



Dream BIG ... We'll help you get there!

# **OUR MISSION**

**Driven by the needs of our children, we provide a safe, nurturing and challenging learning environment for every student, every day.**

# THEN & NOW

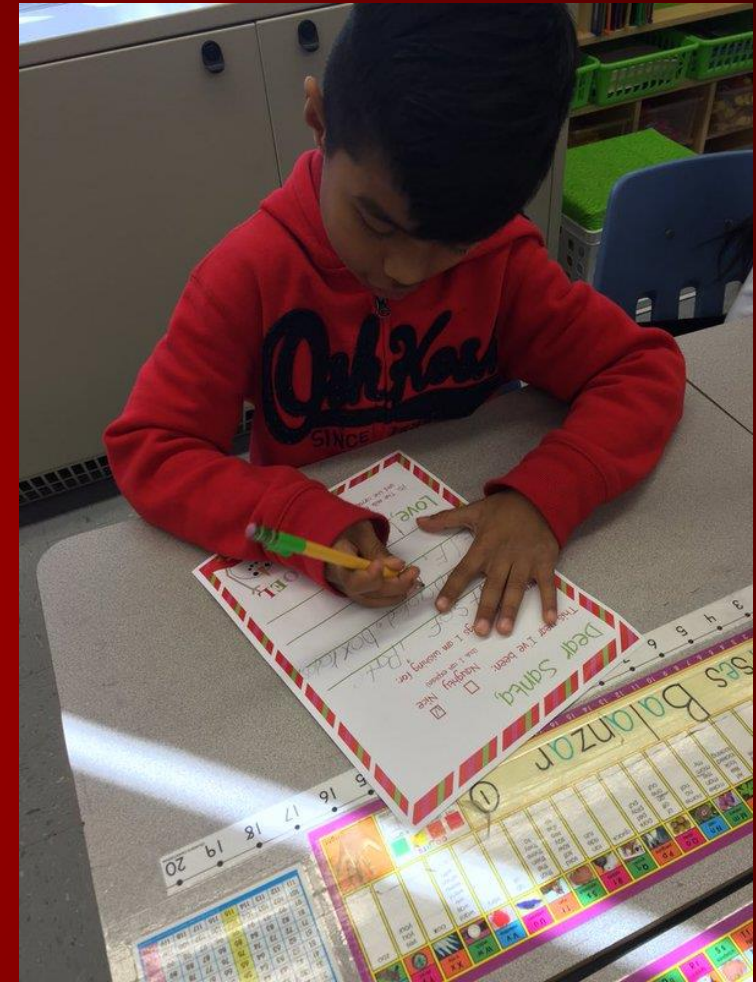
## **RBCS Proposal**

In 1997, three long standing trends identified in Red Bank Borough Public Schools education drove the founding of Red Bank Charter School.

- (1) Students repeatedly performed poorly on state assessments.
- (2) They were disengaged or “disenfranchised” from their community.
- (3) The schools were segregated, failing to reflect the diverse school age population of the children of the borough.

***Today, RBCS continues to perpetuate this 20 year old story.***

(1) “STUDENTS  
REPEATEDLY  
PERFORMED  
POORLY ON  
STATE ASSESSMENTS.”



