

OPPOSITION TO CHARTER SCHOOL

Why Fulbright Charter School is not right for Montclair

Ron Bolandi

Interim Superintendent

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Impact on Budget: LOST REVENUE

- 90% of our per pupil tax levy
- Approximately \$10,500 per student
- For every 50 students who leave our public schools for a charter school, we'd have to transfer approximately \$525,000 to the charter school
- At 250 students, that's \$2,625,000
- At 450 students, that's \$4,725,000
- Additionally, we would have to provide a per-capita share of our federal and state categorical aids for students who count toward those aid calculations
- Efforts targeted at supporting at-risk students will be severely impacted

Impact on Magnets

- This diversion of funds would be a tremendous financial burden to the school district due to Montclair's magnet school philosophy.
- If we had to reduce the budget, we would seriously stifle the magnet concept which is a 40-year-old program put in place due to a desegregation order.

90/10 Immersion proposed by Fulbright

- Original 90/10 model:
 - Target language taught 90% of the time
 - At least $\frac{1}{2}$ of the class speaks target language
- Montclair has two French speaking children with English as a second language.
- Therefore, the district questions the validity of the 90/10 premise

General Concerns

- New Jersey schools that are stated as having successful immersion programs started with the concept of trying to make better a failing ESL population.
- Montclair's ESL's population is less than 1% of our enrollment
- Property at 151 Forest St. doesn't seem suitable, without major renovations, for a K-4 school

Claiming to reduce Academic Gap

- Many of the children in the gap are two and three years below grade level and have auditory discrimination issues.
- It is a known fact that teaching someone a foreign language who is not literate in their native language and/or has auditory discrimination issues will not make that student successful.

Misleading Educational Data

- Combining NJASK scores for proficient and advanced proficient for a total passing grade, you could have ranges of students anywhere from passing with 200 to an advanced score of 300.
- Using total data by percentage does not show the individual student's progress from year to year which should be assessed by using the scale score.
- Student growth should be individual and longitudinal not based on percentages.
- Does not demonstrate diversity for economic, racial, and Special Education subgroups. To analyze a program you need to include these factors

The Board is reviewing the school data that is part of the Fulbright application to verify its authenticity.

