

School Indicators for New York City Charter Schools 2013-2014 School Year

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New York City
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Background

In 2009, the state law granting the Mayor control of the New York City public school system was renewed. That renewal included a requirement that the New York City Independent Budget Office “enhance official and public understanding” of educational matters of the school system.

To date, IBO has published three Education Indicators Reports, covering four school years for the traditional public schools that are part of the Department of Education (DOE). This report is the first indicators report to focus on charter schools in the city.

The independent budget office of the city of New York shall be authorized to provide analysis and issue public reports regarding financial and educational matters of the city district, to enhance official and public understanding of such matters...

New York State Education Law § 2590-u.

While the data that we have on charter schools is not as extensive as what we have on traditional DOE schools, we are able to present significant amounts of important information on the group of students who attend charter schools and their performance.

- We have information that allows us to describe and categorize students by their demographic characteristics, including their English language learner (ELL) and Individualized Education Plan (IEP) status, as well as their home language, place of birth, age, ethnicity, and gender.
- We also present information on the performance of charter school students on the grades 3-8 New York State tests in English Language Arts and mathematics.
- We do not have access to any information on the teachers and other staff in charter schools, so we are unable to report on them.
- We also do not have information on student attendance, nor do we have data on students in temporary housing for charter schools.

It is important to note that this is a simple descriptive report and not designed to answer the question “Are charter schools more (or less) successful than traditional public schools?”

- Charter schools are still in their growing years in New York City. The nature of new school development means that some recently established charters may only be educating a small number of grades. Their results cannot be reasonably compared with schools offering a full complement of grades.
- Charter schools, which began in largely lower-income neighborhoods, are not evenly distributed across the city’s neighborhoods. As a result, the citywide statistics of charter schools can be expected to differ from that of those of the traditional public schools. Our demographic tables present these differences.
- Readers who are interested in the relative performance of charter and traditional public schools should consult the body of research that has been specifically designed to consider that question while controlling for differences in student population. The tables in this presentation should not be used to make broad statements about the relative performance of schools in the two sectors.