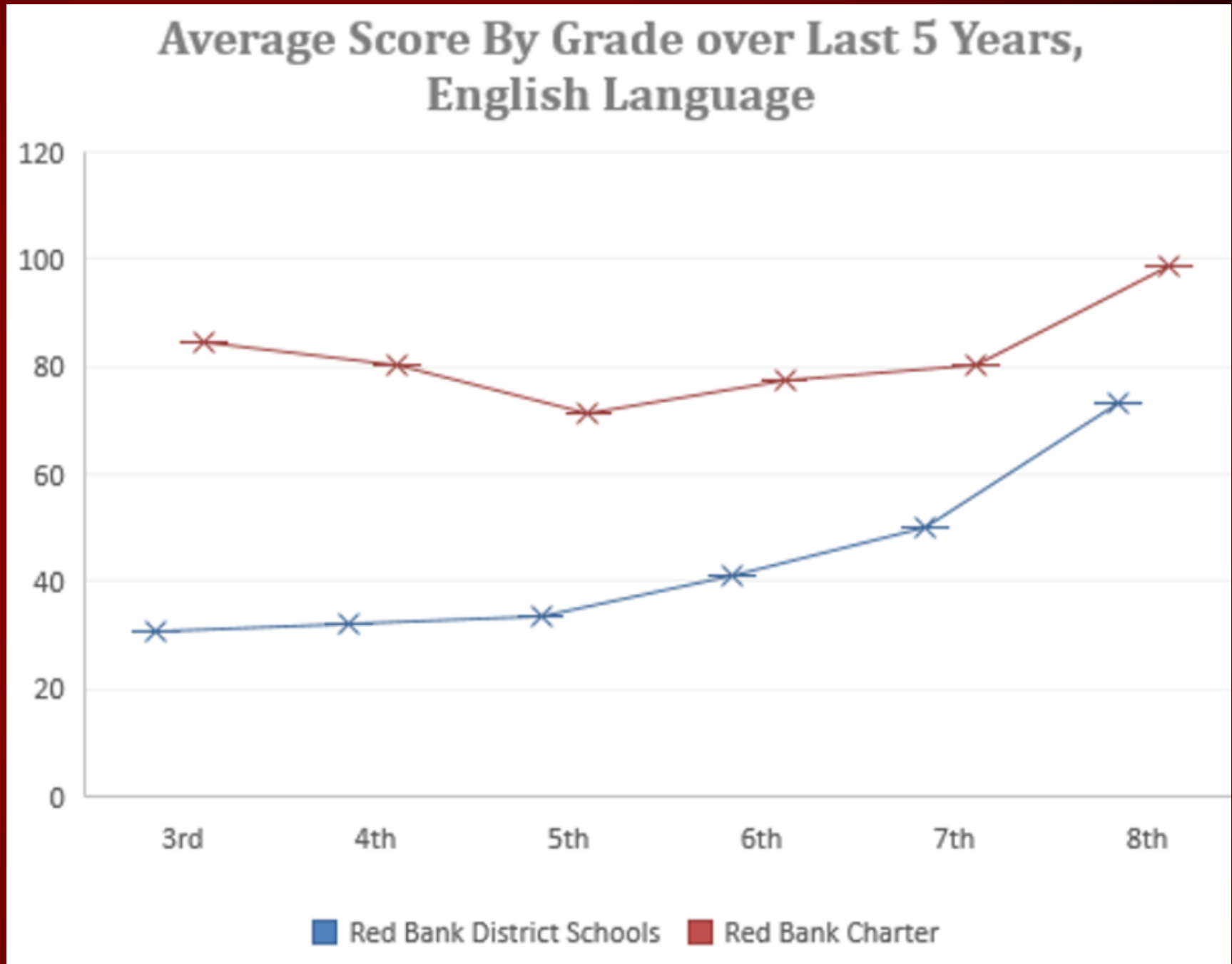
<b>SUBJECT</b>	<b>GROUP</b>	<b>2010 Grade 4 % P &amp; AP</b>	<b>2014 Grade 8 % P &amp; AP</b>	<b>GROWTH</b>
<b>MATH</b>	<b>General Education</b>	<b>51</b>	<b>70</b>	<b>37%</b>
	<b>English Language Learners</b>	<b>13</b>	<b>64</b>	<b>392%</b>
	<b>Economically Disadvantaged</b>	<b>35</b>	<b>61</b>	<b>74%</b>
	<b>Total Population</b>	<b>43</b>	<b>61</b>	<b>42%</b>
<b>ELA</b>	<b>General Education</b>	<b>43</b>	<b>66</b>	<b>53%</b>
	<b>English Language Learners</b>	<b>13</b>	<b>46</b>	<b>254%</b>
	<b>Economically Disadvantaged</b>	<b>28</b>	<b>65</b>	<b>132%</b>
	<b>Total Population</b>	<b>38</b>	<b>66</b>	<b>74%</b>

Looking at our test scores longitudinally you can see our cohorts demonstrate significant growth as they journey through our schools.

It is important to note that research shows that it takes 10 – 12 years for ELLs to attain language proficiency. As language acquisition skills increase, so does academic proficiency. The longitudinal growth of our students is in alignment with research.

The number of ELLs is high at the lower grades.

As students become more proficient in English, the gap significantly decreases.



The score differentials between District and Charter are significantly larger in the 3<sup>rd</sup> and 4<sup>th</sup> grades than in the 7<sup>th</sup> and 8<sup>th</sup> grades.

*This demonstrates District schools are successfully closing the achievement gap.*

