



INDIANA UNIVERSITY

# New Jersey Charter School Analysis

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# EXECUTIVE SUMMARY

This study compares enrollment, grade promotion and disciplinary rates, and student achievement between traditional public schools and charter schools. More specifically, the primary research questions are as follows:

1. To what extent do charter schools enroll “a cross section of the community’s school-age population, including racial and academic factors<sup>1</sup>?”
2. To what extent (if any) are there differences in disciplinary, expulsion, and promotion rates between New Jersey charter schools and demographically similar, traditional public schools.
3. To what extent (if any) are there differences in student achievement between New Jersey charter schools and demographically similar, traditional public schools?

We use publicly available data from the New Jersey Department of Education and U.S. Department of Education to answer these questions. We compare charter schools to their surrounding traditional public school districts to determine whether substantial differences exist. To test for achievement differences, we use propensity score matching to identify demographically similar schools.

## Enrollment

- Comparing the charter sector overall and all traditional school districts that contain charter schools, charter schools enroll relatively more Black students and fewer Hispanic, LEP, and special education students.
- Comparing each charter school to its surrounding school district, more than half the charter schools enroll a substantially different percentage of students that are: Black, Hispanic, low income (free lunch (FL) or free or reduced price lunch (FRL)). Substantially different percentages for race and income status are defined as at least a 10-point difference between the charter school percentage and surrounding school district percentage.
- Comparing each charter school to its surrounding school district, more than half the charter schools enroll a substantially different percentage of LEP or special education students (defined as a 5-point difference).

## Grade Promotion, Disciplinary Rates, and Expulsion Rates

- Charter schools promoted a similar percentage of students than surrounding traditional public school districts. Nor were there substantial differences for different subgroups of students (e.g., Black, special education, etc.).
- Charter school students received in-school suspension at similar rates as students in surrounding traditional public school districts.
- Charter school students received out-of-school suspension at similar rates as students in surrounding traditional public school districts.

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<sup>1</sup>New Jersey Education Association N.J. Charter School Analysis RFP

- Black students in charter schools received out-of-school suspension at lower rates than Black students in surrounding traditional public school districts.
- Charter school students were expelled at similar rates as students in surrounding traditional public school districts.

## **Achievement**

- After matching charter schools with demographically similar schools and controlling for remaining differences, charter schools perform similarly to traditional public schools on PARCC exams in grades 3-8. That is, the difference in the percent of students that pass PARCC exams (levels 4 or 5) is not statistically significant ( $\alpha=0.05$ ), and that a similar percentage of charter students pass PARCC exams as traditional school students. The estimated difference is that charter schools have a three point higher pass rate than comparable traditional schools. Again, lack of statistical significance indicates that charter and traditional schools perform similarly.





# INTRODUCTION

This study compares enrollment, grade promotion and disciplinary rates, and student achievement between traditional public schools and charter schools. Overarching questions exist as to whether charter schools perform as expected in meeting the goals established by the legislature when the charter school program began in 1996. More specifically, questions exist as to whether charter schools enroll a cross section of the community's school-age population, whether there are differences in disciplinary and grade promotion rates, and in student achievement. While student-level data was not available to conduct the study, publicly available data was used to shed light on whether substantial differences exist between traditional public school districts and charter schools. The study was commissioned by the New Jersey Education Association (NJEA).

Because of the range in research questions and data used, this report will present data, methods, and findings for each question separately. While the general research approach is presented below, more detailed methods for each question may be found in their section. The primary research questions are as follows:

1. To what extent do charter schools enroll "a cross section of the community's school-age population, including racial and academic factors<sup>2</sup>?"
2. To what extent (if any) are there differences in disciplinary, expulsion, and promotion rates between New Jersey charter schools and demographically similar, traditional public schools.
3. To what extent (if any) are there differences in student achievement between New Jersey charter schools and demographically similar, traditional public schools?

## General Data and Methods

The study relied on publicly available school and district level data, and attempted to use the most recently available data during the study period. For most questions, related to enrollment and achievement, the most recent data was from the 2015/16 school year. The most recent data to answer disciplinary and grade promotion questions was from 2013/14. Because of differences in data and methods, more detailed data and methods sections are provided under each research question.

Most data were available through the New Jersey Department of Education (NJ DOE) website. This covers student enrollment and student achievement data. This was supplemented with locational data from the U.S. Census Bureau<sup>3</sup> (school district boundaries) and National Center for Education Statistics (locale classifications and charter school coordinate locations). Coordinate locations of charter schools that opened in 2015/16 were obtained through Google Maps. Grade promotion and disciplinary data was obtained from the U.S. Department of Education's Civil Rights Data Collection for 2013/14.

The general study approach is to compare New Jersey charter schools with traditional school districts, and in particular, their traditional surrounding school districts. A comparison between charter schools and all traditional school districts would not be valid given the widely different contexts of traditional school districts and the fact that most charter schools cluster in distinctive traditional school districts. Charter schools were matched to the surrounding school district (whichever traditional school district boundary the charter is physically located within) using ArcMap 10.4. For charter schools not located in unified school districts (those containing grades K-12), they were matched to the surrounding elementary or secondary district based on the similarity of grades served (e.g., a charter school serving grades K-3 would be matched to the elementary school district).

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<sup>2</sup> NJEA N.J. Charter School Analysis RFP

<sup>3</sup> School district boundaries were obtained from the U.S. Census Bureau's TIGER/Line Shapefiles from 2015

# ENROLLMENT ANALYSIS

In this section, we compare the student enrollment demographics between traditional public schools and charter schools of New Jersey. To answer the research question, to what extent do charter schools enroll “a cross section of the community's school-age population, including racial and academic factors?” we examined the student enrollment and demographics files provided by the NJ DOE on their website. We specifically focused on whether there are any differences between New Jersey charter schools' school-age populations and the populations of their surrounding district(s) or “regions of residence” in terms of (a) special education status, (b) race-ethnicity, (c) free and reduced price lunch status (as a proxy for socioeconomic status) and (d) Limited English Proficiency (LEP) status. Finally, we looked whether any observed enrollment differences vary by locale (i.e., urban, suburban, rural) and/or school level (i.e., elementary, middle, high school).

## Data Source

The data for this analysis comes from the NJ DOE enrollment data for 2015/16<sup>4</sup>. Special education data primarily comes from the district level count of special education students by gender and district. Because nearly half of the charter schools were missing special education data (42 of 92), we imputed counts using the LEA classification rates multiplied by the number of students in the district. Following imputation, 17% of the charter schools were still missing data. For this reason, results regarding special education students should be considered with some caution. Some estimates of free and reduced price lunch status may be imprecise as some New Jersey schools and districts participate in the Community Eligibility Provision. In 2014/15 this affected 197 schools in 28 districts, serving 99,840 students.

Special school district types (e.g., vocational school districts, special education school districts) were excluded (removes 41 of the 675 districts in the enrollment file). This leaves 542 traditional public school districts and 92 charter schools (including Renaissance schools). Because charter schools are clustered into a small number of traditional school districts, we classify traditional districts as those that contain charter schools within their boundaries and those that do not. The analysis excludes non-operating school districts (those that send all of their students to other school districts).

## Analysis and Results

The analyses in this report are intended to be descriptive in nature. Most analyses compare percentages of students in charter schools and traditional school districts. Bivariate statistical tests are used in some cases, although most rely on whether substantial percentage point differences exist. Due to the descriptive and exploratory nature of the analysis, we do not correct statistical tests for multiple hypothesis testing.

We first examined the demographic make up of traditional school districts, charter school districts, and traditional school districts with charter schools within their boundaries. Figure 1 and Figure 2 compare enrollment demographics between charter schools, traditional school districts that contain charter schools, and all traditional school districts (not averages). Charter school demographic makeup is substantially different from all traditional school districts. However, as seen by the difference between traditional districts with charters and all districts, much of the difference may be explained by where charter schools are located. Comparing these columns (traditional with charter and all traditional) one sees that charter schools operate inside of districts with relatively fewer White students, relatively more Black and Hispanic students, as well as

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<sup>4</sup> School-level data downloaded from: <http://www.state.nj.us/education/data/enr/enr16/>; Special education district and charter data (ages 6-21) and district classification rates (ages 3-21) were downloaded from <http://www.state.nj.us/education/specialed/data/2015.htm>.



relatively more low-income students (as measured by the percentages receiving free lunch or free or reduced price lunch).

We assume that the traditional school district that a charter school is located within approximately reflects the potential demographics of students that might reasonably attend the charter school (i.e., those within reasonable proximity to the school). The assumption is safe to the degree that student demographics of geographically adjacent districts are similar to each other. Comparing charter schools with the traditional public school districts that contain charter schools, charter schools served relatively more Black students, relatively fewer Hispanic students (although slightly more than most school districts in New Jersey), as well as fewer White students. In terms of special populations, charter schools contained relatively more low-income students than traditional schools, but relatively fewer limited-English proficient (LEP) students and fewer students with disabilities. Student genders were also less well-balanced at charter schools where 52.2% of students are female, compared to 48.4% in traditional districts.

Figure 1. Demographic make-up

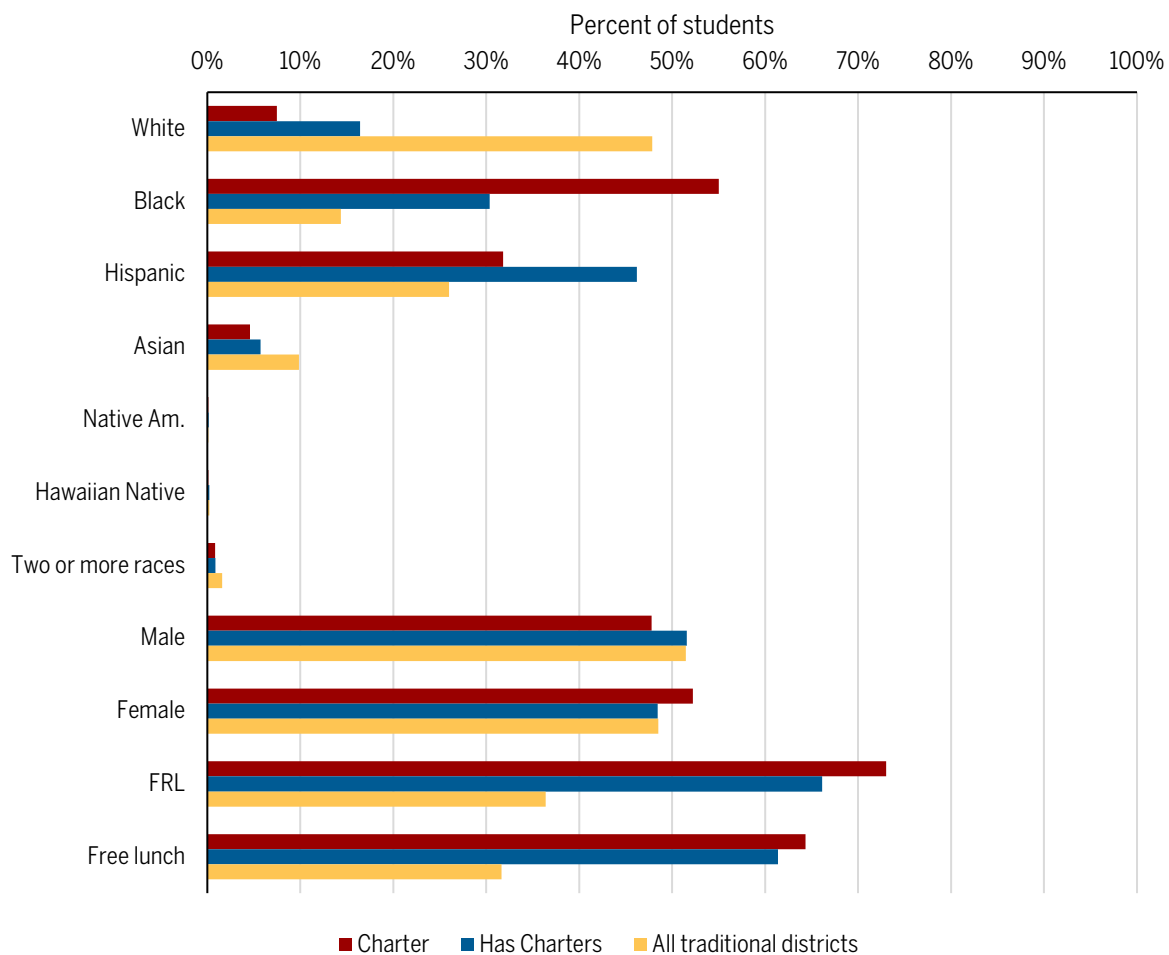
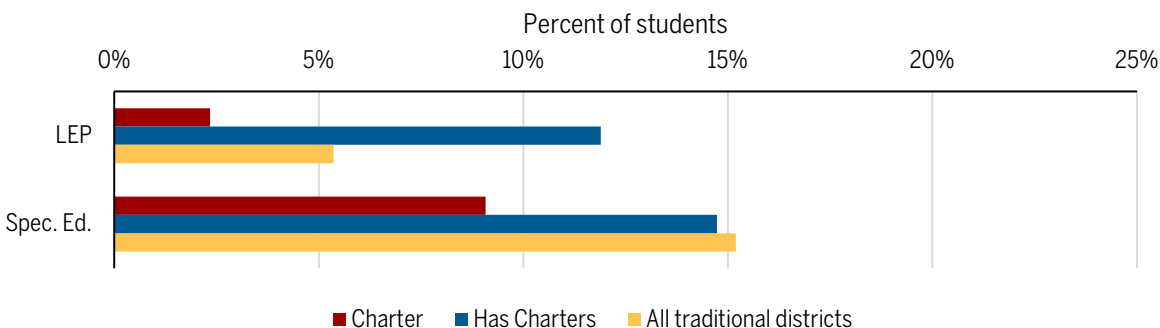


Figure 2. Percentage of students in special programs



Note: As noted previously, special education data was less complete than other data. The number of charter schools or districts with special education data were as follows: charters (N=76); Traditional with charters (N=34); All traditional districts (N=533). The percentages of Native American and Hawaiian Native students round to 0.

Some of these differences may arise from imbalances between the number of charter schools in each of those districts combined with differences in traditional school districts. To control for this, we compare the demographic makeup of each charter school with the specific traditional school district in which it is located (surrounding district) by calculating the percentage point difference in each demographic<sup>5</sup>. An example calculation comparing relative White enrollment is shown below:

$$\%White_{\text{charter}} - \%White_{\text{district}}$$

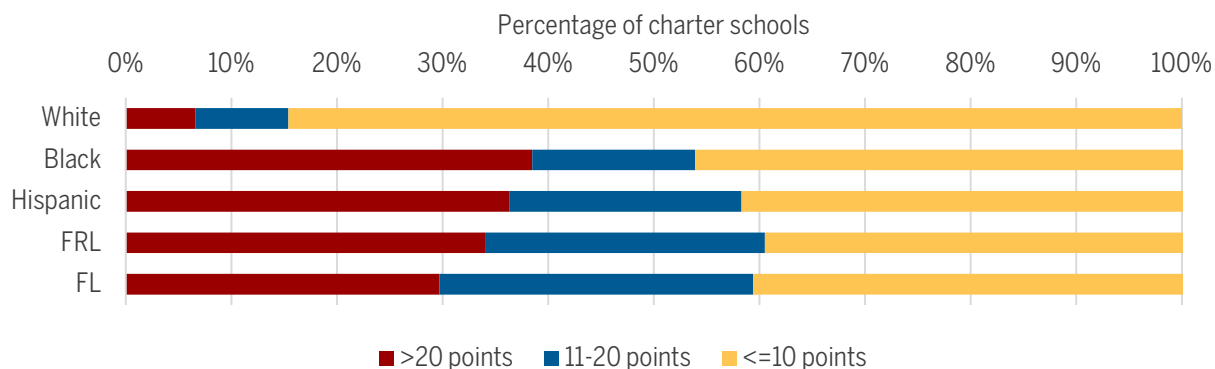
This removes one charter school from analysis that is located in a non-operating school district. Because it is the magnitude of difference that matters, we take the absolute value of each calculation and examine the percentage of charter schools with larger percentage point differences. For racial/ethnic and free or reduced price lunch categories we examine the percentage of charter schools with more than a 10-point and 20-point difference in demographics with their surrounding district (Figure 2). For LEP, gender, and special education groups we examine the percentage of charter schools with more than a 5-point and 10-point difference in demographics with their surrounding district (Figure 3). For example, 6.6% of charter schools have at least a 20-point difference between the percent of White students in their schools, compared to their surrounding districts and another 8.8% have an 11 to 20 point difference. These thresholds are similar to those used in other studies studying charter school segregation with school-level data (Heilig, Holme, LeClair, Redd, & Ward, 2016; Miron, Urschel, Mathis, & Tornquist, 2010; Ritter, Jensen, Kisida, & Bowen, 2016). Due to the relatively small numbers of Asian, American Indian, Hawaiian/Pacific Islander, and multiracial students, their analyses were removed from Figure 3. Imbalances in male and female are grouped as gender.

More than half the charter schools had at least a 10-point difference in the proportion of students who are Black, Hispanic, low-income (measured by either free lunch or free or reduced price lunch), or LEP. More than one third of charter schools had a 20-point difference in the percentage of students that were Black, Hispanic, and low-income (as measured by the percent receiving free or reduced price lunch). These differences also tend to be larger than the differences that occur between traditional schools within the district as shown in

<sup>5</sup> In cases where traditional districts use separate elementary and secondary school districts (rather than unified districts), charter schools were assigned to the district with most similar grades (e.g., if charter K-6, assign to elementary district).

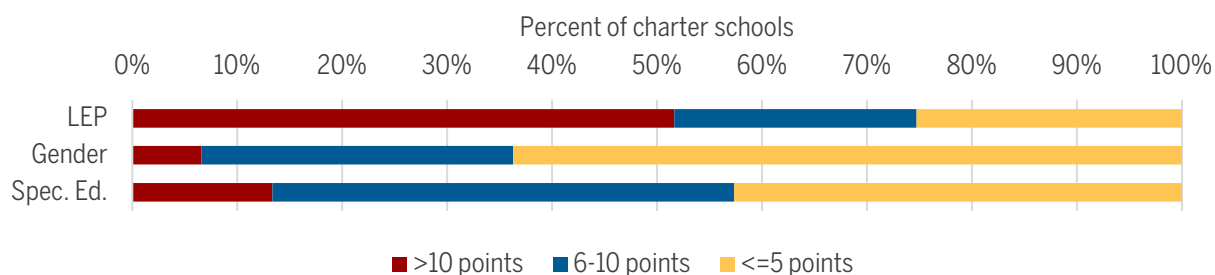
Appendix D. More than half the charter schools had at least a 5-point difference in the proportion of students with a special education status. More than one third of charter schools had at least a 5-point difference in the gender balance in their school compared to the surrounding district. In the special education analysis, we did not break down classification by severity of disability due to data limitations. A perception exists that charter schools avoid enrolling students that are more costly to educate, such as students with more severe disabilities, although we have not found recent formal analyses in New Jersey (Baker, 2012).