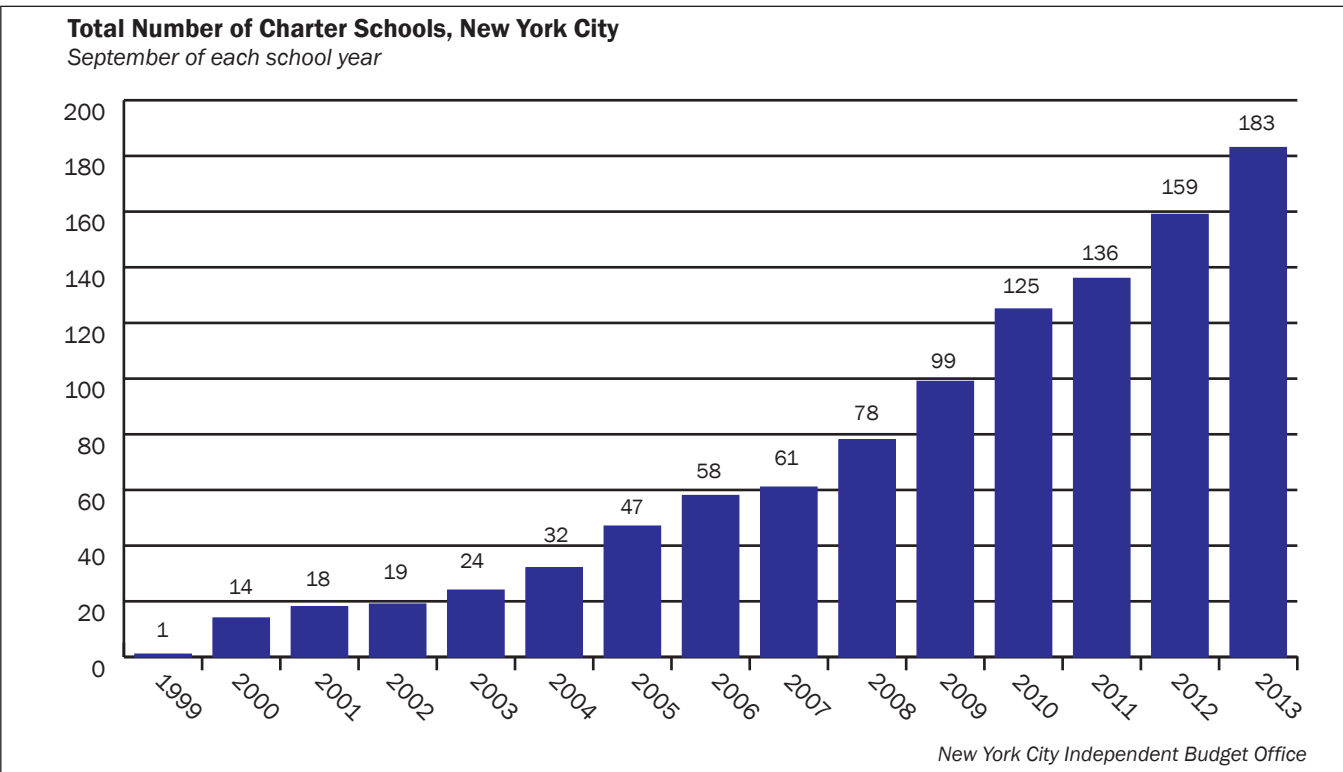
Data Sources

- Information on the opening date for individual charter schools as well as their geographic location and network affiliations was extracted from data made available to us by the Department of Education.
- All data on students is drawn from the Department of Education's Student Information System. IBO receives this information for every student who has attended either a charter or traditional DOE school at any point in the school year. With a few exceptions, the data in this report refers to the 2013-2014 school year.
- This system allows us to see the movement of students into and out of the school system as well as their movement from one public school to another for both charters and traditional public schools.
- Information on the Individualized Education Plan and disability status of students is obtained from the DOE's Child Assistance Program system, first made available to IBO in the last year. (These data are presented for the 2012-2013 school year.)
- Data on student achievement comes from the results of the annual state examinations in grades 3 through 8 in English Language Arts and mathematics.

Charter School Growth, Location, and Network Affiliation

Enrollment and School Growth

- Charter school openings first accelerated in 2004, then took off in 2008. In the 6 years from 2008 through 2013, 122 new schools opened.
- As the charter sector has grown and individual charter schools expanded, the share of charter school students in grades 9 through 12 has increased.
- While grades K-5 still account for 63 percent of charter enrollment, high schools now account for 15 percent.
- Over 7 years, charter school enrollment has grown by 364 percent.
- Enrollment in traditional Department of Education (DOE) schools has declined by 2.7 percent over those same years.



Enrollment in Charter Schools, 2006-2007 Through 2013-2014

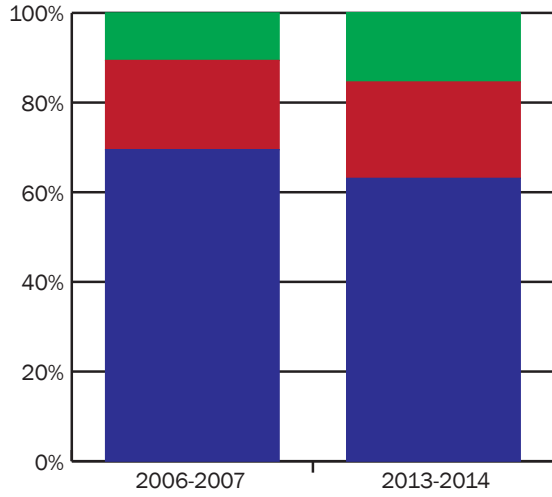
School Year	Enrollment		Annual Change			
			Number		Percent	
	Charter	Traditional DOE Schools	Charter	Traditional DOE Schools	Charter	Traditional DOE Schools
2006-2007	15,545	1,040,483				
2007-2008	18,688	1,026,094	3,143	(4,389)	20.2%	(1.4%)
2008-2009	24,161	1,019,365	5,473	(6,729)	29.3%	(0.7%)
2009-2010	30,750	1,024,735	6,589	5,370	27.3%	0.5%
2010-2011	39,868	1,022,552	9,118	(2,183)	29.7%	(0.2%)
2011-2012	48,030	1,021,751	8,162	(801)	20.5%	(0.1%)
2012-2013	59,155	1,017,539	11,125	(4,212)	23.2%	(0.4%)
2013-2014	72,056	1,012,899	12,901	(4,640)	17.9%	(0.5%)

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Distribution of Charter School Students Across Grade Levels, 2006-2007 and 2013-2014

- Kindergarten-5th Grade
- 6th Grade-8th Grade
- 9th Grade-12th Grade

Percent of Charter School Students



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Geographic Location and Network Affiliation

- Charter schools are more heavily concentrated in some areas of the city than others.
- In Harlem, district 5, almost 37 percent of students attended charter schools in the 2013-2014 school year.
- In two districts in central and eastern Brooklyn, (16 and 23), as well as East Harlem (4) and the South Bronx (7), over 20 percent of the student population attended charter schools.
- At the same time, three districts had no charters, and five others had fewer than five charters each.
- Staten Island (31) had 3 charter schools and Queens (24-30) had 12.
- More than half of all charter school students are in schools affiliated with a network or management organization.
- The nature of the relationship between school and network varies greatly across the 17 networks.
- The Success Charter Network is the largest and fastest growing charter network.
- The 94 schools characterized as independent have no separate entities providing supervisory, educational, or other assistance or oversight besides their own boards of directors and charter authorizer.

