,600	686
Little Falls	157	-	41,500	444
Totowa	202	-	42,000	392
West Paterson	176	-	37,600	418
Passaic County Manchester Regional	-	219	41,700	785
Haledon	75	-	51,000	481
North Haledon	98	-	36,600	440
Prospect Park	65	-	39,500	407

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
PASSAIC COUNTY (cont.)				
Bloomingdale	135	-	$ 24,700	$ 538
Clifton	933	1,118	56,500	495
Hawthorne	203	226	45,800	549
Passaic	589	665	31,900	540
Paterson	1,675	1,458	25,400	504
Pompton Lakes	198	203	27,700	511
Wayne	780	662	38,000	473
West Milford	251	196	42,500	524
SALEM COUNTY	1,178	877	21,200	487
Alloway	59	-	16,100	393
Elmer	28	-	15,200	408
Elsinboro	12	-	24,800	457
Lower Alloway Creek	26	-	14,100	438
Mannington	48	-	29,200	524
Oldmans	36	-	21,100	493
Penns Grove-Upper Penns Neck Regional	254	207	14,100	424
Pennsville	233	215	42,800	646
Pittsgrove	99	-	14,100	405
Quinton	37	-	16,900	423
Salem	137	256	11,200	506
Upper Pittsgrove	80	-	14,100	480
Woodstown-Pilesgrove Regional	129	199	19,000	447
SOMERSET COUNTY	3,298	2,766	32,800	552
Watchung Hills Regional	-	295	42,000	840
Passaic (Morris Co.)	152	-	38,000	619
Warren	163	-	35,600	517
Watchung	107	-	55,300	650
Bedminster	39	-	95,400	718
Bernards	226	181	29,500	569
Bernardsville	83	185	55,600	656

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
SOMERSET COUNTY (cont.)				
Bound Brook	132	243	$ 31,100	$ 577
Branchburg	113	-	34,600	560
Bridgewater	693	516	33,600	555
Far Hills	9	-	94,200	885
Franklin	537	384	26,100	511
Greenbrook	91	-	32,300	523
Hillsborough	240	-	31,800	529
Manville	222	196	25,500	431
Millstone	-	-	23,200	588
Montgomery	90	-	45,800	567
North Plainfield	254	306	30,600	541
Peapack-Gladstone	28	-	56,100	772
Rocky Hill	-	-	40,000	693
Somerville	202	460	32,700	585
South Bound Brook	69	-	21,100	528
SUSSEX COUNTY	1,248	951	36,800	531
High Point Regional	-	-	34,000	-
Branchville	18	-	31,800	621
Frankford	48	-	36,500	595
Lafayette	34	-	21,900	531
Sussex-Wantage Regional	107	88	30,300	486
Andover Regional	71	-	29,600	574
Byram	61	-	37,500	494
Franklin	48	214	20,900	516
Fredon	20	-	38,300	581
Green	24	-	39,300	557
Hamburg	35	-	17,900	542
Hampton	-	-	51,600	730
Hardyston	66	-	29,900	488
Hopatcong	103	-	40,400	554
Montague	25	-	49,500	551
Newton	148	342	28,200	584
Ogdensburg	59	-	57,700	439

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
SUSSEX COUNTY (cont.)				
Sandyston-Walpack	35	-	$ 76,100	$ 646
Sparta	180	307	34,000	606
Stanhope	72	-	18,100	467
Stillwater	26	-	61,400	568
Vernon	68	-	68,900	460
UNION COUNTY	7,861	8,012	42,600	581
Union County No. 1				
Regional	-	1,083	43,700	714
Berkeley Heights	270	-	37,600	548
Clark	317	-	40,400	435
Garwood	68	-	33,900	494
Kenilworth	116	-	48,900	484
Mountainside	160	-	47,700	624
Springfield	237	-	47,700	674
Cranford	492	427	30,400	549
Elizabeth	1,055	1,262	44,400	597
Hillside	312	390	47,700	544
Linden	572	634	79,100	635
New Providence	277	212	32,400	566
Plainfield	708	620	28,800	577
Rahway	411	500	34,800	475
Roselle	273	289	34,700	525
Roselle Park	185	201	32,000	552
Scotch Plains-Fanwood	575	494	30,500	566
Summit	391	368	53,200	706
Union	669	779	60,200	583
Westfield	741	753	32,800	560
Winfield	32	-	3,500	729
WARREN COUNTY				
Warren Hills Regional	-	-	20,400	-
Franklin	38	-	27,700	503
Mansfield	51	-	28,300	547
Washington Borough	100	204	18,300	523
Washington Township	73	-	14,600	475

Table 12 (cont.)

Community	Enrollment Grade 6	Enrollment Grade 10	Equalized Valuation Per Pupil In Resident A.D.E.*	Day School Cost Per Pupil-Total Avg. Enrollment*
WARREN COUNTY (cont.)				
Allamuchy	26	-	$ 46,500	$ 523
Alpha	32	-	23,300	393
Belvidere	39	166	24,100	510
Blairstown	56	56	41,100	484
Frelinghuysen	18	-	39,600	500
Greenwich	22	-	25,700	485
Hackettstown	112	176	27,600	537
Hardwick	-	-	85,500	570
Harmony	47	-	33,000	530
Hope	14	-	30,900	488
Independence	50	-	29,000	498
Knowlton	34	-	32,100	422
Liberty	-	-	37,000	580
Lopatcong	49	-	32,900	426
Oxford	37	-	16,500	506
Pahaquarry	-	-	138,000	710
Phillipsburg	250	374	21,900	389
Pohatcong	58	-	24,800	418
White	41	-	29,500	441

