The Benefits of Jewish Nonpublic Schools to New York State

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I. EXECUTIVE SUMMARY

Nonpublic schools are a major component of the nation's K-12 educational systems. This is particularly true in New York State, where roughly 1,700 nonpublic schools (both secular and religious) educate over 402,000 students.

Not only do these schools educate students, but they also provide good jobs to workers all across the state. In total, nonpublic schools provide 71,330 direct full-time-equivalent (FTE) jobs, paying workers nearly $4.7 billion, and generating an economic output of $4.4 billion for the state of New York.[1] In addition, the schools generate another 17,340 FTE jobs for workers supporting nonpublic schools as suppliers, or for those creating goods and services for nonpublic school and supplier employees. Overall, nonpublic schools generate $8.1 billion in economic activity in New York. This helps to generate $665.1 million in tax revenues for the state and its localities.

state spent upwards of $32,800 per public school student.[2] In comparison, nonpublic schools received significantly less state funding, at just under $950 per student. Considering these values - and even after considering state payments to school districts for nonpublic pupil transportation and special education private excess cost payments - the funding relief provided by nonpublic schools amounts to over $11.9 billion in total annual savings.

The state's Jewish schools are particularly important and are a growing part of the nonpublic school infrastructure. Despite the decreasing number of enrolled nonpublic school students nationally, as well as in NYS, Jewish school enrollment has risen in the last decade. Between 2013 and 2023, Jewish schools in NYS have seen an increase in enrollment of approximately 46,000 students. In total, Jewish nonpublic school students make up just over 45 percent of all nonpublic enrolled students in the state. Assuming all nonpublic school students (regardless of religion or denomination) receive the same level of aid, that would suggest that Jewish schools alone account for most funding-obligation savings to the state.

Table 1

Economic Impact of Nonpublic schools in New York			
	Jobs	Wages	Output
Direct	71,332	$ 4,657,484,400	$ 4,439,785,000
Supplier	1,625	$ 119,105,400	$ 387,944,000
Induced	15,714	$ 1,220,890,500	$ 3,277,064,800
Total	88,671	$ 5,997,480,300	$ 8,104,793,800
State and Local Tax			$ 665,124,400
Federal Tax			$ 1,125,854,600
Total Tax			$ 1,790,979,000

Table 2

Economic Impact of Nonpublic Jewish Schools in New York			
	Jobs	Wages	Output
Direct	25,185	$ 1,644,405,700	$ 1,567,543,100
Supplier	574	$ 42,052,200	$ 136,970,300
Induced	5,548	$ 431,056,600	$ 1,157,024,600
Total	31,307	$ 2,117,514,500	$ 2,861,538,000
State and Local Tax			$ 234,833,700
Federal Tax			$ 397,502,500
Total Tax			$ 632,336,200

In addition to elevating New York's economy, nonpublic schools help to save the State, and its cities and counties significant resources that do not need to be allocated to support the over 402,000 students that are not utilizing public schools. In 2022, not including federal COVID-19 aid, the

Additionally, taxes collected from those working at Jewish schools, as well as from suppliers and induced activities further lessen the burden on the state. With aid to Jewish schools totaling $672.3 million in 2022-23, the state recovers 35 percent of its funding within the same year.3

Jewish schools are also significantly correlated to positive social variables. The larger the concentration of Jewish schools in a neighborhood the lower the divorce rates and lower the use of public assistance. Despite the facts that families in neighborhoods that feature a larger number of Jewish schools are more likely to have young children – and child-rearing work is not captured in employment statistics – labor force participation in these neighborhoods was basically no different from the state average (62.5 percent versus the 63.1 percent state total).

When controlling for other neighborhood factors, those with a Jewish school were likely to have larger families, lower rates of divorce, and lower rates of public assistance.

Altogether, these findings suggest that Jewish schools make vital contributions to a healthy economy and social fabric in New York.

II. INTRODUCTION

The state of New York is home to approximately 1,700 nonpublic schools, ranging from large and prestigious preparatory schools to small, one-room facilities serving mainly Amish and Mennonite children in rural communities. These schools provide both secular and religious education to an estimated 400,000 students across the state, for a fraction of the cost of public schools.[4] By providing these education services, nonpublic schools relieve the State and local school districts of most funding obligations for about 15 percent of the school-age population of New York.[5]

This study examines the costs and benefits of New York State's nonpublic schools to the government of the State of New York. The report will examine the structure of nonpublic school education, present an economic impact analysis of how these schools create jobs in communities throughout New York, and develop a calculation of the fiscal impacts of nonpublic schools in the state. In addition, the study will examine both the economic and social impact of New York's nonpublic Jewish schools, which make up a large and growing segment of nonpublic schools in the state.

III. BACKGROUND ON NONPUBLIC SCHOOLS

Nonpublic schools make up a significant segment of the overall K-12 educational system throughout the country. About 5 million students are educated at nonpublic institutions every year.
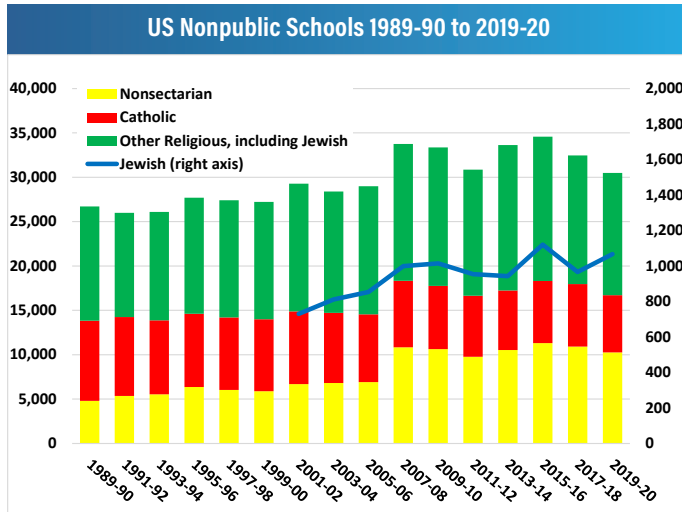
1. National Trends[6]

In general, the number of nonpublic schools and enrolled students nationwide is much higher than three decades ago but has fallen from peak levels over the last ten to fifteen years. The latest estimate published by the National Center for Education Statistics (NCES) of the U.S. Department of Education is that 30,492 nonpublic schools were in oper-

ation across the United States during the two-year period 2019-20. That was about 14 percent more than the 26,712 schools recorded in 1989-90, but well below the highest level of the last 30 years—34,576 in 2015-16.

