

**NEWARK PUBLIC SCHOOLS:
BUDGET IMPACTS OF UNDERFUNDING AND RAPID CHARTER GROWTH****DANIELLE FARRIE, PHD & MONETE JOHNSON, MPP****Summary and Major Findings**

The budget of the State-operated Newark Public Schools (NPS) is now in its fourth year of crisis. The district is currently struggling to close a \$13 million budget hole almost halfway into the school year. Decisions made by Governor Chris Christie and his administration are directly responsible for the district's extreme and chronic fiscal distress, with no end in sight next year or beyond.

Most importantly, the ongoing budget crisis has eroded essential resources in district schools, depriving students of the opportunity for a thorough and efficient education.

Newark last received the increases required by New Jersey's school funding formula – the School Funding Reform Act (SFRA) – in 2011-12, when the State Supreme Court ordered Governor Chris Christie to restore the \$42 million cut from Newark's budget in 2010. Since then, the Governor has refused to fund the formula, resulting in an over \$132 million shortfall in state aid to NPS in 2015-16. At the same time, the Governor's Department of Education (DOE) has approved and allowed charter schools to rapidly expand in Newark, draining an increasing amount of funds from NPS's already flat budget.

The result: NPS has endured multiple years with significantly less funding to educate students, many of whom have extra educational needs, and to address year-to-year increases in fixed costs, such as salaries, benefits and building maintenance. To balance the school budget over the last three years, NPS has had no alternative but to substantially cut teachers, support staff and special education and other programs, shrinking the resources necessary for all students to achieve the State's Core Curriculum Content Standards (CCCS).

In this report we analyze the impact of the NPS budget crisis on per pupil spending and staff levels in district schools. We find that the combined stress of chronic underfunding and rapid charter expansion has significantly lowered spending and reduced staff and programs in district schools:

- Total spending dropped by 20% between 2008-09 and 2014-15, a \$2,971 per pupil reduction.
- Spending on regular instruction – teachers, curriculum, books, etc. – was cut 35% or \$1,610 per pupil.
- Support services were significantly reduced (-20%), with especially large cuts in media services/library, attendance and social work, and guidance.

- Spending for students with disabilities and those learning English was dramatically reduced.
- Staff was cut in nearly all areas, with school psychologists, librarians, and instructional support staff experiencing significant reductions.
- NPS spending per pupil has declined rapidly relative to other districts in the state. In 2008-09, only 35% of districts spent more per pupil than NPS. By 2014-15, 87% of districts were outspending NPS. (This calculation takes into account the additional spending required to meet the needs of at-risk students and English language learners.)

It is clear Commissioner of Education David Hespe and State District Superintendent Christopher Cerf must take immediate action to prevent further staff, program and service cuts in 2016-17 and beyond. We recommend the following steps to stabilize the NPS budget over the next few years:

- Restore state formula aid to move NPS to full SFRA funding;
- Increase the City of Newark's local contribution, utilizing waivers of the 2% annual property tax cap;
- Temporarily halt the expansion of enrollment in existing Newark charter schools, pending a thorough analysis by the Commissioner and the DOE of the impact of further expansion on the funding and resources available in district schools, as mandated by law and court rulings;
- Reduce district payments to charter schools in 2016-17 by requiring Newark charter schools to apply any fund balance in excess of 2% to the charter's per pupil payment amount under the charter law; and
- End the authorization in the State Budget of additional payments to charter schools from the NPS budget in excess of the per pupil amounts under the charter law.

Legal Background: The Resources Required for a Thorough and Efficient Education

Students in Newark schools, like their peers in other district and charter schools, are entitled to a thorough and efficient education under the New Jersey Constitution. The NJ Supreme Court has defined a thorough and efficient education as the opportunity to meet the CCCS in all subjects, as measured by a student's performance on state assessments. In 2010, the DOE replaced the CCCS standards in language arts and mathematics with the Common Core standards. More recently, the NJDOE has replaced prior state standardized tests (NJASK and HSPA) with the PARCC tests based on the Common Core.

In the 2009 *Abbott v. Burke XX* decision, the Supreme Court accepted New Jersey's new funding formula – the School Funding Reform Act (SFRA) – noting that it presented school districts “with adequate resources to provide the necessary educational programs consistent with” the CCCS. The Court further found that through the SFRA, “the State has constructed a fair and equitable means designed to fund the costs of a thorough and efficient education, measured against the delivery of the CCCS.” The Court also made clear that the SFRA formula “will remain constitutional only if the State is firmly committed to ensuring that the formula provides those resources necessary for the delivery of State educational standards” in school districts across the state.

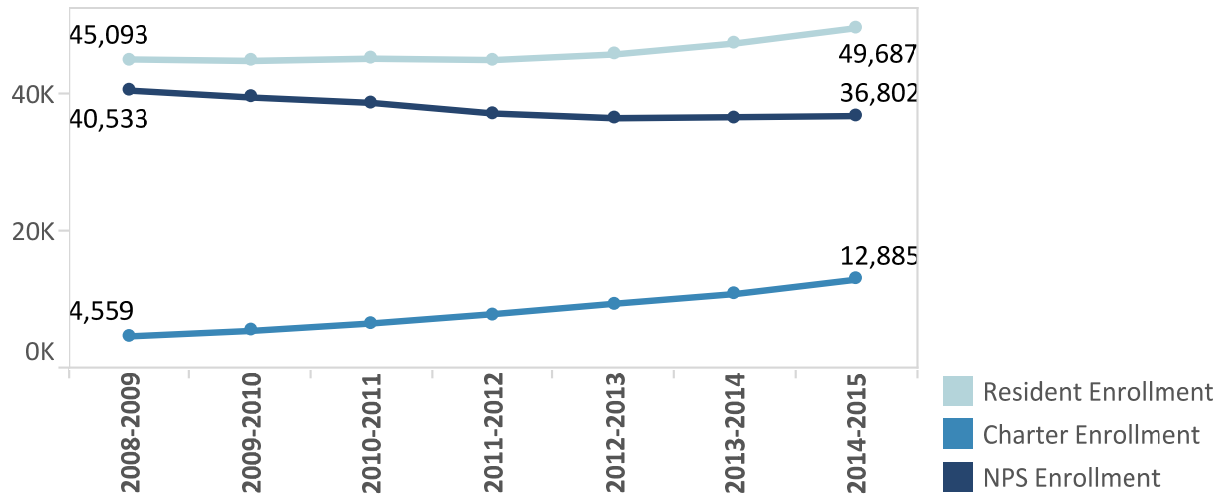
In addition, in a series of rulings, most recently in the 2014 *Quest Academy Charter School of Montclair* decision, the Supreme Court has ruled that the Commissioner of Education, in review of the initial application or expansion of a charter school, “is obligated to evaluate carefully the impact that the loss of funds” from the district to the charter school “would have on the ability of the district of residence to deliver a thorough and efficient education.”