Distribution of Schools and Students by Geographic District, 2013-2014

Geographic District	Charter Schools			Geographic District	Charter Schools		
	Number of Schools	Number of Students	Charter Students as % of Charter + DOE Students		Number of Schools	Number of Students	Charter Students as % of Charter + DOE Students
5	12	7,304	36.8%	30	5	2,568	6.1%
16	8	3,500	29.2%	11	7	2,277	5.5%
23	7	3,078	22.9%	29	2	1,121	4.0%
4	10	3,834	22.0%	22	4	1,256	3.50%
7	15	5,092	20.5%	10	5	1,538	2.6%
14	11	3,850	16.2%	2	5	1,239	1.9%
17	10	3,979	13.9%	31	3	993	1.6%
18	8	2,801	13.8%	27	2	729	1.6%
3	9	3,604	13.7%	21	1	460	1.3%
19	8	3,754	13.6%	24	2	337	0.6%
13	8	3,019	12.1%	28	1	190	0.5%
32	3	1,603	10.5%	20	-	-	-
9	10	4,113	10.2%	25	-	-	-
1	4	1,161	8.9%	26	-	-	-
6	5	2,122	8.0%	Total	183	72,056	6.9%
15	7	2,410	7.6%	Non-Geographic: District 75 & 79	-	-	-
8	6	2,276	7.2%	Grand Total	183	72,056	6.6%
12	5	1,848	7.1%				

NOTE: The geographic district corresponds to community school districts. In 2013-2014, 16 of the 18 charter schools served students in more than one geographic district. In a majority of cases, elementary and/or middle school grades were served in a different district than the school's high school grades.

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Network or Other Affiliation of Charter Schools, 2013-2014		
Network	Number of Schools	Number of Students
Success Charter Network	18	6,585
Uncommon Schools	12	5,051
Achievement First	7	4,703
Icahn Network	7	1,636
New Visions for Public Schools	6	1,441
Victory Education Partners	6	2,276
Democracy Prep Public Schools	5	2,734
KIPP	5	3,611
Ascend Learning	4	2,325
Explore Schools Inc.	4	1,626
National Heritage Academies	4	2,468
Beginning with Children Foundation	2	568
Harlem Village Academy	2	1,376
Lighthouse Academies, Inc.	2	952
Public Preparatory Network	2	1,017
ROADS Schools, Inc.	2	444
Kunskapsskolan Education AB	1	170
Total in Networks	89	38,983
Independent	94	33,073
Total Number of Charter Schools	183	72,056
NOTES: Victory Education Partners is considered a "service provider." National Heritage is an educational management organization. <i>New York City Independent Budget Office</i>		

Co-location and School Utilization

- Sixty-one percent of charter schools were co-located in DOE buildings in school year 2013-2014.
- On average, charter schools co-located in DOE buildings had higher utilization rates than the traditional DOE schools in the same building.
- The impact on DOE schools in these buildings varies. Thirteen percent of the schools had utilization rates above 100 percent but the average utilization rate was 72 percent and 60 percent of these schools had utilization rates below 80 percent.

Co-location of Charter Schools in DOE Buildings, 2013-2014

	Co-located	Not Co-located	Percent in Co-located Space
Charter Schools	112	71	61.2%
Students	38,327	33,729	53.2%

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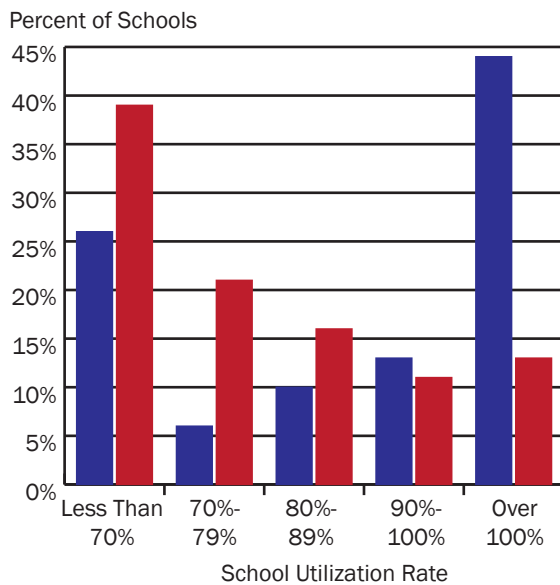
Average Utilization Rates of Schools in Buildings With Co-located Charters, 2013-2014

	School Enrollment	School Target Capacity	School Utilization
Traditional DOE Schools	68,080	93,997	72.4%
Charter Schools	38,327	41,067	93.3%

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Utilization Rates of Traditional DOE & Charter Schools in Buildings With Co-located Charter Schools, 2013-2014

- Charter Schools
- Traditional Department of Education Schools



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Student Attrition and Backfill