Figure 3. Percent of charter schools with differences in student characteristics



Note: N=91

Figure 4. Percent of charter schools with differences in other student characteristics



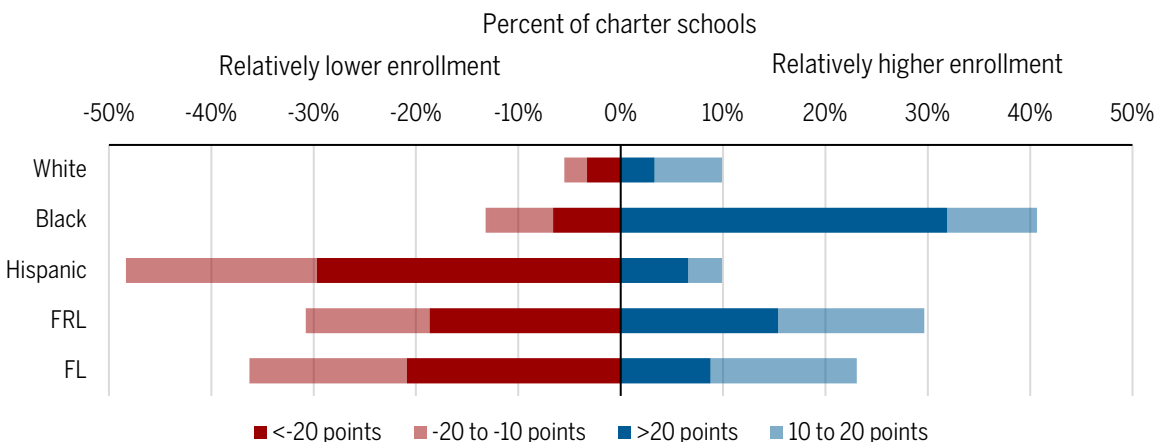
Note: N=91, except for special education where N=75

We further consider the direction of the difference in enrollment, that is, whether charter schools tend to enroll relatively more or fewer students with specific characteristics. This uses the percentage point difference between each charter school and surrounding school district as before, without taking the magnitude of the difference is not used. Positive values indicate relatively higher enrollment, while negative values indicate relatively lower enrollment. Figure 5 displays the percent of charter schools with relatively lower or higher enrollment of students by race and low-income status. The blue bars to the right of the 0 mark show charter schools with relatively higher enrollment, while the orange bars to the left of the 0 mark show charter schools with relatively lower enrollment. Charter schools tend to enroll relatively more Black students, as 41% have at least 10 percentage points more Black students than the surrounding districts, compared to the 14% with 10 points fewer Black students. Charter schools tend to enroll relatively fewer Hispanic students. The picture is more



mixed in regards to low-income students, with large segments enrolling relatively more free lunch students and others enrolling substantially fewer.

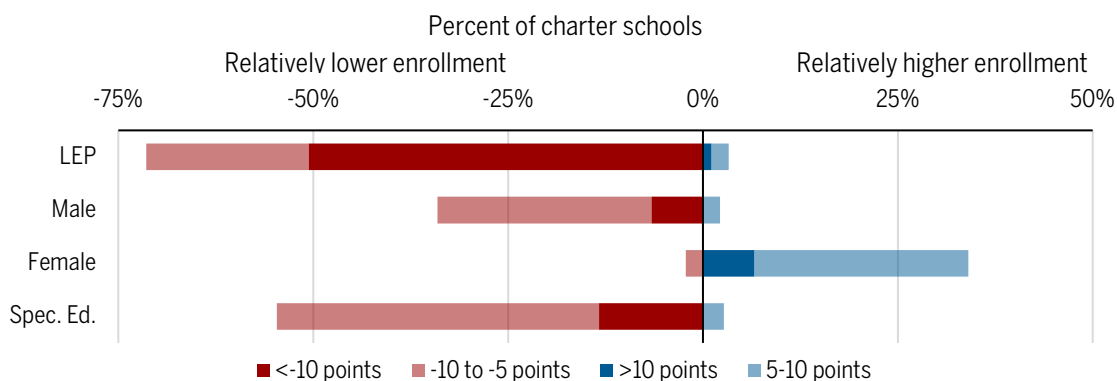
Figure 5. Percent of charter schools with relatively higher or lower enrollment by student characteristics



Note: N=91

Figure 6 shows the similar comparison for differences in LEP status, gender, and special education. The majority (51%) of charter schools have a percentage of LEP students that is more than 10 points lower than the surrounding district and another 21% are over five points lower. Similarly, the percentage of students that receive special education at charter schools is more than five points lower than the surrounding district in 57% of the charter schools. An analysis of gender imbalances suggest that where they occur, charter schools tend to enroll relatively more female students and fewer male students.

Figure 6. Percent of charter schools with relatively higher or lower enrollment by other characteristics



Note: N=91, except for special education where N=75

### Male to Female Differences by Student Race/Ethnicity

As demonstrated above, charter schools enroll fewer males than females, and less than one would expect compared to all traditional school students (47.8% of charter school students, compared to 51.5% of students in traditional schools). Figure 7 presents the ratio of males to females for students by student



race/ethnicity. A male to female ratio of 1.0 indicates equal numbers of male and female students and is close to what one would expect to see if no sorting by sex (e.g., families' charter preferences differ by sex or differences in leaving charter schools by sex). Underlying demographic differences for school age children (5-17 years old) in New Jersey indicate a neutral male to female ratio of 1.04 (or 104 males for every 100 females)<sup>6</sup>. For all charter school students, the male to female ratio is 0.91; that is, there were 91 male charter students for every 100 female charter students. Upon analyzing the male to female ratios by race, most of the imbalances are found among Black (0.89) and Hispanic (0.91) students, where there are fewer male students in charter schools than one would predict given the underlying ratio or the ratio in all traditional school districts. There are also large differences among Native American students (1.28, with more males instead of females) and students of two or more races (0.87), although together they make up 1% of the charter school student population.

Figure 7. Male to female ratio by student race/ethnicity



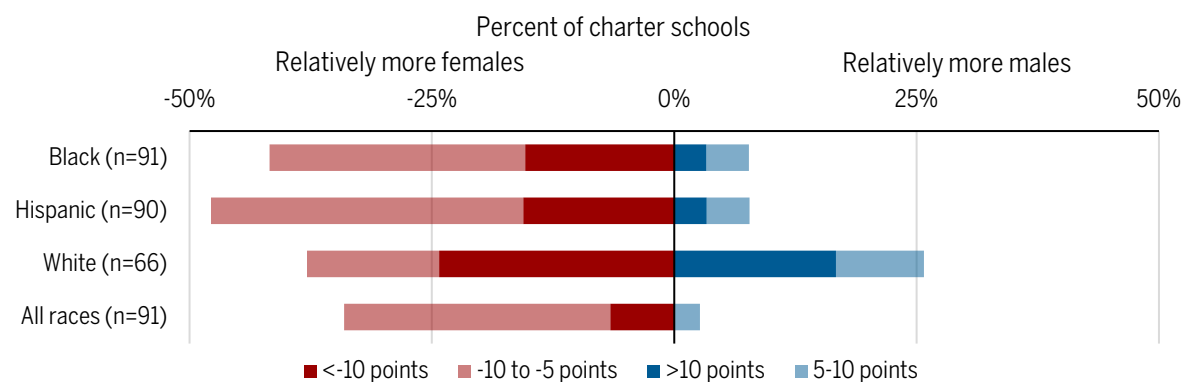
Relatively large imbalances remain at many charter schools when directly comparing the proportion of students of each race that are male, with the surrounding school district's proportion (Figure 8). Positive values indicate relatively more male students, while negative values indicate relatively fewer male students. Comparing the proportion between each charter school and the surrounding traditional school district reinforces the view that there are relatively fewer Black or Hispanic students that are male. In 42% of charter schools the percentage of Black students that are male is at least a five percentage points lower, compared with the percent in the surrounding traditional school district. The reverse is true (more males) in 8% of charter

<sup>6</sup> U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table e B14003; generated using American FactFinder; (August 2017).



schools. Similarly, in 48% of charter schools the percentage of Hispanic students that are male is at least five percentage points lower. While there are many differences in the percent of White students that are male, in nearly as many cases there are relatively more male students in charter schools as there are fewer, compared to surrounding traditional schools. Sensitivity analyses (including schools only where the number of students in a race/ethnicity category is at least 50) yield similar results.

Figure 8. Percent of charter schools with relatively higher or lower male enrollment by race/ethnicity



Note: n's differ by race/ethnic group as some charter schools have no students in the relevant race/ethnic group

In terms of student demographics, charter schools enroll a different population of students than traditional public schools in New Jersey (even limiting the comparison to those districts that contain charter schools). Charter schools enroll relatively more Black and female students (Table 1 and Table C1 in Appendix C), but relatively fewer Hispanic and LEP students and potentially fewer special education students. Using sector-wide data (all charters compared to all traditional districts with charters), charter schools may also enroll relatively more female students yet fewer students with disabilities. Moreover, the difference in enrollment characteristics tends to be larger than differences found among different schools within the same district.

While the imbalance in male to female ratios do not affect the majority of charter schools, they exist in a substantial portion of them. Again, it should be emphasized that the analysis indicates the presence of imbalances by sex, although not the reason for these imbalances. Several of the most likely reasons include: differential preferences for students to enroll in charter schools (i.e., families of female students more likely to apply to charter schools), differential selection out of charter schools (i.e., male students more likely to leave charter schools), or differential selection into charter schools (i.e., female students more likely to be accepted into charter schools).

### Differences by Charter School Characteristics

We next examine the degree to which differences may vary by other charter school characteristics. We omit examining whether special education differences vary by other characteristics, given the smaller sample size. We first examined differences by locale (e.g., urban vs. suburban). Locale was defined by the National Center for Education Statics (NCES) urban centric locale definitions from 2014/15. Newer charter schools were assigned locales based on nearby traditional schools or the districts that they were geographically located within. As most charter schools are located in urban settings, we used the 2-digit classification that codes for both urbanicity as well as size. Non-urban and suburban districts that were not large were removed from the





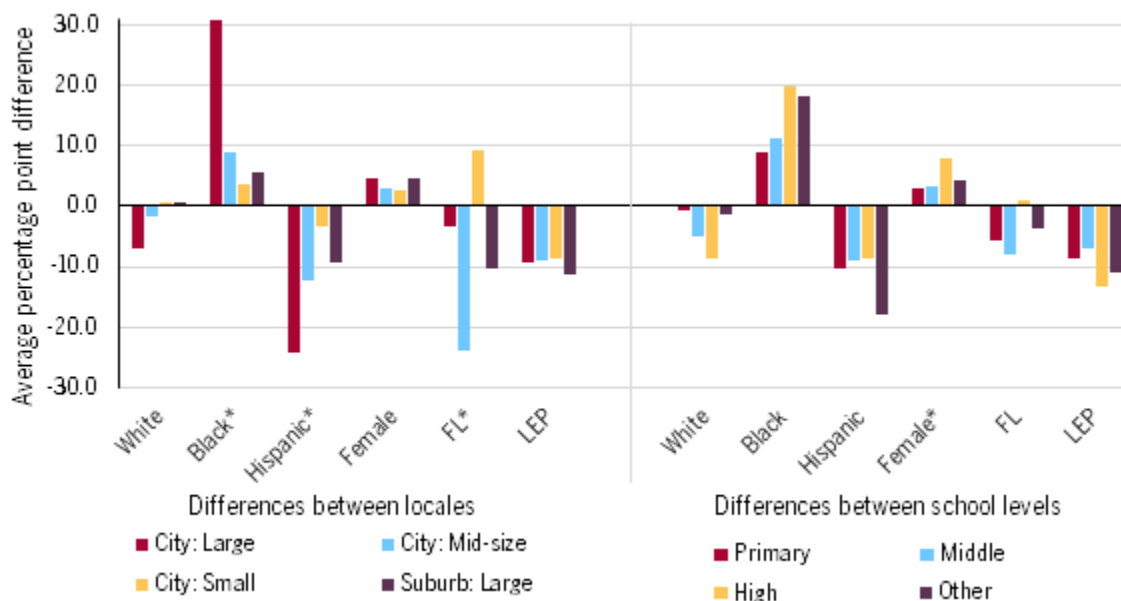
analysis, given that only six charter schools located in these areas. Classifications used were: large city, mid-size city, small city, and large suburb. In examining differences by locale, we used the raw percentage point difference between each charter school and the traditional district it is located in, rather than magnitude. Negative values mean that charter schools enroll relatively fewer students of a given demographic type on average, while positive values mean they enroll relatively more.

The left half of Figure 9 shows the average percentage point difference in enrollment at charter schools by demographic characteristic and locale. ANOVA tests were conducted to determine if characteristics vary by locale. Charter school enrollment patterns vary by locale for most demographic characteristics, with the exception of gender and LEP status. Data suggests that charter schools in large cities enroll relatively fewer Hispanic students and more Black students compared to charter schools in other locales. Charter schools in mid-size cities and large suburbs enroll relatively fewer low-income students, contrary to the general trend that charters enroll more low income students. Charter schools in the examined locale types similarly enrolled fewer LEP students and more female students (no statistically significant differences between locales). While charter schools differ from traditional public schools, they do not do so consistently (e.g., differences are more pronounced in some parts of the state compared with others). Average differences in districts that contain at least five charter schools are shown in supplementary analyses in Appendix D.

In a similar way, we also examine differences in enrollment characteristics by the grade levels served. Charter schools were classified by grade level using NCES definitions, with the exception of middle and high schools. These were modified to include any school where the lowest grade was 9<sup>th</sup> or higher as high schools. The right half of Figure 9 shows the average percentage point difference between charter schools and their corresponding district for each demographic group and locale. Student demographic patterns did not differ between grade levels, with the exception of gender. On average charter high schools had relatively more female students than their corresponding traditional district or other charter school types. While charter schools differ from traditional public schools, these differences tend to be consistent across grade levels, with the exception of high schools (where there are disproportionately more female students).



Figure 9. Differences between locales and school levels



Note: \* indicates differences between locales or school levels that are statistically significant ( $p < 0.05$ ).

Primary: Low grade of Prekindergarten through grade 3, High grade up to 8. Middle: Low grade of 4 through 7, High grade 4 through 8. High: Low grade 9 through 12. Other: Any configuration not falling into these three.

Similarly, we examine differences in enrollment characteristics by charter management type. Charter schools were classified as independent or part of a charter management organization (CMO) or educational management organization (EMO)<sup>7</sup>. Charter schools managed by a CMO were grouped with those managed by an EMO due to the low number managed by an EMO (N=3). Table 1 displays the average percentage point difference between charter schools and their surrounding district for each demographic group and management type. Student demographic patterns did not differ substantially between independent charter schools and CMOs/EMOs. Both types similarly over-enrolled Black students and under enrolled Hispanic students, relative to their surrounding districts. The largest differences were related to student income, as measured by free or reduced price lunch. On average, CMO/EMO charter schools enrolled relatively more low income students, while independent charter schools enrolled relatively fewer. However, differences were not statistically significant at the 0.05 critical value.

<sup>7</sup> Coding conducted by New Jersey Education Association

Table 1. Average enrollment percentage point differences by charter school management

Management type	CMO/EMO (N=25)	Independent (N=67)
White	-0.8	-2.6
Black	10.9	12.0
Hispanic	-12.0	-10.6
Female	3.8	3.6
FRL	5.3	-4.2
FL	1.4	-7.3
LEP	-10.1	-9.1

Note: \* indicates differences between management types that are statistically significant ( $p < 0.05$ ).

In terms of the distribution of management types, 73% of charter schools are independently managed while CMO/EMOs make up the remaining 27%. In terms of the number of students, independent charter schools serve 56% of students and CMO/EMOs serve 44%. In terms of their locations, most charter schools of both types are in urban areas or large suburbs (Table 2). No CMO/EMOs serve districts in Towns or Rural areas, although few Independent charter schools do so either.

Table 2. Percent of charter schools in each locale by charter school management type

Management type	CMO/EMO (N=25)	Independent (N=67)
City: Large	20.0	21.4
City: Mid-size	0.0	17.1
City: Small	44.0	17.1
Suburb: Large	32.0	35.7
Suburb: Mid-size	4.0	2.9
Suburb: Small	0.0	1.4
Town: Fringe	0.0	0.0
Rural: Fringe	0.0	2.9
Rural: Distant	0.0	1.4

Finally, we examined correlations between the average difference and charter school enrollment to determine whether enrollment patterns differed by charter school size. Table 3 shows the Pearson correlation between the average percentage point difference for each demographic characteristic and charter school enrollment. No substantially large or statistically significant correlations were found (greater in magnitude to 0.25).



Table 3. Pearson correlations between average percentage point difference and enrollment

	<i>r</i>
White	-0.05
Black	0.19
Hispanic	-0.16
Female	0.07
FRL	0.16
FL	0.12
LEP	0.00

Note: \* indicates correlations with enrollment are statistically significant ( $p < 0.05$ ).

## Limitations

The analysis uses school and district-level data to compare demographics between traditional school districts and charter schools. The findings show observed differences in enrollment patterns and do not explain why these differences exist. It does not account for differences in the types of students that attempt to enroll in charter schools (e.g., if Black students are more likely to try to enroll in charter schools). Differences found in this analysis may be the result of these underlying student preferences. Nor does the analysis match individual charter students to the traditional *school* they would attend in the absence of charter schools. For example, while a charter school might have more Black students than the district they reside in, it is possible that the charter school has relatively fewer Black students than the traditional school the student would have attended. Charter school records of student applications, acceptances, and rejections would better explain the reasons for enrollment differences.

Finally, the current analysis compares students in charter schools with the students in the surrounding traditional school district. However, charter schools may draw students from multiple traditional districts, rather than the only the surrounding district<sup>8</sup>. This likely increases the magnitude of observed differences to the degree that students in nearby traditional school districts differ from a charter school's surrounding school district. Other factors that may affect this are the size of the surrounding school district and how close the charter school is to the surrounding school district's boundaries.

## Summary of Findings

As noted previously, charter schools are located inside the boundaries of traditional districts that are distinct from other school districts in New Jersey. They tend to be in districts with fewer White students, and more Black, Hispanic, and low income students. After limiting the traditional districts that serve as comparisons, charter schools enroll more Black students and fewer Hispanic, LEP students, and special education students overall. Comparing charter schools only with their surrounding district, more than half the charter schools have more than a 10-point difference in the percentage of students that are Black, Hispanic, low income, or LEP. These differences are also larger than the average differences between traditional schools and the district average. More than half also have at least a 5-point difference in the percentage of special education students.

Some variations exist between different types of charter schools. Charter schools in large cities enroll relatively fewer Hispanic students, and more Black students compared their surrounding district versus charter schools

<sup>8</sup> The exception would be the three Renaissance schools that give priority to district students unless there is excess space.



in other locales. Charter schools in mid-size cities and large suburbs enroll relatively fewer low income students compared to their surrounding districts versus charter schools in other locales.

Findings correspond to work by Gulosinio & d-Entremont (2011) who also found greater percentages of Black in charter schools than in surrounding areas. However, their work demonstrates the limitations of this type of analysis as some charter schools tend to locate just outside of predominately Black neighborhoods.



# GRADE PROMOTION AND DISCIPLINE

To answer the research question, “to what extent (if any) are there differences in disciplinary, expulsion and promotion rates (including differences in rates by subgroup populations) between New Jersey charter schools and demographically similar, traditional public schools?” we examined the differences in disciplinary, expulsion and promotion rates by (a) race/ethnicity, (b) Limited English Proficiency (LEP) status, and (c) special education status<sup>9</sup>. Furthermore, we looked at whether any observed student achievement differences vary by locale (i.e., urban, suburban, rural) and/or school level (i.e., elementary, middle, high school)?

