

**The Abbott Preschool Program:  
Fifth Year Report on Enrollment and Budget  
October 2003**



**A Report of the Abbott Indicators Project  
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## Acknowledgments

This report was written by Erain Applewhite and Lesley Hirsch, Abbott Indicator Project co-directors at Education Law Center (ELC), with substantial input from Ellen Boylan, Preschool Advocate; David Sciarra, Executive Director; and Steve Block, Director of School Reform Initiatives. We thank the Rockefeller Foundation, Geraldine R. Dodge Foundation, William Penn Foundation, Fund for New Jersey, and Prudential Foundation whose support has made possible ELC's Abbott Indicators Project; and the Pew Charitable Trusts for their support of "Starting at 3," ELC's national preschool initiative.

## About Education Law Center

ELC was established in 1973 to advocate on behalf of New Jersey's public school children for access to an equal and adequate education under state and federal laws through litigation, policy initiatives, constituency building, and research.

ELC serves as counsel to the plaintiffs in the *Abbott v. Burke* case – more than 350,000 preschool and school-age children in 30 urban school districts across the state. The *NY Times* (2002) said that *Abbott* "may be the most significant education case" since *Brown v. Board of Education*. *Abbott* has also been called the most important NJ court ruling in the 20th century (*NJ Lawyer*, 2000).

The landmark *Abbott IV* (1997) and *Abbott V* (1998) rulings directed the State to implement a comprehensive set of remedies to improve education in the Abbott districts, including universal preschool, standards-based education, adequate foundational funding and facilities, whole school reform, and supplemental or "at risk" programs. ELC is now working to hold the State and districts accountable for effective, and timely implementation of these remedies.

In 2003, ELC launched the Abbott Indicators Project. The objectives of the project are: 1) to develop and issue educational indicators systems to assess the progress of Abbott implementation, school reform, and improvements in student achievement at the local and state levels; and 2) develop and catalyze informed and engaged local and statewide constituencies to understand the indicators and use them to advocate for needed improvements in Abbott program implementation. The project is currently in its planning phase, during which indicator systems and constituency engagement strategies are being developed and piloted in a small sample of Abbott school districts.

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## Overview

The New Jersey Supreme Court's 1998 ruling in *Abbott v. Burke (Abbott V)* represents the first judicial directive in the nation that public education must include a high-quality, well-planned preschool program starting at age three. This unprecedented decision applies to 30 urban school districts, known as the Abbott districts. These districts serve approximately 25 percent of the State's public school students.

The New Jersey Supreme Court based its preschool mandate on the body of research demonstrating that intensive, high-quality preschool programs can close much of the early achievement gap for lower income children (see also Barnett 2002; N.J.A.C. 6A:10). The Court also recognized that children who attend quality preschool programs perform better in school, leading to more productive participation in the social and economic life of their communities as adults (see also Frede 2003). *Abbott V* directed that the preschool program begin in the 1999-2000 school year. The 2003-04 school year marks the fifth year in which the Abbott districts are implementing the preschool program.

Education Law Center (ELC) issues this report to gauge progress made in achieving the Abbott universal preschool mandate. The New Jersey Department of Education (NJDOE) Office of Early Childhood Programs provided the source data for this report. These data were, in turn, provided to the NJDOE by the districts themselves. Our analysis examines approved and actual enrollment and budget data, defined as follows:

- *State-approved enrollment* figures are the number of seats allotted for students in the coming school year.
- *Actual enrollment* figures reflect the actual number of students served as measured in each district's Application for State School Aid,
- *State-approved budgets* are prospective estimates made by the districts that are reviewed and approved by the NJDOE.
- *Actual budget* figures reflect actual district preschool expenditures and are measured retrospectively.

We also analyze Abbott preschool enrollment by provider type: community-based, Head Start, and in-district. And for the first time, we analyze NJDOE data on the placements of preschoolers with disabilities.

## Organization of this Report

The introductory section of this report contains key findings and recommendations, followed by a brief summary of the Abbott preschool requirements. Aggregate and district-by-district findings are organized as follows: 1) overall Abbott preschool enrollment and budget; 2) enrollment and budget by provider type; 3) placement of children with disabilities; and 4) Head Start enrollment. The report concludes with a discussion of the findings and tables containing enrollment and budget data for all 30 Abbott districts.

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## Key Findings

- **Considerable progress has been made towards achieving universal enrollment in the Abbott districts since 1999.** Actual preschool enrollment in the Abbott districts has nearly doubled from 19,179 in 1999 to 36,465 in 2003.
- **There remains a shrinking, but still substantial number of children that need to be enrolled in preschool.** In 2002-03, an estimated 18,383 (34%) three- and four-year olds in the Abbott districts were not being served. In the current school year – 2003-04 – the NJDOE approved a seven percent increase in the number of preschool slots, from 39,392 to 42,095. The approved slots for 2003-04 represent just four-fifths (81%) of the estimated preschool-age population in the 30 districts.
- **The Abbott districts have fallen short of utilizing all of the preschool slots that have been allotted to them.** In 2002-03, the districts actually served 93 percent of the state-approved number of preschool children.
- **A substantial number of federally funded Head Start preschools have been upgraded to conform to Abbott preschool standards; however, many still need to be upgraded.** In 2002-03, 38 percent (3,021) of the estimated 8,000 children in Head Start in the Abbott districts were enrolled in upgraded preschool programs.
- **A majority of Abbott preschool children with disabilities are in segregated, self-contained programs.** Nearly two-thirds (66%) of Abbott preschool children with disabilities were enrolled in segregated classrooms in 2002-03. Data indicate that some districts place all children with disabilities in self-contained classrooms. Approvals for the current year indicate that the districts will continue to rely on self-contained classrooms: 69 percent of the 1,939 Abbott preschool slots for children with disabilities are in self-contained programs.
- **Although the percentage of the overall Abbott preschool budget allocated between in-district and private provider programs appears proportionate to their respective shares of enrollment, it is unclear how district-level costs are allocated to support these programs.** Eighteen percent of the overall preschool budget is allocated to “districtwide costs,” but it is unclear the extent to which those expenditures are allocated to administration, or to transportation, special education, or other services that benefit children district-wide.

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## Recommendations

- The NJDOE and Abbott districts should assess the barriers that currently exist to achieving universal enrollment, especially insufficient classroom facilities and recruitment of hard-to-reach populations in the districts. Plans to provide temporary and permanent classroom space, along with aggressive recruitment programs, should be developed, adequately funded, and promptly implemented, as required by the *Abbott VI (2000)* and *Abbott VIII (2002)* rulings.
- The NJDOE and Abbott districts should assess the causes for segregated placements of preschool children with disabilities, including the need for support services and professional development in both in-district and community provider programs. Corrective action plans should be developed, adequately funded, and promptly implemented.
- The NJDOE needs to provide a more detailed accounting of the Abbott districts' preschool budgets that specifies the amounts allocated to providers, central office administration, and district-wide services and programs. Such breakdowns are critical to assessing whether all programs, regardless of provider type, are adequately funded to deliver high quality preschool to their children, as required by *Abbott V*.

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## Overview of the Abbott Preschool Program

The following is a listing of the major components of the Abbott preschool mandate:

### High-Quality Preschool Programs

Abbott school districts are required to provide a six-hour day, 182-day preschool program for all three- and four-year-old children residing in the district. The New Jersey Supreme Court has set out basic quality standards for the program. They are:

- Certified teacher and an assistant for each class;
- Maximum class size of 15 students;
- Adequate facilities;
- Transportation, health and other related services, as needed;
- Developmentally appropriate preschool curriculum that meets the NJDOE's Early Childhood Education Program Expectations Standards of Quality (2002) and is linked with New Jersey's Core Curriculum Content Standards (CCCS); and
- Adequate state funding for all community provider and in-district programs.

### Preschool Eligibility

- All three- and four-year-old children residing in an Abbott district are eligible, with enrollment on demand.
- Age eligibility for three- and four-year-olds is based on the date the district uses to determine age eligibility for kindergarten.

### Preschool Universe

Abbott districts are required by NJDOE regulation to reach and maintain a preschool enrollment of 90 percent of the preschool universe by 2005-06. The following uniform method is used by the NJDOE for calculating the universe of eligible three- and four-year-old children:

- For each Abbott district, the number of children attending first grade (based on figures from the Application for State School Aid report) is added to the first grade enrollment data for non-public schools in the district, and then doubled.
- Abbott districts can make adjustments to the number of preschool children to be served in the next school year based on: 1) documented history of actual enrollments in the three- and four-year-old programs over the last three years; and 2) factors in the community that might affect the growth rate in the three- and four-year-old population, such as a new housing development or a large employer moving in or out of the district.

