



INDIANA UNIVERSITY

New Jersey Charter School Fiscal Analysis

November 2017

CENTER FOR EVALUATION & EDUCATION POLICY

ABOUT THE AUTHORS

Nedim Yel, Ph.D. (nyel@indiana.edu) is a Research Scientist at the Center for Evaluation and Education Policy. His research interest focuses on research methods, educational measurement, hierarchical models, Bayesian methods, large scale assessment, item parameter recovery and scale development. Dr. Yel currently serves as a statistician/ methodologist on various CEEP projects.

Thomas Sugimoto (tjsugimo@indiana.edu) is an Evaluation Coordinator with CEEP. He received his Master in Public Affairs degree from the School of Public and Environmental Affairs (SPEA) at Indiana University. He has experience in K-12 program evaluation and finance analysis, including randomized controlled trial studies, formative evaluations, and data visualization.

Anne-Maree Ruddy, Ph.D. (aruddy@indiana.edu) is the Director for Education Policy and a Senior Research Associate at the Center for Evaluation and Education Policy. Her research focuses on analysis of policy, its development, and implementation in education systems emphasizing school environments and higher education. Dr. Ruddy coordinates CEEP's policy-related activities to promote high-quality information about P-20 education used by the general public, education community and policymakers.

For questions about this research, please contact Thomas Sugimoto at tjsugimo@indiana.edu.

The authors would like to thank CEEP Project Associate, Stephen Hiller, for his assistance with the formatting and editing of this report, as well as CEEP Project Associate, Rebekah Sindors for her review of this report.

TABLE OF CONTENTS

Table of Contents	4
List of Tables.....	5
List of Figures	6
Executive Summary.....	7
Transfer of Funds from Traditional School Districts to Charter	7
Potential Expenditure Reductions	7
Net Fiscal Impact	7
Statewide	8
Introduction and Background.....	9
Evaluation Questions and Data Sources	9
Transfer of Funds.....	10
Potential Expenditure Reductions	14
Net Fiscal Impact	16
Results.....	17
Discussion	19
Time Horizon	19
Small Enrollment Losses	20
“Financial Losses”	20
Appendix A: Revenue Transfers.....	21
Appendix B: Full Plots	31
References.....	33



LIST OF TABLES

Table 1. Traditional school districts where students transferred to charter schools.....	10
Table 2. Transfers to charter schools (in dollars)	11
Table 3. Transfers to charter schools (as percent of total expenditures)	12
Table 4. Net impact per pupil transfer.....	17
Table 5. Net impact as percent of total expenditures	18



LIST OF FIGURES

Figure 1. Distribution of transfers to charter schools (\$thousands).....11
Figure 2. Distribution of transfers to charter schools as percent of total expenditures..... 12
Figure 3. Estimated dollars transferred to charter schools and charter school locations..... 13
Figure 4. Estimated dollars transferred to charter schools as percent of total expenditures and charter school locations 13
Figure 5. Potential expenditure reductions (in \$millions)..... 14
Figure 6. Net impact per pupil transfer 18
Figure 7. Distribution of net impact as percent of total expenditures..... 19



EXECUTIVE SUMMARY

This study analyzes the fiscal impact of charter schools on traditional public schools in New Jersey. The study examined the primary research question: What is the impact of charter schools on the financial resources of local, traditional public school districts? The analysis focused on:

- (a) How much have districts paid to charter schools, and how have charter school enrollments affected revenues?
- (b) What are the potential expenditure reductions of traditional public school districts as a result of charter school enrollments?
- (c) What are the estimated net fiscal impacts of charter schools on traditional public school districts (overall and per pupil)?

We use publicly available data from the New Jersey Department of Education and U.S. Department of Education to answer these questions. Broadly, we examine the amount of funds transferred to charter schools as well as potential expenditure savings.

Transfer of Funds from Traditional School Districts to Charter

- In 262 of the 542 traditional school districts (48.3%), funds were transferred to charter schools.
- In districts that contained charter schools within their geographic boundaries, the median amount transferred was \$4,875,026. Transfers in these districts ranged from \$85,359 to \$209,942,976. As a percentage of total expenditures, the median transfer was 3.26%. This ranged from 0.31% to 20.90% of total expenditures.

Potential Expenditure Reductions

- In districts that contained charter schools within their geographic boundaries, the median amount of potential expenditure reduction was \$4,661,402. Potential savings in these districts ranged from \$65,303 to \$148,627,561. In these districts, potential expenditure reductions correspond to 79% to 98% of the transferred amounts in the interquartile range of districts (25th to 75th percentile).

Net Fiscal Impact

- The size of the net fiscal impact depends on the number of students who would attend traditional schools in the absence of charter schools.
- For all districts with transfers to charter schools, the median net impact (accounting for both transfers and potential expenditure reductions) was -\$1,949 per pupil that transferred. The interquartile range of districts was -\$3,741 to -\$100 per pupil that transferred.
- The median district experienced a net fiscal impact of -0.2% of total expenditures out of districts that contained charter schools. This ranged from -6.1% to 3.1%. This assumes the largest potential impact.



Statewide

- Districts transferred \$534,962,067 to all charter schools in 2014/15. Expenditure savings might reduce the impact to an estimated net transfer of \$75,588,062 to charter schools. This assumes the largest potential impact (all charter students would attend traditional public schools).

INTRODUCTION AND BACKGROUND

This study analyzes the fiscal impact of charter schools on traditional public schools in New Jersey. The study examined the primary research question: What is the impact of charter schools on the financial resources of local, traditional public school districts? The study was commissioned by the New Jersey Education Association. The analysis has been designed to ensure all objectives of the proposal are fulfilled.

Evaluation Questions and Data Sources

The study focused on the fiscal impact of charter schools on traditional public schools in New Jersey. More specifically, the study examined the primary research question: What is the impact of charter schools on the financial resources of local, traditional public school districts? Following the primary research question, the analysis focused on:

- (a) How much have districts paid to charter schools, and how have charter school enrollments affected revenues?
- (b) What are the potential expenditure reductions of traditional public school districts as a result of charter school enrollments?
- (c) What are the estimated net fiscal impacts of charter schools on traditional public school districts (overall and per pupil)?

School aid data on the amount of funds and students transferred to charter schools was obtained by the New Jersey Education Association. This was supplemented with data from the New Jersey Department of Education's (NJ DOE) User-Friendly Budget Summaries and enrollment data from 2014/15. School aid data uses the amounts prior to adjustments made at the end of the school year to reflect district expectations and planning during the year. User-Friendly Budget data corresponds to revised budget data from 2014/15 and may not fully reflect actual revenues, expenditures, and transfers. School district boundaries and charter school locations were obtained from the U.S. Census Bureau's TIGER/Line Shapefiles from 2015. The analysis focuses on the 542 regular operating school districts. This excludes special districts (e.g., vocational school districts, special education school districts) as well as non-operating school districts (those that send their students to other school districts). We omit transfers to the three Renaissance schools in Camden City School District.

New Jersey charter school law (N.J.S.A. 18A:36A-12) uses students' traditional public school districts of residence to distribute funding to charter schools. Charter schools are entitled to 90% of state equalization aid per pupil and 90% of the general fund tax levy (local funding) per pupil. Generally speaking, traditional school districts also transfer the security and special education categorical aid attributable to the specific students.



TRANSFER OF FUNDS

In this section, an examination of the transfer of funds from traditional school districts to charter schools is presented. To answer the research question, “How much have districts paid to charter schools, and how have charter school enrollments affected revenues?”, we used the “Total” amounts transferred by the district on the “TOT” page in the NJ School Aid data to determine how much school districts transferred to charter schools. Payments directly from the state for students that previously attended non-public schools were excluded. We used the “2014-15 Final Charter School K-12 Enrollment” amount on the “TOT” page in the School Aid data as the number of district students that transfer to charter schools. Total district expenditures were from the User-Friendly Budgets’ “Total Expenditures Net of Transfers” line.

In 262 of the 542 traditional school districts (48.3%), at least one student attended a charter school at some point in the year. Table 1 shows the number of traditional school districts by whether they transfer funds to charter schools or whether a charter school is located within its geographic boundaries. The school aid data indicates that districts transferred \$534,962,067 to charter schools in school year 2014/15.

Table 1. Traditional school districts where students transferred to charter schools

	No Transfers	Transfers
No Charters	280	229
Has Charters ¹	0	33

These results present the amounts transferred to charter schools, but may not represent revenue losses. Revenue losses require an estimation of the number of students that would have attended traditional public schools in the absence of charter schools, which may differ from the number of students that attend charter schools (e.g., if charter schools attract students from private schools). This will be discussed further in the net impacts section of this report. Results presented in this section likely represent an upper bound of losses (i.e., largest magnitude effect on revenue).