Below, we briefly describe the data source and some assumptions made to complete the analysis. Next, we present the analysis and results for grade promotion and suspensions.

## Data Source

We used publicly available school-level data for grade promotion and discipline that was collected by the U.S. Department of Education’s Civil Rights Data Collection (CRDC) for 2013/14. Grade promotion was derived from the grade retention data as one minus the percent retained. The potential universe was school districts and charter schools open in 2015/16. Of the 634 traditional school districts and charter schools, 92 are charter schools, and 542 are traditional school districts. As before, special school districts were excluded from the analysis. Of the 92 charter schools, 18 were not present in the CRDC, and one additional district did not contain any data (beyond school identifying information). Of these 18, six opened following the 13/14 school year and thus could not have participated in the CRDC. This leaves 12 charter schools with missing data. Of the traditional school districts, six were not present in the CRDC data file. Because one of the missing school districts contained many charter schools, back years of CRDC data was used for that district. Grade promotion data was from 2011/12, and disciplinary data was from 2009/10 (most recent years available for each). The analysis effectively assumes that data for this district was similar in 2013/14. For other districts, results were omitted. Finally, whereas other analyses examined low-income students as a subgroup, CRDC does not collect information by these categories (e.g., free lunch or free or reduced price lunch).

Furthermore, the CRDC uses “middle coding” as a method for protecting potentially identifying information. True zeros are reported as zero, while other counts are rounded in groups of three. “For example, student counts from 1-3 are rounded to two, student counts from 4-6 are rounded to five (U.S. Department of Education, 2016).” While this generally leaves enrollment counts unaffected (e.g., schools with counts of 25 are balanced out by those with counts of 27), this is more problematic for the low-incident events in this report (promotion/retention and discipline) where the probability of one grade suspension is substantially higher than the probability of three. This most likely over-estimates percentages presented in this report (or under-estimates promotion).

Despite likely over-estimation, this should similarly affect charter schools and traditional districts. Nor should it lead to exceptionally large differences in estimates, except where student counts are very small. To this end, the analysis excludes subgroups with few students (e.g., Hawaiian/Pacific Islander or American Indian). Overall, the analyses should be sensitive enough to detect substantive differences in rates of grade promotion and discipline.

Within each measure (grade promotion, in-school suspension, out-of-school suspension, and expulsion), percentages refer to the percentage of students affected by any measure, rather than the number of events. It does not factor in the number of times these events may have affected a given student. For example, a student

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<sup>9</sup> Data by free and reduced price lunch status is not available in CRDC



receiving one day of in-school suspension affects the measure in the same way as a student receiving ten days of in-school suspension. Discipline measures are not exclusive. That is, the same student may have been counted as an in-school suspension and out-of-school suspension if both occurred in the survey year.

## Analysis and Results

For this section, we primarily compare the average percentage of students that were promoted, suspended, or expelled from charter schools and traditional school districts that contain charter schools. Because the data is primarily from 2013/14 and the universe of charter schools is from 2015/16, traditional districts are classified based on whether they contained charter schools within their boundaries in both sets of years. We do not specifically compare each charter school with their surrounding district as it is somewhat theoretically less clear why these rates (particularly suspension and expulsion) should differ between district boundaries. We adopt a three-percentage point threshold to highlight differences in each.

We acknowledge that comparative event analyses often employ measures such as relative risk or odd ratios. Given the low frequency of events and rounding in the underlying data, we choose not to use these methods as they tend to amplify data errors. For example, a 1.5% suspension rate in charter schools compared to a 1.0% in traditional schools would imply a 50% higher relative risk (1.5%/1.0%) in charter schools. However, the additional risk in charter schools may be the result of suspensions rounded up a number and/or the number of students rounded down.

### Grade Promotion Rates

As before traditional school districts were divided into those that contained charter schools within their geographic boundaries and those that did not. Table 4 shows the average percent of students that were promoted overall, as well as within each demographic group. School districts without charter schools within their geographic boundaries promote a higher percentage of their students on average (although differences were not substantial). Charter school promotion rates are similar to districts that contain charter schools.

Table 4. District/Charter average promotion rates

Subgroup	Charters	Traditional with Charters	No Charters
Overall	97.7%	97.3%	99.1%
Male	97.3%	96.9%	98.9%
Female	98.1%	97.8%	99.3%
Hispanic	97.6%	96.7%	98.5%
Black	97.5%	96.7%	98.2%
White	98.5%	97.9%	99.3%
Special Education	95.4%	96.6%	99.0%
LEP	93.7%	95.4%	96.7%

Note: The number of districts/charters varies by cell. Counts shown in Table C5.

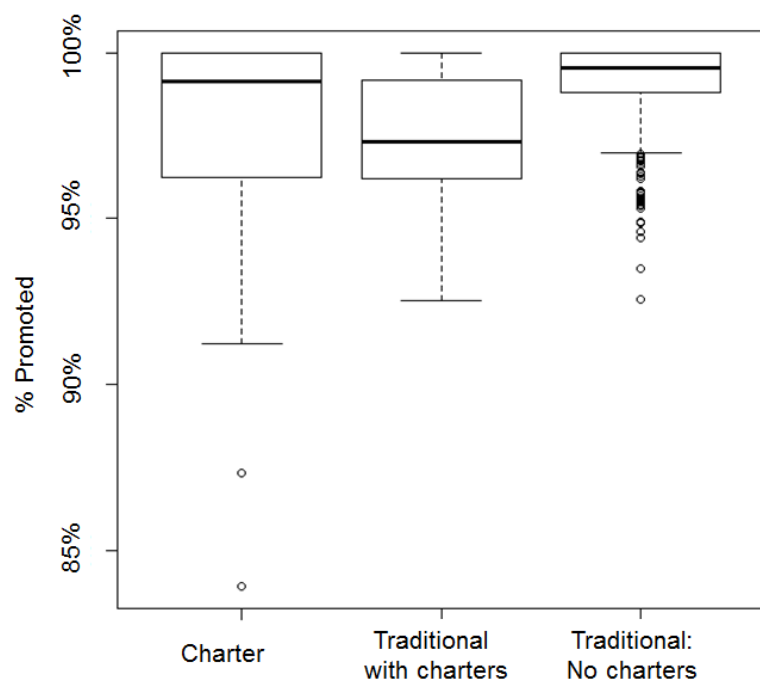
We show more of the distribution of promotion rates for charter schools and traditional school districts using box plots in Figure 10. The boxes of the boxplots correspond with the first and third quartile, with the median shown with the middle line inside of each box. That is, 25% of charter schools or traditional school districts would have promotion rates lower than the bottom of the box, half would have promotion rates at or lower than



the middle line, and 75% would have promotion rates at or lower than the top of the box. The whiskers extend to either the maximum value or inter-quartile range plus the third quartile. Outliers (outside of the interquartile range) are plotted individually.

As seen in Figure 10, many charter school schools have higher grade promotion rates than the corresponding traditional school districts, although there are a few outliers with lower promotion rates. The overlapping vertical areas occupied by charter schools and traditional school districts further shows similar grade promotion rates.

Figure 10. Promotion rates



Notes: Charter N=73; Traditional with charter N=32; Traditional without charter N=506

Among charter schools, there is relatively little variation in promotion rates by locale. Table 5 shows the average grade promotion rate for each locale by sector (charter school, traditional district that contains charters, traditional districts with no charters inside of their boundaries). Charter promotion rates are similar to traditional districts that contain charters. Charter schools in mid-sized cities had higher promotion rates than in traditional districts, although caution should be exercised in making this comparison as there was only a single traditional school district in the categories of large city and mid-sized city.

Table 5. Average grade promotion rate by locale and sector

	Charters	Traditional with Charters	No Charters
City: Large	97.1%	96.7%	
City: Mid	97.7%	93.9%	
City: Small	96.9%	95.6%	99.2%
Suburb: Large	98.4%	97.5%	99.1%

Note: The number of districts/charters varies by cell. Counts shown in Table C6.





Table 6 displays the school (rather than district) average grade promotion rate for each grade level by sector<sup>10</sup>. Schools were used rather than districts for traditional schools, as most traditional school districts serve all grades. One caveat is that school-level data was not available for Newark Public Schools in 2013/14. Data from 2009 was not used as rounding rules differed, which have a much larger impact at the school level than at the district level. Charter school grade promotion rates were higher than traditional schools in districts that contain charter schools at the high school level. Nor were charter promotion rates substantially lower than traditional schools in districts that did not contain any charter schools.

Table 6. School average grade promotion by grade levels

	Charters	Traditional with Charters	No Charters
Primary	98.0%	96.7%	99.0%
Middle	98.2%	98.1%	99.6%
High	97.8%	94.7%	98.1%
Other	96.3%	95.2%	98.7%

Note: The number of districts/charters varies by cell. Counts shown in Table C7.

Grade promotion rates were similar between CMO/EMO charter schools and independent charter schools, both of which were similar to traditional school districts that contained charter schools. Table 7 shows average grade promotion rates by charter management types, with traditional school district comparisons.

Table 7. Average grade promotion rates by charter management type

Charters: CMO/EMO (N=15)	Charters: Independent (N=58)	Traditional with Charters (N=32)	Traditional: No Charters (N=506)
97.4%	97.8%	97.3%	99.1%

### **In-School Suspension (ISS)**

Table 8 shows average in-school suspension (ISS) rates at charter schools and traditional school districts. As before, traditional school districts that do not contain charter schools generally have lower ISS rates than traditional school districts where charter schools are located (although most differences are not substantial). Average charter school ISS rates are similar to their corresponding traditional school districts, both overall and within student subgroups. As with grade promotion rates, disproportionality affects all school district types in similar ways (e.g., males more likely to receive ISS than females, minorities more than white students). Charter school disproportionality between Black and White students receiving ISS might be somewhat lower than traditional charter schools (6.6% vs. 3.8% in charters compared to 8.8% vs. 3.2% in traditional with charters), although rounding makes this difficult to assess.

<sup>10</sup> Charter schools were classified by grade level using NCES definitions, with the exception of middle and high schools. These were modified to include any school where the lowest grade was 9<sup>th</sup> or higher as high schools.



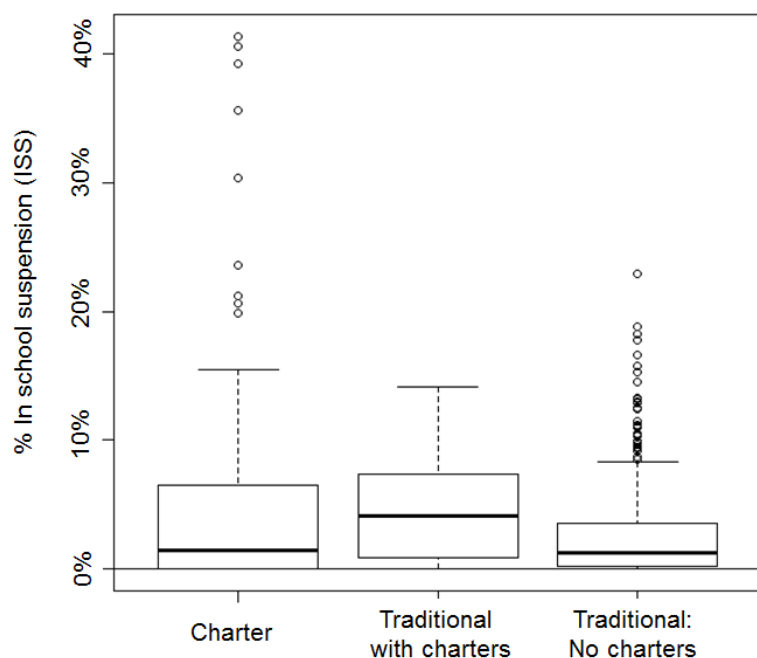
Table 8. District/Charter average ISS rates

Subgroup	Charters	Traditional with Charters	No Charters
Overall	5.8%	4.5%	2.6%
Male	7.0%	5.8%	3.5%
Female	4.8%	3.2%	1.6%
Hispanic	5.9%	4.3%	3.3%
Black	6.6%	8.8%	6.8%
White	3.8%	3.2%	2.1%
Special Education	7.9%	8.7%	5.2%
LEP	2.4%	2.4%	2.4%
Standard deviation (Overall)	10.3%	4.0%	3.5%

Note: The number of districts/charters varies by cell. Counts shown in Table C8.

Whereas averages show similar or potentially higher ISS rates for charter schools, plotting the distributions in boxplots shows that many charter schools have similar or lower ISS rates than their corresponding traditional school districts, although they also have more outliers with very high ISS rates. To some degree, the lower variation in traditional schools' ISS rates reflect reflects using district averages, where multiple school rates are averaged together. Figure 11 displays the distribution of ISS rates by school district type.

Figure 11. In-school suspension



Note: Charter N=73; Traditional with charter N=32; Traditional without charter=506

Table 9 depicts the ISS rate for each locale by sector (charter school, traditional district that contains charters, traditional districts with no charters inside of their boundaries). There is wide variation in ISS rates by locale. Charter schools in large cities have substantially higher ISS rates than other charters, as well as traditional school districts. Charter schools in mid-sized cities have lower ISS rates than traditional school districts.



Again, caution should be exercised in comparing traditional districts with charter schools as there was only a single traditional school district in the categories of large city and mid-sized city.

Table 9. Average ISS rate by locale and sector

	Charters	Traditional with Charters	No Charters
City: Large	10.5%	1.6%	
City: Mid	2.0%	6.5%	
City: Small	5.7%	7.1%	3.7%
Suburb: Large	4.2%	3.7%	2.4%

Note: The number of districts/charters varies by cell. Counts shown in Table C9.

Across all sectors (charters, traditional districts with charters, traditional districts without charters), ISS rates increased with grade levels served by the schools. ISS rates were lowest in districts that did not contain any charter schools. Charter school ISS rates were higher than traditional schools for those serving high school grades. They were lower for middle schools and “Other” schools. However, the average for “Other” schools in traditional districts that contained charter schools was skewed by two outliers and few schools in this category. Additionally there were few charter middle schools. Most schools did not use ISS (or employed ISS on no students). Table 10 shows school (as opposed to district) average ISS rates by grade levels served.

Table 10. School average ISS rate by grade levels

	Charter	Traditional with Charters	No Charters
Primary	3.2%	1.2%	0.7%
Middle	6.2%	9.9%	3.6%
High	16.3%	13.0%	6.8%
Other	8.5%	19.6%	7.9%

Note: The number of districts/charters varies by cell. Counts shown in Table C10.

Table 11 depicts average ISS rates by charter management types, with traditional school district comparisons. Average ISS rates were higher in charter schools managed by CMOs/EMOs than in independent charter schools or traditional public schools. The average CMO/EMO assigned ISS to 10.7% of students, compared to 4.6% in independent charter schools or 4.9% in traditional districts that contain charter schools. To some degree this relates to the small number of CMO/EMO charter schools, where outliers produce a larger effect on average values. Some of this difference may also relate to the fact that 72.4% of independently managed charter schools serve primary grades, whereas only 33.3% of CMO/EMO run charter schools serve primary grades (Table C11). As noted in Table 13, ISS rates are lower in schools serving primary grades than in other school types.

Table 11. Average ISS rates by charter management type

Charters: CMO/EMO (N=15)	Charters: Independent (N=58)	Traditional with Charters (N=32)	Traditional: No Charters (N=506)
10.7%	4.6%	4.5%	2.6%



## Out-of-School Suspension (OOS)

Similar to ISS rates, traditional school districts that do not contain charter schools generally have lower OOS rates than traditional school districts where charter schools are located. OOS is defined as the percentage of students that were suspended for at least one day (combined one day of OOS and multiple days of OOS in CRDC). Charter OOS rates are similar to their corresponding traditional school district rates overall, as seen in Table 12. Charter schools assigned OOS to Black students at lower rates on average than in traditional school districts that contain charter schools. Disproportionality in OOS rates affects all school district types in similar ways (e.g., males more likely to receive OOS than females, black students more likely than white students). The magnitude of disproportionality between Black and White students appear lower in charter schools (10.4% vs. 7.1% in charter schools, compared to 13.4% vs. 4.3% in traditional districts with charters).

Table 12. District/Charter average OOS rates

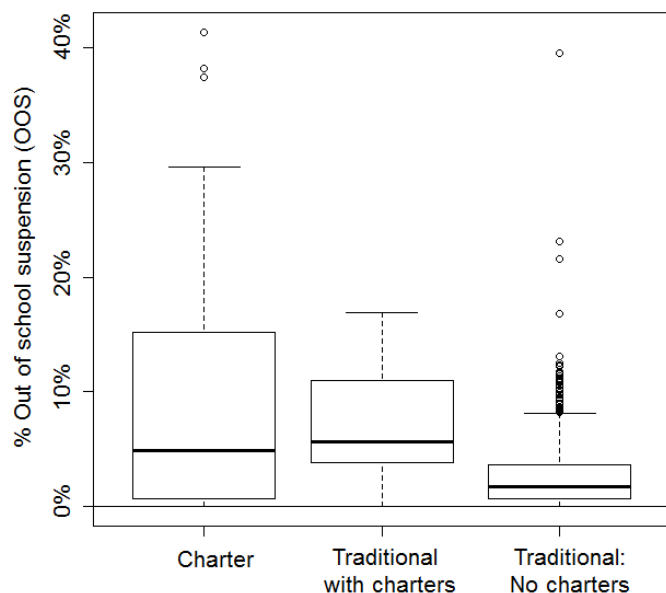
Subgroup	Charter	Traditional with Charters	No Charters
Overall	8.9%	7.1%	2.9%
Male	11.5%	9.1%	4.0%
Female	6.5%	4.9%	1.7%
Hispanic	7.0%	6.0%	3.5%
Black	10.4%	13.4%	7.3%
White	7.1%	4.3%	2.3%
Special Education	14.9%	14.6%	6.7%
LEP	4.3%	3.6%	2.7%
Standard deviation (Overall)	10.3%	4.8%	3.6%

Note: The number of districts/charters varies by cell. Counts shown in Table C12.

Figure 12 illustrates the distribution of OOS rates by school district type. Median OOS rates between charter schools and their corresponding traditional districts are similar. As seen by the larger box in charter schools compared to their corresponding traditional school districts, there is much wider variation in the percentage of students that charter schools give OOS compared to traditional districts. To some degree the lower variation in traditional districts is because traditional school districts tend to be much larger and a larger number of administrators make these decisions, which likely average out and attenuate OOS rates. Traditional school districts that did not contain charter schools had the lowest OOS rates.



Figure 12. Out-of-school suspension (at least one day)



Note: Charter N=73; Traditional with charter N=32; Traditional without charter N=506

When comparing charter schools and traditional schools within the same locales, there may be some differences in OOS rates. Table 13 displays average OOS rates for charters and traditional districts by locale. Charter schools in large cities had higher OOS rates than charter schools in other locales. When considering charters and districts in large cities, charter schools had a higher average OOS rate than the corresponding traditional school district, although there was only a single traditional school district in this category.

Table 13. Average OOS rate by locale and sector

	Charters	Traditional with Charters	No Charters
City: Large	12.4%	5.0%	
City: Mid	7.8%	6.7%	
City: Small	9.9%	12.6%	6.8%
Suburb: Large	6.6%	6.5%	2.9%

Note: The number of districts/charters varies by cell. Counts shown in Table C12.