### Community Providers and Head Start

Abbott districts can both operate their own preschool programs and enter into contracts with community childcare and Head Start programs for the provision of Abbott preschool programs. The community or Head Start program must be willing and able to meet the Abbott standards of quality preschool. There are two types of Head Start programs: Enhanced Head Start, the program under which existing Head Start seats are upgraded to meet Abbott standards; and Expanded Head Start, the program serving children previously not enrolled in Federal Head Start.

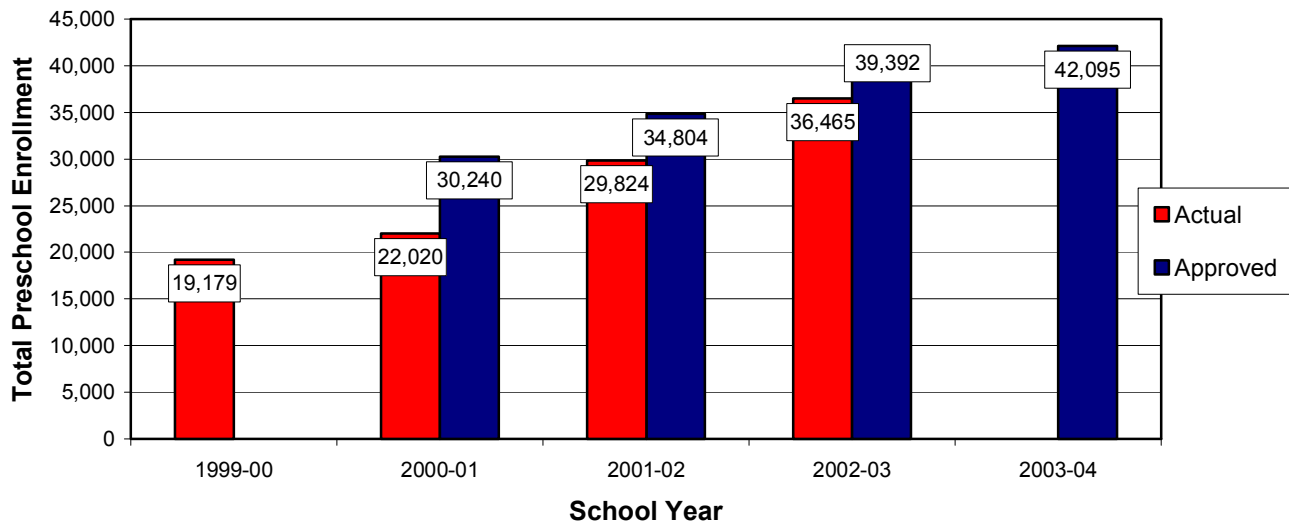
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## Findings

### I. Overall Abbott Preschool Enrollment and Budget

- As seen in **Figure 1**, preschool enrollment increased 90 percent between 1999-00 and 2002-03. In 1999-00, there were 19,179 three- and four-year-olds enrolled in Abbott preschool programs, compared to 36,465 four years later.
- The largest one-year enrollment increase was between 2000-01 and 2001-02, when enrollment jumped by 35 percent, or 7,804 preschoolers.
- Seven percent of the 39,392 seats approved by NJDOE in 2002-03 were not filled.
- NJDOE appears to have recognized the need for additional preschool slots, as evidenced by the steady increase in approved seats between 2000 and 2004. The difference between state-approved seats and actual enrollment has narrowed over the years. This signals a potential shortfall of available slots in the future if enrollment continues to rise at historical rates.

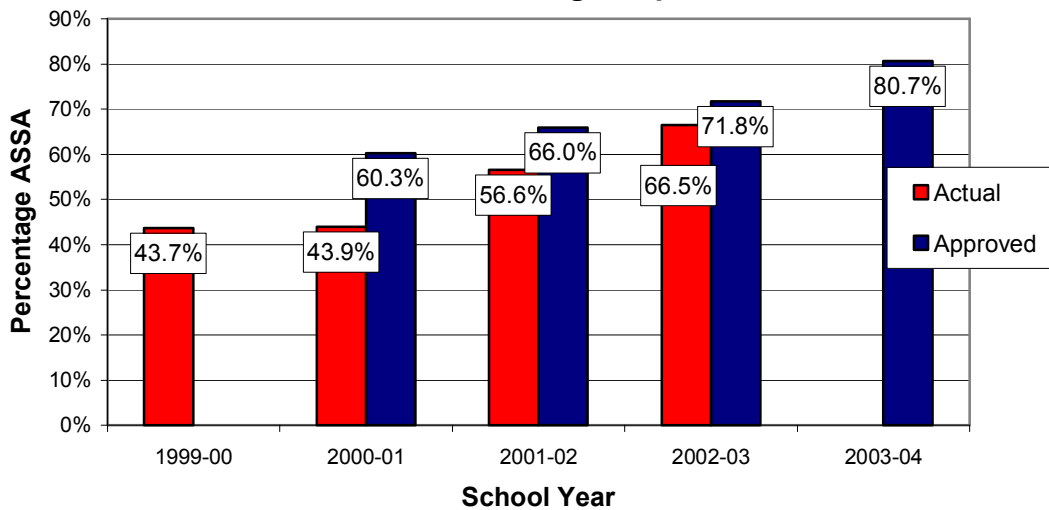
**Figure 1. Actual and Approved Total Preschool Enrollment, 1999-2004**



*Note: Approved enrollment data for 1999-2000 and actual enrollment data for 2003-04 were not available when this report was written.*

- Enrollment also increased substantially as a percentage of the preschool-age population in the Abbott districts between 1999 and 2003, as shown in **Figure 2**.
- Universal coverage is far from achieved however, with just two-thirds (66%) of the preschool universe served in 2002-03.

**Figure 2. Actual and Approved Enrollment as a Percentage of Preschool-Age Population\***



\*Preschool-age population is defined as double the total (public, private and charter schools) first-grade enrollment in the district in the previous school year.

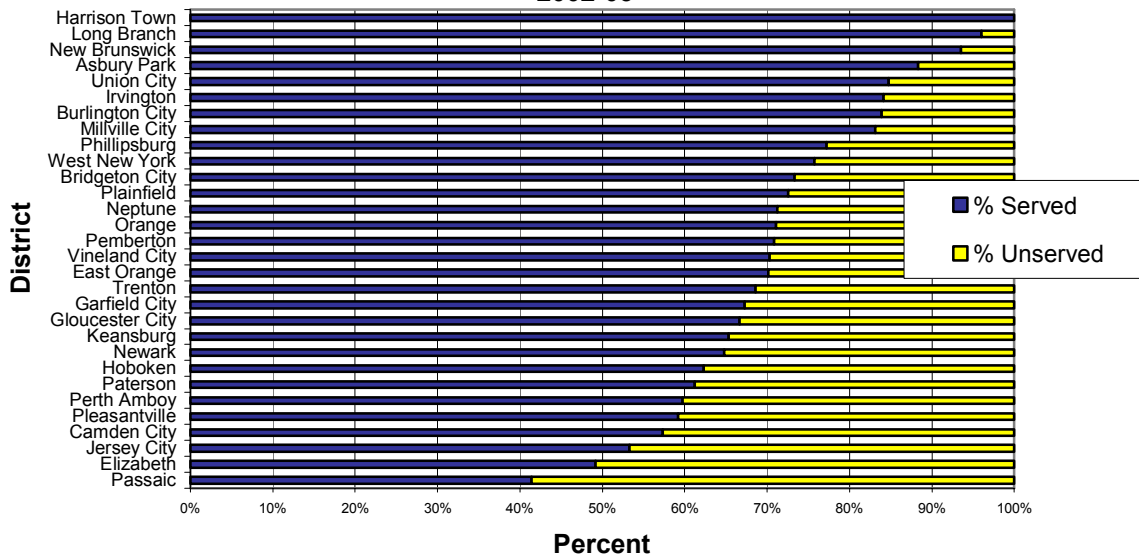
Note: Approved enrollment data for 1999-2000 and actual enrollment data for 2003-04 were not available to ELC when this report was written.