* rounded

Table 13
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
ATLANTIC COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Greater Egg Harbor Regional	989	1,624	64
Egg Harbor City	496	616	24
Egg Harbor Township	941	1,330	41
Galloway	817	1,105	35
Hamilton	1,065	1,066	0
Mullica	408	563	38
Total:	4,716	6,304	34
Mainland Regional	668	1,153	73
Linwood	707	968	37
Northfield	1,043	1,443	38
Somers Point	593	764	29
Total:	3,011	4,328	44
Absecon	875	1,107	27
Atlantic City	7,243	7,401	2
Brigantine	834	819	- 2
Buena-Buena Vista Region	1,519	1,692	11
Corbin	50	44	-12
Estell Manor	131	166	27
Folsom	106	163	54
Hammonton	1,383	1,784	29
Longport	119	116	- 3
Margate	1,638	1,828	12
Pleasantville	2,684	2,801	4
Port Republic	96	85	-11
Ventnor	1,281	1,292	1
Weymouth	186	165	-11

* Figures have been rounded

Table 14
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
BERGEN COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Northern Highlands Regional	0	750	
Allendale	1,049	1,195	14
Upper Saddle River	915	1,312	43
Total:	1,964	3,257	66
Northern Valley Regional	1,503	2,253	50
Closter	1,292	1,441	12
Demarest	704	767	9
Harrington Park	687	794	16
Haworth	660	610	- 8
Northvale	406	710	75
Norwood	552	583	6
Old Tappan	494	781	58
Total:	6,298	7,939	26
Pascack Valley Regional	1,147	1,937	69
Hillsdale	1,396	1,595	14
Montvale	593	1,030	74
River Vale	1,091	1,671	53
Woodcliff Lake	469	867	85
Total:	4,696	7,100	51
Ramapo Regional	1,331	2,175	63
Franklin Lakes	552	1,050	90
Oakland	1,836	2,665	45
Wyckoff	1,916	2,714	42
Total:	5,635	8,604	53
River Edge-Oradell Regional	1,856	2,168	17
Oradell	930	1,055	13
River Edge	1,272	1,178	- 7
Total:	4,058	4,401	8

Table 14 (cont.)

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Alpine	153	261	71
Bergenfield	5,509	5,686	3
Bogota	1,187	1,318	11
Carlstadt	888	1,033	16
Cliffside Park	1,884	2,095	11
Cresskill	1,443	1,828	27
Dumont	3,525	3,993	13
East Paterson	3,443	3,373	- 2
East Rutherford	1,171	1,331	14
Edgewater	404	505	25
Emerson	1,251	1,764	41
Englewood	3,704	3,823	3
Englewood Cliffs	571	1,199	110
Fair Lawn	7,819	7,820	0
Fairview	1,419	1,262	-11
Fort Lee	2,132	2,641	24
Garfield	3,615	3,637	1
Glen Rock	2,812	3,211	14
Hackensack	4,473	4,619	3
Hasbrouck Heights	1,937	2,062	6
Hohokus	892	1,096	23
Leonia	1,351	1,523	13
Little Ferry	1,007	1,134	13
Lodi	3,743	3,816	2
Lyndhurst	3,253	3,200	- 2
Mahwah	1,313	1,851	41
Maywood	1,812	1,833	1
Midland Park	1,474	1,619	10
Moonachie	516	608	18
New Milford	3,321	3,601	8
North Arlington	1,666	1,776	7
Palisades Park	1,611	1,598	- 1
Paramus	5,095	6,676	31
Park Ridge	1,088	1,650	52
Ramsey	2,142	2,795	30
Ridgefield	1,588	1,684	6
Ridgefield Park	1,876	2,067	10

Table 14 (cont.)

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Ridgewood	5,593	6,825	22
Rochelle Park	882	925	5
Rockleigh	25	24	- 4
Rutherford	2,501	2,573	3
Saddle Brook	2,805	3,232	15
Saddle River	382	429	12
South Hackensack	401	453	13
Teaneck	8,170	8,179	1
Tenafly	2,837	3,108	10
Teterboro	2	1	-50
Waldwick	2,081	2,830	36
Wallington	1,235	1,230	0
Westwood Consolidated	3,142	4,074	30
Wood-Ridge	1,356	1,573	16

* Figures have been rounded

Table 15
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
BURLINGTON COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Bordentown Area Regional	0	678	
Bordentown City	708	585	-17
Bordentown Township	1,113	888	-20
Total:	1,821	2,151	18
Lenape Regional	1,201	2,161	80
Evesham	883	1,749	98
Medford	818	1,143	40
Medford Lakes	591	899	52
Mount Laurel	964	1,537	59
Shamong	147	187	27
Southampton	662	890	35
Tabernacle	329	393	19
Total:	5,595	8,959	60
Northern Burlington County Regional	926	1,600	73
Chesterfield	225	251	12
Mansfield	258	334	29
North Hanover	1,072	2,590	142
Springfield	266	337	49
Total:	2,747	5,112	86
Rancocas Valley Regional	1,093	1,551	42
Eastampton	242	288	18
Hainesport	566	538	- 5
Lumberton	540	586	9
Mount Holly	2,055	2,153	5
Westampton	323	608	88
Total:	4,819	5,724	19
Bass River	137	146	7
Beverly	711	712	1
Burlington City	2,404	2,473	3

Table 15 (cont.)