Similar to ISS rates, OOS rates generally increase with grade level across all sectors. As before, OOS rates were lower in traditional schools in districts that do not contain charter schools than either charter schools or traditional schools in districts that contain charters. Average OOS rates at charter primary and high schools and traditional school districts with charters were similar to each other. Charter middle school OOS rates were higher than corresponding district schools, although there were few charter middle schools. Averages appear lower for charter schools with “Other” grade configurations than in traditional schools in districts with charters, although this is largely due to outliers in the traditional districts. Table 14 shows school (rather than district) average OOS rates by grade levels served.

Table 14. School average OOS rate by grade level and sector

	Charter	Traditional with Charters	No Charters
Primary	4.9%	5.1%	1.5%
Middle	18.3%	12.8%	4.0%
High	16.9%	19.5%	7.5%
Other	14.2%	23.7%	6.4%

Note: The number of districts/charters varies by cell. Counts shown in Table C14.

Average OOS rates were higher in charter schools managed by CMOs/EMOs than in independent charter schools or traditional public schools. The average CMO/EMO assigned OOS to 13.0% of students, compared to 7.8% in independent charter schools or 7.6% in traditional districts that contain charter schools, as can be seen in Table 15. As noted in the ISS discussion, this likely relates to the low number of CMO/EMO charter schools as well as the fact that 72.4% of independently managed charter schools serve primary grades, whereas only 33.3% of CMO/EMO run charter schools serve primary grades. As noted in the above section on OOS rates by grade level, OOS rates are lower in schools serving primary grades than in other school types. Table 15 shows average OOS rates by charter management types, with traditional school district comparisons.

Table 15. Average OOS rates by charter management type

Charters: CMO/EMO (N=15)	Charters: Independent (N=58)	Traditional with Charters (N=32)	Traditional: No Charters (N=506)
13.0%	7.8%	7.1%	2.9%

## Expulsion Rates

Table 16 shows average expulsion rates by school district type. As seen in both overall and subgroup expulsion rates, expulsions are very rare events (affecting less than 0.1% of students). Because of the low incidence of expulsion rates, it is very difficult to ascertain differences in expulsion rates without student-level data. District level data shows similar expulsion rates overall as well as across school district types. The relatively high Hispanic expulsion rate in charter schools is caused by a single outlier.

Table 16. District/Charter average expulsion rates

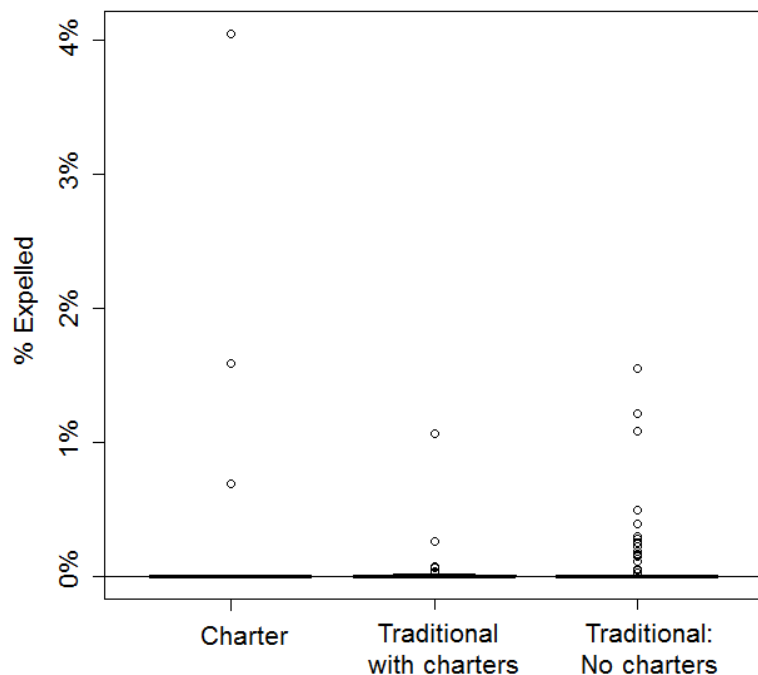
Subgroup	Charter	Traditional with Charters	No Charters
Overall	0.09%	0.05%	0.01%
Male	0.13%	0.07%	0.02%
Female	0.04%	0.03%	0.01%
Hispanic	0.17%	0.02%	0.01%
Black	0.03%	0.08%	0.03%
White	0.05%	0.07%	0.02%
Special Education	0.11%	0.07%	0.03%
LEP	0.00%	0.01%	0.01%
Standard deviation (Overall)	0.51%	0.19%	0.11%

Note: The number of districts/charters varies by cell. Counts shown in Table C15.



Figure 13 illustrates that very few school districts in New Jersey (charter or traditional) expel students at all. Differences in the average expulsion rates largely reflect outlier school districts where it occurs.

Figure 13. Expulsion



Note: Charter N=73; Traditional with charter N=32; Traditional without charter N=506

## Limitations

The analyses focus on the prevalence of disciplinary events (e.g., what percent of students are suspended) rather than the intensity of disciplinary events (e.g., how many times or for how long are students suspended). While it speaks to the proportion of students receiving disciplinary action, it cannot discern whether these are more or less frequent. For example, Angrist, Pathak, and Walters (2013) found evidence that charter schools in Massachusetts increase suspensions by an average of 0.7 days in middle school and more than a day in high school.

As noted before, CRDC reported data is rounded for privacy protection. Given the low frequency of events (i.e., grade promotion/retention, suspension, expulsion), caution should be exercised in drawing conclusions about small differences that might be substantive if using administrative data.

The findings also do not attempt to distinguish whether these events are justified or reflect systematic differences in how schools employ them. That is, the present analysis only considers whether or not the events occurred. Finally, the analysis does not control for other student characteristics, which may be relevant. While it is less clear what factors should be considered in disciplinary events (suspension or expulsion), grade promotion should certainly consider prior test scores or other academic measures, among other potential measures. As only school-level data was available, this was not possible.

## Summary of Findings

There were not substantially large differences in overall charter school grade promotion, suspension, or expulsion rates. There is some evidence that charter schools assign OOS to Black students at lower average rates than in traditional districts that also contain charter schools. There is some evidence of lower disproportionality between Black and White suspension rates (ISS and OOS) at charter schools compared to traditional school districts, although administrative records would be needed to verify this finding given CRDC rounding and low event rates. There is some evidence of differences in promotion and suspension rates between charter schools and traditional districts that contain charter schools at certain grade levels or in certain locales, although this may be due to the small number of charter schools or districts in specific district type subgroups.





# STUDENT ACHIEVEMENT

To answer the research question, to what extent (if any) are there are there differences in student achievement between New Jersey charter schools and demographically similar, traditional public schools, we examined differences in student achievement using propensity score matching. Because of the small number of charter schools examined and the use of propensity score matching, we are unable to examine differences by student subgroups (e.g., race/ethnicity) or different school types (e.g., urban/suburban). The lack of student-level data does not allow us to examine differences in student attrition.

## Data Source

We used publicly available school-level Partnership for Assessment of Readiness for College and Careers (PARCC) data for 2015/16 from New Jersey Department of Education to answer the research questions related to student achievement. For the analysis, we considered results from the English/language arts (ELA) and mathematics assessment in grades three through eight, as well as Algebra I assessment results from students in grades six through eight. The outcome variable was defined as the percent of students attaining a level 4 (met expectations) or level 5 (exceeded expectations) on each exam.

The school characteristics data for this analysis comes from the New Jersey Department of Education enrollment data for 2015/16<sup>11</sup>. Special education data comes from the district level count of special education students by gender and district. Because nearly half (42 of 92) the charter schools were missing data, we imputed the percent special education students for charter schools with missing data from the LEA classification rates. As before Special school district types (e.g., vocational school districts, special education school districts) and non-operating school districts were excluded.

Of the 542 traditional school districts and 92 charter schools, 512 of the traditional school districts and 79 of the charter schools serve students in grades three through eight. PARCC data files contained data on 508 of these traditional school districts and all 79 of charter schools. Those without data were omitted from analysis.

## Analysis and Results

### Matching

To control for differences in student characteristics, we used propensity score matching (PSM) to match charter schools with traditional schools along observable characteristics. These included the percent of students in each racial/ethnic group, gender, free or reduced price lunch classification, and LEP in each school, and school enrollment. We were unable to match along district-level percent of students in special education programs due to low overlap along this dimension<sup>12</sup>. Student characteristic data came from publicly available New Jersey enrollment and special education data. Of the 79 charter schools that had PARCC data in the relevant grades, two were removed from analysis because they were missing data related to student characteristics and could not be matched. For traditional public schools, PARCC and student characteristic data for matching was available in 1,776 schools. Matching occurred using R's 'MatchIt' package that matched based on nearest neighbor methods. Appendix tables show the results for school characteristics following matching. Appendix Figure A1 displays the histogram of propensity scores used. As seen in Appendix

<sup>11</sup> School-level data downloaded from: <http://www.state.nj.us/education/data/enr/enr16/>; Special education district and charter data (ages 6-21) downloaded from <http://www.state.nj.us/education/specialed/data/2015.htm>

<sup>12</sup> Subsequent analyses indicate the percent of students in the district that are special education is the primary reason for the lack of overlap.

Figure A2, the propensity scores of the matched control group generally overlap with the matched treatment group (although this does not include special education). Because matching could not occur on special education, statistical adjustments to analyses were also used. Matching resulted in 77 charter schools with 77 traditional public schools. Matching diagnostics and pre-matching outcomes may be found in Appendix A.

### **Matched Results**

Using the matched sample and controlling for tests (grade/subject combinations), student characteristics, and using random intercepts to account for schools in a mixed model (lme in R version 3.2.2), the percent of students passing the PARCC in the average charter school was similar to the average traditional school. There was a 3.0 point difference between charter schools and public schools. However, the difference was not statistically significant ( $p > 0.05$ ). Full regression output is in appendix Tables B1 and B2.

### **Differences by Student Characteristics**

We were unable to examine differences in PARCC scores by student characteristics without student-level data. While publicly available data shows outcomes by some subgroups, data suppression for privacy reasons was too common for the data to be used. Nor were there sufficient charter schools to examine differences by charter school characteristics while also accounting for differences in student characteristics.

### **Student Attrition**

Because student-level data was not available, we are not able to determine the degree to which student attrition may affect achievement.

### **Limitations**

General limitations that apply to PSM apply to this analysis as well. While PSM controls for observed school characteristics, it cannot control for unobserved school characteristics. This applies to traits related to student or family characteristics that may correlate with the desire to attend charter schools that are also related to student achievement. PARCC analysis was limited to grades 3-8, and therefore results do not address differences at the high school level or schools that only serve grades under 3. As always, student-level data would provide better results as it would allow for the control of student-level factors on achievement. Student-level data would also allow us to determine whether differential attrition occurred (whether relatively more or fewer students in charter schools did not take PARCC tests), as well as the potential impact (e.g., if differences existed by characteristics like student income).

### **Summary of Findings**

Following matching and controlling for demographic characteristics, there were not substantial differences in school level PARCC pass rates.

Results from this study are similar to those found by informally by Baker (2011). Prior to this, Barr (2007) found lower effectiveness of New Jersey charter schools for 4<sup>th</sup> grade tests, as well as in Newark more specifically (Barr, Sadovnik, & Visconti, 2006). However, Barr (2007) also notes that pass rates increase with the age of charter schools and that the state was effectively closing low performing charter schools. The weakness of these studies (including the current study) is that they utilized school-level data, which does not fully capture student variation and the effects of school characteristics.



CREDO (2012) likely has the highest quality analysis to date, which used student-level data and matching methods to establish a similar student control group. The report found gains for charter students in both reading and math, but found most gains confined to those in Newark. Charter students in Camden, Trenton, Jersey City, and Paterson experienced lower growth than traditional public schools in reading and were similar in math. Most achievement growth for charter school students occurred in urban areas, with modest growth in suburban areas, and negative growth in rural areas. To date, we are not aware of any “gold standard” studies of charter schools in New Jersey that compare students that win charter lotteries with those that do not in over-subscribed charter schools.



# APPENDIX A: MATCHING DIAGNOSTICS

Table A1. Unmatched pass rates – average percent at level 4 or 5 by test/grade

Grade	Subject	Charter	Traditional with Charter	No Charters
03	ELA	45.9%	30.8%	53.5%
03	MATH	46.9%	33.7%	58.2%
04	ELA	47.9%	35.1%	59.0%
04	MATH	38.3%	28.1%	51.8%
05	ELA	48.3%	34.1%	58.5%
05	MATH	39.1%	28.1%	51.8%
06	ELA	47.9%	29.4%	55.9%
06	MAT	34.5%	20.5%	45.8%
07	ELA	58.3%	33.2%	60.0%
07	MATH	35.8%	19.0%	42.0%
08	ELA	55.9%	34.5%	59.5%
08	MATH	26.1%	15.4%	27.9%
	Alg1	58.3%	65.3%	79.4%

Table A2. Average characteristics following matching

	Means Treated	Means Control	Standardized bias	Percent reduction in bias
Distance	0.3357	0.2549		73.7
Enrollment	516.5	477.0	9.0	-71.2
%White	12.9	14.7	-8.0	95.2
%Black	48.0	48.2	-0.5	99.5
%Hispanic	31.6	30.2	5.4	81.8
%Asian	6.0	5.2	7.1	73.7
%American Indian	0.2	0.2	2.9	56.4
%Pacific islander	0.2	0.2	-10.8	21.3
%Multiracial	1.1	1.3	-7.8	82.2
%Male	48.6	49.1	-9.5	82.7
%FRL	64.7	64.0	2.4	97.7
%FL	56.9	57.5	-2.1	97.9
%LEP	2.2	2.2	-2.8	96.5
District %Special education	8.9	16.4	-194.5	14.1
Serves grades 3-5 only	27.3	23.3		83.5
Serves grades 6-8 only	6.5	9.1		77.6
Other grade configurations	66.2	67.5		96.3



Figure A1. Histogram of propensity scores

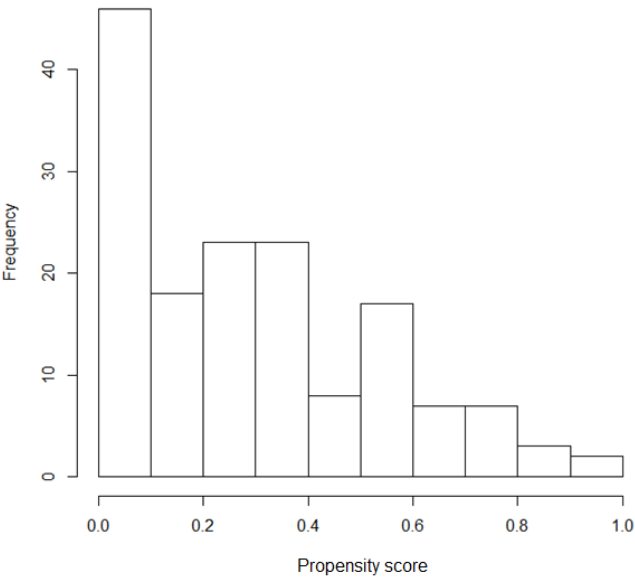
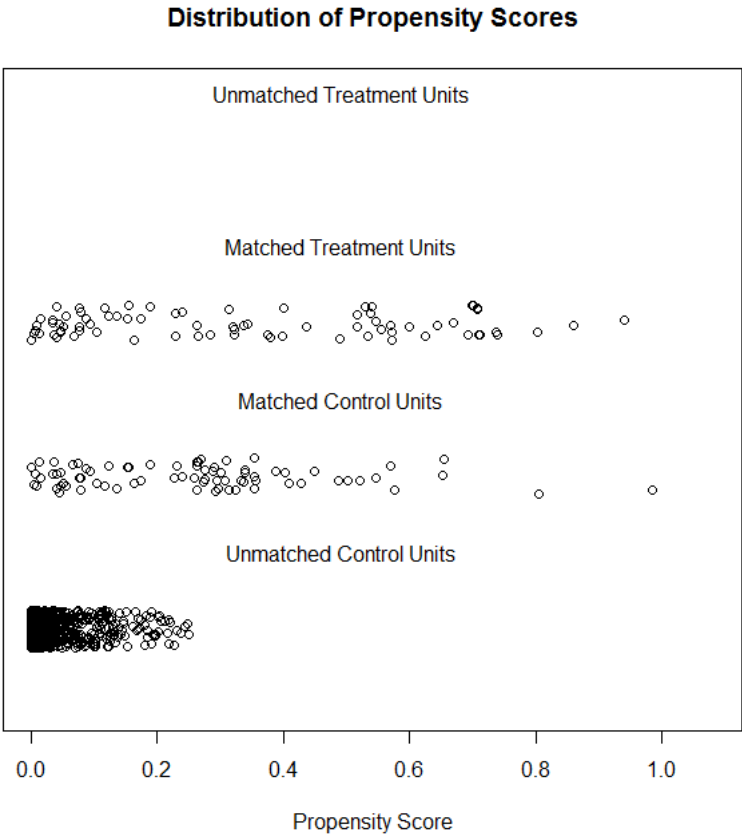


Figure A2. Distribution of propensity scores



# APPENDIX B: REGRESSION OUTPUT

Table B1. Simple model

	<i>B</i>	<i>SEB</i>	<i>p</i>
(Intercept)	0.361	0.024	<0.001
Charter	0.069	0.031	0.031
Grade 3, Math	0.016	0.014	0.249
Grade 4, ELA	0.042	0.014	0.003
Grade 4, Math	-0.052	0.014	<0.001
Grade 5, ELA	0.039	0.014	0.006
Grade 5, Math	-0.045	0.014	0.002
Grade 6, ELA	0.044	0.015	0.004
Grade 6, Math	-0.089	0.015	<0.001
Grade 7, ELA	0.115	0.016	<0.001
Grade 7, Math	-0.084	0.016	<0.001
Grade 8, ELA	0.096	0.016	<0.001
Grade 8, Math	-0.141	0.017	<0.001
Algebra 1	0.138	0.021	<0.001

Table B2. Full model

	<i>B</i>	<i>SEB</i>	<i>p</i>
(Intercept)	0.390	0.065	<0.001
Charter	0.030	0.038	0.422
Enrollment	0.000	0.000	0.719
% Asian	0.961	0.134	<0.001
% Native American	-8.555	4.394	0.054
% Hawaiian Native	-1.813	2.940	0.539
% Special Education	-0.387	0.357	0.280
Has Grade 6-8	-0.051	0.051	0.315
Grade 3, Math	0.016	0.014	0.250
Grade 4, ELA	0.042	0.014	0.003
Grade 4, Math	-0.052	0.014	<0.001
Grade 5, ELA	0.039	0.014	0.006
Grade 5, Math	-0.045	0.014	0.002
Grade 6, ELA	0.044	0.015	0.003
Grade 6, Math	-0.088	0.015	<0.001
Grade 7, ELA	0.116	0.016	<0.001
Grade 7, Math	-0.083	0.016	<0.001
Grade 8, ELA	0.097	0.016	<0.001
Grade 8, Math	-0.140	0.017	<0.001
Algebra 1	0.140	0.021	<0.001



# APPENDIX C: SUPPLEMENTARY TABLES

Table C1. Average percentage point difference between charter and surrounding district

	Charters (N=91)
White	-2.1
Black	11.7
Hispanic	-11.0
Asian	1.1
Native American	0.0
Hawaiian Native	0.0
Two or more races	0.3
Male	-3.7
Female	3.7
FRL	-1.5
FL	-4.9
LEP	-9.4
Spec. Ed. <sup>13</sup>	-3.8

Table C2. Charter difference with district (magnitude): Percent of charters (N=91)

	<=5 points	6-10 points	11-20 points	>20 points
White	57.1%	27.5%	8.8%	6.6%
Black	30.8%	15.4%	15.4%	38.5%
Hispanic	18.7%	23.1%	22.0%	36.3%
Female	63.7%	29.7%	6.6%	0.0%
FRL	16.5%	23.1%	26.4%	34.1%
FL	17.6%	23.1%	29.7%	29.7%
LEP	25.3%	23.1%	51.6%	7.7%
Spec. Ed. <sup>14</sup>	42.7%	95.9%	4.1%	0.0%

<sup>13</sup> As noted previously, special education data was less complete than other data. The number of charter schools or districts with special education data were as follows: charters (N=76); Traditional with charters (N=34); All traditional districts (N=533)

<sup>14</sup> (N=75)



Table C3. Average enrollment differences by locale (coded by NCES)

	11-City: Large (N=20)	12-City: Mid-size (N=12)	13-City: Small (N=22)	21-Suburb: Large (N=31)
White	-6.9	-1.7	0.6	0.8
Black*	30.8	9.1	3.6	5.5
Hispanic*	-24.2	-12.4	-3.3	-9.3
Female	4.6	2.8	2.7	4.6
FRL*	0.7	-21.1	14.6	-8.2
FL*	-3.4	-24.0	9.1	-10.3
LEP	-9.4	-8.8	-8.7	-11.4

Note: \* Indicates differences between locales were statistically significant ( $p < 0.05$ ).

