

**APPENDIX**

Joint Committee on Public Schools  
Orange Public Schools  
Testimony – Ronald Lee, Superintendent

June 20, 2016

Hello my name is Ronald Lee and I am the Superintendent of the Orange Public Schools. I would like to thank the Joint Committee on Public Schools and its Chairpersons Senator Ronald L. Rice and Assemblywoman Mila M. Jacey for giving the Orange Public Schools and its community an opportunity to give testimony as to the impact on districts when funding is not based upon nor maintained on a per pupil amount and how it creates funding inequity in the State of New Jersey.

I've held the position of Superintendent in Orange for approximately seven (7) years and prior to that I was the CFO/School Business Administrator (SBA) for the Newark Public Schools for seven (7) years and SBA for the Orange Public Schools for twelve (12) years. Prior to entering the education arena, I worked nine (9) years as a Certified Public Accountant in the business industry.

**School Funding**

The School Funding Reform Act of 2008 (SFRA) was developed in response to settle the multiple litigations regarding funding to school districts. SFRA was to distribute aid to all school districts in an equitable and predicable basis and take into account the needs of all students, including at-risk students, limited English proficient students, and students with special education needs. The key word in SFRA was equitable. The school aid formula was funded in 2009 and has not been funded since that time. As you are aware, school districts have either lost state aid and/or have been flat funded during the period 2010 through 2016 (In 2012, the Orange Public Schools realized an increase in state aid of approximately \$7.0 million as a result of aid being restored in response to the Abbott case before the New Jersey Supreme Court). For the 2016-17 school year, small

increases in state aid were proposed to which the Orange Public Schools received an increase of \$565,875 or .8%.

When SFRA was enacted, the State of New Jersey determined the educational adequacy amount for each pupil and weighted those amounts if a student was at-risk, had special needs and/or had limited English proficiencies. However when we ran the SFRA formula the State of New Jersey recognized that some school districts would be funded over educational adequacy and some under educational adequacy. The Orange Public School has historically been funded under educational adequacy. In 2008, state lawmakers determined that no district should lose money in the first year of SFRA. This hold harmless provision ensured that every school district received increased state aid in the first year before potentially seeing a decline in funding based on future enrollment and demographic changes. But the hold harmless aid received by districts, that was supposed to disappear over time, is still being included in their state aid in 2016-17, even as other districts, like Orange, remain significantly underfunded based on the state's formula. As a result of not running the state aid formula, per-pupil spending varies widely in New Jersey with some districts spending well beyond what the state formula deems necessary and others struggling to come close to their target for adequacy.

### **Underfunding and Inequity**

The Orange Public Schools receives 83% of its general fund budget through state aid and approximately 13% for local tax levy. In Orange our state aid underfunded amount for 2016-17 is \$12.7 million or 17.2% of the SFRA formula. In Essex County, we are the second highest dollar amount underfunded school district behind Newark's underfunding of \$116.3 million. For the period 2009 through 2016, the Orange Public Schools will have been underfunded by a total amount of \$59 million. **\$59 million!!!** The state aid underfunding for the Orange Public Schools on a per pupil basis for 2016-17 will be \$2,483. That's \$2,483 per student per year. Comparing ourselves to our neighbors in Essex County the underfunding range for the 22 school districts is from \$23 to \$3,292 per student. On a per pupil basis, Orange is also the second highest underfunded district in

Essex County. For the eight years since SFRA, the Orange Public School students have received aggregately \$19,864 less per student in resources compared to their counterparts in the county and state!!

The state aid underfunding of \$2,483 is exacerbated and understated when you add that the ability of wealthier districts to increase their local tax levies is greater than the ability of poorer districts.

Additionally, per the Education Law Center, the Orange Public Schools' general fund appropriation of \$17,300 is the third lowest per pupil spending district when compared to our former 31Abbott district peers.

The disparity and inequity in state aid funding has given some districts a distinct and significant advantage of available resources over others. In Orange, our disadvantage is glaringly evident and no clearer than when we try to recruit and retain quality teachers. We are consistently losing new quality teacher candidates and quality veteran teachers to neighboring districts because they can offer higher salaries to teachers.

### **District Overview**

The Orange Township Public School District is committed to providing a diverse range of opportunities and programs to meet the needs of over 5,600 students, supported by over 800 staff members, in our 7 elementary schools, a middle school academy, a high school, an alternative high school, a gifted and talented academy and a renowned pre-school programs for children, ages 3-4.

Our student enrollment has grown from 4,500 in 2008 to 5,600 in 2016. The school district serves a diverse ethnic population that includes students from various African, Caribbean and Latin American countries. The student body is 69 percent Black/

African American and approximately 29 percent are Hispanic. District data indicates that 16 percent of students are foreign born and 67.5 percent of the Hispanic population speaks Spanish at home. Over the past several years, our immigrant population is growing exponentially and current data shows we have 523 ESL students in our programs with 19 percent of that student population being Port-of-Entry, have little or no educational experiences. 16 percent of our student population has been identified as needing special education services.

Many of the residents in Orange are struggling economically and have limited resources and opportunities. 82 percent of our students are eligible for free or reduced lunch and some rely on the district's breakfast, lunch and dinner programs as their main source of sustenance. Poverty and the conditions our students live in have also resulted in the rise in the number of students with social, emotional and behavioral needs. Students as early as preschool are exhibiting anger, depression and self-esteem issues that are not being addressed and are having an impact on academic success.

The district offers students a well-rounded education, meeting the New Jersey Department of Education's academic standards. To support these standards, the district has reorganized its administration to strengthen content areas, focusing on Mathematics and English Language Arts, to increase academic rigor aligned with Common Core State Standards. Additionally, the district also implemented initiatives to concentrate on skills necessary to meet the state standards and prepare students for the next generation of standardized tests, the Partnership for Assessment of Readiness for College and Careers or PARCC.

To further increase rigor, the district supports several signature academic competitions such as "The Spelling Bee of Champions", "He Said, She Said, Public Speaking Competition", "TryMathlon", "District Writer's Festival", "District Science Fair" and more. Orange's pupils also enjoy extracurricular activities such as robotics, bridge, visual and performing arts and sports, winning and competing in several local, regional and

national competitions. Our robotics team has competed internationally at Annual RoboCupJunior World Competitions in Brazil and in the Netherlands.

For students in grades 9-12, the district has expanded the Advanced Placement (AP) Course. Content rich classes such as pre-engineering, hydroponic gardening and graphic arts open up opportunities for career readiness and skill applications. High School graduation rates have risen from 58.3 percent in 2011 to 86.6 percent in 2015. Additionally, Orange High School students have the opportunity to take college level courses through Essex County College and Seton Hall, receiving college credits, before graduating from high school. Three (3) STEM Labs offer students the opportunity to deeply study multiple areas in STEM fields and the newly renovated foods classroom and Career and Innovation Academy of Orange, offers students exposure to careers in culinary arts.

Orange's students are given the chance to fuel individual interests while strengthening their core learning for post-graduation educational pursuits, the military and the workforce.

Through our many partnerships with institutions of higher learning, Orange has been selected for several prestigious and selective fellowships. They include the Woodrow Wilson Foundation Fellow for the training of Science, Technology, Engineering and Mathematics (STEM) teachers and the restructuring of teacher education in these areas. Further, Orange was among 5 local school districts selected to participate in the Wipro Science Education Fellowship (SEF) program at Montclair State University, sponsored by Wipro Ltd, a leading global IT company. Four educators from Orange were among the 20 experienced teachers to receive intensive professional development for Science Leaders in Education. They worked with Montclair State University in partnership with the University of Massachusetts in Boston.

The district was also chosen to nationally field test Readorium, a web-based software program that teaches middle school students how to construct deep meaning from science

text. Orange was also selected to participate in testing the IREAD early grades reading program.

We are proud of our students and staff for their accomplishments and the opportunities we offer. This work could not have been done without the support of our dedicated school board members, city officials, parents and other members of the community.

### **Economic Hardship and Budget Cuts**

We understand that we are in economically challenging times. New Jersey's economy is struggling and some may say in crisis. The lack of State revenue is being felt by all but it is particularly disturbing that there is little advocacy for public schools. If additional funds cannot be provided to public schools, then at a minimum legislators have a fiduciary responsibility to ensure that all students have equal resources and opportunities.

Annually we need approximately \$3.2 million to cover the rising cost in nondiscretionary expenditures such as salaries, benefits, utilities, transportation, tuition and charter schools. Simply put, we only have discretion on 10% of our budget after addressing the aforementioned categories. In a flat funded state aid environment and without increases in revenue to cover CPI, we have less per year, each year, to spend on a per pupil basis for our students. We are eroding dollars spent on our students.

The past several years' budget preparation process has been challenging and sometimes emotionally difficult. Our children have so many needs that must be met and yet we are cutting much needed resources. While we've tried to build a quality education system, the lack of school aid funding has resulted in the district making significant cuts in its program. A sample of some of the budget cuts are as follows and attached to the testimony:

1. Three years ago, the district eliminated summer school that provided remediation programs for grades K through 8. The Orange Public School served 2,000 to

2,500 students annually in its summer school. Research has shown that achievement test scores decline over summer vacation. District post (June) and pre (September) assessments reflect some knowledge loss by students. Time is now being spent in September and October re-teaching while also maintaining pacing with grade level common core standards.

2. Afterschool programs that averaged 2 hours historically up to two years ago will now only be an hour next year. Thus a reduction in focused instructional time and potentially student achievement
3. The elimination of our ELA Spring Break Academy. During the Spring Break in the school calendar, 400-500 students were targeted and provided focused instruction to close the achievement gap
4. The elimination of our Math Winter Break Academy. During the Winter Break in the school calendar, 400-500 students were targeted and provided focused instruction to close the achievement gap
5. The elimination of Social Workers and/or Guidance Counselors. This has had a significant impact on the district's ability to address social and emotional needs of students that hinder their growth and student achievement
6. The elimination of Behaviorists which has resulted in the district seeing an increase in negative student behaviors that are not being addressed
7. The reduction in district level budgets by 25% over a three year period
8. The reduction in school based budgets by 5% in 2015-16 and another 10% in 2016-17, thereby having less school supplies, textbooks and materials
9. To balance budgets, the district has had to stop spending before the end of the year in an effort to utilize fund balance for the subsequent year. In 2014, 2015 and 2016 spending was stopped in February, then January and this year in December, respectively. Thus schools and district offices have less time to spend funds
10. The elimination of five (5) Visual and Performing Arts teachers. Schools now share
11. The elimination of five (5) World Language Teachers. Schools now share. Mandarin was eliminated as a language taught at the elementary schools

12. The elimination of two (2) Science Coaches
13. The elimination of a Guidance Counselor at our high school
14. The deferral of curriculum writing for several subject matters but more importantly in Social Studies and the purchase of textbooks. Current textbooks are 1998 edition
15. The reduction in professional development opportunities for teachers. In 2015 the district had 512 teachers attend Professional Learning Communities in the summer. This year we will only provide opportunities for 84 teachers.
16. The reduction in instructional supplies and materials by \$500,000

### **Unfunded Mandates**

Additionally, during the past several years there have been some unfunded mandates imposed by the State that have placed a strain on our budgets. The implementation of PARCC was significant as we had to ensure that we had enough computer devices to enable our students to take the test. The State funded PARCC implementation by providing an additional \$99,000 in our budget but the district expended over \$700,000 to become PARCC ready.