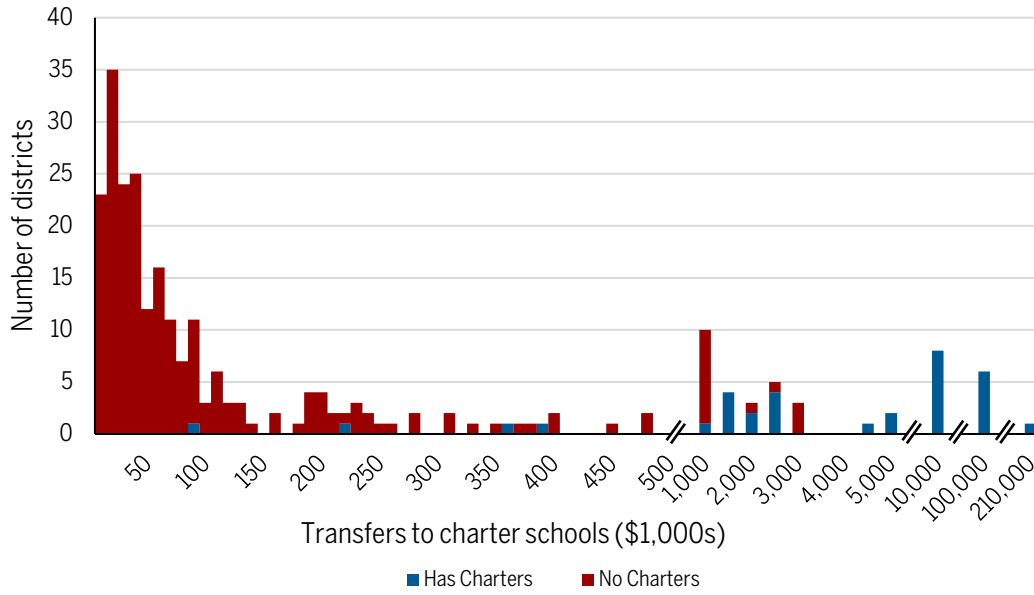
For those districts where students attended charter schools, the amount transferred to charter schools varied considerably in both absolute terms and as a percentage of district expenditures. Transfers of funds to charter schools tended to be larger in traditional districts that contain charter schools, compared to those that do not. In both cases, the distribution was skewed to the right (a few districts transferred a large amount of dollars to charter schools), as seen in Figure 1. Appendix A contains the data in tabular form. In districts without charter schools, 75% of districts transferred less than \$125,000 (Table 2, 3rd quartile). In contrast, half the districts that contain charter schools transfer at least \$4.8 million (Table 2, median).

Similarly, districts without charter schools did not transfer a substantial portion of their expenditures (Figure 2 and Table 3) compared to the districts with charter schools. No district transferred more than 6% of its total expenditures to charter schools and 75% of districts transferred no more than 0.5%. The median district with charter schools transferred 3.26% of its total expenditures. Three of these districts transferred more than 10% of their expenditures, one of which transferred 20.90%.

¹ Based on charter schools from 2014/15.



Figure 1. Distribution of transfers to charter schools (\$thousands)



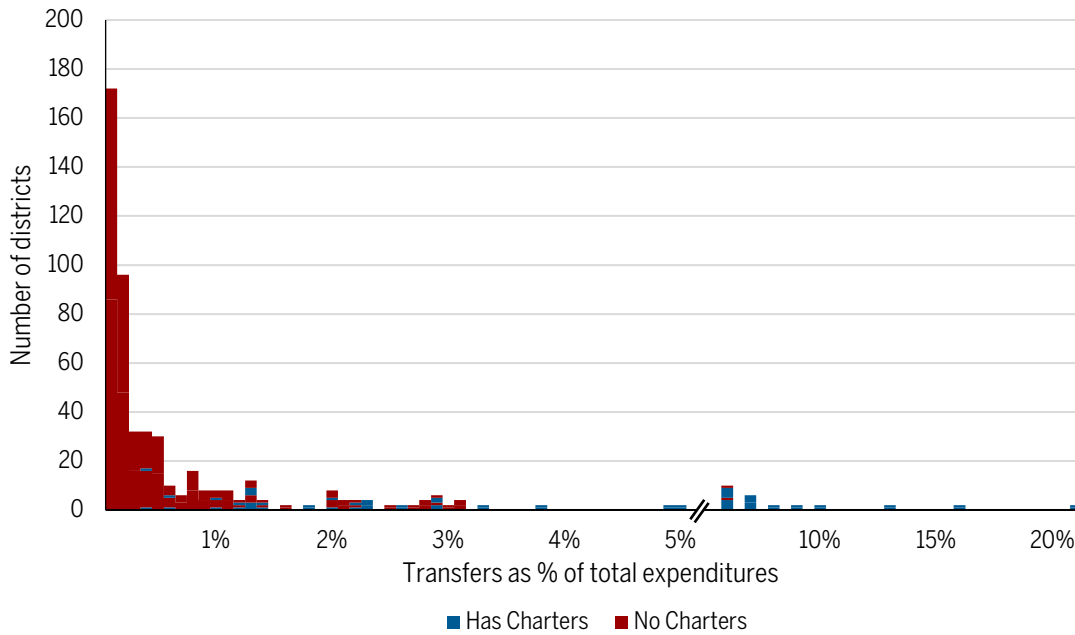
Note: X-axis scale changes at axis breaks (indicated by double slashes)

Table 2. Transfers to charter schools (in dollars)

	Min.	1st Q	Median	Mean	3rd Q	Max.
No Charters	892	19,366	44,873	153,178	104,597	2,870,024
Has Charters	85,359	1,628,706	4,875,026	15,157,294	8,382,943	209,942,976



Figure 2. Distribution of transfers to charter schools as percent of total expenditures



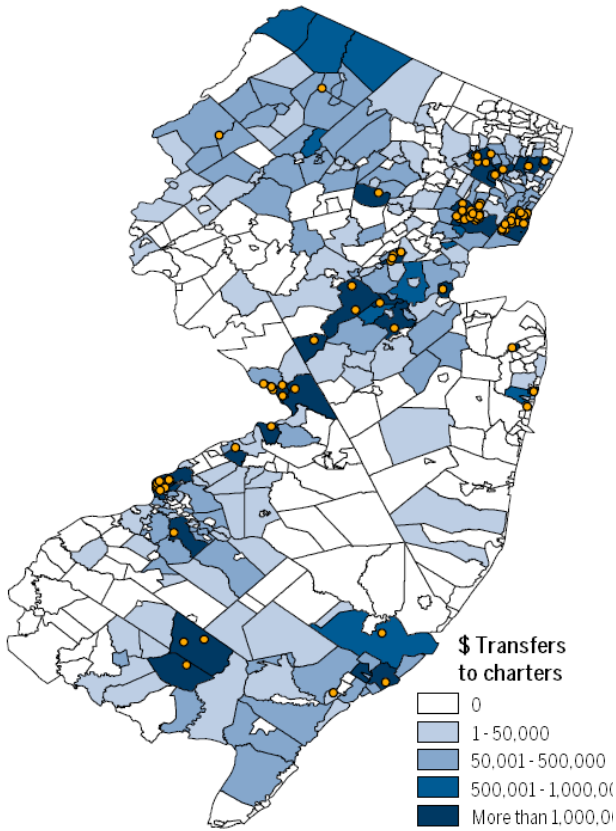
Note: X-axis scale changes at axis breaks (indicated by double slashes)

Table 3. Transfers to charter schools (as percent of total expenditures)

	Min.	1st Q	Median	Mean	3rd Q	Max.
No Charters	0.00%	0.06%	0.14%	0.42%	0.45%	5.79%
Has Charters	0.31%	1.76%	3.26%	4.84%	6.06%	20.90%

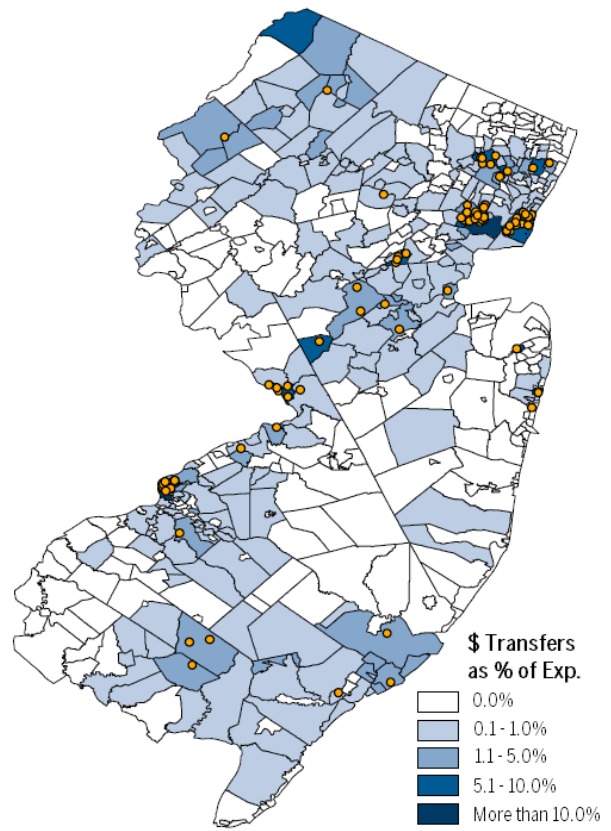
As noted above, most funding transfers come from districts that contain charter schools within their geographic boundaries. This may be further illustrated in Figure 3 and Figure 4, which plots the funds transferred from unified and elementary school districts, as well as charter school locations (shown as yellow points). Besides the presence of charter schools within districts, proximity to charter schools also appears related to the amounts transferred. Transfers to charter schools depend on both the number of students from a district that choose to attend charter schools as well as the resident district's funding per student.