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Burlington Township	1,362	1,969	45
Cinnaminson	1,642	3,620	120
Delanco	816	837	3
Delran	864	1,515	75
Edgewater Park	719	1,309	82
Fieldsboro	115	166	44
Florence	1,399	1,517	8
Maple Shade	1,998	2,379	19
Moorestown	2,737	3,357	23
New Hanover	134	124	- 7
Palmyra	1,321	1,451	10
Pemberton Borough	247	251	2
Pemberton Township	4,583	5,710	25
Riverside	1,140	1,335	17
Riverton	613	631	3
Washington	101	131	30
Willingboro	3,498	8,232	135
Woodland	181	196	8

* Figures have been rounded

Table 16
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
CAMDEN COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Black Horse Pike Regional	1,606	2,345	45
Bellmawr	1,535	1,767	15
Gloucester Township	2,652	3,581	35
Runnemede	1,348	1,433	6
Total:	7,141	9,126	28
Eastern Camden Regional		635	
Berlin Borough	647	637	- 2
Gibbsboro	431	547	27
Voorhees	822	952	16
Total:	1,900	2,771	46
Lower Camden County Regional	2,458	2,853	16
Berlin Township	421	617	47
Chesilhurst	40	117	193
Clementon	372	486	31
Lindenwold	820	1,054	29
Pine Hill	512	679	33
Waterford	361	458	27
Winslow	826	1,078	31
Total:	5,810	7,342	26
Sterling High School District	552	1,139	106
Magnolia	768	715	- 7
Somerdale	750	816	9
Stratford	770	1,382	79
Total:	2,840	4,052	42
Audubon	1,686	1,851	9
Audubon Park	329	297	-10
Barrington	1,418	1,443	2
Brooklawn	458	508	11
Camden	17,830	19,934	12

Table 16 (cont.)

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Cherry Hill	6,644	11,635	75
Collingswood	2,273	2,441	7
Gloucester City	2,301	2,546	11
Haddon	2,626	2,781	6
Haddonfield	2,380	2,629	10
Haddon Heights	1,578	1,702	8
Hi-Nella	107	121	13
Laurel Springs	402	421	5
Lawnside	483	548	13
Merchantville	599	607	1
Mount Ephraim	837	860	3
Oaklyn	664	621	- 6
Pennsauken	5,883	6,504	11
Tavistock	4	2	-50
Woodlynne	562	655	17

* Figures have been rounded

Table 17
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
CAPE MAY COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Lower Cape May Regional	683	892	31
Cape May	254	289	14
Lower Township	649	829	28
West Cape May	131	122	- 7
Total:	1,717	2,132	24
Avalon	87	118	36
Cape May Point	19	31	63
Dennis	504	546	8
Middle Township	1,383	1,571	14
North Wildwood	381	442	16
Ocean City	1,240	1,401	13
Sea Isle	184	190	3
Stone Harbor	121	139	15
Upper Township	501	624	25
West Wildwood	31	30	- 3
Wildwood	599	634	6
Wildwood Crest	480	575	20
Woodbine	301	385	28

* Figures have been rounded

Table 18
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
CUMBERLAND COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Bridgeton	4,283	4,702	9
Commercial	784	911	16
Deerfield	491	563	15
Downe	469	512	9
Fairfield	983	1,149	17
Greenwich	284	268	- 6
Hopewell	828	966	17
Lawrence	680	708	4
Maurice River	650	804	24
Millville	3,744	4,440	19
Shiloh	149	144	- 3
Stow Creek	262	295	13
Upper Deerfield	1,557	1,668	7
Vineland	6,359	7,378	16

* Figures have been rounded

Table 19
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
ESSEX COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
West Essex Regional	1,135	1,545	36
Essex Fells	303	345	14
Fairfield	420	838	100
North Caldwell	553	658	18
Roseland	359	329	- 8
Total:	2,775	3,715	34
Belleville	5,195	5,410	4
Bloomfield	7,407	7,774	5
Caldwell-West Caldwell	2,982	3,810	28
Cedar Grove	2,272	2,737	20
East Orange	8,797	10,148	15
Glen Ridge	1,621	2,013	24
Irvington	7,192	7,272	1
Livingston	6,014	7,522	25
Millburn	3,591	4,191	17
Montclair	7,001	7,300	4
Newark	63,597	73,893	16
Nutley	5,006	5,383	8
Orange	4,396	4,129	- 6
South Orange-Maplewood	7,020	7,397	5
Verona	2,633	2,741	4
West Orange	7,029	8,101	15

* Figures have been rounded

Table 20
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
GLOUCESTER COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Clearview Regional	934	1,206	29
Harrison	326	401	23
Mantua	1,262	1,606	27
Total:	2,522	3,213	27
Gateway Regional	0	1,206	0
National Park	658	426	-35
Wenonah	547	319	-42
Westville	808	411	-49
Woodbury Heights	484	385	-20
Total:	2,497	2,747	10
Kingsway Regional	0	709	0
East Greenwich	550	427	-22
South Harrison	217	207	- 5
Swedesboro	675	385	-43
Total:	1,442	1,728	20
Southern Gloucester Regional	978	1,169	20
Elk	417	435	4
Franklin	975	1,272	30
Total:	2,370	2,876	21
Clayton	1,224	1,345	10
Deptford	3,903	5,136	32
Glassboro	2,090	2,440	17
Greenwich	862	1,150	33
Logan	519	488	- 6
Monroe	2,134	2,545	19
Newfield	256	286	12
Paulsboro	1,347	1,689	25
Pitman	2,071	2,285	10
Washington	1,235	2,328	89
West Deptford	2,464	3,170	29
Woodbury	2,404	2,457	2