To address Common Core State Standards (CCSS), the district had to write curriculum and train teachers. Transitioning to CCSS cost approximately \$1 million over a three year period.

To implement Achieve NJ mandates, the district required more substitute teachers to allow mentors to leave their classes to do mandated observations. New supervisors were needed to do co-observations which also took time away from instructional leadership.

## **Lost Opportunities**

As part of this conversation, we must also address opportunities lost due to inequity in underfunding. Many initiatives were set aside due to the lack of funding. Additional funds would have afforded the district an opportunity to be more competitive with our neighboring district by improving our ability to hire and retain teachers, create an alternative program at the elementary level to address the needs of students having difficulty with a larger school setting and lengthen the school day or year. The district also needs to create a New Comers Program for our middle and high school students to help them assimilate in our country and school as well as create classrooms for our growing number students who require special education services.

## **Facilities**

Many of the school buildings in Orange were built in the late 1800s and early 1900s and have considerable maintenance needs. As a former Abbott district, the State is still responsible for addressing instructional space needs, major upgrades and improvements in our buildings but ran they ran out of money several years ago. The cost of projects that should've been undertaken by the School Development Authority such as replacing inoperable boilers, HVAC systems and leaking roofs have been borne by the district over the past several years. The district had to declare these projects as emergent and has expended approximately \$1.2 million out of its budget. These funds that would've been spent on students but instead were used to address those emergency facility needs. As crazy as it may sound, but former Abbott districts are precluded from raising funds through local bonding if the projects are to be borne by SDA which is broke.

## **In Conclusion**

The students in Orange deserve the same opportunities and resources as every other child in New Jersey. We've come here today to ask that you reexamine the current inequities

in the current school funding methodology and provide additional funds to Orange as an equitable remedy.

Two of our country's founding fathers, John Adams and Thomas Jefferson are noted for not always Seeing Eye to Eye. But they did agree on what we should do for public education. Adams and Jefferson knew that public education was at the heart of democracy. "The whole people must take upon themselves the education of the whole people and be willing to bear the expenses of it," wrote Adams. "There should not be a district of one mile square, without a school in it, not founded by a charitable individual, but maintained at the public expense of the people themselves."

As Adams wrote, "Education of youth, especially of the lower class of people, are so extremely wise and useful, that, to a humane and generous mind, no expense for this purpose would be thought extravagant.

I end by saying, "treat us equally". While I gave you a summary of some of the accomplishments that the district has been able to achieve, I do that for the purpose of those who may be naysayers about providing more aid to an urban district. To the question, "Why should we give you more money?"; I answer, "Because we want our fair and equitable share". And to those who ask, "What would you do with the extra aid?" and I answer, "If you've seen what we've done while being underfunded, imagine what we'll do for our students with an extra \$2,400 per pupil". WOW!!

Impact of Ignoring the Funding Formula  
Orange Public Schools  
Ronald C. Lee, Superintendent  
Adekunle James, Business Administrator/Board Secretary

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**District Impact:**

English Language Arts:

- Leveled Classroom Libraries, grades 6-12, cut \$171,830
- Research-based intervention program: Qualifying students not receiving services due to staffing shortage
- Curriculum writers for NJDOE mandated changes cut
- Summer ELA Labs that combined summer enrichment and remediation with job-embedded PD cut
- Spring Break ELA Academy to address students with achievement gaps cut

Mathematics:

- Research-based intervention program: Could not be scheduled during the school day due to staffing shortage; scheduled as a 0 period (7:30 a.m.) with poor attendance
- Winter Break ELA Academy to address students with achievement gaps cut
- Standards-aligned materials cut (\$77,000)

Science:

- Next Generation Science Standards (NGSS) materials cut (\$30,000)
- Secondary science labs repairs/replacements not funded

STEM:

- Reduction in Real World Connections/NJIT program participants

Career and Technical Education:

- Digital Media/TV Production equipment not purchased

Social Studies

- Replacement texts cut (\$90,000)
- Document-based Questions online program cut (\$13,000)
- Classroom libraries/informational texts cut (\$2,500 per school)
- Deferred Curriculum Writing
- Replacement of Textbooks deferred. 1998 Edition

### Visual and Performing Arts

- Materials and instrument replacements cut (\$15,000)

### Health/Physical Education

- Health texts cut (\$5,000)
- PE supplies cut (\$10,000)

### World Languages:

- Mandarin no longer offered K-7

### English Language Learners:

- Increase in Students with Interrupted Formal Education (SIFE) but no increase in the number of teachers able to be hired
- 

### Funded Programs

- Office supplies cut (\$2,000)
- Significant portion of Title I and Title III funds utilized for class-size reduction salaries

### Purchased Technical Services

- Assessment Data base (\$93,000)

### Purchased Professional Services

- Consultants and University Partnerships cut (\$287,000)
- Conferences cut (\$15,000)

### Information Technology (IT)

- Technology supplies and upgrades cut (\$295,000)
- NJ provided \$47,000 for PARCC readiness to offset \$700,000 in access points for wireless connectivity

### Teach for America

- New teacher support (\$24,000)

## Special Services

- Guidance Scheduling Stipends (\$14,000)
- Supplies and Materials to support SWD (\$25,000)
- Therapeutic Program in Strategic Plan unable to be funded despite an increase in psychological hospitalizations

Cross Curricular and Instruction Supplies and Materials cut (\$500,000)

Superintendent's Budget cut (\$100,000)

Building Repairs cut (\$110,000)

Custodial Services cut (\$200,000)

Copying Machines cut (\$240,000)

Buildings and Grounds Upkeep cut (\$77,573)

Micro Society unable to expand to other schools

Summer Remediation Programs cut entirely

Unable to lengthen the school day to meet the needs of the students

Unable to hire substitutes during PARCC testing, leading to early dismissals which decreased instructional time at the secondary level

AchieveNJ Mandates:

- Cost of substitutes for mandated mentor observations
- Co-observations and number of observations take time from instructional leadership

Summer PD Institutes

- 2015: 512 teachers in 40 Professional Learning Communities
- 2016: 84 teachers in 11 Professional Learning Communities
- Summer Institutes Cut:
  - Technology Smackdown (being featured at the 2016 ITSE Conference)
  - Technology Coordinators PLC
  - Social StudiesK-4: Genocide/Holocaust and Amistad integration
  - Social Studies 5-12: Questioning and Conferencing
  - Co-Teaching
  - Universal Design for Learning
  - ESL Extended Year K-7
  - ESL Curriculum Inclusion in Guides Revisions

- Math Summer Labs (Remediation for students combined with PD for teachers)
- Math Calendar Counts PLC
- ELA Summer Labs (Remediation for students combined with PD for teachers)
- Science Summer Labs (Remediation for students combined with PD for teachers)
- PRISM workshops for NGSS
- ELA K-2 Summer Readers' Workshop Lab
- ELS 3-5 Summer Readers' Workshop Lab

**Position Cuts:**

- 5 Visual and Performing Arts teachers
- 5 World Language teachers
- 2 Science Coaches
- 1 Library/Media Specialist
- 1 Special Services Supervisor
- 1 Secondary Guidance Counselor
- 1 District Supervisor

**Increase in student population:**

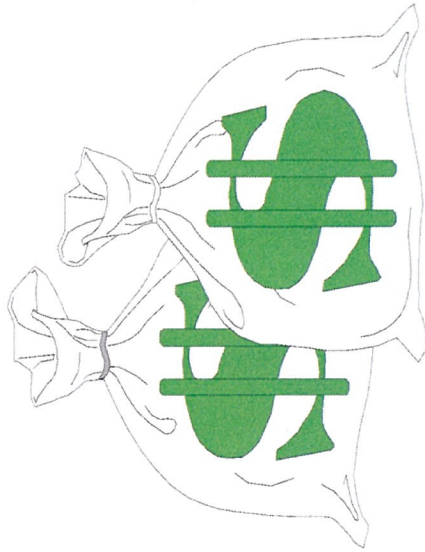
- 2011: 5,232 students
- 2016: 5,731 students
- (499 students with no additional funding)

**School-based Budget Cuts:**

- 2014-2015 10% SBB cuts to OPA, OHS, and RPCS
- 2014-2015 5% SBB cuts to 6 other schools
- Cuts included:
  - Classroom supplies
  - Field Trips
  - ELA and math consumables
  - Science and social studies supplies
  - Health office/nursing supplies
  - HIB prevention supplies
  - Incentives
  - Chromebooks
  - World Language Supplies
  - Periodicals
  - Before and After School Programs
- 2015-2016 \$527,850 combined cuts to 11 schools

- Reduced after-school hours by 30 minutes per day
- Library books and eBooks
- Periodicals
- Classroom supplies
- Field trip entrance fees and transportation
- On-line intervention programs

# ORANGE BOARD OF EDUCATION



STATE BUDGET  
FUNDING & SFRA  
TESTIMONY  
JUNE 20, 2.016

Mr. Ronald C. Lee, Superintendent of Schools  
Mr. Adekunle James, Business Administrator

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## Board Members

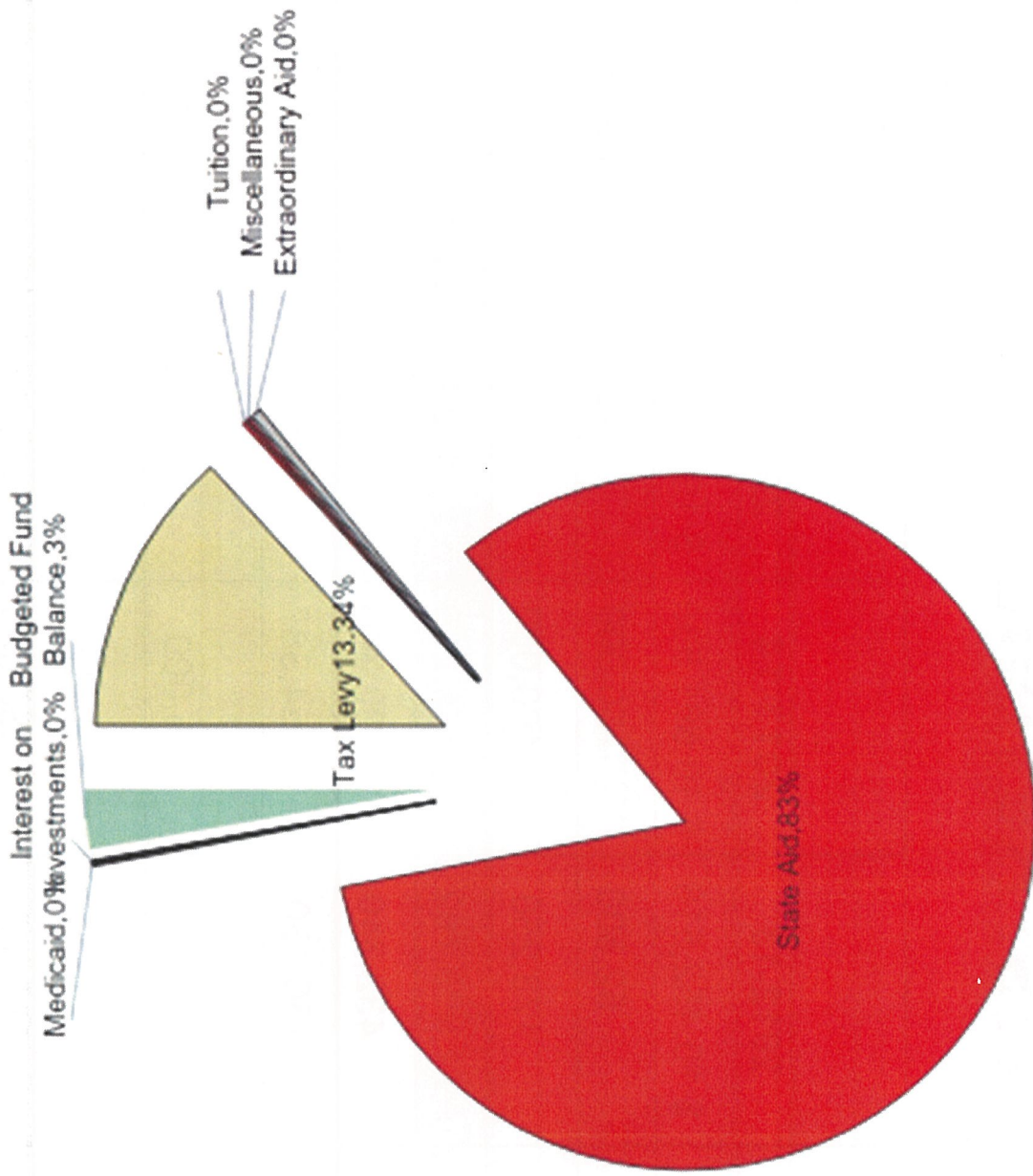
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# 5 Yrs. Revenue Comparisons