The number of enrolled students has similarly followed an inverted-U shaped trajectory over the last three decades. Some 4,652,904 students were enrolled in the nation's nonpublic schools in 2019-20, 4 percent fewer than in 1989-90 and nearly 13 percent fewer than the peak enrollment of more than 5.3 million students in 2001-02.

Chart 1

US Nonpublic Schools 1989-90 to 2019-20

Legend:
- Nonsectarian (yellow)
- Catholic (red)
- Other Religious, including Jewish (green)
- Jewish (right axis) (blue line)

Source: National Center for Education Statistics, U.S. Department of Education

Chart 2

### US Nonpublic School Enrollment, 1989-90 to 2019-20[7]

Source: National Center for Education Statistics, U.S. Department of Education

Meanwhile, the nation's nonpublic schools employed 481,000 full-time equivalent (FTE) teachers in 2019-20, a number that increased over the time period for which data are available. The ratio of students to FTE teachers has trended steadily downward—decreasing from 12.6-to-1 in 2001-02 to 9.7-to-1 in 2019-20.

These trends have not played out evenly across non-public school types. The largest area of growth has been in nonsectarian, or independent, schools which have more than doubled in number since 1989-90 to more than 10,000 and have seen enrollment increase 72 percent. In contrast, the latest data show the number of religious affiliated schools was 8 percent lower than in 1989-90 with 15 percent fewer students.
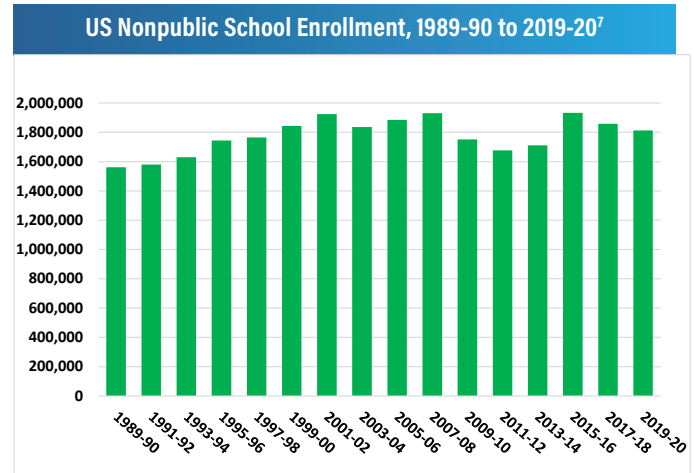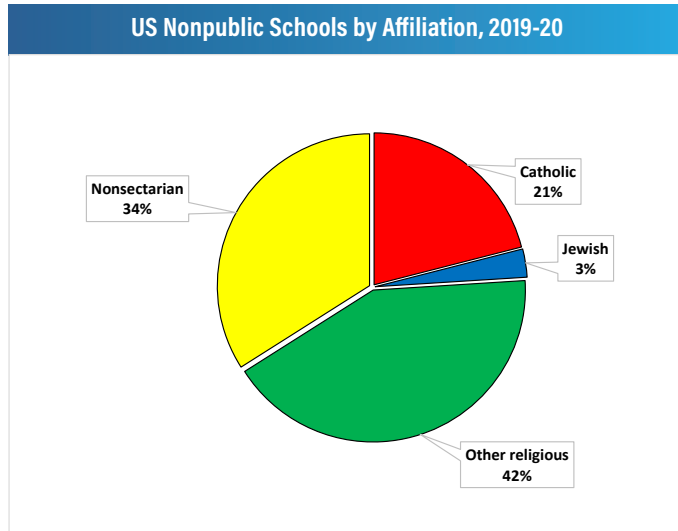
Jewish schools have been reported separately in the NCES data since 2001-02. They have grown in number from 730 at that time to 1,067 as of 2019-20, a 46 percent increase, and enrollment has increased by one-third to 264,895.

Chart 3

US Nonpublic Schools by Affiliation, 2019-20

Chart 4

US Nonpublic School Enrollment by Affiliation, 2019-20

It is noteworthy that different data sources place current Jewish enrollment at different levels. Whereas NCES data shows enrollment in Jewish schools at 264,895 in 2019-2020, the Census of Jewish Day Schools conducted by the AVI CHAI foundation in the 2018-2019 school year shows enrollment substantially higher at 292,172.[8]

All sources agree, however, that nationally Jewish enrollment has grown substantially over the past two decades.

As of 2019-20, nonsectarian schools comprised 34 percent of the nation's nonpublic schools and 24 percent of enrolled students. Despite ongoing closures and consolidation, Catholic schools accounted for 21 percent of the total nonpublic school count and 37 percent of enrolled students, the highest among religiously affiliated schools in both measures. Three percent of nonpublic schools were Jewish, accounting for 6 percent of student enrollment. Other religious denominations made up the remaining 42 percent of schools and 33 percent of students.
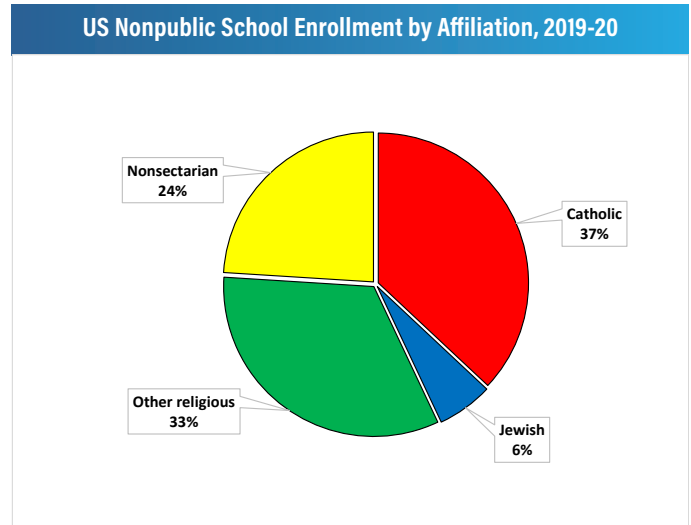
2. New York State