* Figures have been rounded

Table 21
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
HUDSON COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Bayonne	8,631	8,686	1
East Newark	233	248	6
Guttenberg	708	745	5
Harrison	1,172	1,343	15
Hoboken	6,800	7,182	6
Jersey City	31,646	35,120	11
Kearny	4,800	5,256	10
North Bergen	5,560	6,399	15
Secaucus	1,420	1,764	24
Union	6,270	7,008	12
Weehauken	1,692	1,825	8
West New York	4,298	4,745	10

* Figures have been rounded

Table 22
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
HUNTERDON COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Delaware Valley Regional	436	626	43
Alexandria	282	348	24
Frenchtown	221	252	14
Holland	537	664	24
Kingwood	336	364	8
Milford	193	211	9
Total:	2,005	2,465	23
Hunterdon Central Regional	1,055	1,411	34
Delaware	462	561	21
East Amwell	360	400	11
Flemington-Raritan	1,345	1,701	26
Readington	1,114	1,316	18
Total:	4,336	5,389	24
North Hunterdon Regional	878	1,260	44
Bethlehem	181	254	40
Califon	151	170	12
Clinton Town	160	195	22
Clinton Township	498	687	38
Franklin	347	356	2
Glen Gardner	110	165	50
Hampton	214	267	25
Lebanon Borough	155	164	6
Lebanon Township	450	622	38
Tewksbury	350	422	21
Union	250	281	12
Total:	3,744	4,843	29
South Hunterdon Regional	488	583	19
Lambertville	371	416	12
Stockton	67	55	-18
West Amwell	202	269	33
Total:	1,128	1,323	17
Bloomsbury	183	214	17
High Bridge	529	545	3

* Figures have been rounded

Table 23
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
MERCER COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Change 1960-65
Hopewell Valley Regional	0	3,092	0
Hopewell Borough	390	0	0
Hopewell Township	2,118	0	0
Pennington			
Total:	2,508	3,092	23
Princeton Regional			
Princeton Borough	1,109	1,209	9
Princeton Township	2,108	2,957	40
Total:	3,217	4,166	29
East Windsor	1,539	2,063	34
Ewing	4,581	5,529	21
Hamilton	10,469	13,879	33
Lawrence	2,234	2,113	- 5
Trenton	14,742	17,115	16
Washington	447	613	37
West Windsor	854	1,200	41

* Figures have been rounded

Table 24
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
MIDDLESEX COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Carteret	3,181	4,310	35
Cranbury	460	506	10
Dunellen	1,184	1,273	8
East Brunswick	5,225	8,041	54
Edison	9,233	13,075	42
Helmetta	136	173	27
Highland Park	2,208	2,524	14
Jamesburg	649	899	39
Madison	5,536	9,207	66
Metuchen	3,016	3,550	18
Middlesex	2,534	3,278	29
Milltown	932	1,153	24
Monroe	1,335	1,477	11
New Brunswick	5,174	5,205	1
North Brunswick	2,014	2,910	44
Perth Amboy	5,790	6,151	6
Piscataway	4,322	6,616	53
Plainsboro	204	249	22
Sayreville	3,727	5,040	35
South Amboy	627	969	55
South Brunswick	2,120	3,383	60
South Plainfield	4,122	5,193	26
South River	2,448	2,780	14
Spotswood	1,416	1,645	16
Woodbridge	16,763	21,034	25

* Figures have been rounded

Table 25
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
MONMOUTH COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Freehold Regional	1,886	2,943	56
Colt's Neck	409	806	97
Farmingdale	180	227	26
Freehold Borough	1,197	1,335	12
Freehold Township	812	1,493	84
Howell	2,316	3,528	52
Manalapan-Englishtown Regional	1,037	1,856	79
Marlboro	805	1,051	31
Total:	8,642	13,239	53
Henry Hudson Regional	568	713	26
Atlantic Highlands	437	484	11
Highlands	333	324	- 3
Total:	1,338	1,521	14
Monmouth Regional	637	1,133	78
Eatontown	1,843	2,180	13
Tinton Falls Schools	1,551	1,674	8
Total:	4,031	4,987	24
Rumson-Fair Haven Regional	633	954	51
Fair Haven	1,134	1,179	4
Rumson	763	1,023	34
Total:	2,530	3,156	25
Shore Regional	523	826	58
Monmouth Beach	204	263	29
Oceanport	518	701	35
Sea Bright	96	108	12
West Long Beach	860	930	8
Total:	2,201	2,828	28

Table 25 (cont.)

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Allenhurst	91	81	-11
Asbury Park	2,556	2,724	7
Avon-By-The-Sea	251	247	- 2
Belmar	798	779	- 2
Bradley Beach	833	769	- 8
Brielle	453	604	33
Deal	436	489	12
Holmdel	644	1,248	94
Interlaken	228	190	-17
Keansburg	1,281	1,552	21
Keyport	1,224	1,309	7
Little Silver	1,251	1,332	6
Long Branch	4,679	5,076	8
Manasquan	731	808	10
Matawan Regional	2,738	5,592	104
Middletown	8,173	11,599	42
Millstone	651	633	- 3
Neptune City	858	994	16
Neptune Township	4,395	6,529	49
Ocean Township	2,805	3,851	37
Raritan	3,444	5,392	57
Red Bank	1,826	2,074	14
Roosevelt	207	180	-13
Sea Girt	276	304	10
Shrewsbury Borough	732	768	5
South Belmar	228	260	14
Spring Lake	269	315	17
Spring Lake Heights	518	594	15
Union Beach	1,513	1,673	11
Upper Freehold Regional	907	986	9
Wall	2,501	2,981	19