REVENUE SOURCE	2012-13	2013-14	2014-15	2015-16	2016-17
Local Tax levy	\$ 10,452,518	\$ 10,661,568	\$ 10,874,799	\$ 11,692,295	\$ 11,926,141
Tuition	52,500	50,000	140,000	140,000	140,000
Miscellaneous	173,250	160,000	170,000	170,000	170,000
State Aid	71,995,702	73,355,220	73,454,820	73,454,820	74,020,695
Extraordinary Aid	432,340	432,340	432,340	432,340	432,340
Semi Medicaid	156,130	154,387	152,995	180,792	154,387
Interest on Investments		45,000	45,000	35,000	45,000
Budgeted Fund Balance	850,000	850,000	4,726,491	3,130,248	2,550,000
<b>TOTAL BUDGET</b>	84,112,440	\$ 85,663,515	\$ 89,996,445	\$ 89,235,495	\$ 89,438,563

# % of Revenue by Source 2016-2017

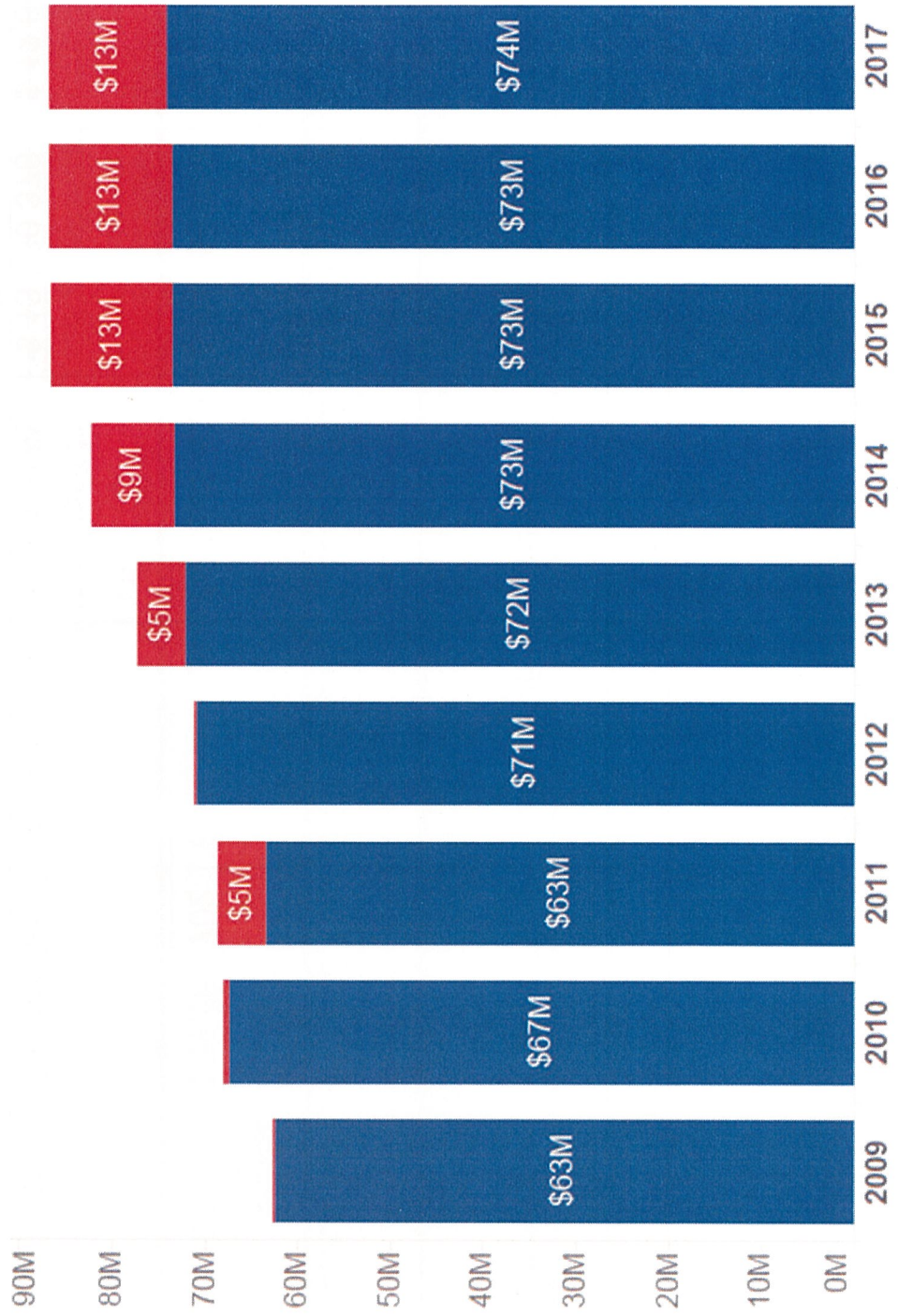
- Tax Levy
- Tuition
- Miscellaneous
- Extraordinary
- Aid
- State Aid
- Medicaid
- Interest on
- Investments
- Budgeted
- Fund Balance



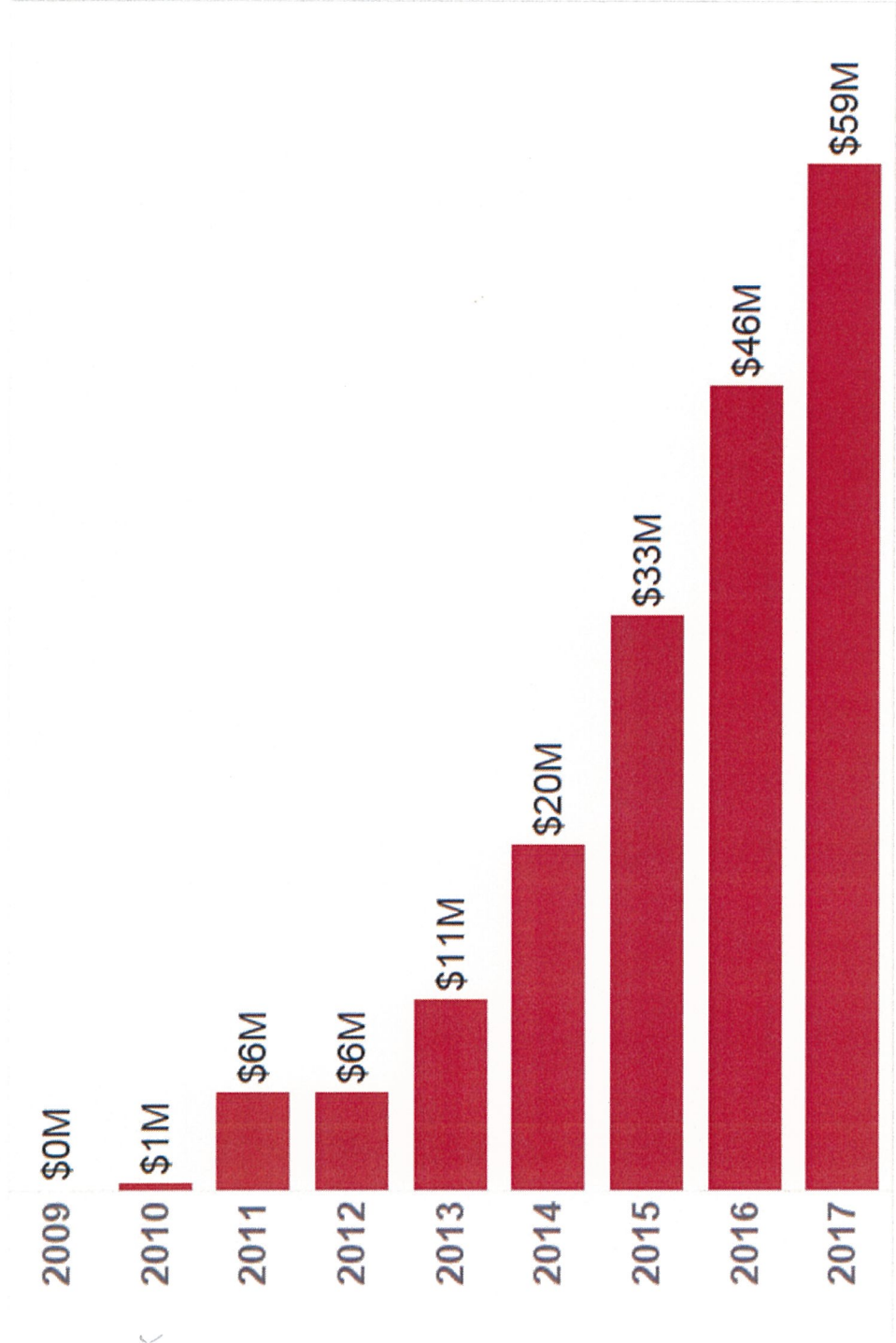
# 6 Yrs. State Funding Vs. SFRA Comparisons

FUNDING METHOD	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
FORMULA AID	\$ 76,968,128	\$ 77,295,702	\$ 83,052,575	\$ 86,595,678	\$ 86,715,198	\$ 86,715,198
STATE AID RECEIVED	\$ 71,168,128	\$ 71,995,702	\$ 73,355,220	\$ 73,454,820	\$ 73,454,820	\$ 74,020,695
AMOUNT UNDERFUNDED	\$ 5,800,000	\$ 5,300,000	\$ 9,697,355	\$ 13,140,858	\$ 13,260,378	\$ 12,694,503
TOTAL CUMULATIVE UNDERFUNDING						<u>\$ 59,893,094</u>