- In summary, some schools clearly choose not to fill the seats made available through student attrition, particularly after grade 3, but this is by no means universal practice among these 53 schools. Many fill all of their available seats or even add additional students to their cohort.
- Under current rules, charter schools are not required to fill the seats made available as existing students leave prior to completing the school’s terminal grade. Some charter schools maintain a no-backfill policy beyond a particular grade.
- The fact that many charter schools are still in their growth phase complicates analysis of attrition and replacement. We can only measure attrition and backfill over the course of a few years—thus we limit our observations to 53 charter schools that had a kindergarten grade in 2008-2009 and also had a grade 5 in 2013-2014.
- Because the retention of students in a grade can skew observations of attrition and backfill based on aggregate data, we track the movement of individual students and we limit our analysis to students of a particular age—students born in 2003. These students would have been 5 years old in 2008-2009, when we begin to observe them in kindergarten. In 2013-2014, they would have been 10 years old, and most of them would be in grade 5, but we report on them even if they were in other grades.
- We split our results into two time spans—the years up to and including grade 3 (for most students) and the years including grade 4 and 5. We do this because some charter networks cease admitting new students, or backfilling, after grade 3.
- The data on these 53 schools indicate that backfilling does decline after third grade. On

Extent of Student Attrition and Replacement in Selected Charter Schools			
	Students Born in 2003 and Enrolled in Kindergarten in These Charters in 2008-2009:	Distribution of Schools by Replacement Rate or “Backfill”	
Enrolled in 2008-2009	3,375		
Movement, 2008-2009 to 2011-2012 (Grades K-3):		2008-2009 to 2011-2012	
Attrition—Left That Charter School by 2011-2012	(893)	100% or greater	28
Backfill—Born in 2003 and Entered These Schools After Year 2008-2009	969	90-100%	6
Enrolled in 2011-2012	3,451	80-90%	1
Attrition Rate	(26.5%)	70-80%	5
Backfill as a Percent of Attrition	108.5%	Less than 70%	13
Movement, 2012-2013 to 2013-2014 (Grades 4-5):		2012-2013 to 2013-2014	
Attrition—Left That Charter School 2012-2013 to 2013-2014	(777)	100% or greater	22
Backfill—Born in 2003 and Entered These Schools After Year 2011-2012	625	90-100%	1
Enrolled in 2013-2014	3,299	80-90%	6
Attrition Rate	22.5%	70-80%	4
Backfill as a Percent of Attrition	80.4%	Less than 70%	20
Movement 2008-2009 to 2013-2014 (Grades K-5):		2008-2009 to 2013-2014	
Attrition—Left That Charter School by 2011-2012	(1,670)	100% or greater	27
Backfill—Born in 2003 and Entered These Schools After Year 2008-2009	1,594	90-100%	4
Enrolled in 2011-2012	(76)	80-90%	4
Attrition Rate	(49.5%)	70-80%	5
Backfill as a Percent of Attrition	95.4%	Less than 70%	13
NOTE: Only includes 53 charter schools that had a kindergarten in 2008-2009 and grade 5 in 2013-2014			

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average, charters backfill all of their available seats, and then add some more enrollment, up to and including third grade. In the two subsequent years, they fill 80 percent of available seats, on average.

- The data also indicate wide variation across schools. After third grade, 23 out of the 53 charter schools backfilled 90 percent or more of their open

seats, while 20 schools filled less than 70 percent of their available seats. These 20 schools include 5 with backfill rates below 5 percent (meaning they admitted 1 or zero students into that cohort in those 2 years). An additional six schools backfilled one-third or less of their available seats.

Mobility

- We look across two years because our data gives us the location of students at the end of the school year. By looking back/forward two years, we capture school changes that occur within a school year.
- In school-level transition grades (5, 6, 7, 9, and 10) significant numbers of students move into charter schools from DOE schools.
- In grades K-3, about 15 percent to 17 percent of charter students leave the charter sector after 2 years. Of those K-3 students who leave charters, a somewhat larger share wind up in traditional DOE schools than leave the city's public sector entirely, meaning that they either move out of the city or they enroll in private school.
- After grade 3, a larger share of charter school students leave the charter sector. For every grade except 10, many more of those who leave charters wind up in traditional DOE schools than move out or enroll in private schools.
- Overall, considerable numbers of students attend both charter and DOE schools over the course of their schooling.

