

# Regionalization and Shared Services Feasibility Study

Central Regional, Berkeley, Island Heights, Ocean Gate, Seaside Heights, Seaside Park

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Rowan School Regionalization Institute

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# Study Scenarios

1. Full Regional pK-12: The expansion of the limited purpose, grades 7-12 Central Regional School District into an all purpose, grades pK-12 school district including the municipalities of Berkeley, Island Heights, Ocean Gate, Seaside Heights, and Seaside Park.
2. Expanded Regional 6-12: The expansion of the limited-purpose regional from grades 7-12 to grades 6-12.
3. Status Quo w/ Shared Services: Maintaining the status quo with opportunities to better align educational programs and support services while reducing or controlling the costs of educating students in each district through the expansion of shared services and other efficiencies.



# Important to Remember

1. We studied the scenarios identified on the previous slide. Any other outcome would alter the potential benefits and challenges identified in the report.
2. The enrollment, state aid, and tax levy data represent a snapshot in time. Conditions change from the day after that snapshot forward.
3. Projections are just that – estimates based on longitudinal data and trends. They will not match the future exactly and should not be expected to do so. Students enroll and disenroll, staff members come and go, costs increase – all of these and more will impact the projections.
4. Your board attorney should be engaged to interpret any legal issues raised in this document.
5. Implementation of any recommendation in this study would need to be made by decision of the relevant board(s) of education or vote of the relevant community(s).



# Important to Remember

The Rowan School Regionalization Institute was commissioned to evaluate potential regionalization strategies for the Central Regional cluster.

By conducting a comprehensive analysis of academic programming, student outcomes, and fiscal health, we provide local Boards and residents with the data necessary for informed decision-making.

While our research highlights the academic advantages of regionalization, we recognize that these advantages must be carefully balanced against unique community-specific considerations, including tax implications.

Tonight's presentation represents the beginning of the conversation about how best to move forward as a cluster of school districts, all of whom send students to Central Regional Middle and High Schools.



# Key Findings



# Education and Program



# Education and Program - Curriculum and Instruction

- This analysis reveals that students entering Central Regional from elementary schools in Berkeley, Island Heights, Ocean Gate, Seaside Heights, and Seaside Park (Lavallette or Toms River) arrive with significantly varied educational experiences.
- There is some resource alignment between Central Regional and Berkeley and Ocean Gate 6th grade ELA (*Savvas MyPerspectives*) and between Island Heights and Seaside Heights K-6 (*HMH Reading*). While, presumably, all ELA curriculum address the NJ Student Learning Standards, there exist nuances and language differences between programs. Instructional time ranges from 80 min - 120 min daily (equivalent to an extra 18 school days annually studying nothing but ELA).
- At the K-6 level, only Berkeley and Ocean Gate share math curriculum programs (*Savvas Envisions*); in grades 7-8, Central uses Illustrative Math, a problem-solving based approach to teaching mathematics. Illustrative Math focuses on deep understanding first by having students grapple with problems to build conceptual knowledge, while traditional methods tend to introduce a procedure and then have students practice it. Instructional time ranges from 45 min - 90 min daily (an extra 20+ school days of learning nothing but math).



# Education and Program - Curriculum and Instruction

- Ensuring all incoming high school students share common experiences in educational programs and philosophy, consistent time allocation for content areas, and aligned professional development opportunities can provide numerous advantages (teaching and learning strategies, language/vocabulary, common professional learning experiences).
- A centralized regional curriculum office overseeing grades pK-12 education could provide unified leadership, support, and coordination for curriculum and instruction across the schools, ultimately enhancing student achievement and success.
- Shared services can be great for curriculum alignment, but there are recurring risks (change in leadership or Board, budget, curriculum cycle)



# Education and Program - Performance Measures (ELA)

ELA Proficiency	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Central Regional	–	–	–	–	42%	45%
Berkeley	34%	44%	41%	46%	–	–
Island Heights	58%	73%	75%	77%	–	–
Ocean Gate	41%	42%	45%	39%	–	–
Seaside Heights	19%	29%	25%	30%	–	–
<b>State Average</b>	<b>43%</b>	<b>50%</b>	<b>52%</b>	<b>50%</b>	<b>54%</b>	<b>53%</b>

The table above represents the average of the last three years of proficiency rates on the NJSLA-ELA.

Green = >5% above state average; Black = within 5 % of state average up or down; Red = >5% below state average

Dash = not applicable. Asterisk (\*) = data not made public for groups of less than 20 students.



# Education and Program - Performance Measures (Math)

<b>Math Proficiency</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Central Regional	–	–	–	–	32%	20%
Berkeley	47%	35%	29%	24%	–	–
Island Heights	63%	66%	57%	70%	–	–
Ocean Gate	37%	*	31%	*	–	–
Seaside Heights	21%	21%	25%	27%	–	–
<b>State Average</b>	<b>46%</b>	<b>43%</b>	<b>39%</b>	<b>34%</b>	<b>35%</b>	<b>17%</b>

The table above represents the average of the last three years of proficiency rates on the NJSLA-Math.

Green = >5% above state average; Black = within 5 % of state average up or down; Red = >5% below state average

Dash = not applicable. Asterisk (\*) = data not made public for groups of less than 20 students.



# Education and Program - Student Growth

## English Language Arts (ELA)

	2022-23	2023-24
Central Regional	48%	32%
Berkeley	49%	47%
Island Heights	51%	56%
Ocean Gate	36%	30%
Seaside Heights	42%	56%

## Mathematics

	2022-23	2023-24
Central Regional	46%	51%
Berkeley	45%	49%
Island Heights	53%	52%
Ocean Gate	62%	36%
Seaside Heights	55%	68%

An mSGP **below 35** indicates low growth, an mSGP between **35 and 65** indicates typical growth, and an mSGP **greater than 65** indicates high growth.



# Education and Program - Performance Measures

- Federal Accountability Status: The State's school accountability system, in line with the federal *Every Student Succeeds Act*, identifies schools in need of comprehensive or targeted support. There are **no schools** in this region identified as requiring either level of support during the 2025-26 school year.
- There remain **significant disparities** among the four elementary district assessment scores at various grade levels. This adds further evidence to the recommendations on the desirability of better curriculum coordination, common philosophies and instructional materials, and similar resources devoted to academic work in order for the students to have a common background as they enter high school.