Table C4. Average enrollment percentage point differences by level (modified NCES)

Level	Primary (N=59)	Middle (N=9)	High (N=10)	Other (N=13)
White	-0.7	-4.9	-8.8	-1.5
Black	8.9	11.4	19.7	18.2
Hispanic	-10.3	-8.9	-8.7	-17.8
Female*	2.9	3.3	8.0	4.4
FRL	-3.0	-3.0	4.6	1.2
FL	-5.7	-7.8	0.9	-3.7
LEP	-8.8	-7.1	-13.2	-11.0

Note: Primary: Low grade of Prekindergarten through grade 3, High grade up to 8. Middle: Low grade of 4 through 7, High grade 4 through 8. High: Low grade 9 through 12. Other: Any configuration not falling into these three.

\* Indicates differences between school levels were statistically significant ( $p < 0.05$ ).

Table C5. District/Charter average promotion rates

Subgroup	Charters	Traditional with Charters	No Charters
Overall	97.7% (N=73)	97.3% (N=32)	99.1% (N=506)
Male	97.3% (N=73)	96.9% (N=31)	98.9% (N=506)
Female	98.1% (N=73)	97.8% (N=31)	99.3% (N=506)
Hispanic	97.6% (N=71)	96.7% (N=32)	98.5% (N=503)
Black	97.5% (N=72)	96.7% (N=32)	98.2% (N=494)
White	98.5% (N=58)	97.9% (N=32)	99.3% (N=506)
Special Education	95.4% (N=68)	96.6% (N=32)	99.0% (N=492)
LEP	93.7% (N=25)	95.4% (N=31)	96.7% (N=413)
Standard deviation (Overall)	3.1% (N=73)	2.1% (N=32)	1.2% (N=506)

Note: Counts for each cell shown in parentheses





Table C6. Average grade promotion rate by locale and sector

	Charters	Traditional with Charters	No Charters
City: Large	97.1% (N=18)	96.7% (N=1)	(N=0)
City: Mid	97.7% (N=9)	93.9% (N=1)	(N=0)
City: Small	96.9% (N=14)	95.6% (N=5)	99.2% (N=2)
Suburb: Large	98.4% (N=28)	97.5% (N=21)	99.1% (N=365)

Note: Counts for each cell shown in parentheses

Table C7. School average grade promotion by grade levels

	Charters	Traditional with Charters	No Charters
Primary	98.0% (N=47)	96.7% (N=271)	99.0% (N=1,141)
Middle	98.2% (N=6)	98.1% (N=55)	99.6% (N=366)
High	97.8% (N=9)	94.7% (N=57)	98.1% (N=249)
Other	96.3% (N=11)	95.2% (N=11)	98.7% (N=40)

Note: Counts for each cell shown in parentheses

Table C8. District/Charter average ISS rates

Subgroup	Charters	Traditional with Charters	No Charters
Overall	5.8% (N=73)	4.5% (N=32)	2.6% (N=506)
Male	7.0% (N=73)	5.8% (N=32)	3.5% (N=506)
Female	4.8% (N=73)	3.2% (N=32)	1.6% (N=506)
Hispanic	5.9% (N=71)	4.3% (N=32)	3.3% (N=503)
Black	6.6% (N=72)	8.8% (N=32)	6.8% (N=494)
White	3.8% (N=58)	3.2% (N=32)	2.1% (N=506)
Special Education	7.9% (N=68)	8.7% (N=32)	5.2% (N=492)
LEP	2.4% (N=25)	2.4% (N=31)	2.4% (N=413)
Standard deviation (Overall)	10.3% (N=73)	4.0% (N=32)	3.4% (N=506)

Note: Counts for each cell shown in parentheses



Table C9. Average ISS rate by locale and sector

	Charters	Traditional with Charters	No Charters
City: Large	10.5% (N=18)	1.6% (N=1)	(N=0)
City: Mid	2.0% (N=9)	6.5% (N=1)	(N=0)
City: Small	5.7% (N=14)	7.1% (N=5)	3.7% (N=2)
Suburb: Large	4.2% (N=28)	3.7% (N=21)	2.4% (N=365)

Note: Counts for each cell shown in parentheses

Table C10. School average ISS rate by grade levels

	Charter	Traditional with Charters	No Charters
Primary	3.2% (N=47)	1.2% (N=271)	0.7% (N=1,141)
Middle	6.2% (N=6)	9.9% (N=55)	3.6% (N=366)
High	16.3% (N=9)	13.0% (N=57)	6.8% (N=249)
Other	8.5% (N=11)	19.6% (N=11)	7.6% (N=40)

Note: Counts for each cell shown in parentheses

Table C11. Grade level of charter schools by management type

	CMO/EMO	Independent
Primary	33.3% (N=5)	72.4% (N=42)
Middle	20.0% (N=3)	5.2% (N=3)
High	13.3% (N=2)	12.1% (N=7)
Other	33.3% (N=5)	10.3% (N=6)

Note: Counts for each cell shown in parentheses



Table C12. District/Charter average OOS rates

Subgroup	Charter	Traditional with Charters	No Charters
Overall	8.9% (N=73)	7.1% (N=32)	2.9% (N=506)
Male	11.5% (N=73)	9.1% (N=32)	4.0% (N=506)
Female	6.5% (N=73)	4.9% (N=32)	1.7% (N=506)
Hispanic	7.0% (N=71)	6.0% (N=32)	3.5% (N=503)
Black	10.4% (N=72)	13.4% (N=32)	7.3% (N=494)
White	7.1% (N=58)	4.3% (N=32)	2.3% (N=506)
Special Education	14.9% (N=68)	14.6% (N=32)	6.7% (N=492)
LEP	4.3% (N=25)	3.6% (N=31)	2.7% (N=413)
Standard deviation (Overall)	10.3% (N=73)	4.8% (N=32)	3.6% (N=506)

Note: Counts for each cell shown in parentheses

Table C13. Average OOS rate by locale and sector

	Charters	Traditional with Charters	No Charters
City: Large	12.4% (N=18)	5.0% (N=1)	(N=0)
City: Mid	7.8% (N=9)	6.7% (N=1)	(N=0)
City: Small	9.9% (N=14)	12.6% (N=5)	6.8% (N=2)
Suburb: Large	6.6% (N=28)	6.5% (N=21)	2.9% (N=365)

Table C14. School average OOS rate by grade level and sector

	Charter	Traditional with Charters	No Charters
Primary	4.9% (N=47)	5.1% (N=271)	1.5% (N=1,141)
Middle	18.3% (N=6)	12.8% (N=55)	4.0% (N=366)
High	16.9% (N=9)	19.5% (N=57)	7.5% (N=249)
Other	14.8% (N=11)	23.7% (N=11)	6.4% (N=40)

Note: Counts for each cell shown in parentheses.

Table C15. District/Charter average expulsion rates

Subgroup	Charter	Traditional with Charters	No Charters
Overall	0.09% (N=73)	0.05% (N=32)	0.01% (N=506)
Male	0.13% (N=73)	0.07% (N=32)	0.02% (N=506)
Female	0.04% (N=73)	0.03% (N=32)	0.01% (N=506)
Hispanic	0.17% (N=71)	0.02% (N=34)	0.01% (N=503)
Black	0.03% (N=72)	0.08% (N=32)	0.03% (N=494)
White	0.05% (N=58)	0.07% (N=32)	0.02% (N=506)
Special Education	0.11% (N=68)	0.07% (N=32)	0.03% (N=492)
LEP	0.00% (N=25)	0.01% (N=32)	0.01% (N=413)
Standard deviation (Overall)	0.51% (N=73)	0.19% (N=32)	0.11% (N=506)

Note: Counts for each cell shown in parentheses



# APPENDIX D: SUPPLEMENTARY ANALYSES

## Comparing traditional schools and charter schools with district demographics

One concern with comparing charter schools with the surrounding district as a whole is that traditional schools often have demographic characteristics that differ from the district. For example, while 50% of a district might receive free lunch, in some schools it may only be 25% of the students, while in other schools it may be 75%. If a charter school in the district had 65% of its students receiving free lunch, it may appear to be a large difference, although it is no larger than variation that already occurs between traditional schools within the district. We test for this possibility by comparing the average differences between traditional schools and their district with the average differences between charter schools and the surrounding district. Magnitudes of differences are used since traditional school characteristics would center on the district percent by definition.

Table D1 shows the average magnitude percentage point difference for traditional schools and charter schools for districts that have charter schools. The average difference between charter schools and the district is larger than the average difference between traditional schools and the district for the percent of Black, Hispanic, Female, low-income, and LEP students. These differences are statistically significantly different using t-tests at the 0.05 critical value. Because school-level special education data is not publicly available, it was omitted from the analysis.

It should be noted that the traditional average may be slightly underestimated as three districts only contain a single school. In these cases, there is no difference between the school percentage and the district percentage. However, most districts with charters have multiple schools, and 98% of the traditional schools in this sample are in districts with at least five schools. Results do not change substantially when limiting the sample to districts with multiple schools.

In summary, while traditional schools differ from the district, on average, charter schools enrollment differences tend to be larger than what is ordinarily found within the district.

Table D1. Average magnitude of mean percentage point difference between schools with surrounding district

	Traditional (N=466 in 34 districts)	Charter (N=91)	<i>p</i>
White	5.3	7.0	0.142
Black	12.3	18.8	<0.001
Hispanic	11.8	17.7	<0.001
Female	3.5	4.5	0.030
FRL	8.2	17.9	<0.001
FL	8.1	16.7	<0.001
LEP	7.6	10.1	0.007

## Average difference in selected districts

Table D2 shows the average percentage point difference in enrollment at charter schools by demographic characteristic in districts with at least five charter schools.



Table D2. Average enrollment differences in select districts

District	NEWARK	CAMDEN CITY	JERSEY CITY	TRENTON
# charters	20	12	12	6
White	-6.9	-0.1	-1.7	-0.7
Black	30.8	-0.1	9.1	4.9
Hispanic	-24.2	0.6	-12.4	-3.9
Female	4.6	3.4	2.8	2.6
FRL	0.7	30.4	-21.1	-5.3
FL	-3.4	23.8	-24.0	-9.5
LEP	-9.4	-6.8	-8.8	-14.9



## APPENDIX E: LIST OF DISTRICTS IN ANALYSIS

District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
0010	ABSECON CITY	1	1	1	Traditional
0110	ATLANTIC CITY	1	1	1	Traditional
0570	BRIGANTINE CITY	1	1	1	Traditional
0590	BUENA REGIONAL	1	1	1	Traditional
1300	EGG HARBOR CITY	1	1	1	Traditional
1310	EGG HARBOR TOWNSHIP	1	1	1	Traditional
1410	ESTELL MANOR CITY	1	1	1	Traditional
1540	FOLSOM	1	1	1	Traditional
1690	GALLOWAY TOWNSHIP	1	1	1	Traditional
1790	GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT	1	1	0	Traditional
1940	HAMILTON TOWNSHIP	1	1	1	Traditional
1960	HAMMONTON TOWN	1	1	1	Traditional
2680	LINWOOD CITY	1	1	1	Traditional
2910	MAINLAND REGIONAL	1	1	0	Traditional
3020	MARGATE CITY	1	1	1	Traditional
3480	MULLICA TOWNSHIP	1	1	1	Traditional
3720	NORTHFIELD CITY	1	1	1	Traditional
4180	PLEASANTVILLE	1	1	1	Traditional
4240	PORT REPUBLIC	1	1	1	Traditional
4800	SOMERS POINT	1	1	1	Traditional
5350	VENTNOR CITY	1	1	1	Traditional
5760	WEYMOUTH TOWNSHIP	1	1	1	Traditional
0040	ALLENDALE	1	1	1	Traditional
0080	ALPINE	1	1	1	Traditional
0300	BERGENFIELD	1	1	1	Traditional
0440	BOGOTA	1	1	1	Traditional
0740	CARLSTADT	1	1	1	Traditional
0745	CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DIS	1	1	0	Traditional
0890	CLIFFSIDE PARK	1	1	1	Traditional
0930	CLOSTER	1	1	1	Traditional
0990	CRESSKILL	1	1	1	Traditional
1070	DEMAREST	1	1	1	Traditional
1130	DUMONT	1	1	1	Traditional
1230	EAST RUTHERFORD	1	1	1	Traditional
1270	EDGEWATER	1	1	1	Traditional
1345	ELMWOOD PARK	1	1	1	Traditional
1360	EMERSON	1	1	1	Traditional

District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
1370	ENGLEWOOD CITY	1	1	1	Traditional
1380	ENGLEWOOD CLIFFS	1	1	1	Traditional
1450	FAIR LAWN	1	1	1	Traditional
1470	FAIRVIEW	1	1	1	Traditional
1550	FORT LEE	1	1	1	Traditional
1580	FRANKLIN LAKES	1	1	1	Traditional
1700	GARFIELD	1	1	1	Traditional
1760	GLEN ROCK	1	1	1	Traditional
1860	HACKENSACK	1	1	1	Traditional
2050	HARRINGTON PARK	1	1	1	Traditional
2080	HASBROUCK HEIGHTS	1	1	1	Traditional
2090	HAWORTH	1	1	1	Traditional
2180	HILLSDALE	1	1	1	Traditional
2200	HO-HO-KUS	1	1	1	Traditional
2620	LEONIA	1	1	1	Traditional
2710	LITTLE FERRY	1	1	1	Traditional
2740	LODI	1	1	1	Traditional
2860	LYNDHURST TOWNSHIP	1	1	1	Traditional
2900	MAHWAH TOWNSHIP	1	1	1	Traditional
3060	MAYWOOD	1	1	1	Traditional
3170	MIDLAND PARK BOROUGH	1	1	1	Traditional
3330	MONTVALE	1	1	1	Traditional
3350	MOONACHIE	1	1	1	Traditional
3550	NEW MILFORD	1	1	1	Traditional
3600	NORTH ARLINGTON	1	1	1	Traditional
3700	NORTHERN HIGHLANDS REGIONAL	1	1	0	Traditional
3710	NORTHERN VALLEY REGIONAL	1	1	0	Traditional
3730	NORTHVALE	1	1	1	Traditional
3740	NORWOOD	1	1	1	Traditional
3760	OAKLAND	1	1	1	Traditional
3850	OLD TAPPAN	1	1	1	Traditional
3870	ORADELL	1	1	1	Traditional
3910	PALISADES PARK	1	1	1	Traditional
3930	PARAMUS	1	1	1	Traditional
3940	PARK RIDGE	1	1	1	Traditional
3960	PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT	1	1	0	Traditional
4300	RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT	1	1	0	Traditional





District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
4310	RAMSEY	1	1	1	Traditional
4370	RIDGEFIELD	1	1	1	Traditional
4380	RIDGEFIELD PARK	1	1	1	Traditional
4390	RIDGEWOOD VILLAGE	1	1	1	Traditional
4405	RIVER DELL REGIONAL HIGH SCHOOL DISTRICT	1	1	1	Traditional
4410	RIVER EDGE	1	1	1	Traditional
4430	RIVER VALE	1	1	1	Traditional
4470	ROCHELLE PARK	1	1	1	Traditional
4600	RUTHERFORD	1	1	1	Traditional
4610	SADDLE BROOK TOWNSHIP	1	1	1	Traditional
4620	SADDLE RIVER	1	1	1	Traditional
4870	SOUTH HACKENSACK	1	1	1	Traditional
5150	TEANECK	1	1	1	Traditional
5160	TENAFLY	1	1	1	Traditional
5330	UPPER SADDLE RIVER	1	1	1	Traditional
5410	WALDWICK	1	1	1	Traditional
5430	WALLINGTON	1	1	1	Traditional
5755	WESTWOOD REGIONAL SCHOOL DISTRICT	1	1	1	Traditional
5830	WOOD-RIDGE	1	1	1	Traditional
5880	WOODCLIFF LAKE	1	1	1	Traditional
5920	WYCKOFF TOWNSHIP	1	1	1	Traditional
0200	BASS RIVER TOWNSHIP	1	1	1	Traditional
0380	BEVERLY CITY	1	1	1	Traditional
0475	BORDENTOWN REGIONAL SCHOOL DISTRICT	1	1	1	Traditional
0600	BURLINGTON CITY	1	1	1	Traditional
0620	BURLINGTON TOWNSHIP	1	1	1	Traditional
0830	CHESTERFIELD TOWNSHIP	1	1	1	Traditional
0840	CINNAMINSON TOWNSHIP	1	1	1	Traditional
1030	DELANCO TOWNSHIP	1	1	1	Traditional
1060	DELRAN TOWNSHIP	1	1	1	Traditional
1250	EASTAMPTON TOWNSHIP	1	1	1	Traditional
1280	EDGEWATER PARK TOWNSHIP	1	1	1	Traditional
1420	EVESHAM TOWNSHIP	1	1	1	Traditional
1520	FLORENCE TOWNSHIP	1	1	1	Traditional
1910	HAINESPORT TOWNSHIP	1	1	1	Traditional
2610	LENAPE REGIONAL HS DISTRICT	1	1	0	Traditional
2850	LUMBERTON TOWNSHIP	1	1	1	Traditional



