

**A Feasibility Study to Determine the Impact of  
Modifying the Sending-Receiving Relationship  
Between the Mine Hill Board of Education and  
the Board of Education of Dover**



**CONSULTING SERVICES ASSOCIATES**

**LEONARD H. ELOVITZ, Ed.D.  
ROBERT L. GORDON  
RICHARD ROSENBERG**

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## Executive Summary

The Mine Hill Board of Education entered into an agreement with Consulting Services Associates (CSA) to assess the impact of modifying the sending-receiving relationship with the Board of Education of Dover. Currently, resident Mine Hill students in grades 7 through 12 to Dover on a tuition basis. The Mine Hill Board is interested in, beginning in September 2017, retaining the 7<sup>th</sup> and 8<sup>th</sup> grades and educating them in the Canfield Avenue School.

CSA is an LLC consisting of retired superintendents of schools who possess ample experience in matters relating to the governance and operation of public school districts, and are experience in completing studies of this nature.

In this study, the CSA associates assigned analyzed the impact of the desired modification on the students and programs of both districts.

There would be no significant negative impact to the program at Dover Middle School should the sending-receiving relationship be modified to return the resident 7<sup>th</sup> and 8<sup>th</sup> grade students to Mine Hill. These students make up only about 10% of the school's enrollment, so that their removal should not preclude Dover from offering its current full array of programs and extra-curricular offerings.

The impact of the proposed modification on the Mine Hill district and its students would be mainly positive. The 7<sup>th</sup> & 8<sup>th</sup> grade students would benefit from a curriculum developed by their teachers that is based on their previous elementary school experience; although the trip is short, students would not have to spend time on busses that could be more productively used; parents would have easier access to the teachers and administrators in their smaller home district; and teachers and other Canfield School personnel would know the students well by the time they reach 7<sup>th</sup> and 8<sup>th</sup> grade.

The modification of the sending-receiving relationship will result in slightly higher proportion (about 4.2 percentage points) of minority students at Dover Middle School. Therefore, the modification to the current sending-receiving relationship would not result in significant negative impact on the racial/ethnic balance at Dover Middle School.

The Canfield School population is well integrated and is closer to the characteristics of the state as a whole. Being that the students are coming from the same families it is reasonable to assume that the racial/ethnic balance of that facility would not be impacted to any great degree by the modification of the current sending-receiving relationship.

Based on the estimated projections, there would not be a negative impact on the facilities in Mine Hill should the sending-receiving relationship with Dover be modified such that the Mine Hill 7<sup>th</sup> and 8<sup>th</sup> graders be educated at the Canfield School instead of Dover Middle School. A number of years ago the Mine Hill Board of Education placed an addition on the building in anticipation of bringing back the 7<sup>th</sup> and 8<sup>th</sup> grades. For the foreseeable future, the total number of students including the choice students, would not exceed the functional capacity of the building.

The estimated enrollment at Dover Middle School with the Mine Hill students included is projected to slightly exceed the functional capacity beginning in 2018-19. However, the differences are not that large and should be easily accommodated by Dover. Not having the Mine Hill students, however, would make the fit more comfortable. Modification of the agreement would not result in a negative impact to the facilities in either district.

The tuition formula is calculated to support the educational program of the students being sent and not to subsidize the costs of the receiving district. Therefore, Dover should be able to reduce its budget commensurate with the loss of tuition as the Mine Hill 7th and 8th graders phase-out. Tuition for Mine Hill 7th and 8th grade resident students makes up a very small portion (about 1.4%) of the Dover budget. Therefore, Dover could choose not to reduce its appropriation and cover the costs from other revenue sources. In that case, there could be what might be considered a small negative impact that would not be considered significant.

After increasing its budget to accommodate the 7<sup>th</sup> graders next year and the 8<sup>th</sup> graders the following year, the tuition savings, transportation savings and increased state aid for choice students will result in additional funds for program enhancement or property tax relief in Mine Hill. Therefore, the modification would result in a positive fiscal impact for Mine Hill.

After careful consideration of the facts, conditions and projections, it is the opinion of the CSA consultants that there would be no significant negative impact to educational programs, racial/ethnic balances, enrollments, or finances in either district should the sending-receiving relationship that currently exists between the Mine Hill Board of Education and the Board of education of Dover be modified such that the resident Mine Hill 7<sup>th</sup> and 8<sup>th</sup> grade students be educated at the Canfield School. The advantages identified for the Mine Hill district, its students and parents outweigh any small negatives that could be identified. CSA sees no reason why the Mine Hill Board should not proceed in seeking approval of the desired modification.

## Introduction

The Mine Hill Board of Education issued a request for proposals in the summer of 2016. That request, pursuant to N.J.S.A. 18A:38-13 and 6A:3-6.1, sought consultant services for a feasibility study to modify the sending-receiving relationship with the Board of Education of Dover for students in grades 7-12 who reside in Mine Hill. In September, the Mine Hill Board awarded a contract to Consulting Services Associates (CSA) to complete the study.

CSA is an LLC consisting of retired superintendents of schools who possess ample experience in matters relating to the governance and operation of public school districts. In the proposal CSA indicated that the following principal partners, both former superintendents in Morris County, would work on this study:

- Leonard Elovitz
- Robert Gordon

Also contributing to the overall effort would be CSA Senior Associate, Richard Rosenberg who is the former New Jersey Assistant Commissioner for Finance and Deputy Commissioner of Education.

The proposal summarized the consultants' qualifications and experience with emphasis on projects completed in the past that focused on issues similar to those that confront the Mine Hill Board of Education. Those related projects included analyses of sending-receiving relationships (with recommendations), demographic studies, and matters relating to consolidation and/or regionalization of New Jersey School districts. CSA's proposal also incorporated a comprehensive listing of references from current and recent clients. The proposal noted that CSA has been doing business as an entity in this state since 1998. Many of the company's clients have contracted with CSA for "repeat business" following the completion of an initial task.

On July 7, 1993, the Mine Hill Board of Education entered into an agreement with the Board of education of Dover to "send its middle and high school pupils, grades 7 through 12, to Dover Middle and High Schools as the schools for attendance of Mine Hill Township pupils" on a tuition basis. The term of the agreement was to be 7 years beginning with the 1993-94 school year. "Negotiations ...to consider renewal of this Agreement for a further term" were to begin about a year prior to the termination date. As far as we are able to ascertain, those negotiations never took place and Mine Hill has continued to send its students to Dover. At this point in time, Mine Hill is interested in modifying the current arrangement and to phase out sending its 7<sup>th</sup> and 8<sup>th</sup> grade to Dover Middle School beginning with the current 6<sup>th</sup> grade.

Beginning in the fall, CSA representatives conducted on-site meetings with senior administrators at both Mine Hill and Dover. During those visits, relevant documents were collected for later review by the consultants who also made extensive use of the information available on the websites of the two school districts and the New Jersey Department of Education (NJDOE). Data obtained from the NJDOE website were the most current available at the time that the report was completed. This report results from the analysis of information gained from those meetings and the data obtained from the documents and websites.

## Chapter 1

### Programmatic Impact

In this section, the impact of the modification of the current sending-receiving relationship between the Mine Hill Board of Education and the Board of Education of Dover is assessed.

For many years dating to the 1950's much of Morris County was rural or semi-rural and few communities in the area could afford to build and maintain high schools of their own. For some, "middle" schools for the upper elementary grades were also unattainable leaving school districts with, as the only option of sending youngsters to schools in nearby districts on a sending-receiving basis with the various boards of education paying the prescribed tuition to the host district while funding the costs of transportation out of annual budgets.

One such relationship is that which exists between the school districts of Mine Hill and Dover. This relationship between Mine Hill and Dover is so long standing that none of the central office administrators was aware of when the two districts began to collaborate on the education of upper grade students. One document titled "Sending-Receiving Agreement," was discovered that verified that Mine Hill has sent students to Dover on a tuition basis since at least 1963. A copy of that document can be found in Appendix A. That arrangement has included Mine Hill students enrolled in grades seven through twelve. Recently (in 2016), the board and administration of the Mine Hill Schools have expressed an interest in "returning" seventh and eighth graders to this community's Canfield Avenue School effective September 2017. Should this change come to pass it would have no effect on the placement of high school students (grades 9-12) who would continue to attend Dover High School on a tuition basis as funded by the Mine Hill Board. It should be noted that the two school systems and their respective communities are geographically quite close to one another and travel time between the two has never been an issue or problem. Mine Hill's superintendent of schools, Lee Nittel expressed confidence in the Dover Schools ability to continue to offer local residents a quality education in all grades. He added that some Mine Hill residents (parents and students) choose middle and or high school options other than Dover for personal reasons.

Mine Hill operates only one school facility: The Canfield Avenue School (CAS), which at present houses children in grades pre-k through six. The school is well maintained and has undergone several renovations and expansions in recent years. Local school officials now believe that the school could accommodate all of the seventh and eighth graders who live in the community at the Canfield site thus saving tuition and transportation costs currently incurred by the district to send those two grades to Dover for education in the final two years of elementary school education. They believe that Canfield can accommodate all of Mine Hill's resident youngsters who are enrolled through grade eight. In addition, the district leadership has expressed that a revised arrangement would give the board and administration greater control over the education offered to the children who reside in this community.

To that end, the Mine Hill Board retained the services of CSA as consultants charged with the task of determining whether or not "returning" older elementary students to Mine Hill

would be feasible and would not create undue hardship for either of the school systems affected by a possible change. Mine Hill Superintendent of Schools Lee Nittel indicated that he would like to see the two grades “transitioned” into the Canfield Avenue School over a two-year timeframe with seventh graders “returning” in 2017 and eighth graders enrolling at the school commencing studies in 2018.

Subsequent to meetings with the Mine Hill administration, three CSA representatives met in Dover with Superintendent of Schools Robert Becker, Assistant Superintendent for Curriculum, Beth Schoonmaker and School Business Administrator, Catherine Jenisch. Both Mr. Becker and Ms. Schoonmaker are long standing employees of the Dover Public Schools who served initially as teachers before rising in the administrative ranks. Mr. Becker indicated that he had been employed by the Dover Board of Education in a professional capacity for over 40 years. As such, he demonstrated intimate knowledge of local school operations as well as of the school district’s history. During the meeting, he advised the consultants that Mine Hill had sought to withdraw its seventh and eighth graders in the past without success when that district’s petition was declined by the N.J. Commissioner of Education. The CSA consultants indicated that demographic (and other) factors had changed in the intervening years and that the consultants were obligated to proceed with the study as specified in CSA’s contract with Mine Hill. CSA also pointed to the factor that Mr. Becker had signaled cooperation with the effort to alter the sending-receiving relationship in correspondence he sent to Mr. Nittel in April 2016. In that letter, Mr. Becker said the following:

*“If Mine Hill desires to embark upon a structural design in which a gradual transition of the Grade Seven and Grade Eight is accommodated within the boundary of the Mine Hill School District, I would be glad to support the endeavor in any way possible.”*

Nonetheless, it became readily apparent as the meeting progressed that the two senior Dover officials harbored some concerns about the financial impact on the Dover school budget and their opinion that the loss of the Mine Hill tuition could hamper teacher staffing and other aspects of school life and operations for Dover.

The discussion turned to the participation and success of Mine Hill students in Dover Middle School. The administrators indicated that those students were well integrated into the school, which was doing well. Test results were pointed to in support of these assertions. When asked how well Mine Hill students were doing, we were informed that all of the students were considered Dover Middle School students and testing results were not disaggregated in that way. CSA later made a formal request for this information and received a report titled “State Assessments 2015-16 Mine Hill Results.” A copy of that report, which can be found in Appendix D contains the following table:

<b>Assessment</b>	<b>Mine Hill Students Meeting or Exceeding Expectations</b>	<b>District Average Percentage Students Meeting or Exceeding Expectations</b>	<b>State Average Percentage Students Meeting or Exceeding Expectations</b>
<b>Grade 7 Math</b>	<b>45.5%</b>	<b>43.8%</b>	<b>38.7%</b>
<b>Grade 7 ELA</b>	<b>72.7%</b>	<b>68.4%</b>	<b>56.3%</b>
<b>Algebra I</b>	<b>100%</b>	<b>86.1%</b>	<b>41.0%</b>
<b>Grade 8 ELA</b>	<b>92.9%</b>	<b>70.7%</b>	<b>55.2%</b>

This summary of results indicates that the students of Dover Middle School exceeded the those of the state as a whole in both math and English language arts in 7<sup>th</sup> and 8<sup>th</sup> grade in terms of the percentages meeting or exceeding expectations and that the Mine Hill students exceeded those of the school as a whole on each measure. There was no indication of statistical significance listed.

When discussing participation of Mine Hill students, the administrators emphasized that all services, including interscholastic sports were enjoyed by all enrolled students whether they lived in Dover or in Mine Hill. They indicated that Mine Hill students were not charged any participation fees. It is our understanding that the tuition being paid would already cover any such participation.

Following the meeting CSA contacted Assistant Superintendent Schoonmaker with a request for information regarding programmatic, curricular and co-curricular offerings for seventh and eighth graders irrespective of community of residence. Ms. Schoonmaker sent CSA a listing (with descriptions) of extra-curricular activities that may be chosen by seventh and eighth graders as follows:

- Academic Assistance
- Builders Club
- Chess Club
- Drama Club
- French Club
- Forensics
- Jazz Band
- National Junior Honor Society
- Newspaper Club
- Picatinny Pumpkin Sling
- Student Council
- Yearbook Club
- Varsity Sports

Note that the sports are interscholastic and include programs for both sexes with the following listed:



- Baseball
- Boys Basketball
- Girls Basketball Cross Country
- Boys Soccer
- Girls Soccer
- Softball
- Track
- Wrestling

Superintendent Nittel indicated that Mine Hill does not offer sports competition between schools and instead opts for having an intramural program that would be expanded to include the returned 7<sup>th</sup> and 8<sup>th</sup> graders. He went on to indicate that the district budget could easily accommodate the addition of teams and clubs for the older students. He also pointed out that township provides an extensive recreation program.

With regard to the curriculum the Dover schools do not provide comprehensive guides on the district's website, although CSA was directed to that site by the Dover administrators. Rather, the site includes a statement of assurances for each program attesting to the fact that the schools comply with the standards adopted by the New Jersey State Board of Education. When asked by the consultants who is charged with the actual development of the curriculum and the related units of study and teacher guides CSA was told that these functions are managed by Dover staff and that Mine Hill educators are not invited to participate. The Dover administrators indicated that an invitation was extended for a staff development session on the implementation of a new program that none of the Mine Hill teachers attended. They also pointed out that there is a member of the Mine Hill Board sitting on the Dover Board who, by statute, only votes on matters that directly affect the Mine Hill resident students.

No in depth review of program offerings was conducted by CSA since Mine Hill administrators are planning to develop their own 7<sup>th</sup> and 8<sup>th</sup> grade curriculum such that programs for those grade levels would flow from the existing sixth grade course offerings thus providing the continuity sought by the district's leadership.

Curriculum development in Mine Hill relies heavily on the teaching staff, as it should. The superintendent and the principal also participate as facilitators. When necessary the expertise of consultants is called upon. Curriculum writing occurs throughout the school year and teachers are given extra compensation for summer work. A committee has already been formed to discuss 7<sup>th</sup> and 8<sup>th</sup> programming and additional funds will be allocated in the 2017-18 and 2018-19 budgets for summer work.

In a letter dated July 21, 2016 from Assistant Commissioner Robert Bumpus, Superintendent Nittel was informed that the Mine Hill School District had "...satisfied at least 80% of the weighted indicators in each of the five areas of the QSAC review process and has been designated as 'high performing.' The five areas of the Quality Single Accountability Continuum (QSAC) being referenced are Instruction and Program, Fiscal Management, Governance, Operations and Personnel. Under the same leadership, it is reasonable to assume

that the district would continue to achieve its “high performing” rating with the return of the 7<sup>th</sup> and 8<sup>th</sup> graders.

In order to gain further insights into the possible impact of changing the sending-receiving relationship between Dover and Mine Hill, the following questions were submitted to Superintendent Becker whose responses appear below.

1. To what extent are Mine Hill (MH) 7<sup>th</sup> and 8<sup>th</sup> graders integrated into the “life” of Dover Middle School which they attend under a sending/ receiving relationship between the two districts?

*Mine Hill students are welcomed into Dover Middle School and play active and vibrant role in all aspects of the school community, including academic, activities, and social elements.*

2. It appears that the arrangement between the two districts has been in place since 1963. Are you aware of any problems relating to the presence of Mine Hill youngsters in Dover Middle School that have occurred over the years?

*There is an adjustment period that occurs when students attend any Middle School. My opinion is that there are no specific endemic problems relating to Mine Hill students attending the Dover Middle School. Transportation (bus behaviors) have occasionally been an issue, but this is not related to the Middle School program. Challenges are more directly related to class specific issues rather than any systemic problems between districts. As an example, we find the majority of the current challenges with Mine Hill students to be longitudinal in nature, with an etiology back to their elementary experience. The comments I have heard directly relate to parent satisfaction. They reported that they are happy to have their children leave Mine Hill, where it has been reported to me that there is a perception of lack of discipline and consequences for poor behavior. They also enjoy the variety of services, academic and nonacademic programs, and enhancement of educational opportunities. However, this has usually been reported as a reaction to a specific challenge, so the reports may not be demonstrative of a gestalt view of historical practice for any district.*

3. To what extent do MH students participate in the “life” of the school including, but not limited to co-curricular programs such as sports, music and club activities as sponsored by the school?