# Orange: Underfunding of State Aid



# Orange: Cumulative Underfunding



FY2017 School Funding - Estimated K-12 State Formula Aid Comparison

All Districts

County	Dist	District Name	Governor's Proposed FY17 Total K-12 Aid	Estimated Legislature's Model FY17 Total K-12 Aid*	Diff from Gov's Proposed	% Diff from Gov's Proposed	Enrollment per DOE Website	per pupil	% of SFRA Model Total	New Total Gov Proposed total of \$803137334	New Aid diff from Gov Proposed	New Diff from SFRA	New % Diff from SFRA
SEX		250 BELLEVILLE TOWN	25,971,780	30,869,910	4,898,130	18.9%	4,544	1,078	0.003434711	27,585,323	1,613,543	3,284,587	11%
SEX		410 BLOOMFIELD TWP	21,057,962	24,990,977	3,933,015	18.7%	6,337	621	0.002780597	22,331,914	1,273,952	2,659,063	11%
SEX		660 CALDWELL-WEST CALDWELL	1,044,523	1,567,292	522,769	50.0%	2,610	200	0.000174383	1,400,531	356,008	166,761	11%
SEX		760 CEDAR GROVE TWP	777,638	1,282,683	505,045	64.9%	1,606	314	0.000142716	1,146,204	368,566	136,479	11%
SEX		1210 EAST ORANGE	178,297,649	179,617,054	1,319,405	0.7%	9,218	143	0.019984920	160,505,631	(17,792,018)	19,111,423	11%
SEX		1390 ESSEX CO VOC-TECH	20,799,941	24,755,650	3,955,709	19.0%	2,225	1,778	0.002754414	22,121,626	1,321,685	2,634,024	11%
SEX		1400 ESSEX FELLS BORO	100,590	154,443	53,853	53.5%	205	263	0.000017184	138,010	37,420	16,433	11%
SEX		1465 FAIRFIELD TWP	316,882	537,737	220,855	69.7%	645	342	0.000059831	480,521	163,639	57,216	11%
SEX		1750 GLEN RIDGE BORO	780,892	1,214,981	434,089	55.6%	1,897	229	0.000135184	1,085,706	304,814	129,275	11%
SEX		2330 IRVINGTON TOWNSHIP	113,296,380	117,254,359	3,957,979	3.5%	6,688	592	0.013046194	104,778,385	(8,517,995)	12,475,974	11%
SEX		2730 LIVINGSTON TWP	2,609,301	4,312,693	1,703,392	65.3%	5,902	289	0.000479848	3,853,818	1,244,517	458,875	11%
SEX		3190 MILLBURN TWP	2,041,217	2,998,159	956,942	46.9%	4,903	195	0.000333587	2,679,152	637,935	319,007	11%
SEX		3310 MONTCLAIR TOWN	6,863,068	9,038,249	2,175,181	31.7%	6,663	326	0.001005632	8,076,571	1,213,503	961,678	11%
SEX		3570 NEWARK CITY	742,025,051	858,325,823	116,300,772	15.7%	35,329	3,292	0.095500801	766,999,152	24,974,101	91,326,671	11%
SEX		3630 NORTH CALDWELL BORO	241,172	256,815	15,643	6.5%	673	23	0.000028574	229,490	(11,682)	27,325	11%
SEX		3750 NUTLEY TOWN	7,095,097	8,403,134	1,308,037	18.4%	4,026	325	0.000934967	7,509,033	413,936	894,101	11%
SEX		3880 CITY OF ORANGE TWP	74,020,695	86,715,198	12,694,503	17.2%	5,112	2,483	0.0009648284	77,488,620	3,467,925	9,226,578	11%
SEX		4530 ROSELAND BORO	282,034	435,475	153,441	54.4%	441	348	0.000048453	389,140	107,106	46,335	11%
SEX		4900 SOUTH ORANGE-MAPLEWOOD	4,307,567	6,486,960	2,179,393	50.6%	6,872	317	0.000072165	5,796,741	1,489,174	690,219	11%
SEX		5370 VERONA BORO	916,688	1,432,254	515,566	56.2%	2,144	240	0.000159358	1,279,861	363,173	152,393	11%
SEX		5630 WEST ESSEX REGIONAL	1,051,982	1,684,531	632,549	60.1%	1,697	373	0.000187428	1,505,295	453,313	179,236	11%
SEX		5680 WEST ORANGE TOWN	7,047,683	9,522,169	2,474,486	35.1%	6,681	370	0.001059475	8,509,001	1,461,318	1,013,168	11%

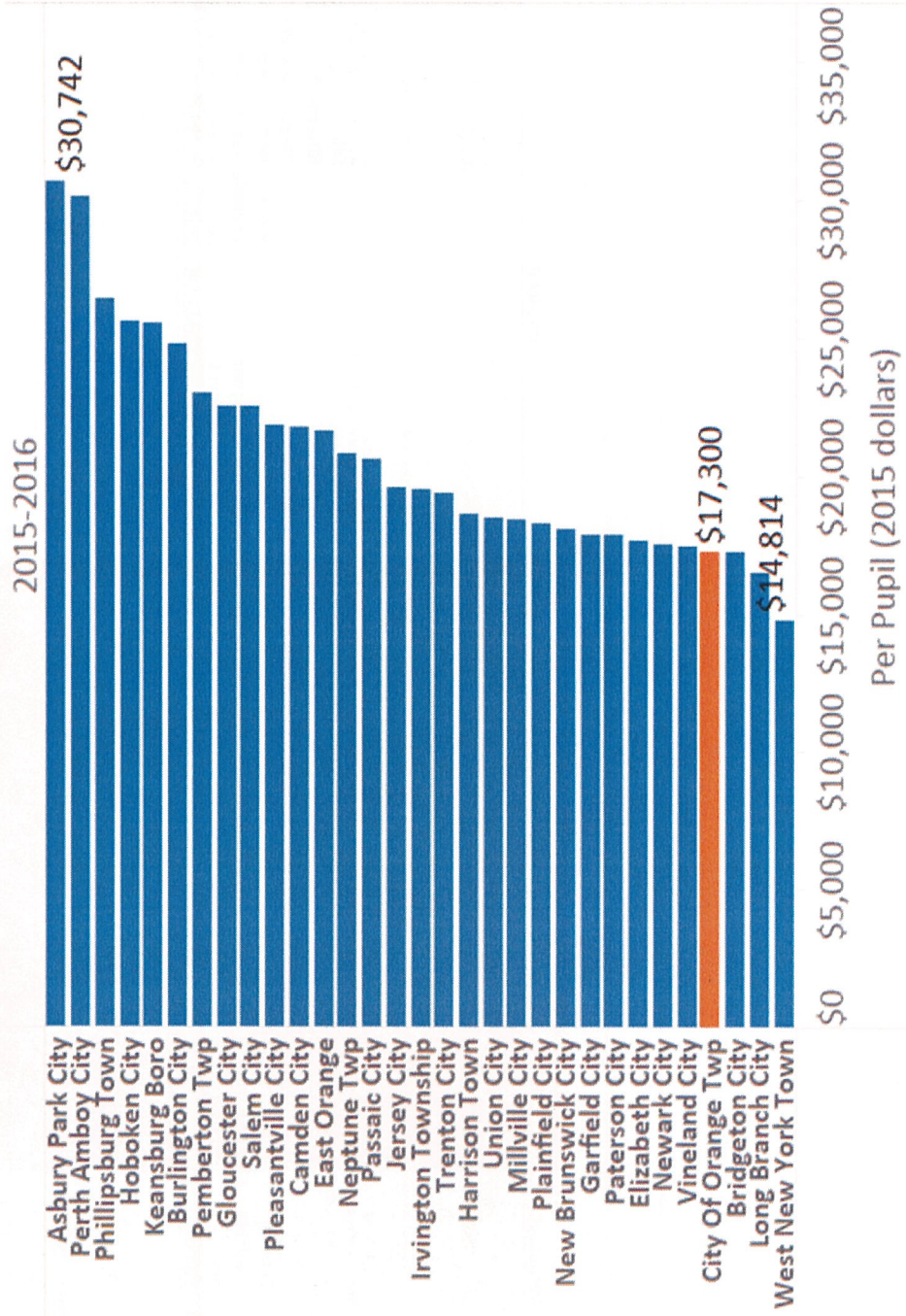
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NEW JERSEY STATE  
 AID ANALYSIS  
 SIMPLIFIED  
 EXAMPLE OF  
 INEQUITY

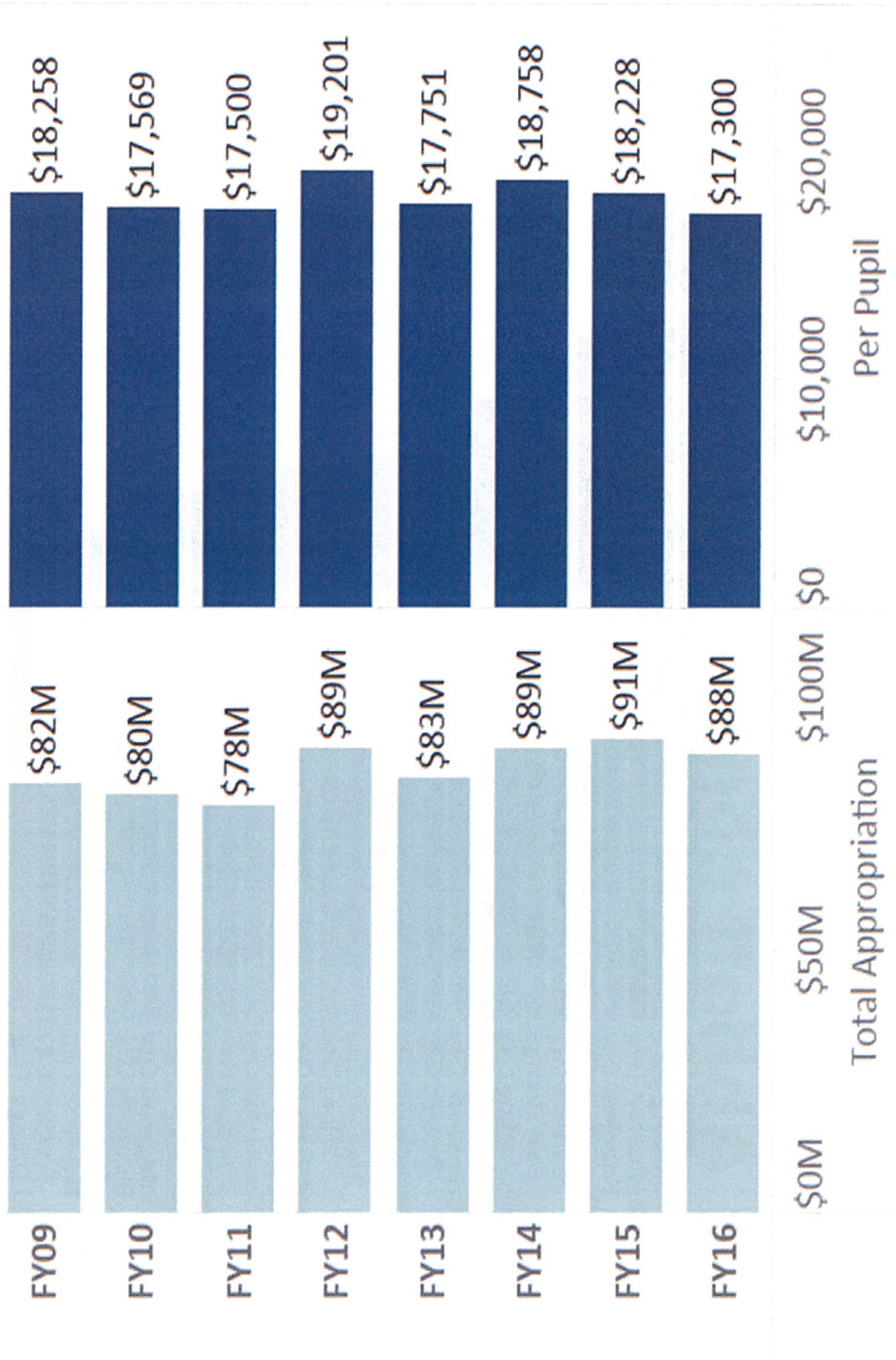
Year	District A (funded at Adequacy)				District B (funded over Adequacy)				District B							
	Enrollment	Cost per Student Funded	State Aid	Funds available per Student	Enrollment	Cost per Student Funded	State Aid	Hold Harmless Aid	Total State Aid	Funds available per Student	Enrollment	Cost per Student Funded	State Aid	Funds available per Student	Diff (disadvantage) from District A (per Student) A	Diff (disadvantage) from District B (per Student) B
2008	5,000	12,000	60,000,000	12,000	5,000	12,000	60,000,000	3,000,000	63,000,000	12,600	5,000	12,000	60,000,000	12,000	-	(600)
2016	4,500	Flat funded	60,000,000	13,333	5,000	Flat funded	63,000,000		63,000,000	12,600	5,500	flat funded	60,000,000	10,909	(2,424)	(0.13)