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
2960	MANSFIELD TOWNSHIP	1	1	1	Traditional
3010	MAPLE SHADE TOWNSHIP	1	1	1	Traditional
3070	MEDFORD LAKES BOROUGH	1	1	1	Traditional
3080	MEDFORD TOWNSHIP	1	1	1	Traditional
3360	MOORESTOWN TOWNSHIP	1	1	1	Traditional
3430	MOUNT HOLLY TOWNSHIP	1	1	1	Traditional
3440	MOUNT LAUREL TOWNSHIP	1	1	1	Traditional
3540	NEW HANOVER TOWNSHIP	1	1	1	Traditional
3650	NORTH HANOVER TOWNSHIP	1	1	1	Traditional
3690	NORTHERN BURLINGTON COUNTY REGIONAL	1	1	1	Traditional
3920	PALMYRA BOROUGH	1	1	1	Traditional
4050	PEMBERTON TOWNSHIP	1	1	1	Traditional
4320	RANOCAS VALLEY REGIONAL	1	1	0	Traditional
4450	RIVERSIDE TOWNSHIP	1	1	1	Traditional
4460	RIVERTON BOROUGH	1	1	1	Traditional
4740	SHAMONG TOWNSHIP	1	1	1	Traditional
4930	SOUTHAMPTON TOWNSHIP	1	1	1	Traditional
5010	SPRINGFIELD TOWNSHIP	1	1	1	Traditional
5130	TABERNACLE TOWNSHIP	1	1	1	Traditional
5490	WASHINGTON TOWNSHIP	1	1	0	Traditional
5720	WESTAMPTON TOWNSHIP	1	1	1	Traditional
5805	WILLINGBORO TOWNSHIP	1	1	1	Traditional
5890	WOODLAND TOWNSHIP	1	1	1	Traditional
0150	AUDUBON	1	1	1	Traditional
0190	BARRINGTON BOROUGH	1	1	1	Traditional
0260	BELLMAWR BOROUGH	1	1	1	Traditional
0330	BERLIN BOROUGH	1	1	1	Traditional
0340	BERLIN TOWNSHIP	1	1	1	Traditional
0390	BLACK HORSE PIKE REGIONAL	1	1	0	Traditional
0580	BROOKLAWN	1	1	1	Traditional
0680	CAMDEN CITY	1	1	1	Traditional
0800	CHERRY HILL TOWNSHIP	1	1	1	Traditional
0880	CLEMENTON BOROUGH	1	1	1	Traditional
0940	COLLINGSWOOD BOROUGH	1	1	1	Traditional
1255	EASTERN CAMDEN COUNTY REGIONAL	1	1	0	Traditional
1720	GIBBSBORO	1	1	1	Traditional
1770	GLOUCESTER CITY	1	1	1	Traditional
1780	GLOUCESTER TOWNSHIP	1	1	1	Traditional



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
1799	KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation	1	0	1	Charter
1801	CAMDEN PREP, INC	1	0	1	Charter
1802	MASTERY SCHOOLS OF CAMDEN, INC	1	0	1	Charter
1880	HADDON HEIGHTS	1	1	1	Traditional
1890	HADDON TOWNSHIP	1	1	1	Traditional
1900	HADDONFIELD BOROUGH	1	1	1	Traditional
2540	LAUREL SPRINGS	1	1	1	Traditional
2560	LAWNSIDE BOROUGH	1	1	1	Traditional
2670	LINDENWOLD BOROUGH	1	1	1	Traditional
2890	MAGNOLIA BOROUGH	1	1	1	Traditional
3110	MERCHANTVILLE	1	1	1	Traditional
3420	MOUNT EPHRAIM BOROUGH	1	1	1	Traditional
3770	OAKLYN BOROUGH	1	1	1	Traditional
4060	PENNSAUKEN TOWNSHIP	1	1	1	Traditional
4110	PINE HILL BOROUGH	1	1	1	Traditional
4590	RUNNEMEDE BOROUGH	1	1	1	Traditional
4790	SOMERDALE BOROUGH	1	1	1	Traditional
5035	STERLING HIGH SCHOOL DISTRICT	1	1	0	Traditional
5080	STRATFORD BOROUGH	1	1	1	Traditional
5400	VOORHEES TOWNSHIP	1	1	1	Traditional
5560	WATERFORD TOWNSHIP	1	1	1	Traditional
5820	WINSLOW TOWNSHIP	1	1	1	Traditional
5900	WOODLYNNE BOROUGH	1	1	1	Traditional
0170	AVALON	1	1	1	Traditional
0710	CAPE MAY CITY	1	1	1	Traditional
1080	DENNIS TOWNSHIP	1	1	1	Traditional
2820	LOWER CAPE MAY REGIONAL	1	1	1	Traditional
2840	LOWER TOWNSHIP	1	1	1	Traditional
3130	MIDDLE TOWNSHIP	1	1	1	Traditional
3680	NORTH WILDWOOD CITY	1	1	1	Traditional
3780	OCEAN CITY	1	1	1	Traditional
5060	STONE HARBOR	1	1	1	Traditional
5340	UPPER TOWNSHIP	1	1	1	Traditional
5610	WEST CAPE MAY	1	1	1	Traditional
5790	WILDWOOD CITY	1	1	1	Traditional
5800	WILDWOOD CREST	1	1	1	Traditional
5840	WOODBINE	1	1	1	Traditional
0540	BRIDGETON CHRISTIAN SCHOOL	1	1	1	Traditional

District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
0950	COMMERCIAL TOWNSHIP	1	1	1	Traditional
0997	CUMBERLAND REGIONAL DISTRICT	1	1	0	Traditional
1020	DEERFIELD TOWNSHIP	1	1	1	Traditional
1120	DOWNE TOWNSHIP	1	1	1	Traditional
1460	FAIRFIELD TOWNSHIP	1	1	1	Traditional
1820	GREENWICH TOWNSHIP	1	1	0	Traditional
2270	HOPEWELL TOWNSHIP	1	1	1	Traditional
2570	LAWRENCE TOWNSHIP	1	1	1	Traditional
3050	MAURICE RIVER TOWNSHIP	1	1	1	Traditional
3230	MILLVILLE	1	1	1	Traditional
5070	STOW CREEK TOWNSHIP	1	1	1	Traditional
5300	UPPER DEERFIELD TOWNSHIP	1	1	1	Traditional
5390	VINELAND CITY	1	1	1	Traditional
0250	BELLEVILLE	1	1	1	Traditional
0410	BLOOMFIELD TOWNSHIP	1	1	1	Traditional
0660	CALDWELL-WEST CALDWELL	1	1	1	Traditional
0760	CEDAR GROVE TOWNSHIP	1	1	1	Traditional
1210	EAST ORANGE	1	1	1	Traditional
1400	ESSEX FELLS	1	1	1	Traditional
1465	FAIRFIELD TOWNSHIP	1	1	1	Traditional
1750	GLEN RIDGE	1	1	1	Traditional
2330	IRVINGTON TOWNSHIP	1	1	1	Traditional
2730	LIVINGSTON TOWNSHIP	1	1	1	Traditional
3190	MILLBURN TOWNSHIP	1	1	1	Traditional
3310	MONTCLAIR	1	1	1	Traditional
3570	NEWARK	1	b	1	Traditional
3630	NORTH CALDWELL	1	1	1	Traditional
3750	NUTLEY	1	1	1	Traditional
3880	CITY OF ORANGE TOWNSHIP	1	1	1	Traditional
4530	ROSELAND	1	1	1	Traditional
4900	SOUTH ORANGE-MAPLEWOOD	1	1	1	Traditional
5370	VERONA	1	1	1	Traditional
5630	WEST ESSEX REGIONAL	1	1	1	Traditional
5680	WEST ORANGE	1	1	1	Traditional
0860	CLAYTON	1	1	1	Traditional
0870	CLEARVIEW REGIONAL	1	1	1	Traditional
1100	DEPTFORD TOWNSHIP	1	1	1	Traditional
1180	EAST GREENWICH TOWNSHIP	1	1	1	Traditional



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
1330	ELK TOWNSHIP	1	1	1	Traditional
1590	FRANKLIN TOWNSHIP	1	1	1	Traditional
1715	GATEWAY REGIONAL	1	1	1	Traditional
1730	GLASSBORO	1	1	1	Traditional
1830	GREENWICH TOWNSHIP	1	1	1	Traditional
2070	HARRISON TOWNSHIP	1	1	1	Traditional
2440	KINGSWAY REGIONAL HIGH	1	1	1	Traditional
2750	LOGAN TOWNSHIP	1	1	1	Traditional
2990	MANTUA TOWNSHIP	1	1	1	Traditional
3280	MONROE TOWNSHIP	1	1	1	Traditional
3490	NATIONAL PARK BOROUGH	1	1	1	Traditional
4020	PAULSBORO	1	1	1	Traditional
4140	PITMAN	1	1	1	Traditional
4880	SOUTH HARRISON TOWNSHIP	1	1	1	Traditional
4940	DELSEA REGIONAL HIGH SCHOOL DISTRICT	1	1	1	Traditional
5120	SWEDESBORO-WOOLWICH	1	1	1	Traditional
5500	WASHINGTON TOWNSHIP	1	1	1	Traditional
5590	WENONAH	1	1	1	Traditional
5620	WEST DEPTFORD TOWNSHIP	1	1	1	Traditional
5740	WESTVILLE	1	1	1	Traditional
5860	WOODBURY	1	1	1	Traditional
5870	WOODBURY HEIGHTS	1	1	1	Traditional
0220	BAYONNE	1	1	1	Traditional
1200	EAST NEWARK	1	1	1	Traditional
1850	GUTTENBERG	1	1	1	Traditional
2060	HARRISON	1	1	1	Traditional
2210	HOBOKEN	1	1	1	Traditional
2390	JERSEY CITY	1	1	1	Traditional
2410	KEARNY	1	1	1	Traditional
3610	NORTH BERGEN	1	1	1	Traditional
4730	SECAUCUS	1	1	1	Traditional
5240	UNION CITY	1	1	1	Traditional
5580	WEEHAWKEN TOWNSHIP	1	1	1	Traditional
5670	WEST NEW YORK	1	1	1	Traditional
0020	ALEXANDRIA TOWNSHIP	1	1	1	Traditional
0370	BETHLEHEM TOWNSHIP	1	1	1	Traditional
0430	BLOOMSBURY	1	1	1	Traditional
0670	CALIFON	1	1	1	Traditional



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
0910	CLINTON GLEN GARDNER	1	1	1	Traditional
0920	CLINTON TOWNSHIP	1	1	1	Traditional
1040	DELAWARE TOWNSHIP	1	1	1	Traditional
1050	DELAWARE VALLEY REGIONAL HIGH	1	1	0	Traditional
1160	EAST AMWELL TOWNSHIP	1	1	1	Traditional
1376	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	1	0	1	Traditional
1510	FLEMINGTON-RARITAN REGIONAL	1	1	1	Traditional
1600	FRANKLIN TOWNSHIP	1	1	1	Traditional
1680	FRENCHTOWN BOROUGH	1	1	1	Traditional
1970	HAMPTON BOROUGH	1	1	1	Traditional
2140	HIGH BRIDGE BOROUGH	1	1	1	Traditional
2220	HOLLAND TOWNSHIP	1	1	1	Traditional
2300	HUNTERDON CENTRAL REGIONAL	1	1	0	Traditional
2450	KINGWOOD TOWNSHIP	1	1	1	Traditional
2590	LEBANON BOROUGH	1	1	1	Traditional
2600	LEBANON TOWNSHIP	1	1	1	Traditional
3180	MILFORD BOROUGH	1	1	1	Traditional
3660	NORTH HUNTERDON/VOORHEES REG HIGH	1	1	0	Traditional
4350	READINGTON TOWNSHIP	1	1	1	Traditional
4890	SOUTH HUNTERDON REGIONAL	0	1	0	Traditional
5180	TEWKSBURY TOWNSHIP	1	1	1	Traditional
5270	UNION TOWNSHIP	1	1	1	Traditional
1245	EAST WINDSOR REGIONAL	1	1	1	Traditional
1430	EWING TOWNSHIP	1	1	1	Traditional
1950	HAMILTON TOWNSHIP	1	1	1	Traditional
2280	HOPEWELL VALLEY REGIONAL	1	1	1	Traditional
2580	LAWRENCE TOWNSHIP	1	1	1	Traditional
4255	PRINCETON REGIONAL	1	1	1	Traditional
5210	TRENTON	1	1	1	Traditional
5510	ROBBINSVILLE	1	1	1	Traditional
5715	WEST WINDSOR-PLAINSBORO REGIONAL	1	1	1	Traditional
0750	CARTERET BOROUGH	1	1	1	Traditional
0970	CRANBURY TOWNSHIP	1	1	1	Traditional
1140	DUNELLEN	1	1	1	Traditional
1170	EAST BRUNSWICK TOWNSHIP	1	1	1	Traditional
1290	EDISON TOWNSHIP	1	1	1	Traditional
2150	HIGHLAND PARK	1	1	1	Traditional



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
2370	JAMESBURG	1	1	1	Traditional
3120	METUCHEN	1	1	1	Traditional
3140	MIDDLESEX BOROUGH	1	1	1	Traditional
3220	MILLTOWN	1	1	1	Traditional
3290	MONROE TOWNSHIP	1	1	1	Traditional
3530	NEW BRUNSWICK	1	1	1	Traditional
3620	NORTH BRUNSWICK TOWNSHIP	1	1	1	Traditional
3845	OLD BRIDGE TOWNSHIP	1	1	1	Traditional
4090	PERTH AMBOY	1	1	1	Traditional
4130	PISCATAWAY TOWNSHIP	1	1	1	Traditional
4660	SAYREVILLE	1	1	1	Traditional
4830	SOUTH AMBOY	1	1	1	Traditional
4860	SOUTH BRUNSWICK TOWNSHIP	1	1	1	Traditional
4910	SOUTH PLAINFIELD	1	1	1	Traditional
4920	SOUTH RIVER	1	1	1	Traditional
4970	SPOTSWOOD	1	1	1	Traditional
5850	WOODBRIIDGE TOWNSHIP	1	1	1	Traditional
0100	ASBURY PARK	1	1	1	Traditional
0130	ATLANTIC HIGHLANDS	1	1	1	Traditional
0180	AVON BOROUGH	1	1	1	Traditional
0270	BELMAR	1	1	1	Traditional
0500	BRADLEY BEACH	1	1	1	Traditional
0560	BRIELLE BOROUGH	1	1	1	Traditional
0945	COLTS NECK TOWNSHIP	1	1	1	Traditional
1000	DEAL BOROUGH	1	1	1	Traditional
1260	EATONTOWN	1	1	1	Traditional
1440	FAIR HAVEN BOROUGH	1	1	1	Traditional
1490	FARMINGDALE BOROUGH	1	1	1	Traditional
1640	FREEHOLD BOROUGH	1	1	1	Traditional
1650	FREEHOLD REGIONAL HIGH SCHOOL DISTRICT	1	1	0	Traditional
1660	FREEHOLD TOWNSHIP	1	1	1	Traditional
2105	HAZLET TOWNSHIP	1	1	1	Traditional
2120	HENRY HUDSON REGIONAL SCHOOL	1	1	1	Traditional
2160	HIGHLANDS BOROUGH	1	1	1	Traditional
2230	HOLMDEL TOWNSHIP	1	1	1	Traditional
2290	HOWELL TOWNSHIP	1	1	1	Traditional
2400	KEANSBURG BOROUGH	1	1	1	Traditional
2430	KEYPORT	1	1	1	Traditional



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
2720	LITTLE SILVER BOROUGH	1	1	1	Traditional
2770	LONG BRANCH	1	1	1	Traditional
2920	MANALAPAN-ENGLISHTOWN REGIONAL	1	1	1	Traditional
2930	MANASQUAN	1	1	1	Traditional
3030	MARLBORO TOWNSHIP	1	1	1	Traditional
3040	MATAWAN-ABERDEEN REGIONAL	1	1	1	Traditional
3160	MIDDLETOWN TOWNSHIP	1	1	1	Traditional
3200	MILLSTONE TOWNSHIP	1	1	1	Traditional
3250	MONMOUTH BEACH	1	1	1	Traditional
3270	MONMOUTH REGIONAL H.S. DISTRICT	1	1	0	Traditional
3500	NEPTUNE CITY	1	1	1	Traditional
3510	NEPTUNE TOWNSHIP	1	1	1	Traditional
3810	OCEAN TOWNSHIP	1	1	1	Traditional
3830	OCEANPORT BOROUGH	1	1	1	Traditional
4360	RED BANK	1	1	1	Traditional
4365	RED BANK REGIONAL H.S. DIST.	1	1	0	Traditional
4520	ROOSEVELT BOROUGH	1	1	1	Traditional
4570	RUMSON BOROUGH	1	1	1	Traditional
4580	RUMSON-FAIR HAVEN REGIONAL H.S. DIST.	1	1	0	Traditional
4690	SEA GIRT BOROUGH	1	1	1	Traditional
4760	SHORE REGIONAL HIGH SCHOOL DISTRICT	1	1	0	Traditional
4770	SHREWSBURY BOROUGH	1	1	1	Traditional
4980	SPRING LAKE	1	1	1	Traditional
4990	SPRING LAKE HEIGHTS BOROUGH	1	1	1	Traditional
5185	TINTON FALLS	1	1	1	Traditional
5230	UNION BEACH BOROUGH	1	1	1	Traditional
5310	UPPER FREEHOLD REGIONAL	1	1	1	Traditional
5420	WALL TOWNSHIP	1	1	1	Traditional
5640	WEST LONG BRANCH	1	1	1	Traditional
0450	BOONTON TOWN	1	1	1	Traditional
0460	BOONTON TOWNSHIP	1	1	1	Traditional
0630	BUTLER	1	1	1	Traditional
0785	SCH DIST OF THE CHATHAMS	1	1	1	Traditional
0820	CHESTER TOWNSHIP	1	1	1	Traditional
1090	DENVILLE TOWNSHIP	1	1	1	Traditional
1110	DOVER TOWN	1	1	1	Traditional
1190	EAST HANOVER TOWNSHIP	1	1	1	Traditional
1530	FLORHAM PARK	1	1	1	Traditional





District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
1990	HANOVER PARK REGIONAL HIGH SCHOOL DISTRICT	1	1	0	Traditional
2000	HANOVER TOWNSHIP	1	1	1	Traditional
2010	HARDING TOWNSHIP	1	1	1	Traditional
2380	JEFFERSON TOWNSHIP	1	1	1	Traditional
2460	KINNELON BOROUGH	1	1	1	Traditional
2650	LINCOLN PARK BOROUGH	1	1	1	Traditional
2870	MADISON	1	1	1	Traditional
3090	MENDHAM BOROUGH	1	1	1	Traditional
3100	MENDHAM TOWNSHIP	1	1	1	Traditional
3240	MINE HILL TOWNSHIP	1	1	1	Traditional
3340	MONTVILLE TOWNSHIP	1	1	1	Traditional
3370	MORRIS HILLS REGIONAL	1	1	0	Traditional
3380	MORRIS PLAINS	1	1	1	Traditional
3385	MORRIS SCHOOL DISTRICT	1	1	1	Traditional
3410	MOUNT ARLINGTON	1	1	1	Traditional
3450	MOUNT OLIVE TOWNSHIP	1	1	1	Traditional
3460	MOUNTAIN LAKES	1	1	1	Traditional
3520	NETCONG	1	1	1	Traditional
3950	PARSIPPANY-TROY HILLS TOWNSHIP	1	1	1	Traditional
4000	LONG HILL TOWNSHIP	1	1	1	Traditional
4080	PEQUANNOCK TOWNSHIP	1	1	1	Traditional
4330	RANDOLPH TOWNSHIP	1	1	1	Traditional
4440	RIVERDALE	1	1	1	Traditional
4480	ROCKAWAY BOROUGH	1	1	1	Traditional
4490	ROCKAWAY TOWNSHIP	1	1	1	Traditional
4560	ROXBURY TOWNSHIP	1	1	1	Traditional
5520	WASHINGTON TOWNSHIP	1	1	1	Traditional
5660	WEST MORRIS REGIONAL HIGH SCHOOL DISTRICT	1	1	0	Traditional
5770	WHARTON BOROUGH	1	1	1	Traditional
0185	BARNEGAT TOWNSHIP	1	1	1	Traditional
0210	BAY HEAD	1	1	1	Traditional
0230	BEACH HAVEN BOROUGH	1	1	0	Traditional
0320	BERKELEY TOWNSHIP	1	1	1	Traditional
0530	BRICK TOWNSHIP	1	1	1	Traditional
0770	CENTRAL REGIONAL	1	1	1	Traditional
1150	EAGLESWOOD TOWNSHIP	1	1	1	Traditional
2350	ISLAND HEIGHTS	1	1	1	Traditional