*This was asked and answered in Question #1. Mine Hill students are an active part in every element of the school from Academic to Extracurricular, including activities such as the school play and music program.*

4. In your view as district superintendent what, if any, adverse conditions would accrue should the MH pupils “return” to their home district beginning with the 7<sup>th</sup> graders in 2017 and the 8<sup>th</sup> in 2018?

*There would be a significant fiscal impact on Dover, with a loss of up to \$300,000 per grade level dependent upon enrollment. The ethnic balance concerns, reflected in the Court Decision favoring Dover, would still apply. I have no knowledge as to what academic and/or extracurricular program is proposed for Mine Hill, so I cannot speak to what adverse conditions would negatively impact the students upon their return to Mine Hill.*

5. Would it be more or less problematic for Dover if all of the MH students withdrew from Dover in 2017? How so?

*I think this question is premature, as the two Boards of Education should meet and discuss all aspects of the send-receive relationship and intra-district contractual obligations. While Superintendents can agree “in principle”, the final approval and contractual obligations must take place at the Board of Education level.*

6. How are the students in the middle school grades grouped for instruction? Homogeneously or heterogeneously? Are the youngsters organized into multi-disciplinary teams?

*Heterogeneously*

7. How would the loss of the MH pupils impact the school’s interscholastic sports program? Other co-curricular programs?

*There would be fewer students participating.*

8. Does the DMS guidance department “track” the post 8<sup>th</sup> grade educational choices of its graduating class each year? If so, what does that tracking reveal?

*Grade 8 students do not graduate. They do move into a variety of programs both internal and external. Historically, many students participated in a variety of programs including but not limited to the Academy of Health Sciences, the Fine and Performing Arts Academy, the Learning Community for students with a penchant for learning and the standard educational program.*

8. How would the loss of the MH pupils affect the staffing of DMS? Would a concomitant reduction in professional (and perhaps support) personnel be accomplished? Would such a reduction adversely staff morale to the extent that it would have an impact on school climate?

*This question belies the concern from Dover that communication must take place before questions such as this are posed. If Mine Hill were to withdraw Grade 7 and Grade 8 from Dover, would they continue to recruit and enroll students into their Choice Program*

*in Grades K-6, or even Grades 7 and 8? Would students currently enrolled in Choice K-6 be carried-over into the Grade 7&8 program? Does the universe of Mine Hill's projected enrollment preclude additional students from Dover enrolling into the Seventh and Eighth Grade Program or would they be actively recruited to establish additional classes? Are there any long term provisions proposed for a revision of the Send/Receive document? To question Dover on the staffing impact prior to any discussion as to the factors involving student enrollment strains credulity and reinforces that fact that there must be Board to Board communication to identify the scope and nature of any proposed separation.*

9. What would you envision the impact on school life would be long-term in the absence of the MH enrollees?

*The question assumes that only the Mine Hill Grade 7&8 residents would attend the Mine Hill District. We have always embraced Mine Hill students, and they become part of the Dover family upon the first day of enrollment. It is my opinion that we are all enriched by the diversity of our experience.*

10. Generally, are teachers and other staff members at DMS aware of the community of residence of individual students or is that information "invisible" to personnel?

*I believe that the community of origin is not a primary concern to the staff, as much as meeting the individual needs of the child.*

11. Are the MH youngsters randomly assigned to home rooms or do they tend to be clustered together?

*Homeroom assignments are not based on community of origin*

12. Have any parental concerns or issues regarding the sending/receiving arrangement been brought to your attention over the years? If so, what have they focused on?

*This question, considering my employment in the district for 42 years, is overly broad in scope and impossible to answer in a comprehensive manner. I have generally found that Mine Hill Parents are satisfied with the quality of education, program, and continuity of discipline. I have been made aware that many Mine Hill parents do not want their children to attend Mine Hill in Grades 7 & 8, as they feel their child benefits from a change in venue. When Mine Hill shared a Superintendent with Wharton, it was interesting how selection and enrollment into Wharton's Choice program favored students who were not receiving Special Education Services, and who had passing grades on State Testing. With administrative changes at each of the aforementioned districts, that is no longer the case.*

As part of the feasibility study regarding the sending/receiving relationship between Mine Hill and Dover, CSA representatives assessed the preparedness of Mine Hill for possibly adding a seventh grade to the Canfield Avenue School (CAS) in September of 2017 followed by the 8<sup>th</sup> grade in September 2018. To that end, CSA conducted an in-depth interview of Principal Adam Zygmunt on January 5th in his school office. That interview was nearly 2 hours in length.

Mr. Zygmunt actually performs a dual function: he serves as both building principal and curriculum coordinator for all grades housed at the school. He has been serving in those capacities for about four years. He was not promoted “through the teaching ranks at Mine Hill,” but rather earned the appointment as an out-of-district applicant having served as an administrator in a nearby school system. That is not to say that the principal does not have direct classroom experience. He began his career as a teacher of science and he still retains a fondness for that important subject area.

Adam Zygmunt is an energetic and knowledgeable educator. During the course of the interview he demonstrated a thorough insight into the operation of the school as well as a strong awareness of the skills and aptitudes of building personnel. He and the superintendent split the supervisory responsibilities with each observing and evaluating half the faculty. The principal is highly energetic and employs that energy on a day-to-day basis to ensure that all aspects of the school are functioning smoothly.

Asked about his communications with Dover Public School administrators regarding the welfare of the Mine Hill resident pupils who attend Dover Middle School (DMS) he indicated that on his arrival at Mine Hill he had ongoing contact with the then principal of DMS especially as it related to disciplinary issues that involved MH residents. That DMS principal was reassigned to another post in Dover and Mr. Zygmunt said he had very little communication with the current principal in Dover. When asked, he replied that to his knowledge neither he nor the MH superintendent had ever been asked for input or feedback on curriculum development or the adoption of instructional materials that would be used by all seventh and eighth graders including MH residents enrolled at DMS. Nor did he indicate that he was aware of any invitations for MH professional staff to participate in any staff development or in-service training sessions designed to familiarize teachers with newly adopted materials to be used in the classroom.

Principal Zygmunt reported that faculty and staff are fully aware of the possible addition of a seventh grade at CAS in September should all the requisite approvals be attained. He expressed confidence that a seventh grade (and later an eighth grade) would “fit” comfortably on the CAS campus as it is currently configured. He added that some full-sized classrooms are currently being used for small group instruction and other activities or functions that do not require large classrooms.

The principal observed that, in his view, resident youngsters in seventh and eighth grade would be better served in their “home” districts while acknowledging that local youth are excelling at DMS and are often cited for their academic achievements with quite a few being tapped for participation in the school’s gifted and talented program (G/T).

One clear advantage to having the middle schoolers return to CAS would be the adoption of a curriculum and program of studies that would be locally produced and deemed appropriate for the student population. That program would be thoroughly articulated with the existing program in place for grade six (and earlier). He said that teachers are already enthusiastic about the possible impending change and many are already expressing a strong willingness to contribute to the curriculum development process. Mr. Zygmunt said he was uncertain as to whether the work would be done during the school year during non-school hours or during the summer months.

The principal said he was certain that the proposed 2017-18 school budget would contain adequate funding for compensation for “extra” staff work whenever it might occur. He also said that the budget would also be designed in such a way as to allow for the purchase of all of the instructional materials that would be needed for the “new” grade level(s.)

Teachers and administrators are also looking at the state standards for all subject areas and would make certain that any newly adopted program conforms to those standards.

Regarding health and physical education, Mr. Zygmunt said the health instructor is looking at what changes might be needed in the instructional spaces assigned to those subjects as they may impact on grades seven and eight.

Mr. Zygmunt noted that MHCAS faculty and staff share a vision that their purpose is to help children in their charge to become successful, confident and resourceful intimating that such a goal would be more achievable if resident seventh and eighth graders remain at CAS for both the elementary and middle school years. He added that parents would be happier with such an arrangement since they generally have a high level of confidence in what transpires at CAS on a day-to-day basis.

In summary, Mr. Zygmunt cited the presence of dedicated teachers and supportive parents as a key element in the process of returning seventh and eighth graders to their “local” school. He added that local control over the grades currently overseen by DMS would better serve the Mine Hill community by ensuring that the Mine Hill children would remain “home” through the end of grade eight. He saw the school building and campus as more than adequate to handle the projected needs.

There would be no significant negative impact to the program at Dover Middle School should the sending-receiving relationship be modified to return the resident 7<sup>th</sup> and 8<sup>th</sup> grade students to Mine Hill. These students make up only about 10% of the school’s enrollment, so that their removal should not preclude Dover from offering its current full array of programs and extra-curricular offerings.

We believe that the impact of the proposed modification on the Mine Hill district and its students would be mainly positive. The 7<sup>th</sup> & 8<sup>th</sup> grade students would benefit from a curriculum developed by their teachers that is based on their previous elementary school experience; although the trip is short, students would not have to spend time on busses that could be more productively used; parents would have easier access to the teachers and administrators in their

smaller home district; and teachers and other Canfield School personnel would know the students well by the time they reach 7<sup>th</sup> and 8<sup>th</sup> grade.

The Mine Hill 7<sup>th</sup> and 8<sup>th</sup> graders in Dover Middle School are performing well on state testing. Based on their elementary school preparation and testing results, it is reasonable to assume that this success would continue and may even be enhanced by their experiences in Canfield School.

There is a current body of research that questions the efficacy of middle schools, and a number of districts throughout the country are moving back to the pre-K 8 structure. There is also a contention that reducing the number of transitions from school to school would be beneficial to students. (See the article “Middleschoolosaurus Rex: Is the Middle School Becoming Extinct?” written by Dr. Elovitz and published in *Principal Leadership* in Appendix E)

Mine Hill would not be able to, nor are they desirous of offering interscholastic sporting competition to the extent that students currently have access to in Dover. However, the district would extend its intramural program to the upper grades and students already take advantage of the township’s recreation program. It should be noted that there is a school of thought that argues against extensive interscholastic competition for younger students.

Based on the interviews and on other factors gleaned through the study process, CSA is convinced that the administration and faculty, with the support of the local board of education, can have Canfield School in a state of readiness to accept seventh graders in September 2017 followed by the eighth grade in September 2018. We are also confident that the program provided would be of a high caliber that will serve the students and community well.

## Chapter 2

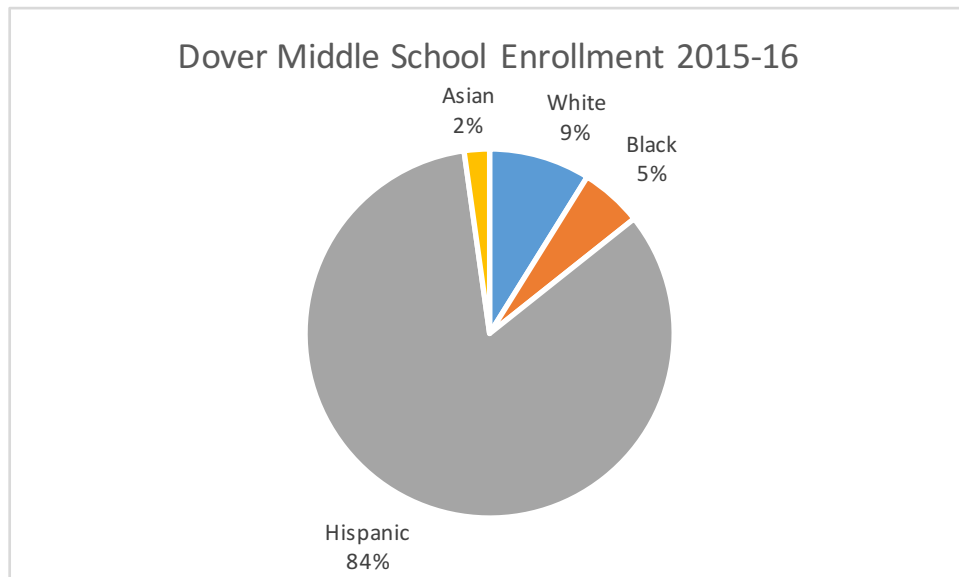
### Racial/ Ethnicity Impact

In this section, a determination is made on the impact on the racial/ethnic balance of Dover Middle School and the Canfield School in Mine Hill if the current sending-receiving relationship is modified such that Mine Hill 7<sup>th</sup> and 8<sup>th</sup> graders would stay in the Mine Hill before moving on to Dover High School in 9<sup>th</sup> grade. The proposed plan calls for the phasing out of Mine Hill students beginning with the 2017-18 Seventh grade. The current 6<sup>th</sup> grade, and those thereafter, would remain at the Canfield School.

The table below records the racial and ethnic balance of 7<sup>th</sup> and 8<sup>th</sup> graders in Dover Middle School in the 2015-16 school year. The minority population at that time was 91.1% and the total white population was 8.95%. The sources of the data for this section were the New Jersey Department of Education website and the school districts.

Table 2.1 Dover Middle School Enrollment 2015-16

Grade	White	Black	Hispanic	Asian	Total
Grade 7	20	18	219	8	265
Grade 8	21	9	183	2	215
Ungraded	3	0	12	1	16
Total	44	27	414	11	496
Percent	8.9%	5.4%	83.5%	2.2%	100.0%

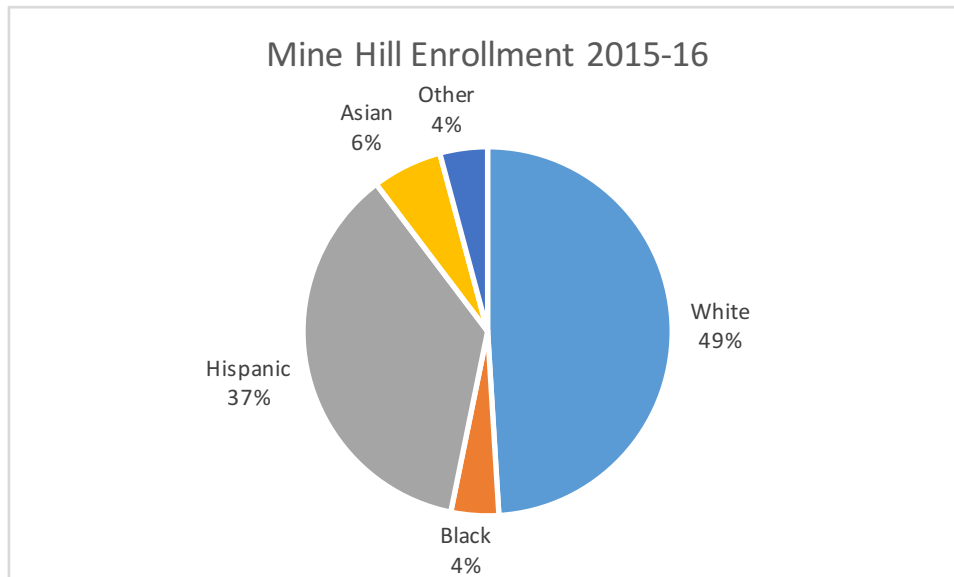




The table below records the racial and ethnic balance of Mine Hill’s Canfield School in the 2015-16 school year. The total minority population that year was 51% and the proportion of white students was 49%.

Table 2.2 Canfield School Enrollment 2015-2016

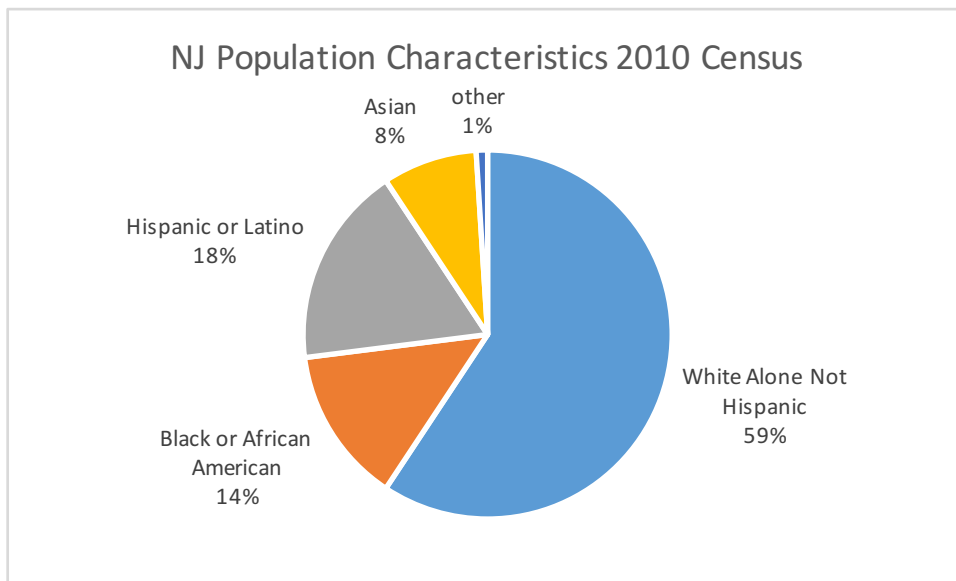
Grade	White	Black	Hispanic	Asian	Other	Total
Pre-K	11	1	11	2	4	29
K	18	1	21	4	2	46
1	23	2	15	3	3	46
2	24	0	15	3	1	43
3	33	3	11	5	0	52
4	24	4	20	0	1	49
5	21	1	17	4	2	45
6	22	3	21	1	2	49
Total	176	15	131	22	15	359
Percent	49.0%	4.2%	36.5%	6.1%	4.2%	100.0%



Listed below is the racial ethnic balance of the state listed in the 2010 National Census Report. Canfield School is more diversified and closer to the percentages of the state as a whole.