# Education and Program - Performance Measures

## English Language Arts (ELA)

	2021	2022	2023
% at or above CRB	69%	71%	74%
State Average	68%	67%	65%

## Mathematics

	2022	2023	2024
% at or above CRB	46%	41%	40%
State Average	49%	48%	46%

College **R**eadiness **B**enchmarks are score thresholds on standardized tests (like ACT/SAT) indicating a student's likelihood of success in introductory college courses.

Ultimately, the elementary districts feed into Central Regional HS where its students:

- Scored consistently above the ELA college readiness benchmarks as compared to the state average. Math fell short of the of the benchmarks.
- Consistently increased the percentage of students taking AP exams, while simultaneously increasing levels of student performance.
- Had graduation rates just shy of the state averages for the 4-year and 5-year cohorts for each of the past four years. Notably, Black and Asian students are besting the state average.



# Education and Program - Preschool Education

- All districts receive preschool expansion funding and use Creative Curriculum.
- It is worth noting that as of the 2024-2025 school year, the region was doing an excellent job with preschool education. The four operating school districts (Berkeley, Island Heights, Ocean Gate, and Seaside Heights) were serving 469 preschool students, about 74% of their preschool “universe.”
- Serving the full realistic universe of 90% would require at least an additional 7-8 classrooms.
- Given concerns around space for additional preschool classrooms, an option to consider for preschool expansion could be leasing space to create a joint preschool center in another facility.

# Education and Program - Special Education

	Central Regional	Berkeley	Island Heights	Ocean Gate	Seaside Heights
Students Classified In-District	390 (~20%)	562 (~24%)	21 (~16%)	36 (~26%)	58 (~40%)
Students Classified Out-of-District	22	12	2	1	6
% Placed In-District	94.7%	98%	91.3%	97.3%	90.6%

The relatively high rates of in-district placements speak well of each district's efforts to be effective and efficient while educating students in their home schools with their non-disabled peers.

An interesting datapoint is that Island Heights has an overall classification rate of 16.2%, while the others are between 20.2% and 40.5%. While it may be true that student needs are quite different at each school, it is also possible that the unique practices and philosophies of the districts may lead to variance in eligibility criteria for classification and individual education plan (IEP) development.



# Education and Program - Special Education

- One suggestion is to consider more interdistrict placements before looking outside the region. Depending on the number of students in any given year, efficiencies may be found in consolidating one or more of these programs into one or even two of the elementary schools.
- A “shared program” would include special education directors meeting frequently to discuss needs, placements, related services, etc. A joint operation would result in pulling resources across the districts and potentially better meeting the needs of students closer to home.
- One option to improve coordination and address some of the issues of the elementary to middle school IEP transition concerns in the status quo arrangement would be to consider a single regional elementary director (responsible for grades pK-6) and a regional secondary director (responsible for grades 7-12).



# Education and Program - District Level Staffing

	<b>Central Regional</b>	<b>Berkeley</b>	<b>Island Heights</b>	<b>Ocean Gate</b>	<b>Seaside Heights</b>
District Staff Total	18.6	15.6	1.3	1.4	1.4
Student Enrollment	2107	2374	142	141	157
Student to Staff Ratio	113.3	152.2	109.2	100.7	112.1

- Central and Berkeley have the largest student enrollments, and the most efficient student to staff ratio at the district level.

Scale matters; it is difficult for smaller districts to get significant economies of scale, though in this region, the shared services certainly help.

- There is a great deal of personnel sharing in place at the district level among these districts. As such, savings at the administrative level will be moderate, at best.



# Education and Program - Projected Staffing Needs

- With school-level staff remaining relatively constant, the opportunities for efficiency will be more available by combining some positions on district office staffs, **though the current level of sharing will limit savings.**
- The table below models what a regional district office structure might look like based on the projected 2025-26 enrollment of 4,832 students compared to current staffing in the districts today. The result is a personnel level that is more streamlined, and potentially more efficient, than is possible in the status quo district configuration. *These estimates are based on SFRA funding models.*