District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
2360	JACKSON TOWNSHIP	1	1	1	Traditional
2480	LACEY TOWNSHIP	1	1	1	Traditional
2500	LAKEHURST	1	0	1	Traditional
2520	LAKEWOOD TOWNSHIP	1	1	1	Traditional
2550	LAVALLETTE BOROUGH	1	1	1	Traditional
2690	LITTLE EGG HARBOR TOWNSHIP	1	1	1	Traditional
2760	LONG BEACH ISLAND	1	1	1	Traditional
2940	MANCHESTER TOWNSHIP	1	1	1	Traditional
3800	OCEAN GATE	1	0	1	Traditional
3820	OCEAN TOWNSHIP	1	1	1	Traditional
4105	PINELANDS REGIONAL	1	1	1	Traditional
4190	PLUMSTED TOWNSHIP	1	1	1	Traditional
4210	POINT PLEASANT BOROUGH	1	1	1	Traditional
4220	POINT PLEASANT BEACH	1	1	1	Traditional
4710	SEASIDE HEIGHTS BOROUGH	1	1	1	Traditional
4950	SOUTHERN REGIONAL	1	1	1	Traditional
5020	STAFFORD TOWNSHIP	1	1	1	Traditional
5190	TOMS RIVER REGIONAL	1	1	1	Traditional
5220	TUCKERTON BOROUGH	1	1	1	Traditional
0420	BLOOMINGDALE	1	1	1	Traditional
0900	CLIFTON	1	1	1	Traditional
1920	HALEDON	1	1	1	Traditional
2100	HAWTHORNE	1	1	1	Traditional
2510	LAKELAND REGIONAL	1	1	0	Traditional
2700	LITTLE FALLS TOWNSHIP	1	1	1	Traditional
3640	NORTH HALEDON	1	1	1	Traditional
3970	PASSAIC CITY	1	1	1	Traditional
3980	PASSAIC COUNTY MANCHESTER REGIONAL	1	1	0	Traditional
3990	PASSAIC VALLEY REGIONAL HIGH SCHOOL DISTRICT #1	1	1	0	Traditional
4010	PATERSON	1	1	1	Traditional
4230	POMPTON LAKES	1	1	1	Traditional
4270	PROSPECT PARK	1	1	1	Traditional
4400	RINGWOOD	1	1	1	Traditional
5200	TOTOWA	1	1	1	Traditional
5440	WANAQUE	1	1	1	Traditional
5570	WAYNE TOWNSHIP	1	1	1	Traditional
5650	WEST MILFORD TOWNSHIP	1	1	1	Traditional



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
5690	WOODLAND PARK	1	1	1	Traditional
0060	ALLOWAY TOWNSHIP	1	1	1	Traditional
1350	ELSINBORO TOWNSHIP	1	1	1	Traditional
2800	LOWER ALLOWAYS CREEK TOWNSHIP	1	1	1	Traditional
2950	MANNINGTON TOWNSHIP	1	1	1	Traditional
3860	OLDMANS TOWNSHIP	1	1	1	Traditional
4070	PENNS GROVE-CARNEYS POINT REGIONAL	1	1	1	Traditional
4075	PENNSVILLE TOWNSHIP	1	1	1	Traditional
4150	PITTS GROVE TOWNSHIP	1	1	1	Traditional
4280	QUINTON TOWNSHIP	1	1	1	Traditional
4630	SALEM CITY	1	1	1	Traditional
5320	UPPER PITTS GROVE TOWNSHIP	1	1	1	Traditional
5910	WOODSTOWN-PILESGROVE REGIONAL	1	1	1	Traditional
0240	BEDMINSTER TOWNSHIP	1	1	1	Traditional
0350	BERNARDS TOWNSHIP	1	1	1	Traditional
0490	BOUND BROOK BORO	1	1	1	Traditional
0510	BRANCHBURG TOWNSHIP	1	1	1	Traditional
0555	BRIDGEWATER-RARITAN REGIONAL	1	1	1	Traditional
1610	FRANKLIN TOWNSHIP	1	1	1	Traditional
1810	GREEN BROOK TOWNSHIP	1	1	1	Traditional
2170	HILLSBOROUGH TOWNSHIP	1	1	1	Traditional
3000	MANVILLE BOROUGH	1	1	1	Traditional
3320	MONTGOMERY TOWNSHIP	1	1	1	Traditional
3670	NORTH PLAINFIELD BOROUGH	1	1	1	Traditional
4815	SOMERSET HILLS REGIONAL	1	1	1	Traditional
4820	SOMERVILLE BOROUGH	1	1	1	Traditional
4850	SOUTH BOUND BROOK BOROUGH	1	1	1	Traditional
5470	WARREN TOWNSHIP	1	1	1	Traditional
5540	WATCHUNG BOROUGH	1	1	1	Traditional
5550	WATCHUNG HILLS REGIONAL	1	1	0	Traditional
0090	ANDOVER REGIONAL	1	1	1	Traditional
0640	BYRAM TOWNSHIP	1	1	1	Traditional
1560	FRANKFORD TOWNSHIP	1	1	1	Traditional
1570	FRANKLIN BOROUGH	1	1	1	Traditional
1630	FREDON TOWNSHIP	1	1	1	Traditional
1800	GREEN TOWNSHIP	1	1	1	Traditional
1930	HAMBURG BOROUGH	1	1	1	Traditional
1980	HAMPTON TOWNSHIP	1	1	1	Traditional



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
2030	HARDYSTON TOWNSHIP	1	1	1	Traditional
2165	HIGH POINT REGIONAL	1	1	0	Traditional
2240	HOPATCONG BOROUGH	1	1	1	Traditional
2465	KITTATINNY REGIONAL	1	1	1	Traditional
2490	LAFAYETTE TOWNSHIP	1	1	1	Traditional
2615	LENAPE VALLEY REGIONAL HIGH SCHOOL DISTRICT	1	0	0	Traditional
3300	MONTAGUE	1	1	1	Traditional
3590	NEWTON	1	1	1	Traditional
3840	OGDENSBURG BOROUGH	1	1	1	Traditional
4650	SANDYSTON-WALPACK TOWNSHIP	1	1	1	Traditional
4960	SPARTA TOWNSHIP	1	1	1	Traditional
5030	STANHOPE BOROUGH	1	1	1	Traditional
5040	STILLWATER TOWNSHIP	1	1	1	Traditional
5100	SUSSEX-WANTAGE REGIONAL	1	1	1	Traditional
5360	VERNON TOWNSHIP	1	1	1	Traditional
5435	WALLKILL VALLEY REGIONAL	1	1	0	Traditional
0310	BERKELEY HEIGHTS	1	1	1	Traditional
0850	CLARK TOWNSHIP	1	1	1	Traditional
0980	CRANFORD TOWNSHIP	1	1	1	Traditional
1320	ELIZABETH	1	1	1	Traditional
1710	GARWOOD	1	1	1	Traditional
2190	HILLSIDE TOWNSHIP	1	1	1	Traditional
2420	KENILWORTH	1	1	1	Traditional
2660	LINDEN	1	1	1	Traditional
3470	MOUNTAINSIDE	1	1	1	Traditional
3560	NEW PROVIDENCE	1	1	1	Traditional
4160	PLAINFIELD	1	1	1	Traditional
4290	RAHWAY	1	1	1	Traditional
4540	ROSELLE BOROUGH	1	1	1	Traditional
4550	ROSELLE PARK	1	1	1	Traditional
4670	SCOTCH PLAINS-FANWOOD	1	1	1	Traditional
5000	SPRINGFIELD	1	1	1	Traditional
5090	SUMMIT CITY	1	1	1	Traditional
5290	UNION TOWNSHIP	1	1	1	Traditional
5730	WESTFIELD	1	1	1	Traditional
5810	WINFIELD TOWNSHIP	1	1	1	Traditional
0030	ALLAMUCHY TOWNSHIP	1	1	1	Traditional
0070	ALPHA	1	0	1	Traditional



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
0280	BELVIDERE	1	1	1	Traditional
0400	BLAIRSTOWN TOWNSHIP	1	1	1	Traditional
1620	FRANKLIN TOWNSHIP	1	1	1	Traditional
1670	FRELINGHUYSEN TOWNSHIP	1	1	1	Traditional
1785	GREAT MEADOWS REGIONAL	1	1	1	Traditional
1840	GREENWICH TOWNSHIP	1	1	1	Traditional
1870	HACKETTSTOWN	1	1	1	Traditional
2040	HARMONY TOWNSHIP	1	1	1	Traditional
2250	HOPE TOWNSHIP	1	1	1	Traditional
2470	KNOWLTON TOWNSHIP	1	1	1	Traditional
2790	LOPATCONG TOWNSHIP	1	1	1	Traditional
2970	MANSFIELD TOWNSHIP	1	1	1	Traditional
3675	NORTH WARREN REGIONAL SCHOOL DISTRICT	1	1	1	Traditional
3890	OXFORD TOWNSHIP	1	1	1	Traditional
4100	PHILLIPSBURG	1	1	1	Traditional
4200	POHATCONG TOWNSHIP	1	1	1	Traditional
5465	WARREN HILLS REGIONAL HIGH	1	1	1	Traditional
5480	WASHINGTON BOROUGH	1	1	1	Traditional
5530	WASHINGTON TOWNSHIP	1	1	1	Traditional
5780	WHITE TOWNSHIP	1	1	1	Traditional
6010	ACADEMY CHARTER HS	a	1	0	Charter
6013	BERGEN ARTS AND SCIENCE CHARTER SCHOOL	1	1	1	Charter
6017	FOUNDATION ACADEMY CHARTER SCHOOL	1	1	1	Charter
6018	CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL	1	1	1	Charter
6020	PRIDE ACADEMY CHARTER SCHOOL	1	1	1	Charter
6021	COMMUNITY CHARTER SCHOOL OF PATERSON	1	1	1	Charter
6022	BURCH CHARTER SCHOOL OF EXCELLENCE	1	1	1	Charter
6024	CAMDENS PRIDE CHARTER SCHOOL	1	1	1	Charter
6025	PAUL ROBESON HUMANITIES CS	1	1	1	Charter
6026	RIVERBANK CHARTER SCHOOL OF EXCELLENCE	1	1	1	Charter
6028	VINELAND PUBLIC CHARTER SCHOOL	1	1	1	Charter
6029	NEWARK EDUCATORS CHARTER SCHOOL	1	1	1	Charter
6030	THE ETHICAL COMMUNITY CHARTER SCHOOL	1	1	1	Charter
6032	ACADEMY FOR URBAN LEADERSHIP CHARTER HIGH SCHOOL	1	1	0	Charter



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
6033	THE BARACK OBAMA GREEN CHARTER HIGH SCHOOL	1	1	0	Charter
6036	HOBOKEN DUAL LANGUAGE CHARTER SCHOOL (HOLA)	1	1	1	Charter
6037	NEWARK LEGACY CS	1	1	1	Charter
6041	HATIKVAH INTERNATIONAL ACADEMY CHARTER SCHOOL	1	1	1	Charter
6053	GREAT LEGACY OAKS CHARTER SCHOOL	1	1	1	Charter
6057	PEOPLES PREP	1	1	0	Charter
6058	ROSEVILLE	1	1	1	Charter
6059	NEWARK PREP	1	1	0	Charter
6060	ATLANTIC CITY COMMUNITY CHARTER SCHOOL	1	0	1	Charter
6063	CAMDEN COMMUNITY CHARTER SCHOOL	1	0	1	Charter
6064	DR LENA EDWARDS	1	1	1	Charter
6067	KINGDOM ACADEMY	1	1	1	Charter
6068	METS	1	1	1	Charter
6069	MILLVILLE	1	1	1	Charter
6076	BENJAMIN BANNEKER PREP CS	1	0	1	Charter
6079	JOHN P HOLLAND	1	1	1	Charter
6080	PASSAIC ARTS AND SCIENCE	1	0	1	Charter
6081	THOMAS EDISON ENERGY SMART CS	1	1	1	Charter
6082	BELOVED COMMUNITY CHARTER SCHOOL	1	1	1	Charter
6083	KNOWLEDGE A TO Z CHARTER SCHOOL	1	1	1	Charter
6086	HOPE COMMUNITY CHARTER SCHOOL	1	0	1	Charter
6089	COMPASS ACADEMY CHARTER SCHOOL	1	1	1	Charter
6090	PAULO FREIRE CS FOR LIBERTY ED	1	1	0	Charter
6091	MERIT PREP CS OF NEWARK	1	0	1	Charter
6093	JERSEY CITY GLOBAL CHARTER SCHOOL	1	0	1	Charter
6094	PHILPS ACADEMY CHARTER SCHOOL	1	1	1	Charter
6096	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	1	1	1	Charter
6099	LINK COMMUNITY CHARTER SCHOOL	1	0	1	Charter
6100	Bridgeton Public Charter School	1	0	0	Charter
6101	College Achieve Central Charter School	1	0	c	Charter
6103	Empowerment Academy Charter School	1	0	0	Charter
6104	INTERNATIONAL ACADEMY OF ATLANTIC CITY CHARTER SCHOOL	1	0	1	Charter
6182	INTERNATIONAL ACADEMY OF TRENTON CHARTER SCHOOL	1	0	1	Charter
6183	TRENTON STEM-TO-CIVICS CHARTER SCHOOL	1	0	0	Charter



District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
6184	GREAT FUTURES CHARTER HIGHSCHOOL FOR THE HEALTH SCIENCES	1	0	0	Charter
6212	CAMDEN ACADEMY CHARTER HS	1	1	0	Charter
6215	CAMDENS PROMISE CS	1	1	1	Charter
6230	CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON	1	0	c	Charter
6232	ENVIRONMENT COMMUNITY CHARTER SCHOOL	1	1	1	Charter
6240	FREEDOM ACADEMY CHARTER SCHOOL	1	1	1	Charter
6320	DISCOVERY CHARTER SCHOOL	1	1	1	Charter
6410	EAST ORANGE COMMUNITY CHARTER SCHOOL	1	1	1	Charter
6420	ELYSIAN CHARTER SCHOOL OF HOBOKEN	1	1	1	Charter
6430	ENGLEWOOD OF THE PALISADES CS	1	1	1	Charter
6635	GREATER BRUNSWICK CHARTER SCHOOL	1	1	1	Charter
6665	GRAY CHARTER SCHOOL	1	1	1	Charter
6720	HOBOKEN CHARTER SCHOOL	1	1	1	Charter
6740	HOPE ACADEMY CHARTER SCHOOL	1	1	1	Charter
6810	INTERNATIONAL CHARTER SCHOOL OF TRENTON	1	1	1	Charter
6910	JERSEY CITY COMM. CHARTER SCHOOL	1	1	1	Charter
6915	JERSEY CITY GOLDEN DOOR CHARTER SCHOOL	1	1	1	Charter
7100	LADY LIBERTY ACADEMY CHARTER SCHOOL	1	1	1	Charter
7109	LEAP ACADEMY UNIVERSITY CHARTER SCHOOL	1	1	1	Charter
7115	LEARNING COMMUNITY CHARTER SCHOOL	1	1	1	Charter
7210	MARION P. THOMAS CHARTER SCHOOL	1	1	1	Charter
7290	NEW HORIZONS COMM. CHARTER SCHOOL	1	1	1	Charter
7320	NORTH STAR ACAD. CHARTER SCHOOL OF NEWARK	1	1	1	Charter
7325	TEAM ACADEMY CHARTER SCHOOL	1	1	1	Charter
7410	CHARTER TECH HIGH SCHOOL	1	1	0	Charter
7500	PACE CHARTER SCHOOL OF HAMILTON	1	1	1	Charter
7503	PATERSON CHARTER SCHOOL FOR SCI/TECH	1	1	1	Charter
7540	PRINCETON CHARTER SCHOOL	1	1	1	Charter
7600	QUEEN CITY ACADEMY CHARTER SCHOOL	1	1	1	Charter
7720	THE RED BANK CHARTER SCHOOL	1	1	1	Charter
7727	RIDGE AND VALLEY CHARTER SCHOOL	1	1	1	Charter
7730	ROBERT TREAT ACADEMY CHARTER SCHOOL	1	1	1	Charter

District ID	District name	Enrollment	Promotion, Suspension, Expulsion	PARCC	Type
7735	MARIA L. VARISCO-ROGERS CHARTER SCHOOL	1	1	1	Charter
7830	SOARING HEIGHTS CHARTER SCHOOL	1	1	1	Charter
7850	SUSSEX COUNTY CHARTER SCHOOL FOR TECH.	1	1	1	Charter
7890	TEANECK COMMUNITY CS	1	1	1	Charter
8010	UNION COUNTY TEAMS CHARTER SCHOOL	1	1	1	Charter
8050	UNITY CHARTER SCHOOL	1	1	1	Charter
8060	UNIVERSITY ACADEMY CHARTER SCHOOL	1	1	0	Charter
8065	UNIVERSITY HEIGHTS CHARTER SCHOOL	1	1	1	Charter
8140	VILLAGE CHARTER SCHOOL	1	1	1	Charter

Notes: 1=included; 0=excluded; a=included in descriptive statistics, excluded in analyses that compare charter with surrounding district; b=uses data from 2009/10 and 2011/12 CRDC; c=not used in PSM, incomplete data





