

INTRODUCTION

On March 13th Island Heights along with Berkeley, Ocean Gate, Seaside Heights, and Seaside Park will have the opportunity to vote on the dissolution of the Central Regional School District. Dissolution would mean the break up of the Central Regional School District. In order for dissolution to pass it would require three of the five sending towns to vote in favor of dissolution along with the overall majority vote of the five sending towns.

The Mayor and Council along with the Island Heights Board of Education created an Ad Hoc committee, appointing three Council members and three School Board members to investigate dissolution. The Ad Hoc committee gathered this pertinent information on the dissolution process, and its potential impact on Island Heights.

As part of the process for dissolution, the Superintendent of the Ocean County School System was required to submit a state sanctioned report offering his opinion on the dissolution of the Central Regional School District. In the superintendent's report summary you will find references to two other key reports. These reports are the Beineman & Kirtland report (financed independently by Seaside Park), and the Wyns report (financed independently by Central Regional). All three reports (Beineman & Kirtland, Wyns, and the County Superintendents) are available for you to review on the town website <http://www.islandheightsboro.com/>. If you are unable to access the website you may pick up copies at the town hall, or the grade school. Applicable charges may apply for copies.

Attachments:

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ISSUES / POINTS TO CONSIDER

IH Board of Education may select school system of choice*

Potential tax savings**

Pay tuition on a per student basis

Choose a closer school system

No ownership of school system

No voting representation on the Board of Education

Fluctuating special education costs

Fluctuating transportation costs

*School systems in consideration, Point Pleasant Beach (PPB), Point Pleasant Boro (PPBoro), Toms River (East or South) (TRE, TRS)

**Based on scenarios in studies conducted by Central and Seaside Park

Disclaimer

The information contained herein is for informational purposes only and does not reflect the opinion of the Ad-Hoc Committee, its members, the Mayor and Council of Island Heights, and or the Island Heights Board of Education.

All residents are strongly encouraged and advised to do their own research and investigating into any area or issue involved with the dissolution process and vote.

The Ad-Hoc Committee, its members, Mayor and Council of Island Heights, and or the Island Heights Board of Education are not responsible for any errors, omissions, inaccuracies, contained within this fact sheet/brochure, and specifically disclaim any responsibility and/or liability for any errors, omissions, inaccuracies contained herein.

FAQ'S



Q: What is dissolution?

A: Dissolution is the break up of the existing Central Regional School system.

Q: If dissolution were to pass, when would this take affect?

A: That would be determined by the County Superintendent of Schools.

Q: What happens if dissolution fails referendum?

A: The dissolution process stops, and any interested party can take the matter to the courts.

Q: Who decides where Island Heights students will attend school should dissolution pass?

A: The Island Heights Board of Education.

Q: Has the Ad-Hoc Committee compared test scores of the potential school systems?

A: The committee has attached test scoring for your review.

Q: Where will our children receive 7th-12th grade education?

A: The Island Heights Board of Education will enter into a send/receive agreement with Toms River, Point Pleasant Beach/Boro, or go back to Central Regional which would then be called Berkeley Township High School.

Q: Have school systems agreed to accept our students?

A: Yes, Point Pleasant Beach, Point Pleasant Boro, and Toms River schools system (East or South).

Q: Would we have a voting seat on the board of education?

A: No, there have been cases where a seat was provided but the representative was not able to vote.

Q: Who would pay for transportation costs?

A: Island Heights would bare all costs to transport students to the school that is chosen.

Q: Will there be comparable busing provided?

A: That will be a decision made by the IHBOE.

Q: Does tuition cover special education costs?

A: No, Island Heights will be responsible for all of Island Heights special education students costs.

Q: Who will be responsible for Special Education placement?

A: The receiving district decides whether special education students are placed in district or out of district.

Q: What will happen to the grade school should dissolution occur?

A: Nothing, the grade school stands on its own and becomes a K-12 district.