**Figure 3** shows the actual 2002-03 enrollment figures on a district-by-district basis. There was tremendous variation in the degree to which the Abbott districts have approached the NJDOE requirement to serve 90 percent of the eligible preschool-age population.

- Three Abbott districts reported having fulfilled the requirement of enrolling 90 percent of the preschool-age population. Harrison reported that its preschool program served 100 percent of the estimated population of three- and four-year-olds in 2002-03. Long Branch and New Brunswick reported having served more than 90 percent of their respective eligible populations.
- Less than half of the preschool-age populations of Passaic and Elizabeth were served in their respective preschool programs.

**Figure 3. Percent of Preschool-Age Population\* Served by District, 2002-03**

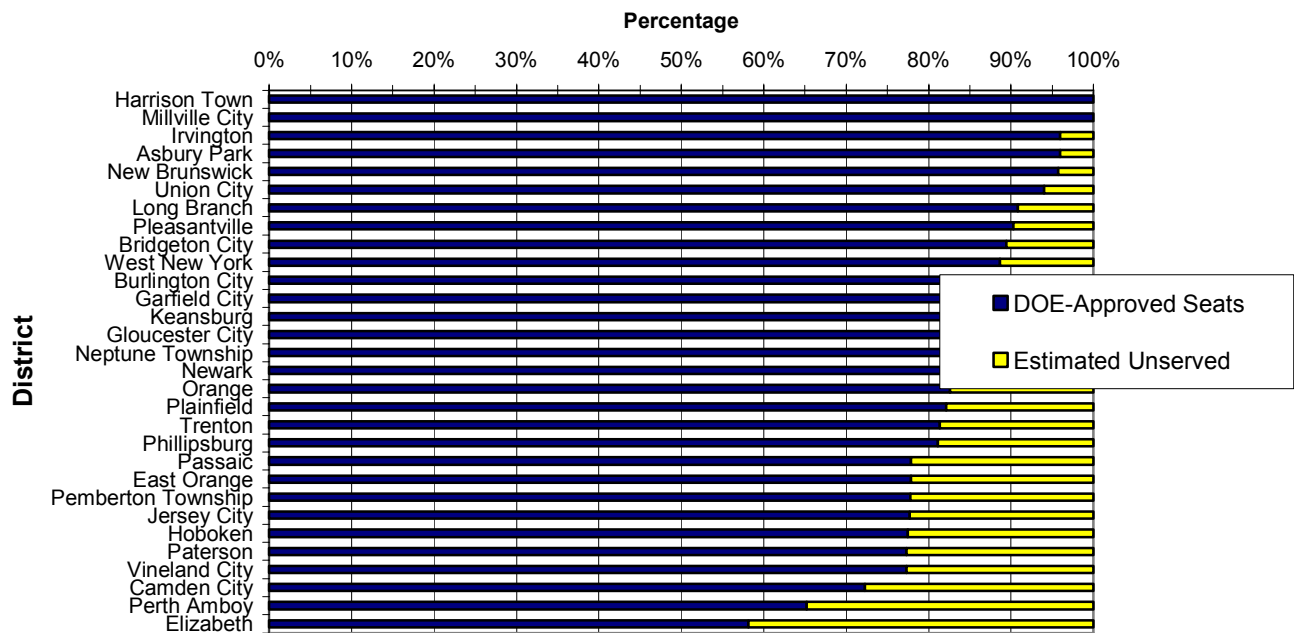


*\*Preschool-age population is defined as double the total (public, private and charter schools) first-grade enrollment in the district in the previous school year.*

All 30 Abbott districts are projected by the NJDOE to serve a majority of their respective target populations of eligible three- and four-year olds in 2003-04, as shown in **Figure 4**.

- Harrison and Millville districts are projected to serve 100 percent of the three- and four-year-old children in their respective school districts.
- Asbury Park, Irvington, Long Branch, New Brunswick, Pleasantville, and Union City are projected to serve more than 90 percent of their respective preschool populations.

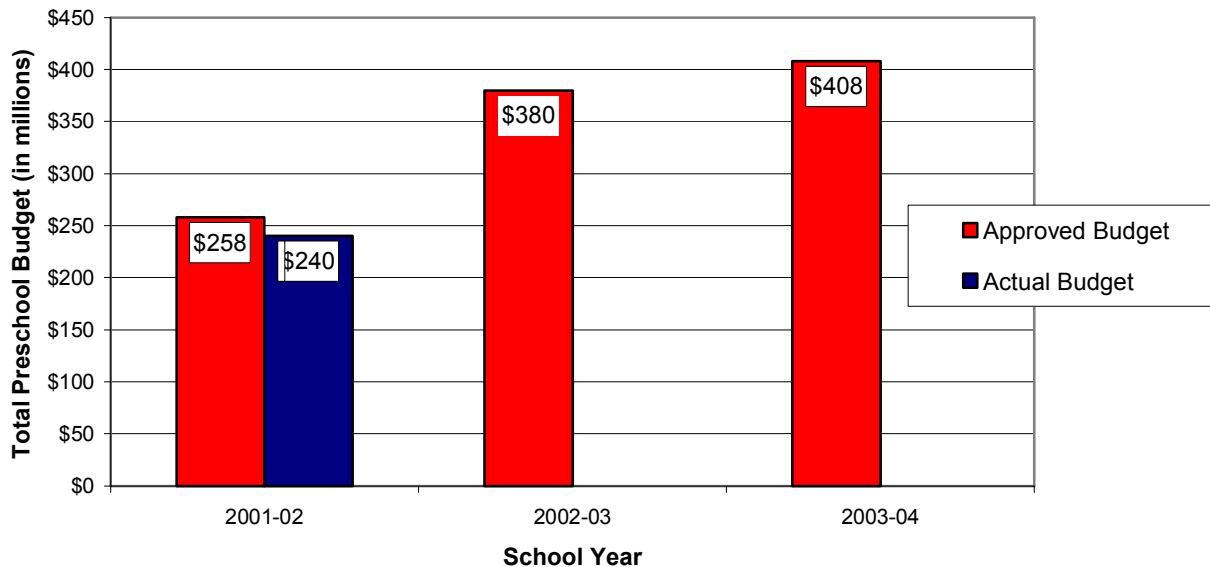
**Figure 4. Approved Percent of the Preschool-Age Population\*, 2003-04 by District**



\*Preschool-age population is defined as double the total (public, private and charter schools) first-grade enrollment in the district in the previous school year.

- **Figure 5** shows that the approved Abbott preschool budget increased 47 percent between 2001-02 and 2002-03, from \$258 million to \$380 million. This increase resulted from a commitment by the McGreevey administration to address the severe funding shortfall for the preschool program that existed upon his taking office in 2002. Actual budget figures are unavailable for 2002-03.

**Figure 5. Approved and Actual Preschool Budget\* 2001-2004**



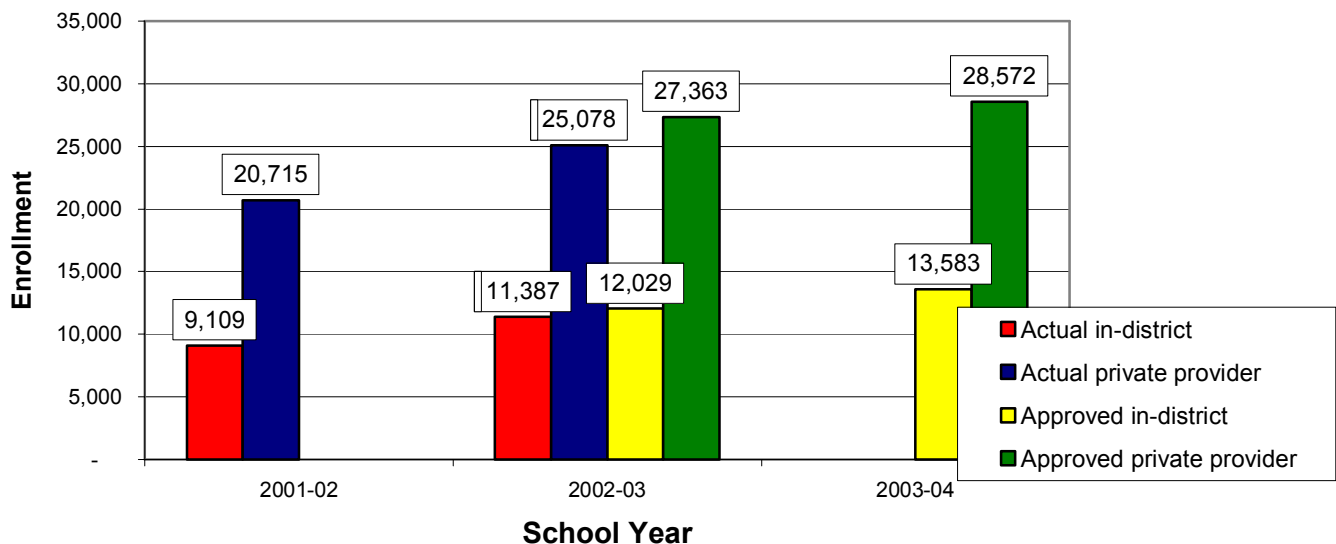
*Note: Actual budget data for 2002-03 and 2003-04 were not available to ELC when this report was written.*