# APPENDIX F. CHARTER DIFFERENCES

Charter name	Surrounding district name	Wh.	Bl.	Hi.	F	FL	LEP	Sp. Ed.
ACADEMY CHARTER HS - 6010	LAKE COMO - 4840							
ACADEMY FOR URBAN LEADERSHIP CHARTER HIGH SCHOOL - 6032	PERTH AMBOY - 4090	-1.3	-0.7	2.3	13.9	-6.7	-20.6	
ATLANTIC CITY COMMUNITY CHARTER SCHOOL - 6060	ATLANTIC CITY - 0110	-4.3	48.9	-30.7	1.6	7.9	-6.7	-4.9
BELOVED COMMUNITY CHARTER SCHOOL - 6082	JERSEY CITY - 2390	-2.2	3.3	-9.0	2.3	-4.5	-4.2	-8.8
BENJAMIN BANNEKER PREP CS - 6076	WILLINGBORO TOWNSHIP - 5805	-2.6	-0.8	1.4	2.9	-17.1	-1.1	
BERGEN ARTS AND SCIENCE CHARTER SCHOOL - 6013	GARFIELD - 1700	-2.1	2.5	-7.9	4.2	-19.2	-1.3	-12.8
Bridgeton Public Charter School - 6100	FAIRFIELD TOWNSHIP - 1460	-7.6	9.4	-1.2	-6.4	9.5	-2.3	
BURCH CHARTER SCHOOL OF EXCELLENCE - 6022	IRVINGTON TOWNSHIP - 2330	-0.2	16.7	-15.7	8.0	-14.8	-14.2	
CAMDEN ACADEMY CHARTER HS - 6212	CAMDEN CITY - 0680	-0.7	-23.4	25.0	9.3	11.5	-6.6	-4.6
CAMDEN COMMUNITY CHARTER SCHOOL - 6063	CAMDEN CITY - 0680	0.0	2.1	-2.0	2.8	37.6	-1.8	-6.3
CAMDEN PREP, INC - 1801	CAMDEN CITY - 0680	2.5	36.2	-37.5	-3.0	30.7	-7.2	-6.4
CAMDENS PRIDE CHARTER SCHOOL - 6024	CAMDEN CITY - 0680	-0.7	-30.7	31.3	10.0	12.7	-10.0	-11.2
CAMDENS PROMISE CS - 6215	CAMDEN CITY - 0680	-0.7	-24.8	26.5	6.6	16.3	-6.4	-5.6
CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL - 6018	FRANKLIN TOWNSHIP - 1610	-0.6	-7.0	-11.4	5.5	-16.6	-7.8	-7.6
CHARTER TECH HIGH SCHOOL - 7410	MAINLAND REGIONAL - 2910	-43.5	36.0	13.5	13.7	34.5	-0.5	1.0
CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON - 6230	CLIFTON - 0900	-4.4	2.2	-14.3	3.4	-33.8	-5.0	
College Achieve Central Charter School - 6101	PLAINFIELD - 4160	-0.6	2.5	-1.0	6.9	-10.0	-44.7	
COMMUNITY CHARTER SCHOOL OF PATERSON - 6021	PATERSON - 4010	-2.6	16.3	-9.2	2.5	11.9	-14.8	-6.2
COMPASS ACADEMY CHARTER SCHOOL - 6089	VINELAND CITY - 5390	14.0	-2.7	-12.7	-2.1	-36.7	-9.8	
DISCOVERY CHARTER SCHOOL - 6320	NEWARK - 3570	-7.7	41.5	-38.7	-4.3	10.5	-10.3	
DR LENA EDWARDS - 6064	JERSEY CITY - 2390	-12.2	61.1	-31.0	3.6	-57.5	-12.7	-1.6
EAST ORANGE COMMUNITY CHARTER SCHOOL - 6410	EAST ORANGE - 1210	-0.3	2.4	-2.5	0.8	-2.3	-3.7	-8.3
ELYSIAN CHARTER SCHOOL OF HOBOKEN - 6420	HOBOKEN - 2210	37.7	-9.5	-32.8	-1.1	-38.7	-1.0	2.8
Empowerment Academy Charter School - 6103	JERSEY CITY - 2390	1.5	-2.5	-10.3	4.2	-16.2	21.0	
ENGLEWOOD OF THE PALISADES CS - 6430	ENGLEWOOD CITY - 1370	-4.1	0.2	5.9	8.1	-5.6	-10.4	-5.8
ENVIRONMENT COMMUNITY CHARTER SCHOOL - 6232	CAMDEN CITY - 0680	0.9	23.1	-22.9	10.0	18.6	-10.0	-9.2
FOUNDATION ACADEMY CHARTER SCHOOL - 6017	TRENTON - 5210	-0.1	4.3	-4.9	4.1	-10.2	-13.0	-9.6
FREEDOM ACADEMY CHARTER SCHOOL - 6240	CAMDEN CITY - 0680	0.4	9.5	-9.9	2.2	27.1	-7.2	-2.5
GRAY CHARTER SCHOOL - 6665	NEWARK - 3570	-2.2	-0.7	1.1	1.7	-4.4	-10.3	-7.9
GREAT FUTURES CHARTER HIGHSCHOOL FOR THE HEALTH SCIENCES - 6184	JERSEY CITY - 2390	-8.2	34.9	-19.7	18.1	-18.1	-12.7	
GREAT LEGACY OAKS CHARTER SCHOOL - 6053	NEWARK - 3570	-7.5	34.5	-26.4	6.6	-4.2	-6.9	-3.0
GREATER BRUNSWICK CHARTER SCHOOL - 6635	NEW BRUNSWICK - 3530	4.4	1.9	-7.0	1.5	16.2	6.6	0.3



Charter name	Surrounding district name	Wh.	Bl.	Hi.	F	FL	LEP	Sp. Ed.
HATIKVAH INTERNATIONAL ACADEMY CHARTER SCHOOL - 6041	EAST BRUNSWICK TOWNSHIP - 1170	15.9	2.0	1.8	3.1	-8.6	-0.2	0.6
HOBOKEN CHARTER SCHOOL - 6720	HOBOKEN - 2210	16.8	0.0	-17.8	6.6	-20.5	-1.0	1.7
HOBOKEN DUAL LANGUAGE CHARTER SCHOOL (HOLA) - 6036	HOBOKEN - 2210	22.6	-12.3	-13.8	8.3	-38.7	-1.0	-7.1
HOPE ACADEMY CHARTER SCHOOL - 6740	ASBURY PARK - 0100	-2.3	-8.9	8.1	7.8	3.3	5.4	-13.3
HOPE COMMUNITY CHARTER SCHOOL - 6086	CAMDEN CITY - 0680	-0.7	9.1	-7.8	-2.6	38.2	-10.0	-4.5
INTERNATIONAL ACADEMY OF ATLANTIC CITY CHARTER SCHOOL - 6104	PLEASANTVILLE - 4180	0.5	34.2	-32.4	-1.6	7.5	-16.6	-10.3
INTERNATIONAL ACADEMY OF TRENTON CHARTER SCHOOL - 6182	TRENTON - 5210	-1.4	20.9	-19.2	-0.1	-20.8	-11.2	-13.0
INTERNATIONAL CHARTER SCHOOL OF TRENTON - 6810	TRENTON - 5210	-1.4	-28.8	31.2	-2.7	-1.4	-16.4	
JERSEY CITY COMM. CHARTER SCHOOL - 6910	JERSEY CITY - 2390	-8.6	36.4	-11.8	2.1	-5.0	-12.7	-4.1
JERSEY CITY GLOBAL CHARTER SCHOOL - 6093	JERSEY CITY - 2390	-1.8	-14.2	-2.6	-0.5	-51.1	-12.7	-8.8
JERSEY CITY GOLDEN DOOR CHARTER SCHOOL - 6915	JERSEY CITY - 2390	-3.1	-4.4	-8.3	2.7	-23.8	-9.8	-3.1
JOHN P HOLLAND - 6079	PATERSON - 4010	-3.5	14.8	-6.1	3.8	10.3	-16.0	-4.2
KINGDOM ACADEMY - 6067	GLOUCESTER TOWNSHIP - 1780	-54.0	55.3	-0.5	-1.0	13.7	-1.8	-8.3
KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation - 1799	CAMDEN CITY - 0680	0.1	16.1	-15.3	0.2	33.2	-6.0	-4.5
KNOWLEDGE A TO Z CHARTER SCHOOL - 6083	CAMDEN CITY - 0680	-0.7	-7.0	8.2	0.1	11.2	-10.0	-11.1
LADY LIBERTY ACADEMY CHARTER SCHOOL - 7100	NEWARK - 3570	-7.7	47.7	-39.0	6.1	-19.3	-10.3	-3.8
LEAP ACADEMY UNIVERSITY CHARTER SCHOOL - 7109	CAMDEN CITY - 0680	-0.6	-2.4	2.1	6.4	15.8	-6.0	-8.5
LEARNING COMMUNITY CHARTER SCHOOL - 7115	JERSEY CITY - 2390	18.7	-11.7	-17.8	0.4	-40.0	-12.7	-4.2
LINK COMMUNITY CHARTER SCHOOL - 6099	NEWARK - 3570	-7.7	45.9	-38.2	2.6	-22.7	-10.3	-2.5
MARIA L. VARISCO-ROGERS CHARTER SCHOOL - 7735	NEWARK - 3570	-7.3	-37.1	41.0	7.8	7.9	-2.0	-6.1
MARION P. THOMAS CHARTER SCHOOL - 7210	NEWARK - 3570	-7.7	48.2	-39.4	3.6	-5.7	-10.3	-2.7
MASTERY SCHOOLS OF CAMDEN, INC - 1802	CAMDEN CITY - 0680	-0.6	-8.8	9.4	-0.7	33.2	0.1	0.2
MERIT PREP CS OF NEWARK - 6091	NEWARK - 3570	-7.7	48.5	-39.9	7.3	-29.1	-10.3	
METS - 6068	JERSEY CITY - 2390	-1.6	5.7	4.7	-1.5	-5.6	-11.7	-0.4
MILLVILLE - 6069	MILLVILLE - 3230	-8.7	4.8	2.4	4.1	-15.7	-1.2	-13.7
NEW HORIZONS COMM. CHARTER SCHOOL - 7290	NEWARK - 3570	-7.2	46.6	-38.2	4.4	16.4	-10.3	-7.4
NEWARK EDUCATORS CHARTER SCHOOL - 6029	NEWARK - 3570	-5.7	31.2	-26.3	4.2	7.0	-7.7	-6.0
NEWARK LEGACY CS - 6037	NEWARK - 3570	-7.4	48.6	-40.3	5.7	9.8	-10.3	-4.0
NEWARK PREP - 6059	NEWARK - 3570	-7.2	26.5	-18.9	0.3	8.6	-10.3	-1.6
NORTH STAR ACAD. CHARTER SCHOOL OF NEWARK - 7320	NEWARK - 3570	-7.4	39.9	-33.3	6.3	-1.0	-9.9	-5.8
PACE CHARTER SCHOOL OF HAMILTON - 7500	HAMILTON TOWNSHIP - 1950	-45.7	14.7	36.7	7.4	29.7	-2.3	



Charter name	Surrounding district name	Wh.	Bl.	Hi.	F	FL	LEP	Sp. Ed.
PASSAIC ARTS AND SCIENCE - 6080	PASSAIC CITY - 3970	3.2	7.4	-12.1	6.8	-33.9	-19.0	-9.1
PATERSON ARTS AND SCIENCE CHARTER SCHOOL - 6096	PATERSON - 4010	-0.9	13.9	-10.0	2.7	-2.5	-13.1	-7.9
PATERSON CHARTER SCHOOL FOR SCI/TECH - 7503	PATERSON - 4010	-1.2	16.3	-9.9	1.9	1.0	-14.1	-5.0
PAUL ROBESON HUMANITIES CS - 6025	TRENTON - 5210	-0.6	-15.9	16.4	5.6	0.2	-15.8	-8.8
PAULO FREIRE CS FOR LIBERTY ED - 6090	NEWARK - 3570	-7.7	41.4	-32.6	5.7	-14.7	-10.3	-0.2
PEOPLES PREP - 6057	NEWARK - 3570	-7.7	40.7	-32.1	8.9	9.7	-10.3	3.1
PHILPS ACADEMY CHARTER SCHOOL - 6094	NEWARK - 3570	-6.3	39.6	-35.2	4.6	-43.8	-10.3	-6.4
PRIDE ACADEMY CHARTER SCHOOL - 6020	EAST ORANGE - 1210	-0.3	3.6	-2.9	11.9	2.7	-4.1	-4.5
PRINCETON CHARTER SCHOOL - 7540	PRINCETON REGIONAL - 4255	-3.8	-3.0	-9.8	4.3	-8.5	-4.5	-8.3
QUEEN CITY ACADEMY CHARTER SCHOOL - 7600	PLAINFIELD - 4160	0.4	14.0	-13.7	5.7	-2.8	-26.7	-5.9
RIDGE AND VALLEY CHARTER SCHOOL - 7727	FRELINGHUYSEN TOWNSHIP - 1670	2.4	2.1	-1.9	2.5	-8.9	0.0	3.1
RIVERBANK CHARTER SCHOOL OF EXCELLENCE - 6026	FLORENCE TOWNSHIP - 1520	-3.5	-0.2	-3.8	0.7	-5.9	-2.0	
ROBERT TREAT ACADEMY CHARTER SCHOOL - 7730	NEWARK - 3570	-4.1	-13.9	17.7	7.0	-11.5	-9.9	-8.1
ROSEVILLE - 6058	NEWARK - 3570	-7.7	0.7	5.3	6.8	5.5	-7.8	-5.9
SOARING HEIGHTS CHARTER SCHOOL - 7830	JERSEY CITY - 2390	-7.1	-5.4	-23.9	-0.3	-34.5	-11.9	
SUSSEX COUNTY CHARTER SCHOOL FOR TECH. - 7850	SPARTA TOWNSHIP - 4960	-12.4	2.5	9.9	-6.4	2.7	-0.5	6.6
TEAM ACADEMY CHARTER SCHOOL - 7325	NEWARK - 3570	-7.4	47.0	-38.6	3.1	2.4	-10.1	-1.7
TEANECK COMMUNITY CS - 7890	TEANECK - 5150	11.6	-3.1	-8.6	0.9	13.7	-2.9	-12.2
THE BARACK OBAMA GREEN CHARTER HIGH SCHOOL - 6033	PLAINFIELD - 4160	-0.6	9.5	-10.7	1.9	-5.5	-31.9	-6.0
THE ETHICAL COMMUNITY CHARTER SCHOOL - 6030	JERSEY CITY - 2390	14.1	-17.9	-12.7	-1.2	-29.2	-12.7	-2.4
THE RED BANK CHARTER SCHOOL - 7720	RED BANK - 4360	43.1	0.0	-42.7	1.6	-45.2	-34.7	-0.6
THOMAS EDISON ENERGY SMART CS - 6081	FRANKLIN TOWNSHIP - 1610	1.2	-24.8	-25.7	3.9	-34.2	-5.1	
TRENTON STEM-TO-CIVICS CHARTER SCHOOL - 6183	TRENTON - 5210	-1.4	9.0	-7.1	4.7	-7.8	-16.4	-8.3
UNION COUNTY TEAMS CHARTER SCHOOL - 8010	PLAINFIELD - 4160	0.0	38.7	-38.5	7.5	-10.9	-43.4	-8.2
UNITY CHARTER SCHOOL - 8050	MORRIS SCHOOL DISTRICT - 3385	7.2	7.4	-23.3	3.3	-23.4	-9.1	5.7
UNIVERSITY ACADEMY CHARTER SCHOOL - 8060	JERSEY CITY - 2390	-9.6	23.8	-6.4	4.1	-2.0	-12.7	4.9
UNIVERSITY HEIGHTS CHARTER SCHOOL - 8065	NEWARK - 3570	-7.7	40.2	-31.8	4.3	9.7	-9.0	-2.8
VILLAGE CHARTER SCHOOL - 8140	TRENTON - 5210	0.8	40.1	-40.2	4.4	-16.9	-16.4	-12.2
VINELAND PUBLIC CHARTER SCHOOL - 6028	VINELAND CITY - 5390	3.3	3.0	-5.8	0.4	-15.7	-9.8	-12.8

Notes: Table shows percentage point difference between charter school and surrounding district. Wh.=White; Bl.=Black; Hi.=Hispanic; F=Female; FL=Free lunch; LEP=Limited English Proficiency; Sp. Ed.=Special Education



# APPENDIX G. COMMUNITY ELIGIBILITY PROVISION

LEA ID	LEA name
809277	ARCHWAY PROGRAMS
2500100	ASBURY PARK BD OF ED
3009688	BAIS REUVEN KAMENITZ
3009453	BAIS RIVKA ROCHEL
500380	BEVERLY CITY BD OF ED
1100540	BRIDGETON CITY BD OF ED
3009749	BNOS MELECH OF LAKEWOOD
700680	CAMDEN CITY BD OF ED
1100950	COMMERCIAL TWP BD OF ED
3009671	CONG OHR ELCHONON
3009123	CONGREGATION YETEV LEV
8006021	COMMUNITY CHARTER SCHOOL OF PATERSON
3009755	CONGREGATION BAS YISROEL
3009717	CONGREGATION MEOROS NOSSON
3009700	CONGREGATION RACHMISTRIVKA
8006232	ECO CHARTER SCHOOL
1409701	ESSEX VALLEY SCHOOL
1101460	FAIRFIELD TWP BD OF ED
2200836	FAMILY GUIDANCE CENTER
8006240	FREEDOM ACAD CHARTER SCH
1409734	FEDCAP REHABILITATION SERVICES
609691	GARFIELD PARK ACADEMY
8006053	GREAT OAKS LEGACY CHARTER SCHOOL
301860	HACKENSACK BD OF ED
3101920	HALEDON BD OF ED
8006086	HOPE COMMUNITY CHARTER SCHOOL
8006182	INTERNATIONAL ACADEMY OF TRENTON
8006104	INTERNATIONAL ACADEMY OF ATLANTIC CITY
1702390	JERSEY CITY BD OF ED
8006910	JERSEY CITY COMM CHARTER
3009784	KNESSES BAIS LEVI
8007100	LADY LIBERTY ACAD CHARTER
2902520	LAKWOOD BD OF ED
3009040	LAKWOOD CHEDER SCHOOL
702560	LAWNSIDE BD OF ED
1809696	LEARNING INSTITUTE OF UNION CITY INC.
8003570	MERIT PREPARATORY CHARTER SCHOOL
2303530	NEW BRUNSWICK BD OF ED
8007290	NEW HORIZONS COMM CHARTER

Notes: Participating in Community Eligibility Provision in 2016/17. From New Jersey Department of Agriculture. <http://www.state.nj.us/agriculture/divisions/fn/childadult/cepnnotification.html>



LEA ID	LEA name
8006059	NEWARK PREP CHARTER SCHOOL
1303880	ORANGE BD OF ED
3103980	PAS CO MANCH REG BD OF ED
3103970	PASSAIC CITY BD OF ED
3104010	PATERSON BD OF ED
8007503	PATERSON CHARTER SCI TECH
1504020	PAULSBORO BD OF ED
3104270	PROSPECT PARK BD OF ED
8006057	PEOPLES PREPARATORY CHARTER HIGH SCHOOL
8006058	ROSEVILLE COMMUNITY CHARTER SCHOOL
3304630	SALEM CITY BD OF ED
2904710	SEASIDE HEIGHTS BD OF ED
3504805	SOMERSET CO ED SERV COMM
3009743	SEPHARDIC BET YAAKOV
3009758	SHIRAS CHAIM
1209751	SUNN ED. RESOURCES DBA CREATIVE ACHIEVEMENT ACADEMY
3009680	TORAS IMECHA
3009762	TALMUD TORAH TOLDOS YAKOV YOSEF
3009778	TALMUD TORAH OF LAKEWOOD
3009711	TIFERES BAIS YAAKOV
1705240	UNION CITY BD OF ED
8008065	UNIVERSITY HEIGHTS CHARTER SCHOOL
905790	WILDWOOD BD OF ED
3209636	WINDSOR PREP
905840	WOODBINE BD OF ED
705900	WOODLYNNE BD OF ED
3001796	YESHIVA SHAAR HATALMUD
3009720	YESHIVA TORAS MENACHEM

Notes: Participating in Community Eligibility Provision in 2016/17. From New Jersey Department of Agriculture. <http://www.state.nj.us/agriculture/divisions/fn/childadult/cepnofication.html>



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