Movement Into Charter Schools: For Students in Charter Schools in 2013-2014, Where Were They in 2011-2012?				Movement Out of Charter Schools: For Students in Charter Schools in 2011-2012, Where Were They in 2013-2014?			
Grade in 2013-2014	Location in 2011-2012			Grade in 2011-2012	Location in 2013-2014		
	Traditional DOE	Charter	Neither		Traditional DOE	Charter	Neither
2	22.4%	70.1%	7.5%	K	10.7%	83.0%	6.4%
3	14.9%	81.8%	3.3%	1	10.5%	82.8%	6.7%
4	12.6%	84.5%	2.8%	2	9.6%	83.7%	6.7%
5	38.3%	56.3%	5.3%	3	8.9%	84.8%	6.2%
6	55.2%	39.0%	5.7%	4	22.6%	70.8%	6.6%
7	32.6%	63.9%	3.5%	5	19.7%	73.0%	7.3%
8	9.6%	87.8%	2.7%	6	11.6%	82.4%	6.0%
9	54.5%	38.4%	7.1%	7	39.4%	51.2%	9.3%
10	47.0%	46.5%	6.5%	8	36.3%	54.9%	8.8%
11	16.5%	80.5%	3.0%	9	15.2%	74.7%	10.1%
12	9.4%	88.5%	2.1%	10	12.0%	74.1%	13.9%

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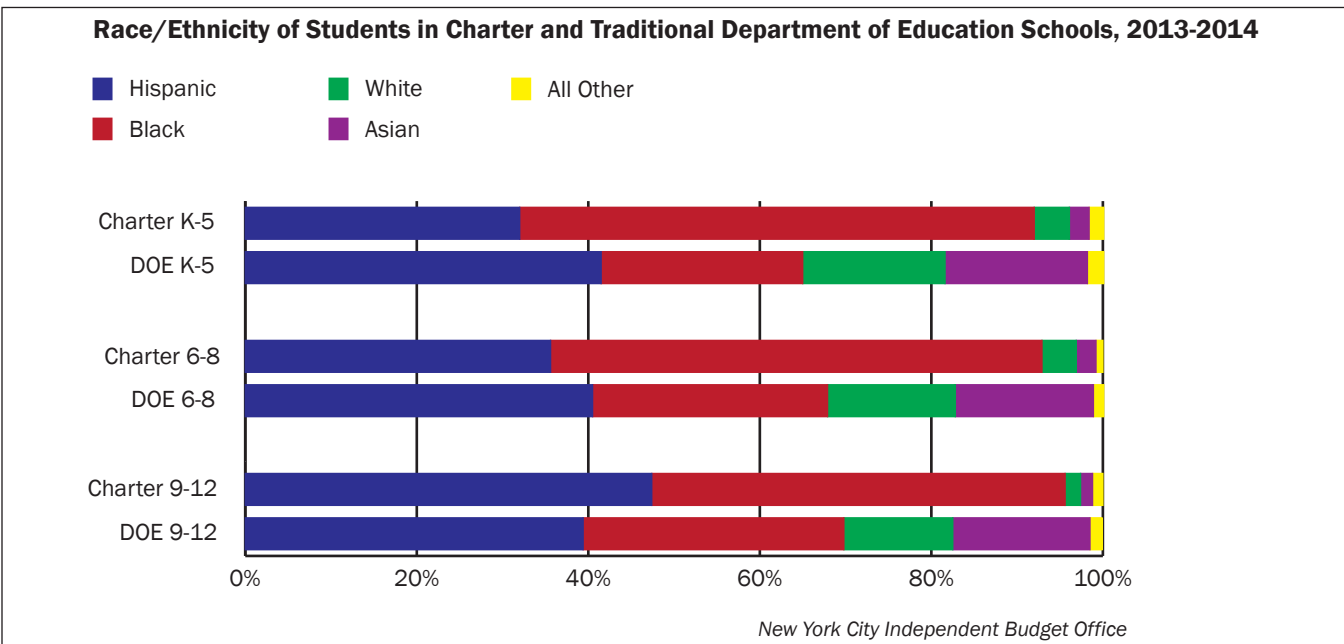
Demographic Characteristics of Charter School Students

Gender, Race, and Poverty

- Charter schools enroll a smaller percentage of males and a larger percentage of females than do traditional public schools.
- Charter school students account for 8.9 percent of students in public sector schools in grades K-5, compared with 6.6 percent and 3.3 percent in grades 6-8 and 9-12, respectively.
- Almost 93 percent of students in charter schools are either black or Hispanic, with black students accounting for more than 57 percent of charter students.
- DOE schools are 67 percent black or Hispanic, with Hispanic students forming the plurality at 41 percent.
- There are few charter high schools, and the distribution of students in charter high schools—with almost equal numbers of black and Hispanic students—is very different from the other grade levels.
- Student eligibility for free or reduced-price meals is determined by reported family income. Eligible students are in families with incomes at or below 185 percent of the poverty level.
- Charter schools had a greater concentration of these lower-income students than traditional DOE schools.