SCHOOL TEST SCORE COMPARISONS

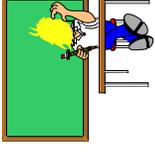


	STATE AVERAGE	CR	DFG Average (B)	PPB	DFG Average (FG)	PPBoro	DFG Average (FG)	TR East	DFG Average (DE)	TR South	DFG Average (DE)
SAT SCORES											
2004-2005	1020	964	N/A	1053	N/A	1016	N/A	1007	N/A	979	N/A
2003-2004	1015	961	N/A	1055	N/A	1005	N/A	1022	N/A	1001	N/A
2002-2003	1017	961	N/A	1057	N/A	1018	N/A	1026	N/A	1012	N/A
SAT SCORE MATH											
2004-2005	519	492	464	533	518	506	518	510	502	485	502
2003-2004	516	486	N/A	527	N/A	501	N/A	516	N/A	501	N/A
2002-2003	518	489	N/A	537	N/A	507	N/A	522	N/A	506	N/A
SAT SCORE VERBAL											
2004-2005	501	472	445	520	505	511	505	497	487	494	487
2003-2004	499	475	N/A	528	N/A	504	N/A	506	N/A	500	N/A
2002-2003	499	472	N/A	520	N/A	511	N/A	504	N/A	506	N/A
% OF STUDENTS TAKING THE SATS											
2004-2005	75%	65%	63%	86%	78%	89%	78%	71%	72%	72%	72%
2003-2004	73%	52%	N/A	90%	N/A	70%	N/A	71%	N/A	70%	N/A
2002-2003	75%	50%	N/A	87%	N/A	73%	N/A	71%	N/A	70%	N/A
% OF STUDENTS ATTENDING 4 OR 2 YR COLLEGES											
2004-2005	N/A	80%	N/A	96.10%	N/A	90.90%	N/A	84.30%	N/A	82.50%	N/A
2003-2004	N/A	65.70%	N/A	94.40%	N/A	80.90%	N/A	83.90%	N/A	83.90%	N/A
2002-2003	N/A	63%	N/A	90%	N/A	88.20%	N/A	73.90%	N/A	73.90%	N/A
GRADUATION RATE											
2004-2005	91.30%	88.20%	N/A	95.30%	N/A	99%	N/A	91.80%	N/A	84.30%	N/A
2003-2004	90.50%	87.50%	N/A	98.80%	N/A	97.90%	N/A	93.90%	N/A	86.20%	N/A
2002-2003	89.50%	85.50%	N/A	99%	N/A	96.00%	N/A	93.80%	N/A	83.70%	N/A