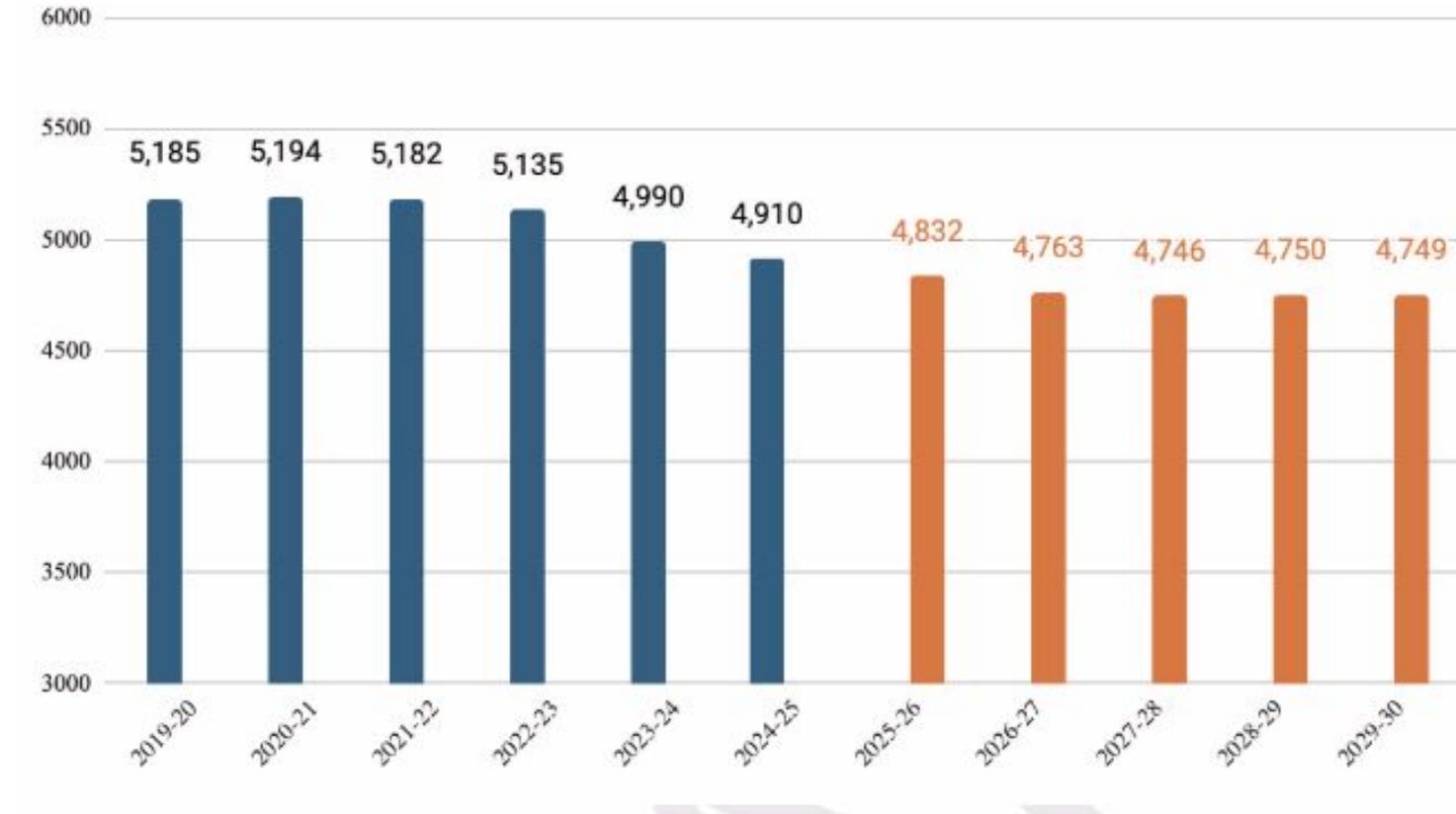
	<b>Current</b>	<b>Proposed</b>
Superintendents	2.7	1.0
Assistant Superintendents	0.8	2.0
Directors/Supervisors/Coordinators	10.5	8.0
Child Study Team Staff	22.6	20.0
Business Administrators	2.2	1.0
Assistant Business Administrators	0	1.0
<b>Total Staff</b>	<b>38.8</b>	<b>33</b>



# Demographics and Facilities



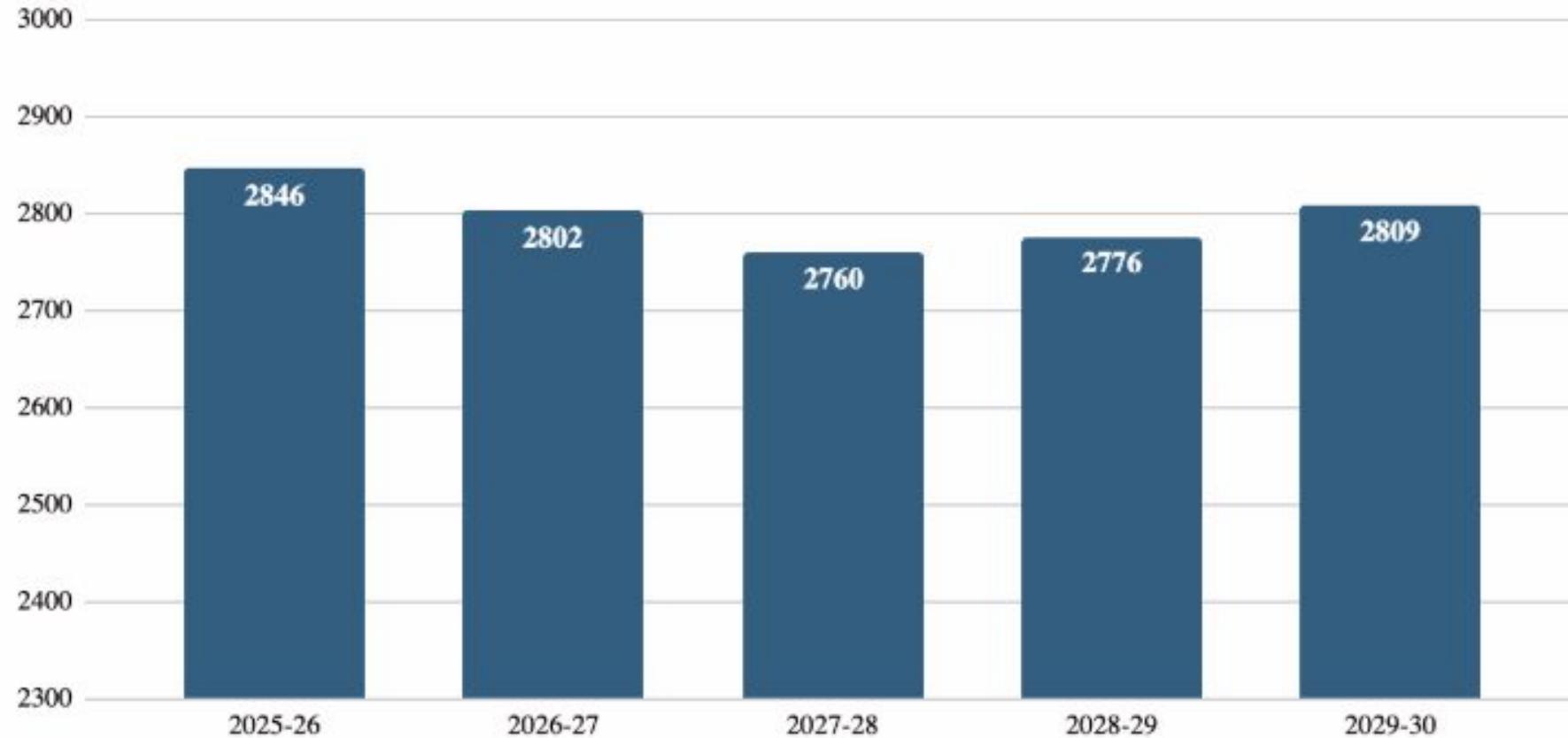
# Demography and Facilities - Enrollment History & Trend



The overall enrollment decrease in the Central region over the next five years is projected to be 161 students from the 2024-25 actual enrollment of 4,910 students, an aggregate decrease of 3.3% or about .066% per year and a material averaged change of approximately 2.3 students per grade per year over 14 grade levels. This is a continuation, though a flattening, of the recent five-year trend of enrollment decline.