Grades	DOE Schools			Charter Schools			Charter Students as Percent of Total
	Number	Female	Male	Number	Female	Male	
K-5	466,213	48.3%	51.7%	45,357	51.2%	48.8%	8.9%
6-8	217,747	48.4%	51.6%	15,428	51.0%	49.0%	6.6%
9-12	328,937	48.0%	52.0%	11,271	51.2%	48.7%	3.3%
Total All Grades	1,012,897	48.2%	51.8%	59,167	51.1%	48.8%	6.6%

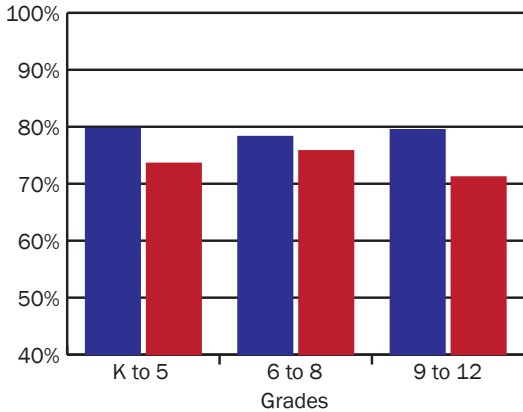
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Student Eligibility for Free or Reduced-Price Meals, 2013-2014

- Charter Schools
- Traditional Department of Education Schools

Percent Eligible for Free or Reduced-Price Lunch



NOTE: The number of charter school students eligible for free or reduced-price lunch is likely to be under-reported. In the 2013-2014 school year, 44 out of the 183 charter schools used a private vendor for school food services. The education department's data systems do not capture meal form information for all students in these schools.

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Birthplace, Home Language, and English Language Learner Status

- Charter school students are more likely to be U.S. born than students in traditional DOE schools.
- They are also more likely to have English as their home language.
- Six percent of charter school students are classified

as English language learners (ELL), compared with 15 percent of students in traditional DOE schools. ELL status is based upon the results of an English language proficiency test.

Grades	Traditional DOE Schools		Charter Schools	
	U.S.	All Other	U.S.	All Other
K-5	89.4%	10.6%	96.3%	3.7%
9-8	82.5%	17.5%	92.5%	7.5%
9-12	75.1%	25.0%	89.0%	11.0%
TOTAL	83.2%	16.8%	94.3%	5.6%

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Grades	Traditional DOE Schools		Charter Schools	
	Not ELL	ELL	Not ELL	ELL
K-5	82.5%	17.5%	93.2%	6.8%
6-8	87.0%	13.0%	95.1%	4.9%
9-12	86.8%	13.2%	93.8%	6.2%
TOTAL	84.8%	15.2%	93.7%	6.3%

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Grades	Traditional DOE Schools		Charter Schools	
	English	All Other	English	All Other
K-5	60.2%	39.8%	80.7%	19.3%
6-8	56.7%	43.3%	75.3%	24.7%
9-12	55.0%	45.0%	68.2%	31.8%
TOTAL	57.7%	42.2%	77.4%	22.6%

NOTE: Information on home language was missing from the records of over 5,000 charter school students; those records were dropped from the calculation of these percentages.

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Special Needs Status and Specific Disability Classification, 2012-2013

- Charter elementary and middle schools tended to have a smaller share of students with Individualized Education Plans (IEPs) than traditional DOE elementary schools (based on 2012-2013 data).
- The small number of charter high schools included some specifically designed to serve a high concentration of students with IEPs. Overall, charter high schools had a slightly greater share of students with IEPs than traditional DOE high schools.
- Charters and traditional DOE schools had about the same percentage of students with speech impairments, but students were more likely at traditional DOE schools to be classified as learning disabled, emotionally disturbed, or autistic than at charter schools.
- Almost half of the students classified as autistic were found in two schools, one of which exclusively served these students and another which reserves a portion of its seats for students on the autism spectrum.

Grades	Traditional DOE Schools	Charter Schools
K-5	18.1%	12.5%
6-8	19.8%	16.3%
9-12	16.9%	17.9%
TOTAL	18.1%	14.1%

NOTE: We do not yet have access to detailed information on students with special needs for the 2013-2014 school year.
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Disability Classification	Percent of All Students	
	Traditional DOE Schools	Charter Schools
Learning Disabled	6.8%	3.8%
Speech Impaired	5.2%	5.3%
Emotionally Disturbed	1.2%	0.4%
Other Health Impaired	1.2%	1.0%
Other	1.2%	0.2%
Autistic	1.0%	0.2%
Orthopedically Impaired	0.1%	0.1%
Pre-School Disability	0.1%	0.1%
None	83.2%	89.1%

NOTE: "Other" includes deaf, hard of hearing, multiply handicapped, intellectual disability, visually impaired, and traumatic brain injury.
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Student Age Compared With Their Grade

- At each level of schooling, the two sectors had similar percentages of students who were over standard age for their grade.

Grade	Traditional DOE Schools		Charter Schools	
	Standard Age or Below	Over Age	Standard Age or Below	Over Age
K-5	87.1%	12.9%	87.3%	12.7%
6-8	78.3%	21.8%	78.3%	21.7%
9-12	60.1%	39.9%	61.8%	38.2%

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Demographic Characteristics of Students in Network-Affiliated and Independent Charter Schools

- Schools associated with networks, service providers, or educational management organizations have smaller percentages of males, students with individualized education plans,

 and English language learners. They also have a much greater share of black students and fewer Hispanics than independent charter schools.