These constitutional core mandates to ensure all students the resources necessary for a thorough and efficient education guide our analysis of the impact of two separate, but interrelated, actions by the State on the NPS budget: 1) successive years in which the state aid increases required under the SFRA were not provided to NPS; and 2) the substantial loss in funds from the NPS budget resulting from the rapid expansion of Newark charter schools.

NPS Enrollment Trends

NPS has experienced significant changes in enrollment since the enactment and implementation of the SFRA formula in 2008. Enrollment in district-run schools has been in flux due to the rapid expansion of charter schools in the district. Resident enrollment counts, which include K-12 students educated in district schools and charter schools, increased by 10%, or 4,594 students, between 2008-09 and 2014-15. This growing student population coincided with a significant increase in the number of students educated in charter schools. The charter school population in Newark nearly tripled during this time period from 4,559 to 12,885. This charter growth resulted in a 10% reduction, or 3,731 fewer K-12 students enrolled in NPS.

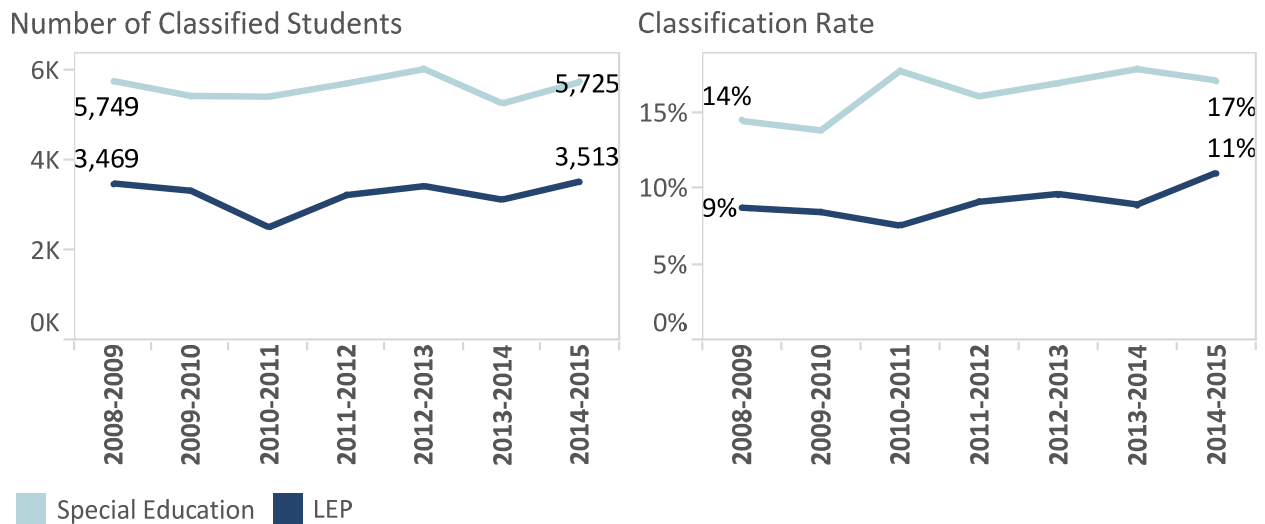
Figure 1. Newark Enrollment Trends



Source: NJDOE State Aid Notices, Charter Aid Notices

Over this same time period, however, there was little change in the number of special education and Limited English Proficient (LEP) students enrolled in NPS. Coupled with declining overall enrollment, this has resulted in an increase in classification rates for both special education (14% to 17%) and LEP students (9% to 11%). Although NPS is now responsible for educating fewer students, the district is experiencing an increase in the concentration of students with higher needs and costs under the SFRA formula.

Figure 2. Special Education and LEP Enrollment in NPS Schools



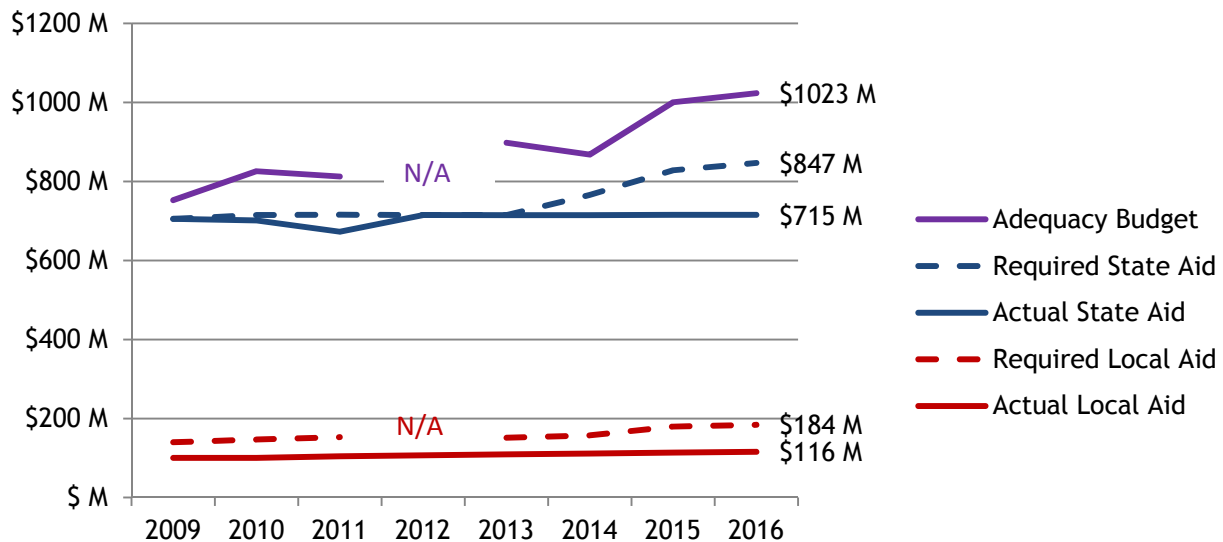
Source: NJDOE Special Education Data Collection, Fall Survey