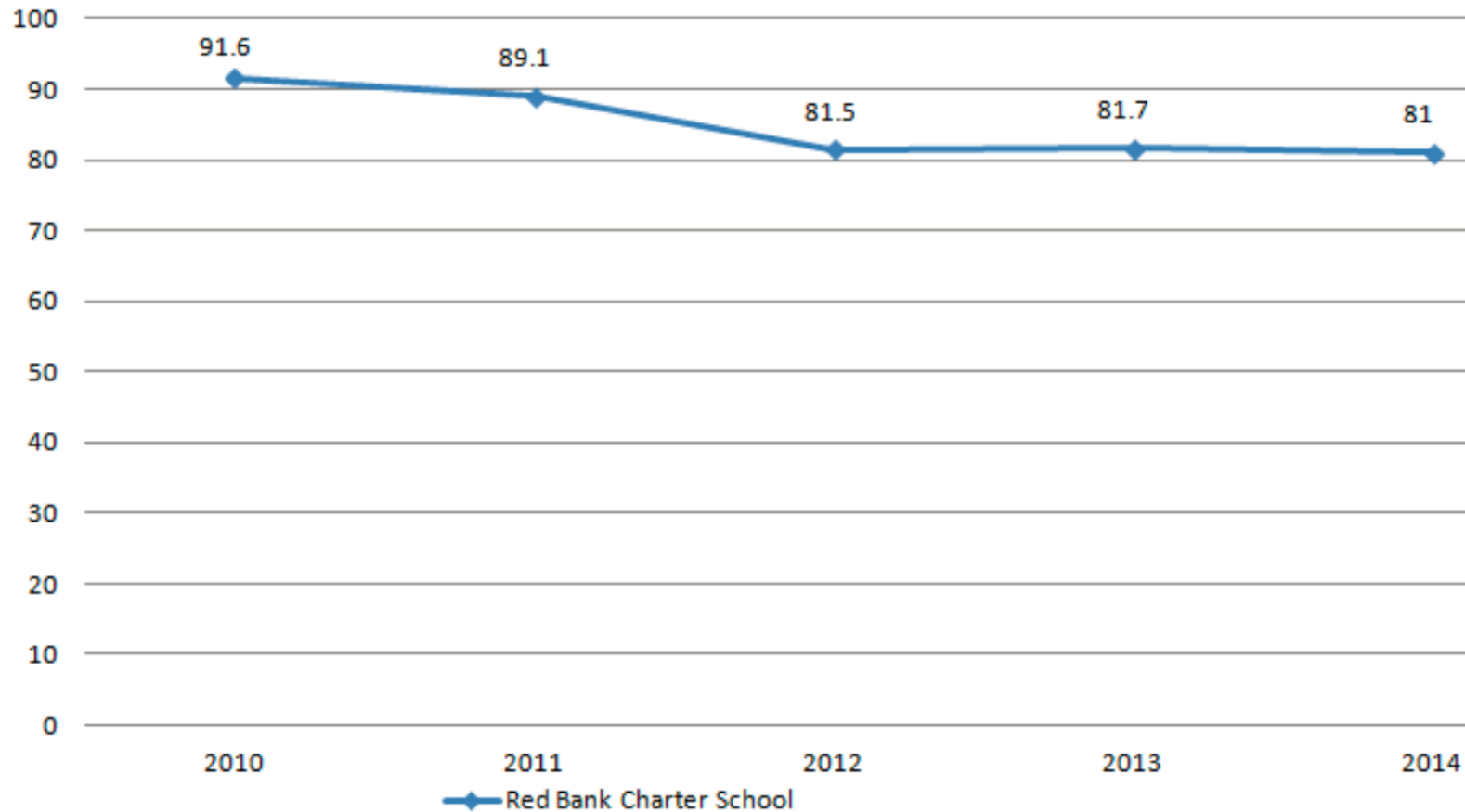
This trend is particularly pronounced in Language Arts where the District closes the achievement gap by more than 55% between 3<sup>rd</sup> and 8<sup>th</sup> grade. In Math, which is not shown, the District closed the achievement gap by 37%.

Katharine Nelson, Doctoral Candidate, Bloustein School Rutgers University



## Red Bank Charter School Academic Data

### NJASK Performance Comparison 2010-2014 Percent Proficient or Advanced



Source: NJASK Performance File publicly available from the NJ DOE; 2011, 2012, 2013 Red Bank CS Performance Reports

*“Red Bank Charter is consistently an academically High Performing school. Based on statewide assessment data, a school-wide view of performance over time in ELA and Math demonstrates a trend of strong student achievement.”*

-RBCS Proposal

# PROGRESS TARGET PASS RATE ECONOMICALLY DISADVANTAGED SUBGROUP

	2011-2012		2012-2013		2013-2014	
	MATH	LAL	MATH	LAL	MATH	LAL
RBCS	72	56	78	58	75	45
RBCS Target	(88)	(86)	(89)	(87)	(90)	(89)
	<b>-16</b>	<b>-30</b>	<b>-11</b>	<b>-29</b>	<b>-15</b>	<b>-44</b>
RB Middle	55	38	51	41	57	35
RB Middle Target	(61)	(47)	(65)	(51)	(68)	(56)
	<b>-6</b>	<b>-9</b>	<b>-14</b>	<b>-10</b>	<b>-11</b>	<b>-21</b>
RB Primary	63	48	54	48	51	38
RB Primary Target	(57)	(32)	(60)	(38)	(64)	(44)
	<b>+6</b>	<b>+16</b>	<b>+6</b>	<b>+10</b>	<b>+13</b>	<b>+6</b>

The previous chart delineates the performance of the Economically Disadvantaged (ED) subgroup. As you can see, the Red Bank Primary School consistently exceeds their targets.

Although Red Bank Middle School does not, neither does the Charter School, and their shortfall is greater than that of the Middle School.

It is important to note the difference between the school communities:

**Red Bank Borough – 88% ED**

**Charter School – 40% ED**

# NJ SCHOOL RELATIVE EFFICIENCY RANKINGS

- Based on three year's of data (2012, 2013, 2014).
- Outcomes factor in growth over multiple years, school funding levels, and Limited English Proficient and Special Education populations.