Figure 3. Estimated dollars transferred to charter schools and charter school locations



Note: Figure only shows unified and elementary school districts. Transfers from non-operational districts not shown. Charter schools shown as yellow points.

Figure 4. Estimated dollars transferred to charter schools as percent of total expenditures and charter school locations



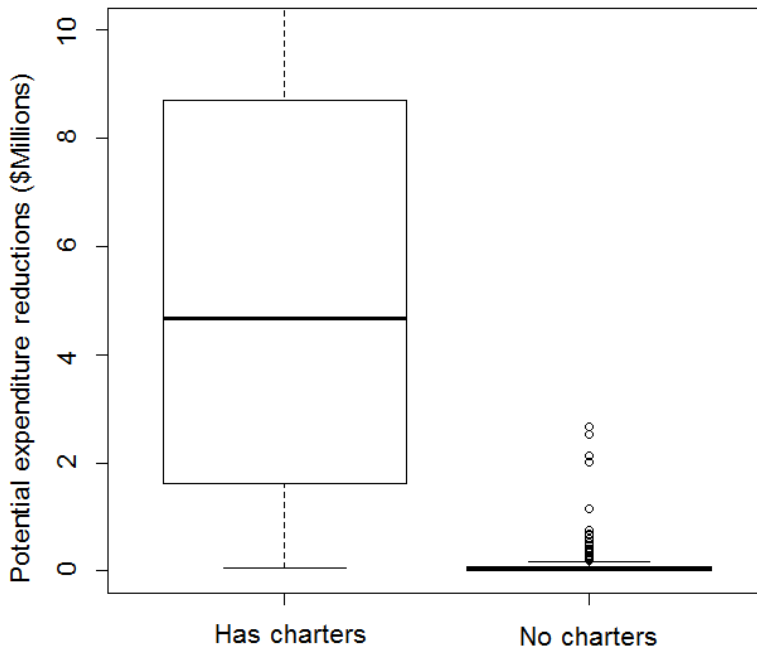
Note: Figure only shows unified and elementary school districts. Transfers from non-operational districts not shown. Charter schools shown as yellow points.

POTENTIAL EXPENDITURE REDUCTIONS

To answer the second research question, what are the potential expenditure reductions of traditional public school districts as a result of charter school enrollments, we utilize the per pupil cost calculations from the User Friendly Budgets. While the budgets also present appropriations by category, the per pupil cost indicators were used as they limit expenditures to those comparable across districts (e.g., remove grant spending, tuitions paid to other districts and private schools, or pensions paid by the state instead of districts). We identified variable costs per pupil as the total classroom instructional costs per pupil plus 75% of the total support costs per pupil. We assume the other 25% of total support costs as fixed, in line with the average estimated in Bifulco & Reback (2014). Expenditure reductions can then be calculated as the per pupil variable costs multiplied by the number of charter school students. We used the number of students who transferred to charter schools from the School Aid data for each district.

Figure 5 presents the distribution of potential expenditure reductions for most districts. Expenditure reductions vary substantially between districts, from a low of \$911 to a high of \$148,627,561, which is expected given the wide variation in transfers to charter schools between traditional school districts. Districts that contain charter schools within their boundaries might be able to reduce expenditures between \$65,303 and \$148,627,561 per year. For the interquartile range of these districts (between the 25th and 75th percentiles), most might be able to achieve reductions between \$1.6 and \$8.7 million. The median district with charters might be able to reduce expenditures by \$4.7 million. In terms of potential expenditure savings as a percent of transfers, the interquartile range of these districts might achieve savings of 79 to 98% of the amount transferred to charter schools.

Figure 5. Potential expenditure reductions (in \$millions)



Note: Y-axis is truncated. See Appendix Figure B1 for full plot with summary statistics in Table B1.

Again, it should be noted that these are potential and not actual expenditure reductions. The analysis is based on estimated variable costs per pupil and estimated number of students from each district that attended charter schools. It is possible that administrators may choose not to make corresponding expenditure reductions (or make fewer reductions than are possible).



NET FISCAL IMPACT

To answer the third research question, what are the estimated net fiscal impacts of charter schools on traditional public school districts (overall and per pupil), we used several scenarios that estimate the fiscal impact of charter schools on traditional school districts. The fiscal impact depends on both district payments to charter schools and expenditure savings as a result of students attending a charter school. Expenditure savings result from school districts requiring fewer materials or staff to educate the remaining students. These correspond to variable costs, rather than fixed costs (at least fixed in a short-run time horizon). The preferred estimation strategy would be:

$$\text{Net impact} = \text{Expenditure savings} - \text{District payments to charters}$$

As noted above, expenditure savings equals the variable costs associated with the students that transfer. We use the calculated variable costs per pupil (see Expenditure Reduction section) times the estimated number of students from the district that attend charter schools. In this way, the net impact may be estimated by:

$$\text{Net impact} = (\text{Variable costs per pupil} * \text{Charter enrollment loss}) \\ - \text{District payments to charters}$$

Finally, the net fiscal impact depends on the number of students who attend charter schools that would otherwise attend traditional district schools. This is not necessarily equal to the number of students that enrolled in charter schools, as some may be drawn from private schools or home schooling. As this is not directly observable, we use three scenarios to estimate enrollment losses. Further details on estimating enrollment losses are presented below. This requires an estimate of the amount of payments per charter pupil, which we calculate as the district payments to charters divided by the number of charter student transfers. For each scenario then, the net impact may be calculated as:

$$\text{Net impact} = (\text{Variable costs per pupil} * \text{Charter enrollment estimate}) \\ - \left(\frac{\text{District payments to charters}}{\text{Number of charter students}} * \text{Charter enrollment estimate} \right)$$

Here charter enrollment estimate is an estimate of the enrollment loss in each of three scenarios, rather than simply uses the number of students enrolled in charter schools. Further details on the estimate of charter enrollment losses are presented below.

The primary assumption involves the counterfactual, what would happen if there were no charter schools? While many charter school students would have attended traditional public schools in their residing district in the absence of charter schools, others may not have. Some may have attended private schools, home schools, or their families may have lived in different districts or states. We consider these possibilities using three different scenarios as a sensitivity test as described in Bifulco and Reback (2014). In Scenario 1, we assume all charter students would have attended traditional public schools. This represents the largest fiscal impact in terms of magnitude. Scenario 2 assumes some students would not have attended traditional public schools. We use the percent of students that attend private schools in the district as the estimate for this proportion (Table B14003, 5 year estimates from American Community Survey). These percentages are in Appendix Table A1. In Scenario 3, we assume even fewer students would have attended traditional public schools at a rate twice as large as in Scenario 2. Of the scenarios, Scenario 3 provides the lowest estimate in terms of magnitude. One final note is that the net impact analysis essentially compares potential savings in variable costs with revenue transfers. Negative values mean that the revenue transfers are higher than variable costs. That is, if

the students remained at the traditional school, the district would have additional revenue beyond the variable costs of education. This is a valid interpretation for districts where few students attend charter schools and the additional students would likely not affect fixed costs. It is also valid in districts with excess capacity (i.e., more building space than students) as additional students would not affect fixed costs. However, this is less tenable in growing districts or districts at capacity, as additional students would also incur additional fixed costs.

Results

Table 4 provides estimates of the net financial impact for each pupil that moved to charter schools. The net impact ranges from -\$23,439 (negatively impacting districts) to \$9,856 (positively impacting district) per pupil that moves to charter schools. In most cases, the net financial impact is between -\$3,741 and -\$100 per pupil (interquartile range) with the median case experiencing a negative impact (-\$1,949). Much of the extreme variation reflects large differences between New Jersey school districts in per pupil funding. We also express the net impact as a percentage of the User-Friendly Budget “Total Budgetary Comparative Per Pupil Cost.” The net impact in the median district is 13% of the district’s per pupil costs. Some extreme cases exist where districts send only a few students. For example, the minimum occurs where a district sends a single special education student, which involves higher transfers than the district average due to the special education status. In this case the cost savings are likely higher than the average estimated.