There is no single official count or database of nonpublic schools in New York State. Although the state government does not keep data on all the nonpublic schools located throughout New York, it does record that about 380,788 students are enrolled in the 1,793 schools serving at least one of grades K-12 in for which it keeps some data.[9] These schools must register with the State since they receive some sort of funding for programs like the Comprehensive Attendance Policy (CAP) program. The latest data from the Federal Government, for the 2019-2020 school year, includes information on 1,147 schools in its system, although it should be remembered that the Federal data comes from state government sources.[10] JDA's estimates, which account for a total of 1,687 nonpublic schools, are that about 402,146 students currently attending nonpublic schools in New York State.[11]

Table 3

Type	Schools	Estimated Students
New York State Nonpublic schools by Type, 2022-2023		
Baptist	21	1,353
Campus School	1	1,627
Catholic	462	121,663
Christian Fundamentalist	105	9,415
Episcopal	12	3,839
Green Orthodox	9	1,639
Independent	401	67,433
Islamic	26	5,192
Jewish	517	181,235
Lutheran	25	2,337
Mennonite	74	1,825
Presbyterian	2	344
Quaker	6	2,651
Seventh-Day Adventist	26	1,593
Total	**1,687**	**402,146**

Table 4 shows the number of schools included in this analysis by type of institution. These schools range in size from extremely large high schools serving thousands of young people, to small, one-room, Amish schools in rural New York. All of these schools provide educational services at the kindergarten, grade school and/or high school level, and many also provide some form of religious instruction.

Jewish-affiliated schools currently educate more students in New York state than any other type of nonpublic school—religious or secular. As of the 2022-23 school year, 517 Jewish schools enrolled 181,235 students. This represents a marked increase from 2013-14, when JDA estimated 447 Jewish schools with 161,375 students.[12] Many of these schools serve disadvantaged communities. As of October 2022, 125 nonpublic schools enrolling 105,846 students were participating in the National School Lunch Program's Community Eligibility Provision, meaning that over 40 percent of the students in those school are identified as low-income.[13]

Figure 1

Location of Nonpublic schools in New York State
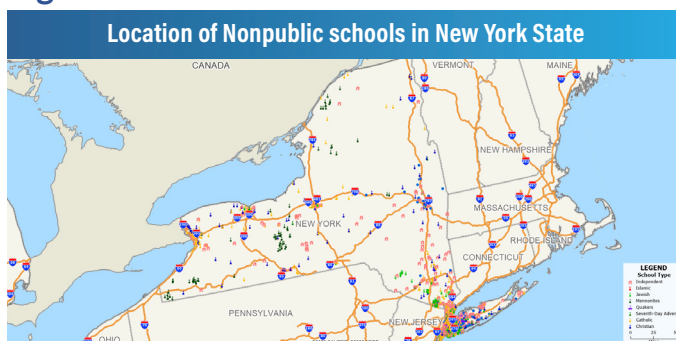
As Figure 1 shows, the Jewish schools are concentrated in downstate New York, while those serving the Amish and Mennonite populations tend to be located in the far northern part of the state. Christian and non-sectarian schools are in population centers, while those sponsored by the various Catholic diocese are predominant in New York City and Buffalo.

Table 4

School Year	Estimated Students	School Year	Estimated Students
New York State Nonpublic School Students, 2005-2006 to 2013-2014			
2005-06	444,916	2014-15	412,443
2006-07	438,671	2015-16	410,451
2007-08	433,510	2016-17	407,176
2008-09	429,516	2017-18	401,799
2009-10	420,169	2018-19	398,228
2010-11	415,230	2019-20	390,779
2011-12	414,759	2020-21	382,644
2012-13	413,703	2021-22	382,510
2013-14	411,391	2022-23	380,788

Note: Differences between Table 5 and Table 4 are due to different data sets. The NYS data used in Table 5 do not include all of the school facilities in operation as of 2023. This may be due to multiple schools operating under one NYS license, or delays in data availability.

In contrast to Jewish schools, other types of nonpublic schools, including secular schools, have seen their ranks decrease slightly. Jewish schools were broken out in the data beginning in the 2001-02 school year. Examining non-Jewish schools only, the number of nonpublic schools have fallen by about 3.0 percent by the 2019-20 school year. At the same time, Jewish schools were educating over 17.2 percent more students.[14]

In broad contours, the plight of New York's nonpublic schools mirrors the national trends cited above. Table 5 presents data from the New York State Education Department showing that enrollment in nonpublic schools in the Empire State was down by over 14 percent between 2005 and 2023.[15] Among the factors causing the erosion in nonpublic school enrollment in the face of an ever increasingly challenged nonpublic school system may be that tuition tends to be quite high – estimates of average tuition per pupil range from $20,631[16] to $46,208.[17] Of course the actual tuition paid by a particular student depends on the type of nonpublic institution, and the availability of financial aid While this on par with state and local government spending on a public-school student, it is a substantial amount for a family to pay in addition to already high state and local taxes.

IV.   ECONOMIC IMPACT OF NEW YORK'S NONPUBLIC SCHOOLS

Based on data from Data Axle[18] and the New York State Education Department augmented by JDA estimates, New York State's 1,687 nonpublic schools directly employ 71,332 people, in occupations as varied as teachers, administrators, and building maintenance workers. This equates to about one employee for every 5.4 students.

Table 5

Size of Schools by Type			
Institution Type	**Schools**	**Employment**	**Enrollment**	**Students Per Employee**
Adventist	26	389	1,593	4.09
Catholic	462	17,956	121,665	6.78
Christian	165	3,876	17,287	4.46
Greek Orthodox	9	302	1,639	5.43
Independent	402	21,634	69,060	3.19
Islamic	26	945	5,192	5.49
Jewish	517	25,185	181,235	7.20
Mennonite	74	378	1,825	4.83
Quaker	6	515	2,651	5.15
Total	1,687	71,180	402,146	5.65

This compares to a figure of one employee for every 6.9 students in 2013-2014, when this study was previously conducted.[19] The decrease in the number of students per staffer is broadly consistent with other sources documenting downward trends in student-to-teacher ratios. For example, our own analysis of NCES data, noted above, shows the ratio of FTE students to teachers has trended downward over the last two decades—decreasing from 12.6-to-1 in the two-year period 2001-2002 to 9.7-to-1 in the two-year period 2019-2020.[20]

Once these initial, or direct, employment figures were established, they were entered into a model linked to the IMPLAN database. The IMPLAN data are used to generate estimates of direct wages and output as well as the supplier and induced figures.[21] IMPLAN was originally developed by the US Forest Service, the Federal Emergency Management Agency, and the Bureau of Land Management. It was converted to a user-friendly model by the Minnesota IMPLAN Group in 1993.