* Explanation of DFG GEPA HSPA, etc. on the following pages 6-8

Source *New Jersey Department of Education*

SCHOOL TEST SCORE COMPARISONS



	AYP	CR	DFG Average	PPB	DFG Average	PPBORO	DFG Average	TRE	DFG Average	TRS	DFG Average	DE
GEPA PASSING SCORES TOTAL STUDENT POPULATION FOR LITERACY												
2005-2006	66%	76.3	50	81.4	89.2	89.4	89.2	81.6	89.2	72	75.1	75.1
2004-2005		68.3	50%	82.7	89.2	84.3	89.2	81.6	89.2	N/A	75.1	75.1
2003-2004		63.9	N/A	88	N/A	82.1	N/A	76.4	N/A	N/A	N/A	N/A
GEPA PASSING SCORES TOTAL GENERAL EDUCATION POPULATION (LIT)												
2005-2006	66%	84.1	75.2	95.6	98	93.8	98	91.4	98	80	84.7	84.7
2004-2005		78.1	75.2	97.4	98	N/A	98	87.6	98	N/A	84.7	84.7
2003-2004		72.2	N/A	96.5	N/A	87.5	N/A	83.2	N/A	N/A	N/A	N/A
GEPA PASSING SCORES TOTAL STUDENT POPULATION FOR MATHEMATICS												
2005-2006	49%	66.7	50	83.1	86.9	78.8	86.9	80.3	86.9	65.4	63.6	63.6
2004-2005		50	50	75	86.9	81.7	86.9	72.8	86.9	N/A	63.6	63.6
2003-2004		48.7	N/A	82	N/A	71.9	N/A	67.3	N/A	N/A	N/A	N/A
GEPA PASSING SCORES TOTAL GENERAL EDUCATION POPULATION (MATH)												
2005-2006	49%	73.6	56.5	93.5	93.8	83.1	93.8	86.8	93.8	75.5	75.5	75.5
2004-2005		56.5	56.5	89.7	93.8	N/A	93.8	77.8	93.8	N/A	75.5	75.5
2003-2004		54.3	N/A	89.3	N/A	75.1	N/A	74.4	N/A	N/A	N/A	N/A
HSPA PASSING SCORES TOTAL STUDENT POPULATION FOR LITERACY												
2005-2006	79%	85.1	74.7	96.9	88.6	94.8	88.6	88	88.6	82.7	86.8	86.8
2004-2005		79.1	74.7	92.7	88.6	97.4	88.6	88.3	88.6	88.4	86.8	86.8
2003-2004		80.9	N/A	92.5	N/A	90.6	N/A	86.1	N/A	81.7	N/A	N/A
HSPA PASSING SCORES TOTAL GENERAL EDUCATION POPULATION (LIT)												
2005-2006	79%	93.3	88.3	100	100	97.7	100	93.9	100	89.5	94.6	94.6
2004-2005		N/A	88.3	100	100	99	100	94.6	100	91.9	94.6	94.6
2003-2004		89.7	N/A	98.9	N/A	95.5	N/A	93.2	N/A	88.8	N/A	N/A
HSPA PASSING SCORES TOTAL STUDENT POPULATION FOR MATHEMATICS												
2005-2006	64%	72.7	64.6	91.8	82.3	81.9	82.3	80.4	82.3	69.1	77.5	77.5
2004-2005		72.5	64.6	88.5	82.3	80	82.3	78.8	82.3	72.9	77.5	77.5
2003-2004		66.9	N/A	85	N/A	77.8	N/A	71.1	N/A	66.7	N/A	N/A
HSPA PASSING SCORES TOTAL GENERAL EDUCATION POPULATION (MATH)												
2005-2006	64%	81.1	76.8	100	90.5	89	90.5	85.2	90.5	76.8	86.1	86.1
2004-2005		N/A	76.8	100	90.5	84.4	90.5	84.3	90.5	80	86.1	86.1
2003-2004		74.5	N/A	90	N/A	83.4	N/A	78.1	N/A	73.7	N/A	N/A

* Source New Jersey Department of Education

DISTRICT FACTOR GROUPING SYSTEM

Introduction

The New Jersey Department of Education introduced the District Factor Grouping system (DFG) in 1975. This system provides a means of ranking school districts in New Jersey by their socioeconomic status (SES). The first DFG was based on data from the 1970 decennial Census. A revision was made in 1984 to take into account new data from the 1980 Census and to slightly change the theoretical model of socioeconomic status. Following is a description of the work undertaken in the construction of the third DFG, reflecting data from the 1990 Census.

Socioeconomic Status and Educational Performance

The DFG was motivated by research conducted in the late 1960's and early 1970's that showed a strong relationship between socioeconomic status and educational outcomes. The creators of the DFG were concerned that educational policymakers, after reviewing the educational outcomes obtained in different circumstances, would make unjustified inferences about the importance of various, school-based inputs to the educational process. Because the research showed that students (i.e. what students bring to school, including socialization that takes place before they step inside the school building) are the most important determinant of educational outcomes, the effectiveness of school systems cannot be sensibly judged without reference to the socioeconomic background of their students.

The Development of the DFG for Analysis of Test Results

The DFG was developed by the Department for its own use in the reporting of test scores. The use of this measure is mandated neither by statute nor by regulation. In its publicly released testing reports, the Department shows district-by-district results, arranged by DFG. Comparisons are made between districts of like SES, rather than on a geographic basis. The intent of this procedure is to reduce the variation in reported scores which is due to factors beyond the control of local educators.

The Application of the DFG in School Finance

At the same time as the DFG was being developed for use in the reporting of test scores, New Jersey's debate over how schools could be equitably financed had already become a state supreme court case (Robinson v. Cahill). Arguments made before the courts in Robinson and later in Abbott took explicit account of the DFG and socioeconomic status in calculating spending differences between districts. Because the supreme court explicitly used the DFG as a means of identifying the districts for which special funding provisions would apply, as well as those districts whose spending levels are to be the target, the DFG has taken on new and increased significance.