## Study #1

RBMS 781/2533

RBCS 1,620/2533

## Study #2

RBMS 911/2533

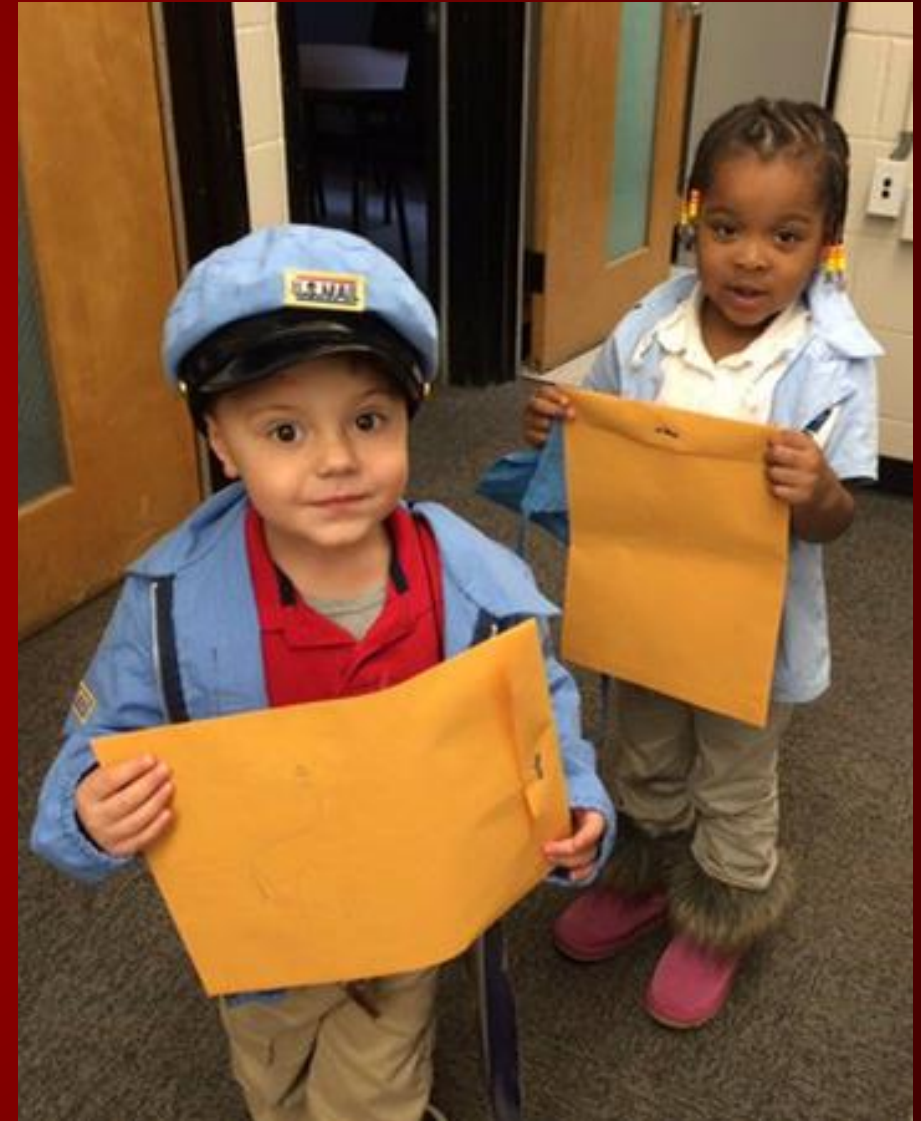
RBCS 1,628/2533

<https://schoolfinance101.wordpress.com/2015/01/30/ed-writers-try-looking-beyond-propaganda-press-releases-for-success-stories/>

*“Testing Data is one snapshot of a school. Our strong belief is in a more holistic assessment model that captures outcomes which highlight individual student achievement and development.”*

-RBCS Proposal

“Pennotti lamented that so much attention was being paid to taxes, and so little to education. ...there is a “30 or more point spread” in achievement between it and the district schools.” (Red Bank Green 1/21/16)



On one hand the Charter School claims that test scores are only a snapshot of a school, while on the other hand they emphasize the disparity in our comprehensive sores.

We agree with the first statement. Test scores are only one snapshot of an effective school. Test scores should be the by-product of a high-quality and well-rounded educational environment. For that reason, we could not be more proud of the academic growth achieved by our students.

The test score comparison provided by the Charter School is not apples to apples. It fails to acknowledge the differences in our student populations or demonstrate the longitudinal academic growth of our students.



(2) “THEY WERE  
DISENGAGED OR  
DISENFRANCHISED  
FROM THEIR  
COMMUNITY.”

# COMMUNITY PARTNERSHIPS

- ✓ Monmouth Conservatory
- ✓ RSVP Readers
- ✓ Count Basie Theatre
- ✓ Bilingual Parent Advisory Council
- ✓ Horizons @ Rumson Country Day School
- ✓ United Way of Monmouth County
- ✓ Community YMCA
- ✓ Jersey Fusion Basketball
- ✓ RBBEF
- ✓ Jazz Arts Project
- ✓ Project Write Now
- ✓ Bridge of Books
- ✓ Mobile Dentist
- ✓ Optical Academy
- ✓ Big Brothers Big Sisters
- ✓ Girls on the Run
- ✓ Dance Innovations
- ✓ American Littoral Society (Sea Grant)
- ✓ Boys & Girls Club
- ✓ Monmouth University
- ✓ Rutgers University Center for Effective School Practices
- ✓ Two River Theatre
- ✓ The Gravity Vault Indoor Rock Gyms
- ✓ Red Bank Elks #233





(3) "THE SCHOOLS WERE SEGREGATED, FAILING TO REFLECT THE DIVERSE SCHOOL AGE POPULATION OF THE CHILDREN OF THE BOROUGH."