242

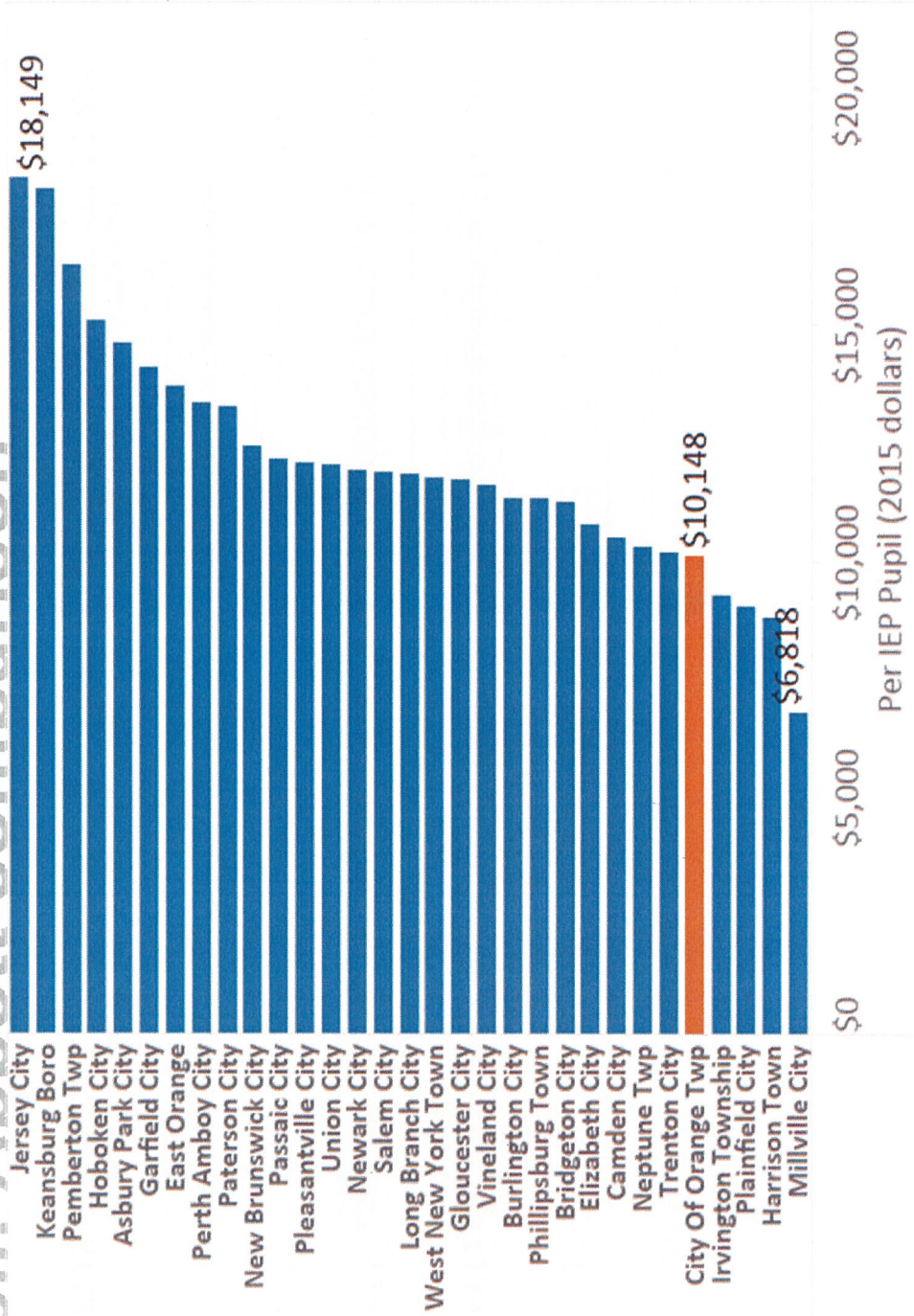
# Total Appropriations per pupil: Abbott comparison