** Source New Jersey Department of Education*

The DFG Model

The DFG is an index of socioeconomic status that is created using data for several “indicators” available in the decennial Census of Population. Socioeconomic status cannot be measured directly. Rather, the literature holds that it is a function of other, measurable quantities (traditionally, the basic three are income, occupation, and education). Therefore, the DFG is a composite statistical index created using statistical procedures, a “model” of socioeconomic status, and input data for various socioeconomic traits. Seven indices were developed from the census data as follows:

1. Percent of population with no high school diploma
2. Percent with some college
3. Occupation
4. Population density
5. Income
6. Unemployment
7. Poverty

These seven indices were utilized in a principal components analysis to produce a statistical score which was used to rank the districts. Districts were then grouped so that each group would consist of districts having factor scores within an interval of one tenth of the distance between the highest and lowest scores.

What is Adequate Yearly Progress?

Adequate Yearly Progress (AYP) refers to the growth needed in the proportion of students who achieve the state benchmarks of academic proficiency. Schools that do not make AYP for two years in a row are designated as in need of improvement and subject to a range of consequences.

(NJ Dept. of Education)

Grade Eight Proficiency Assessment (GEPA)

The GEPA is designed to indicate the progress students are making in mastering the knowledge and skills specified in the Core Curriculum Content Standards and needed to pass the High School Proficiency Assessment (HSPA). The GEPA is a primary indicator for identifying eighth-grade students who may need instructional intervention in three content areas: language arts literacy, mathematics and science.

** Source New Jersey Department of Education*

High School Proficiency Assessment (HSPA)

In 1998, the New Jersey legislature passed legislation (18A: 7C-6.2) that requires all students who graduate from a public high school in New Jersey to demonstrate mastery of skills “. . . needed to function politically, economically, and socially in a democratic society.” Accordingly, the Department of Education administered the High School Proficiency Test (HSPT 11) from 1993 to 2001 to all New Jersey eleventh grade students. Subsequently, the department replaced the HSPT 11 with the High School Proficiency Assessment (HSPA) for students who enter the eleventh grade on or before September 1, 2001.

High school students who do not demonstrate proficiency on one or more sections of the HSPA may participate in the Special Review Assessment process to demonstrate their attainment of the New Jersey Core Curriculum Content Standards.

The High School Proficiency Assessment is used to determine student achievement in reading, writing, and mathematics as specified in the New Jersey Core Curriculum Content Standards. First-time eleventh grade students who fail the HSPA in March of their junior year will have an opportunity to retest in October and March of their senior year.

SAT

The SAT used to stand for Scholastic Aptitude Test, but now (due to political correctness) the acronym remains without any meaning behind it. About.com states that the test itself takes three hours and measures both verbal and mathematical reasoning skills. The verbal section includes vocabulary, analogies, sentence completion, and reading comprehension. The mathematics section includes arithmetic, algebra, geometry, and other reasoning questions.

When you take the test, you are competing with everyone else in the country. For example, the points you are awarded are dependent upon how you answer the multiple-choice questions in both the mathematical and the verbal sections in comparison to other students who took the same exam. The scores on the SAT range from a 200 (lowest possible) to 800 (highest possible) with an average score being 500. Naturally, the higher you score on the exam, the more favorable you look to potential colleges.

(diplomaguide.com)

** Source New Jersey Department of Education*

Summary of the Advantages and Disadvantages

From the Ocean County Superintendent of Schools Report

6A:32-11.1(b)13

A summary of the advantages of dissolution to both the withdrawing constituent districts or municipalities and the remaining regional district and the disadvantages to the withdrawing constituent districts or municipalities and the remaining regional district;

Advantage Summary

Reduced Administrative Costs by Consolidation

Both the Beineman & Kirtland and Wyns reports indicated reduced costs for a Berkeley K-12 district that can be realized. General administration cost savings is estimated in the Wyns Report at \$448,270. This initial savings may be adjusted by additional staffing required for operations as a result of the dissolution.