*\*This budget covers the costs for six hours, 182 days per year of preschool education under the Abbott quality standards, including the costs of upgrading federally funded Head Start programs. It does not include the costs of NJDOE mandated before- and after-school "wraparound" care and care during the summer.*

## II. Enrollment and Budget by Provider Type

- More Abbott preschool children are enrolled in programs offered by private providers than in programs within the school district (**Figure 6**). For example, in 2002-03, 25,078 Abbott three- and four-year-olds were enrolled in programs offered by private providers versus 11,387 preschoolers in district-run programs.
- In 2002-03, 25 percent more (2,278) preschoolers were served by in-district programs than in the previous school year. There was a comparable percentage increase in private provider enrollment during the same period (21 percent or 4,363).
- Although a great majority of state-approved preschool seats are in private provider programs, the number of seats in district-run programs grew at a greater rate between 2002-03 and 2003-04. There were 13 percent more state-approved preschool seats in district-run programs, and four percent more seats in private provider programs (including Head Start) in the current school year.

**Figure 6. Actual and Approved Enrollment, by Provider Type, 2001-2004**

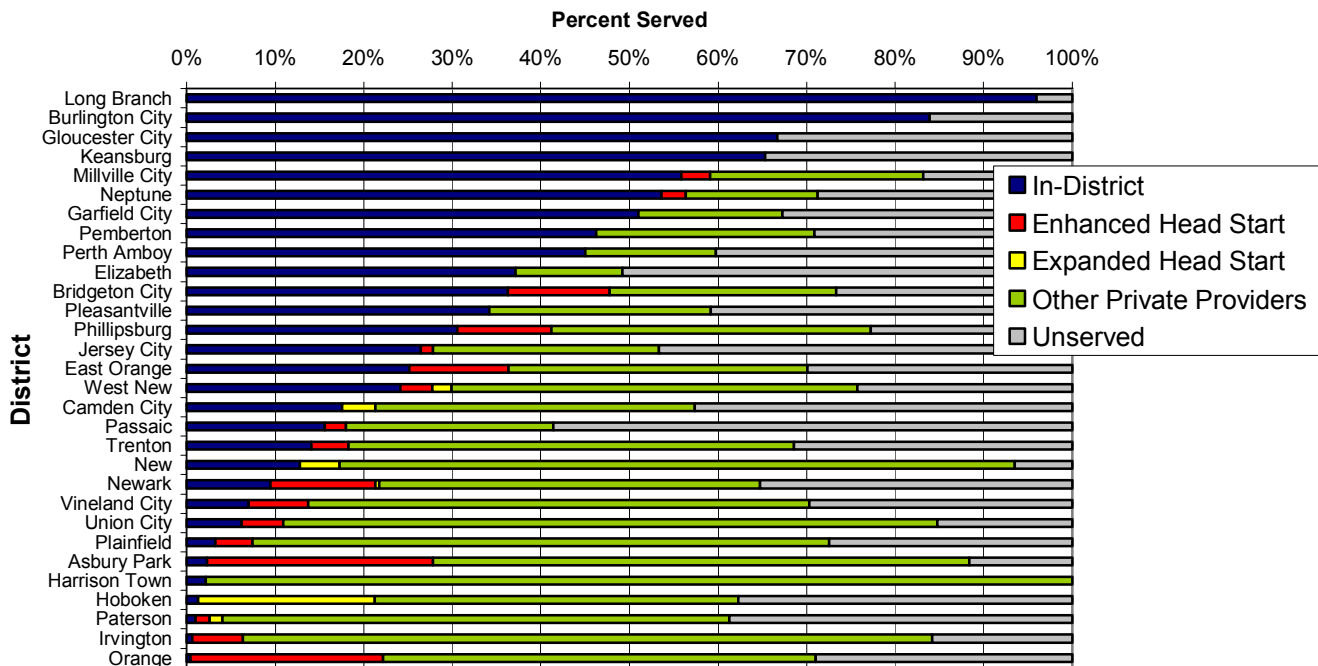


*Note: Approved enrollment data by provider type for 2001-02 and actual enrollment data by provider type for 2003-04 were not available to ELC when this report was written.*

**Figure 7** shows the percent of the preschool-age population served – by provider type – in each of the 30 Abbott districts. There was considerable variability in the degree to which districts rely on private providers to serve preschool children.

- Seven districts served more than half of their respective preschool-age populations in district-run programs in 2002-03: Burlington, Garfield, Gloucester City, Keansburg, Long Branch, Millville, and Neptune.
- Eight districts served more than half of their respective preschool-age children in programs operated by private providers (not including Head Start) in 2002-03. They were Asbury Park, Harrison, Irvington, New Brunswick, Paterson, Plainfield, Union City, and Vineland.

**Figure 7. Percent Preschool-Age Population\* Served by Provider Type and District, 2002-03**

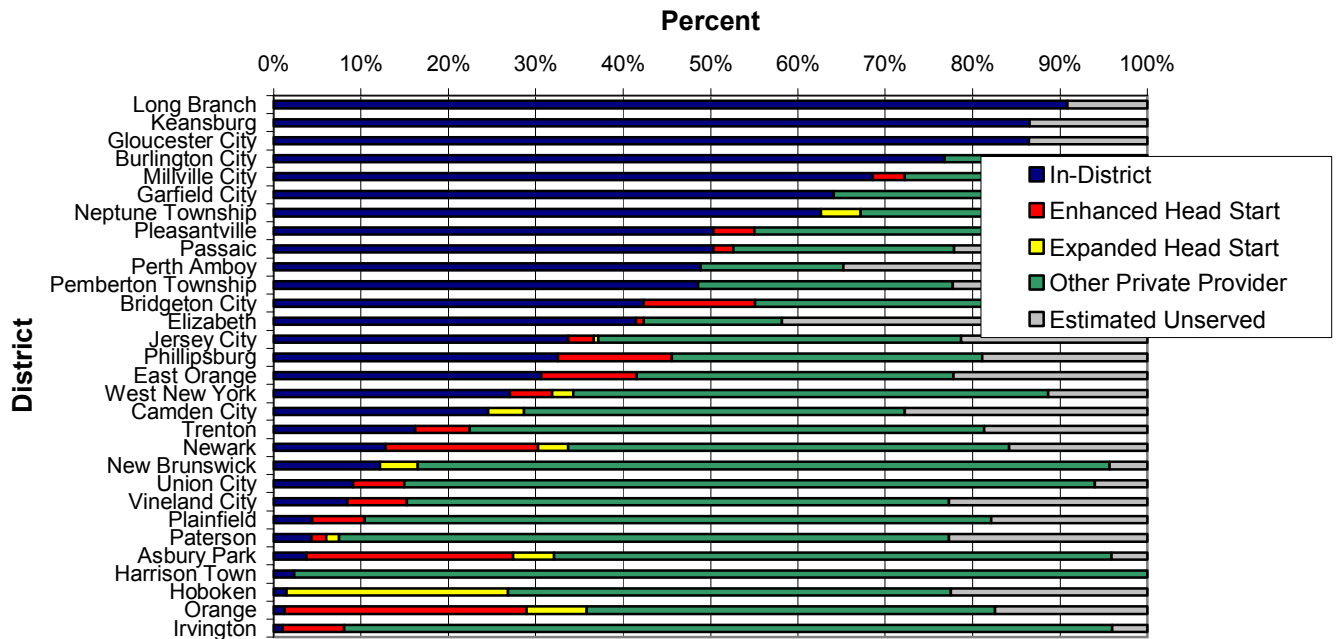


\*Preschool-age population is defined as double the total (public, private and charter schools) first-grade enrollment in the district in the previous school year.