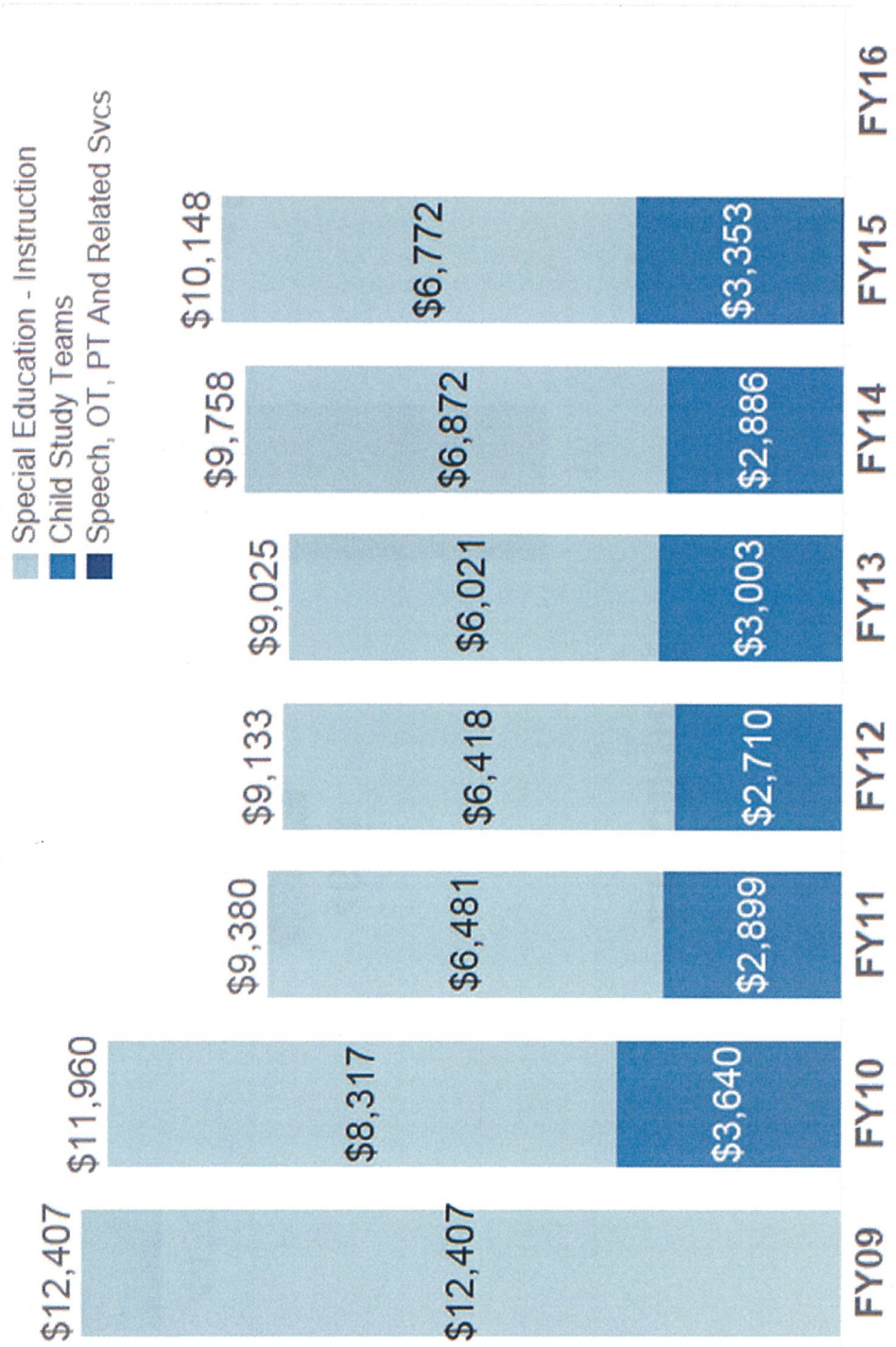
# Total Expenditures



# Special Education Appropriations per pupil: Abbott comparison

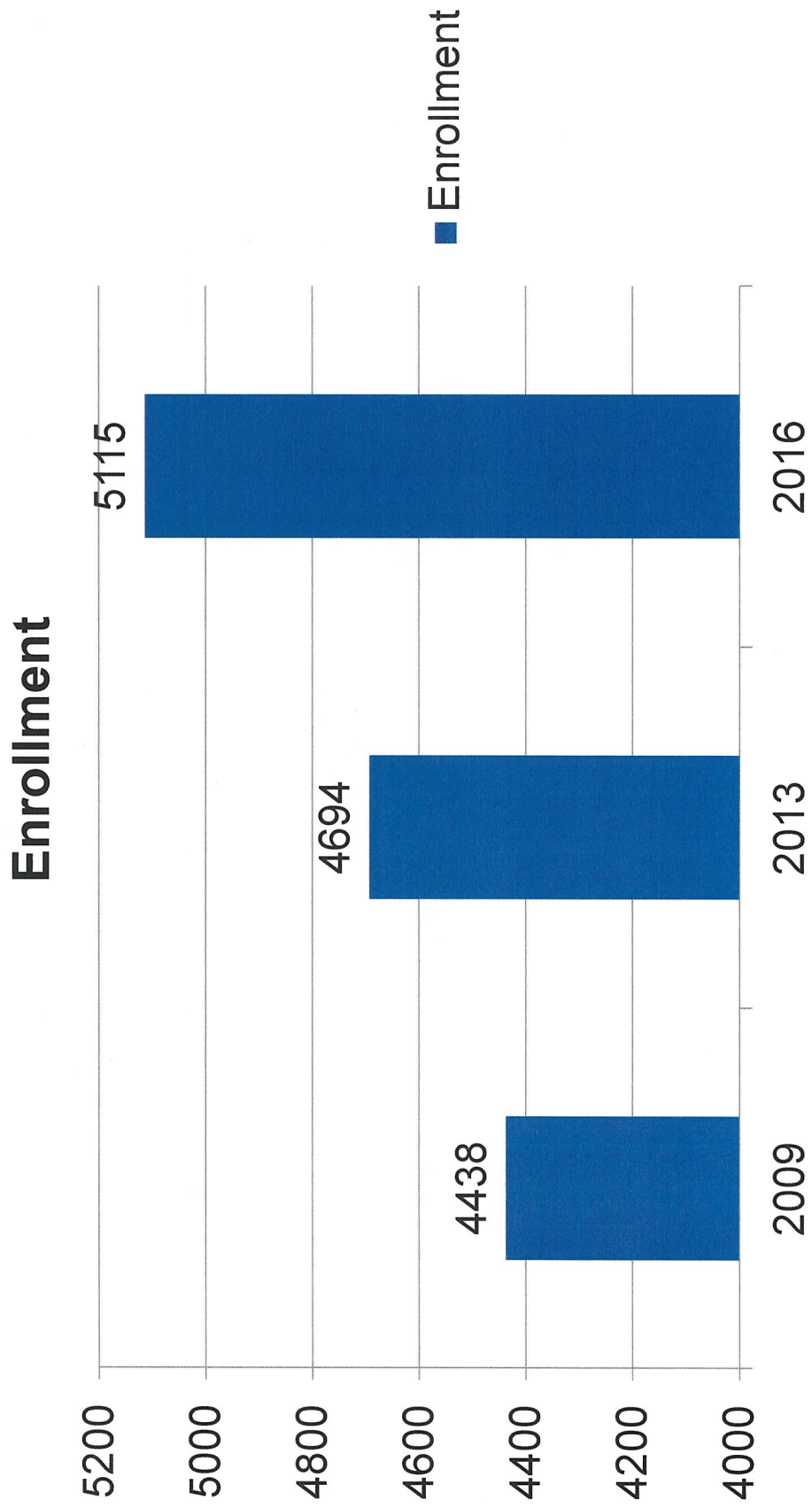


# Special education spending per student



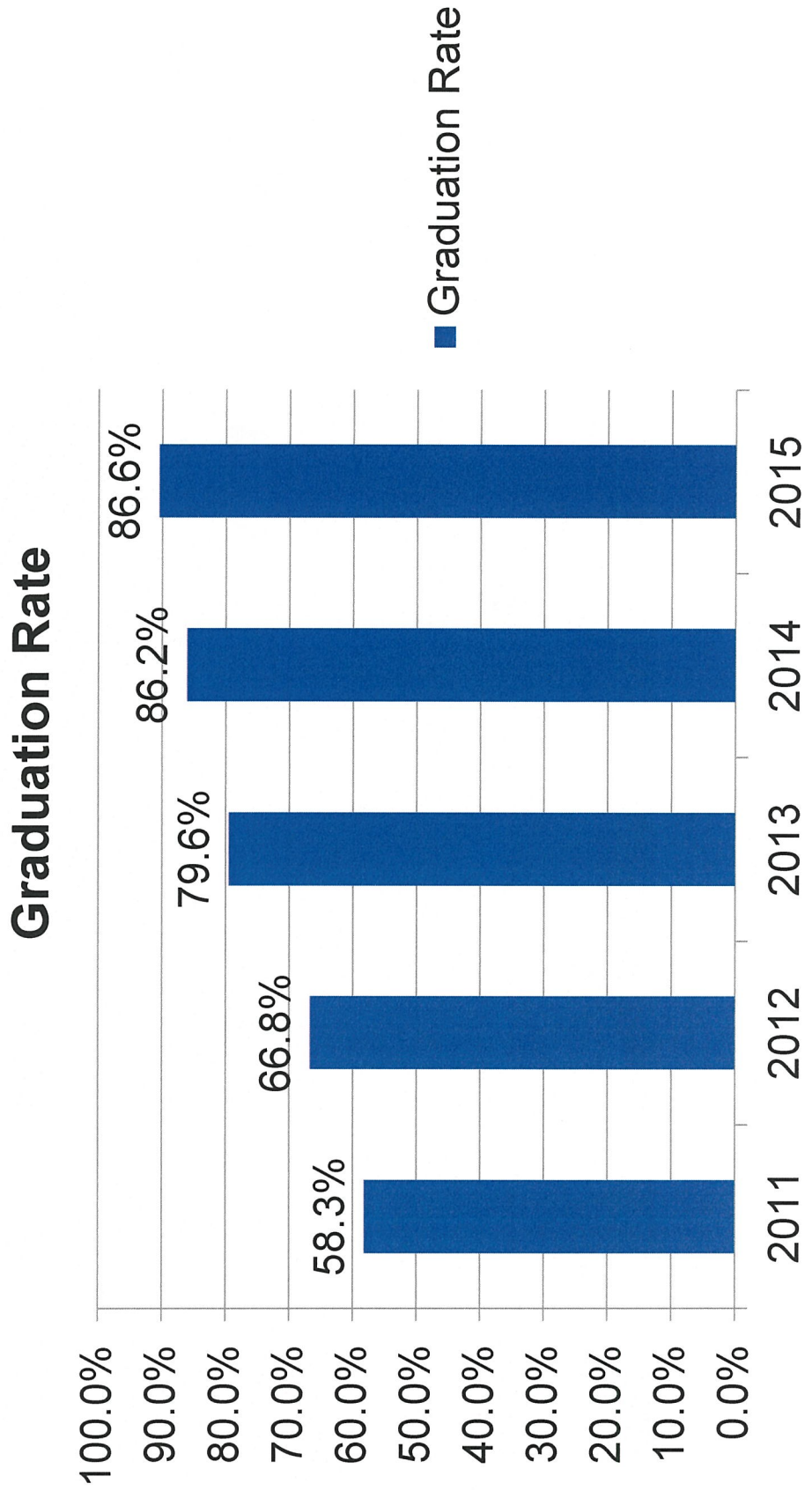
# In District Enrollment

(excluding Pre-K as per DOE website)