* Figures have been rounded

Table 26
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
MORRIS COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Hanover Park Regional	1,001	1,524	52
East Hanover	860	1,117	28
Florham Park	960	1,065	11
Hanover	1,600	1,781	11
Total:	4,421	5,487	24
Morris Hills Regional	1,620	2,338	44
Denville	1,509	1,835	22
Rockaway Borough	906	956	6
Rockaway Township	1,932	2,925	51
Wharton	588	828	41
Total:	6,555	8,882	35
West Morris Regional	775	1,229	41
Chester	573	908	58
Mendham Borough	410	503	23
Mendham Township	405	534	32
Mount Olive	671	943	41
Washington	600	954	59
Total:	3,434	5,071	48
Boonton Town	1,196	1,418	19
Boonton Township	314	545	73
Butler	1,077	1,393	29
Chatham Borough	1,987	1,945	- 2
Chatham Township	1,459	1,685	15
Dover	2,312	2,581	12
Harding	475	557	17
Jefferson	1,648	2,805	70
Kinnelon	1,208	1,693	40
Lincoln Park	1,315	1,692	29
Madison	2,613	3,113	19
Mine Hill	688	837	22

Table 26 (cont.)

District	Resident Daily Enrollment* 1960	1965	Change 1960-65
Montville	1,536	2,223	45
Morris	2,123	3,516	66
Morris Plains	960	1,158	21
Morristown	2,477	2,653	7
Mount Arlington	279	471	69
Mountain Lakes	1,383	1,660	20
Netcong	479	554	16
Parsippany-Troy Hills	4,357	7,474	72
Pequannock	2,335	3,142	38
Randolph	1,728	2,524	46
Riverdale	623	731	17
Roxbury	2,500	3,525	41
Victory Gardens	210	239	14

* Figures have been rounded

Table 27
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
OCEAN COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Central Regional	806	1,161	44
Berkeley (incl) Island Beach	632	893	41
Island Heights	144	158	10
Lacey	266	403	52
Ocean Gate	59	91	54
Seaside Heights	89	94	6
Seaside Park	74	99	33
Total:	2,070	2,899	40
Southern Ocean Regional	564	665	18
Beach Haven	141	160	13
Long Beach Island Consolidated	318	429	35
Stafford	273	367	34
Total:	1,296	1,621	25
Bay Head	175	192	10
Brick	3,661	5,881	61
Eagleswood	130	159	22
Jackson	1,321	3,858	192
Lakehurst	679	655	- 4
Lakewood	3,124	3,848	23
Lavalette	159	149	- 6
Little Egg Harbor	191	333	74
Manchester	453	837	85
Mantoloking	19	42	121
Ocean Township	178	245	38
Plumstead	728	933	28
Point Pleasant	2,053	2,595	26
Point Pleasant Beach	692	733	6
Toms River	5,158	9,125	77
Tuckerton	331	358	8
Union	276	262	- 5

* Figures have been rounded

Table 28
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
PASSAIC COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Lakeland Regional	525	852	62
Ringwood	591	1,178	99
Wanaque	1,166	1,423	22
Total:	2,282	3,453	51
Passaic County Manchester Regional	720	830	15
Haledon	608	615	1
North Haledon	841	1,003	19
Prospect Park	435	473	9
Total:	2,604	2,921	12
Passaic County Regional No. 1	1,235	1,888	53
Little Falls	1,375	1,443	5
Totowa	1,609	1,694	5
West Paterson	1,196	1,474	23
Total:	5,415	6,499	20
Bloomingdale	1,177	1,659	41
Clifton	12,116	12,486	3
Hawthorne	2,707	3,055	13
Passaic	7,650	8,246	8
Paterson	21,957	23,601	7
Pompton Lakes	2,138	2,568	20
Wayne	6,649	10,596	59
West Milford	1,783	3,185	79

* Figures have been rounded

Table 29
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
SALEM COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Alloway	561	647	15
Elmer	374	377	1
Elsinboro	258	238	- 8
Lower Alloway Creek	316	335	6
Mannington	468	484	3
Oldmans	531	476	-10
Penns Grove-Upper Penns Neck Regional	2,807	3,120	8
Pennsville (Lower Penns Neck)	2,576	3,120	21
Pittsgrove	940	1,094	16
Quinton	554	624	13
Salem	1,908	1,947	2
Upper Pitts Grove	775	860	11
Woodstown-Pilesgrove Regional	1,367	1,587	16

* Figures have been rounded

Table 30
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
SOMERSET COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Watchung Hills Regional	855	1,148	34
Passaic (Morris Co.)	853	1,193	40
Warren	1,011	1,528	51
Watchung	613	834	36
Total:	3,332	4,703	41
Bedminster	384	424	10
Bernards	1,605	2,709	69
Bernardsville	900	1,154	28
Bound Brook	1,588	1,804	14
Branchburg	877	1,264	44
Bridgewater	5,093	8,189	61
Far Hills	91	109	20
Franklin	4,101	6,332	54
Greenbrook	904	1,127	25
Hillsborough	1,852	2,735	48
Manville	2,277	2,935	29
Millstone	110	148	35
Montgomery	615	1,171	90
North Plainfield	3,347	3,722	11
Peapack-Gladstone	300	297	- 1
Rocky Hill	70	180	157
Somerville	2,237	2,550	14
South Bound Brook	819	966	18

