



For Immediate Release

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**STUDY FINDS NEW YORK CITY CHARTER SCHOOLS REMAIN POSITIVE BUT
WITH POCKETS OF CONCERN**

*CREDO at Stanford University provides a second in-depth examination of results for charter schools
in New York City*

Stanford, CA- A new report released today by Stanford University's Center for Research on Education Outcomes (CREDO) found that the typical student in a New York City charter school gains more learning in a year than his or her district school peer, amounting to about one more month of learning in reading and five more months of learning in math.

In addition to analyzing the city-wide trends, the study included a spotlight on Harlem charter schools. The results for the typical student in a Harlem charter school (about 25 percent of the city's charter students) were even more pronounced in math on average gaining seven more months than his or her district school peer, but less than a full additional month in reading.

CREDO at Stanford University is the nation's foremost independent analyst of charter school effectiveness. This report provides the second in-depth examination of the results for charter schools in New York City by CREDO. Results for the entire state of New York will be included in the updated National Charter School Study, which CREDO plans to release later this year.

The New York City analysis found that 22 percent of the charter schools have significantly larger learning gains in reading than their traditional district school peers, while 25 percent of charter schools have significantly smaller learning gains. In math, 63 percent of the charter schools studied outperform their traditional district schools and 14 percent perform worse.

"The results of our 2013 analysis show that charters in New York City continue to outperform their district school peers in both reading and math. However, the reading advantage is smaller than in 2010, and conversely, the math advantage is slightly higher. The number that demands attention is the nearly 46 percent of New York City charter schools that have both low growth and low achievement in reading. If things continue as they are students in these schools may be at risk of falling further behind their peers in the city over time," said Devora Davis, Research Manager and lead author of the New York City report.

Nearly 75 percent of Harlem charter students are Black and about 25 percent are Hispanic, making these two historically underserved groups almost the entire student population in the borough's charter schools. In reading, Black students in Harlem traditional public and charter schools have similar learning gains. However, in math, Black Harlem charter school

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students have significantly better performance compared to Black students in Harlem traditional public schools..

In math, Hispanic students in Harlem traditional public schools have lower rates of growth than the average white student citywide. However, Hispanic charter school students in Harlem have learning gains that are similar to the average white student citywide.

“Charter schools in Harlem are proving to be a high quality option for students. In particular, the results we see for Hispanic charter school students show that the learning gap in math is erased and they are showing significantly better learning gains than their Harlem district school peers in both reading and math,” said CREDO’s Devora Davis.

To download a copy of the state report visit: <http://credo.stanford.edu>

About CREDO at Stanford University

CREDO at Stanford University was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO’s valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies or accountability practices. <http://credo.stanford.edu>