NPS Funding Under SFRA

The SFRA is a weighted student formula that determines the unique funding level required for each district to be able to provide all students with the opportunity to meet the CCCS. This funding level, called the “adequacy budget,” is driven by a base cost per pupil and extra funding for students who are poor (at-risk), LEP, and students with disabilities. The formula also determines the appropriate state and local share required to support the adequacy budget based on a district’s wealth and taxing capacity. Since implementation of the SFRA in 2008-09, NPS’s adequacy budget has increased by 36%. However, the state share of the NPS budget, or state aid, increased by just 1%, with aid essentially flat since 2011-12. If the SFRA had been fully funded and took into consideration rising costs and the changing student population described above, NPS would have been entitled to an additional \$132 million in state aid in 2015-16. Since 2008-09, local revenue provided to the Newark schools increased by 15%, but since the local share is a very small percentage of the district’s total revenue that resulted in only \$16 million in new funding. It should also be noted that the local contribution to the NPS budget is below the level determined by the SFRA. Even with average annual levy increases at the State-imposed cap of 2%, the district is still \$68 million below the level required by SFRA.

The combination of underfunding of state and local aid and the growth in enrollment, especially of high-cost students, leaves NPS far below adequacy. The district’s combined state and local revenues were \$192 million, or \$3,799 per pupil, below the levels required by the SFRA in 2015-16.

Figure 3. Required vs. Actual State and Local Aid under SFRA¹



Source: NJDOE State Aid Notices, State Aid Summaries, User Friendly

¹ Required state aid estimated by the authors for 2010, provided by NJDOE for 2009, 2011, 2015 and 2016, and estimated by the Office of Legislative Services for 2012, 2013, and 2014. Actual state aid figures are according to NJDOE State Aid Summaries, except 2010 which subtracts the mid-year surplus withholding.

Charter School Payments

Under New Jersey's charter law, Newark charter schools receive funding through payments from the NPS budget. Charters are funded on a per pupil basis and are entitled to 90% of the sum of the district's local levy and State equalization aid, and the security and special education aid attributed to each student under the SFRA formula. These per pupil payments are calculated using weighted student enrollments to ensure that charters receive additional funds for any at-risk or LEP students they enroll. Charters receive additional aid for enrollment growth even when the district's overall funding does not increase (albeit at a lower per pupil rate). Payments to charter schools have first priority in district spending – they cannot be reduced to address shortfalls in the district budget.

As noted above, NPS has not received any increase in state aid since 2011-12. In 2015-16, the district is underfunded according to the SFRA by \$132 million. However, NPS payments to charter schools have increased rapidly as the DOE has allowed charter enrollment to expand each year. In 2008-09, NPS payments to charter schools totaled \$60 million. By 2015-16, NPS charter school payments increased to \$225 million, representing 27% of the NPS operating budget.

In addition to the increase in payments triggered by charter enrollment expansion, two additional policy decisions at the state level have disassociated charter payments from the actual level of resources available in the district. First, from 2012-13 through 2014-15, the DOE determined the base per pupil amount for all districts using lower weights for at-risk and LEP students that did not conform to the SFRA. Additionally, the Department artificially reduced enrollments by using average daily attendance rather than the October 15 count to determine student numbers.

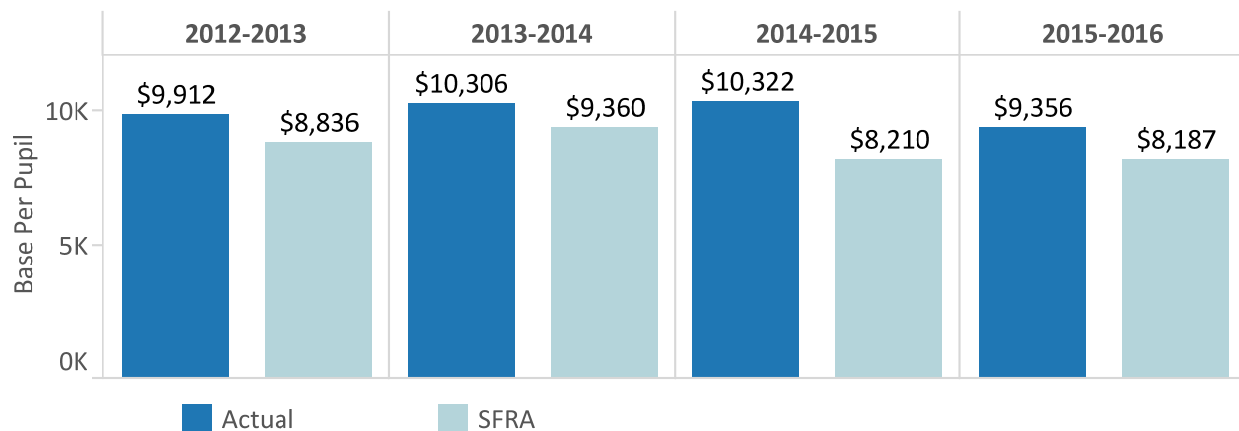
These changes had an enormous impact on the overall weighted enrollment of the Newark district. For example, in 2012-13, the modified weighted resident enrollment in NPS was 62,789 students, not 70,434, a number reached using the original SFRA weights and no attendance adjustment. These changes artificially inflated the resources available in the district and resulted in higher per pupil payments to charters. Second, Governor Christie's FY15 and FY16 State Budgets authorized a total of \$63 million in extra payments from the NPS district budget to insulate charters from reductions in the per pupil allocations to districts that occurred under Governor Christie's flat state aid budgets.²

These extra payments above the per pupil amount required under the charter law compounded the impact of growing charter enrollments and flat state aid. If the DOE had used the per pupil aid levels required by the SFRA and the charter law, the base per pupil funding level for NPS in FY15 would have been \$8,210, rather than the \$10,322 per pupil provided to charters. In 2015-16, the legally required per pupil level was \$8,187, but charters received \$9,356.³

² See background paper in the FY16 New Jersey Office of Legislative Services Analysis of the New Jersey Budget (http://www.njleg.state.nj.us/legislativepub/budget_2016/DOE_analysis_2016.pdf), p. 23-38.