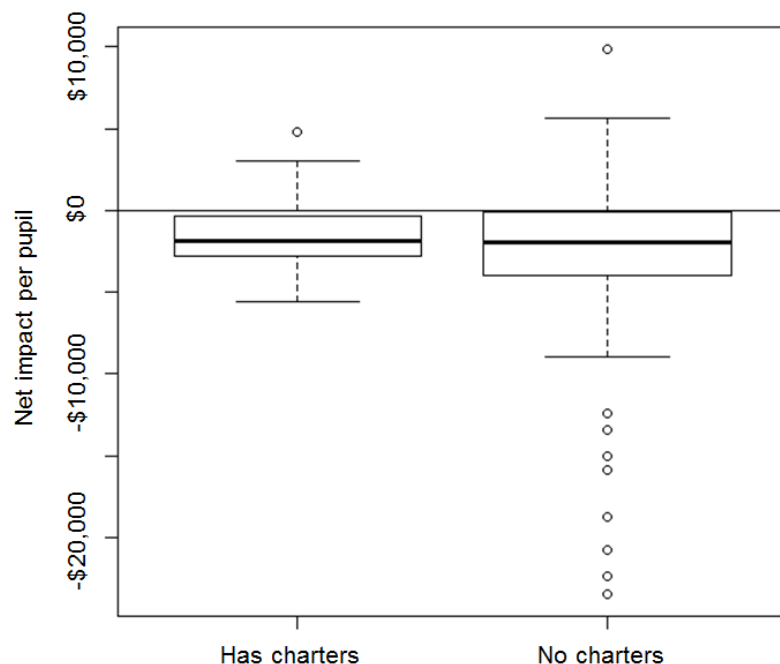
Table 4. Net impact per pupil transfer

	Min.	1st Q	Median	Mean	3rd Q	Max.
Marginal impact	-\$23,439	-\$3,741	-\$1,949	-\$2,411	-\$100	\$9,856
As %	-134%	-25%	-13%	-16%	-1%	62%

Districts that contain charter schools and districts that do not have charter schools within their boundaries tend to be similarly impacted on a per pupil basis, although there is greater variation in the effect for those that do not contain charter schools (Figure 6 and Table B2). The greater variation is largely the result of the larger number of districts and greater frequency of outliers from districts that send few students.



Figure 6. Net impact per pupil transfer



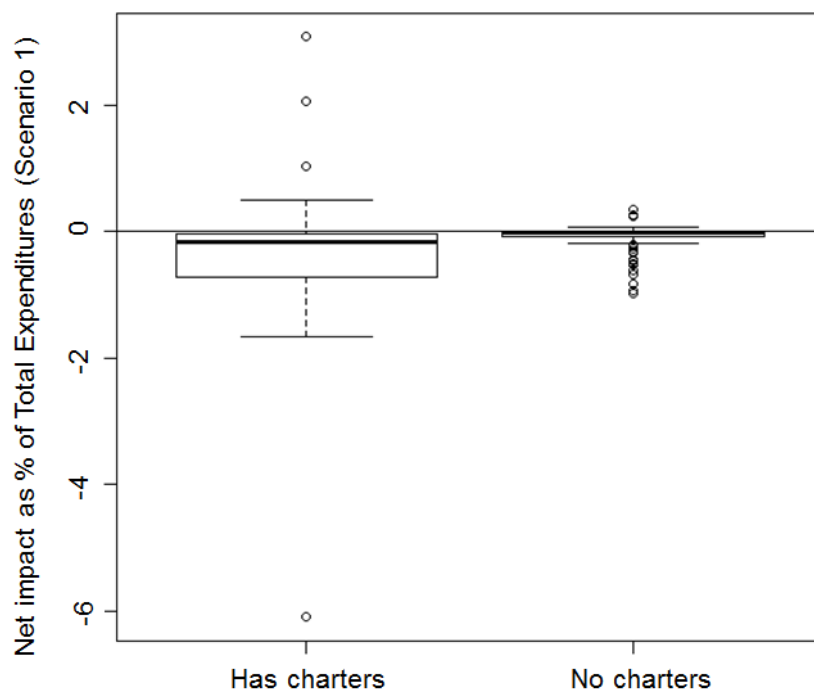
Because of the wide variation in district expenditures per pupil and the number of students that attend charter schools from each district, it may be more helpful to contextualize the net fiscal impact relative to each district's total expenditures. As noted before, school districts that contain charter schools are estimated to experience more negative impacts than districts that do not contain charter schools when considering the impact as a percentage of total expenditures (Table 5 and Figure 7). No district without charter schools is estimated to experience a negative impact greater than 1% of total expenditures. The inner quartile of districts that contain charter schools are estimated to experience the maximum impact of -0.7% to less than -0.1% of total expenditures (Scenario 1). The lower bound estimate (Scenario 3) estimates impacts of -0.5% to less than -0.1% of total expenditures.

Table 5. Net impact as percent of total expenditures

		Min.	1st Q	Median	Mean	3rd Q	Max.
Scenario 1	No Charters	-1.0%	-0.1%	0.0%	-0.1%	0.0%*	0.4%
	Has Charters	-6.1%	-0.7%	-0.2%	-0.3%	0.0%*	3.1%
Scenario 2	No Charters	-0.9%	-0.1%	0.0%	-0.1%	0.0%*	0.3%
	Has Charters	-5.6%	-0.6%	-0.2%	-0.3%	0.0%*	2.1%
Scenario 3	No Charters	-0.8%	-0.1%	0.0%	-0.1%	0.0%*	0.2%
	Has Charters	-5.1%	-0.5%	-0.1%	-0.3%	0.0%*	1.7%

Note: *Values are negative and round to 0.0%.

Figure 7. Distribution of net impact as percent of total expenditures



While districts transferred \$534,962,067 to all charter schools in 2014/15, potential expenditure savings could reduce this amount to an estimated \$75,588,062 assuming all charter students would have attended district schools in the absence of charters.

One final assumption (irrespective of having additional data) is that the total amount of school funding would be the same as currently exists (e.g., state aid or levy per pupil) in the absence of charter schools. That is, state and local policymakers would appropriate the same per pupil funding whether or not charter schools exist. It is possible that charter schools increase public willingness to fund public schools overall. For example, individuals that would not have sent their children to traditional public schools, but would be willing to send them to charter schools may be more likely to approve higher funding for public schools with the existence of charter schools than in their absence. Of course, this may also be offset (or result in lower per pupil funding) by the need for increased funding as private school students are drawn into the charter sector (Buddin, 2012; Bifulco & Reback, 2014). The reverse situation is also possible, whereby charters reduce public willingness to fund public schools overall. In either scenario, both the distribution of funds and total amount of funds changes.

Discussion

Time Horizon

The financial impact on districts in this analysis uses a “short-term” framework and considers ways that districts could adjust within a few years. This assumes that districts may only adjust variable costs, such as the number of teachers, aides, instructional materials, etc. Over a longer time horizon, further expenditure reductions could be made as districts are also able to adjust fixed costs. This may occur through closing or leasing buildings and/or reducing administrative positions. With many districts geographically aligned with small townships, savings could potentially be achieved through school district consolidation.



Small Enrollment Losses

Arguments have been made that charter schools may not attract a sufficient number of students per grade to allow for expenditure reductions in traditional schools (Bifulco & Reback, 2014). However, it is not clear that this always has negative effects. Assuming negative effects from the loss of only a few students per grade also assumes that the prior class size is also optimal (in terms of instructional and/or financial purposes). Assuming optimal class sizes in prior years would seem unlikely in all circumstances given enrollment changes that might be expected even in the absence of charter schools. Therefore it would seem logical to conclude that the effects of small enrollment reductions are negative as often as they are positive. Yet, some traditional districts will be disproportionately impacted in some years, in terms of having reduced funding, but unable to reduce costs. The presence of Charter schools may reliably impose costs on traditional schools in terms of staffing in that they increase the uncertainty in predicting enrollment, which leads to greater planning challenges for staffing.

“Financial Losses”

Whether or not these are funds that districts are “losing” is somewhat of a philosophical question. The state aid transferred from local districts to charter schools may or may not be construed as “lost” revenue depending upon one’s philosophical position. In the current structure, school districts are used administratively as a payment mechanism and transferred state aid does not represent losses. Arguably, some confusion could be avoided if states directly paid the charter schools instead of passing funds through the local districts. To the degree that school districts may replace transferred funds with increased property taxes, the losses are transferred from the district to the taxpayers.