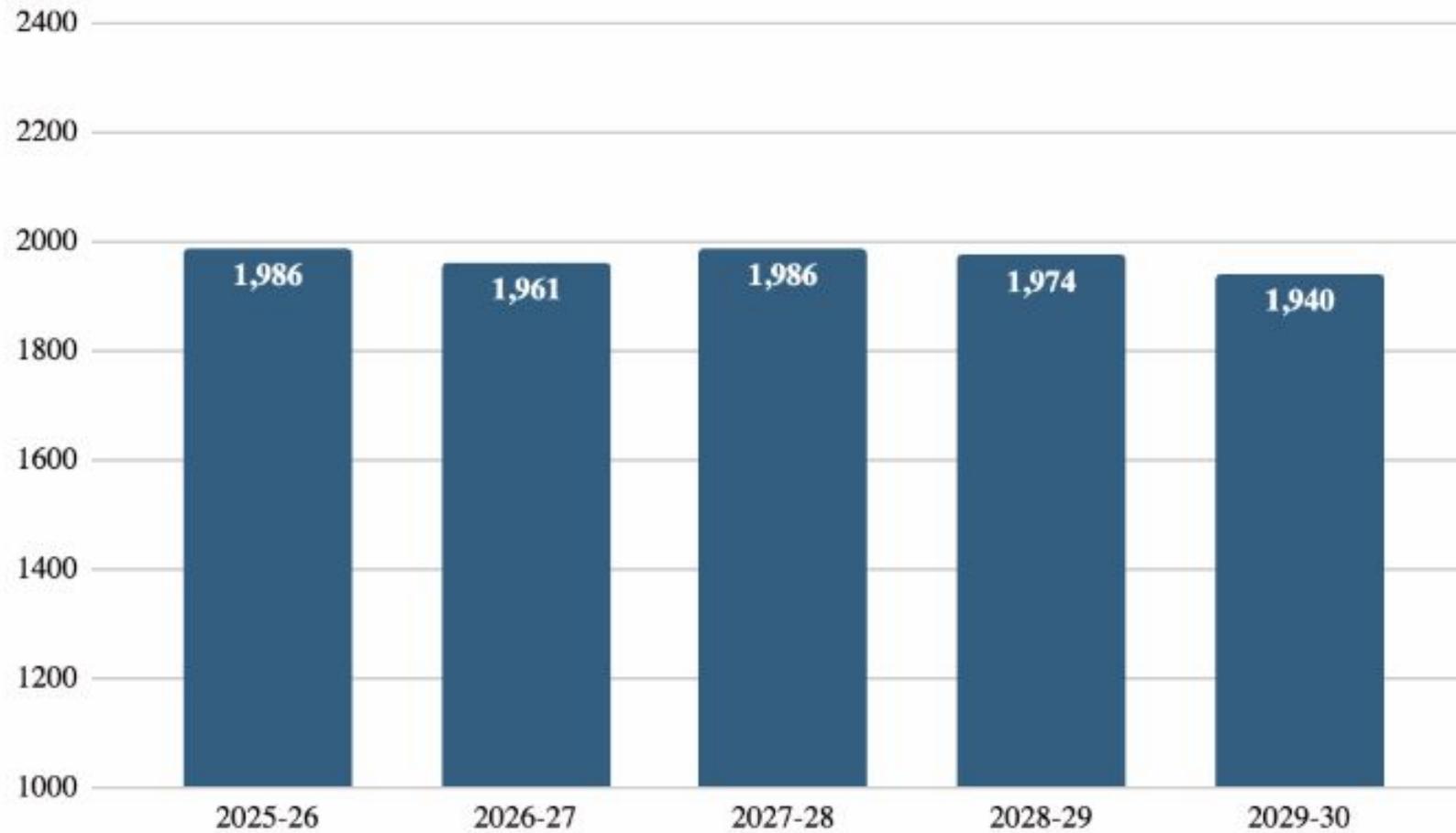


# Demography and Facilities - Elementary Enrollment Projections





# Demography and Facilities - High School Enrollment Projections





# Demography and Facilities - Facility Utilization

- Despite a slight decline in student enrollment, this analysis does not find a corresponding increase in the number of available classroom spaces. It is understood that schools operate differently than they did several years ago, with greater emphasis on using spaces to meet the needs of students with specialized needs as well as a broadening of the curriculum for all students.
- At best, the projected enrollments show the availability by 2029-30 of only 3 classrooms at Berkeley Township ES and 2 at Hugh J. Boyd Jr. ES in Seaside Heights. The remaining elementary schools show a classroom deficit by 2029-30. Central Regional MS and HS also show a classroom deficit, but creative scheduling may be used to alleviate those issues.
- This analysis shows that expanding the educational program in the current school facilities in the region will be challenging, especially given a desire to consider expanding preschool programs to more families.



# Governance and Law



# Governance and Law - Voting on Regionalization

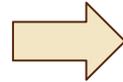
- To expand a limited purpose regional (9-12) into an all purpose regional (pK-12), the law requires that the proposal be submitted to the voters of each of the constituent districts of the regional district, instead of to the voters of the regional district at large.
- If a majority of the voters in a majority of the constituent districts that constitute the limited purpose regional vote to expand it into an all purpose regional, then the proposal is considered adopted.
- In this case, a proposal would be submitted to the voters of Berkeley, Island Heights, Ocean Gate, Seaside Heights and Seaside Park to expand Central Regional from a limited purpose, grades 7-12 district to an all purpose, grades pK-12 district. If voters in three of the five communities agree, Central Regional would be enlarged into a grades pK-12 regional.