³ The small increase in the base per pupil payment in 2013-14, both actual and according to the SFRA, is the result of an error in NPS's projected enrollment report, which understated the at-risk resident enrollment.

Figure 4. Charter Base Per Pupil Payment



Source: NJDOE Charter Aid Notices, SFRA per pupils are authors' calculations applying original SFRA weights and removing average daily attendance adjustment where applicable.

An analysis of Newark charter school surplus accounts, or “fund balance,” shows Newark charters carrying an extra \$34.5 million over and above the 2% cap on excess fund balance applicable to the NPS budget. This means that a portion of the annual payments from the NPS budget to Newark charters is ending up in the excess surplus accounts of charter schools. This excess surplus could be allocated to per pupil charter school payments in the subsequent school year, thereby reducing payments from the NPS budget to charter schools in 2016-17.⁴

Finally, several charter schools are presently seeking the Commissioner of Education’s approval to further expand enrollment in coming years, not by filing applications to open new charter schools but through renewal of their existing charters for the next five years. The KIPP charter network, for example, has asked the DOE to approve the opening of five new schools serving an additional 5,440 students, nearly tripling their current enrollment to a total of 8,640. If approved, these enrollment expansions will further destabilize the district and force drastic budget cuts, especially if the Christie Administration fails to provide NPS with the state aid increases required under the SFRA.

NPS Spending Trends

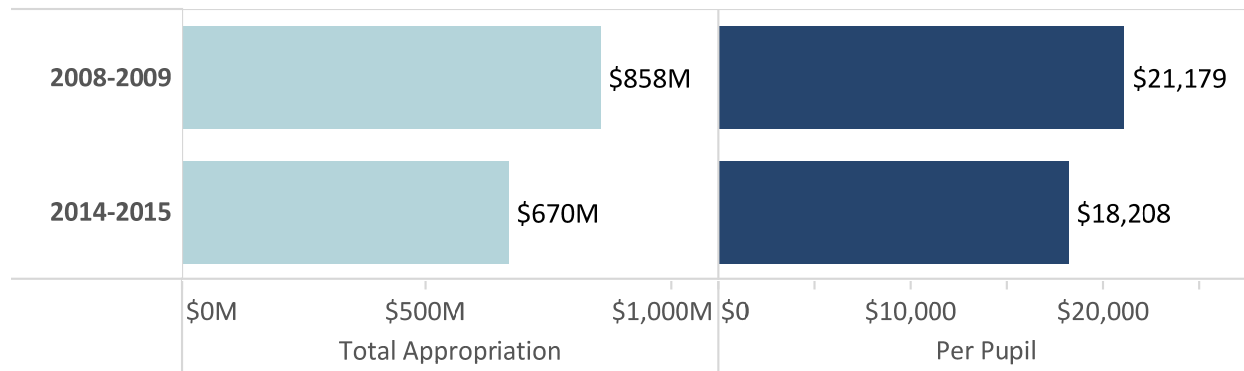
To examine the impact of NPS’s significant funding shortfall on students in district schools, we analyze the district’s spending as reported in the DOE User Friendly Budget (UFB) and the School-Based Budget files. These files include appropriations of state and local funding in various budget categories. For these analyses we exclude appropriations for preschool, nonpublic schools, and charter payments. Restricted federal funds are excluded except when appropriated through the school-based budgets, where they are blended with state and local revenues. Per pupil spending is calculated using resident enrollments

⁴ See <http://www.edlawcenter.org/news/archives/other-issues/nj-charters-carrying-substantial-surplus-even-as-districts-make-cuts.html>.

reported in the district's state aid notices, subtracting charter students. All spending figures in this report are adjusted for inflation and expressed as 2015 dollars.

NPS's total appropriations between 2008-09 and 2014-15 decreased 22%, when adjusted for inflation, from \$858 million to \$670 million. This translates to a loss of \$2,971 per pupil.

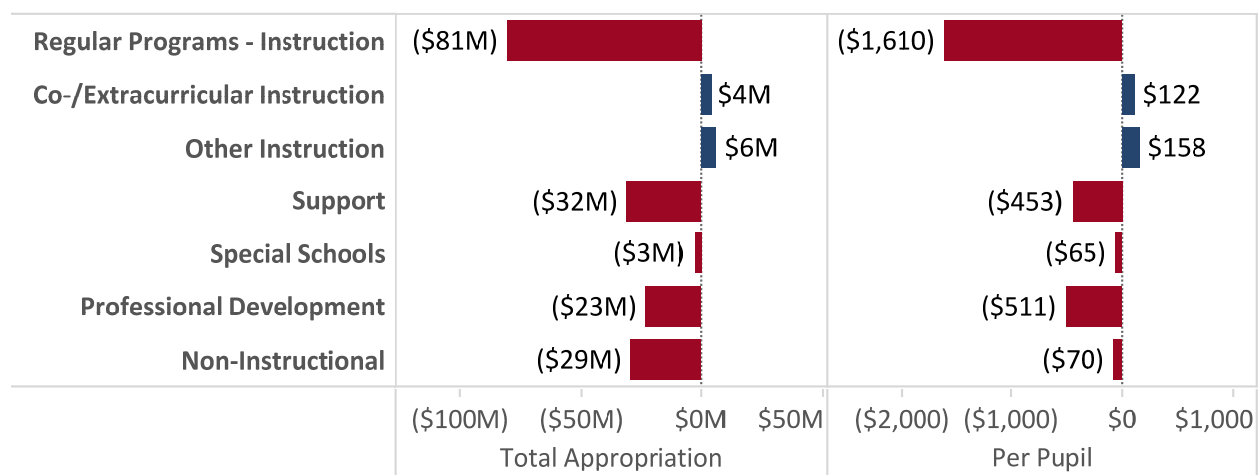
Figure 5. Change in Total Appropriations



Source: NJDOE User Friendly Budget, School Based Budgets

Figure 6 shows how the total and per pupil spending reductions affected broad budget categories (special education and bilingual education are excluded here and discussed below). All general areas experienced spending cuts, both in total and on a per pupil basis, except for small increases in co- and extra-curricular activities and the Other Instruction category. Spending on instruction for regular programs experienced the greatest impact, with a \$1,610 per pupil cut.