At first glance it may appear that nonpublic school expenditures in a school are the sum total of the impact on the local economy. However, one economic activity always leads to ripple effects whereby other sectors and industries benefit from this initial spending. This inter-industry effect of an economic activity can be assessed using multipliers from regional input-output modeling.

Table 6

Economic Impact of Nonpublic Schools in New York			
	Jobs	**Wages**	**Output**
Direct	71,332	$ 4,657,484,400	$ 4,439,785,000
Supplier	1,625	$ 119,105,400	$ 387,944,000
Induced	15,714	$ 1,220,890,500	$ 3,277,064,800
Total	88,671	$ 5,997,480,300	$ 8,104,793,800
State and Local Tax			$ 665,124,400
Federal Tax			$ 1,125,854,600
Total Tax			**$ 1,790,979,000**

The economic activities of events are linked to other industries in the state and national economies. The financial expenses required to teach a class (obtaining textbooks, licensing online resources, paying teachers) generate direct effects on the economy. Indirect impacts occur when these activities require purchases of goods and services from local or regional suppliers. For example, nonpublic schools hire a range of service providers (e.g., security, cleaning, accounting, consulting) and purchase a range of material goods (e.g., books, software, computers, classroom supplies) necessary for operation.

Induced impacts occur when teachers and other school staff spend their wages in the region. The ratio between total economic and direct impact is termed the multiplier and is calculated using an input-output model. This induced impact is the most controversial part of economic impact studies and is often quite inflated.

In the case of this particular model, only the most conservative estimate of the induced impact has been used, and only those activities that occur in New York State are considered as part of the impact.

Based on these data, the total economic impact of the nonpublic primary and secondary school industry in New York State is just over $8.1 billion. Industry generates nearly 89,000 jobs. These schools, while generally not-for-profit institutions, still generate as much as $1.79 billion in state and federal tax revenues, including $665 million to New York State and its localities, through such sources as employment taxes, social security taxes, excise taxes and sales taxes on the re-spending of wages by employees.

V. NEW YORK STATE FUNDING FOR NONPUBLIC SCHOOLS

Under New York State law, parents of school age children have the right to enroll them in nonpublic schools or instruct them at home. Nonpublic schools may be either secular or provide some form of religious instruction as part of their curriculum. For the most part, nonpublic schools are funded by revenue from tuition payments, or by scholarship revenue from endowments or private philanthropies. These tuition payments are on top of the taxes that parents pay to help fund the public school system.

Nonpublic schools are provided with some minimal publicly funded services and grants-in-aid through the state budget. These include:

- Mandated services reimbursement (MSR);
- Comprehensive attendance policy (CAP) program;
- Safety equipment and services grants;
- Funding for science, technology, engineering, and mathematics (STEM) programs;
- Academic intervention services;
- Textbook, hardware, technology, software and library aid; and Transportation services.22

Table 7

State Funding for Nonpublic Schools in New York		
Program	**Budget**	**Per Student**
Mandated Services Reimbursement	$ 118,113,000	$ 293.71
Comprehensive Attendence Policy Program	$ 79,376,000	$ 197.38
Safety Equipment and Services Grants	$ 70,000,000	$ 174.07
Funding for Science, Technology, Engineering, and Mathematics (STEM)	$ 73,000,000	$ 181.53
Adademic Intervention Services	$ 922,000	$ 2.29
Textbook, Hardware, Technology, Software, and Library Aid	$ 39,657,496	$ 98.61
Total	**$ 381,068,496**	**$ 947.59**

Those nonpublic schools that wish to participate in these programs report enrollment to the State; however, schools are not required to report enrollment if they do not wish to participate.

Aside from state funding for nonpublic schools, New York State provides transportation funding for all students. It also mandates that school districts provide equal transportation services to both public and nonpublic school students. The funding is distributed through the school districts which determine how to ensure that transportation services are provided.[23]

In the 2022-2023 school year, the state's preliminary budget allocated $2.23 billion for this purpose based on total public and nonpublic school enrollment of 2.8 million in the 2022-2023 school year. This comes to $805 per student in state funded transportation spending.[24] The $805 figure is used as an estimate of per student spending in this analysis.

VI. FISCAL COST OF STATE SUPPORT FOR NONPUBLIC AND JEWISH SCHOOLS

Specific data on payments from the State of New York for specific educational activities for both nonpublic and Jewish schools is not directly available but can be estimated from a number of sources.

In the 2022-2023 school year, there were approximately 402,136 students enrolled in New York's non-public schools. Of these students, approximately 181,235 attended Jewish schools, or around 45.1 percent of all nonpublic students.[25] This was an increase of 2.3 percent from the previous year. During the year, nonpublic schools received a total of $381.1 million in funding from New York State. If funding were equal across all students, Jewish schools' share would be $171.7 million. Additionally, considering individual county nonpublic/public school enrollment rates, the state spent $323.7 million and $407.6 million in transportation and Private Excess Cost payments for nonpublic school students, respectively. Based on the 45.1 percent share of Jewish institution enrolled students, it is estimated that Jewish schools received $146.0 million and $176.9 million of the previously stated values.

Approximate funding for nonpublic schools totaled $1.3 billion, with $672.3 million going to Jewish schools.[26]

VII. FOCUS ON JEWISH SCHOOLS

New York's Jewish schools occupy a unique position in the state's educational landscape. These schools are large and growing in number and serve a large and growing student population. Consequently, their economic impact, as described below, is substantial. Moreover, their students tend to remain in their communities once they have completed their education, contributing to the economic life and social cohesion of these neighborhoods.

1. Economic Impact

The methodology underlying estimates of the direct, supplier, and induced economic impacts of the entirety of New York State's nonpublic primary and secondary education sector is described above. The same approach is used to arrive at estimates of the economic contribution of the State's 517 Jewish schools.

Table 8

Economic Impact of Jewish Schools in New York			
	Jobs	Wages	Output
Direct	25,185	$ 1,644,405,700	$ 1,567,543,100
Supplier	574	$ 42,052,200	$ 136,970,300
Induced	5,548	$ 431,056,600	$ 1,157,024,600
Total	31,307	$ 2,117,514,500	$ 2,861,538,000
State and Local Tax			$ 234,833,700
Federal Tax			$ 397,502,500
Total Tax			**$ 632,336,200**

These estimates, again based on data from Data Axle and the New York State Education Department augmented by JDA estimates, are summarized in Table 9. New York State's Jewish schools directly employ 25,185 people.[27]

Considering the impact of suppliers and of the ripple effect of expenditures of income associated with direct and supplier employment, the total contribution of Jewish primary and secondary education to New York State's economy totals nearly $2.9 billion.