# Governance and Law - Board Composition

**Current Membership  
Central Regional BOE**

<b>Municipality</b>	<b>Number of BOE Members</b>
Berkeley	5
Island Heights	1
Ocean Gate	1
Seaside Heights	1
Seaside Park	1



**Interim Regional BOE**

<b>Municipality</b>	<b>Number of BOE Members</b>
Central Regional	3 (all 3 from Berkeley)
Berkeley	2
Island Heights	1
Ocean Gate	1
Seaside Heights	1
Seaside Park	1

**Post-Interim BOE**

<b>Municipality</b>	<b>Number of BOE Members</b>
Berkeley	5
Island Heights	1
Ocean Gate	1
Seaside Heights	1
Seaside Park	1



# Governance and Law - Frequency of Voting

- The school regionalization law is silent on the number of times or how frequently a regionalization referendum can be held.
- The State's education law does not generally address referendum timing or frequency other than to say they must be held during the April school election, the November statewide general election, or on special election dates authorized in N.J.S.A. 19:60-2 – the fourth Tuesday in January; the second Tuesday in March; the last Tuesday in September; or the second Tuesday in December.
- The consultants have made a request to the Office of Legislative Services to address whether there is another possible interpretation.



# Finance and Operations



# Finance and Operations - Collective Bargaining Agreements

- In the event that a successor agreement cannot be reached during the initial 3-year period, Berkeley's collective bargaining agreement (as the largest elementary district) would govern staff in grades pK-6.
- Central's agreement would remain for staff teaching grades 7-12.
- The estimated costs of transitioning elementary teaching staff to the Berkeley guide would be about \$62,300 (next highest step method).
- The review of the main agreements provides useful information to aid the negotiations process should the districts decide to form an all purpose regional district, or can be used simply as points for comparison and synthesis in future negotiations. Specific areas that would need attention include recognition clauses, initial salary steps, longevity payments, and health benefit coverages.



# Finance and Operations - Transportation

- The proposed regionalization does not result in grade levels of students changing schools, so transportation would remain largely as it is.
- There would be no impact on student seat time or distance traveled from a regionalization, as there has been no discussion of any intent to (mass\*) change the schools that students are attending. *\*Individual changes based on student needs may be considered.*
- Proposed sample bell schedules are presented that would allow for additional efficiency in bus routes/transportation.
- The organization of one transportation supervisor and one assistant/coordinator overseeing the entire region may facilitate better and more efficient combinations, as the supervisor and coordinator would be acquainted with the needs of all districts, thereby enabling them to identify opportunities for combining students with specific routes.



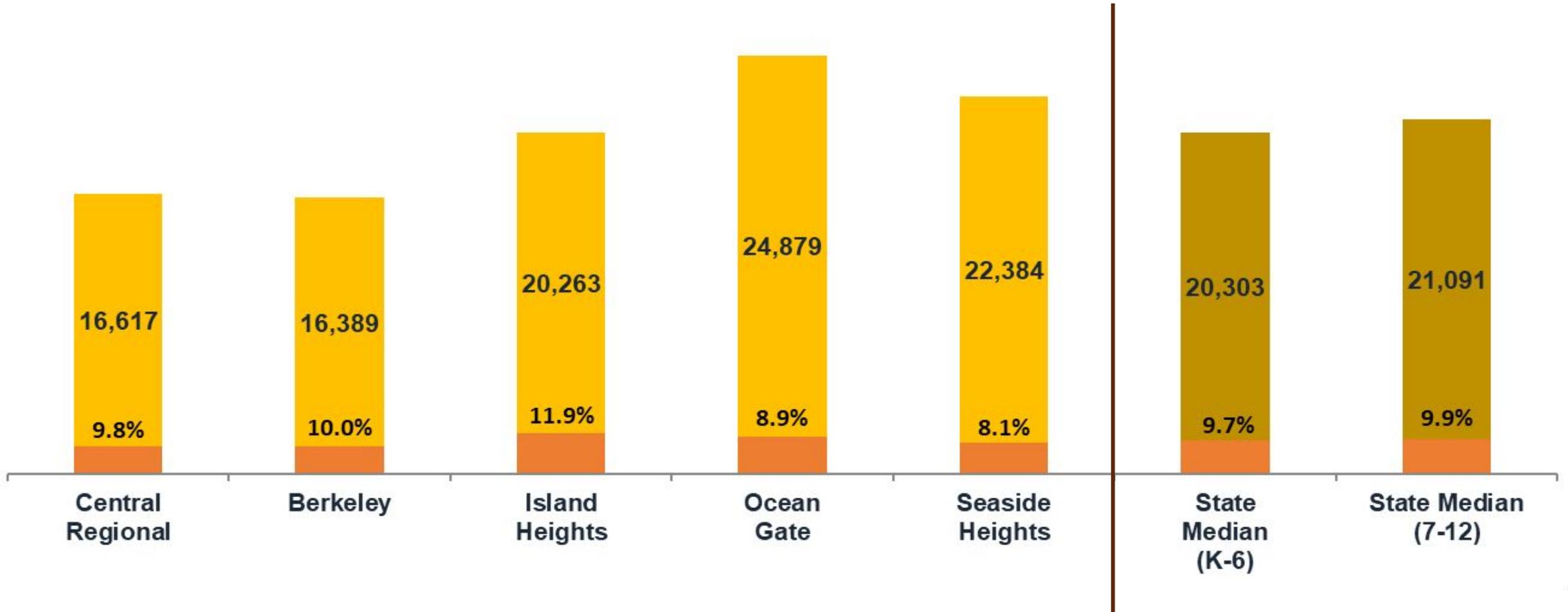
# Finance and Operations - Shared Services

- All of the districts in this study participate in shared services. It is obvious that the districts in the Central region have worked hard to establish efficiency enhancing approaches. Relationships among top administrators have potential to increase efficiencies.
- Given the large size of two of the districts, and since all of the districts are already sharing business administrators, and in some cases business office staff, the significant improvement to the business office would be through an actual regionalization.
- In the scenario described above, the following operations would happen for a single consolidated district instead of multiple separate entities: audit; payroll; human resources; transportation; purchasing/accounts payable; entitlement funds, competitive grant writing, and grant administration; software licenses and support; food service management companies/directors and software; facilities management; compliance reporting; budget preparation; and school treasury services. There would be no replication of these activities.