* Figures have been rounded

Table 31
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
SUSSEX COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
High Point Regional	-	591	-
Branchville	205	147	-28
Frankford	516	442	-14
Lafayette	269	236	-12
Sussex-Wantage Regional	1,195	1,086	- 9
Total:	2,185	2,502	15
Andover Regional	693	856	24
Byram	386	718	86
Franklin	791	769	- 3
Fredon	180	263	46
Green	227	283	25
Hamburg	358	444	24
Hampton	225	362	61
Hardyston	581	696	3
Hopatcong	846	1,376	63
Montague	216	221	2
Newton	1,217	1,423	17
Ogdensburg	285	579	103
Sandyston-Walpack	323	337	4
Sparta	1,532	2,273	48
Stanhope	458	735	60
Stillwater	285	380	33
Vernon	474	842	78

* Figures have been rounded

Table 32
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
UNION COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Union County No. 1 Regional	3,146	4,603	46
Berkeley Heights	1,872	2,678	64
Clark	2,100	2,862	36
Garwood	582	604	4
Kenilworth	1,084	1,018	- 6
Mountainside	1,298	1,310	1
Springfield	2,117	2,125	0
Total:	12,199	15,200	25
Cranford	5,603	6,208	11
Elizabeth	13,540	14,372	6
Hillside	4,183	4,037	- 4
Linden	7,188	7,407	3
New Providence	2,291	3,340	46
Plainfield	8,529	9,055	6
Rahway	5,240	5,477	5
Roselle	3,429	3,566	4
Roselle Park	2,449	2,485	1
Scotch Plains-Fanwood	5,805	7,152	23
Summit	4,199	4,776	14
Union	8,553	8,872	4
Westfield	7,758	8,531	10
Winfield	513	395	-23

* Figures have been rounded

Table 33
RATE OF GROWTH IN RESIDENT DAILY ENROLLMENT
WARREN COUNTY
1960-65

District	Resident Daily Enrollment* 1960	1965	Per Cent Change 1960-65
Warren Hills Regional	-	1,304	-
Franklin	375	253	-33
Mansfield	490	421	-14
Washington Borough	1,161	732	-37
Washington Township	764	581	-24
Total:	2,790	3,291	18
Allamuchy	241	257	7
Alpha	307	389	27
Belvidere	569	589	4
Blairstown	392	433	10
Frelinghuysen	202	264	31
Greenwich	300	343	14
Hackettstown	888	1,476	66
Hardwick	72	87	21
Harmony	504	525	4
Hope	171	240	40
Independence	293	422	44
Knowlton	322	395	23
Liberty	197	228	16
Lopatcong	522	630	21
Oxford	451	414	- 8
Pahaquarry	15	18	20
Phillipsburg	2,961	3,299	11
Pohatcong	798	814	2
White	422	489	16

* Figures have been rounded

Table 34
ESTIMATES OF ENROLLMENTS - ATLANTIC COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	23,514	7,980	31,494
1966-67	24,176	8,151	32,327
1967-68	24,898	8,263	33,161
1968-69	25,502	8,341	33,843
1969-70	26,020	8,491	34,511
1970-71	26,259	8,734	34,993
1971-72	26,232	9,172	35,404
1972-73	26,183	9,526	35,709
1973-74		9,934	
1974-75		10,238	
1975-76		10,439	
1976-77		10,687	
1977-78		10,724	
1978-79		10,709	
1979-80		10,551	
1980-81		10,294	

Enrollments for 1965-66 are actual.

Table 35
ESTIMATES OF ENROLLMENTS - BERGEN COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	114,473	49,340	163,813
1966-67	116,167	50,667	166,834
1967-68	117,537	51,369	168,906
1968-69	118,294	53,107	171,401
1969-70	118,809	54,298	173,107
1970-71	118,380	55,183	173,563
1971-72	116,577	57,059	173,636
1972-73	114,383	58,414	172,797
1973-74		59,754	
1974-75		60,565	
1975-76		61,301	
1976-77		60,705	
1977-78		59,947	
1978-79		58,145	
1979-80		56,368	
1980-81		55,432	

Enrollments for 1965-66 are actual.

Table 36
ESTIMATES OF ENROLLMENTS - BURLINGTON COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	49,222	14,821	64,043
1966-67	52,255	15,379	67,634
1967-68	54,695	16,456	71,151
1968-69	56,703	17,713	74,416
1969-70	58,149	19,017	77,166
1970-71	58,597	20,681	79,278
1971-72	58,208	22,266	69,474
1972-73	57,583	23,477	81,060
1973-74		24,482	
1974-75		25,114	
1975-76		26,129	
1976-77		26,937	
1977-78		27,534	
1978-79		27,764	
1979-80		26,783	
1980-81		25,444	

Enrollments for 1965-66 are actual.

Table 37
ESTIMATES OF ENROLLMENTS - CAMDEN COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	62,486	22,403	84,889
1966-67	64,339	23,095	87,434
1967-68	65,867	23,813	89,680
1968-69	66,892	24,865	91,757
1969-70	67,810	25,559	93,369
1970-71	67,982	26,510	94,492
1971-72	67,681	27,345	95,026
1972-73	66,900	28,176	95,076
1973-74		29,540	
1974-75		30,389	
1975-76		31,261	
1976-77		31,611	
1977-78		31,478	
1978-79		30,944	
1979-80		30,179	
1980-81		29,123	

Enrollments for 1965-66 are actual.

