
Demographic Characteristics of Charter School Students

Gender, Race, and Poverty

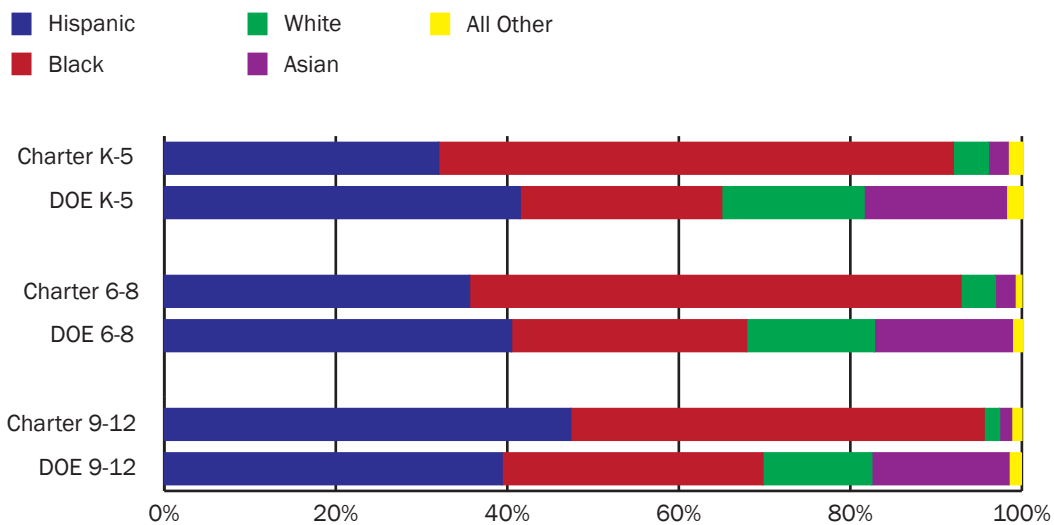
- Charter schools enroll a smaller percentage of males and a larger percentage of females than do traditional public schools.
- Charter school students account for 8.9 percent of students in public sector schools in grades K-5, compared with 6.6 percent and 3.3 percent in grades 6-8 and 9-12, respectively.
- 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.

Student Enrollment by Grade and Gender, 2013-2014

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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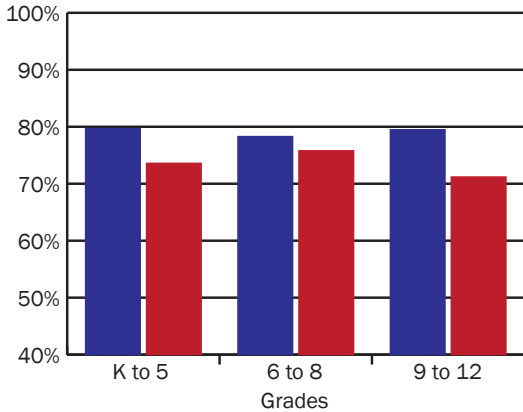
Race/Ethnicity of Students in Charter and Traditional Department of Education Schools, 2013-2014



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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