Equally, one might consider payments from the local levy as lost funds to the degree that local districts would not have funded charter schools in the absence of state law and to the degree that they would willingly levy the additional funds for the traditional schools. New Jersey uses a single charter school authorizer (NJDOE) meaning that districts do not have input in where charter schools open. If one believes that the state should not be allowed to impose unfunded mandates, then local payments represent lost funding (as are all other unfunded state mandates). By unfunded mandates, we mean the state directing the spending of locally raised revenue without state reimbursement. In addition, even in this case, some voters send students to charter schools which may imply that at least a minority of voters prefer to fund charter schools from public funds. Allowing fund transfers from the local levy to charters may better align voter preferences and local government spending.

APPENDIX A: REVENUE TRANSFERS

Table A1. Revenue transfers to charter schools by district

Dist. ID	District name	\$Transferred	Charter students	Charters in boundaries?	% Private
3570	NEWARK	209,942,976	12,885.2	Has Charters	8.5%
680	CAMDEN CITY	55,871,578	3,902.1	Has Charters	4.5%
2390	JERSEY CITY	51,923,854	4,508.7	Has Charters	12.1%
4010	PATERSON	33,836,225	2,375.3	Has Charters	2.2%
5210	TRENTON	31,302,806	2,149.1	Has Charters	6.6%
4160	PLAINFIELD	16,226,376	1,206.4	Has Charters	8.4%
1210	EAST ORANGE	11,970,673	870.6	Has Charters	8.6%
2330	IRVINGTON TOWNSHIP	9,917,968	743.9	Has Charters	13.0%
2210	HOBOKEN	8,382,943	676.5	Has Charters	33.3%
3970	PASSAIC CITY	6,930,680	516.9	Has Charters	15.4%
4090	PERTH AMBOY	5,745,239	382.2	Has Charters	3.8%
1610	FRANKLIN TOWNSHIP	5,679,293	461.0	Has Charters	20.3%
1700	GARFIELD	5,505,599	410.4	Has Charters	5.4%
100	ASBURY PARK	5,311,688	345.7	Has Charters	7.7%
3530	NEW BRUNSWICK	5,069,459	335.5	Has Charters	3.7%
5150	TEANECK	4,957,683	319.9	Has Charters	35.1%
4255	PRINCETON REGIONAL	4,875,026	346.0	Has Charters	17.2%
110	ATLANTIC CITY	4,348,740	249.2	Has Charters	3.6%
5390	VINELAND CITY	3,903,519	436.4	Has Charters	7.9%
1860	HACKENSACK	2,870,024	213.2	No Charters	10.3%
4060	PENNSAUKEN TOWNSHIP	2,851,221	197.7	No Charters	12.3%
4180	PLEASANTVILLE	2,813,718	210.2	No Charters	3.5%
900	CLIFTON	2,341,155	228.0	Has Charters	15.4%
3880	CITY OF ORANGE TOWNSHIP	2,202,192	183.1	No Charters	7.8%
5805	WILLINGBORO TOWNSHIP	2,167,884	163.7	Has Charters	11.9%
1370	ENGLEWOOD CITY	2,056,859	155.3	Has Charters	28.9%
1170	EAST BRUNSWICK TOWNSHIP	2,056,054	164.3	Has Charters	5.4%
3230	MILLVILLE	1,860,146	188.0	Has Charters	7.5%
2740	LODI	1,717,012	138.3	No Charters	5.0%
4360	RED BANK	1,628,706	177.8	Has Charters	12.2%
1520	FLORENCE TOWNSHIP	1,431,640	133.2	Has Charters	14.4%
1780	GLOUCESTER TOWNSHIP	1,407,861	123.1	Has Charters	11.9%
3385	MORRIS SCHOOL DISTRICT	1,088,970	77.0	Has Charters	13.2%
1950	HAMILTON TOWNSHIP	1,031,376	81.2	Has Charters	10.5%
3620	NORTH BRUNSWICK TOWNSHIP	974,493	81.4	No Charters	9.3%
5100	SUSSEX-WANTAGE REGIONAL	778,092	50.3	No Charters	9.4%
1690	GALLOWAY TOWNSHIP	739,010	48.4	Has Charters	8.0%
2240	HOPATCONG BOROUGH	724,728	51.8	No Charters	12.4%
3510	NEPTUNE TOWNSHIP	626,222	36.1	No Charters	12.7%



Dist. ID	District name	\$Transferred	Charter students	Charters in boundaries?	% Private
5360	VERNON TOWNSHIP	578,922	40.1	No Charters	9.8%
2190	HILLSIDE TOWNSHIP	577,491	47.7	No Charters	16.2%
1290	EDISON TOWNSHIP	570,326	38.1	No Charters	14.1%
3300	MONTAGUE	557,828	39.1	No Charters	24.5%
4540	ROSELLE BOROUGH	556,234	38.6	No Charters	9.6%
1310	EGG HARBOR TOWNSHIP	478,799	36.7	No Charters	14.0%
5820	WINSLOW TOWNSHIP	475,013	34.4	No Charters	25.2%
1790	GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT	441,153	27.9	No Charters	9.6%
2150	HIGHLAND PARK	394,775	26.3	No Charters	34.8%
570	BRIGANTINE CITY	390,107	22.6	No Charters	13.6%
2910	MAINLAND REGIONAL	382,802	21.6	Has Charters	6.4%
4610	SADDLE BROOK TOWNSHIP	372,659	25.1	No Charters	11.7%
10	ABSECON CITY	360,470	25.7	No Charters	20.9%
3950	PARSIPPANY-TROY HILLS TOWNSHIP	343,519	24.8	No Charters	8.6%
4900	SOUTH ORANGE-MAPLEWOOD	321,398	28.0	No Charters	11.1%
5900	WOODLYNNE BOROUGH	306,572	25.8	No Charters	10.6%
2670	LINDENWOLD BOROUGH	302,973	25.6	No Charters	16.7%
1345	ELMWOOD PARK	276,151	27.4	No Charters	9.9%
5240	UNION CITY	274,506	24.7	No Charters	3.6%
410	BLOOMFIELD TOWNSHIP	255,008	23.1	No Charters	16.9%
3670	NORTH PLAINFIELD BOROUGH	247,562	19.6	No Charters	10.1%
5500	WASHINGTON TOWNSHIP	239,338	17.8	No Charters	10.1%
5350	VENTNOR CITY	232,220	15.7	No Charters	11.8%
400	BLAIRSTOWN TOWNSHIP	229,133	16.8	No Charters	10.3%
1770	GLOUCESTER CITY	226,539	18.9	No Charters	19.4%
300	BERGENFIELD	224,623	14.0	No Charters	23.7%
3675	NORTH WARREN REGIONAL SCHOOL DISTRICT	218,620	13.0	No Charters	10.8%
4960	SPARTA TOWNSHIP	210,565	13.2	Has Charters	17.1%
3610	NORTH BERGEN	208,262	20.1	No Charters	10.3%
5680	WEST ORANGE	204,741	18.0	No Charters	14.3%
4920	SOUTH RIVER	198,091	23.0	No Charters	5.4%
4130	PISCATAWAY TOWNSHIP	195,082	18.8	No Charters	10.2%
5290	UNION TOWNSHIP	192,235	20.1	No Charters	9.2%
220	BAYONNE	191,322	19.3	No Charters	5.7%
5430	WALLINGTON	186,254	16.2	No Charters	6.7%
4110	PINE HILL BOROUGH	186,007	14.6	No Charters	3.3%
800	CHERRY HILL TOWNSHIP	184,685	11.8	No Charters	15.1%
2560	LAWNSIDE BOROUGH	184,473	9.6	No Charters	19.7%
2860	LYNDHURST TOWNSHIP	170,963	14.0	No Charters	20.3%