Table 38
ESTIMATES OF ENROLLMENTS - CAPE MAY COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	6,940	2,383	9,323
1966-67	7,185	2,442	9,627
1967-68	7,346	2,494	9,840
1968-69	7,547	2,596	10,143
1969-70	7,685	2,722	10,407
1970-71	7,727	2,843	10,570
1971-72	7,696	2,974	10,670
1972-73	7,551	3,158	10,709
1973-74		3,264	
1974-75		3,364	
1975-76		3,438	
1976-77		3,391	
1977-78		3,427	
1978-79		3,427	
1979-80		3,350	
1980-81		3,266	

Enrollments for 1965-66 are actual.

Table 39
ESTIMATES OF ENROLLMENTS - CUMBERLAND COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	19,029	7,052	26,081
1966-67	19,497	7,180	26,677
1967-68	19,919	7,418	27,337
1968-69	20,173	7,570	27,743
1969-70	20,582	7,559	28,141
1970-71	20,660	7,722	28,382
1971-72	20,696	7,741	28,437
1972-73	20,558	7,896	28,454
1973-74		8,112	
1974-75		8,295	
1975-76		8,618	
1976-77		8,877	
1977-78		8,918	
1978-79		9,010	
1979-80		8,827	
1980-81		8,520	

Enrollments for 1965-66 are actual.

Table 40
ESTIMATES OF ENROLLMENTS - ESSEX COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	124,790	46,309	171,099
1966-67	126,716	46,694	173,410
1967-68	127,987	47,618	175,605
1968-69	129,161	48,514	177,675
1969-70	130,814	48,373	179,187
1970-71	130,990	48,759	179,749
1971-72	129,389	50,443	179,832
1972-73	127,899	51,437	179,336
1973-74		53,074	
1974-75		54,461	
1975-76		54,664	
1976-77		54,447	
1977-78		54,449	
1978-79		54,081	
1979-80		52,884	
1980-81		51,653	

Enrollments for 1965-66 are actual.

Table 41
ESTIMATES OF ENROLLMENTS - GLOUCESTER COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	27,627	9,649	37,276
1966-67	28,399	9,824	38,223
1967-68	28,990	10,137	39,127
1968-69	29,426	10,561	39,987
1969-70	29,503	11,059	40,562
1970-71	29,127	11,656	40,783
1971-72	28,396	12,312	40,708
1972-73	27,733	12,718	40,451
1973-74		12,924	
1974-75		13,017	
1975-76		13,099	
1976-77		13,103	
1977-78		13,071	
1978-79		12,844	
1979-80		12,279	
1980-81		11,616	

Enrollments for 1965-66 are actual.

Table 42
ESTIMATES OF ENROLLMENTS - HUDSON COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	60,512	23,926	84,438
1966-67	61,570	23,728	85,298
1967-68	62,235	23,934	86,169
1968-69	63,035	23,812	86,847
1969-70	63,595	23,897	87,492
1970-71	63,404	24,155	87,559
1971-72	62,795	24,549	87,344
1972-73	62,120	25,080	87,200
1973-74		25,768	
1974-75		26,565	
1975-76		27,064	
1976-77		27,272	
1977-78		27,240	
1978-79		2[illegible],862	
1979-80		25,944	
1980-81		25,066	

Enrollments for 1965-66 are actual.

Table 43
ESTIMATES OF ENROLLMENTS - HUNTERDON COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	11,523	3,918	15,441
1966-67	11,958	4,097	16,037
1967-68	12,375	4,136	16,511
1968-69	12,593	4,363	16,956
1969-70	12,901	4,528	17,429
1970-71	13,063	4,708	17,771
1971-72	13,089	4,970	18,059
1972-73	13,071	5,106	18,177
1973-74		5,380	
1974-75		5,493	
1975-76		5,681	
1976-77		5,777	
1977-78		5,778	
1978-79		5,841	
1979-80		5,740	
1980-81		5,599	

Enrollments for 1965-66 are actual.

Table 44
ESTIMATES OF ENROLLMENTS - MERCER COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	38,410	13,653	52,063
1966-67	39,449	14,068	53,517
1967-68	40,107	14,758	54,865
1968-69	40,599	15,560	56,159
1969-70	41,072	16,063	57,135
1970-71	41,161	16,784	57,945
1971-72	40,784	17,659	58,443
1972-73	40,359	18,165	58,524
1973-74		18,795	
1974-75		18,938	
1975-76		19,035	
1976-77		18,920	
1977-78		18,832	
1978-79		18,721	
1979-80		18,484	
1980-81		18,237	

Enrollments for 1965-66 are actual.

Table 45
ESTIMATES OF ENROLLMENTS - MIDDLESEX COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	85,448	30,687	116,135
1966-67	87,681	32,611	120,292
1967-68	89,240	34,618	123,858
1968-69	90,588	36,812	127,400
1969-70	91,865	38,380	130,245
1970-71	92,215	39,561	131,776
1971-72	91,995	41,306	133,301
1972-73	91,757	42,551	134,308
1973-74		43,439	
1974-75		44,386	
1975-76		44,971	
1976-77		44,985	
1977-78		45,357	
1978-79		45,354	
1979-80		44,551	
1980-81		44,206	

Enrollments for 1965-66 are actual.

Table 46
ESTIMATES OF ENROLLMENTS - MONMOUTH COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	70,554	22,995	93,549
1966-67	74,016	24,125	98,161
1967-68	75,145	25,539	100,684
1968-69	77,118	26,858	103,976
1969-70	78,470	28,643	107,113
1970-71	79,018	30,262	109,280
1971-72	78,495	32,047	110,542
1972-73	77,943	33,321	111,264
1973-74		34,505	
1974-75		35,457	
1975-76		35,805	
1976-77		36,187	
1977-78		36,586	
1978-79		36,583	
1979-80		36,200	
1980-81		35,189	

Enrollments for 1965-66 are actual.