Figure 6. Change in Appropriations by Category



Source: NJDOE User Friendly Budget, School Based Budgets

Table 1 illustrates the changes in spending by line item, as reported in the User Friendly Budget. This more detailed table provides information on how specific programs have been affected by reduced spending. For example:

- Spending on programs outside the typical school day generally increased, up \$122 per pupil or 55%, due to new investments in before- and after-school programs. Spending declined for school-sponsored co- and extra-curricular activities (-31%) and athletics (-17%).
- Spending on support services generally declined by \$453 per pupil (-20%), with especially large reductions in media services/library (-\$189, -61%), attendance and social work (-\$185, -56%), and guidance (-\$169, -42%).
- Funding for adult education programs was cut completely from \$800,000 in 2008-09, and summer school was cut by 36%.
- Non-instructional spending declined the least overall (-10%), with the steepest declines in operations and maintenance of plant (\$642, -31%) and central services (-\$81, -24%), while the district faced a 17% increase, \$789 per pupil, in employee benefits.

Table 1. Budget Appropriations by Line Item

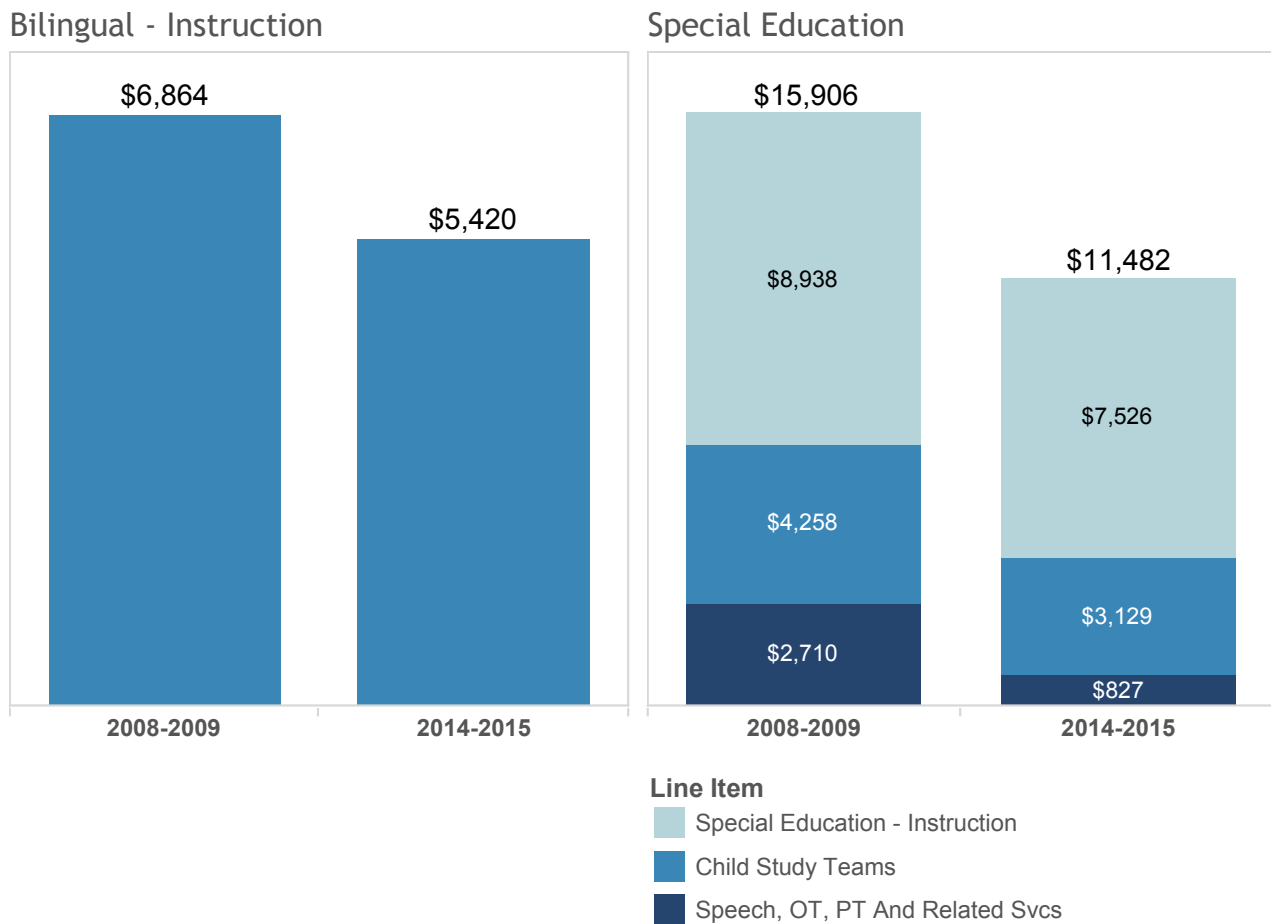
Line Item	2008-2009		2014-2015		Per Pupil Change	
	Total Approp.	Per Pupil	Total Approp.	Per Pupil	\$	%
Regular Programs – Instruction	\$210.6M	\$5,724	\$151.4M	\$4,114	(\$1,610)	-35%
Regular Programs – Instruction	\$210.6M	\$5,724	\$151.4M	\$4,114	(\$1,610)	-35%
Co-/Extracurricular Instruction	\$6.3M	\$171	\$10.8M	\$293	\$122	55%
Before/After School Programs	\$0.0M	\$0	\$5.4M	\$146	\$146	
School-Spon. Co/Extra Curr. Actvts. – Inst	\$2.3M	\$64	\$1.8M	\$48	(\$16)	-31%
School-Sponsored Athletics – Instruction	\$3.9M	\$107	\$3.6M	\$99	(\$9)	-17%
Other Instruction	\$0.0M	\$0	\$5.8M	\$158	\$158	32091%
Instructional Alternative Ed Program	\$0.0M	\$0	\$4.1M	\$111	\$111	
Other Instructional Programs - Instruction	\$0.0M	\$0	\$0.0M	\$0	\$0	-67%
Other Supplemental/At-Risk Programs	\$0.0M	\$0	\$1.7M	\$47	\$47	
Support	\$146.5M	\$3,983	\$129.9M	\$3,530	(\$453)	-20%
Oth Supp Serv Std-Extra Serv			\$4.6M	\$126	\$126	
Admin. Info Technology			\$5.1M	\$140	\$140	
Attendance And Social Work	\$13.3M	\$360	\$6.4M	\$175	(\$185)	-56%
Edu. Media Serv./Library	\$12.3M	\$335	\$5.4M	\$146	(\$189)	-61%
Support Serv.-Gen. Admin.	\$13.9M	\$379	\$13.1M	\$357	(\$22)	-14%
Support Serv.-School Admin.	\$22.7M	\$616	\$25.2M	\$684	\$68	1%
Guidance	\$17.1M	\$466	\$10.9M	\$297	(\$169)	-42%
Health Services	\$10.9M	\$297	\$9.4M	\$254	(\$42)	-22%
Instruction (Tuition)	\$56.3M	\$1,530	\$49.7M	\$1,351	(\$180)	-20%
Special Schools	\$6.1M	\$166	\$3.7M	\$101	(\$65)	-45%
Total Accred. Eve./Adult H.S./Post-Grad.	\$0.8M	\$22	\$0.0M	\$0	(\$22)	-100%
Total Summer School	\$5.3M	\$144	\$3.7M	\$101	(\$43)	-37%
Professional Development	\$44.2M	\$1,202	\$25.4M	\$691	(\$511)	-48%
Improv. Of Inst. Serv.	\$42.8M	\$1,164	\$23.4M	\$637	(\$527)	-50%
Instr. Staff Training Serv.	\$1.4M	\$38	\$2.0M	\$54	\$15	27%