Table 2.3 NJ Population Characteristics 2010 Census

Race/Ethnicity	Percent
White Alone Not Hispanic	59.3
Black or African American	13.7
Hispanic or Latino	17.7
Asian	8.3
Other	1
Total	100.0



The table below lists the ethnic/racial balance of the Mine Hill tuition students sent to Dover Middle School in 2015-16.

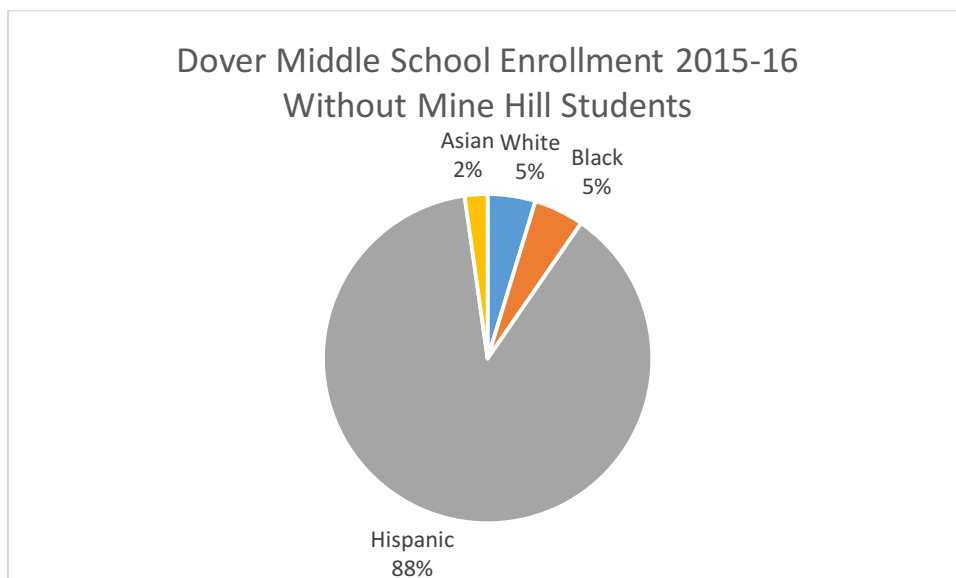
Table 2.4 Mine Hill Students in Dover Middle School in 2015-16

Grade	White	Black	Hispanic	Asian	Total
Grade 7	16	4	16	1	37
Grade 8	6	1	4	0	11
Ungraded	1				1
Total	23	5	20	1	49
Percent	46.9%	10.2%	40.8%	2.0%	100.0%

The table below shows what the ethnic/racial composition of Dover Middle School in 2015-16 would have been if the Mine Hill students were not enrolled there.

Table 2.5 Dover Middle School - 2015-16 Without Mine Hill Students

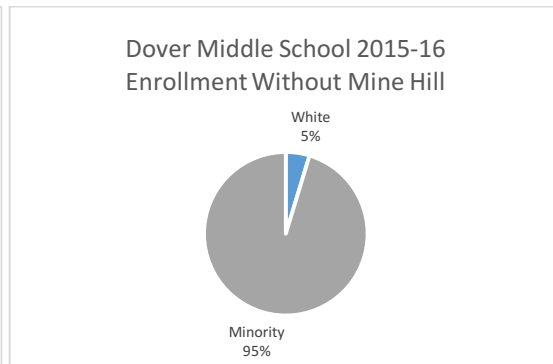
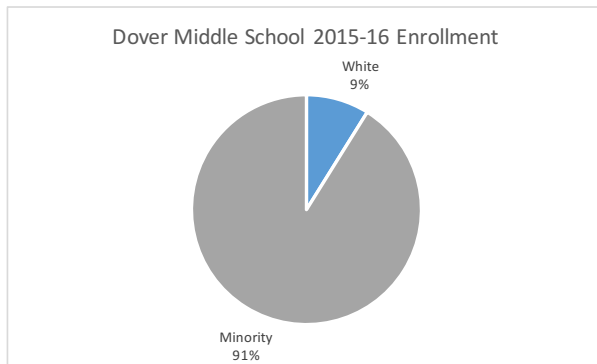
Grade	White	Black	Hispanic	Asian	Total
Grade 7	4	14	203	7	228
Grade 8	15	8	179	2	204
Ungraded	2	0	12	1	15
Total	21	22	394	10	447
Percent	4.7%	4.9%	88.1%	2.2%	100.0%



A comparison of the ethnic/racial composition of Dover Middle School with and without the Mine Hill students is presented in the table below.

Table 2.6 Dover Middle School - 2015-16 With and Without Mine Hill Students

Grade	2015-16 With Mine Hill			2015-16 Without Mine Hill		
	White	Minority	Total	White	Minority	Total
7	20	245	265	4	224	228
8	21	194	215	15	189	204
Ungraded	3	13	16	2	13	15
Total	44	452	496	21	426	447
Percent	8.9%	91.1%	100	4.7%	95.3%	100



The minority population at Dover Middle School in the 2015-16 school year was 91.1%. Without the Mine Hill Students, the minority population at the school would have been 95.3%. This calculates to a difference of 4.2 percentage points. That is to say that if Mine Hill had not sent their 7<sup>th</sup> and 8<sup>th</sup> grade students to Dover Middle School in 2015-16, the minority population at the school would have been 4.2 percentage points higher at 95.3% and the white population would have been 4.2 percentage points lower at 4.7%.

The racial/ethnic balance at the Canfield School is likely not to be affected to any significant degree by bringing back the 7<sup>th</sup> and 8<sup>th</sup> graders. It is assumed that the choice students attending the Canfield School for the elementary grades would continue to do so for grades 7 and 8. Those students, along with the Mine Hill residents, would continue to be educated in a racially diverse environment.

It is reasonable to assume that the racial/ ethnic mix would remain close to the same in the 2 communities in the near future. The percentage of minority students at the Dover Middle School is projected to increase by only 4.2 points as a result of the Mine Hill 7<sup>th</sup> and 8<sup>th</sup> graders remaining in the Canfield School. The ethnic balance in the Canfield School would remain about the same. Therefore, there would not be a significant negative impact to either Mine Hill or Dover students that would result from the return of the 7<sup>th</sup> and 8<sup>th</sup> grades to the Canfield School.

## Chapter 3

### Enrollment Impact

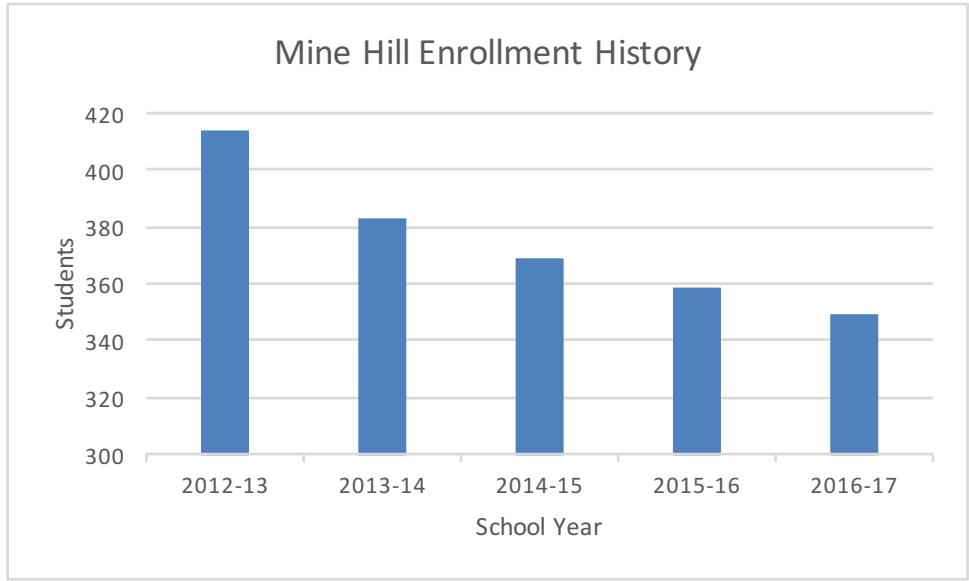
A modified cohort survival methodology was employed to determine enrollment projections. In this methodology survival ratios are weighted to ensure that the most recent years are given more consideration. Data were taken from the New Jersey Department of Education Website, District AASA Reports and district reported information. In some cases, interpolation was utilized to fill in missing. Therefore, the projections are estimates and should be utilized to illustrate enrollment trends rather than as exact counts.

#### **Mine Hill**

The table below lists the recent enrollment history for Mine Hill in grades K through 6. These students attended Canfield School. Mine Hill students in grades 7 through 12 attended Dover Middle School and High School on a tuition basis.

Table 3.1 Mine Hill Enrollment History

	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	33	21	17	29	29
K	60	47	46	46	44
1	53	58	43	46	46
2	55	52	52	43	49
3	61	50	53	52	43
4	63	56	46	49	53
5	45	59	53	45	47
6	43	40	58	49	38
Ungraded	1	0	1	0	0
Total K-6	414	383	369	359	349



The enrollment at the Canfield School has been trending downward over the past 5 years from a total of 414 in 2012-13 to 349 in 2016-17. This loss of 65 students represents a decline of 15.7%

Mine Hill has been designated as a Choice District by the NJDOE. As such, students from surrounding districts are admitted to fill empty seats. The table below lists the number of choice students by grade attending The Canfield School. These students are included in the counts above and in calculating enrollment projections.

Table 3.2 Choice Students attending Canfield School

Grade	Students
K	8
1	11
2	15
3	12
4	14
5	21
6	14
Total	95

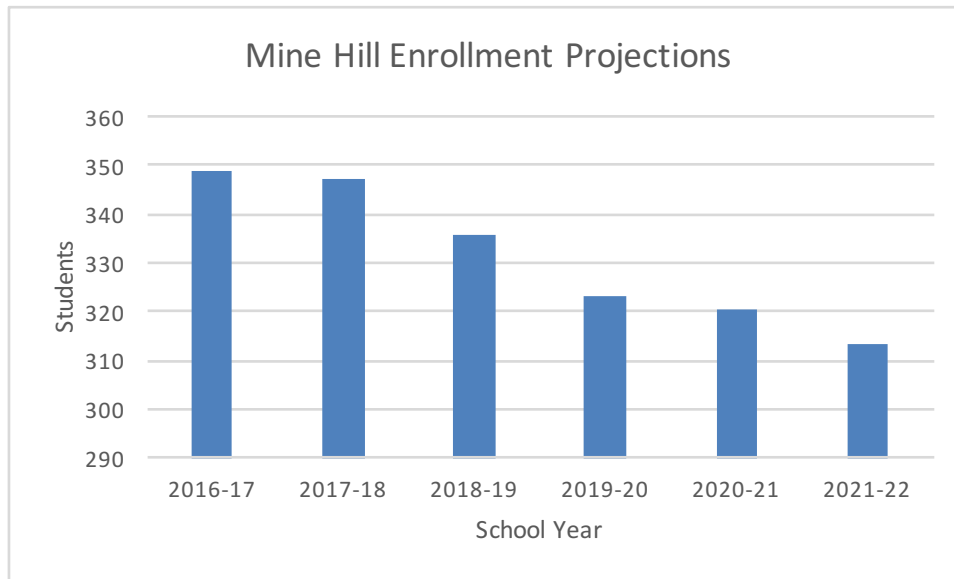
Also, there are Mine Hill students attending other districts as follows:

- ❖ Roxbury – 2 students currently in 7th and 2 in 8th grade
- ❖ Wharton – 1 in 4th, 1 in 5th, 1 in 6th, 17 in 7th and 3 in 8th.
- ❖ Sussex County Charter School – 1 in 7<sup>th</sup> and 1 in 8<sup>th</sup>

The table below lists the estimated enrollment projections for grades Pre-K through 6 at Canfield School over the next 5 years. As indicated above, a modified cohort survival methodology was utilized. Kindergarten projections were based on live births recorded by the New Jersey Department of Health. Unfortunately, those data end at 2014. Therefore, an average was utilized to fill in the missing years. The calculated projections are rounded off to whole numbers.

Table 3.3 Mine Hill Enrollment Projections

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Pre	29	29	29	29	29	29
K	44	45	41	42	42	42
1	46	43	45	40	41	41
2	49	46	43	45	40	41
3	43	49	46	43	44	40
4	53	41	47	44	41	43
5	47	51	40	45	42	40
6	38	42	46	36	40	38
	349	347	336	323	321	314



It is estimated that the enrollment at Mine Hill’s Canfield School will continue to decrease over the next 5 years. A loss of 35 students from this year to 2021-22 is projected, which represents a 10% decline.

It is difficult to project forward the 7<sup>th</sup> and 8<sup>th</sup> grade populations due to the fact that a number of Mine Hill Students have chosen not to attend Dover Middle School. In order to



estimate how many students, it will be necessary to house at Canfield School should the current sending-receiving arrangements be modified, a straight line projection methodology was utilized. The table below adds those data into the enrollment projections for the Canfield School.

Should the sending-receiving agreement be modified, the plan would be to stagger the implementation beginning with this year's 6<sup>th</sup> grade. In that way, students currently in Dover Middle School would not be moved back to Mine Hill and would move on to Dover High School with their classmates.

Table 3.4 Projected Enrollment at Canfield School including Grades 7 & 8

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Pre	29	29	29	29	29	29
K	44	45	41	42	42	42
1	46	43	45	40	41	41
2	49	46	43	45	40	41
3	43	49	46	43	44	40
4	53	41	47	44	41	43
5	47	51	40	45	42	40
6	38	42	46	36	40	38
7		38	42	46	36	40
8			38	42	46	36
Total	349	385	416	411	403	390

According to Mine Hill's Long Range Facilities Plan (LRFP) dated 2012 lists the functional capacity of the Canfield School to be 429. The following table lists the comparison of the projected enrollment against that capacity.

Table 3.5 Canfield School Capacity Vs. Projected Enrollment

	2017-18	2018-19	2019-20	2020-21	2021-22
Projected Enrollment	385	416	411	403	390
Functional Capacity	429	429	429	429	429
Difference	44	13	18	26	39

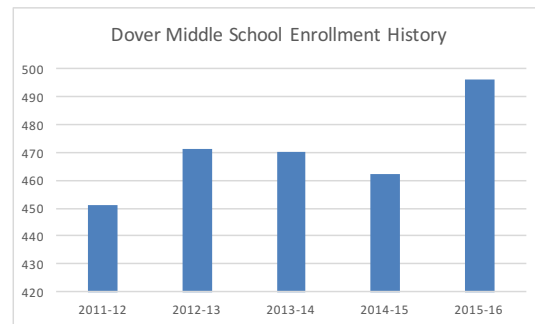
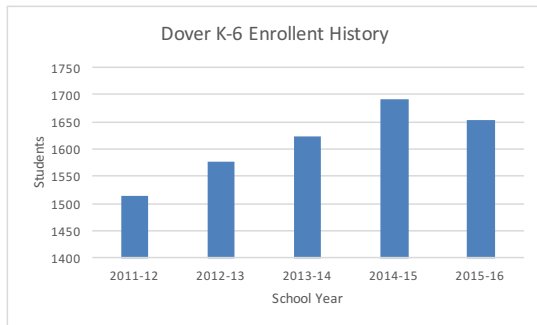
For the foreseeable future, the functional capacity of the Canfield School will not be exceeded by the estimated projected enrollments that would include grades 7 & 8 should the sending-receiving agreement be modified. The expanded grade range would fit comfortably into the facility.

## Dover

The table below records the enrollment history for elementary and middle grades in Dover. The data were taken from the NJDOE website and NJ School Performance reports. Enrollments at both the elementary and middle levels trended upwards.