Dist. ID	District name	\$Transferred	Charter students	Charters in boundaries?	% Private
2030	HARDYSTON TOWNSHIP	157,016	13.2	No Charters	5.2%
4860	SOUTH BRUNSWICK TOWNSHIP	152,945	14.2	No Charters	7.2%
1090	DENVILLE TOWNSHIP	138,656	8.4	No Charters	10.2%
2000	HANOVER TOWNSHIP	125,235	6.6	No Charters	9.3%
5580	WEEHAWKEN TOWNSHIP	123,924	8.5	No Charters	19.2%
5690	WOODLAND PARK	123,346	10.3	No Charters	7.5%
0940	COLLINGSWOOD BOROUGH	114,976	9.8	No Charters	13.1%
0240	BEDMINSTER TOWNSHIP	114,887	4.0	No Charters	26.5%
3590	NEWTON	110,635	9.0	No Charters	12.8%
4730	SECAUCUS	106,806	9.9	No Charters	4.0%
1430	EWING TOWNSHIP	106,477	8.2	No Charters	11.2%
4470	ROCHELLE PARK	102,716	7.0	No Charters	5.1%
2250	HOPE TOWNSHIP	100,982	5.0	No Charters	7.8%
5760	WEYMOUTH TOWNSHIP	100,693	6.8	No Charters	14.7%
2920	MANALAPAN-ENGLISHTOWN REGIONAL	100,090	7.5	No Charters	6.2%
3450	MOUNT OLIVE TOWNSHIP	98,784	8.0	No Charters	7.0%
4270	PROSPECT PARK	94,262	8.7	No Charters	9.8%
1080	DENNIS TOWNSHIP	91,783	5.0	No Charters	10.2%
0250	BELLEVILLE	86,177	9.0	No Charters	13.6%
1670	FRELINGHUYSEN TOWNSHIP	85,359	6.0	Has Charters	13.3%
4290	RAHWAY	84,691	8.0	No Charters	7.7%
0890	CLIFFSIDE PARK	84,544	7.0	No Charters	9.1%
0540	BRIDGETON CHRISTIAN SCHOOL	83,618	7.0	No Charters	2.0%
5850	WOODBIDGE TOWNSHIP	83,314	5.8	No Charters	11.6%
2465	KITTATINNY REGIONAL	82,910	5.0	No Charters	11.1%
1570	FRANKLIN BOROUGH	82,088	6.0	No Charters	8.0%
1630	FREDON TOWNSHIP	81,403	4.0	No Charters	19.7%
0640	BYRAM TOWNSHIP	81,238	7.3	No Charters	9.9%
4330	RANDOLPH TOWNSHIP	80,374	6.2	No Charters	10.4%
5520	WASHINGTON TOWNSHIP	79,771	4.0	No Charters	10.3%
1730	GLASSBORO	77,831	6.0	No Charters	14.3%
1100	DEPTFORD TOWNSHIP	75,176	6.2	No Charters	9.3%
1450	FAIR LAWN	73,101	6.0	No Charters	10.8%
3030	MARLBORO TOWNSHIP	72,476	8.0	No Charters	6.4%
0440	BOGOTA	72,324	6.7	No Charters	8.7%
4490	ROCKAWAY TOWNSHIP	70,958	4.0	No Charters	6.1%
3845	OLD BRIDGE TOWNSHIP	69,121	8.0	No Charters	13.5%
0490	BOUND BROOK BORO	67,092	6.0	No Charters	9.9%
0950	COMMERCIAL TOWNSHIP	66,590	5.8	No Charters	7.7%



Dist. ID	District name	\$Transferred	Charter students	Charters in boundaries?	% Private
2490	LAFAYETTE TOWNSHIP	66,006	4.5	No Charters	8.1%
2960	MANSFIELD TOWNSHIP	65,011	6.0	No Charters	8.5%
1980	HAMPTON TOWNSHIP	64,686	4.2	No Charters	7.8%
1785	GREAT MEADOWS REGIONAL	63,736	6.0	No Charters	6.0%
5340	UPPER TOWNSHIP	63,363	4.0	No Charters	4.5%
3130	MIDDLE TOWNSHIP	63,193	5.0	No Charters	8.8%
0740	CARLSTADT	61,328	4.0	No Charters	10.8%
0260	BELLMAWR BOROUGH	60,153	4.2	No Charters	8.8%
0500	BRADLEY BEACH	59,740	3.5	No Charters	27.6%
4000	LONG HILL TOWNSHIP	58,986	4.2	No Charters	12.2%
5040	STILLWATER TOWNSHIP	58,780	3.4	No Charters	8.5%
5830	WOOD-RIDGE	56,186	5.0	No Charters	11.1%
2710	LITTLE FERRY	55,697	5.0	No Charters	3.6%
3980	PASSAIC COUNTY MANCHESTER REGIONAL	55,537	4.0	No Charters	12.5%
0880	CLEMENTON BOROUGH	54,828	4.7	No Charters	6.8%
4560	ROXBURY TOWNSHIP	53,363	5.0	No Charters	10.8%
5400	VOORHEES TOWNSHIP	52,457	4.3	No Charters	10.6%
3020	MARGATE CITY	52,393	3.0	No Charters	12.8%
1280	EDGEWATER PARK TOWNSHIP	52,197	3.0	No Charters	8.7%
3840	OGDENSBURG BOROUGH	51,878	4.0	No Charters	4.5%
3410	MOUNT ARLINGTON	51,762	4.0	No Charters	4.9%
1320	ELIZABETH	51,620	3.2	No Charters	5.2%
3910	PALISADES PARK	51,148	4.0	No Charters	6.8%
2380	JEFFERSON TOWNSHIP	50,854	3.3	No Charters	9.7%
1920	HALEDON	49,799	6.1	No Charters	8.6%
4660	SAYREVILLE	49,301	6.3	No Charters	11.7%
0450	BOONTON TOWN	48,823	3.0	No Charters	16.0%
2660	LINDEN	47,747	3.2	No Charters	11.2%
1410	ESTELL MANOR CITY	45,083	3.0	No Charters	11.3%
5030	STANHOPE BOROUGH	44,873	3.0	No Charters	9.7%
3290	MONROE TOWNSHIP	44,124	4.0	No Charters	6.0%
2170	HILLSBOROUGH TOWNSHIP	43,781	4.0	No Charters	8.7%
5090	SUMMIT CITY	43,721	7.0	No Charters	16.7%
1890	HADDON TOWNSHIP	43,467	2.0	No Charters	10.8%
1110	DOVER TOWN	42,202	5.0	No Charters	2.2%
3280	MONROE TOWNSHIP	40,286	3.3	No Charters	9.4%
3110	MERCHANTVILLE	39,810	4.0	No Charters	26.7%
1460	FAIRFIELD TOWNSHIP	39,326	4.4	No Charters	3.6%
5860	WOODBURY	39,242	3.0	No Charters	10.2%



Dist. ID	District name	\$Transferred	Charter students	Charters in boundaries?	% Private
1560	FRANKFORD TOWNSHIP	38,590	3.0	No Charters	11.3%
4870	SOUTH HACKENSACK	38,329	2.0	No Charters	4.6%
1510	FLEMINGTON-RARITAN REGIONAL	37,724	2.0	No Charters	6.7%
3380	MORRIS PLAINS	37,483	3.0	No Charters	10.5%
2850	LUMBERTON TOWNSHIP	36,314	3.0	No Charters	17.6%
4850	SOUTH BOUND BROOK BOROUGH	35,852	2.8	No Charters	2.8%
2730	LIVINGSTON TOWNSHIP	35,575	3.0	No Charters	7.9%
5630	WEST ESSEX REGIONAL	35,284	1.0	No Charters	11.7%
1230	EAST RUTHERFORD	35,057	3.0	No Charters	11.8%
0590	BUENA REGIONAL	34,158	3.4	No Charters	5.3%
2060	HARRISON	34,084	1.9	No Charters	1.1%
5650	WEST MILFORD TOWNSHIP	33,960	1.0	No Charters	11.0%
5670	WEST NEW YORK	33,955	2.0	No Charters	3.6%
0280	BELVIDERE	33,280	3.0	No Charters	18.4%
1255	EASTERN CAMDEN COUNTY REGIONAL	33,265	2.8	No Charters	10.2%
2820	LOWER CAPE MAY REGIONAL	32,644	3.0	No Charters	6.9%
0745	CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DIS	32,210	1.5	No Charters	11.3%
0340	BERLIN TOWNSHIP	31,601	2.0	No Charters	9.2%
4380	RIDGEFIELD PARK	31,348	3.0	No Charters	9.1%
3220	MILLTOWN	30,804	3.0	No Charters	10.1%
0860	CLAYTON	30,370	3.8	No Charters	19.3%
4105	PINELANDS REGIONAL	30,172	1.2	No Charters	6.6%
4670	SCOTCH PLAINS-FANWOOD	29,914	2.8	No Charters	17.0%
1530	FLORHAM PARK	29,781	1.0	No Charters	22.5%
2080	HASBROUCK HEIGHTS	29,608	2.0	No Charters	10.7%
5620	WEST DEPTFORD TOWNSHIP	28,939	2.0	No Charters	10.9%
0420	BLOOMINGDALE	28,274	2.0	No Charters	9.6%
0600	BURLINGTON CITY	28,121	1.8	No Charters	14.1%
3010	MAPLE SHADE TOWNSHIP	27,729	2.0	No Charters	9.7%
3770	OAKLYN BOROUGH	27,499	2.8	No Charters	11.9%
4150	PITTSGROVE TOWNSHIP	27,185	3.0	No Charters	8.3%
0555	BRIDGEWATER-RARITAN REGIONAL	26,835	1.0	No Charters	8.0%
4800	SOMERS POINT	26,744	2.1	No Charters	5.2%
1420	EVESHAM TOWNSHIP	26,547	1.8	No Charters	8.4%
5435	WALLKILL VALLEY REGIONAL	26,422	2.0	No Charters	5.6%
2990	MANTUA TOWNSHIP	26,381	2.0	No Charters	5.5%
1140	DUNELLEN	25,342	2.3	No Charters	5.9%
1930	HAMBURG BOROUGH	25,071	3.0	No Charters	4.1%