Anticipated Increase State Aid for Select Districts

Isolated fiscal advantages can be gleaned from Beineman & Kirtland and Wyns reports. Most notably is the distribution of Core Curriculum Content Standards Aid to Ocean Gate and Seaside Heights for a total increase of core curriculum standard aid at least \$1,200,000. "The increase in overall school aid is premised upon the Department of Education's precedent for calculating school aid in dissolution circumstances (Wyns p.9)".

Reallocation of Tax Levy Win or Lose

In the event of dissolution, the taxpayers of each municipality will have an adjustment to their own tax levy. Both Beineman & Kirtland and Wyns agree that the shift in tax levy to some of the municipalities would produce a tax distribution where both Island Heights and Seaside Park may benefit based on the implementation of their educational plans.

Benefits from the Dissolution Process

Each school district has had an opportunity to assess and evaluate their present educational concerns including governance, transportation, school activities, traditions and future expectations. Coupled with the implications of an educational impact assessment, each community has detailed information regarding the implications of the State Funding Formula with respect to a Limited Purpose Regional School District (Central Regional School District).

Disadvantage Summary

From the Ocean County Superintendent of Schools Report

Continuity of Educational Programs

If dissolution occurred, each of the constituent districts would have to review and revise their curriculum to be sure they are properly aligned to their new receiving district. The scope and sequence of each course of study may need modification to provide a smooth transition of students from one school district to another school district.

Impact on Curriculum Articulation and Remediation Programs

Each of the constituent districts would need to reestablish lines of articulation with their new receiving district concerning state assessments, professional development activities and curriculum alignment. Remediation programs may need to be developed to provide for any gaps in the curriculums.

Continuation of Employment for Central Regional and Berkeley Elementary Staff

As pointed out by the Wyns Report page 30, the dissolution of the school district would have an impact on the employees of the Central Regional School District and Berkeley Elementary as it pertains to employee rights of tenure, seniority, pension, certification and other similar staffing issues.

Negative Tax Levy Impact on Berkeley Township and Ocean Gate

In the event of dissolution of the district, any educational configuration that removes students and local taxing authority from the existing two schools operated by the current regional school district will have a negative tax implication on Ocean Gate (Wyns Report, page 27) and negative impact on Berkeley Township (Wyns Report, page 29).

Loss of Student Population Impact on Finances

The loss of students that would result from those districts that choose not to be sent to the anticipated new K-12 Berkeley School District would likely drive the cost per student ratios to rise. This coupled with the loss of revenue from anticipated tuition per student aid from state and federal sources, again would impact the finances of the new district.

Ability to Influence Board Policy and Governance as a Result of Dissolution

The constituent members of the Central Regional Board of Education will no longer participate in the policy decisions affecting their students. As a send/receive district, there is no provision for board representation in the event of dissolution.

Cost sharing for Extraordinary Education Programs

Consideration needs to be given to the impact of special programs that could impact a single school district. These costs would have been shared by all constituents in the regional district. The ability to spread unique costs among all constituent districts would likely reduce an individual district from experiencing the full financial impact of unique costly programs.

Ocean County Superintendent of Schools

Recommendation Regarding the Request for Dissolution

6A:32-11.1(b)14

A recommendation regarding the request for withdrawal from the regional school district by county superintendent.

(b) Upon the adoption of a resolution, in accordance with N.J.S.A. 18A:13-51 or 13-66, the board of education of the regional school district shall not incur any additional indebtedness for capital projects, pending either the rejection of the proposal at a special school election or an effective date of withdrawal as determined by the Commissioner of Education.

NJADC :3-4A.1 Page 30

N.J.A.C. 6:3-4A.1

N.J. Admin. Code tit. 6, S 3-4A.1

After a careful review, it appears the disadvantages would outweigh the advantages of the dissolution of the Central Regional School District.

Most notably, Berkeley Township and Ocean Gate represent over 80% of the resident population. The negative impact to the taxpayers in Berkeley Township and Ocean Gate, as a result of the loss of tax apportionment, is the basis to oppose the petition for dissolution.

Source Ocean County Superintendent of Schools Report





ELECTION



INFORMATION

**REGARDING POTENTIAL DISSOLUTION OF
CENTRAL REGIONAL SCHOOL DISTRICT.
SPECIAL ELECTION MARCH 13, 2007**

Information gathered by: Island Heights Mayor & Council, Board of Education



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