Table 3.6 Dover Elementary and Middle Enrollment History

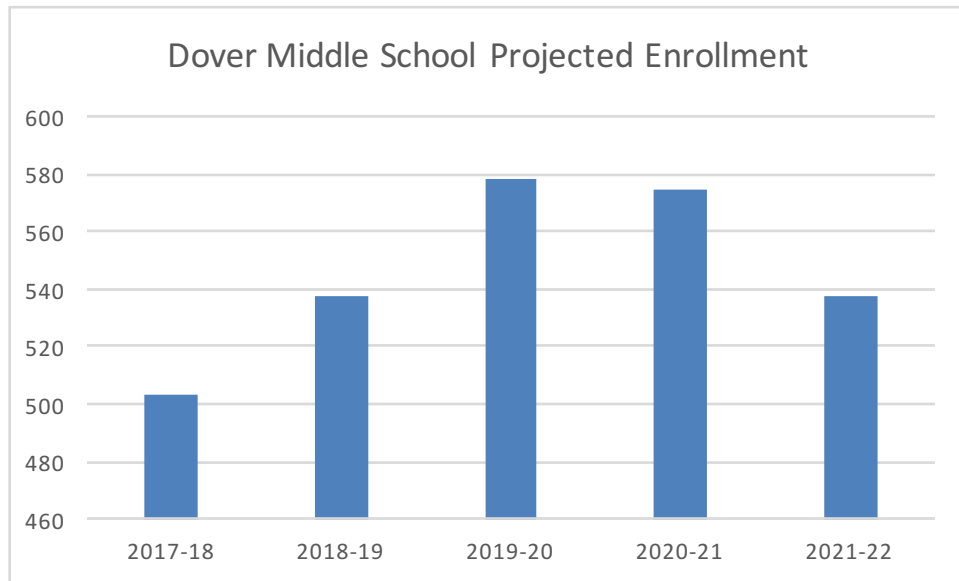
	2011-12	2012-13	2013-14	2014-15	2015-16
K	268	258	237	265	246
1	241	275	279	255	256
2	211	240	255	275	239
3	220	195	231	231	262
4	193	224	201	232	229
5	186	195	230	198	225
6	196	189	190	236	196
Total K-6	1515	1576	1623	1692	1653
7	208	238	214	215	265
8	214	208	228	216	215
Ungraded	29	25	28	31	16
7-8 Total	451	471	470	462	496



The following table contains the estimated enrollment projections for Dover Middle School with Mine Hill students included. Projections were based on the enrollment data recorded above. Non-graded amounts were taken from a 5-year average. It is projected that the enrollment at Dover Middle School will increase through the 2019-20 school year and then begin to go back down.

Table 3.7 Dover Middle School Estimated Enrollments

Year	2017-18	2018-19	2019-20	2020-21	2021-22
7	256	258	297	254	260
8	222	254	256	295	252
Ungraded	26	26	26	26	26
Total	503	538	579	575	538



According to Dover’s Long Range Facilities Plan (LRFP) dated 2012 lists the functional capacity of the Dover Middle School as 512. The following table lists the comparison of the projected enrollment against that capacity. Based on estimated projections, the enrollments at Dover Middle School will exceed the functional capacity starting in 2018-19.

Table 3.8 Dover Middle School Capacity Vs. Projected Enrollment

	2017-18	2018-19	2019-20	2020-21	2021-22
Projected Enrollment	503	538	579	575	538
Functional Capacity	512	512	512	512	512
Difference	9	-26	-67	-63	-26

In the table below the estimated projected enrollments for Dover Middle School are modified by subtracting 50 each year to represent estimated numbers of tuition students who

would be remaining in Mine Hill should the sending-receiving agreement be modified. The number deducted for 2017-18, the first year of the phase-out was 25. Without Mine Hill students, the estimated enrollments would exceed the functional capacity only in 2019-20 and 2020-21.

Table 3.9 Dover Middle School Capacity Vs. Projected Enrollment  
Without Mine Hill Students

	2017-18	2018-19	2019-20	2020-21	2021-22
Projected Enrollment	478	488	529	525	488
Functional Capacity	512	512	512	512	512
Difference	34	24	-17	-13	24

Based on the estimated projections, there would not be a negative impact on the facilities in Mine Hill should the sending-receiving relationship with Dover be modified such that the Mine Hill 7<sup>th</sup> and 8<sup>th</sup> graders be educated at the Canfield School instead of Dover Middle School. A number of years ago the Mine Hill Board of Education placed an addition on the building in anticipation of bringing back the 7<sup>th</sup> and 8<sup>th</sup> grades. For the foreseeable future, the total number of students including the choice students, would not exceed the functional capacity of the building.

The estimated enrollment at Dover Middle School with the Mine Hill students included is projected to slightly exceed the functional capacity beginning in 2018-19. However, the differences are not that large and should be easily accommodated by Dover. Not having the Mine Hill students, however, would make the fit more comfortable. Modification of the agreement would not result in a negative impact to the facilities in either district.

## Chapter 4

### Fiscal Impact

In this section the fiscal impact of the modification of the sending/receiving relationship between Mine Hill and Dover is addressed.

The modification to the existing arrangement under study would be for Mine Hill to retain its current 6<sup>th</sup> grade students so that the Canfield School in 2017-18 would house grades Pre-K through 7. The following year (2018-19), those 7<sup>th</sup> graders move to 8<sup>th</sup> and the current 5<sup>th</sup> grade becomes the 7<sup>th</sup>, making Canfield a Pre-K 8 facility.

It is projected that the number of 7<sup>th</sup> graders in 2017-18 is projected to be 38 and the number of 7<sup>th</sup> and 8<sup>th</sup> graders in 2018-19 to be 42 and 38 respectively including choice students. Mine Hill is currently a choice district and as such, students from other districts may fill open seats at Canfield. In the current year there are 21 fifth grade and 14 sixth grade choice students enrolled at Canfield.

The addition of the middle school students to the Canfield School will necessitate additions to the district Budget. Based on current and projected programming it is estimated that in the first year (2017-18), 3 additional academic teachers will be needed to teach English, math, science and social studies. Using a figure of \$53,000 per teacher as per the current contract for salaries amounts to \$159,000. Further it is anticipated that in that first year, an additional 0.5 FTE for physical Education/Health and an additional 0.5 FTE for vocal and instrumental music would be added at a cost of \$53,000. The number and age spans of special education students would necessitate an additional special education teacher at a cost of \$53,000. Benefit costs for the 4 full-time additional staff would amount to about \$100,000. Additional teaching supplies, textbooks and furniture are estimated to increase budgetary costs by \$50,000 and finally contracted services, adding a day for instructional technology would cost \$15,000. The existing agreement for contracted services for child study team is sufficient to cover the increase in the number of students in the first year. The district does not expend all of its budget for extra-curricular activities and intramural sports and is confident that the expansion of these services can be accommodated within the current budget. Curriculum writing in Mine Hill occurs during the school year and is carried over as a paid activity for teachers during the summer. An additional \$5,000 would be added to what would already be budgeted to pay teachers stipends for this service. The projected total additional expenditures to be added in the first year is estimated to be \$435,000.

Budget increases also must be added in the second year to accommodate the 8<sup>th</sup> graders. This would require adding another 3 academic teachers and increasing the PE/health and the music positions to full-time. The special education teacher added the previous year would be sufficient to service that anticipated population, however, an additional 0.5 guidance counselor would be needed. The total cost of these staff increases would be \$238,500. Moving 2 staff members to full time would require the district to pay for their benefits. Therefore, the amount of budgetary increase for benefits for 5 staff members would total \$125,000. Again, for the additional grade in the second year an additional \$50,000 is added for furniture, supplies and

textbooks. In the second year, the numbers of students would warrant an increase in the contracted services for child study team services. Over and above the budgetary increase for 2017-18, an additional \$433,500 would be added to accommodate the 8<sup>th</sup> grade students. These changes are summarized in the table below. Of course, any budgetary modifications are subject to Board approval.

Table 4.1 Additional Expenditures for Mine Hill to Accommodate 7<sup>th</sup> & 8<sup>th</sup> Grades

Position	2017-18			2018-19		
	FTE	Amount		FTE	Amount	
Academic Teacher	3	\$159,000		3	\$159,000	
PE/Health	0.5	\$26,500		0.5	\$26,500	
Music	0.5	\$26,500		0.5	\$26,500	
Sp. Ed.	1	\$53,000				
Guidance				0.5	\$26,500	
Total	5		\$265,000	4.5		\$238,500
Sub-Total						
Benefits	4 Full time		\$100,000	5 full time		\$125,000
Supplies & Furniture		\$50,000			\$50,000	
Curriculum Writing		\$5,000			\$5,000	
Sub-Total			\$55,000			\$55,000
Contracted Services						
IT	1 day		\$15,000			
CST						\$15,000
Total			\$435,000			\$433,500

Mine Hill pays tuition to Dover only for the resident students that attend Dover Middle School and Dover High School. It is projected that the number of 7<sup>th</sup> grade tuition students sent under the current arrangements in 2017-18 would be 24 regular students and 4 special education students. The number of 7<sup>th</sup> graders projected in 2018-19 would be 26 regular and no additional special education students.

Estimating the tuition costs to be \$12,000 for each of 24 regular education students and \$16,000 for each 4 special education students, results in \$352,000 that the Mine Hill BOE could transfer out of the tuition account to accommodate the 7<sup>th</sup> grade costs in the first year.

The number of 7<sup>th</sup> grade tuition students sent under the current arrangements in 2018-19 is projected to be 24 regular education students keeping the estimated cost at \$12,000 each would total \$252,000 that the Mine Hill BOE could transfer out of the tuition account to accommodate the 8<sup>th</sup> grade costs in the second year.

Mine Hill is currently contracting for 2 busses to transport students to Dover Middle School. Based on the size of the district none of the Canfield School regular education students are being bussed. Therefore, transportation would not need to be provided for the 7<sup>th</sup> and 8<sup>th</sup> grade students. This would result in budget savings of \$35,000 in the first year (2017-18) and an additional savings of \$35,000 in the second year.

As a choice district, Mine Hills receives additional state aid of approximately \$12,000 per student in order to offset additional costs. In the current year there are 21 fifth grade and 14 sixth grade choice students enrolled at Canfield. Mine Hill does not pay tuition for these students who may move on to Dover Middle School. However, it is reasonable to assume that they would continue on at Canfield if given the opportunity. It is also reasonable to assume that the NJDOE would approve the expansion of the approval to the 7<sup>th</sup> and 8<sup>th</sup> grades as long as there are seats available. This would result in approximately \$168,000 in state aid for the current 6<sup>th</sup> graders moving up to 7<sup>th</sup> grade in the first year and an additional \$252,000 for the current 5<sup>th</sup> graders moving up to 7<sup>th</sup> grade in the second year. These savings and additional revenue are summarized in the table below. The difference refers to unbudgeted funds available calculated by subtracting the additions to the Mine Hill budget to cover the costs of the 7<sup>th</sup> and 8<sup>th</sup> grades minus the tuition and transportation savings along with the additional state aid for choice students

Table 4.2 Summary of the Estimated Financial Impact for Mine Hill

	Year 1 (2017-18)	Year 2 (2018-19)
Tuition Savings	\$352,000	\$252,000
Transportation Savings	\$35,000	\$35,000
Additional State Aid	\$168,000	\$252,000
Total	\$555,000	\$539,000
Added Budget Costs	\$435,000	\$433,500
Difference	\$120,000	\$105,500

Modification of the current sending-receiving relationship is estimated to result in tuition and transportation saving along with additional state aid of \$555,000 in the first year (2017-18) and \$539,000 in the second year (2018-19). Subtracting the additional budget costs to accommodate the 7<sup>th</sup> in the first year and the 8<sup>th</sup> grade in the second year results in non-budgeted funds of approximately \$120,000 and \$105,500 respectively that the Mine Hill BOE could add back to the budget for program enhancement or utilize for property tax relief.

The Mine Hill Township Board of Education entered into a 7-year agreement with the Board of Education of Dover to send its students in grades 7 through 12 to Dover Middle School and Dover High School on July 7, 1993 on a tuition basis. That tuition was to be paid “Pursuant to the provisions of N.J.S.A.18A:38-19 and N.J.A.C. 6:20-3.1(d).” Item 4b of that agreement includes the following language: “The Final Tuition Charge that Mine Hill Township is obligated to pay Dover shall be based on the audited ‘Actual Per Pupil Cost’ in Dover as established by the Department of Education ...” In other words, Mine Hill is obligated to pay Dover what it costs to educate their pupils. Therefore, if the 7<sup>th</sup> and 8<sup>th</sup> grade students were no longer being sent to Dover, that BOE could make budget modifications accordingly so that the loss of revenue would not cause a substantial negative impact.

According to the 2016-17 User Friendly Budget Summary for Dover on the NJDOE website the revised budget total for 2015-16 was \$46,887,385. The unaudited tuition paid by the Mine Hill BOE for that year was \$639,877. Therefore, Mine Hill’s contribution made up 1.4% of Dover’s Revenue for that year. Going forward, it is reasonable to assume that that proportion would not change significantly. Should the Dover BOE decide that they cannot or do not wish to reduce their budget in full or in part as a result of lost revenue should the modification of the sending-receiving agreement under study be approved, they would only have to identify some other revenue source for up to about 1.4%.

The modification of the current sending-receiving relationship between the Mine Hill Township Board of Education and the Board of Education of Dover would not result in a significant negative impact for either Mine Hill or Dover. After increasing its budget to accommodate the 7<sup>th</sup> graders next year and the 8<sup>th</sup> graders the following year, the tuition savings, transportation savings and increased state aid for choice students will result in additional funds for program enhancement or property tax relief in Mine Hill. Therefore, the modification would result in a positive fiscal impact for Mine Hill.

The tuition formula is calculated to support the educational program of the students being sent and not to subsidize the costs of the receiving district. Therefore, Dover should be able to reduce its budget commensurate with the loss of tuition as the Mine Hill 7<sup>th</sup> and 8<sup>th</sup> graders phase-out. Tuition for Mine Hill 7<sup>th</sup> and 8<sup>th</sup> grade resident students makes up a very small portion (about 1.4%) of the Dover budget. Therefore, Dover could choose not to reduce its appropriation and cover the costs from other revenue sources. In that case, there could be what might be considered a small negative impact that would not be considered significant.



## Chapter 5

### Summary and Conclusion

The Mine Hill Board of Education has been sending its middle and high school students to Dover for quite some time. The only written agreement between the two districts that could be found, dated July 7, 1993, expired over 15 years ago. Although that agreement sets forth a process for extension or renewal, there is no indication that any of the steps have been followed. Mine Hill has continued to send its resident 7<sup>th</sup> and 8<sup>th</sup> graders to Dover. The Mine Hill Board of Education is desirous of retaining these students and educating them in its Canfield School and, to that end, contracted with Consulting Services Associates (CSA) to complete a feasibility study that would determine the impact of that modification in terms of educational program, racial/ethnic balance, projected enrollment and fiscal requirements.

Three highly experienced educational administrators have conducted an extensive desk audit of available materials relating to the issues surrounding the sending-receiving relationship between Mine Hill and Dover as it relates to grades seven and eight. CSA also visited both school systems and interacted with key personnel including both district superintendents of schools. Along with analyzing enrollment data and projections, racial/ethnic balance, fiscal requirements, academic program and performance, CSA also thoroughly examined the Canfield Avenue School to ascertain its capacity to support two additional grades and the concomitant projected school population for the foreseeable future. Based on the aforementioned activities and the related data analysis, CSA has determined that returning grades seven and eight to Mine Hill's Canfield Avenue School will have no significant negative impact on the students of either school district.

CSA found that the modification of the current sending-receiving relationship would not have a significant negative effect on the educational programs at Dover Middle School, which will continue to maintain a student body of sufficient size to support the programs both curricular and co-curricular currently provided by the district. In fact, based on the functional capacity, the reduction of approximately 10% of the student body would result in a more comfortable fit in that facility.

Further, CSA found that proposed the modification would actually have a positive impact for the students, district and parents of Mine Hill. The district will be able to have complete control over the curriculum and program for its 7<sup>th</sup> and 8<sup>th</sup> graders. Mine Hill educators currently have no input into what is being taught and how the program is being delivered. Parents will have better access to the board and staff, which would assist in strengthening that all-important partnership between home and school. Mine Hill elementary students are performing well. It is reasonable to assume that the 7<sup>th</sup> and 8<sup>th</sup> graders will also perform at high level through the extension of current programs.

The modification of the sending-receiving relationship will result in slightly higher proportion (about 4.2 percentage points) of minority students at Dover Middle School. Therefore, the modification to the current sending-receiving relationship would not result in significant negative impact on the racial/ethnic balance at Dover Middle School.

The Canfield School population is well integrated and is closer to the characteristics of the state as a whole. Being that the students are coming from the same families it is reasonable to assume that the racial/ethnic balance of that facility would not be impacted to any great degree by the modification of the current sending-receiving relationship.

Based on the estimated projections, there would not be a negative impact on the facilities in Mine Hill should the sending-receiving relationship with Dover be modified such that the Mine Hill 7<sup>th</sup> and 8<sup>th</sup> graders be educated at the Canfield School instead of Dover Middle School. A number of years ago the Mine Hill Board of Education placed an addition on the building in anticipation of bringing back the 7<sup>th</sup> and 8<sup>th</sup> grades. For the foreseeable future, the total number of students including the choice students, would not exceed the functional capacity of the building.