Comparison of Students in Charters Affiliated With Networks to Those in Independent Charters, 2013-2014					
Type of Student	Independent	Network	Type of Student	Independent	Network
Male	49.9%	48.0%	Over Age for Grade	19.0%	18.3%
Student With IEP	16.9%	14.0%	Asian	3.2%	1.3%
English Language Learner	8.1%	4.8%	Black	47.5%	66.4%
Home Language English	71.9%	82.1%	Hispanic	42.0%	29.6%
Born in U.S.	93.1%	94.8%	White	6.2%	1.6%
Eligible for Meal Subsidy	79.8%	79.0%	Other	1.1%	1.1%
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Achievement Results

Performance Levels, Citywide English Language Arts and Math

- Like students in traditional DOE schools, charter school students in grades 3 through 8 take annual state exams in English Language Arts (ELA) and mathematics. These tests produce two types of scores for each student. The scale score is a three digit score that indicates students' absolute level of performance on the test. The second type of score—the performance level—assigns students to one of four groups based on their scale score.
- The four categories, which were revised in 2010, are as follows: Level 1–Below Standard; Level 2–Meets Basic Standard; Level 3–Meets Proficiency Standard; Level 4–Exceeds Proficiency Standard.
- From 2012-2013 to 2013-2014, the share of charter students scoring at Level 1 (below standard) declined for both English Language Arts and mathematics, while the share scoring Level 4 (exceeds standard) increased.

Percent of Charter School Students at Each Performance Level by Grade, 2012-2013										
Grade	Number Tested	English Language Arts				Number Tested	Mathematics			
		Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
3	5,706	28.8%	38.2%	30.9%	2.1%	5,713	17.9%	38.0%	28.8%	15.3%
4	4,292	22.1%	46.9%	24.0%	7.1%	4,291	19.1%	38.3%	29.4%	13.2%
5	5,343	35.8%	42.3%	18.1%	3.8%	5,350	35.9%	34.6%	22.4%	7.1%
6	4,966	33.8%	51.1%	10.9%	4.3%	4,964	24.4%	45.1%	19.5%	11.0%
7	3,942	29.9%	46.0%	21.3%	2.8%	3,935	34.7%	38.9%	20.6%	5.8%
8	3,171	27.8%	48.0%	19.5%	4.8%	3,167	20.8%	45.2%	26.1%	8.0%
TOTAL	27,420	30.1%	44.9%	21.0%	4.0%	27,420	25.5%	39.6%	24.5%	10.4%

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Percent of Charter School Students at Each Performance Level by Grade, 2013-2014										
Grade	Number Tested	English Language Arts				Number Tested	Mathematics			
		Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
3	6,546	27.7	36.3	33.0	3.0	6,532	16.0	31.0	30.5	22.5
4	5,453	22.0	42.1	27.0	8.9	5,445	14.7	31.5	28.3	25.5
5	6,413	35.3	40.9	18.3	5.5	6,405	28.9	31.9	25.6	13.7
6	6,458	26.6	51.9	14.5	7.0	6,442	20.0	38.4	23.3	18.3
7	4,782	32.8	44.8	20.2	2.2	4,768	27.7	39.3	26.1	6.9
8	3,775	23.4	48.0	23.6	5.1	3,619	21.2	39.8	28.6	10.5
TOTAL	33,427	28.3	43.7	22.7	5.3	33,211	21.3	34.8	27.0	16.9

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Proficiency by Student Group

- As is true in traditional public schools, various subgroups of students perform differently. In particular, English language learners and students with IEPs were significantly less likely than other

charter school students to meet or exceed standards for proficiency in English Language Arts and mathematics.

Share of Students At or Above Proficiency, by Student Group All New York City Charter Schools, 2013-2014		
Student Group	English Language Arts	Mathematics
Meal Status		
Free or Reduced Price	25.7%	42.3%
Full Price	32.9%	47.1%
English Language Learner Status		
ELL	3.5%	13.1%
Non-ELL	29.0%	45.1%
IEP Status		
IEP	9.2%	20.8%
Non-IEP	31.6%	48.3%
Race/Ethnicity		
Hispanic	25.6%	42.3%
Black	27.6%	42.7%
White	46.5%	61.4%
Asian	44.2%	70.4%
Native American	28.8%	48.0%
Multiracial	46.5%	57.6%
NOTE: At or above proficiency is defined as Levels 3 and 4. <i>New York City Independent Budget Office</i>		