For contextual purposes, according to 2021 data from IMPLAN, the same model used to produce this report, this is about equal to the economic output of the Brewing ($2.33B) and Commercial Sports ($2.96B) industries in New York.

Jewish education supports more than 31,000 jobs in total, paying more than $2.2 billion in aggregate compensation and generates $632 million federal, state and local tax revenue.

2. Personal Costs Comparison of Nonpublic and Public Schools

According to a recent report by the Empire Center for Public Policy, based on data from the US Census Bureau, elementary and secondary school spending in New York equaled $26,571 per pupil in 2020-21, the highest in the nation, and 85 percent above the national average of $14,347 per pupil.[28] Whether or not this is reasonable is not a subject for this analysis; however, when public subsidies for nonpublic schools are excluded, the cost per student is even higher for public schools.[29] Based on the economic impact analysis of Jewish day schools, the revenues received by these institutions from "sales," or in this case tuition payments, is equal to the output of $1,5637,543,100 plus certain taxes. There are 181,453 enrolled students, of which 16.2 percent (29,321) are in kindergarten. Making the moderate assumption that tuition for kindergarteners is half of those for other students, this would lead to an average tuition cost of roughly $12,060 (not including any tuition reduction or financial aid awards). Added to this would be the state expenditures averaging $947 to nonpublic schools, $805 for pupil transportation, and $1,013 for special education private excess cost payments, a total average cost of about $14,825 per student, or just over half of the cost of educating a student in public school in New York state, and less than the national cost for a public-school student.

Table 9

Spending Per Student			
Category	**Dollars (2021)**	**Students**	**Per Student**
State and Local Spending General	$ 73,789,500,978	2,668,535	$ 27,652
Federal Aid General	$ 3,058,041,000	2,668,535	$ 1,146
Special Needs	$ 4,743,523,000	486,418	$ 9,752
Private	$ 807,107,022	402,146	$ 2,007
Total	**$ 81,591,064,978**	**3,070,681**	**$ 26,571**
Special Needs Cost Per Student			$ 38,550

It is true that a direct comparison of the average cost per student is not possible, as public schools are responsible for educating nearly half a million (486,418) students with special needs.[30] This is nearly a fifth of all of the roughly 2.7 million students in the NYS public school system.[31]

Even so, the average parent sending their child to Jewish day schools are paying not only the tuition for the nonpublic school ($12,060) but the taxes that would have been used by the public school system to educate their child even though they are not attending ($26,571 less $2,765[32]). This makes the total cost for a parent about $35,866, a significant commitment toward a child's education.

3. Fiscal Impact

There are two fiscal benefits to state and local governments resulting from the operation of 517 nonpublic Jewish schools in New York. First, as is outlined above, parents sending their children to nonpublic schools will reduce the expenses for both state government and local school districts. These would be the marginal costs of educating the children, were they to attend public schools, which is roughly $26,570.

On top of this, the economic benefits of Jewish schools to state and local governments include an additional $244,833,700 in tax revenues from the operation of the schools. This consists mainly of taxes paid by supplier firms and from the workers at the schools, since most (if not all) of the institutions themselves would be tax exempt. This amounts to roughly $610 per student, for a total average net benefit to the state of $23,951 per student attending a nonpublic Jewish school.

4. Social Impact

No data are available that track the demographic and employment characteristics of all New York State nonpublic school children; however, it is possible to examine the characteristics of the neighborhoods where these schools are located.[33]

Based on the addresses of the 1,687 schools examined, they are located in a total of 1,069 different census tracts (neighborhoods). The largest number of schools in one neighborhood is 21, in Brooklyn's Flatlands section.

JDA compared the demographics of the neighborhoods where Jewish schools were located with those in neighborhoods where other nonpublic schools were located, as well as to the overall demographics of New York state. General Statistics

In terms of demographics, JDA analyzed eight specific characteristics that tend to be associated with stable neighborhoods. These were:

- Divorce rate,
- Out of wedlock birth rate,
- Family size,
- Family household structure,
- Use of public assistance,
- College education,
- Working status, and
- Self-employment status.

i. Social Demographic Statistics

Across all neighborhoods, those with Jewish schools tend to have populations with social characteristics that are generally considered to be more advantageous to the population.

Neighborhoods that feature nonpublic Jewish schools have a lower incidence of non-family households than those in the state as a whole. They also have lower rates of divorce, and births to unmarried mothers. They do tend to have larger household sizes (although neighborhoods with Islamic and Mennonite schools have larger families), which might be why they have a higher level of households on some form of public assistance.

Table 10

		Comparison of Social Statistics			
Institution Type	Household Size	% Non Family Household	% Divorced (Total Pop)	Unmarried Births % of 16+ Pop	% Public Assistance (Households)
Adventist	2.7	40.9%	7.1%	0.5%	5.9%
Catholic	2.6	43.6%	7.0%	0.4%	4.6%
Christian	2.6	45.3%	7.0%	0.4%	4.8%
Greek Orthodox	2.4	47.6%	6.1%	0.2%	3.9%
Independent	2.4	50.2%	6.6%	0.2%	3.6%
Islamic	3.1	35.8%	4.5%	0.3%	5.6%
Jewish	3.0	35.6%	5.0%	0.3%	5.3%
Mennonite	3.2	29.8%	5.4%	0.9%	5.9%
Quaker	2.2	59.8%	5.7%	0.2%	3.4%
Total for NY	2.6	37.0%	8.8%	0.4%	3.5%

ii. Economic Statistics

The high performance of these neighborhoods in terms of social statistics is not mirrored in economic statistics. Neighborhoods that feature Jewish nonpublic schools, tend to have lower than average numbers of people in the labor force and fewer self-employed individuals; however, this might be due to the larger average family size in these communities - household management and child-rearing work are not generally captured in employment statistics. This is also why it is likely that neighborhoods with Mennonite and Islamic schools also have lower labor force participation rates.