Dist. ID	District name	\$Transferred	Charter students	Charters in boundaries?	% Private
1850	GUTTENBERG	24,131	3.0	No Charters	8.2%
1800	GREEN TOWNSHIP	23,702	2.3	No Charters	13.9%
1130	DUMONT	23,579	1.8	No Charters	8.3%
1940	HAMILTON TOWNSHIP	23,420	2.9	No Charters	11.9%
3120	METUCHEN	21,868	3.0	No Charters	11.2%
0350	BERNARDS TOWNSHIP	20,589	2.0	No Charters	11.4%
5300	UPPER DEERFIELD TOWNSHIP	20,552	1.6	No Charters	8.5%
3500	NEPTUNE CITY	20,465	2.0	No Charters	14.7%
4910	SOUTH PLAINFIELD	19,452	2.0	No Charters	7.6%
3780	OCEAN CITY	19,279	1.0	No Charters	4.1%
3630	NORTH CALDWELL	18,723	1.0	No Charters	12.5%
5560	WATERFORD TOWNSHIP	16,815	1.0	No Charters	12.5%
0750	CARTERET BOROUGH	16,610	2.0	No Charters	9.3%
2970	MANSFIELD TOWNSHIP	16,546	2.0	No Charters	0.0%
5770	WHARTON BOROUGH	16,413	1.3	No Charters	2.2%
3050	MAURICE RIVER TOWNSHIP	16,051	2.0	No Charters	15.5%
2570	LAWRENCE TOWNSHIP	15,862	1.4	No Charters	6.3%
5715	WEST WINDSOR-PLAINSBORO REGIONAL	15,849	1.0	No Charters	7.2%
3810	OCEAN TOWNSHIP	15,745	1.0	No Charters	17.5%
3440	MOUNT LAUREL TOWNSHIP	14,972	1.0	No Charters	13.4%
0970	CRANBURY TOWNSHIP	14,192	1.0	No Charters	12.8%
5080	STRATFORD BOROUGH	14,082	0.8	No Charters	3.8%
2410	KEARNY	14,069	1.1	No Charters	4.7%
1300	EGG HARBOR CITY	13,885	1.0	No Charters	3.7%
2040	HARMONY TOWNSHIP	13,741	0.4	No Charters	4.4%
3930	PARAMUS	13,533	1.0	No Charters	18.2%
3060	MAYWOOD	13,454	1.0	No Charters	19.5%
2360	JACKSON TOWNSHIP	13,329	1.0	No Charters	7.8%
3140	MIDDLESEX BOROUGH	13,067	1.0	No Charters	5.3%
0630	BUTLER	12,653	1.0	No Charters	13.1%
1910	HAINESPORT TOWNSHIP	12,503	1.0	No Charters	11.3%
2470	KNOWLTON TOWNSHIP	12,030	1.0	No Charters	10.3%
3080	MEDFORD TOWNSHIP	11,840	1.0	No Charters	12.8%
0185	BARNEGAT TOWNSHIP	11,685	1.0	No Charters	4.3%
5780	WHITE TOWNSHIP	11,094	1.0	No Charters	2.3%
0090	ANDOVER REGIONAL	10,892	1.0	No Charters	25.8%
3420	MOUNT EPHRAIM BOROUGH	10,711	0.8	No Charters	8.9%
2700	LITTLE FALLS TOWNSHIP	10,648	1.0	No Charters	5.3%



Dist. ID	District name	\$Transferred	Charter students	Charters in boundaries?	% Private
3310	MONTCLAIR	10,420	1.0	No Charters	13.1%
0390	BLACK HORSE PIKE REGIONAL	10,373	0.6	No Charters	11.0%
4200	POHATCONG TOWNSHIP	10,284	1.0	No Charters	5.0%
2100	HAWTHORNE	10,064	1.0	No Charters	8.5%
5200	TOTOWA	10,026	1.0	No Charters	6.2%
1870	HACKETTSTOWN	9,974	1.0	No Charters	4.7%
3240	MINE HILL TOWNSHIP	9,763	1.0	No Charters	3.4%
2480	LACEY TOWNSHIP	9,690	0.9	No Charters	3.4%
1550	FORT LEE	9,686	1.0	No Charters	14.3%
4550	ROSELLE PARK	9,642	1.0	No Charters	11.3%
4410	RIVER EDGE	9,078	1.0	No Charters	15.4%
4590	RUNNEMEDE BOROUGH	9,070	1.0	No Charters	7.0%
0620	BURLINGTON TOWNSHIP	9,035	1.0	No Charters	7.4%
1020	DEERFIELD TOWNSHIP	8,981	1.0	No Charters	3.5%
2870	MADISON	8,606	1.8	No Charters	25.7%
5120	SWEDESBORO-WOOLWICH	8,599	1.0	No Charters	11.8%
0330	BERLIN BOROUGH	7,711	1.0	No Charters	10.1%
3340	MONTVILLE TOWNSHIP	6,921	0.6	No Charters	10.2%
2370	JAMESBURG	6,703	0.9	No Charters	9.2%
1245	EAST WINDSOR REGIONAL BORDENTOWN REGIONAL SCHOOL	5,034	0.5	No Charters	9.7%
0475	DISTRICT	4,477	0.5	No Charters	10.0%
2770	LONG BRANCH	4,424	0.4	No Charters	9.0%
5530	WASHINGTON TOWNSHIP	4,093	2.4	No Charters	8.4%
5570	WAYNE TOWNSHIP	3,501	0.3	No Charters	9.9%
0460	BOONTON TOWNSHIP	2,418	0.2	No Charters	20.3%
2580	LAWRENCE TOWNSHIP	2,093	0.2	No Charters	16.2%
3360	MOORESTOWN TOWNSHIP	2,062	0.2	No Charters	11.7%
3920	PALMYRA BOROUGH	892	0.1	No Charters	20.3%



Table A2. List of charter schools and surrounding district

District ID	Charter Name	Surrounding Traditional District	Matched District ID
6740	HOPE ACADEMY CHARTER SCHOOL	ASBURY PARK	0100
6060	ATLANTIC CITY COMMUNITY CHARTER SCHOOL	ATLANTIC CITY	0110
6212	CAMDEN ACADEMY CHARTER HS	CAMDEN CITY	0680
6063	CAMDEN COMMUNITY CHARTER SCHOOL	CAMDEN CITY	0680
6024	CAMDENS PRIDE CHARTER SCHOOL	CAMDEN CITY	0680
6215	CAMDENS PROMISE CS	CAMDEN CITY	0680
6232	ENVIRONMENT COMMUNITY CHARTER SCHOOL	CAMDEN CITY	0680
6240	FREEDOM ACADEMY CHARTER SCHOOL	CAMDEN CITY	0680
6086	HOPE COMMUNITY CHARTER SCHOOL	CAMDEN CITY	0680
6083	KNOWLEDGE A TO Z CHARTER SCHOOL	CAMDEN CITY	0680
7109	LEAP ACADEMY UNIVERSITY CHARTER SCHOOL	CAMDEN CITY	0680
6230	CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON	CLIFTON	0900
6041	HATIKVAH INTERNATIONAL ACADEMY CHARTER SCHOOL	EAST BRUNSWICK TOWNSHIP	1170
6410	EAST ORANGE COMMUNITY CHARTER SCHOOL	EAST ORANGE	1210
6020	PRIDE ACADEMY CHARTER SCHOOL	EAST ORANGE	1210
6430	ENGLEWOOD OF THE PALISADES CS	ENGLEWOOD CITY	1370
6026	RIVERBANK CHARTER SCHOOL OF EXCELLENCE	FLORENCE TOWNSHIP	1520
6018	CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL	FRANKLIN TOWNSHIP	1610
6081	THOMAS EDISON ENERGY SMART CS	FRANKLIN TOWNSHIP	1610
7727	RIDGE AND VALLEY CHARTER SCHOOL	FRELINGHUYSEN TOWNSHIP	1670
6612	GALLOWAY COMMUNITY CS	GALLOWAY TOWNSHIP	1690
6013	BERGEN ARTS AND SCIENCE CHARTER SCHOOL	GARFIELD	1700
6067	KINGDOM ACADEMY	GLOUCESTER TOWNSHIP	1780
7500	PACE CHARTER SCHOOL OF HAMILTON	HAMILTON TOWNSHIP	1950
6420	ELYSIAN CHARTER SCHOOL OF HOBOKEN	HOBOKEN	2210
6720	HOBOKEN CHARTER SCHOOL	HOBOKEN	2210
6036	HOBOKEN DUAL LANGUAGE CHARTER SCHOOL (HOLA)	HOBOKEN	2210
6022	BURCH CHARTER SCHOOL OF EXCELLENCE	IRVINGTON TOWNSHIP	2330
6082	BELOVED COMMUNITY CHARTER SCHOOL	JERSEY CITY	2390
6064	DR LENA EDWARDS	JERSEY CITY	2390
6184	GREAT FUTURES CHARTER HIGHSCHOOL FOR THE HEALTH SCIENCES	JERSEY CITY	2390
6910	JERSEY CITY COMM. CHARTER SCHOOL	JERSEY CITY	2390
6093	JERSEY CITY GLOBAL CHARTER SCHOOL	JERSEY CITY	2390
6915	JERSEY CITY GOLDEN DOOR CHARTER SCHOOL	JERSEY CITY	2390
7115	LEARNING COMMUNITY CHARTER SCHOOL	JERSEY CITY	2390
6068	METS	JERSEY CITY	2390
7830	SOARING HEIGHTS CHARTER SCHOOL	JERSEY CITY	2390