The estimated enrollment at Dover Middle School with the Mine Hill students included is projected to slightly exceed the functional capacity beginning in 2018-19. However, the differences are not that large and should be easily accommodated by Dover. Not having the Mine Hill students, however, would make the fit more comfortable. Modification of the agreement would not result in a negative impact to the facilities in either district.

The tuition formula is calculated to support the educational program of the students being sent and not to subsidize the costs of the receiving district. Therefore, Dover should be able to reduce its budget commensurate with the loss of tuition as the Mine Hill 7<sup>th</sup> and 8<sup>th</sup> graders phase-out. Tuition for Mine Hill 7<sup>th</sup> and 8<sup>th</sup> grade resident students makes up a very small portion (about 1.4%) of the Dover budget. Therefore, Dover could choose not to reduce its appropriation and cover the costs from other revenue sources. In that case, there could be what might be considered a small negative impact that would not be considered significant.

After increasing its budget to accommodate the 7<sup>th</sup> graders next year and the 8<sup>th</sup> graders the following year, the tuition savings, transportation savings and increased state aid for choice students will result in additional funds for program enhancement or property tax relief in Mine Hill. Therefore, the modification would result in a positive fiscal impact for Mine Hill.

#### Conclusion:

After careful consideration of the facts, conditions and projections, it is the opinion of the CSA consultants that there would be no significant negative impact to educational programs, racial/ethnic balances, enrollments, or finances in either district should the sending-receiving relationship that currently exists between the Mine Hill Board of Education and the Board of education of Dover be modified such that the resident Mine Hill 7<sup>th</sup> and 8<sup>th</sup> grade students be educated at the Canfield School. The advantages identified for the Mine Hill district, its students and parents outweigh any small negatives that could be identified. CSA sees no reason why the Mine Hill Board should not proceed in seeking approval of the desired modification.

Appendix A

**SENDING-RECEIVING AGREEMENT**

THIS AGREEMENT dated this 7th day of July, 1993, by and between the MINE HILL TOWNSHIP BOARD OF EDUCATION in the County of Morris with offices at Canfield Avenue School, Mine Hill, New Jersey 07801 ("Mine Hill") and the BOARD OF EDUCATION OF DOVER in the County of Morris with offices at Grace Street, Dover, New Jersey 07801 ("Dover").

**WITNESSETH**

WHEREAS, Mine Hill desires to send its middle and senior high school pupils, grades 7 through 12, to Dover Middle and High Schools and to designate Dover Middle and High Schools as the schools for attendance of Mine Hill Township pupils pursuant to the provisions of N.J.S.A. 18A:38-11 et seq. and in accordance with the terms set forth herein; and

WHEREAS, Dover is willing to accept such Mine Hill Township pupils at its middle and high schools and to furnish comprehensive educational services to Mine Hill Township pupils in grades 7 through 12 pursuant to N.J.S.A. 18A:38-8 et seq. in accordance with the terms set forth herein and the mandates of N.J.S.A. 18A:33-1 et seq., together with other applicable Rules and Regulations of the New Jersey State Board of Education; and

WHEREAS, the parties desire to enter into this agreement to create a "sending/receiving" relationship pursuant to the provisions of N.J.S.A. 18A:38-11 et seq.;

NOW, THEREFORE, in consideration of the mutual covenants contained in this Agreement, the parties hereto agree as follows:

1. Designation. Mine Hill Township, as the sending district, hereby designates Dover the Receiving District for Mine Hill Township's 7th through 12th grade pupils, in accordance with the provisions of N.J.S.A. 18A:38-11 et seq. and the terms of this Agreement. Dover hereby accepts such designation.
2. Term. The term of this Agreement shall be seven (7) years commencing with the 1993-1994 School Year, starting July 1, 1993 and concluding at the end of the seventh (7th) school year thereafter. This Agreement shall become effective and may be renewed or extended as set forth below.
3. Provision of School Program. For the entire term of this Agreement or any extension thereof, Dover shall provide a middle and high school education for all Mine Hill Township pupils in accordance with the requirements of N.J.S.A. 18A:38-11 et seq., in accordance with the terms set forth herein and the mandates of N.J.S.A. 18A:33-1 et seq. together with other applicable Rules and Regulations of the New Jersey State Board of Education. Mine Hill Township students attending Dover Middle and High Schools shall receive equal educational opportunities and shall be accorded all the rights, privileges and status enjoyed by resident students of Dover attending the grades 7 through 12 at Dover Middle and High schools.
4. Tuition. Pursuant to the provisions of N.J.S.A. 18A:38-19 and N.J.A.C. 6:20-3.1(d), Mine Hill Township shall pay the tuition rate (as adjusted herein) to Dover for pupils

attending Dover Middle and High Schools during the term of this Agreement. The following procedures shall be in effect with respect to calculation of tuition payment hereunder:

- a. **Tentative Tuition:** Dover shall provide Mine Hill Township, thirty (30) days prior to the submission of its budget to the County Superintendent of Schools each year, (except that said deadline shall be inapplicable to the Initial School Year, if impossible to fulfill) a Tentative Tuition Charge based upon "Estimated Cost Per Pupil" in Dover for Mine Hill Township's budgetary planning for each school year ("School Year") during which Mine Hill Township pupils attend Dover Middle and High Schools pursuant to this Agreement. Such Tentative Tuition Charge shall be based upon calculations prescribed by applicable Department of Education forms then currently in effect.
- b. **Final Tuition:** The Final Tuition Charge that Mine Hill Township is obligated to pay Dover shall be based on the audited "Actual Per Pupil Cost" in Dover as established by the Department of Education and which shall be reflected in the then current applicable Department of Education form(s), copies of which shall be provided to the Mine Hill Township Board.
- c. **Tuition Payments:** Mine Hill Township shall pay in any given School Year during the term of this Agreement the above described tuition charges in ten (10) equal monthly installments, with the first payment due by September 30th of each School Year and with succeeding payments due by the 30th day of each succeeding month ending with June 30th of each School Year.

d. **Tuition Adjustments:** It is recognized that subsequent to the commencement of this Agreement, the New Jersey State Department of Education will provide Dover with an audited figure representing the Actual Cost Per Pupil in Dover for each School Year covered by this Agreement ("State Audited Figure"). Tuition adjustments shall be made in accordance with State Board regulation N.J.A.C. 6:20-3.1 or the regulation then currently in effect.

e. Dover shall charge Mine Hill Township only for educational services provided directly by the Dover District to Mine Hill Township pupils. Therefore, any services provided by third-party school districts, institutions and agencies shall be paid for directly by Mine Hill. With the exception of tuition for Mine Hill students attending Morris County Vocational Technical School on a shared-time basis, Mine Hill shall not make claim upon Dover for funding of educational services.

5. Determination of Number of Mine Hill Township Pupils for Which Tuition Rate Shall Apply. Mine Hill Township shall notify Dover, in writing, of the estimated average daily enrollment of pupils expected to be sent to Dover Middle and High Schools by grade level during the ensuing School Year no later than one (1) month prior to the budget adoption date set by the New Jersey Department of Education. The number of tuition pupils initially determined for any School year during the term of this Agreement is recognized as an estimate. Since the actual number of pupils received can be determined at a later date, there shall be a subsequent adjustment made pursuant to paragraph 4(d) above so that tuition is ultimately paid by Mine Hill Township for the actual number

of Mine Hill Township pupils attending Dover Middle and High School during a given School Year.

6. Dispute Resolution. In the event of any dispute regarding the interpretation of this Agreement, the parties hereto shall meet, through representatives, with a view toward amicably adjusting any differences in a manner which is equitable and in accordance with the stated intent and purpose of this Agreement. In the event of a failure by the parties to amicably resolve such dispute, it is stipulated that the Commissioner of Education shall have jurisdiction to formally resolve such disputes in accordance with the provisions of N.J.S.A. 18A:6-9.

7. Negotiations for Renewal. Mine Hill Township and Dover agree to commence negotiations on or about six (6) years and six (6) months from the commencement of the Initial School Year (12 months prior to the termination of this Agreement) to consider renewal of this Agreement for a further term. During the term of such negotiations, the terms and conditions of this contract shall continue provided such terms are not inconsistent with law until one of the following contingencies occur:

- a. A new contract is executed between the parties incorporating terms and conditions of a successor agreement.
- b. The Commissioner of Education enters an Order allowing for the terms of this contract or modifying any particular term of the contract herein.
- c. Either party otherwise acts to terminate this contract in accordance with its lawful rights.

8. Policy and Procedural Provisions. The parties hereby agree to abide by the following policies and procedural provisions governing the sending/receiving relationship:
- a. Dover shall take the concerns of the Mine Hill Township pupils and of the Mine Hill Township Board of Education into account in making decisions and taking actions affecting Dover Middle and High School pupils. Meeting agendas shall be available to Mine Hill Township and its residents as soon as it is available to Dover and its residents. A copy of the official minutes of each Dover Board meeting shall be mailed to the Mine Hill Board of Education as soon as such minutes are approved.
  - b. Each Board shall designate at least two (2), but less than a majority of its members to serve as liaison representatives to the other Board and to meet once a year.
  - c. If Mine Hill Township Board of Education so elects and notifies Dover, Mine Hill shall be permitted to designate a member and alternate who will attend Dover Board of Education meetings.
  - d. The Superintendents of Dover and Mine Hill Township shall maintain ongoing communication during the School Year.
  - e. The Dover and Mine Hill Boards may meet jointly once per year in order to discuss the goals and objectives of each Board.
  - f. Mine Hill Township Board of Education shall be encouraged to submit suggestions regarding annual thorough and efficient goals set for Dover Middle



and High Schools. Final reports on these goals shall be presented at a Dover Board of Education meeting in late September of each year.

- g. Mine Hill Township shall be informed of all ad hoc committees of the Dover Board which may relate to the middle and high schools and all committees formed within Dover High and Middle Schools on which Dover residents are permitted to participate.
- h. Mine Hill parents will have a representative on the parent advisory council at the middle and high school levels.
- i. Mine Hill Township shall have the opportunity to suggest at least one representative to serve on the committees as noted in paragraph 8(h) where Dover residents are selected.
- j. Mine Hill Township shall be reasonably informed of research studies which might relate to or potentially affect Dover Middle and High Schools.
- k. Mine Hill Township shall be provided with details regarding the annual budget as presented at the Dover annual public meeting.
- l. The orientation of Mine Hill Township's seventh graders into the Dover public schools shall include, but not be limited to, the following:
  - m. an annual Spring meeting to be held for prospective seventh grade pupils and their parents to explain the East Dover Middle School program.
    - (1) a visitation day in late Spring planned for orientation of prospective pupils from Mine Hill Township to the East Dover Middle School.

(2) Program articulation shall be recognized and encouraged between the two districts.

n. Upon request by the Mine Hill Township Board of Education, the Dover Board of Education will provide the following:

(1) a copy of its curriculum requirements and course offerings.

(2) joint planning sessions between Dover and Mine Hill Township, which shall involve Dover Middle and High School supervisors of instruction, coordinators, and principals in the establishment of an annual articulation program.

(3) textbooks and teaching materials currently in use at the Middle and High Schools.

(4) one annual presentation in Mine Hill by Dover representatives in order to discuss Dover programs.

(5) copies of evaluations of Dover Middle and/or High School conducted by the New Jersey Department of Education or the Middle States Association.

(6) identification of any facilities at the Middle School or High School that are substandard according to state guidelines.

(7) a composite summary of Mine Hill pupils' annual test scores for each grade level and class rank for grade 12 students only.

(8) reasonable prompt notification to Mine Hill of Mine Hill pupils who have been expelled, transferred or dropped out.

(9) an annual summary indicating attainment of academic honors or recognition of Mine Hill Township pupils.

(10) annual alumni follow-up reports regarding Mine Hill Township pupils to the same extent that such reports are provided regarding Dover's pupils.

(11) a copy of the agenda for each public Dover Board meeting.

(12) a copy of the minutes of each public Dover Board meeting.

(13) a copy of the annual budget, including a copy of the District Educational Improvement Plan.

(14) a copy of the Five-Year Program Improvement Plan, as required by New Jersey State regulation.

- o. By no later than July 1st of each School Year of this Agreement, Dover shall determine such educational/ administrative matters as pupil records, reporting, scheduling, extracurricular activities and similar educational matters of mutual concern affecting received Mine Hill Township pupils. The Superintendents of Mine Hill Township and Dover shall confer within a reasonable time prior to July 1st for the purpose of providing Mine Hill Township an opportunity to comment and provide information regarding such matters.

9. Special Education/Child Study Team.

- a. Dover, through its Child Study Team and special services department, shall provide all services necessary to identify, evaluate, classify and recommend educational placements for pupils sent by Mine Hill Township to Dover pursuant to this Agreement.

- b. Upon request the Dover Child Study Team shall confer with the Mine Hill Township Child Study Team in regard to such matters.
- c. Dover shall administer and monitor all special education placements furnished to Mine Hill Township pupils, including drafting and review of Individual Educational Plans, parental consultations and other administrative functions.
- d. The tuition paid by Mine Hill Township to Dover pursuant to the provisions of N.J.A.C. 6:20-3.1 et seq. shall cover the cost of Child Study Team services rendered by Dover. Mine Hill Township agrees that it shall reimburse Dover for all costs incurred by Dover beyond those which are otherwise incorporated in the state tuition formula as set forth in N.J.A.C. 6:20-3.1 et seq. or other applicable law, rule or regulation.
- e. In circumstances where Dover is able to provide an appropriate special education placement for a Mine Hill Township student in the Dover school district, (i.e. where the student's handicapping condition does not necessitate an out-of-district public or private non-residential or residential placement), the student in question shall be listed by Dover as a "Dover student" for purposes of state aid reimbursement. Mine Hill shall have the obligation to pay Dover any cost for related services beyond the tuition paid pursuant to the Sending/Receiving relationship Agreement between the parties as prescribed by N.J.A.C. 6:20-3.1.
- f. The cost of special education services for a Mine Hill Township student requiring non-residential day placements or residential placements outside the Dover school district shall be borne by Mine Hill Township, including the cost of

appropriate related services. Such a student shall be listed by Mine Hill Township as a "Mine Hill Township student" for purposes of state aid reimbursement. Dover shall provide the Child Study Team services necessary for the administration and monitoring of such cases at a rate established annually by Dover.

- g. Dover shall notify the Mine Hill Township Superintendent, or designee, as soon as is reasonably possible, whenever the Dover Child Study Team determines a Mine Hill Township student may need a special education placement outside the Dover school district. Dover shall consult with Mine Hill Township for the purposes of discussing out-of-district placements and, the costs incurred in connection therewith, but it is agreed that the decision of the Dover Child Study Team with regard to appropriate education placement and other related matters shall be final.
- h. In the event of any legal disputes relating to the special education evaluation, identification or placement of Mine Hill Township students, Dover shall provide legal counsel and shall make all decisions regarding the disposition of such disputes. However, Mine Hill Township will be responsible for all legal and consultant fees and expenses incurred as a result of any such disputes. It is agreed that Dover school officials will advise Mine Hill Township school officials prior to any initial expenditure of such fees and expenses.
- i. Dover will, within a reasonable time, notify Mine Hill of all special education activity related to Mine Hill students. An annual list of the Mine Hill students

receiving services and the type of services will be provided to Mine Hill by the Dover special services department.

- j. Transition planning will occur cooperatively at the sixth grade level in June of each year by the Mine Hill Child Study Team contacting the Dover Child Study Team.

10. Force Majeure. The obligation of Dover to provide educational services hereunder shall be subject to the availability of Dover facilities and staff. If for any reason beyond the control of Dover, such facilities or staff are not available to provide the educational services described hereunder for reasons such as, but not limited to, strikes, destruction of facilities by fire, flood or other natural occurrences, Dover shall have the right to suspend such services hereunder to the extent that it suspends services to its own residents and Dover shall exercise due diligence and effort to reinstate services as set forth herein as soon as reasonably possible.

11. Severability and Legality. The parties understand that this Agreement is governed by the laws of the State of New Jersey and the Rules and Regulations of the New Jersey Department of Education and the State Board of Education. If any provision of this Agreement is deemed unenforceable, illegal or inconsistent with the then current statutes, rules or regulations, such statutes, rules or regulations shall govern. However, to the extent that enforceable provisions of this Agreement exist and are not inconsistent with such statutes, rules or regulations, they shall remain binding upon the parties.

IN WITNESS WHEREOF, the Board of Education of Mine Hill Township and the Board of Education of Dover have caused these presents to be signed by their respective Presidents, attested to by their respective Secretaries and their corporate seals to be affixed hereto, all on the day and year first above written.