# Finance and Operations - Operating Expenses

## How Do The Districts Compare on Spending?





# Finance and Operations - Potential Cost Savings

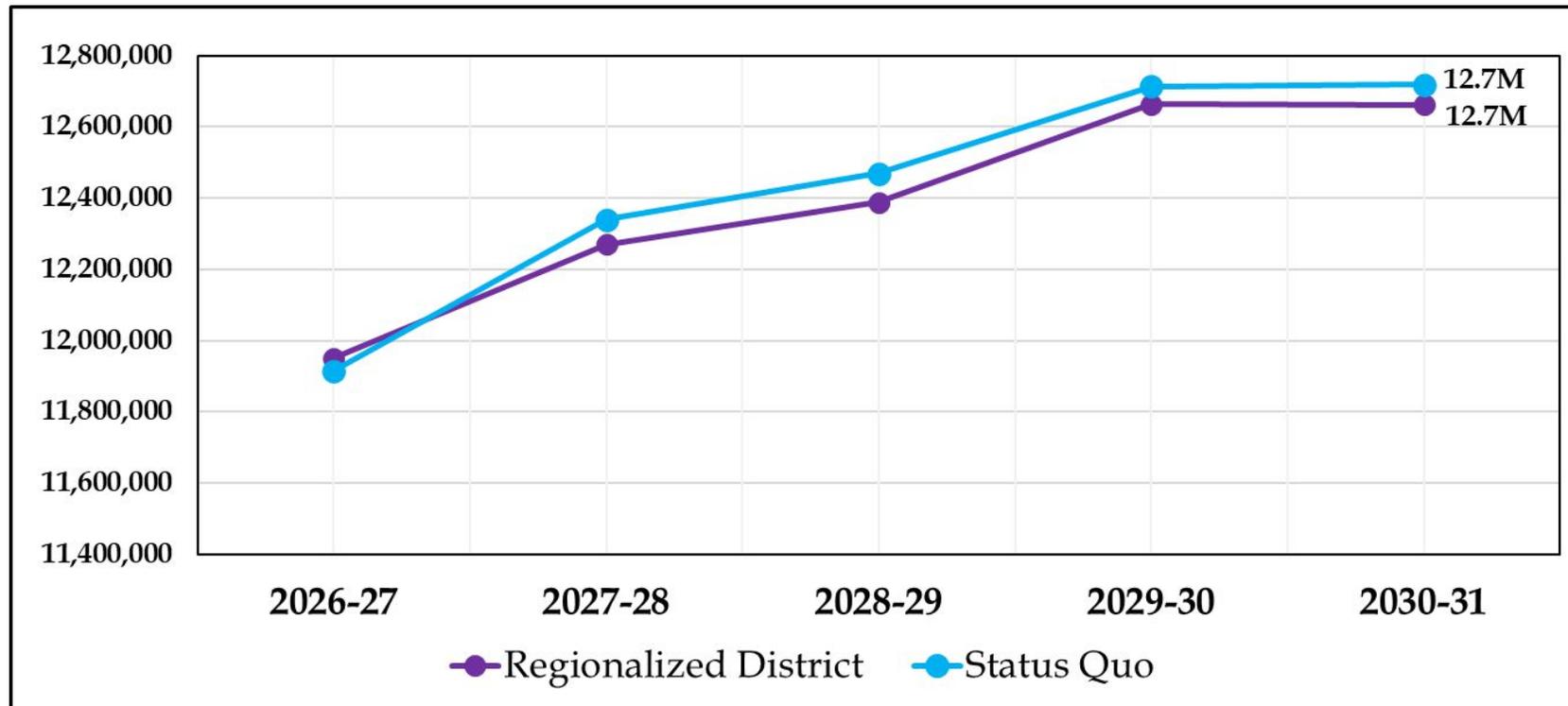
Items	Savings (Costs)
Superintendents (2.25 to 1)	\$170,000
Chief School Administrators (CSA to Principal)	\$0
Assistant Superintendents (1 to 2)	(\$198,800)
Business Administrators (2.75 to 1)	\$217,500
Assistant Business Administrators (0 to 1)	(\$159,300)
Special Education Directors/Supervisors (2 to 1 Dir / 1 Supv)	\$0
Technology Directors/Supervisors (2 to 1)	\$100,400
Facilities Directors/Supervisors (2.5 to 1 Dir)	\$111,400
Curriculum & Instruction Directors/Supervisors (2 to 1 Dir / 1 Supv)	\$0
Transportation Directors/Supervisors (2 to 1 Dir / 1 Asst)	\$0
Principals (no change, CSA becomes principal)	\$0
Treasurers of School Monies (4 to 1)	\$13,300
Reduction in Audit Costs	\$94,000
Reduction in Legal Costs	\$600
Dues & Fees	\$8,800
Health and Other Non-Salary Benefits	\$138,300
Default Salary Guide Alignment	(\$62,300)
<b>TOTAL ESTIMATED SAVINGS</b>	<b>\$498,200</b>

The primary areas targeted for cost reduction include audit processes, professional services, and administrative and support staffing. Despite the cost savings identified and presented in the table, all existing programs are anticipated to be maintained. The estimated cost savings of \$500K would come primarily from consolidating administrative functions and reducing duplication across the districts.

It is important to note that these cost savings do not include the potential financial efficiencies and educational benefits that could occur from consolidating and coordinating operations such as curriculum and textbook purchases, in-district special education programs, student transportation, technology infrastructure, central office functions, unified contract negotiations, and the potential for self-insured health benefit plans.