**Figure 8** shows that nine districts are expected to enroll more than half of their respective eligible populations in district-run programs this school year: Burlington, Garfield, Gloucester City, Keansburg, Long Branch, Millville, Neptune, Passaic, and Pleasantville.

- More than a third of the districts – including some of the largest cities in the state – are expected to rely primarily on community providers to serve preschoolers this year: Asbury Park, Harrison, Hoboken, Irvington, New Brunswick, Newark, Paterson, Plainfield, Trenton, Union City, Vineland City, and West New York.

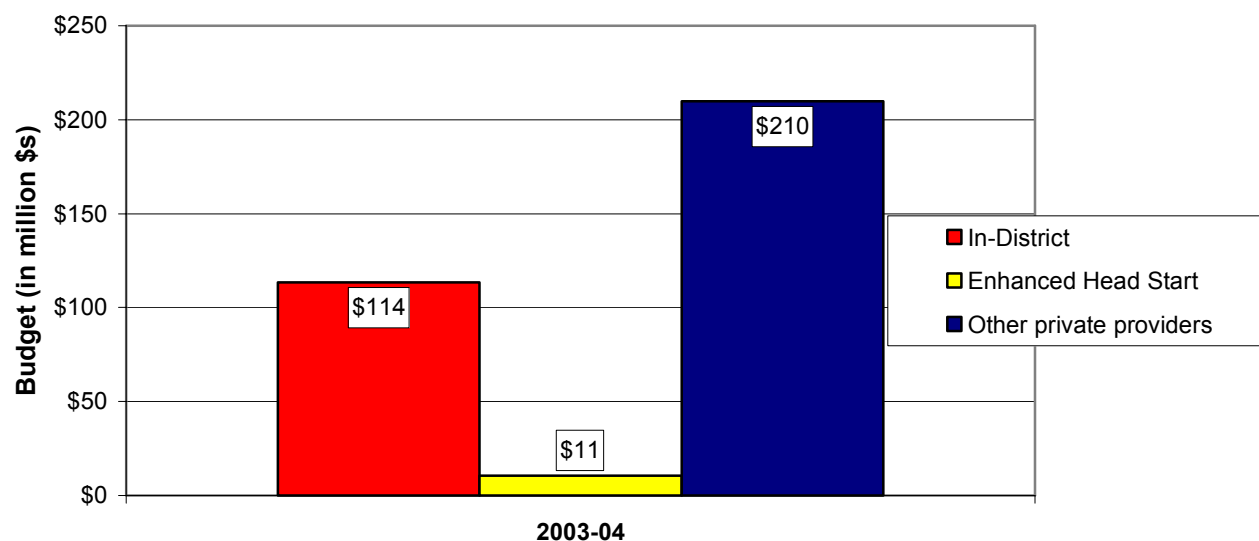
**Figure 8. State-Approved Enrollment as Percent of the Preschool Population\* by Provider Type and District, 2003-04**



\*Preschool-age population is defined as double the total (public, private and charter schools) first-grade enrollment in the district in the previous school year.

- Private providers (including Expanded Head Start) have been slated to receive almost twice as much money as in-district providers (\$210 million v. \$114 million) in the amended approved total preschool budget for 2003-04 (**Figure 9**). The allocation between district-run and private provider programs is proportionate to their respective shares of NJDOE-approved preschool enrollment (see **Figure 6**). Disaggregated budget data are needed, however, to more accurately estimate the costs of in-district and provider programs, and the extent to which teacher salaries and benefits are comparable between provider types, as required in Abbott VIII (2002).
- District budget data show an additional \$73 million in other district costs, but those costs are not defined. It cannot be determined if those costs comprise district administrative overhead or professional development, special education, bilingual education, transportation, or other costs that directly support both in-district and provider programs (see **Table 3**).

**Figure 9. Amended Approved Preschool Budget by Provider Type, 2003-04**

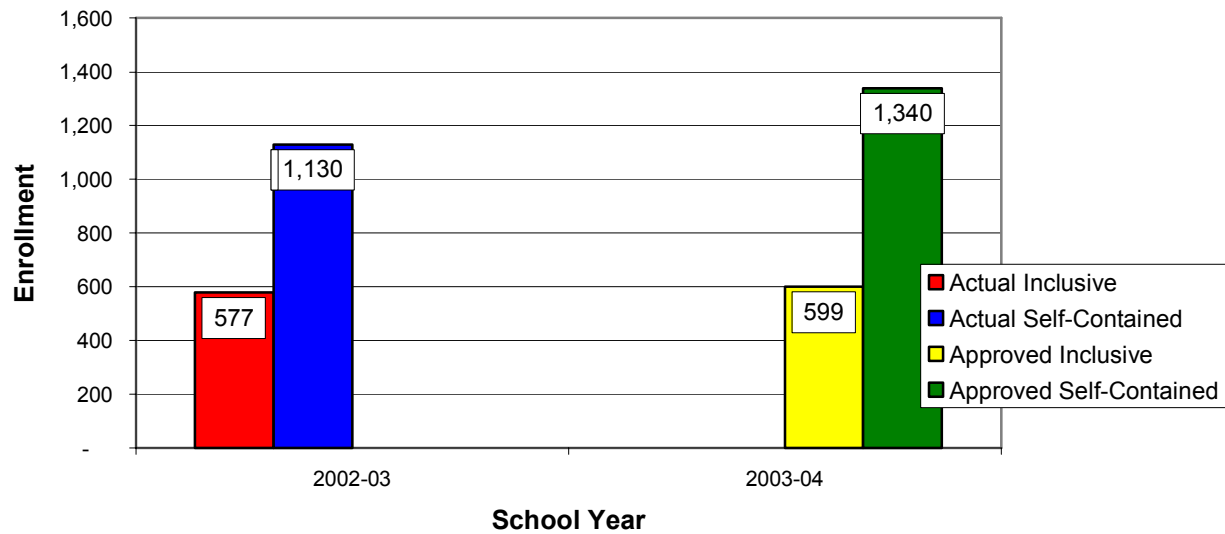


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### III. Placement of Children with Disabilities

- Although federal law, the Individual with Disabilities Education Act (IDEA), requires that children with disabilities be educated in the “least restrictive environment,” a large majority of Abbott preschool children with disabilities (66%) were enrolled in segregated (i.e., self-contained) classrooms in 2002-03 (**Figure 10**).
- State-approved figures for 2003-04 indicate an even further imbalance in favor of segregated classrooms for children with disabilities (1,340 v. 599).

**Figure 10. Actual and Approved Enrollment for Children with Disabilities, by Placement, 2002-2004**



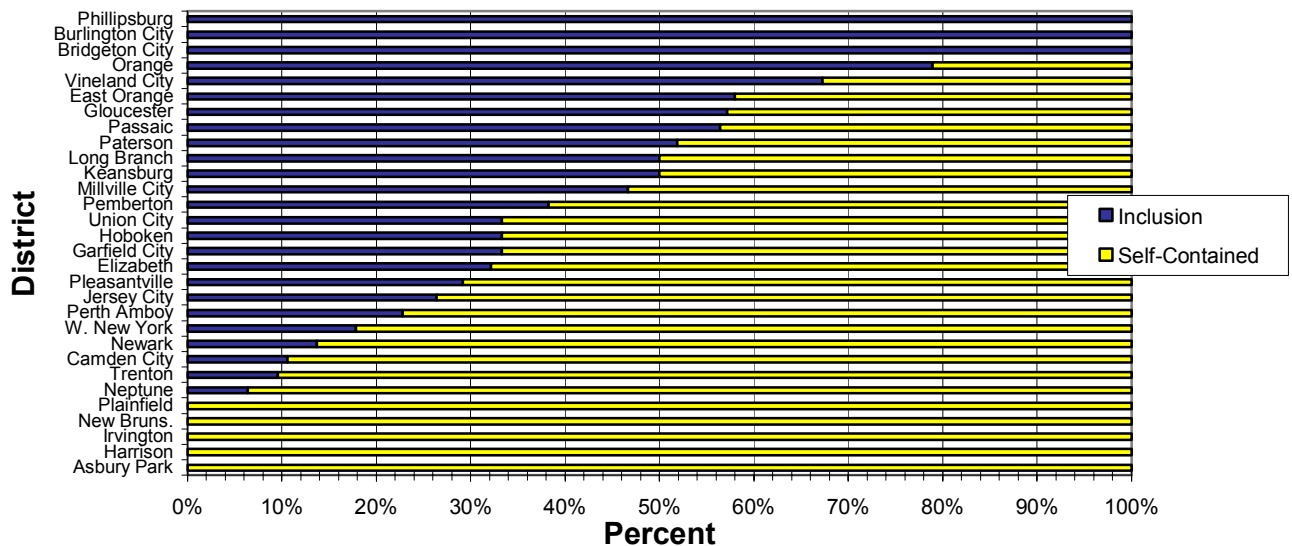
*Note: Approved enrollment data for children with disabilities for 2002-03 and actual enrollment data for children with disabilities for 2003-04 were not available to ELC when this report was written.*