Attest:

Jean M. Brennan

Attest:

Frederick E. Vanderhoof

**Board of Education of Mine Hill Township**

By: Deane L. Morris

**Board of Education of the Town of  
Dover**

By: Barbara Pope Fuchman

**MINE HILL TOWNSHIP BOARD OF EDUCATION**

42 CANFIELD AVENUE  
MINE HILL, NEW JERSEY 07803-3085  
Phone: (973) 366-0590 Fax: (973) 366-8786

*A Recognized School of Excellence*

*Mr. Lee S. Nittel*  
Superintendent

*Ms. Melissa Simmons*  
Business Administrator / Board Secretary

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Mr. Robert B. Becker  
Superintendent of Schools  
Dover Public School District  
100 Grace Street  
Dover, New Jersey 07801

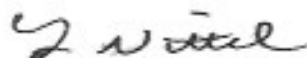
April 2016

Dear Mr. Becker,

As you are aware, for several years the Mine Hill Board of Education has discussed and considered the possibility of keeping their 7<sup>th</sup> and 8<sup>th</sup> grade students in the district. The board has directed me to research the financial and logistical impact of this move. If deemed feasible, Mine Hill would develop a phase-in plan that would include retaining next year's sixth graders into the 2017-18 school year, and again in the 2018-19 school year when they become 8<sup>th</sup> graders.

I greatly appreciate your supportive letter following our phone conversation on April 18th, as well as your offer to assist Mine Hill with the transition and curricular materials related to 7<sup>th</sup> and 8<sup>th</sup> grade. I will keep you informed as to the progress of our study. Feel free to reach out to me should you have any questions or concerns.

Sincerely,



Superintendent

*"Children must be taught how to think, not what to think."*  
— Margaret Mead





# Dover Public School District

*Mr. Robert B. Becker, Superintendent of Schools  
Ms. Beth Schoonmaker, Assistant Superintendent  
Mr. Kevin Bullock, Federal Programs Administrator*



100 Grace Street Dover, New Jersey 07801 Phone: 973-989-2000 Fax: 973-989-1662

Mr. Lee S. Nittel  
Superintendent  
Canfield Avenue School  
42 Canfield Ave.  
Mine Hill, New Jersey 07803

April 13, 2016

Dear Mr. Nittel,

Thank you for your call today in which the proposal of retaining Mine Hill students was investigated. I sincerely appreciate your outreach and candor. As you know, I freely support the concept of public choice and self determination, and I'm sure the Board of Education shares this sentiment to a large degree. The disagreements of those who served in our positions in the past should not dictate the path we follow in the future. If Mine Hill desires to embark upon a structural design in which a gradual transition of the Grade Seven and Grade Eight is accommodated within the boundary of the Mine Hill school district, I would be glad to support the endeavor in any way possible. We must be guided by making decisions that are responsive to our taxpayers and responsible to our children. In this regard, we will fully share all resources, including curriculum, to facilitate Mine Hill's desire to effect this change. Should you wish to adopt the textbooks we are using, I would be glad to discuss terms that would mutually benefit both districts.

I do believe that, if you so desire, Grade 7 could remain at Canfield for next year. While requiring some effort between our Business Offices, we do have the time to make this concept a reality. We will be making a payment for the past auditor's correction of \$307,000. In addition, Grade Seven tuition for next year would be \$315,360, which we would have to back out of our budget. I will direct our Business Office to work closely with Mine Hill and make your needs a priority. I've also attached the change in certification which no longer requires HQT status for those who have K-8 certifications.

If a reorganization is made, all activities and sports would have to follow suit. In other words, we would not make selective aspects of our program available to Mine Hill students. As stated, I look forward to continuing dialogue and stand by to assist you in any way possible. My sincere thanks for your professional outreach and courtesy.

Sincerely,

Robert B. Becker  
Superintendent

Attachment: Updated Certification Regulations

## Appendix D

State Assessments  
2015-2016  
Mine Hill Results

The data shown below disaggregates the 2016 PARCC assessment results for Mine Hill students. In Grade 7, 33 Mine Hill students participated in PARCC testing. In Grade 8, 15 students participated in PARCC testing. The group size for PARCC Math 8 is statistically too small (n=5) to compare to District and State results with any level of certainty.

<b>Assessment</b>	<b>Mine Hill Students Meeting or Exceeding Expectations</b>	<b>District Average Percentage Students Meeting or Exceeding Expectations</b>	<b>State Average Percentage Students Meeting or Exceeding Expectations</b>
<b>Grade 7 Math</b>	<b>45.5%</b>	<b>43.8%</b>	<b>38.7%</b>
<b>Grade 7 ELA</b>	<b>72.7%</b>	<b>68.4%</b>	<b>56.3%</b>
<b>Algebra I</b>	<b>100%</b>	<b>86.1%</b>	<b>41.0%</b>
<b>Grade 8 ELA</b>	<b>92.9%</b>	<b>70.7%</b>	<b>55.2%</b>

The following documents outline the District results as compared to all middle schools in Morris County, all District Factor Groups, and the State averages. Grade 6 is included to show the average level of progress in the year prior to attending East Dover Middle School. The district average includes all students, even those new to the district who may not be English language proficient.

2016 PARCC  
 ELA Gr 6  
 Morris County

DISTRICT NAME	SCHOOL NAME	DFG	VALID SCORES	L1 PERCENT	L2 PERCENT	L3 PERCENT	L4 PERCENT	L5 PERCENT	%4+5
MENDHAM TWP	MENDHAM TOWNSHIP MIDDLE SCHOOL	J	94	0	0	4.3	34	61.7	<b>95.7</b>
MOUNTAIN LAKES BORO	BRIARCLIFF MIDDLE SCHOOL	J	99	0	2	4	45.5	48.5	<b>94.0</b>
MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	GH	40	0	2.5	5	37.5	55	<b>92.5</b>
HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	J	31	0	3.2	9.7	51.6	35.5	<b>87.1</b>
MENDHAM BORO	MOUNTAIN VIEW	J	57	0	3.5	10.5	61.4	24.6	<b>86.0</b>
SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	J	307	2	2.6	13	64.2	18.2	<b>82.4</b>
DOVER TOWN	ACADEMY STREET ELEMENTARY SCHOOL	A	65	3.1	4.6	10.8	72.3	9.2	<b>81.5</b>
BOONTON TWP	ROCKAWAY VALLEY SCHOOL	I	74	0	4.1	14.9	64.9	16.2	<b>81.1</b>
LONG HILL TWP	CENTRAL MIDDLE SCHOOL	I	90	3.3	4.4	12.2	54.4	25.6	<b>80.0</b>
DOVER TOWN	EAST DOVER ELEMENTARY SCHOOL	A	78	1.3	7.7	12.8	47.4	30.8	<b>78.2</b>
MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	I	57	1.8	3.5	17.5	54.4	22.8	<b>77.2</b>
MADISON BORO	MADISON JUNIOR SCHOOL	I	207	2.9	9.7	10.6	50.7	26.1	<b>76.8</b>
MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	GH	326	.6	7.4	16	48.2	27.9	<b>76.1</b>
WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	I	273	2.2	6.2	19.8	59.3	12.5	<b>71.8</b>
CHESTER TWP	BLACK RIVER MIDDLE SCHOOL	J	113	0	7.1	21.2	50.4	21.2	<b>71.6</b>
PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	GH	276	4.3	6.5	17.8	51.4	19.9	<b>71.3</b>
DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	I	177	2.3	6.8	19.8	49.7	21.5	<b>71.2</b>
FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	I	92	4.3	5.4	19.6	51.1	19.6	<b>70.7</b>
LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	FG	102	3.9	5.9	19.6	55.9	14.7	<b>70.6</b>
KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	I	149	2.7	8.1	18.8	58.4	12.1	<b>70.5</b>
PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	GH	262	1.5	7.3	21	50	20.2	<b>70.2</b>
RIVERDALE BORO	RIVERDALE SCHOOL	FG	34	0	2.9	29.4	32.4	35.3	<b>67.7</b>
DOVER TOWN	NORTH DOVER ELEMENTARY SCHOOL	A	52	1.9	9.6	21.2	61.5	5.8	<b>67.3</b>
BOONTON TOWN	JOHN HILL SCHOOL	FG	83	1.2	12	20.5	47	19.3	<b>66.3</b>
RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	I	392	2.6	6.9	25.3	56.1	9.2	<b>65.3</b>
PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	GH	171	3.5	9.9	22.2	53.2	11.1	<b>64.3</b>
NETCONG BORO	NETCONG ELEMENTARY SCHOOL	DE	32	3.1	9.4	25	53.1	9.4	<b>62.5</b>
HANOVER TWP	MEMORIAL JUNIOR SCHOOL	I	169	1.2	11.2	26	48.5	13	<b>61.5</b>
MINE HILL TWP	CANFIELD AVENUE SCHOOL	FG	49	2	4.1	32.7	49	12.2	<b>61.2</b>
MONTVILLE TWP	ROBERT R LAZAR MIDDLE SCHOOL	I	265	3.4	10.6	26	45.7	14.3	<b>60.0</b>
BUTLER BORO	RICHARD BUTLER SCHOOL	DE	70	4.3	14.3	25.7	45.7	10	<b>55.7</b>
MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	GH	376	7.4	12	27.7	42.8	10.1	<b>52.9</b>
JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	GH	238	7.6	13	28.2	43.3	8	<b>51.3</b>
ROXBURY TWP	LINCOLN/ROOSEVELT SCHOOL	GH	240	4.2	12.5	32.9	39.2	11.3	<b>50.5</b>
EAST HANOVER TWP	EAST HANOVER MIDDLE SCHOOL	GH	100	8	13	29	41	9	<b>50.0</b>
WHARTON BORO	ALFRED C. MACKINNON MIDDLE SCHOOL	DE	76	10.5	9.2	31.6	40.8	7.9	<b>48.7</b>
ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	I	243	7.4	11.9	33.3	41.2	6.2	<b>47.4</b>
ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	FG	68	14.7	10.3	29.4	38.2	7.4	<b>45.6</b>

2016 PARCC  
Math Gr 6  
Morris County

<b>DISTRICT NAME</b>	<b>SCHOOL NAME</b>	<b>DFG</b>	<b>VALID SCORES</b>	<b>L1 PERCENT</b>	<b>L2 PERCENT</b>	<b>L3 PERCENT</b>	<b>L4 PERCENT</b>	<b>L5 PERCENT</b>	<b>%4+5</b>
MENDHAM TWP	MENDHAM TOWNSHIP MIDDLE SCHOOL	J	85	0	2.4	8.2	72.9	16.5	<b>89.4</b>
MENDHAM BORO	MOUNTAIN VIEW	J	57	0	1.8	15.8	63.2	19.3	<b>82.5</b>
MOUNTAIN LAKES BORO	BRIARCLIFF MIDDLE SCHOOL	J	99	0	5.1	14.1	57.6	23.2	<b>80.8</b>
HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	J	31	3.2	6.5	9.7	58.1	22.6	<b>80.7</b>
MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	I	58	5.2	1.7	17.2	51.7	24.1	<b>75.8</b>
SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	J	296	1.7	4.4	18.2	64.9	10.8	<b>75.7</b>
NETCONG BORO	NETCONG ELEMENTARY SCHOOL	DE	31	0	16.1	9.7	67.7	6.5	<b>74.2</b>
MADISON BORO	MADISON JUNIOR SCHOOL	I	208	5.3	8.2	18.3	48.6	19.7	<b>68.3</b>
PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	GH	279	3.9	6.8	21.9	52.3	15.1	<b>67.4</b>
WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	I	273	1.8	5.5	25.6	58.6	8.4	<b>67.0</b>
FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	I	93	4.3	8.6	20.4	54.8	11.8	<b>66.6</b>
KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	I	150	2.7	6.7	24.7	56	10	<b>66.0</b>
CHESTER TWP	BLACK RIVER MIDDLE SCHOOL	J	113	2.7	15.9	17.7	43.4	20.4	<b>63.8</b>
MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	GH	328	4.6	9.8	23.5	50.3	11.9	<b>62.2</b>
DOVER TOWN	NORTH DOVER ELEMENTARY SCHOOL	A	57	5.3	12.3	21.1	49.1	12.3	<b>61.4</b>
BOONTON TWP	ROCKAWAY VALLEY SCHOOL	I	74	1.4	4.1	33.8	56.8	4.1	<b>60.9</b>
DOVER TOWN	EAST DOVER ELEMENTARY SCHOOL	A	79	3.8	12.7	22.8	49.4	11.4	<b>60.8</b>
MINE HILL TWP	CANFIELD AVENUE SCHOOL	FG	48	0	6.3	33.3	56.3	4.2	<b>60.5</b>
LONG HILL TWP	CENTRAL MIDDLE SCHOOL	I	89	3.4	12.4	25.8	50.6	7.9	<b>58.5</b>
DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	I	178	6.2	9.6	25.8	51.1	7.3	<b>58.4</b>
MONTVILLE TWP	ROBERT R LAZAR MIDDLE SCHOOL	I	268	2.6	10.4	28.7	46.6	11.6	<b>58.2</b>
BUTLER BORO	RICHARD BUTLER SCHOOL	DE	69	4.3	11.6	26.1	53.6	4.3	<b>57.9</b>
LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	FG	102	4.9	15.7	21.6	53.9	3.9	<b>57.8</b>
PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	GH	266	3	12.8	27.4	44.7	12	<b>56.7</b>
BOONTON TOWN	JOHN HILL SCHOOL	FG	85	5.9	16.5	23.5	48.2	5.9	<b>54.1</b>
PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	GH	171	2.9	11.1	32.2	46.2	7.6	<b>53.8</b>
RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	I	396	3.5	11.6	32.6	46.7	5.6	<b>52.3</b>
EAST HANOVER TWP	EAST HANOVER MIDDLE SCHOOL	GH	100	11	17	21	38	13	<b>51.0</b>
DOVER TOWN	ACADEMY STREET ELEMENTARY SCHOOL	A	66	3	6.1	40.9	47	3	<b>50.0</b>
MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	GH	40	0	10	40	47.5	2.5	<b>50.0</b>
RIVERDALE BORO	RIVERDALE SCHOOL	FG	34	5.9	11.8	32.4	41.2	8.8	<b>50.0</b>
MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	GH	380	7.1	17.9	26.1	32.9	16.1	<b>49.0</b>
JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	GH	238	8	19.3	29	37	6.7	<b>43.7</b>
ROXBURY TWP	LINCOLN/ROOSEVELT SCHOOL	GH	239	4.6	19.7	32.2	37.2	6.3	<b>43.5</b>
HANOVER TWP	MEMORIAL JUNIOR SCHOOL	I	169	4.1	14.2	38.5	37.9	5.3	<b>43.2</b>
ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	I	240	6.3	17.9	34.2	37.5	4.2	<b>41.7</b>
WHARTON BORO	ALFRED C. MACKINNON MIDDLE SCHOOL	DE	76	5.3	11.8	44.7	35.5	2.6	<b>38.1</b>
ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	FG	69	7.2	33.3	27.5	30.4	1.4	<b>31.8</b>

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<b>DISTRICT NAME</b>	<b>SCHOOL NAME</b>	<b>DFG</b>	<b>VALID SCORES</b>	<b>L1 PERCENT</b>	<b>L2 PERCENT</b>	<b>L3 PERCENT</b>	<b>L4 PERCENT</b>	<b>L5 PERCENT</b>	<b>%4+5</b>
MOUNTAIN LAKES BORO	BRIARCLIFF MIDDLE SCHOOL	J	99	0	1	1	36.4	61.6	<b>98.0</b>
MENDHAM TWP	MENDHAM TOWNSHIP MIDDLE SCHOOL	J	90	1.1	0	3.3	25.6	70	<b>95.6</b>
MENDHAM BORO	MOUNTAIN VIEW	J	70	1.4	0	8.6	32.9	57.1	<b>90.0</b>
MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	I	59	0	1.7	8.5	61	28.8	<b>89.8</b>
LONG HILL TWP	CENTRAL MIDDLE SCHOOL	I	93	0	1.1	9.7	31.2	58.1	<b>89.3</b>
MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	GH	38	2.6	5.3	5.3	31.6	55.3	<b>86.9</b>
FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	I	116	3.4	2.6	7.8	41.4	44.8	<b>86.2</b>
CHESTER TWP	BLACK RIVER MIDDLE SCHOOL	J	144	2.1	4.9	8.3	46.5	38.2	<b>84.7</b>
DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	I	191	2.6	2.6	11.5	40.8	42.4	<b>83.2</b>
MADISON BORO	MADISON JUNIOR SCHOOL	I	203	2.5	5.4	10.8	35.5	45.8	<b>81.3</b>
HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	J	31	3.2	3.2	12.9	12.9	67.7	<b>80.6</b>
WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	I	264	.4	5.7	13.6	47	33.3	<b>80.3</b>
MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	GH	387	.8	4.7	14.5	47.5	32.6	<b>80.1</b>
KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	I	161	3.1	3.7	14.3	36.6	42.2	<b>78.8</b>
PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	GH	180	3.9	3.9	15.6	41.1	35.6	<b>76.7</b>
LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	FG	88	2.3	9.1	12.5	42	34.1	<b>76.1</b>
PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	GH	266	2.3	7.5	15.4	32.3	42.5	<b>74.8</b>
RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	I	389	5.7	6.4	13.1	44	30.8	<b>74.8</b>
SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	J	300	1.3	7	18.3	47	26.3	<b>73.3</b>
BOONTON TWP	ROCKAWAY VALLEY SCHOOL	I	56	0	10.7	16.1	48.2	25	<b>73.2</b>
PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	GH	254	2.4	10.6	15	37	35	<b>72.0</b>
RIVERDALE BORO	RIVERDALE SCHOOL	FG	42	4.8	14.3	9.5	35.7	35.7	<b>71.4</b>
ROXBURY TWP	EISENHOWER MIDDLE SCHOOL	GH	285	6.3	6.3	18.6	44.2	24.6	<b>68.8</b>
<b>DOVER TOWN</b>	<b>DOVER MIDDLE SCHOOL</b>	<b>A</b>	<b>259</b>	<b>3.9</b>	<b>5.8</b>	<b>22</b>	<b>42.5</b>	<b>25.9</b>	<b>68.4</b>
NETCONG BORO	NETCONG ELEMENTARY SCHOOL	DE	34	0	11.8	20.6	41.2	26.5	<b>67.7</b>
ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	I	239	4.2	10.5	18.4	38.9	28	<b>66.9</b>
MONTVILLE TWP	ROBERT R LAZAR MIDDLE SCHOOL	I	308	5.5	6.8	23.4	43.5	20.8	<b>64.3</b>
BUTLER BORO	RICHARD BUTLER SCHOOL	DE	66	1.5	9.1	25.8	39.4	24.2	<b>63.6</b>
HANOVER TWP	MEMORIAL JUNIOR SCHOOL	I	135	5.2	6.7	25.9	38.5	23.7	<b>62.2</b>
ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	FG	68	10.3	10.3	19.1	38.2	22.1	<b>60.3</b>
EAST HANOVER TWP	EAST HANOVER MIDDLE SCHOOL	GH	119	5	17.6	19.3	34.5	23.5	<b>58.0</b>
<b>WHARTON BORO</b>	<b>ALFRED C. MACKINNON MIDDLE SCHOOL</b>	<b>DE</b>	<b>102</b>	<b>10.8</b>	<b>10.8</b>	<b>21.6</b>	<b>40.2</b>	<b>16.7</b>	<b>56.9</b>
BOONTON TOWN	JOHN HILL SCHOOL	FG	75	9.3	10.7	26.7	41.3	12	<b>53.3</b>
JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	GH	251	6.4	16.7	24.7	33.9	18.3	<b>52.2</b>
MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	GH	365	13.4	15.1	21.6	32.1	17.8	<b>49.9</b>