District ID	District Name	Surrounding Traditional District	Matched District ID
6030	THE ETHICAL COMMUNITY CHARTER SCHOOL	JERSEY CITY	2390
8060	UNIVERSITY ACADEMY CHARTER SCHOOL	JERSEY CITY	2390
6010	ACADEMY CHARTER HS	LAKE COMO	4840
7410	CHARTER TECH HIGH SCHOOL	MAINLAND REGIONAL	2910
6069	MILLVILLE	MILLVILLE	3230
8050	UNITY CHARTER SCHOOL	MORRIS SCHOOL DISTRICT	3385
6635	GREATER BRUNSWICK CHARTER SCHOOL	NEW BRUNSWICK	3530
6320	DISCOVERY CHARTER SCHOOL	NEWARK	3570
6665	GRAY CHARTER SCHOOL	NEWARK	3570
6053	GREAT LEGACY OAKS CHARTER SCHOOL	NEWARK	3570
7100	LADY LIBERTY ACADEMY CHARTER SCHOOL	NEWARK	3570
6099	LINK COMMUNITY CHARTER SCHOOL	NEWARK	3570
7735	MARIA L. VARISCO-ROGERS CHARTER SCHOOL	NEWARK	3570
7210	MARION P. THOMAS CHARTER SCHOOL	NEWARK	3570
6091	MERIT PREP CS OF NEWARK	NEWARK	3570
7290	NEW HORIZONS COMM. CHARTER SCHOOL	NEWARK	3570
6029	NEWARK EDUCATORS CHARTER SCHOOL	NEWARK	3570
6037	NEWARK LEGACY CS	NEWARK	3570
6059	NEWARK PREP	NEWARK	3570
7320	NORTH STAR ACAD. CHARTER SCHOOL OF NEWARK	NEWARK	3570
6090	PAULO FREIRE CS FOR LIBERTY ED	NEWARK	3570
6057	PEOPLES PREP	NEWARK	3570
6094	PHILPS ACADEMY CHARTER SCHOOL	NEWARK	3570
7730	ROBERT TREAT ACADEMY CHARTER SCHOOL	NEWARK	3570
6058	ROSEVILLE	NEWARK	3570
7325	TEAM ACADEMY CHARTER SCHOOL	NEWARK	3570
8065	UNIVERSITY HEIGHTS CHARTER SCHOOL	NEWARK	3570
6080	PASSAIC ARTS AND SCIENCE	PASSAIC CITY	3970
6021	COMMUNITY CHARTER SCHOOL OF PATERSON	PATERSON	4010
6079	JOHN P HOLLAND	PATERSON	4010
6096	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	PATERSON	4010
7503	PATERSON CHARTER SCHOOL FOR SCI/TECH ACADEMY FOR URBAN LEADERSHIP CHARTER HIGH SCHOOL	PATERSON	4010
6032	SCHOOL	PERTH AMBOY	4090
6217	CENTRAL JERSEY ARTS CS	PLAINFIELD	4160
7600	QUEEN CITY ACADEMY CHARTER SCHOOL	PLAINFIELD	4160
6033	THE BARACK OBAMA GREEN CHARTER HIGH SCHOOL	PLAINFIELD	4160



District ID	District Name	Surrounding Traditional District	Matched District ID
8010	UNION COUNTY TEAMS CHARTER SCHOOL	PLAINFIELD	4160
7540	PRINCETON CHARTER SCHOOL	PRINCETON REGIONAL	4255
7720	THE RED BANK CHARTER SCHOOL	RED BANK	4360
7850	SUSSEX COUNTY CHARTER SCHOOL FOR TECH.	SPARTA TOWNSHIP	4960
7890	TEANECK COMMUNITY CS	TEANECK	5150
6017	FOUNDATION ACADEMY CHARTER SCHOOL	TRENTON	5210
6182	INTERNATIONAL ACADEMY OF TRENTON CHARTER SCHOOL	TRENTON	5210
6810	INTERNATIONAL CHARTER SCHOOL OF TRENTON	TRENTON	5210
6025	PAUL ROBESON HUMANITIES CS	TRENTON	5210
6183	TRENTON STEM-TO-CIVICS CHARTER SCHOOL	TRENTON	5210
8140	VILLAGE CHARTER SCHOOL	TRENTON	5210
6089	COMPASS ACADEMY CHARTER SCHOOL	VINELAND CITY	5390



APPENDIX B: FULL PLOTS

Table B1. Expenditure reductions (in dollars)

	Min.	1st Q	Median	Mean	3rd Q	Max.
No Charters	911	15,652	38,156	126,502	81,785	2,669,330
Has Charters	65,303	1,608,598	4,661,402	13,050,242	8,714,417	148,627,561

Figure B1. Expenditure reductions (in dollars)

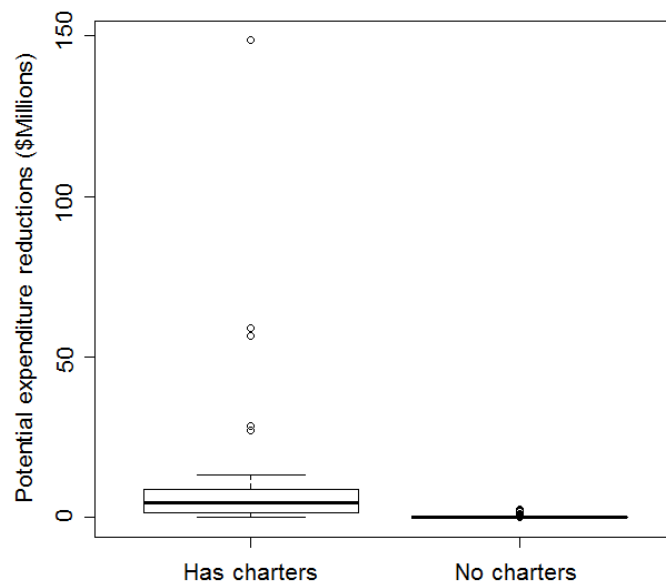


Table B2. Net impact per pupil

		Min.	1st Q	Median	Mean	3rd Q	Max.
No Charters	Dollar	-\$23,439	-\$4,006	-\$1,980	-\$2,555	-\$97	\$9,856
	Percent	-134%	-28%	-13%	-17%	-1%	62%
Has Charters	Dollar	-\$5,539	-\$2,763	-\$1,876	-\$1,421	-\$307	\$4,817
	Percent	-32%	-18%	-11%	-10%	-2%	17%



REFERENCES

Buddin, R. (2012). The impact of charter schools on public and private school enrollments (Policy Analysis, No. 707). Cato Institute. Retrieved from <https://www.cato.org/publications/policy-analysis/impact-charter-schools-public-private-school-enrollments>.

Bifulco, R. and Reback, R. (2014). Fiscal impacts of charter schools: Lessons from New York. *Education Finance and Policy*, 9(1): 86-107.

N.J. Rev. Stat. § 18A:36A (2011).

INDIANA UNIVERSITY
CENTER FOR EVALUATION & EDUCATION POLICY

1900 East 10th Street, Bloomington, IN 47406

Website ceep.indiana.edu

E-mail ceep@indiana.edu

Phone (812) 855-4438

Fax (812) 856-5890