Table 11

	Comparison of Economic Statistics		
Institution Type	% in Labor Force (16+)	% College Educated (Total Pop)	% of Labor Force Self Employed
Adventist	65.5%	15.5%	4.0%
Catholic	64.1%	16.9%	3.7%
Christian	63.7%	17.1%	3.6%
Greek Orthodox	70.3%	24.0%	4.0%
Independent	66.1%	21.7%	4.3%
Islamic	62.5%	13.8%	4.1%
Jewish	62.2%	14.4%	3.9%
Mennonite	57.4%	7.1%	3.3%
Quaker	72.1%	28.8%	4.7%
Total for NY	63.1%	14.6%	5.7%

iv. Statistical Analysis

A series of eight stepwise regression models were developed examining the statistical correlation between the statistics examined above and the number of Jewish schools in a given neighborhood.

The models were each constructed containing a range of control variables, which were selected to account for other specific demographic conditions in the neighborhoods that might impact the test statistics. These control variables were: Household mean income, the percentage of the population that is male, the dependency ratio (elderly and children as a percent of the population), the percentage of the population that is classified as Caucasian, the percentage of the population that is disabled, the percentage of the population that was born in the United States, the percentage of the labor force working for the government, the percentage of the labor force that is unemployed, and the percentage of housing in the neighborhood that is detached.

The results of each of these models are shown in Table 13. It should be noted that since this is a stepwise regression analysis, each model drops specific control variables that are not significant to at least the 90 percent level. As a result, all of the results shown have a high degree of statistical significance.

Each of the 8 models has a large F-statistic, meaning that the overall model displays a high degree of statistical significance, and that the model values fit well with the data.

Equation 1 examines the correlation between the number of Jewish schools and the percentage of college educated adults in a neighborhood.[34] Equation 2 examines the correlation to family size and equation 3 the correlation to non-family households. Equation 4 looks at the prevalence of out of wedlock births, while equation 5 looks at the labor force participation rate. Equation 6 examines the correlation with divorce rates and equation 7, the tendency toward self-employment. Finally, equation 8 examines the correlation with households receiving public assistance.

Table 12

	Models and Coefficients							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Intercept	0.089	1.169	0.182	0.002	0.269	0.017	0.018	0.004
Jewish Schools	(0.003)	0.125	(0.014)		(0.003)	(0.003)	(0.002)	0.005
Significance Level	***	**	***		***	***	***	***
Jewish Students	(0.000)	0.000	(0.000)	(0.000)	0.000	(0.000)	(0.000)	(0.000)
Significance Level	***	***	***	***	***	***	***	***
Jewish Dummy (if Jewish 1)	0.076	0.004	0.035	(0.001)	(0.013)	(0.008)	0.005	(0.007)
Significance Level	**	*	**	***	**	***	***	***
Other Religious Students		(0.000)			(0.000)			
Significance Level		***			***			
NonSectarian Students	(0.000)	(0.000)			(0.000)		0.000	
Significance Level	***	***			***		***	
Population	(0.000)	0.000	0.000	0.000	(0.000)	(0.000)	(0.000)	0.000
Significance Level	***	***	***	***	***	***	***	***
Households	0.000	(0.001)			0.000	0.000	0.000	(0.000)
Significance Level	***	***			***	***	***	***
Dependency Ratio (% of pop over 65 and under 15)	(0.297)		(0.386)	0.007	0.045	0.056	0.068	0.029
Significance Level	**		**	***	**	***	***	***
Percent Male	0.147	1.895	0.122	(0.003)	0.440	0.033	0.055	0.011
Significance Level	**	*	**	***	**	***	***	***
Percent Unemployed	(0.102)		0.159	0.025	0.140	(0.030)	(0.031)	0.133
Significance Level	**		**	***	**	***	**	**
Percent US Born		(0.167)	0.117	0.004	0.069	0.026	(0.013)	0.041
Significance Level		*	**	***	**	***	***	***
Percent Disabled		1.297	0.862		(0.339)	0.149		0.231
Significance Level			**		**	***		***
Household Mean Income	0.000	0.000	0.000	(0.000)	0.000	(0.000)	0.000	(0.000)
Significance Level	***	***	***	***	***	***	***	***
Percent White	0.043	(0.273)			(0.033)		0.009	(0.045)
Significance Level	***	**			***		***	***
Percent Working for Govt.		0.722			0.104		(0.083)	(0.049)
Significance Level		0.094			***		***	***
F-Statistic	937.45	368.65	104.44	54.76	172.16	195.09	46.43	222.26
Significance Level	-	-	-	-	-	-	-	-
Adj R-Square	0.66	0.47	0.16	0.08	0.32	0.30	0.11	0.36
N	5,393	5,393	5,393	5,393	5,393	5,393	5,393	5,393
Durbin-Watson	1.32	1.58	1.22	1.92	1.66	1.82	1.66	1.79

*,**,*** *indicates significance at the 90%, 95%, and 99% level respectively*

The high levels of statistical correlation suggest that there might be autocorrelation between the various explanatory variables. To check for this, a Durbin-Watson test was performed for each equation. A Durbin-Watson test examines serial correlation, or the similarity between observations of the control variables as a function of the time lag between them. In cases where serial correlation was found, the models were restructured. Even after restructuring, equations 1 through 4 displayed a high measure of autocorrelation, meaning that the relationship between the number of Jewish schools and the test variable was not necessarily due to the Jewish schools themselves, but rather the control variables.

Based on the model results, the number of Jewish schools in a neighborhood (controlling for other demographic factors) are correlated with a number of positive benefits. There is a small but significant negative correlation with the labor force participation rate, as well as the use of public assistance. Jewish school prevalence in a community is also negatively correlated with self-employment.

All of these factors are likely due in part to the fact that the average orthodox Jewish household has substantially more children (3.3) than the average US household (2.3).[35] Homemaking and childcare – which are highly valuable from a societal perspective and necessary for maintaining a growing population and stable dependency ratio – are excluded from official employment statistics when carried out by a family member.

And since the presence of a Jewish school is negatively correlated with public assistance utilization, even if slightly fewer adults in these families are working in traditional jobs, they are not relying on state and federal relief for their incomes.

This is an important conclusion, particularly since the neighborhoods where Jewish schools are located have higher public assistance rates when other factors are not controlled for.

The number of Jewish schools was also negatively related to divorce rates in a community.

Overall, the statistics show that neighborhoods that have a larger number of nonpublic Jewish schools located in their boundaries are associated with more positive family and demographic outcomes than those that lack a Jewish school.

While this analysis cannot determine the direction of causality (or if the relationship is causal), the positive social outcomes associated with the presence of a Jewish school are consistent with traditional Jewish values taught in Jewish schools.