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<b>DISTRICT NAME</b>	<b>SCHOOL NAME</b>	<b>DFG</b>	<b>VALID SCORES</b>	<b>L1 PERCENT</b>	<b>L2 PERCENT</b>	<b>L3 PERCENT</b>	<b>L4 PERCENT</b>	<b>L5 PERCENT</b>	<b>%4+5</b>
MENDHAM TWP	MENDHAM TOWNSHIP MIDDLE SCHOOL	J	82	0	3.7	12.2	58.5	25.6	<b>84.1</b>
MOUNTAIN LAKES BORO	BRIARCLIFF MIDDLE SCHOOL	J	90	0	0	17.8	77.8	4.4	<b>82.2</b>
CHESTER TWP	BLACK RIVER MIDDLE SCHOOL	J	106	.9	3.8	18.9	70.8	5.7	<b>76.5</b>
MADISON BORO	MADISON JUNIOR SCHOOL	I	202	6.4	5.4	16.8	47	24.3	<b>71.3</b>
HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	J	31	0	16.1	12.9	48.4	22.6	<b>71.0</b>
MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	I	58	0	3.4	29.3	44.8	22.4	<b>67.2</b>
SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	J	296	1.7	8.1	24	56.1	10.1	<b>66.2</b>
LONG HILL TWP	CENTRAL MIDDLE SCHOOL	I	89	4.5	7.9	22.5	55.1	10.1	<b>65.2</b>
MENDHAM BORO	MOUNTAIN VIEW	J	59	3.4	6.8	25.4	61	3.4	<b>64.4</b>
MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	GH	38	0	18.4	18.4	44.7	18.4	<b>63.1</b>
MONTVILLE TWP	ROBERT R LAZAR MIDDLE SCHOOL	I	306	3.9	8.2	26.5	47.4	14.1	<b>61.5</b>
FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	I	117	1.7	8.5	29.9	48.7	11.1	<b>59.8</b>
LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	FG	88	1.1	12.5	27.3	48.9	10.2	<b>59.1</b>
WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	I	264	2.7	8.7	29.9	46.2	12.5	<b>58.7</b>
KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	I	157	2.5	7	31.8	51	7.6	<b>58.6</b>
MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	GH	389	3.9	11.3	26.2	48.1	10.5	<b>58.6</b>
PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	GH	253	3.6	19	20.9	45.1	11.5	<b>56.6</b>
NETCONG BORO	NETCONG ELEMENTARY SCHOOL	DE	34	0	20.6	23.5	41.2	14.7	<b>55.9</b>
PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	GH	268	2.2	11.9	30.2	41.8	13.8	<b>55.6</b>
BOONTON TWP	ROCKAWAY VALLEY SCHOOL	I	56	1.8	8.9	33.9	46.4	8.9	<b>55.3</b>
PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	GH	178	2.2	9	33.7	48.3	6.7	<b>55.0</b>
ROXBURY TWP	EISENHOWER MIDDLE SCHOOL	GH	286	4.5	12.9	32.9	42.3	7.3	<b>49.6</b>
HANOVER TWP	MEMORIAL JUNIOR SCHOOL	I	137	8	10.2	32.8	40.1	8.8	<b>48.9</b>
BOONTON TOWN	JOHN HILL SCHOOL	FG	75	4	14.7	33.3	45.3	2.7	<b>48.0</b>
RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	I	394	4.6	18.3	30.5	40.6	6.1	<b>46.7</b>
<b>DOVER TOWN</b>	<b>DOVER MIDDLE SCHOOL</b>	<b>A</b>	<b>267</b>	<b>4.9</b>	<b>18.7</b>	<b>32.6</b>	<b>39.3</b>	<b>4.5</b>	<b>43.8</b>
DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	I	164	1.2	17.1	39	42.7	0	<b>42.7</b>
ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	I	239	5.4	20.1	33.9	34.7	5.9	<b>40.6</b>
JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	GH	244	7.4	21.7	31.6	33.6	5.7	<b>39.3</b>
MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	GH	345	11.3	22	30.4	33	3.2	<b>36.2</b>
BUTLER BORO	RICHARD BUTLER SCHOOL	DE	66	4.5	19.7	40.9	30.3	4.5	<b>34.8</b>
EAST HANOVER TWP	EAST HANOVER MIDDLE SCHOOL	GH	118	6.8	22.9	35.6	23.7	11	<b>34.7</b>
<b>WHARTON BORO</b>	<b>ALFRED C. MACKINNON MIDDLE SCHOOL</b>	<b>DE</b>	<b>109</b>	<b>7.3</b>	<b>21.1</b>	<b>37.6</b>	<b>28.4</b>	<b>5.5</b>	<b>33.9</b>
RIVERDALE BORO	RIVERDALE SCHOOL	FG	42	9.5	21.4	35.7	33.3	0	<b>33.3</b>
ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	FG	67	7.5	19.4	44.8	25.4	3	<b>28.4</b>

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<b>DISTRICT NAME</b>	<b>SCHOOL NAME</b>	<b>DFG</b>	<b>VALID SCORES</b>	<b>L1 PERCENT</b>	<b>L2 PERCENT</b>	<b>L3 PERCENT</b>	<b>L4 PERCENT</b>	<b>L5 PERCENT</b>	<b>%4+5</b>
MENDHAM TWP	MENDHAM TOWNSHIP MIDDLE SCHOOL	J	101	3	1	3	38.6	54.5	<b>93.1</b>
MOUNTAIN LAKES BORO	BRIARCLIFF MIDDLE SCHOOL	J	98	0	1	8.2	33.7	57.1	<b>90.8</b>
MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	I	70	1.4	1.4	7.1	45.7	44.3	<b>90.0</b>
LONG HILL TWP	CENTRAL MIDDLE SCHOOL	I	110	1.8	1.8	7.3	33.6	55.5	<b>89.1</b>
DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	I	212	0	1.4	11.8	46.2	40.6	<b>86.8</b>
BOONTON TWP	ROCKAWAY VALLEY SCHOOL	I	56	1.8	0	12.5	46.4	39.3	<b>85.7</b>
SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	J	260	1.2	3.5	11.2	56.9	27.3	<b>84.2</b>
RIVERDALE BORO	RIVERDALE SCHOOL	FG	31	0	0	16.1	71	12.9	<b>83.9</b>
MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	GH	43	11.6	0	4.7	48.8	34.9	<b>83.7</b>
KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	I	171	1.8	5.8	8.8	49.7	33.9	<b>83.6</b>
MADISON BORO	MADISON JUNIOR SCHOOL	I	183	3.8	2.7	9.8	43.2	40.4	<b>83.6</b>
WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	I	308	1	4.5	11	50.6	32.8	<b>83.4</b>
MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	GH	385	1.8	3.4	11.9	40.5	42.3	<b>82.8</b>
PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	GH	243	1.2	5.8	14.4	46.9	31.7	<b>78.6</b>
RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	I	406	2.5	5.7	14.3	54.7	22.9	<b>77.6</b>
LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	FG	104	1.9	3.8	17.3	48.1	28.8	<b>76.9</b>
MENDHAM BORO	MOUNTAIN VIEW	J	85	2.4	2.4	18.8	47.1	29.4	<b>76.5</b>
CHESTER TWP	BLACK RIVER MIDDLE SCHOOL	J	104	3.8	3.8	16.3	48.1	27.9	<b>76.0</b>
BUTLER BORO	RICHARD BUTLER SCHOOL	DE	69	0	7.2	18.8	62.3	11.6	<b>73.9</b>
HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	J	18	11.1	5.6	11.1	50	22.2	<b>72.2</b>
PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	GH	271	4.8	7.7	15.9	40.2	31.4	<b>71.6</b>
BOONTON TOWN	JOHN HILL SCHOOL	FG	63	1.6	14.3	12.7	55.6	15.9	<b>71.5</b>
<b>DOVER TOWN</b>	<b>DOVER MIDDLE SCHOOL</b>	<b>A</b>	<b>204</b>	<b>5.9</b>	<b>6.9</b>	<b>16.2</b>	<b>43.6</b>	<b>27.5</b>	<b>71.1</b>
HANOVER TWP	MEMORIAL JUNIOR SCHOOL	I	169	7.7	7.1	14.2	49.7	21.3	<b>71.0</b>
MONTVILLE TWP	ROBERT R LAZAR MIDDLE SCHOOL	I	309	4.9	8.1	19.4	48.2	19.4	<b>67.6</b>
ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	I	273	2.9	8.8	22.3	56	9.9	<b>65.9</b>
PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	GH	166	5.4	11.4	17.5	43.4	22.3	<b>65.7</b>
EAST HANOVER TWP	EAST HANOVER MIDDLE SCHOOL	GH	115	6.1	5.2	23.5	45.2	20	<b>65.2</b>
FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	I	107	4.7	11.2	19.6	43.9	20.6	<b>64.5</b>
<b>WHARTON BORO</b>	<b>ALFRED C. MACKINNON MIDDLE SCHOOL</b>	<b>DE</b>	<b>102</b>	<b>9.8</b>	<b>10.8</b>	<b>20.6</b>	<b>40.2</b>	<b>18.6</b>	<b>58.8</b>
JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	GH	238	3.8	13	25.2	47.5	10.5	<b>58.0</b>
ROXBURY TWP	EISENHOWER MIDDLE SCHOOL	GH	237	8	7.6	26.6	45.6	12.2	<b>57.8</b>
ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	FG	62	17.7	8.1	24.2	37.1	12.9	<b>50.0</b>
MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	GH	343	12.5	16.9	22.4	39.1	9	<b>48.1</b>
NETCONG BORO	NETCONG ELEMENTARY SCHOOL	DE	26	7.7	30.8	23.1	38.5	0	<b>38.5</b>



2016 PARCC  
Gr 8 Math  
Morris County

<b>D-DISTRICT NAME</b>	<b>S-SCHOOL NAME</b>	<b>DFG</b>	<b>VALID SCORES</b>	<b>L1 PERCENT</b>	<b>L2 PERCENT</b>	<b>L3 PERCENT</b>	<b>L4 PERCENT</b>	<b>L5 PERCENT</b>	<b>%4+5</b>
MENDHAM TWP	MENDHAM TOWNSHIP MIDDLE SCHOOL	J	37	5.4	5.4	8.1	73	8.1	81.1
LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	FG	60	10	15	20	51.7	3.3	55.0
MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	I	22	4.5	13.6	27.3	54.5	0	54.5
BUTLER BORO	RICHARD BUTLER SCHOOL	DE	48	10.4	6.3	29.2	54.2	0	54.2
MOUNTAIN LAKES BORO	BRIARCLIFF MIDDLE SCHOOL	J	30	13.3	10	23.3	53.3	0	53.3
PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	GH	162	6.8	16	26.5	49.4	1.2	50.6
CHESTER TWP	BLACK RIVER MIDDLE SCHOOL	J	46	4.3	8.7	37	50	0	50.0
WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	I	169	5.9	10.7	35.5	47.9	0	47.9
PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	GH	191	8.9	17.3	27.2	45.5	1	46.5
MONTVILLE TWP	ROBERT R LAZAR MIDDLE SCHOOL	I	181	8.3	15.5	32	43.6	.6	44.2
DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	I	130	3.8	16.2	36.2	43.1	.8	43.9
KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	I	98	6.1	19.4	31.6	42.9	0	42.9
RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	I	246	10.2	16.3	31.3	41.5	.8	42.3
PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	GH	106	6.6	19.8	32.1	41.5	0	41.5
HANOVER TWP	MEMORIAL JUNIOR SCHOOL	I	127	11	19.7	28.3	40.9	0	40.9
JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	GH	200	10.5	13.5	35.5	39.5	1	40.5
MADISON BORO	MADISON JUNIOR SCHOOL	I	60	15	10	38.3	35	1.7	36.7
ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	I	212	8	23.1	35.8	33	0	33.0
ROXBURY TWP	EISENHOWER MIDDLE SCHOOL	GH	158	12	23.4	32.3	32.3	0	32.3
WHARTON BORO	ALFRED C. MACKINNON MIDDLE SCHOOL	DE	67	19.4	25.4	23.9	31.3	0	31.3
MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	GH	23	8.7	21.7	39.1	30.4	0	30.4
DOVER TOWN	DOVER MIDDLE SCHOOL	A	141	12.1	28.4	33.3	26.2	0	26.2
MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	GH	153	13.7	26.1	34	26.1	0	26.1
FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	I	53	9.4	34	32.1	24.5	0	24.5
RIVERDALE BORO	RIVERDALE SCHOOL	FG	16	6.3	18.8	56.3	18.8	0	18.8
ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	FG	47	25.5	36.2	21.3	17	0	17.0
MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	GH	183	24.6	33.3	25.1	16.9	0	16.9
NETCONG BORO	NETCONG ELEMENTARY SCHOOL	DE	20	5	20	60	10	5	15.0
BOONTON TOWN	JOHN HILL SCHOOL	FG	27	7.4	44.4	33.3	14.8	0	14.8
EAST HANOVER TWP	EAST HANOVER MIDDLE SCHOOL	GH	65	23.1	32.3	33.8	10.8	0	10.8
LONG HILL TWP	CENTRAL MIDDLE SCHOOL	I	39	15.4	35.9	38.5	10.3	0	10.3
SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	J	17	29.4	41.2	29.4	0	0	0.0