Table 47
ESTIMATES OF ENROLLMENTS - MORRIS COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	55,519	18,878	74,397
1966-67	58,435	20,098	78,533
1967-68	60,914	21,476	82,390
1968-69	63,153	23,142	86,295
1969-70	65,247	24,866	90,113
1970-71	67,123	26,530	93,653
1971-72	68,586	28,559	97,145
1972-73	69,861	30,333	100,194
1973-74		31,887	
1974-75		33,340	
1975-76		34,416	
1976-77		34,981	
1977-78		35,396	
1978-79		35,901	
1979-80		36,328	
1980-81		37,202	

Enrollments for 1965-66 are actual.

Table 48
ESTIMATES OF ENROLLMENTS - OCEAN COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	28,236	8,605	36,841
1966-67	30,125	9,195	39,320
1967-68	32,112	9,844	41,956
1968-69	34,304	10,582	44,886
1969-70	36,383	11,483	47,866
1970-71	37,902	12,401	50,303
1971-72	38,991	13,516	52,507
1972-73	39,757	14,612	54,369
1973-74		15,348	
1974-75		16,151	
1975-76		17,063	
1976-77		17,838	
1977-78		19,131	
1978-79		20,369	
1979-80		20,783	
1980-81		20,849	

Enrollments for 1965-66 are actual.

Table 49
ESTIMATES OF ENROLLMENTS - PASSAIC COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	59,628	21,825	81,453
1966-67	61,443	22,161	83,604
1967-68	63,073	22,189	85,262
1968-69	64,702	22,381	87,083
1969-70	65,857	22,981	88,838
1970-71	66,430	23,969	90,399
1971-72	66,665	25,198	91,863
1972-73	66,556	26,469	93,025
1973-74		27,422	
1974-75		28,041	
1975-76		28,758	
1976-77		28,840	
1977-78		28,915	
1978-79		29,008	
1979-80		28,762	
1980-81		28,607	

Enrollments for 1965-66 are actual.

Table 50
ESTIMATES OF ENROLLMENTS - SALEM COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	11,653	3,477	15,130
1966-67	11,804	3,443	15,247
1967-68	11,780	3,450	15,230
1968-69	11,844	3,434	15,278
1969-70	11,680	3,579	15,259
1970-71	11,383	3,646	15,029
1971-72	11,035	3,684	14,719
1972-73	10,709	3,713	14,422
1973-74		3,666	
1974-75		3,614	
1975-76		3,638	
1976-77		3,617	
1977-78		3,630	
1978-79		3,581	
1979-80		3,346	
1980-81		3,171	

Enrollments for 1965-66 are actual.

Table 51
ESTIMATES OF ENROLLMENTS - SOMERSET COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	31,861	10,577	42,438
1966-67	33,687	11,256	44,943
1967-68	35,290	12,140	47,430
1968-69	36,741	13,085	49,826
1969-70	37,952	14,238	52,190
1970-71	38,960	15,123	54,083
1971-72	39,272	16,304	55,576
1972-73	39,513	17,278	56,791
1973-74		18,203	
1974-75		19,487	
1975-76		20,156	
1976-77		20,760	
1977-78		21,151	
1978-79		21,071	
1979-80		20,902	
1980-81		20,472	

Enrollments for 1965-66 are actual.

Table 52
ESTIMATES OF ENROLLMENTS - SUSSEX COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	12,189	3,560	15,749
1966-67	12,921	3,717	16,638
1967-68	13,707	3,866	17,573
1968-69	14,419	4,104	18,523
1969-70	15,151	4,338	19,489
1970-71	15,760	4,605	20,365
1971-72	16,201	4,937	21,138
1972-73	16,603	5,195	21,798
1973-74		5,560	
1974-75		5,955	
1975-76		6,250	
1976-77		6,630	
1977-78		6,886	
1978-79		7,108	
1979-80		7,235	
1980-81		7,213	

Enrollments for 1965-66 are actual.

Table 53
ESTIMATES OF ENROLLMENTS - UNION COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	73,186	30,668	103,854
1966-67	73,780	31,148	104,928
1967-68	73,885	31,914	105,799
1968-69	73,609	32,610	106,219
1969-70	73,468	33,131	106,599
1970-71	72,548	33,547	106,095
1971-72	70,791	34,273	105,064
1972-73	69,402	34,457	103,859
1973-74		34,623	
1974-75		34,606	
1975-76		34,357	
1976-77		34,143	
1977-78		33,692	
1978-79		33,427	
1979-80		32,378	
1980-81		31,132	

Enrollments for 1965-66 are actual .

Table 54
ESTIMATES OF ENROLLMENTS - WARREN COUNTY
1966-67 through 1980-81

Year	K-8	9-12	K-12
1965-66	11,310	3,986	15,296
1966-67	11,599	4,050	15,649
1967-68	11,812	4,158	15,970
1968-69	12,041	4,286	16,327
1969-70	12,120	4,436	16,556
1970-71	12,166	4,558	16,724
1971-72	12,144	4,692	16,836
1972-73	12,005	4,944	16,949
1973-74		5,032	
1974-75		5,071	
1975-76		5,173	
1976-77		5,145	
1977-78		5,179	
1978-79		5,186	
1979-80		5,080	
1980-81		4,995	

Enrollments of 1965-66 are actual.