For example, family researcher Benjamin Schlesinger states that Jewish teachings favor large families, family tranquility, and divorce only as a last resort. These teachings are consistent with the finding that the presence of a Jewish school in a neighborhood is associated with larger family sizes and lower rates of divorce.[36]

In *Some Aspects of the Jewish Attitude Towards the Welfare State* published in *Tradition*, Isadore Twersky wrote that *tzedakah* (charity or philanthropy) and *chesed* (acts of loving-kindness) play an "axial role" in Judaism.[37]

This manifests itself through extensive networks of charities and social support organizations in Jewish communities.[38] These include:

- Non-profits that financial and in-kind (e.g. food) aid to needy individuals and families;
- Financial and social support for the vulnerable including families dealing with traumatic illness or loss, single parents, and those struggling with a variety of mental health issues;
- Volunteer mentoring programs for youth at risk;
- Robust volunteer organizations that offer free assistance for everything from changing flat tires to medical appointment transportation for the elderly and ill, to emergency medical and ambulance services; interest-free loan societies
- Dozens of "Gmachs" (the Hebrew acronym for "acts of lovingkindness") which lend out various types of physical goods (e.g. wedding dresses, toys, clothes, tools) to community members at no cost.

VIII. CONCLUSIONS

Though enrollment in nonpublic schools has dipped nationally (as well as in NYS) in recent years, NYS nonpublic Jewish schools have seen a considerable increase in enrollment. From 2013-2023, Jewish schools in NYS have seen 46,282 additional students enroll, a 34.3 percent increase. Since nonpublic schools are primarily funded through tuition, the school-aid burden on NYS is lessened the more students attend nonpublic, as opposed to public schools.

Nearly 15 percent of New York State's school-age population attends nonpublic schools, this equates to hundreds of millions in funding obligation relief for the state. In fact, local/state/federal taxes collected from nonpublic schools and associated sectors total more than what the state spends in aid. Through taxes, Jewish schools and their suppliers alone provide the state with just over $234.8.3 million, or 35.3 percent of the $665.1 million collected from all nonpublic schools in the state.

This is not to say nonpublic schools only benefit the state (through tax collections and funding relief). Nonpublic schools benefit New Yorkers themselves, providing 71,330 full-time equivalent jobs directly, and another 17,340 indirectly though supporting industries, paying those workers $6.0 billion and generating just over $8.1 billion in economic activity. Jewish schools (and supporting sectors) make up over a third of this amount, paying wages of $2.1 billion and generating approximately $2.9 billion for the state.

Moreover, the regression analysis – although it cannot prove causation – finds that Jewish schools are associated with larger, more stable family units. And when family size and other demographic data are controlled for, Jewish schools are also associated with lower rates of use of public assistance.

Based on the totality of this economic and statistical evidence, Jewish schools are an important asset improving not only the economic, but the social well-being of New York State and its residents.

Endnotes

1   The term economic output in the case of nonpublic schools is equivalent to tuition revenues (or sales). Nonpublic schools also receive other forms of income such as state aid, donations, bequests, endowments, etc. These are not counted in output figures. Wages is equivalent to wages and benefits, including overtime, pension benefits, stipends, etc. In the case of nonpublic schools, wages might be larger than outputs due to the fact that so much of the income of schools comes from sources other than tuition.

2   More Money, Little Accountability New York Continues to Increase State School Aid, Citizens Budget Commission, at: https://cbcny.org/research/more-money-little-accountability. Note that this includes capital aid.

3   Excluding transportation services, costs which benefit all school age children in New York, the number would fall to $363.8 million, making the state's recovery about two-thirds of its costs.

4   Note that there is no single definitive source for the number of nonpublic schools and nonpublic school enrollment in the state. No government agency maintains a fully comprehensive and up-to-date listing of schools, and schools are not required to register with the state. This analysis uses estimates of 1,687 schools with approximately 402,146 students for the school year 2022-23 developed by JDA using a range of sources.

5   Public School Enrollment, New York State Education Department, Information and Reporting Services at https://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html. The State's preliminary estimate for K-12 enrollment in its 717 public school districts for the 2022-23 school year is 2,249,142.

6   This section relies heavily on data from Private School Universe Survey, U.S. Department of Education, National Center for Education Statistics, at https://nces.ed.gov/surveys/pss/tableswhi.aspat

7   Bessar, Mordechai, A Census of Jewish Day Schools in the United States 2018-2019, The AVI CHAI Foundation, August 2020, at: https://avichai.org/wp-content/uploads/2019/11/AVI-CHAI-Census-2018-2019-v3.pdf. Data from AVICHAI census shows growth of Jewish school enrollment growth from 2013 to 2018. While public data from the state also shows an overall increase in this period, there is a downward trend from 2015-2020. This may be an anomaly.

8   Ibid.

9   Non-Public Schools List, New York State Education Department, Information and Reporting Services at: https://www.p12.nysed.gov/irs/statistics/nonpublic/. Data are for the 2022-23 school year. Note, however, that schools are not required to register with the state. The state database has 1,807 individual records; however, many schools have multiple records (for example, separate records for a primary and a secondary facility located in close geographic proximity), and some serve only pre-kindergarten or special needs students.

10 PSS Private School Universe Survey data 2019-2020 school year, US Department of Education, National Center for Education Statistics, at: https://nces.ed.gov/surveys/pss/privateschoolsearch/.

11 JDA combined data from the New York State and NCES databases with data from DataAxle's database of facilities of business and non-for-profit entities. These data were confirmed by visually verifying using Google Earth. In some cases, school information was also cross-referenced using listings on Niche, www.niche.com, and Private School Review, http://www.privateschoolreview.com. It is possible that certain Yeshivas that cater to rabbinical students are included in the data since it is difficult to visually differentiate between these schools and day schools. For purposes of estimating the total count of nonpublic schools, we consider a school with separate database entries for multiple facilities located in close geographic proximity to be a single entity (in cases where it is possible to determine). Although many nonpublic schools offer pre-kindergarten services, the students and schools included in this analysis are based on kindergarten through high school. Also excluded are schools primarily offering specialized programs for students with learning, physical or developmental disabilities and schools offering primarily vocational training rather than an academic program of study. Not included in the definition of nonpublic schools are the 331 charter schools operating in the state enrolling approximately 180,000 students. Charter schools are considered to be public schools even if they are operated by a private entity.