# Finance and Operations - State Aid Projections

- State aid is projected for each district under the status configuration and for a combined, all purpose regional district using a model that approximates the School Funding Reform Act (SFRA) funding formula.
- The model incorporates statutory provisions, policy adjustments, and projected demographic and property data to generate consistent, comparable estimates for FY 2027 through FY 2031.
- **In general, the analysis finds that state aid under regionalization remains stable and largely equivalent to those projected in the status quo.**





# Finance and Operations - State Aid Projections

- None of the districts are expected to qualify for significant new equalization aid, as each community's property and income wealth exceeds state equalization aid thresholds throughout most of the studied period from FY 2027 through FY 2031.
- Nearly all aid will continue to be received as categorical aid for special education, security, transportation, and school choice which are expected to rise modestly with inflation and enrollment changes.
- Recent changes to state aid methodology made in FY 2026, including the use of three-year average property and income data, caps on annual aid increases or decreases, and the use of actual student counts for special education funding, all combine to keep year-over-year funding relatively stable.
- Under both configurations, total state school aid in the region is projected to increase gradually through FY 2031, with no significant difference between capped and uncapped methods.
- Provisions enacted in P.L. 2021, c. 402 (also known as S3488) designed to protect regional school districts from aid reductions, specifically the locked aid and slower phase-out provisions, are not triggered in this region, as aggregate state aid is expected to rise gradually in either case.



# Finance and Operations - Tax Apportionment



## Property Value (EPV)

Based on each community's share of total property wealth in the region.

**Higher property values = higher share of costs.**

*This is the current method used by Central Regional for grades 7–12.*



## Enrollment (ENR)

Based on how many students each community sends to the regional district.

**More students = higher share of costs.**

*Communities with few students but high property values pay less under this method.*

Current law provides that taxes may be apportioned on the basis of: the portion of each municipality's equalized property valuation (EPV) allocated to the regional district; the number of students enrolled (ENR) in the regional district from each municipality; or any combination of apportionment based on EPV and ENR.



# Finance and Operations - Tax Apportionment

## Comparison of Community Shares of Equalized Values and Enrollment, FY 2027-31

	Avg. EPV Share	Avg. ENR Share	Difference
Berkeley	66.9%	84.0%	17.1%
Island Heights	4.5%	4.7%	0.2%
Ocean Gate	3.3%	5.0%	1.7%
Seaside Heights	9.9%	5.3%	4.6%
Seaside Park	15.4%	1.0%	14.3%

# Finance and Operations - Tax Levy Impact

- The model was tasked with finding an optimal range of ratios that balance tax impacts to all communities.
- This involves balancing various tax impact metrics, such as total tax levy, tax rates, impact on an average assessed home, and deviations from historical methods, wealth shares, and enrollments.
- After identifying optimal ratios for each of the metrics, a range is established, spanning from the highest to lowest ratio.
- The optimal range of ratios identified are between 80% EPV / 20% ENR through 60% EPV / 40% ENR.
- **No single ratio produces savings for every community.**

## Average Annual Change vs. Status Quo For Ratios in the Optimal Range, (FY 2027–31)

Apportionment Ratio	Berkeley	Island Heights	Ocean Gate	Seaside Heights	Seaside Park
80% EPV 20% ENR	-\$2.4M	-\$276K	-\$614K	-\$1.1M	+\$4.0M
70% EPV 30% ENR	-\$820K	-\$260K	-\$456K	-\$1.6M	+\$2.6M
60% EPV 40% ENR	+\$792K	-\$244K	-\$298K	-\$2.0M	+\$1.3M



# Finance and Operations - Optimal Tax Levies

## Equalized School Tax Rate per \$100 of Equalized Value, Enlarged Regional

70% EPV & 30% ENR, FY 2027-31

**At a 70% EPV / 30% ENR apportionment ratio...**

	Status Quo	Enlarged Regional	Difference
Berkeley	0.657	<b>0.649</b>	-0.008
Island Heights	0.647	<b>0.610</b>	-0.037
Ocean Gate	0.784	<b>0.695</b>	-0.089
Seaside Heights	0.620	<b>0.518</b>	-0.102
Seaside Park	0.326	<b>0.435</b>	0.109

- All communities, except for Seaside Park, would see tax rate reductions in the regional scenario compared to rates present in the status quo.
- **Seaside Park** would remain the district with the lowest equalized tax rate of all the constituent municipalities at 0.435, followed by **Seaside Heights** at 0.518.
- **Berkeley** and **Island Heights** would see modestly lower equalized rates.
- **Ocean Gate** would see a rate decline of 0.089 but would retain the highest equalized rate in the region.



# Finance and Operations - Transitional Apportionment

- An alternate approach to tax apportionment is provided through P.L.2021, c.402, which permits a board of education to establish a transitional methodology, not to exceed ten years.
- A possible transitional methodology has been developed that would keep tax impacts positive for all districts for the first five years of the regional's operation and then provide a gradual phase-in towards formulaic apportionment under the “optimal” weights of 70% EPV and 30% ENR.

	<b>Years 1-5: Shares Set to Generate Tax Savings to all Constituents</b>					<b>Years 6-8: Phase-in</b>			<b>Permanent 70% EPV / 30% ENR Apportionment</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Berkeley	73.2%	73.1%	72.8%	72.6%	72.5%	72.6%	72.2%	71.9%	<b>71.7%</b>
Island Heights	4.7%	4.9%	4.8%	4.8%	4.8%	4.8%	4.8%	4.8%	<b>4.9%</b>
Ocean Gate	4.3%	4.3%	4.2%	4.2%	4.2%	4.1%	4.1%	4.0%	<b>4.0%</b>
Seaside Heights	10.1%	10.1%	10.1%	10.0%	10.0%	9.5%	8.9%	8.3%	<b>7.6%</b>
Seaside Park	7.6%	7.7%	8.1%	8.4%	8.5%	9.0%	10.0%	10.9%	<b>11.8%</b>



# The “What If” Question...

**What if one of the communities votes NO, but the regionalization still moves forward?**



# Finance and Operations - Example Alternate Scenario

**This scenario examines the financial impact if Seaside Park is the only community to vote against the regionalization referendum.**

- If the other four communities (Berkeley, Island Heights, Ocean Gate, and Seaside Heights) approve the measure, a new four-member PK-12 regional district will be formed.
- Seaside Park will not be a member and will retain its current elementary school send-receive agreements.
- For grades 7-12, Seaside Park will switch from a constituent member to a tuition-based send-receive arrangement, continuing to send its students to Central Regional High School.
- This transition significantly changes how Seaside Park's share of the new regional district's costs is calculated.
- Instead of contributing based on property wealth, Seaside Park will pay a set/per-pupil tuition annually for its high school students.
- The projected tuition cost is expected to be substantially less than the amount Seaside Park would have been required to contribute as a member of the proposed new regional district.