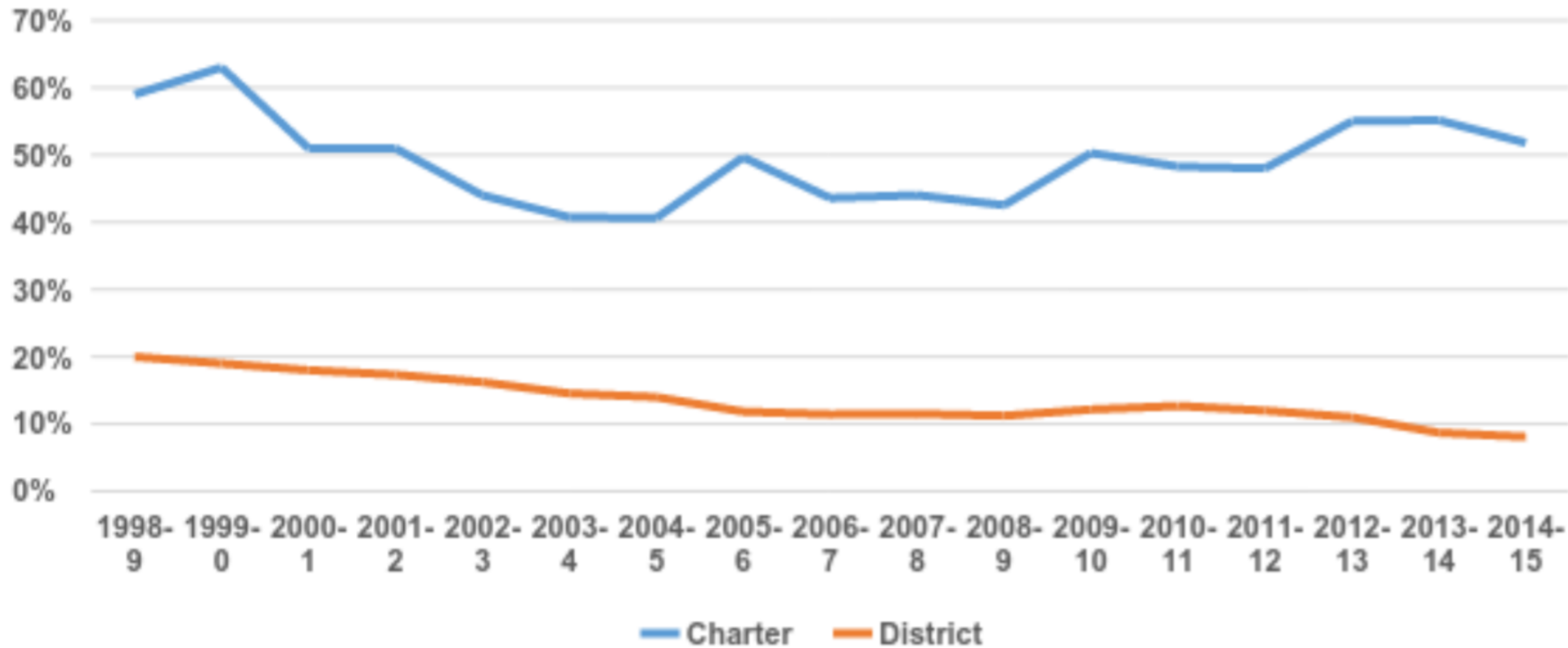


# DEMOGRAPHICS

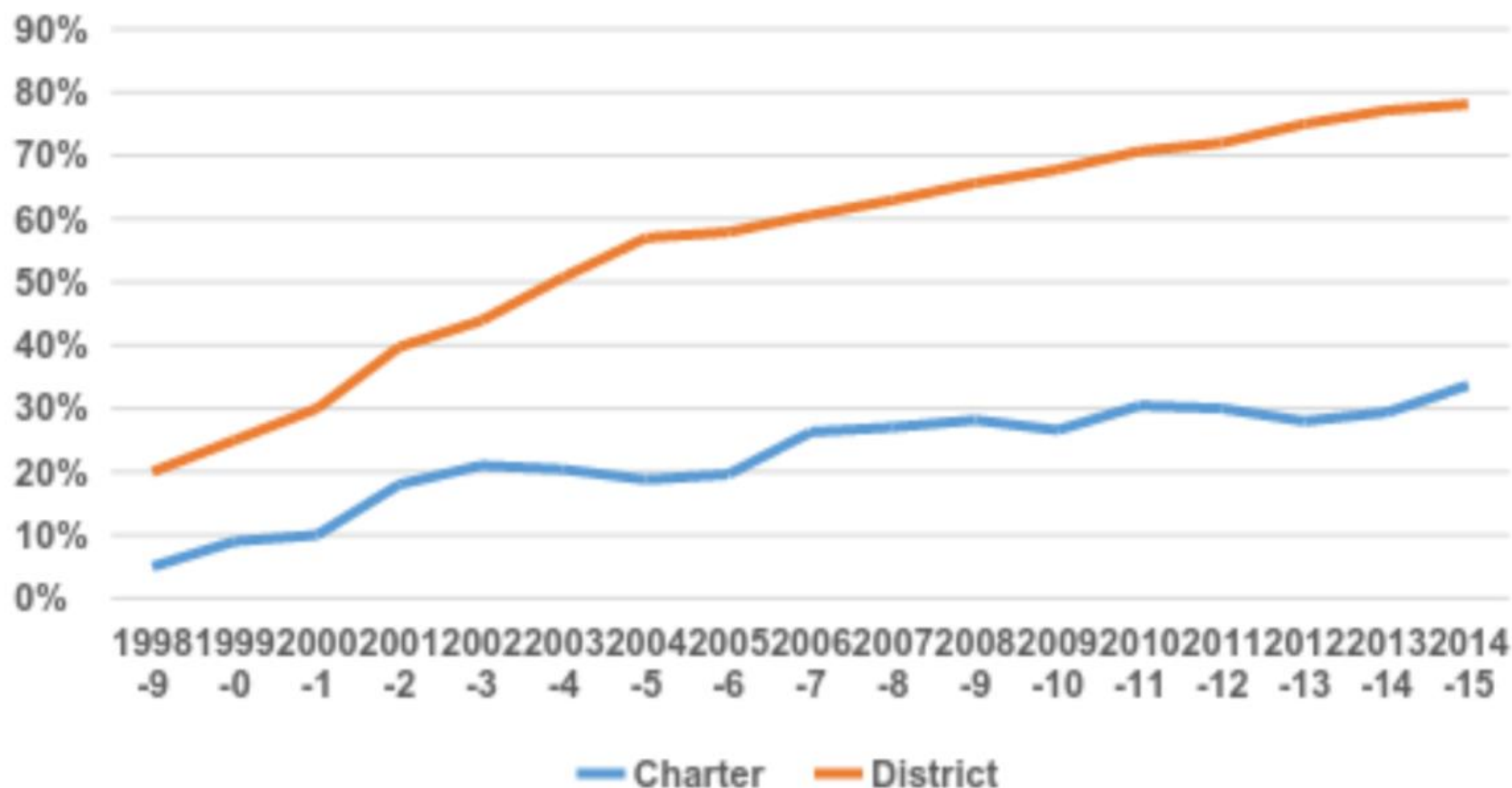
	Borough	Charter
<b>Total Enrollment</b>	<b>1407</b>	<b>200</b>
<b>White</b>	<b>7%</b>	<b>52%</b>
<b>Hispanic</b>	<b>80%</b>	<b>34%</b>
<b>Black</b>	10%	12%
<b>Special Education*</b>	11%	9%
<b>Limited English Proficient (LEP)</b>	<b>44%</b>	<b>4%</b>
<b>Economically Disadvantaged (ED)</b>	<b>88%</b>	<b>40%</b>