29x

# District 4 Year Graduation Rates



30x

# Heywood Avenue School Roof



31x

# Heywood Av. School Old Damaged Pipe



32x

# Heywood Av School Old Steam Pipes



# Heywood Av. School Gym Floor

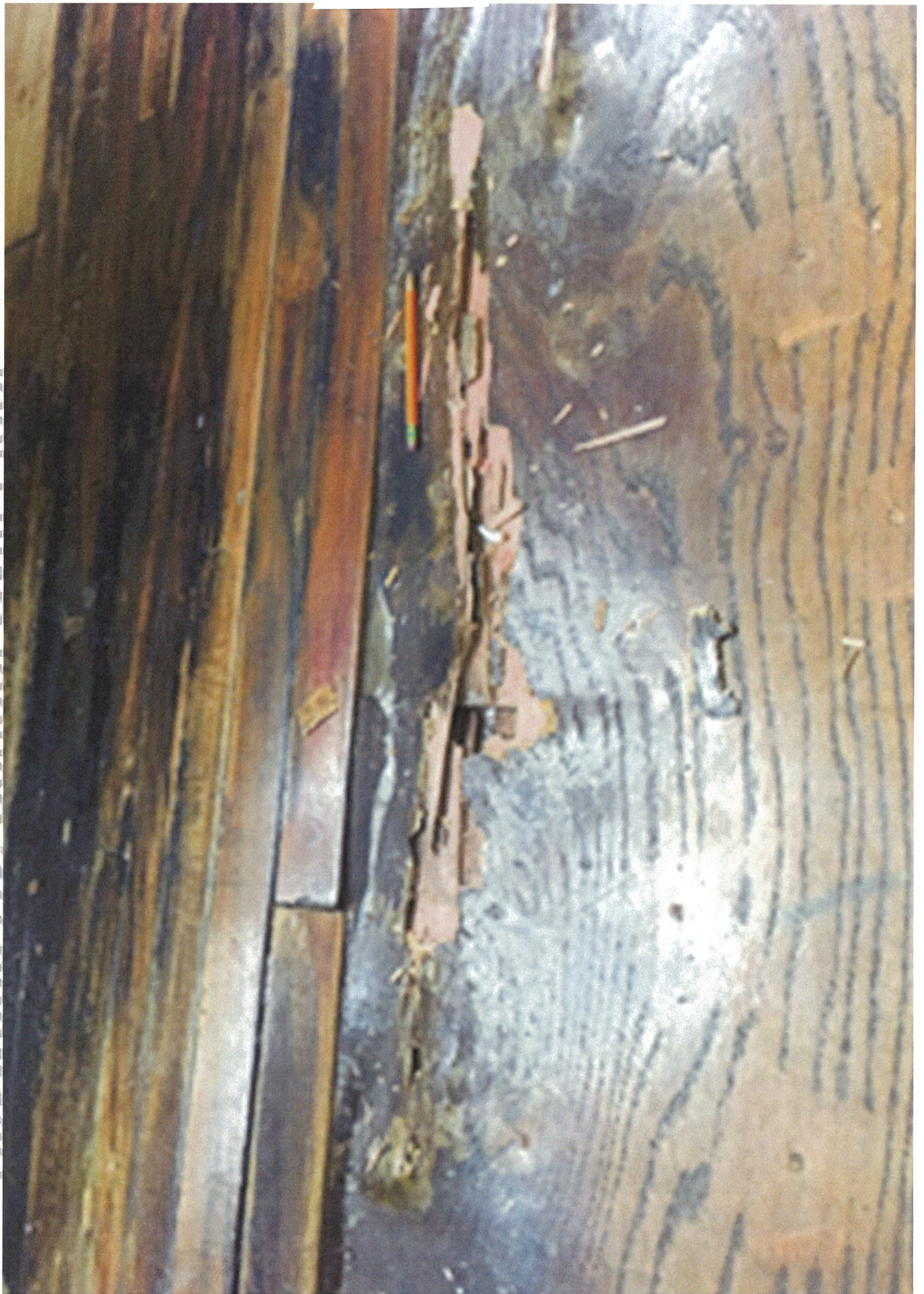


# Heywood Av. School Gym Floor



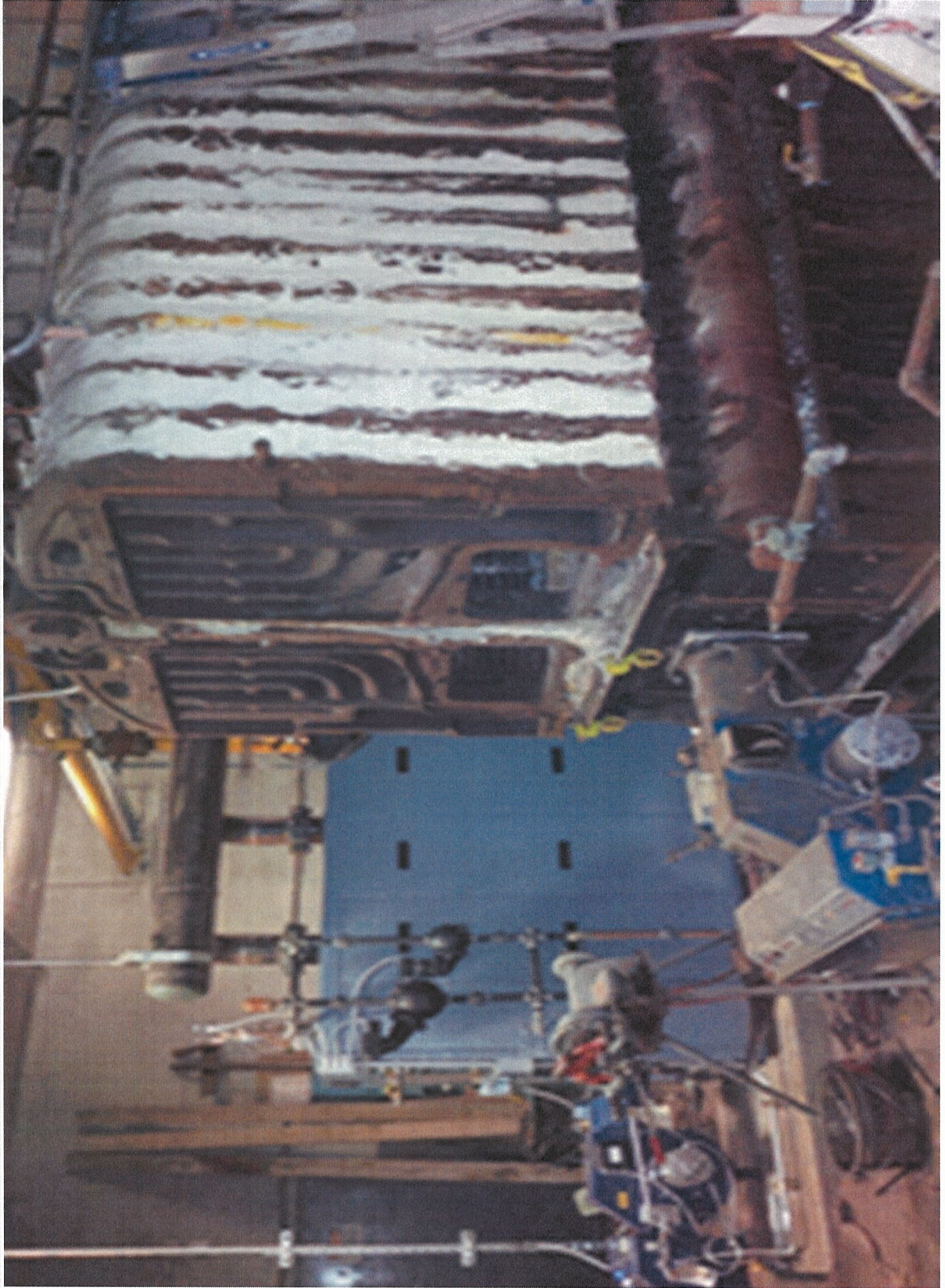
35x

Heywood Av. School Gym Floor

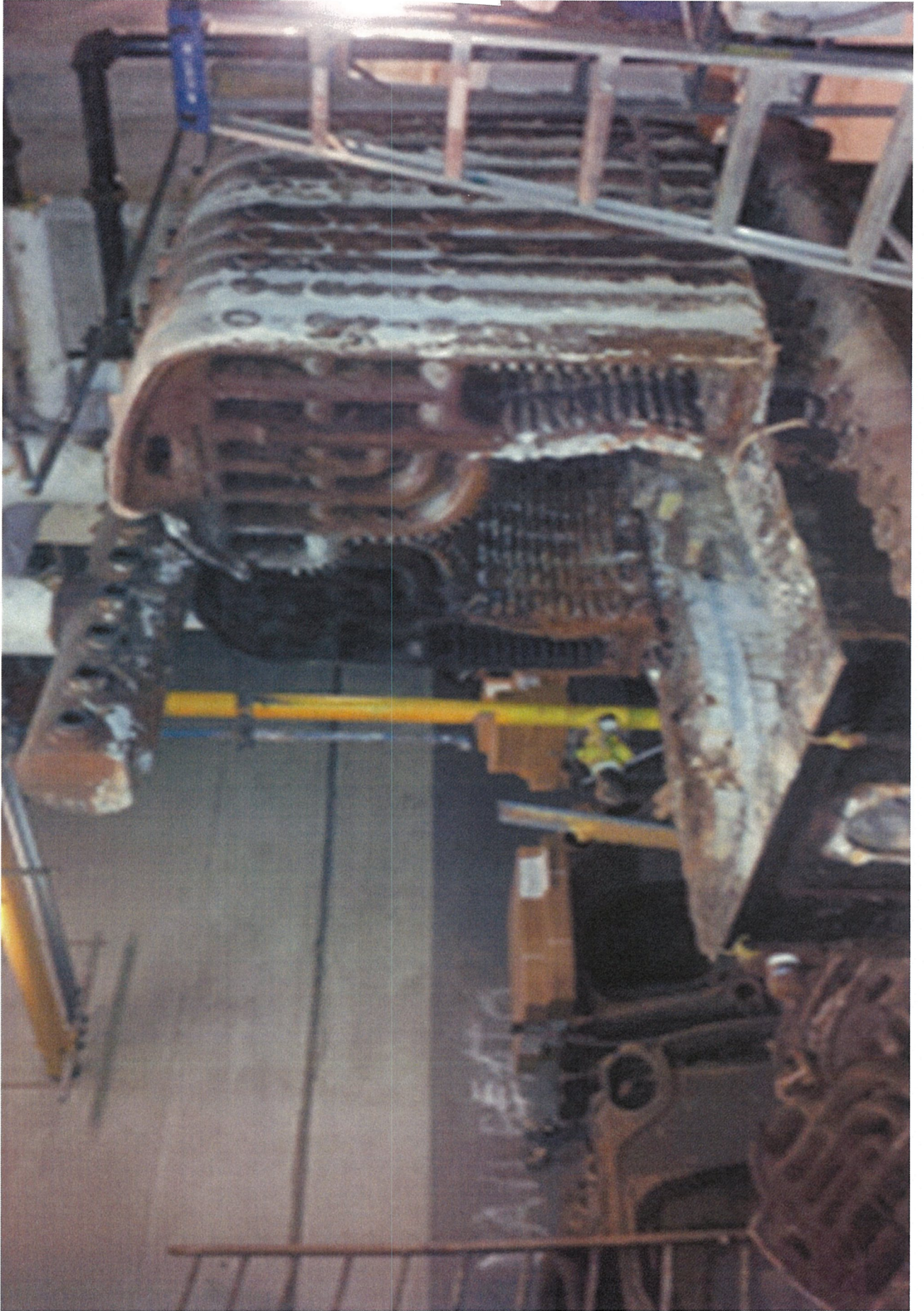


36x

# Heywood Av. School Boiler #1



# Heywood Av. School Boiler #2



# Forest St. School TCU Roof



39x

# Central Elm. School Condemned Boiler #1



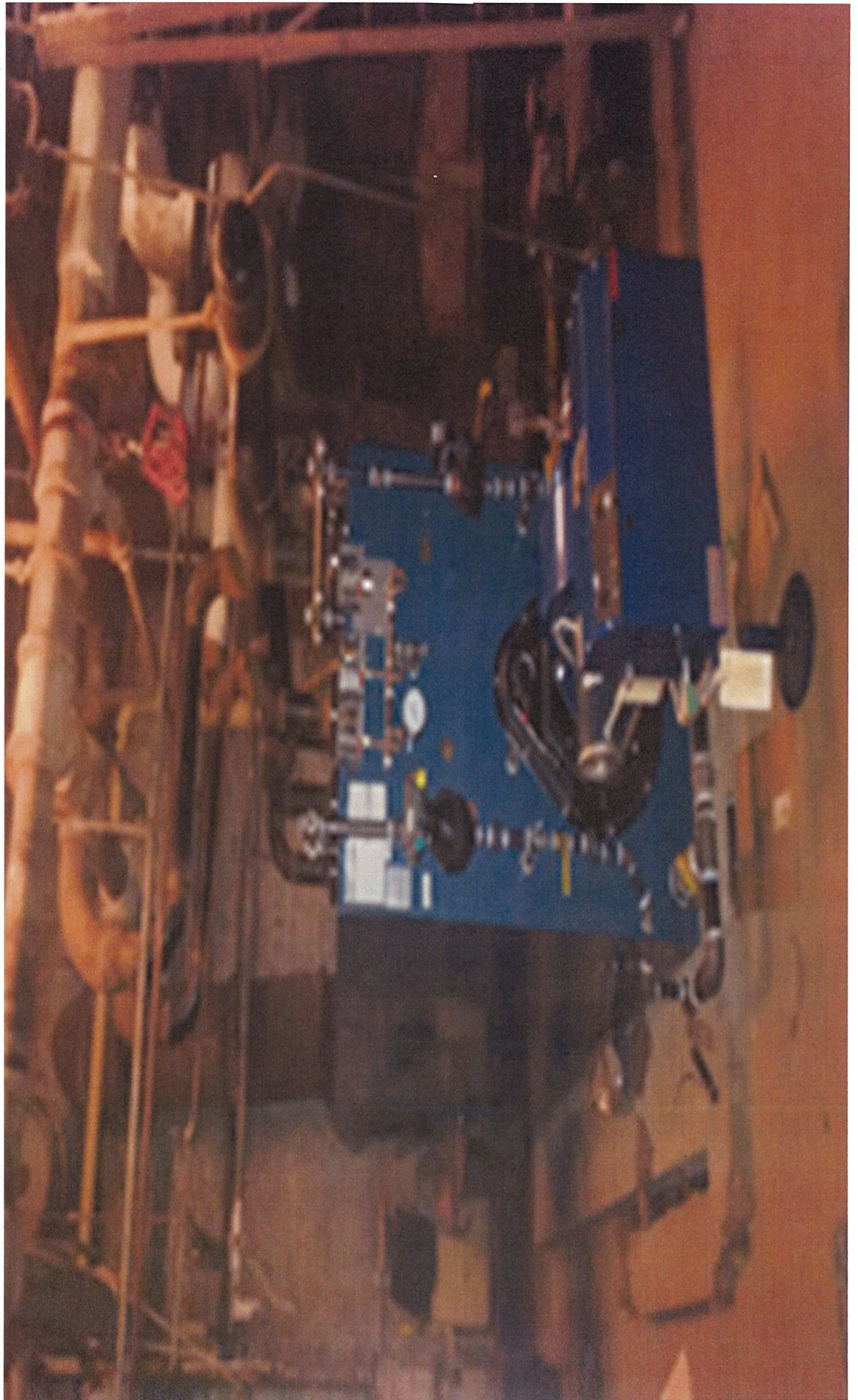
40x

# Central Elm. School Damaged Steps



4/1x

# Central Elm. School Boiler #1



42x

**Rosa Parks School Water Pump Leak**



43x

# OPA Gym Steam Pipe



OHS Leaking Water Pump



45x

# OPA Gym Sub Floor Steam Pipe



46x

# OPA Gym Floor Steam Pipe



47x

# OPA Gym Steam Pipe Damage



48x

# OPA Gym Floor Steam Pipe Damage



FY2017 School Funding - Estimated K-12 State Formula Aid Comparison

All Districts

County	Dist	District Name	Governor's Proposed FY17 Total K-12 Aid	Estimated Legislature's Model FY17 Total K-12 Aid*	Diff from Gov's Proposed	% Diff. from Gov's Proposed	Enrollment per DOE Website	% of SFRA Model Total	New Total Gov Proposed total of \$8031337334	New Aid diff from Gov Proposed	New Diff from SFRA	New % Diff from SFRA
ESSEX	250	BELLEVILLE TOWN	25,971,780	30,869,910	4,898,130	18.9%	4,544	1.078	27,585,323	1,613,543	3,284,587	11%
ESSEX	410	BLOOMFIELD TWP	21,057,962	24,990,977	3,933,015	18.7%	6,537	621	22,331,914	1,273,952	2,659,063	11%
ESSEX	660	CALDWELL-WEST CALDWELL	1,044,523	1,567,292	522,769	50.0%	2,610	200	1,400,531	356,008	166,761	11%
ESSEX	760	CEDAR GROVE TWP	777,638	1,282,683	505,045	64.9%	1,606	314	1,146,204	368,566	136,479	11%
ESSEX	1210	EAST ORANGE	178,297,649	179,617,054	1,319,405	0.7%	9,218	143	160,505,631	(17,792,018)	19,111,423	11%
ESSEX	1390	ESSEX CO VOC-TECH	20,799,941	24,755,650	3,955,709	19.0%	2,225	1,778	22,121,626	1,321,685	2,634,024	11%
ESSEX	1400	ESSEX FELS BORO	100,590	154,443	53,853	53.5%	205	263	138,010	37,420	16,433	11%
ESSEX	1465	FAIRFIELD TWP	316,882	537,737	220,855	69.7%	645	342	480,521	163,639	57,216	11%
ESSEX	1750	GLEN RIDGE BORO	780,892	1,214,981	434,089	55.6%	1,897	229	1,085,706	304,814	129,275	11%
ESSEX	2330	IRVINGTON TOWNSHIP	113,296,380	117,254,359	3,957,979	3.5%	6,688	592	104,778,385	(8,517,995)	12,475,974	11%
ESSEX	2730	LIVINGSTON TWP	2,609,301	4,312,693	1,703,392	65.3%	5,902	289	3,853,818	1,244,517	458,875	11%
ESSEX	3190	MILLBURN TWP	2,041,217	2,998,159	956,942	46.9%	4,903	195	2,679,152	637,935	319,007	11%
ESSEX	3310	MONTCLAIR TOWN	6,863,068	9,038,249	2,175,181	31.7%	6,663	326	8,076,571	1,213,503	961,678	11%
ESSEX	3570	NEWARK CITY	742,025,051	858,325,823	116,300,772	15.7%	35,329	3,292	766,999,152	24,974,101	91,326,671	11%
ESSEX	3630	NORTH CALDWELL BORO	241,172	256,815	15,643	6.5%	673	23	229,490	(11,682)	27,325	11%
ESSEX	3750	NUTLEY TOWN	7,095,097	8,403,134	1,308,037	18.4%	4,026	325	7,509,033	413,936	894,101	11%
ESSEX	3880	CITY OF ORANGE TWP	74,020,695	86,715,198	12,694,503	17.2%	5,112	2,483	77,488,620	3,467,925	9,226,578	11%
ESSEX	4530	ROSELAND BORO	282,034	435,475	153,441	54.4%	441	348	389,140	107,106	46,335	11%
ESSEX	4900	SOUTH ORANGE-MAPLEWOOD	4,307,567	6,486,960	2,179,393	50.6%	6,872	317	5,796,741	1,489,174	690,219	11%
ESSEX	5370	VERONA BORO	916,688	1,432,254	515,566	56.2%	2,144	240	1,279,861	363,173	152,393	11%
ESSEX	5630	WEST ESSEX REGIONAL	1,051,982	1,684,531	632,549	60.1%	1,697	373	1,505,295	453,313	179,236	11%
ESSEX	5680	WEST ORANGE TOWN	7,047,683	9,522,169	2,474,486	35.1%	6,681	370	8,509,001	1,461,318	1,013,168	11%

507

District A (funded at Adequacy)				
Year	Enrollment	Cost per Student Funded	State Aid	Funds available per Student
2008	5,000	12,000	60,000,000	12,000
2016	4500	Flat funded	60,000,000	13,333

District B (funded over Adequacy)						
Year	Enrollment	Cost per Student Funded	State Aid	Hold Harmless Aid	Total State Aid	Funds available per Student
2008	5,000	12,000	60,000,000	3,000,000	63,000,000	12,600
2016	5,000	Flat funded	63,000,000		63,000,000	12,600

District B									
Year	Enrollment	Cost per Student Funded	State Aid	Funds available per Student	Diff (disadvan tage) from District A (per Student)	% Disadvant age from District A	Diff (disadvan tage) from District B (per Student)	% Disadvant age from District B	
2008	5,000	12,000	60,000,000	12,000					
2016	5500	flat funded	60,000,000	10,909	(2,424)	-18%	(600)	(0.05)	(0.13)

51x



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Website: <http://www.orange.k12.nj.us>

Ronald C. Lee  
Superintendent of Schools

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**Dr. Erica L. Stewart**  
*Principal*

Orange Public Schools' Testimony before the Joint Committee on the Public Schools  
School Funding Reform Act: The Impact of Flat Funding  
June 20, 2016

Good Morning and thank you for the opportunity to share the perspective of the Orange Public Schools' Principals, teachers, and students on flat funding and the impact that it continues to have on the academic program and progress at the building level. I am Dr. Erica Stewart, a former graduate, teacher, and parent of the Orange public schools. I have served as an administrator on the elementary and secondary levels and I currently serve as Principal of our alternative school; Career and innovation Academy of Orange.

### **Perspective of Orange Past and Present**

I share this chronology because these experiences have helped me to shape the path of thousands of students for more than two decades and it gives me a perspective on how the delivery of education and its related services have been impacted by flat funding; which essentially is a reduction in funding.

While I am speaking as an advocate for all building administrators and instructional staff, I also have personal experience with the access of programs and opportunities available some forty years ago when I began as a student in Orange.

I had access to myriad opportunities. There was something engaging to do daily and on the weekends (i.e. Saturday morning music class where you could learn to play any instrument). There were authentic auto, wood, and plastics shops, sewing, home nursing, a child care center, and cooking classes that were supported by our Coop program (both paid and unpaid internships). Unfortunately, a shift in technology and demographics created funding and space limitations. District leaders, of that time, had to choose between new technology, internet access, STEM, etc. and existing programming. Educators soon discovered that these areas would intertwine with all facets of our lives and learning and subsequently create a gap for those students who were interested in pursuing technical and vocational careers. Our students who desire to explore career and technical education are now at a significant deficit as the facilities and resources are not available, on site for many tracks such as automotive, respiratory therapy, cosmetology, and construction. Currently, we have students with Individual Education Plans, who attend vocational schools at a cost to the district. An expansion of this opportunity is needed for general education and limited English proficient students as well.



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*Principal*