2016 PARCC  
Gr 8 Algebra I  
Morris County

DISTRICT NAME	SCHOOL NAME	DFG	VALID SCORE	L1 PERCE NT	L2 PERCE NT	L3 PERCE NT	L4 PERCE NT	L5 PERCE NT	%4+5
BUTLER BORO	RICHARD BUTLER SCHOOL	DE	21	0	0	0	66.7	33.3	<b>100.0</b>
HANOVER TWP	MEMORIAL JUNIOR SCHOOL	I	41	0	0	0	85.4	14.6	<b>100.0</b>
MADISON BORO	MADISON JUNIOR SCHOOL	I	123	0	0	0	73.2	26.8	<b>100.0</b>
MENDHAM TWP	MENDHAM TOWNSHIP MIDDLE SCHOOL	J	60	0	0	0	75	25	<b>100.0</b>
PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	GH	88	0	0	0	69.3	30.7	<b>100.0</b>
ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	I	63	0	0	0	88.9	11.1	<b>100.0</b>
ROXBURY TWP	EISENHOWER MIDDLE SCHOOL	GH	79	0	0	0	87.3	12.7	<b>100.0</b>
WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	I	137	0	0	.7	86.1	13.1	<b>99.2</b>
KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	I	76	1.3	0	0	75	23.7	<b>98.7</b>
PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	GH	81	0	0	1.2	65.4	33.3	<b>98.7</b>
MONTVILLE TWP	ROBERT R LAZAR MIDDLE SCHOOL	I	134	0	0	1.5	67.2	31.3	<b>98.5</b>
DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	I	109	0	0	1.8	82.6	15.6	<b>98.2</b>
JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	GH	40	0	0	2.5	87.5	10	<b>97.5</b>
<b>WHARTON BORO</b>	<b>ALFRED C. MACKINNON MIDDLE SCHOOL</b>	<b>DE</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>2.8</b>	<b>69.4</b>	<b>27.8</b>	<b>97.2</b>
RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	I	159	0	0	3.1	74.8	22	<b>96.8</b>
PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	GH	60	0	0	3.3	91.7	5	<b>96.7</b>
MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	I	48	0	0	4.2	60.4	35.4	<b>95.8</b>
CHESTER TWP	BLACK RIVER MIDDLE SCHOOL	J	69	1.4	0	2.9	66.7	29	<b>95.7</b>
MOUNTAIN LAKES BORO	BRIARCLIFF MIDDLE SCHOOL	J	65	0	0	4.6	87.7	7.7	<b>95.4</b>
LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	FG	44	0	0	4.5	88.6	6.8	<b>95.4</b>
FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	I	53	0	0	5.7	84.9	9.4	<b>94.3</b>
ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	FG	17	0	0	5.9	94.1	0	<b>94.1</b>
MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	GH	233	0	.4	9	77.3	13.3	<b>90.6</b>
<b>DOVER TOWN</b>	<b>DOVER MIDDLE SCHOOL</b>	<b>A</b>	<b>72</b>	<b>0</b>	<b>1.4</b>	<b>12.5</b>	<b>75</b>	<b>11.1</b>	<b>86.1</b>
MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	GH	161	0	0	14.9	80.1	5	<b>85.1</b>
MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	GH	20	0	0	15	80	5	<b>85.0</b>
SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	J	240	1.3	1.7	12.5	73.8	10.8	<b>84.6</b>
LONG HILL TWP	CENTRAL MIDDLE SCHOOL	I	75	0	4	14.7	76	5.3	<b>81.3</b>
EAST HANOVER TWP	EAST HANOVER MIDDLE SCHOOL	GH	51	2	2	27.5	58.8	9.8	<b>68.6</b>
RIVERDALE BORO	RIVERDALE SCHOOL	FG	15	0	0	33.3	66.7	0	<b>66.7</b>
BOONTON TOWN	JOHN HILL SCHOOL	FG	36	0	8.3	27.8	61.1	2.8	<b>63.9</b>
BOONTON TWP	ROCKAWAY VALLEY SCHOOL	I	55	1.8	18.2	23.6	54.5	1.8	<b>56.3</b>
MENDHAM BORO	MOUNTAIN VIEW	J	77	1.3	11.7	36.4	46.8	3.9	<b>50.7</b>

2016 PARCC  
School v. DFG Averages

<b>ELA Gr 6 - All Students</b>	
<b>DFG</b>	<b>%Scores≥4</b>
Academy St.	81.5%
J	79.7%
East Dover	78.2%
I	70.0%
North Dover	67.3%
GH	63.9%
FG	56.3%
State Avg	52.3%
DE	50.8%
CD	41.9%
B	40.9%
A	29.0%

<b>Math Gr 6 - All Students</b>	
<b>DFG</b>	<b>%Scores≥4</b>
J	74.4%
I	63.1%
North Dover	61.4%
East Dover	60.8%
GH	53.8%
Academy St.	50.0%
FG	46.5%
State Avg	42.9%
DE	40.6%
CD	33.3%
B	30.3%
A	19.7%

2016 PARCC  
School v. DFG Averages

<b>ELA Gr 7 - All Students</b>	
<b>DFG</b>	<b>%Scores≥4</b>
J	83.3%
I	74.3%
Dover Middle	68.4%
GH	68.3%
FG	59.6%
State Avg	56.3%
DE	52.4%
CD	47.1%
B	43.8%
A	33.4%

<b>Math Gr 7 - All Students</b>	
<b>DFG</b>	<b>%Scores≥4</b>
J	71.0%
I	56.7%
GH	48.7%
Dover Middle	43.8%
FG	42.0%
State Avg	38.7%
DE	35.9%
CD	30.9%
B	26.6%
A	17.6%

2016 PARCC  
School v. DFG Averages

<b>ELA Gr 8 - All Students</b>	
<b>DFG</b>	<b>%Scores≥4</b>
J	82.7%
I	72.0%
Dover Middle	70.7%
GH	65.4%
FG	58.9%
State Avg	55.2%
DE	49.9%
CD	47.6%
B	42.8%
A	35.4%

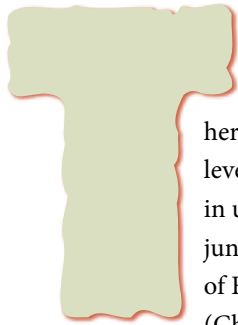
<b>Math Gr 8 - All Students</b>	
<b>DFG</b>	<b>%Scores≥4</b>
J	39.0%
I	36.8%
GH	34.5%
FG	30.3%
Dover Middle	26.8%
State Avg	25.6%
DE	22.6%
CD	20.9%
B	19.9%
A	16.8%

<b>Alg I - All Students</b>	
<b>DFG</b>	<b>%Scores≥4</b>
Dover Middle	86.1%
J	75.6%
I	64.5%
GH	48.8%
FG	45.8%
State Avg	41.0%
DE	36.1%
CD	33.3%
B	29.2%
A	19.8%

# MIDDLESCHOOL

## IS THE MIDDLE SCHOOL BECOMING

BY LEONARD H. ELOVITZ



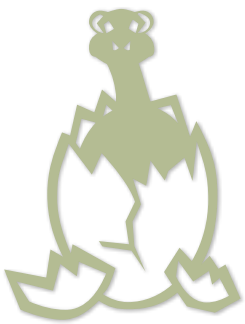
here is no question that middle school is currently the king, the overwhelming choice for middle level education. This favored grade configuration is coming under question, however, particularly in urban districts. Are middle schools about to go the way of their once-dominant precursor, the junior high school? A headline in the *Wall Street Journal* last year read, “Middle School Goes Out of Fashion: Amid Evidence Kids Struggle With Move to Junior High, Districts Shift to K–8 Model” (Chaker, 2005, p. D1).

For some time, the junior high was dominant. In 1971, the traditional grades 7–9 junior high school made up 45% of the 10,445 middle level schools in the United States, and schools with the grades 7–8 structure made up another 24%. Meanwhile, 16% of schools had a grades 6–8 configuration, and 7% were grades 5–8 schools. In 2004, the extinction of the junior high was almost complete: of the 14,107 middle level schools in the United States, only 4% had a grades 7–9 configuration and 16% had a grades 7–8 structure, but 61% of schools had adopted the favored middle school structure of grades 6–8, and 10% had a grades 5–8 configuration (Middle Level Leadership Center, 2005a, 2005b).

### History of Grade-Level Configuration

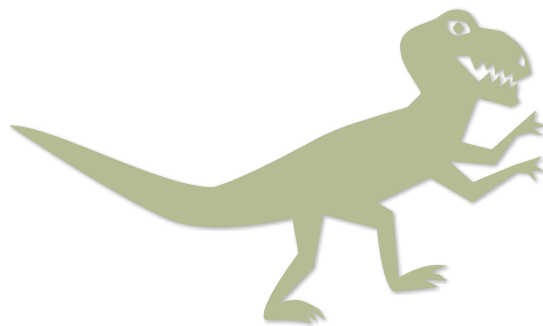
Early U.S. schools were typically small facilities with one teacher teaching about 30 elementary students. In the 19th century, a two-tier structure developed, most often consisting of eight years of elementary school followed by four years of high school, but a six-and-six structure was favored because it facilitated students’ movement into the workforce.

Twentieth century child labor laws meant that more children received secondary education, which resulted in the rise of the junior high school, which was patterned after the high school. It also became evident that larger schools in central locations were better equipped to educate students, resulting in the graded K–8 school. In 1920, 80% of all high school graduates had attended a K–8 school. Few students attended high school, and when they did, it was often in an expanded K–12 facility. After World War I, schools consolidated to accommodate larger student bodies and became too large to serve all students grades K–12. Soon grade spans began to be dictated by choice or political and administrative considerations, such as building costs, enrollment trends, and



# SAURUS REX

## EXTINCT?



distance from school. By 1980, 80% of students attended an elementary school, a three-year junior high, and a three-year high school (Alexander & McEwin, 1989).

Interestingly, a new trend in the early 21st century may be a movement back to the K–8, 9–12 structure, slightly modified to include preK. According to the National Center for Educational Statistics (2005a, 2005b), the number of preK–8, K–8, and 1–8 schools increased from 4,508 in 1994–95 to 5,327 in 2001–02. But the number of schools with some combination of grades 4–8 increased by an even greater degree—from 9,954 to 11,983—over the same time period.

### Research on Grade-Level Configuration

The *Wall Street Journal* recently reported, “A growing body of evidence is showing that preteen students do better when they can remain in their familiar elementary schools for longer—with better grades and fewer disciplinary problems than their middle school peers” (Chaker, 2005, p. D1). But little experimental research exists on the effects of grade-level organization; an optimal configuration has not been identified. Some small-scale studies have been carried out by school districts to determine their own direction in configuring their schools, but much of that literature is anecdotal or qualitative.

The research studies that do exist, however, seem to consistently indicate that student achievement is higher in the middle grades for students in expanded elementary schools as opposed to those in middle school or junior high school. A limited number of studies address the relationship between grade configuration and self-perception and self-esteem, but they favor schools with a greater grade span.

According to Paglin and Fager (1997), “Very little research attempts the more difficult task of determining if a cause-and-effect relationship exists between grade configuration and academic achievement, while controlling for other factors such as school size, student socioeconomic status, teacher experience and so on” (p. 9). Coladarci and Hancock (2003) counsel caution when drawing firm conclusions because there are just not enough studies. Other researchers agree that the number of studies is limited and not conclusive enough to determine policy (Pardini, 2002).

### PREVIEW

Middle level grade configurations have a long history in U.S. public schools, but little research has been done and the results are not conclusive.

Although the grade span is often the focus of discussions about the middle level, its philosophy and practices are what’s important.

**Leonard H. Elovitz**  
lelovitz@kean.edu

*Elovitz is an associate professor and chair of the Department of Educational Leadership at Kean University in Union, NJ.*



**MANY SCHOOLS MERELY CHANGED THEIR GRADE CONFIGURATIONS WITHOUT MAKING ANY SIGNIFICANT CHANGES TO THEIR PROGRAMS, PRACTICES, AND CURRICULA. THAT IS, THEY BECAME MIDDLE SCHOOLS IN NAME ONLY.**

### **A Change in the Air**

Many districts are changing or considering a reorganization of their grade structures back to K–8. DeJong and Craig (2002) list the following reasons that districts are doing so:

- To foster greater articulation of curriculum
- To cause fewer transitions for students
- To keep students in neighborhood schools
- To reduce transportation costs
- To improve safety
- To accommodate declining enrollment.

The researchers also report a resurgence of the K–12 school in rural areas that have declining enrollment. In K–8 and K–12 schools, steps are usually taken to segregate age groups using a schools-within-schools model that shares core facilities.

Although there was a rapid and almost complete movement from junior high schools to middle schools beginning in the 1960s, many of those schools merely changed their grade configurations without making any significant changes to their programs, practices, and curricula. That is, they became middle schools in name only. In 1987, the Council on Adolescent Development established the Task Force on Education of Young Adolescents to report on the status of education for 10- to 15-year-old children and to make recommendations for improvement. What they found was a mismatch between the needs of the students and the structure and practices of a majority of the schools that provide education for 10- to 15-year-old students. In 1989, the task force presented *Turning Points: Preparing American Youth for the 21st Century* (Carnegie Council on Adolescent Development, 1989).

*Turning Points* relied on the best practices and research available to propose radical changes to the way young adolescents were being educated. The report proposed the following essential principles for improving middle grades education:

- Large middle grades schools are divided into smaller communities for learning.
- Middle grades schools teach a core of common knowledge to all students.

- Middle grades schools are organized to ensure the success of all students.
- Teachers and principals have the major responsibility and power to make decisions about young adolescents' schooling.
- Middle school grades are staffed by teachers who are experts at teaching young adolescents.
- Schools promote good health; the education and health of young adolescents are inextricably linked.
- Families are allied with school staff through mutual respect, trust, and communication.
- Schools and communities are partners in educating young adolescents. (Jackson & Davis, 2000, p. 2)

Felner et. al. (2004) studied 1,500 students and 900 teachers in schools rated according to their implementation of the recommendations found in *Turning Points*. They found greater student achievement and better student outcomes in behavior and social factors in schools that had a greater degree of implementation compared to the more traditional junior highs.

According to the National Middle School Association (NMSA, 2003):

Successful schools for young adolescents are characterized by a culture that includes:

- Educators who value working with young adolescents and are prepared to do so
- Courageous, collaborative leadership
- A shared vision that guides decisions
- An inviting, supportive, and safe environment
- High expectations for every member of the learning community
- Students and teachers engaged in active learning
- An adult advocate for every student
- School-initiated family and community partnerships.

Therefore, successful schools for young adolescents provide:

- Curriculum that is relevant, challenging, integrative, and exploratory
- Multiple learning and teaching approaches that respond to diversity
- Assessment and evaluation programs that promote quality learning
- Organizational structures that support meaningful relationships and learning

- Schoolwide efforts and policies that foster health, wellness, and safety
- Multifaceted guidance and support services (p. 7).

David Hough (2005), the director of the Institute for School Improvement at Southwest Missouri State University, is credited with coining the term *elemiddle school* more than 15 years ago. Elemiddles are K–8 and preK–8 schools that are implementing best middle level practices in the upper grades. In other words, just as a grades 6–8 school may be a middle school in name only, adding grades 6, 7, and 8 to an elementary does not automatically make an elemiddle. It is Hough’s belief that “schools more fully implementing the middle-level concept are the ones outperforming those that are not” (p. 2). He asserts that the “K–8 elemiddles are the ones buying into this philosophy most fully and completely, and that’s why their test scores are higher, their attendance rates improved, discipline referrals reduced and dropout rates lowered” (pp. 2–3). Hough draws on his 15 years of research to conclude that “bona fide elemiddle schools adhere to the middle-level philosophy to a greater degree than any other school type” (p. 4).

Hough (2003) believes that elemiddles are supported by many districts because they are more nurturing and child centered, are staffed by elementary or middle certified teachers who are perceived to be more committed than their secondary school peers, have higher levels of parent involvement, are usually smaller in size, and eliminate one school transition.

### In Defense of Middle Schools

The renewed interest in K–8 schools prompted Sue Swaim, executive director of NMSA, to post an open letter in favor of the middle school configuration on the NMSA Web site (Swaim, 2005). She reported that in a national survey of K–8 and 6–8 administrators by McEwin, Dickinson, and Jacobsen, the majority favored the middle school as “the best organizational structure for young adolescents” (p. 1). Only 16% of K–8 administrators favored K–8 schools and 84% favored the 5–8 or 6–8 configuration for the following reasons:

- Students in grades 5–8 have physical, intellectual, and social needs that are quite different from those of students in elementary grades
- Elementary and middle school teachers have distinctive educational philosophies and practices that don’t necessarily work well in both settings
- A K–8 structure is less likely to help middle level students prepare for high school (p. 1).

Swaim believes that the rush to dismantle middle schools too often occurs “because it’s an inexpensive, highly visible action that temporarily masks problems and distracts the community and policymakers from dealing with the real issues in America’s schools” (p. 2). Swaim has indicated that there is strong evidence that supports the middle school concept when the programs are fully implemented. She urges that districts look into the level of implementation of their middle schools before rushing to change to K–8 schools (Pardini, 2002). McEwin, Dickinson, and Jacobson (2004) also point out that there is no definitive evidence that students in K–8 schools perform better than students in middle schools.

### Factors to Consider

Given the lack of definitive research, what grade configuration maximizes benefits for students? What considerations should be addressed? Grade configuration decisions are often based on strong academic arguments, demographics, and the current inventory of available facilities (DeJong & Craig, 2002). The middle school movement was originally based on research that showed that the most prevalent junior high school configuration was not meeting the needs of young adolescents. It was also argued that the elementary schools were not prepared to meet the higher level math, science, and world language needs of the their seventh- and eighth-grade students.

The community context is also an important consideration. A grade span that one community might find desirable would not be accepted in another (Paglin & Fager, 1997). DeYoung, Howley, and Theobald (1995) argue that middle schools could be inappropriate in rural areas because they result in the consolidation of small elementary schools, which leads to the loss of the sense of ownership and community enjoyed by the neighborhood school and a decline in parent participation. In an urban community, however, overcrowding in elementary schools is often the impetus for building a new middle school. Elementary boundaries often stay the same or only exhibit minimal change.

When all is said and done, it is clear that students can not only succeed but also prosper in any type of grade arrangement. It would be unfortunate for students if districts where middle level students exhibit less-than-desirable results were to merely change their grade configuration to K–8 without looking deeply into their curriculum, programs, and instructional delivery system. If they do, those districts will continue to fail and in 30 years will be looking for another magic bullet—perhaps the return of the middle school. **PL**



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