Line Item	2008-2009		2014-2015		Per Pupil Change	
	Total Approp.	Per Pupil	Total Approp.	Per Pupil	\$	%
Non-Instructional	\$260.8M	\$7,089	\$258.3M	\$7,019	(\$70)	-10%
Personal Services - Employee Benefits	\$100.3M	\$2,727	\$129.4M	\$3,516	\$789	17%
Total Capital Outlay	\$4.4M	\$120	\$1.2M	\$32	(\$89)	-76%
Central Services	\$18.8M	\$510	\$15.8M	\$429	(\$81)	-24%
Oper. And Maint. Of Plant Serv.	\$99.5M	\$2,704	\$75.9M	\$2,062	(\$642)	-31%
Student Transportation Serv.	\$32.8M	\$892	\$35.1M	\$954	\$62	-3%
Food Services	\$5.0M	\$136	\$1.0M	\$27	(\$109)	-82%

Source: NJDOE User Friendly Budget, School Based Budget

As discussed above, while NPS’s overall student population declined, the number of LEP and special education students remained relatively stable. When these areas experienced spending reductions, the impact was particularly detrimental for those student populations since there was no coincidental loss in enrollment. Spending on bilingual education dropped 20% overall, resulting in a \$1,444 reduction in spending per LEP student. Spending on special education programs declined by 28% overall, or \$4,425 per classified student. Spending on special education instruction declined by 16% or \$1,412 per classified pupil; child study teams declined by 16% or \$1,129 per classified pupil; and speech, occupational therapy, physical therapy and related services declined by 70% or \$1,883 per classified pupil.

Figure 7. Spending per Classified Student



Source: NJDOE User Friendly Budget, School Based Budgets, Fall Survey, Special Education Data Collection

Statewide Comparisons

To put NPS spending levels in context, it is helpful to consider where the district falls relative to other districts across the state. However, district to district spending comparisons are complicated. Per pupil spending is significantly affected by the population of students a district serves and the varying levels of academic and social supports that are required to ensure equal opportunity for success, especially for disadvantaged students. The state funding formula recognizes this with additional funding, or weights,

provided for at-risk students, English-language learners, and students with disabilities. Here we use the SFRA weighted enrollments, which increase in proportion to the number of at-risk and LEP students in the district, to calculate a measure of spending per weighted pupil. This measure provides a more reasonable comparison of spending between districts by accounting for the extra funding that is required for certain students.

In 2008-09, NPS spent \$12,919 per weighted pupil, placing it in the 65th percentile of districts statewide. This means that NPS spending, when adjusted for student need, was higher than 65% of the other districts in the state and lower than 35%. By 2014-15, NPS spending fell to the 13th percentile at \$10,053 per weighted pupil. In the span of seven years, NPS went from being one of the higher spending districts in the state to one of the lowest.

To provide another point of comparison, the spending per weighted pupil figure is roughly equivalent to the base cost used as the foundation for SFRA funding. In 2014-15, the DOE set the base cost at \$11,195. NPS's actual spending per weighted pupil was over \$1,000 per pupil below the amount the SFRA deems necessary to deliver state standards. The SFRA determined the statewide average cost of providing special education services to be \$15,596 for 2014-15. Newark spent only \$11,482 per special education student. The SFRA also sets the additional costs for limited English students at \$5,597. NPS's spending level is relatively comparable at \$5,420.