There was substantial variation in the extent to which districts enrolled children with disabilities in inclusion programs, as seen in **Figure 11**. Although, in the aggregate, most children with disabilities were served in self-contained programs, several districts utilized inclusion programs. **Figures 10 and 11** depict a clear trend with respect to the segregation of children with disabilities into self-contained classrooms. It is possible that some districts include children with disabilities in some aspects of the general education program; however, the NJDOE does not collect information on inclusion practices. In addition, data are not available to determine whether inclusion programs are district-run or in community provider settings.

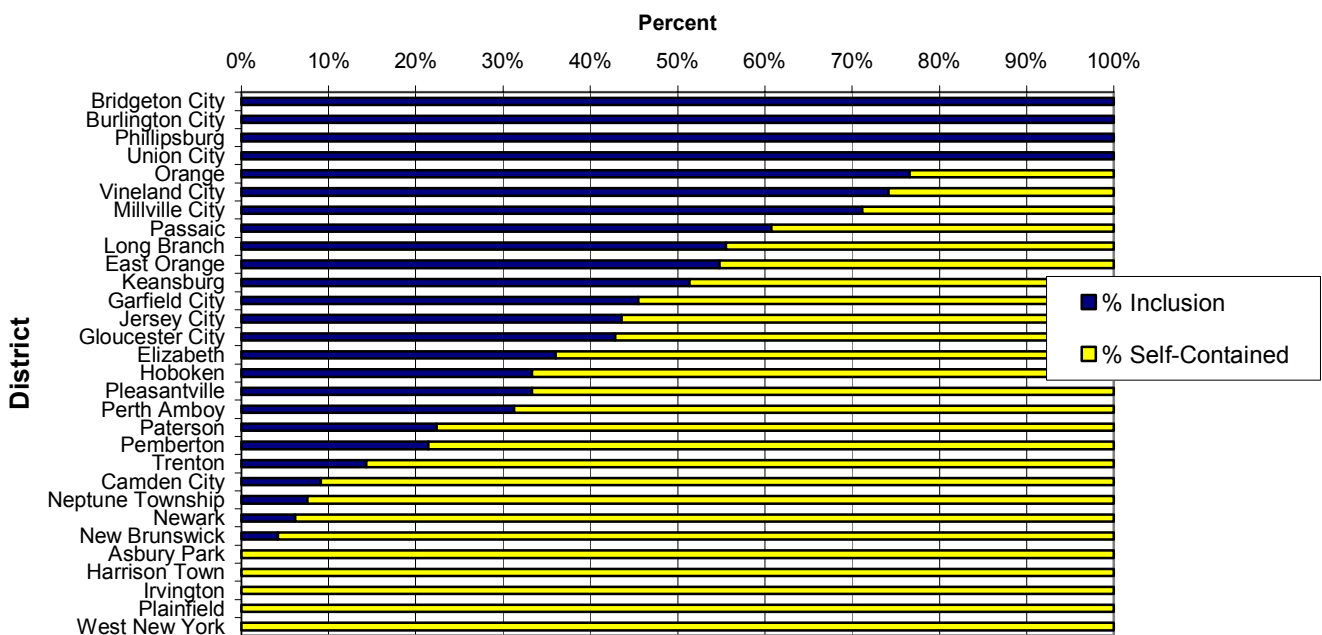
- Phillipsburg, Burlington City, and Bridgeton reported having enrolled all preschoolers with disabilities in inclusion programs in 2002-03.
- According to district reports, all preschool-age children with disabilities in Asbury Park, Harrison, Irvington, New Brunswick, and Plainfield were enrolled in self-contained classrooms in 2002-03.
- Enrollment data in **Table 1** for children with disabilities suggests that the entire in-district program in Asbury Park, Harrison, Hoboken, Irvington, and Orange consists of self-contained classes. This indicates that these districts have not developed inclusion programs as required under the federal IDEA.

**Figure 11. Percent Students with Disabilities Served in Self-Contained versus Inclusion Programs by District, 2002-03**



- Despite the apparent lack of progress in enrolling children with disabilities in inclusion programs across districts, **Figure 12** shows that four districts – Bridgeton, Burlington, Phillipsburg, and Union City – are projected by the NJDOE to enroll 100 percent of their respective populations of preschoolers with disabilities in inclusion programs in 2003-04.
- Five Abbott districts are expected to enroll 100 percent of their preschool students with disabilities in self-contained programs in 2003-04: Asbury Park, Harrison, Irvington, Plainfield, and West New York.

**Figure 12. State-Approved Seats for Students with Disabilities in Inclusion v. Self-Contained Programs, 2003-04 by District**

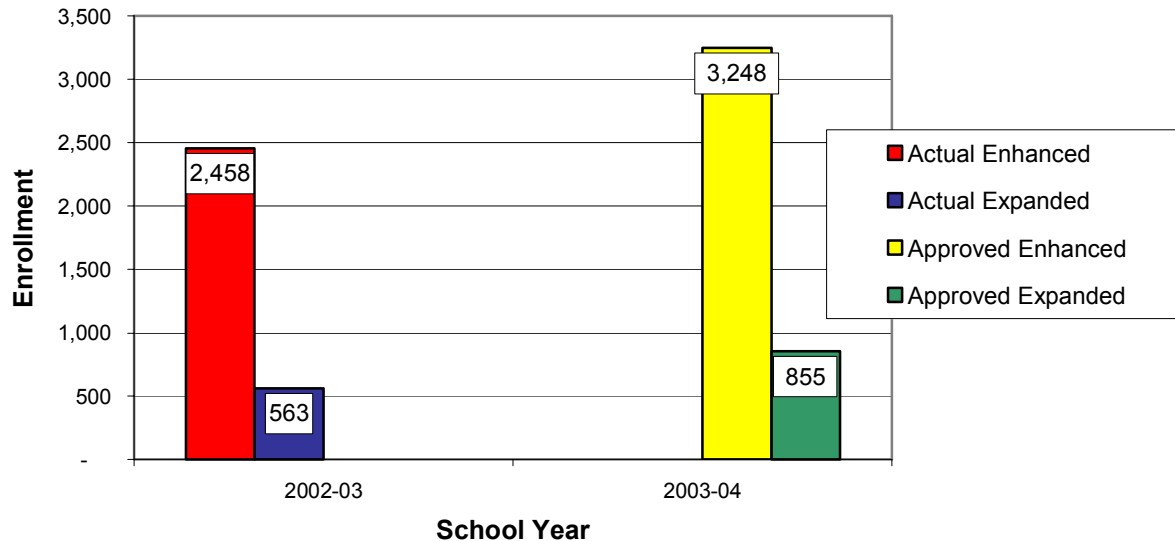


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#### IV. Abbott Head Start Enrollment

- **Figure 13** indicates that slower progress has been made in upgrading Head Start programs to conform to the higher preschool standards articulated by the Court. In 2002-03, the first year in which this effort began, 38 percent (3,021) of the estimated 8,000 children in Head Start in the Abbott districts were enrolled in upgraded preschool programs.
- Actual and approved Head Start enrollment figures show a predominance of preschool seats in Enhanced Head Start (the program under which existing Head Start seats are upgraded to meet Abbott standards) versus Expanded Head Start (the program serving children not previously enrolled in Federal Head Start). For example, in the current school year, the state approved 3,248 seats in Enhanced Head Start, compared to 855 in Expanded Head Start.