12 AFiscal Cost-Benefit Analysis of State Aid to New York State's Private Schools, John Dunham and Associates: November 2015.

13 Comparison of Free/Reduced Lunch Eligibles to Enrollment, New York State Department of Education, Child Nutrition Management System, at: https://portal.nysed.gov/pls/cn_port/mel3_pkg.elig_enroll_search?PV_SA_ID=&P_L_SA_NAME=&P_L_SA_LEA_CODE=&pv_cty=&pv_team=&pv_team_contact=&pv_clp=Oct&pv_syr=2022-23&pv_non_public_type=School-&pv_pct=0&O_PUBLIC=&O_NONPUBLIC=School-+

14 Ibid.

15 Nonpublic Enrollment by Grade - 2000-01 to 2022-23, New York State Education Department, at: http://www.p12.nysed.gov/irs/statistics/nonpublic/. Education Department data do not include all nonpublic schools in the state; however, this should be a good proxy as the estimates of the number of students for 2014 and 2023 are within 5 to 15 percent of JDAs estimates for all nonpublic schools, and one would expect that the data would be generally consistent across years.

16 See: Average Private School Tuition Cost (2023), Private School Review, http://www.privateschoolreview.com/tuition-stats/private-school-cost-by-state; Average Cost of Private School (2023), Education Data Initiative, https://educationdata.org/average-cost-of-private-school#new-york

17 Data and Analysis for School Leadership: 2023 Facts at a Glance, National Association of Independent Schools, https://www.nais.org/getmedia/09127b48-bf43-453b-b63a-cb042ae4f698/Facts-at-a-Glance-2022-2023-(NYSAIS).pdf)

18 Data Axle data are recognized nationally as a premier source of micro industry data. Data Axle is the leading provider of business

and consumer data for the top search engines and leading in-car navigation systems in North America. Data Axle gathers data from a variety of sources, by sourcing, refining, matching, appending, filtering, and delivering the best quality data. This data is then verified at a rate of almost 100,000 phone calls per day to ensure absolute accuracy.

19   A Fiscal Cost-Benefit Analysis of State Aid to New York State's Private Schools, John Dunham and Associates: November 2015.

20   JDA analysis of data from Private School Universe Survey, U.S. Department of Education, National Center for Education Statistics, at https://nces.ed.gov/surveys/pss/tableswhi.aspat

21   IMPLAN® model, 2021 Data, using inputs provided by the user and IMPLAN Group LLC, IMPLAN System (2021). The IMPLAN model is based on a series of national input-output accounts known as RIMS II. These data are developed and maintained by the U.S. Department of Commerce, Bureau of Economic Analysis as a policy and economic decision analysis tool.

22   New York State provides funding for all students to travel to and from school and does not differentiate between public and nonpublic schools. Transportation funding is distributed through the various school districts which decide on how these services will be provided. For example, in New York City, individual Metrocards are distributed to students who then utilize them to pay for public transportation to and from school. Technically this is not funding for a nonpublic school but is attached to the individual student.

23   Note that the approximately $1,060 per student is considered in cost comparisons between public and nonpublic schools since this is included in the $26,571 spending on public schools.

24   Preliminary Estimate of 2022-23 and 2023-24 State Aids Payable under Section 3609 plus Other Aids, 2023-24 Executive Budget Proposal, at: www.budget.ny.gov/pubs/archive/fy24/ex/local/school/2324schoolaidruns.pdf

25   This differs slightly from the NYS count of 380,788 since there are nonpublic schools that do not participate in public finding programs. For purposes of this analysis, the larger number is used.

26   Additionally, NYS received $251.2 million from the federal government in the form of the EANS Program (Emergency Assistance to Nonpublic Schools). While this isn't state aid, it results in significant savings to the state of $251.2 million, Emergency Aid to Nonpublic Schools Program (EANS), New York State Education Department, https://www.nysed.gov/nonpublic-schools/emergency-assistance-nonpublic-schools-program-eans

27   Op. cit. note xv

28   McMahon, E.J., NY school spending again led US, hitting all-time high in 2020-21, Empire Center for Public Policy, May 18, 2023, at: https://www.empirecenter.org/publications/ny-school-spending-again-led-us-hitting-all-time-in-2020-21/

29   Note that this figure includes the cost of transportation, which New York State provides for all students whether in public or nonpublic schools. See note 22.

30   Number of New York State Children and Youth with Disabilities Receiving Special Education Programs and Services, New York State Department of Education, October 6, 2021, at: https://www.p12.nysed.gov/sedcar/goal2data.htm

31   Based on Data from the US Census Bureau which differs slightly from New York State Data.

32   Including state funding for private excess costs for special education and pupil transportation which nets out from both sides of this equation.

33   Neighborhoods are defined as the census tract where the school is located. According to the Census Bureau, Tracts are small, relatively permanent statistical subdivisions of a county or statistically equivalent entity that are updated prior to each decennial census. The primary purpose of census tracts is to provide a stable set of geographic units for the presentation of statistical data. They are the smallest units for which full census data are available.

Census tracts generally have a population size between 1,200 and 8,000 people, with an optimum size of 4,000 people. A census tract usually covers a contiguous area; however, the spatial size of census tracts varies widely depending on the density of settlement. Census tract boundaries are delineated with the intention of being maintained over a long time so that statistical comparisons can be made from census to census. Census tract boundaries generally follow visible and identifiable features. They may follow nonvisible legal boundaries, such as minor civil division (MCD) or incorporated place boundaries in some states and situations, to allow for census tract-to-governmental unit relationships where the governmental boundaries tend to remain unchanged between censuses. State and county boundaries always are census tract boundaries in the standard census geographic hierarchy. See: https://www.census.gov/programs-surveys/geography/about/glossary.html#par_textimage_13

34   Bachelor's degree or higher.

35   Jewish Americans in 2020, Pew Research Center, May 11, 2021, at: www.pewresearch.org/religion/2021/05/11/jewish-demographics/

36   Schlesinger, Benjamin, The Jewish Family and Religion, Journal of Comparative Family Studies Vol. 5, No. 2, Autumn 1974.

37   Twersky, Isadore, SOME ASPECTS OF THE JEWISH ATTITUDE TOWARD THE WELFARE STATE, Tradition: A Journal of Orthodox Jewish Thought, Vol. 5, No. 2, Spring 1963.

38   See for example ChesedSpot.org, a Jewish nonprofit directory website that lists over 500 such organizations in New York City alone.