English Language Arts and Math Achievement by Network Affiliation

- The grade configuration of charter schools varies across individual schools and networks. Some of the variation is by design and some is a function of the year-by-year growth of newer schools. For these reasons, we present data on achievement for individual grades. Of the two grades that have students from all networks in 2013-2014, sixth grade had the largest number of students and so we chose to present results for each network in rank order of sixth grade scores.
- Achievement is presented in terms of median scale scores. The median score is the point which divides all students in that grade and network into equal halves. Half the students have scored above that point and half below. Note that while the scale score can be used to compare results within a grade across various

English Language Arts Results by Network Affiliation, Grades 3-8, 2013-2014						
Network	Grade 3		Grade 4		Grade 5	
	N	Median	N	Median	N	Median
Success Charter Network	852	324	680	325	381	325
Icahn Network	211	311	169	315	140	314
Public Preparatory Network	143	307	124	302	125	307
Achievement First Network	502	307	354	308	446	302
Uncommon Schools	410	320	332	321	942	297
Beginning with Children Foundation	47	304	51	302	44	306
Victory Education Partners	301	300	242	302	215	299
Harlem Village Academy					145	284
KIPP Network	181	297	73	299	447	294
National Heritage Academies	322	297	318	302	264	297
Independent	2,830	300	2,421	302	2,683	297
Ascend Learning (SABIS)	346	299	294	305	170	299
Democracy Prep Network	60	320	60	311	136	302
Explore Schools	240	293	241	292	176	297
Kunskapsskolan Education AB						
Lighthouse Academies	101	291	94	292	99	292
Network	Grade 6		Grade 7		Grade 8	
	N	Median	N	Median	N	Median
Success Charter Network	259	325	49	325	32	336
Icahn Network	127	315	100	309	65	308
Public Preparatory Network	53	310	46	310	65	308
Achievement First Network	431	306	330	305	305	308
Uncommon Schools	578	304	472	305	416	312
Beginning with Children Foundation	52	303	36	304	36	302
Victory Education Partners	68	299				
Harlem Village Academy	120	297	148	295	137	299
KIPP Network	434	297	317	300	299	303
National Heritage Academies	232	297	105	287	112	293
Independent	3,281	295	2,453	291	1,822	296
Ascend Learning (SABIS)	86	293	59	305		
Democracy Prep Network	518	293	484	298	300	299
Explore Schools	118	288	57	291	54	302
Kunskapsskolan Education AB	36	287	60	288	70	285
Lighthouse Academies	65	283	66	293	62	289

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groups—in this case, network affiliations—scale scores cannot be compared across grade levels. For some networks, the median scale score for one grade is lower than that for the previous grade. This does not mean that achievement went down from one grade to the next in that network. The scores only have meaning within their particular grade.

- On both tests, there is a considerable gap between Success Charter Network and the rest of the charter sector. A number of other networks appear near the

top of the charts, particularly Ichan, Achievement First, Public Prep, and Uncommon Schools. The results for the independent charters should be interpreted with caution. Taken as a whole, the independent charters do demonstrate lower test scores than most networks. At the same time, the number of schools and students in independent charters is much greater than any individual network and the overall scores mask variation across individual schools.

Mathematics Results by Network Affiliation, Grades 3-8, 2013-2014						
Network	Grade 3		Grade 4		Grade 5	
	N	Median	N	Median	N	Median
Success Charter Network	851	344	680	353	381	353
Icahn Network	211	320	170	327	140	327
Achievement First Network	502	311	354	318	444	316
Uncommon Schools	410	333	332	337	939	308
KIPP Network	181	314	73	316	446	308
Public Preparatory Network	143	314	124	307	126	302
Beginning with Children Foundation	46	321	51	313	44	299
Explore Schools	240	309	240	310	176	315
National Heritage Academies	322	305	317	304	266	306
Harlem Village Academies Network					146	294
Democracy Prep Network	60	315	60	317	135	310
Independent	2,831	307	2,427	311	2,687	308
Victory Education Partners	302	304	242	306	219	299
Lighthouse Academies	100	295	94	289	99	299
Ascend Learning (SABIS)	346	303	294	304	170	295
Kunskapsskolan Education AB						
Network	Grade 6		Grade 7		Grade 8	
	N	Median	N	Median	N	Median
Success Charter Network	258	355	49	349	32	346
Icahn Network	127	340	100	321	64	312
Achievement First Network	431	322	331	323	304	330
Uncommon Schools	578	320	472	323	415	332
KIPP Network	431	318	316	314	299	318
Public Preparatory Network	53	316	46	334	63	304
Beginning with Children Foundation	51	312	36	301	36	304
Explore Schools	116	311	57	311	54	312
National Heritage Academies	230	310	105	291	80	280
Harlem Village Academies Network	120	308	147	317	137	311
Democracy Prep Network	514	305	481	312	300	318
Independent	3,284	303	2,446	301	1,738	301
Victory Education Partners	68	300				
Lighthouse Academies	64	297	66	296	30	289
Ascend Learning (SABIS)	86	294	59	300		
Kunskapsskolan Education AB	35	286	59	287	70	281

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