Demographically, the community was different. More students came from two parent households with a median income above poverty, we did not have the internet and computers, (although the computer did exist) families were upwardly mobile, more were homeowners, we had safe pools and parks, teachers taught more than 10 years in Orange, city officials and civil servants knew their community, and we had access to competitive college programs like NJIT high school scholars, Seton Hall Upward Bound, and INROADS.

The community had facilities for their children in the East and West wards, a fully operational library, two professional bowling alleys, a YWCA and YMCA, and a local movie theater. During my time as a student, there were fewer social and economic demands on the schools. No choice had to be made between what students **needed** more and what they **needed** less. If it was needed, it was provided. Now, only the vestiges remain and our students rely on the schools to do so much more with so much less.

**The impact of budget reductions on the school community**  
*"Water shrinks wool; urgency shrinks time"- Idries Shah*

Today, Orange is a diverse community with a significant rate of mobility. With the exception of our high school and one of our elementary schools, most of our buildings were erected in the early twentieth century and built to service far fewer students than we see today.

The middle and high schools that I attended are exactly the same. I attended two elementary schools. My home school which was K-4 (whose facilities have changed very little) is now K-7. My nephew is in the same kindergarten class that I was in 40 years ago and, physically, it has not changed. What has changed is that he learns using technology that was not available to me then. His teacher is afforded more time to provide small group and individualized instruction as well as accurately assess student learning. The technology is a great tool for maintaining high levels of engagement. Maintaining licenses and equipment as well as providing professional development is an ongoing cost to sustain the investment. These costs grow; especially when used by more students, however, burgeoning enrollment and a shrinking budget often force schools to choose what they can service and when.

For years, our schools have been an extension of the recreation department, (feeder into interscholastic athletics), extension of the public library, and providers of the primary technological experiences for students.

We no longer provide social and guidance services at all buildings. Elementary schools had to choose between the two positions. Guidance service is available only one day per week at the



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alternative school and the residual impact is that nearly two hundred Orange High School students only have access to their counselor one less day than their peers.

The district has had to look to equipment leasing programs. These are one size fits all approaches to technology acquisition that our district has employed to save costs. Schools are now restricted to centralized equipment selections, service, repair and replacement.

While we have to make those hard choices between a reduction in force, suspension of programs, purchasing restrictions, and hardline contract negotiations, what is different is we now have leadership that seeks opportunities where they do not exist. We do not take no for an answer but use it as an opportunity to enter into dialogue about how much more we can do for our students if the resources are available. We look for the best opportunities for our students that require minimal costs to implement and sustain.

#### **Opportunities not realized due to flat funding**

*"Nothing is more expensive than a missed opportunity"- H. Jackson, Brown Jr.*

Consecutive years of flat funding have called for the suspension of programs and services, tabling new and innovative practices that schools have researched and wish to implement as well as the much needed facility improvements for all of school buildings. Schools report that the following issues are extremely important and appeal for funding to remedy these and others too numerous to list:

*Facilities improvements* i.e. school annexes, gymnasiums and auditoriums apart from the cafeteria, central air conditioning, STEM Labs in all schools, Media center upgrades, and paved parking lots.

*Programmatic support* i.e. Robotics coaches, resources, supplies, and competition costs, content coaches who would collectively address standardized assessment classroom libraries for all content in all classrooms.

*Student/family services* i.e. At least one full time social worker, per two hundred-fifty, in all schools, at least one full time guidance counselor in all schools and ratio of 1:100 on the secondary level and ongoing parent/family workshops.

*Extended Learning Opportunities* i.e. green houses and community gardens for all schools



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*Principal*

additional Visual and Performing Arts Academy, Real World connections for Career and Technical Education, fully operational micro society in all elementary schools  
Virtual instruction programs for snow days, vacation days, and during teacher leave, a device and Wi-Fi lending program.

**Recruitment and Retention of Highly Qualified Staff**

*"Always treat your employees exactly as you want them to treat your best customers"-Stephen R. Covey*

Fifty percent of teachers who submitted responses to the school funding survey reported that they have been employed in Orange between one and five years. We lose more teachers to resignation than non-renewal. Competitive salaries are needed to maintain model student to teacher ratios across the grades and schools.

Reminiscent of the exodus of many New Jersey Superintendents, when the salary cap was introduced, teachers also want competitive salaries. When posed with the choice of doing what they love for more money, most choose more money. My colleagues and I often hear that the separating teacher would rather stay but must make the best decision to support his/her family. We are then charged with the task of selecting talent to replace exiting staff and usually do not get the most talented and/or experienced because their previous district pays them more than we can offer.

As the former administrator responsible for new teacher induction, entry level resources are expended each year and fewer and fewer of the most promising teachers remain. They are seeking districts with better facilities, competitive pay, and better able to address student learning deficits. Unfortunately, the expense of training novice teachers far outweighs increments and time lost for administrators and students; thus creating larger gaps.

**Orange Administrator and Supervisor Association request:**

Based upon the reasons stated, the Orange Administrator and Supervisors Association requests that the committee decides to ensure that Orange is adequately funded so that school management teams and administrators no longer have to choose between best and sufficient and we can work to reverse the impact of consecutive years of underfunding.

I would like to thank the committee for affording me the opportunity to make my appeal, on behalf of the Orange Public Schools' administrators, teachers, students and their families.

Respectfully submitted by Erica L. Stewart, Ed.D  
Orange Public School Principal

55x