**Figure 13. Actual and Approved Head Start Enrollment, 2002-2004**

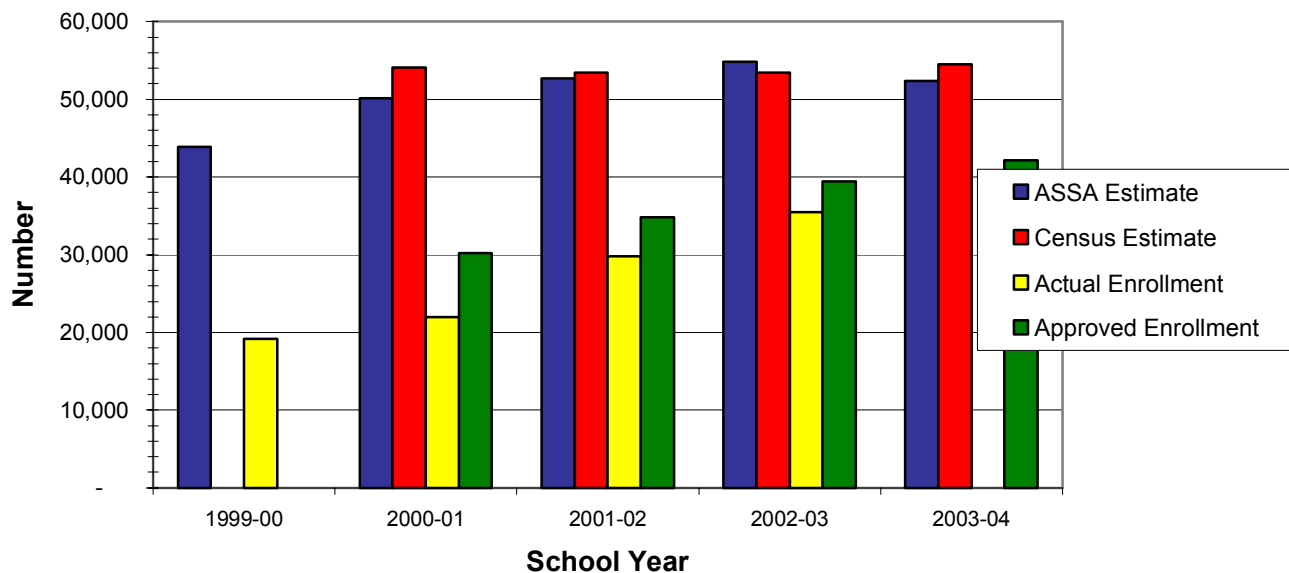


*Note: Approved Head Start enrollment data for 2002-03 and actual Head Start enrollment data for 2003-04 were not available to ELC when this report was written.*

## V. Defining the Abbott Preschool-Age Population

- Across school years, ASSA estimates (i.e., the method of enumerating the preschool population required by NJDOE regulations) of the preschool population are similar to those obtained by projecting 2000 Census data. Each estimation method utilizes projections: the Census projects forward in time based on the number of infants and children in the year 2000; the ASSA method projects backward, based on the number of children enrolled in first grade. Neither method provides a wholly satisfactory estimate of the true, current population of three- and four-year-olds, however (**Figure 14**).
- Although the percentage of the target population enrolled in preschool has consistently risen between 1999-2003, preschool enrollment remains well below the number of three- and four-year-old children in the Abbott districts, estimated by either the Census or the ASSA method.

**Figure 14. Estimated Preschool Population versus Actual and Approved Enrollment Figures, 1999-2004**



*Note: Census estimates/projections of the three- and four-year-old population in 1999, approved enrollment data for 1999-00, and actual enrollment data for 2003-04 were not available to ELC when this report was written.*

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## Conclusion

The *Abbott* rulings have put New Jersey in the forefront of the nation in providing universal preschool to children in high-poverty communities. It is on its way to becoming the first state where every three- and four-year old child living in these communities will attend preschool, unless the child's parent or caretaker chooses otherwise. This report documents the efforts underway to fulfill the *Abbott* preschool mandate in order to identify both successes to date and challenges that remain.

While considerable progress has been made since 1999, the NJDOE and *Abbott* districts have important work that lies ahead. The number of state-approved preschool slots has increased over the years, but has not yet reached the estimated size of the preschool population. Moreover, *Abbott* districts have been unable to fill as many slots as are approved by the state. As a result, one-third of the estimated preschool population was not enrolled in preschool in the most recent year for which there are actual enrollment data.

Taken together, these findings suggest at least two likely factors underlying the inability to achieve universal preschool enrollment. These are the lack of additional classroom space, and need for more aggressive recruitment of hard-to-reach families. Both factors were identified as potential barriers by the New Jersey Supreme Court in recent decisions (*Abbott VI, 2000*, and *Abbott VIII, 2002*).

The data indicate that existing preschool classroom capacity in the *Abbott* districts may have reached its peak. Further, it is likely that insufficient classroom space is an obstacle to upgrading Head Start programs to meet the firm *Abbott* standard of 15 children per class. The *Abbott VIII* (2002) ruling requires the NJDOE and districts to develop contingency preschool facility plans to accommodate enrollments that exceed current capacity. It is unclear whether such plans have been developed or implemented.

Further, more concerted recruitment is an essential tool in the effort to enroll children from hard-to-reach families. As the *Abbott* Court emphasized (*Abbott VI, 2000*), the hardest to reach children are also those who are in the greatest need of preschool programs.

We cannot confidently ascertain the extent to which facility deficits versus current recruitment practices – or other factors – are causing the current enrollment shortfall. District-by-district data on preschool facilities, both in-district and community-based, are not maintained by NJDOE or the districts. Such data would greatly inform efforts to address classroom shortages that impede achieving the goal of universal enrollment in all *Abbott* districts.

A disturbing trend identified in this report is the placement of children with disabilities in the *Abbott* preschool program. The data show that these students continue to be educated in segregated, self-contained classrooms, contrary to federal law. The *Abbott*

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preschool funding, when combined with federal IDEA funds, create an unprecedented opportunity in New Jersey for the NJDOE and districts to implement model preschool inclusion programs in diverse settings. It is imperative that NJDOE and districts assess the causes of segregation in the program and develop corrective action plans to address this serious deficiency.

Further, the NJDOE data on the budget for Abbott preschool raises important questions requiring further exploration and analysis. It is impossible to ascertain the amounts allocated for central office administrative costs and other district-wide costs that support all programs, such as transportation, professional development and special education services. NJDOE should begin to provide more detailed budgets that specify amounts allocated to various programs and services, so that more accurate assessments can be made about the adequacy, effectiveness, and efficiency of preschool expenditures.

A final note is necessary regarding the estimation of the preschool population in the Abbott districts. The districts are required to utilize the ASSA method; we have also provided Census estimates in this report. While ASSA and Census estimates are similar and highly correlated, both methods fall short in their ability to account for mobility, changes in birth rates, and other factors affecting the size of age cohorts in the districts. While current methods of determining the number of eligible children may be inadequate, the fact remains that the NJDOE and the districts are not providing quality preschool to all three- and four-year old children residing in New Jersey's urban communities, as mandated by the State Supreme Court in 1998.