\* See following slide.

## Percentage of White Students Red Bank Charter vs. District



## Percentage of Hispanic Students Red Bank Charter vs. District



# **SPECIAL EDUCATION SERVICES FOR RED BANK BOROUGH STUDENTS**

Red Bank Borough Public Schools currently serve 174 Special Education students in a variety of settings both in and out of District.

We support students in contexts such as integrated pre-K, self-contained Multiple Disabilities and Language Learning Disabilities classes, as well as Resource Room Replacement, In-Class Resource Replacement, General Education classes and Out-of-District placements.

# WHAT SPECIAL EDUCATION STUDENTS DOES THE CHARTER SCHOOL ACCEPT AND SERVE?

Recent transfer information indicates that within the past 2 years, 6 of our classified students were accepted into RBCS. All 6 students were from English speaking families and were placed in General Education settings in our District schools.

While it appears that Red Bank Charter is expanding their Special Education population, evidence indicates that their enrollment from Red Bank Borough consists of Special Education students who are functionally supported in General Education settings. For example, the 6 recent transfers to RBCS all had IEPs that indicated that they participated with more than 80% of the general education population daily.

This is in great contrast with the profile of the Special Education population of Red Bank Borough where 52% (79 students) of students grades K-8 are supported in settings that are less than 40% contact with the general education population.

***So, there is evidence of disparity among the level of need between the Special Education students served by Charter and those served by Red Bank Borough.***

# CENSUS DATA ERROR

<i>Under the Age of 18</i>			RBCS Proposal		Actual	
2010 SF1 Census	Borough (1407)	Charter (200)	2010 Census	Difference	2010 Census	Difference
White	7%	52%	41%	+11%	<b>29%</b>	<b>+23%</b>
Hispanic	80%	34%	40%	-6%	<b>54%</b>	<b>-20%</b>

# RED BANK FAMILY CHOICE PREFERENCE

	Charter School Proposal	Charter School Actual
Choosing Private	11% (145/1320)	<b>10%</b> <b>(145/1457)</b>
Attending RBCS	14% (180/1320)	<b>12%</b> <b>(180/1457)</b>
RBCS Waitlist	10% (130/1320)	<b>5%</b> <b>(*80/1457)</b>
Preference for Choice	35%	<b>27%</b>

*\* See following slide.*



# WAIT LIST INFORMATION

- The current wait list includes 90 student names.
- 10 no longer live in Red Bank so the actual list is 80.
- The list includes 19 Borough students Grade 4 or higher. Students do not normally transfer to or from RBCS, especially at this point in their educational journey,
- 57 of the 80 are Borough students.
- It appears that 23 students are non-public and were counted twice in the Charter School's calculation of 35%.

# WHERE WE STAND

Red Bank is currently tied for 6<sup>th</sup> with Plainfield and Jersey City in the HIGHEST percentage of charter students.

1. Newark
2. Hoboken
3. Camden
4. Trenton
5. Asbury Park



The expansion would likely make us 4<sup>th</sup> on this list.

# DID YOU KNOW?

- ✓ Over 50% of our teachers possess advanced degrees.
- ✓ 1/3 of our teachers are SIOP trained.
- ✓ 25% of our teachers are Bilingual and/or ESL Certified.
- ✓ In 2014 our Middle School Principal was recognized as...
  - ✓ NJPSA Visionary Leadership Award Recipient
  - ✓ NAESP as New Jersey's National Distinguished Principal
- ✓ In the past two years, we have had five *Teachers Who Rock*.
- ✓ Staff are lifelong learners and are regularly called upon to present at conferences and pilot initiatives across NJ.