NPS Staffing Trends

The salaries and benefits of teachers and other school personnel represent the vast majority of district spending. When a school district reduces spending as significantly as NPS has, reductions in staff are inevitable. In this section we use DOE certificated staff records to analyze changes in staffing levels, expressed as full-time equivalents (FTEs). Job codes are categorized into groupings to explore patterns while acknowledging that there is some fluidity and overlap in the individual job code assignments (see appendix for staffing trends by individual job code). Because of inconsistencies in DOE certificated staff data collection, we are limited to the three most recent years of staffing data, 2012-13 to 2014-15. To put the following staffing changes in context, it is important to note that NPS K-12 enrollment, excluding charters, was essentially stable over this period. Total appropriations, however, declined by 11%. With no decline in enrollment, but a significant loss of funding, the total number of reported staff fell in many areas. Over this three-year period, NPS saw the following changes:

- 390 fewer total staff members (-9%);
- 196 fewer staff assigned to “core” subjects (general elementary and middle school teachers, English, Math, Social Studies and Science), a 10% reduction;
- 10 fewer art teachers (-9%), and 9 fewer music teachers (-12%);
- 27 fewer health and physical education teachers (-15%);
- 4 fewer world language teachers (-7%);
- 45 fewer resource program positions (-8%), and 40 fewer supplementary instruction positions (-60%);

- 49 fewer educational services positions (-8%), including 13 school psychologists (-21%), 8 social workers (-5%), 8 librarians/media specialists (-20%), 5 school counselors (-5%) and 9 nurses (-7%);
- The district added positions in the following areas: 8 administrators (+57%), 24 non-supervisory coordinators (+27%), 35 principals (+19%), and 15 teacher coaches/coordinators/leaders (+18%).

Table 2. Full-time Equivalent Staff by Job Category

		FTE's		Change 2012-13 to 2014-15	
		2012-13	2014-15	FTE	Percent
General Administration					
	Administrators	14	22	8	57%
	Directors	25	15	-10	-40%
	Principals	188	223	35	19%
	Supervisor	85	14	-71	-84%
	Non-Supervisory Coordinator	90	114	24	27%
	Teacher Coach/Coordinator/Leader	85	100	15	18%
Educational Services					
	School Social Worker	164	156	-8	-5%
	School Nurse	121	112	-9	-7%
	School Counselor	101	96	-5	-5%
	Speech Correction/Language	56	51	-5	-9%
	School Psychologist	63	50	-13	-21%
	Learning Disabilities Teacher	47	44	-3	-6%
	School Librarian, Media Specialist	40	32	-8	-20%
	Other	22	24	2	9%
Classroom Teachers					
	"Core" Subjects	2,010	1,814	-196	-10%
	Art	115	105	-10	-9%
	Music	77	68	-9	-12%
	Business	16	13	-3	-19%
	Family & Consumer Sciences	2	1	-1	-50%
	Health/Physical Ed	180	153	-27	-15%
	World Language	57	53	-4	-7%
Special Programs					
	Industrial Arts	15	8	-7	-47%
	Private School/Only		2	2	
	Vocational Ed	36	34	-2	-6%
Instructional Support					
	Resource Program	584	539	-45	-8%
	Supplementary Inst	67	27	-40	-60%
Grand Total		4,260	3,870	-390	-9%

Source: NJDOE Certificated Staff Files

Conclusion and Recommendations

It is clear that the financial stress of successive years of underfunding and the rapid expansion of charter school enrollment have had a significant negative impact on the availability of resources necessary for a thorough and efficient education in Newark schools. Overall revenues have been stagnant, even as the NPS budget must support a greater number of students in both district and charter schools. As charter school enrollments have dramatically increased, the district has had to transfer significantly more funding from its budget to these schools.

The drastic underfunding of NPS under the SFRA, combined with an increase in payments to charter schools, has left NPS with no alternative but to reduce spending on schools and students, resulting in significant cuts in teachers, support staff, special education, programs for English Language learners and other essential programs and services. It is clear that the NPS budget crisis is worsening – and will continue to worsen in coming years – depriving NPS students of the opportunity to achieve the CCCS, the benchmark for a thorough and efficient education.

Urgent action by the Commissioner, the DOE and the State District Superintendent is required to address this crisis. In order to stabilize the budget for the next few years and enable NPS to restore resources necessary for a thorough and efficient education, we recommend the following:

- Restore state formula aid to move NPS to full SFRA funding;
- Increase the city of Newark's local contribution, utilizing waivers of the 2% property tax cap where appropriate;
- Temporarily halt the expansion of enrollment in existing Newark charter schools, pending a thorough analysis by the Commissioner and the DOE of the impact of further expansion on the funding and resources available in district schools, as mandated by law and court rulings;
- Reduce district payments to charter schools in 2016-17, by requiring Newark charter schools to apply any fund balance in excess of 2% to the charter's per pupil payment amount under the charter law; and
- End the authorization of additional payments to charter schools from the NPS budget in excess of the per pupil amounts under the charter law.

Appendix. Full-time Equivalent Staff by Job Code

Job Code Description	FTE's		Change	
	2012-13	2014-15	FTE	Percent
Administrators				
Administrative Assistant to District Superintendent	6	14	8	133%
Assistant School Business Admin	2	1	-1	-50%
Assistant Superintendent Non-Business	4	5	1	25%
Chief School Administrator/District Superintendent	1	1	0	0%
School Business Administrator	1	1	0	0%
Directors				
Director Curriculum & Instruction	17	4	-13	-76%
Director Mathematics		1	1	
Director Special Project	8	10	2	25%
Principals				
Assistant Principal Elementary School	79	78	-1	-1%
Assistant Principal High School	35	77	42	120%
Elementary School Principal	53	48	-5	-9%
High School Principal	21	20	-1	-5%
Supervisor				
Supervisor Art	1		-1	-100%
Supervisor Athletics	10	7	-3	-30%
Supervisor Bilingual/ESL	2		-2	-100%
Supervisor Business	2		-2	-100%
Supervisor Curriculum & Instruction	12	5	-7	-58%
Supervisor English	13		-13	-100%
Supervisor Industrial Arts	1		-1	-100%
Supervisor Mathematics	13		-13	-100%
Supervisor Music	1		-1	-100%
Supervisor of Math/Science	11		-11	-100%
Supervisor Pupil Personnel Services/Guidance		1	1	
Supervisor Social Studies	9		-9	-100%
Supervisor Special Education	8		-8	-100%
Supervisor Special Project		1	1	
Supervisor Vocational Education	2		-2	-100%
Non-Supervisory Coordinator				