# Finance and Operations - Example Alternate Scenario

## Average Share of Regional Equalized Valuations & Enrollment, FY 2022-26

	Share of Property Values	Share of Enrollment
<b>Seaside Park</b>	<b>15.1%</b>	<b>1.4%</b>
All other Districts	84.9%	98.6%

- On average from 2022 through 2026, Seaside Park accounted for 15% of the property values in the regional district while only accounting for 1% of student enrollment.
- As a constituent member using an equalized value-based cost apportionment method, Seaside Park is therefore responsible for 15% of the regional district's costs.
- As a send-receive district, it would instead pay per-pupil tuition instead of paying an amount proportional to its property values.
- Paying per-pupil tuition, total payments to Central Regional are estimated at roughly \$500,000 instead of an average of \$5.8 million.
- Payments would be dramatically reduced when compared to the amount paid as a constituent.

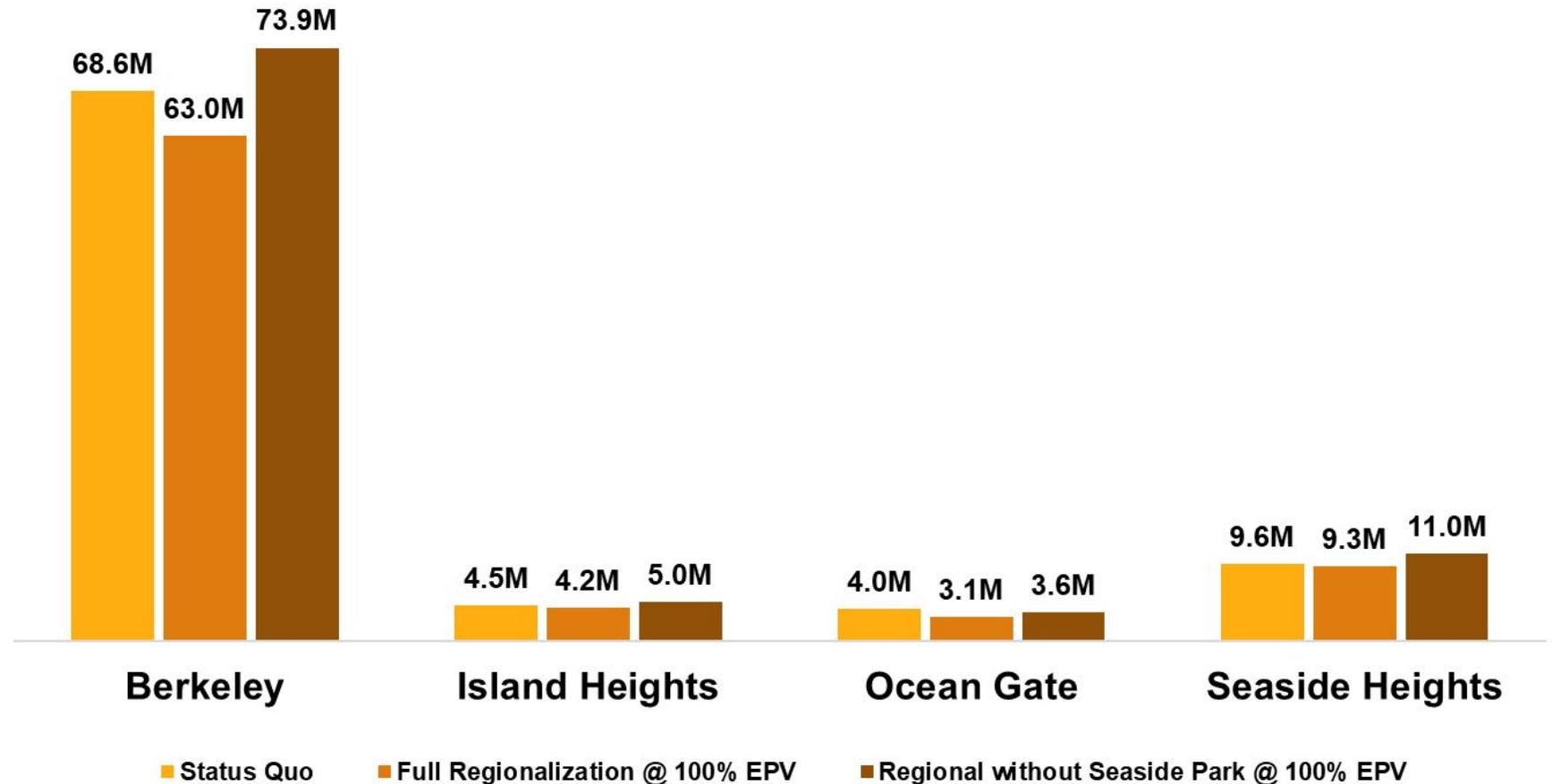


# Finance and Operations - Example Alternate Scenario

## COST SHIFT IMPACT

With Seaside Park excluded, costs are reapportioned among the remaining four members. Assuming the current equalized property valuation method (100/0), each district's share would increase, except for Ocean Gate.

### Projected Cost Share Comparison (Millions)





# Major Recommendations



# Major Recommendations

1. A key conclusion of this study is that an enlarged regional school district would provide **multiple opportunities for a more effective and efficient educational program for students throughout the region.**
2. Absent an enlarged regional, there are also varied identified ways through which **services and personnel could be shared more productively.**
3. Forming an enlarged regional neither increases nor decreases total state aid in a meaningful way. While the **standard tax apportionment methods do not allow for universal tax benefits** to all constituents, a **transitional apportionment method, phased in over nine years, can smooth tax impacts and promote stability.**



# Questions?

# Comments?

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