# DID YOU KNOW?

- ✓ Grades 3-8 have 1:1 Chromebook devices.
- ✓ Every Kindergarten classroom has 5 iPads and 5 Chromebooks.
- ✓ Every First and Second Grade classroom has 5 Chromebooks.
- ✓ Our Video Editing Club has earned awards in excess of \$45,000.
- ✓ Our students have finished in 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> place for five years running in NJ's Annual Stock Market Game.
- ✓ Every single instructional space throughout the District has an Interactive White Board and/or an LCD Projector.

# DID YOU KNOW?

- ✓ We offer a wealth of enriching instructional programs including AVID, PLTW, STEAM, Chinese, Band, Chorus, Strings and an array of after school programming including Athletics.
- ✓ We are one of the six original participants of the STARS Challenge at Monmouth University.
  - ✓ 49 students have taken 64 classes over the past 10 years.
- ✓ 2015 PARCC data shows...
  - ✓ All 16 students who took the Algebra I assessment met or exceeded grade level expectations with an average score of 41 points higher than the State average.
  - ✓ Grade 8 ELA & Math students EXCEEDED the State average.

# FINANCIAL FACTS

# FAST FACT #1

*“The school district really comes out ahead” if the charter plan goes forward, he said. “There’s no way that taxes have to be increased.”* (Red Bank Green 1/21/16)

- ✓ In 2001 the RBCS received approval for expansion. They went from 80 to 162 students. Charter payments that year increased from \$571,344 to \$1,187,013.
- ✓ The RBCS payment for 180 students in 2015-2016 was \$1.67 million. If the expansion is approved, the payment will exceed \$3.3 million.

# FAST FACT #2

*“...the annual sum paid to the charter school by the district had declined by \$129,000 over the same period, from \$1.8 million to \$1.67 million.”*

(Red Bank Green 1/21/16)

- ✓ The per pupil amount is decreasing because the district enrollment is growing. At the same time, the population requires increased services (ELL, Special Education and Economically Disadvantaged).
- ✓ The denominator used in the funding formula is increasing which decreases the per pupil funding.
- ✓ As a result, the RBCS is receiving 90% of a smaller figure.
- ✓ The State provides the RBCS a subsidy to supplement the loss in funding.
- ✓ No subsidy exists for the district.



# FAST FACT #3

*“...residents of Red Bank pay \$2,294.79 LESS per pupil for those attending the Red Bank Charter School than they do for those attending the district schools.” (Red Bank Green 1/21/16)*

- ✓ This statement does not reflect the following:
  - ✓ RBCS does not have Transportation costs or Out of District tuition.
  - ✓ The combination of the costs above are FAR greater than the difference in funding.

*The Red Bank Borough Public Schools directly pay for RBCS transportation, as well as all non-public school, Red Bank resident students such as those attending Holy Cross, Rumson Country Day, St. Leo the Great, etc.*

# FAST FACT #4

The chart included in the RBCS Proposal for Expansion lists the weighted enrollment as 221 and the percentage as 1.10 (110%).

- The current 2015-2016 weighted enrollment is 230 and a percentage of 1.28 (128%) per the State of NJ charter school funding statement.
- If the Charter enrollment increases, the likelihood is that the weighted enrollment will increase.
- As the weighted enrollment grows, the funding to the Charter grows.

The Red Bank Charter School's Impact on the Red Bank Borough School District through Expansion

*Due to Formula and Rounding of Numbers, Some Dollar Amounts Vary Slightly					
2015-2016 (Current)					
	Per-Pupil Equalization Aid	Weighted Enrollment	Base Equalization to Charter (90%)		
	\$ 6,254.00	221	\$ 1,382,134.00		
	\$ 1,382,134.00	x1.10	\$ 1,520,347.00	x.10	Monies Retained by RBB Schools \$ 152,035.00

# FINANCIAL IMPLICATIONS

The State of NJ pays for the first year for all non-public school students entering the charter school. Obviously, it would be challenging to summarize scenarios for every possibility, therefore we are calculating implications based on three scenarios:

**Scenario One** - 0% of the expansion students transfer from the Red Bank Public School District (100% from private schools).

**Scenario Two** - 50% of the expansion students transfer from the Red Bank Public School District and the remaining 50% transfer in from private schools.

**Scenario Three** - 100% of the expansion students for all three years transfer from the Red Bank Public School District.

In scenarios two and three the Red Bank Public School District would not be responsible for funding any first year students transferring to the charter school from a private school. The District would have to pay for these students in their second year at the charter school. This delays the impact on the District in year one of the Non-Public Student's enrollment, but elongates the initial funding process to four years instead of three years as in scenario one.