Job Code Description	FTE's		Change	
	2012-13	2014-15	FTE	Percent
Coordinator of Grants Management, Mandated Programs & Special Projects	4	3	-1	-25%
Non-Supervisory Coordinator Curriculum and Instruction		2	2	
Non-Supervisory Coordinator of Basic Skills	13	67	54	415%
Non-Supervisory Coordinator Physical Ed & Health		1	1	
Non-Supervisory Coordinator Science		1	1	
Non-Supervisory Coordinator Special Ed	2	1	-1	-50%
Non-Supervisory Coordinator Special Projects	67	37	-30	-45%
Non-Supervisory Coordinator Teacher Student Discipline and Activity Advisor	1	1	0	0%
Non-Supervisory Coordinator Vocational	1	1	0	0%
Transition Teacher	2		-2	-100%
Teacher Coach/Coordinator/Leader				
Teacher Coach		80	80	
Teacher Coordinator	11	5	-6	-55%
Teacher Leader	74	15	-59	-80%
Educational Services				
Athletic Trainer	10	10	0	0%
Educational Interpreter-Sign Language Interpreting	6	4	-2	-33%
Learning Disabilities Teacher Consultant	47	44	-3	-6%
Occupation Therapist	1	1	0	0%
Physical Therapist	1	1	0	0%
School Counselor	101	96	-5	-5%
School Librarian, Media Specialist Assoc.	40	32	-8	-20%
School Nurse	117	112	-5	-4%
School Nurse/Non Instructional	4		-4	-100%
School Psychologist	63	50	-13	-21%
School Social Worker	164	156	-8	-5%

Job Code Description	FTE's		Change	
	2012-13	2014-15	FTE	Percent
Speech Correction/Language Specialist	56	51	-5	-9%
Teacher/ Behavior Specialist (SE Only)	4	8	4	100%
"Core" Subjects				
Elementary				
Elementary Kindergraten-8 Grade	635	552	-83	-13%
Elementary School Teacher K-5	175	181	6	3%
English/Elementary	124		-124	-100%
Kindergarten	185	196	11	6%
Mathematics/Elementary	147		-147	-100%
Preschool	105	115	10	10%
Science /Elementary	35		-35	-100%
English				
Basic Skills/Remedial English	1	1	0	0%
Bilingual/Bicultural	144	146	2	1%
English as a 2nd Language	79	76	-3	-4%
English Non-Elementary		125	125	
Library Skills Development	5		-5	-100%
Reading Development/Remedial Elementary	18	11	-7	-39%
Speech Arts/Drama	3	4	1	33%
Math				
Computer Literacy/Applications/Programming	20	13	-7	-35%
Math Non-Elementary		131	131	
Middle Grade 5-8				
American Sign Lang Grades 5 - 8	9	15	6	67%
Lang Arts/Literacy Grades 5 - 8	34		-34	-100%
Mathematics Grades 5 - 8	25		-25	-100%
Other World Lang Grades 5 - 8	53	44	-9	-17%
Science Grades 5 -8	27		-27	-100%
Social Studies Grades 5 -8	12		-12	-100%
Spanish Grades 5 - 8	2		-2	-100%
Science				
Science Biological	31	33	2	6%
Science Chemistry	22	22	0	0%
Science General		37	37	
Science Military	3	1	-2	-67%
Science Physics	17	16	-1	-6%

Job Code Description	FTE's		Change	
	2012-13	2014-15	FTE	Percent
Social Studies				
Social Studies History	99		-99	-100%
Social Studies Non-Elementary		95	95	
Art				
Art	94	86	-8	-9%
Dance	16	18	2	13%
Print Making/Art of Print Making (HQ Only)		1	1	
Print Making/Technical	1		-1	-100%
Theater/Stage	4		-4	-100%
Music				
Music Comprehensive	38	68	30	79%
Music Instrumental	18		-18	-100%
Music Vocal	21		-21	-100%
Business				
Business Organization	13	11	-2	-15%
Clerical Office Practices	3	2	-1	-33%
Family & Consumer Sciences				
Family & Consumer Sciences - Comprehensive	2	1	-1	-50%
Health/Physical Ed				
Health	25		-25	-100%
Physical Education	154	151	-3	-2%
Swimming/Water Safety	1	2	1	100%
World Language				
Chinese	1	2	1	100%
French	13	13	0	0%
Latin	1	2	1	100%
Portuguese	2	2	0	0%
Spanish	40	34	-6	-15%
Industrial Arts				
Aeronautics	2		-2	-100%
Career Education	11	6	-5	-45%
Machine Shop	2	2	0	0%
Private School/Only				
Director		1	1	
Executive Director		1	1	
Vocational Ed				
Air Conditioning & Refrigeration	1	1	0	0%

Job Code Description	FTE's		Change	
	2012-13	2014-15	FTE	Percent
Automotive Technology (Includes Automobile Mechanics and Automotive Specialties)	2	2	0	0%
Carpentry	4	4	0	0%
Computer Technology	1	1	0	0%
Culinary Arts	4	3	-1	-25%
Dental Assisting	1	2	1	100%
Draft/Design Technology	2	2	0	0%
Food Services	1		-1	-100%
Graphic Arts	3	4	1	33%
Health Occupation	2	1	-1	-50%
Introduction to Vocations	2	2	0	0%
Law Enforcement	2	2	0	0%
Printing	3	3	0	0%
Telecommunications	5	4	-1	-20%
Television Production	2	2	0	0%
Vocational Art/Vocal Music	1	1	0	0%
Resource Program				
Resource Program In-Class	584	539	-45	-8%
Supplementary Instruction				
Supplementary Instruction (In-Class)	27		-27	-100%
Supplementary Instruction (Pull-Out)	40	27	-13	-33%
Total	4,260	3,870	-390	-9%

Source: NJDOE Certificated Staff Files