Table 1. 2002-2003 Actual Abbott Preschool Enrollment by District

District Name	Preschool Population Estimates		Total Actual Enrollment	Provider Type				Children with Disabilities		
	ASSA	Census		In-district	Enhanced Head Start	Expanded Head Start	Other Private Provider	Inclusion	Self-Contained	Total
Asbury Park	644	609	569	15	164	0	390	0	15	15
Bridgeton City	766	641	562	278	88	0	196	13	0	13
Burlington City	224	255	188	188	0	0	0	5	0	5
Camden City	3,236	2,845	1,855	569	0	120	1,166	27	228	255
East Orange	2,018	2,132	1,415	508	225	0	682	29	21	50
Elizabeth	3,820	3,700	1,878	1,418	0	0	460	18	38	56
Garfield City	712	729	479	363	0	0	116	4	8	12
Gloucester City	378	302	252	252	0	0	0	8	6	14
Harrison Town	278	375	278	6	0	0	272	0	6	6
Hoboken	480	491	299	6	0	96	197	3	6	9
Irvington	1,724	1,963	1,451	11	98	0	1,342	0	11	11
Jersey City	6,938	6,558	3,700	1,836	92	0	1,772	29	81	110
Keansburg	352	276	230	230	0	0	0	9	9	18
Long Branch	700	909	672	672	0	0	0	17	17	34
Millville City	860	766	715	480	28	0	207	7	8	15
Neptune Township	696	676	496	373	19	0	104	3	44	47
New Brunswick	1,222	1,408	1,143	156	0	55	932	0	71	71
Newark	8,444	8,317	5,469	800	1,000	35	3,634	24	151	175
Orange	888	1,078	631	4	193	0	434	15	4	19
Passaic	2,522	2,607	1,045	394	60	0	591	35	27	62
Paterson	5,216	4,973	3,194	50	84	75	2,985	68	63	131
Pemberton Township	824	768	584	381	0	0	203	13	21	34
Perth Amboy	1,760	1,474	1,052	792	0	0	260	13	44	57
Phillipsburg	422	410	326	129	45	0	152	21	0	21
Plainfield	1,418	1,492	1,029	46	59	0	924	0	16	16
Pleasantville	848	590	502	290	0	0	212	7	17	24
Trenton	2,828	2,602	1,940	399	117	0	1,424	7	66	73
Union City	1,802	1,955	1,527	112	84	0	1,331	10	20	30
Vineland City	1,560	1,375	1,097	109	105	0	883	39	19	58
West New York	1,268	1,174	960	306	46	27	581	5	23	28
<b>Total</b>	<b>54,848</b>	<b>53,450</b>	<b>35,538</b>	<b>11,173</b>	<b>2,507</b>	<b>408</b>	<b>21,450</b>	<b>429</b>	<b>1,040</b>	<b>1,469</b>

Source: New Jersey Department of Education, Office of Early Childhood Programs, May 2003.

Table 2. 2003-2004 State-Approved Abbott Preschool Enrollment by District

District Name	Preschool Population Estimates		Total Approved Enrollment	Provider Type				Children with Disabilities		
	ASSA	Census		In-district	Enhanced Head Start	Expanded Head Start	Other Private Provider	Inclusion	Self-Contained	Total
Asbury Park	635	657	609	24	150	30	405	0	24	24
Bridgeton City	708	654	633	300	90	0	243	10	0	10
Burlington City	254	235	225	195	0	0	30	8	0	8
Camden City	2,857	2,907	2,065	700	0	120	1,245	34	340	374
East Orange	2,066	2,172	1,608	633	225	0	750	40	33	73
Elizabeth	3,479	3,833	2,023	1,443	30	0	550	27	48	75
Garfield City	627	738	552	402	0	0	150	10	12	22
Gloucester City	347	301	300	300	0	0	0	12	16	28
Harrison Town	251	401	333	6	0	0	327	0	6	6
Hoboken	533	565	413	8	0	135	270	4	8	12
Irvington	1,493	1,933	1,433	16	105	0	1,312	0	16	16
Jersey City	6,108	6,714	4,744	2,059	180	30	2,535	51	66	117
Keansburg	333	252	288	288	0	0	0	19	18	37
Long Branch	798	905	725	725	0	0	0	30	24	54
Millville City	800	763	811	556	30	0	225	37	15	52
Neptune Township	662	624	565	415	0	30	120	4	49	53
New Brunswick	1,403	1,513	1,343	171	0	60	1,112	3	68	71
Newark	8,329	8,530	7,011	1,069	1,455	285	4,202	15	229	244
Orange	867	1,106	716	11	240	60	405	36	11	47
Passaic	2,600	2,689	2,024	1,308	60	0	656	51	33	84
Paterson	5,000	5,054	3,866	217	83	75	3,491	15	52	67
Pemberton Township	823	747	640	400	0	0	240	6	22	28
Perth Amboy	1,593	1,522	1,039	779	0	0	260	20	44	64
Phillipsburg	461	440	374	150	60	0	164	28	0	28
Plainfield	1,499	1,426	1,231	66	90	0	1,075	0	28	28
Pleasantville	638	559	576	321	30	0	225	8	16	24
Trenton	2,406	2,575	1,957	390	150	0	1,417	17	102	119
Union City	1,808	2,062	1,700	165	105	0	1,430	45	0	45
Vineland City	1,540	1,362	1,190	130	105	0	955	69	24	93
West New York	1,242	1,244	1,101	336	60	30	675	0	36	36
<b>Total</b>	<b>52,160</b>	<b>54,483</b>	<b>42,095</b>	<b>13,583</b>	<b>3,248</b>	<b>855</b>	<b>24,469</b>	<b>599</b>	<b>1,340</b>	<b>1,939</b>

Source: New Jersey Department of Education, Office of Early Childhood Programs, May 2003.



**Table 3. 2003-2004 Amended Approved Budgets by District**

<b>School District</b>	<b>In-District</b>	<b>Federal Head Start Contracts</b>	<b>Other Provider Contracts</b>	<b>Other District Costs</b>	<b>Total Cost</b>
Asbury Park	\$216,406	\$639,597	\$4,087,153	\$2,172,826	\$7,115,982
Bridgeton City	\$2,540,916	\$231,300	\$1,709,300	\$1,039,239	\$5,520,755
Burlington City	\$1,104,696	\$0	\$277,085	\$402,566	\$1,784,347
Camden City	\$5,541,817	\$0	\$12,322,263	\$2,605,237	\$20,469,317
East Orange	\$5,115,487	\$886,985	\$6,112,261	\$2,433,935	\$14,548,668
Elizabeth	\$11,096,342	\$41,100	\$5,044,491	\$9,114,633	\$25,296,566
Garfield City	\$3,448,515	\$0	\$1,283,549	\$792,160	\$5,524,224
Gloucester City	\$2,303,838	\$0	\$0	\$536,530	\$2,840,368
Harrison Town	\$51,758	\$0	\$2,634,626	\$638,041	\$3,324,425
Hoboken	\$64,291	\$0	\$3,025,896	\$1,007,585	\$4,097,772
Irvington	\$133,881	\$278,617	\$11,522,690	\$1,934,456	\$13,869,644
Jersey City	\$16,690,030	\$408,998	\$21,321,537	\$7,641,275	\$46,061,840
Keansburg	\$2,021,147	\$0	\$0	\$702,615	\$2,723,762
Long Branch	\$5,239,967	\$0	\$0	\$689,252	\$5,929,219
Millville City	\$3,973,107	\$80,730	\$1,521,201	\$1,112,393	\$6,687,431
Neptune Township	\$3,770,663	\$0	\$1,508,859	\$687,908	\$5,967,430
New Brunswick	\$1,357,860	\$0	\$9,618,351	\$1,923,815	\$12,900,026
Newark	\$10,418,612	\$4,070,768	\$40,528,525	\$11,436,913	\$66,454,818
Orange	\$94,056	\$1,435,440	\$3,866,475	\$1,608,511	\$7,004,482
Passaic	\$11,858,672	\$210,520	\$5,463,902	\$4,810,520	\$22,343,614
Paterson	\$1,841,916	\$280,405	\$29,790,103	\$6,286,548	\$38,198,972
Pemberton Townsh	\$3,095,069	\$0	\$1,474,049	\$946,741	\$5,515,859
Perth Amboy	\$7,293,070	\$0	\$1,975,924	\$1,294,083	\$10,563,077
Phillipsburg	\$1,370,264	\$227,096	\$1,305,754	\$687,606	\$3,590,720
Plainfield	\$548,171	\$185,007	\$8,346,552	\$2,437,285	\$11,517,015
Pleasantville	\$2,526,485	\$53,071	\$1,362,221	\$871,730	\$4,813,507
Trenton	\$3,228,147	\$627,317	\$12,120,099	\$2,476,480	\$18,452,043
Union City	\$1,825,703	\$420,684	\$9,632,068	\$2,221,174	\$14,099,629
Vineland City	\$2,144,450	\$346,714	\$7,528,905	\$1,552,560	\$11,572,629
West New York	\$2,621,642	\$158,562	\$5,423,809	\$1,739,393	\$9,943,406
<b>Total</b>	<b>\$113,536,978</b>	<b>\$10,582,911</b>	<b>\$210,807,648</b>	<b>\$73,804,010</b>	<b>\$408,731,547</b>

Source: New Jersey Department of Education, Office of Early Childhood Programs, May 2003.

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The Abbott v. Burke decisions are available for download on ELC's website: [edlawcenter.org](http://edlawcenter.org).