



For Immediate Release

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CREDO at Stanford University Releases New York City Charter School Study

STANFORD, Calif. –Stanford University’s Center for Research on Education Outcomes (CREDO) released today a comprehensive report Charter School Performance in New York City 2017. The New York City report provides an in-depth examination of the results for charter schools in New York City from 2011-12 to 2015-16.

A separate report on statewide [Charter School Performance in New York](#) was released last week.

NEW YORK CITY REPORT KEY FINDINGS

“The results of our latest analysis show that on average, charter students in New York City gain an additional 23 days of additional learning in reading and an additional 63 days of learning in math over their district school peers” said Margaret Raymond, Director of CREDO at Stanford University.

- The new results for charter students represent an increase of 22 days of learning in reading compared to their results four years ago. Results for math have remained the same.
- For Black and Hispanic students, the analysis indicates a significant academic advantage from charter school enrollment.
- Hispanic charter school students perform at the same level as their white district school peers, representing no annual learning gap.
- For the analysis, a total of 97,118 charter school students from 248 schools are followed from the 2011-12 school year to 2015-16 school year.
- Students attending charter schools affiliated with a Charter Management Organization (CMO) have better learning gains than district school peers in both reading and math. The positive impact is equivalent to about 57 days of learning in reading and 103 more days in math.

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

About CREDO at Stanford University

CREDO at Stanford University produces rigorous, non-partisan research and evaluation to enhance the body of empirical evidence, driving education policy decisions toward improved education outcomes for all students.

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