# SCENARIO #1 (BEST CASE)

**BASED ON 0% FIRST YEAR CHARTER TRANSFER STUDENTS FROM PUBLIC SCHOOL**

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	Add'l/Pupil for	
Prior Year District Budget	\$ 18,953,328	\$ 19,764,131	\$ 20,416,447	\$ 21,094,855	<b>Current Students</b>	
3.5% Budget increase	\$ 663,366	\$ 691,745	\$ 714,576	\$ 738,320	<b>&amp; Yr 2 NP students</b>	
Additional Charter Students (0,100,40,40)	-	948,000	379,600	395,600		
Allowable increase in Tax levy	\$ (810,803)	\$ (652,316)	\$ (678,409)	\$ (705,545)		
Cuts Required/Shortfall	\$ (147,437)	\$ 987,429	\$ 415,767	\$ 428,375	\$ 149,240	
<b>Total Cuts/Shortfall for expansion implementation</b>					<b>\$ (1,833,374)</b>	
<b>Charter School Funding:</b>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<b>Plus Add'l Cost for</b>
						<b>Current Students</b>
	\$ 1,670,112	\$ 1,670,112	\$ 2,618,112	\$ 2,997,712	\$ 3,393,312	\$ 3,542,552

# SCENARIO #2

## BASED ON 50% FIRST YEAR CHARTER TRANSFER STUDENTS FROM PUBLIC SCHOOL

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	Add'l/Pupil for	
Prior Year District Budget	\$ 18,953,328	\$ 19,764,131	\$ 20,416,447	\$ 21,094,855	<b>Current Students</b>	
3.5% Budget increase	\$ 663,366	\$ 691,745	\$ 714,576	\$ 738,320	<b>&amp; Yr 2 NP students</b>	
Additional Charter Students (50,70,40,20)	\$ 480,600	\$ 686,070	\$ 395,960	\$ 206,320		
Allowable increase in Tax levy	\$ (810,803)	\$ (652,316)	\$ (678,409)	\$ (705,545)		
Cuts Required/Shortfall	\$ 333,163	\$ 725,499	\$ 432,127	\$ 239,095	\$ 255,730	
<b>Total Cuts/Shortfall for expansion implementation</b>					<b>\$ (1,985,614)</b>	
<b>Charter School Funding:</b>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<b>Plus Add'l Cost for</b>
						<b>Current Students</b>
	\$ 1,670,112	\$ 2,150,712	\$ 2,836,782	\$ 3,232,742	\$ 3,439,062	\$ 3,694,792

# SCENARIO #3 (WORST CASE)

**BASED ON 100% CHARTER TRANSFER STUDENTS FROM PUBLIC SCHOOL**

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	Add'l/Pupil for	
Prior Year District Budget	\$ 18,953,328	\$ 19,764,131	\$ 20,416,447	\$ 21,094,855	<b>Current Students</b>	
3.5% Budget increase	\$ 663,366	\$ 691,745	\$ 714,576	\$ 738,320	<b>&amp; Yr 2 NP students</b>	
Additional Charter Students (100,40,40)	\$ 985,500	\$ 405,960	\$ 414,080	\$ -		
Allowable increase in Tax levy	\$ (810,803)	\$ (652,316)	\$ (678,409)	\$ (705,545)		
Cuts Required/Shortfall	\$ 838,063	\$ 445,389	\$ 450,247	\$ 32,775	\$ 388,300	
<b>Total Cuts/Shortfall for expansion implementation</b>					<b>\$ (2,154,774)</b>	
<b>Charter School Funding:</b>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<b>Plus Add'l Cost for</b>
						<b>Current Students</b>
	\$ 1,670,112	\$ 2,655,612	\$ 3,061,572	\$ 3,475,652	\$ 3,475,652	\$ 3,863,952

**Regardless of the  
scenario, the District  
would have an  
approximate shortfall of  
\$2,000,000 over the next  
four years.**



# SO WHAT DOES THIS MEAN?

- This is the equivalent of **25 TEACHERS**. It will result in a significant reduction in force, increase class sizes well above the Charter School size of 20, and compromise our instructional programs including but not limited to:
  - *Project Lead the Way (PLTW)*
  - *Advancement Via Individual Determination (AVID)*
  - *Special Area Classes*
  - *Second Opportunity to Achieve Results (SOAR)*
  - *Chinese*
  - *Athletics*
  - *Extra-Curricular Programs - Band, Strings and Chorus*

# WHAT ELSE?

- The District would need to abandon or reduce...
  - *1:1 Chromebook Initiative*
  - *Staff Professional Development*
  - *Instructional Materials and Resources*
  - *Plans to improve safety and security*
  - *Maintenance and upgrades to technology and facilities*

# REALITY

“Citing a statutory requirement that charter schools be “held harmless” even as state aid to districts is cut, and another that requires districts to share a portion of their revenue “up front” with charters, (Senator) Beck said a green-light for the RBCS proposal “*would devastate an already significantly under-funded school district, and clearly place a huge new tax burden on approximately 12,000 residents of this 1.6 square mile Borough.*”

(Red Bank Green 1/15/16)

# IN THE NEWS

- “...Charter Principal said one key reason the school is seeking to expand is the political climate...” (Red Bank Green 1/21/16)
  - Acknowledging the weightiness of each of these factors, we respectfully submit that the determinant of this decision should not be political, demographic or financial. The decision must be grounded in the education and well-being of the children of Red Bank. (RBCS Proposal)

These statements contradict one another.

***Is the decision about politics or education?***

# IN THE NEWS

- “And while the district has good teachers, “I would say they have a problem with leadership.” she said. “Six superintendents over 15 years? How the heck do you get a game plan if the head coach changes all the time?” (Red Bank Green 1/21/16)
  - We cultivate teachers as specialists in their content area while encouraging participation in our distributed leadership model. (RBCS Proposal)

Again, these statements contradict one another.

***Do great organizations rely on one leader or shared leadership?***