Children's Scholarship Fund Philadelphia

May 13, 2026

QREM

STRONG DATA = SOUND DECISIONS

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Executive Summary

For the 2023–24 and 2024–25 academic years, standardized test scores of students participating in the Children's Scholarship Fund Philadelphia (CSFP) program were compared to those of their peers enrolled in a School District of Philadelphia (SDP) school (traditional and charter). The analysis centered exclusively on 4th- and 7th-grade students, examining performance in Math and Reading/English Language Arts (ELA).

CSFP students' outcomes were compared to two SDP groups: (1) the overall public-school population and (2) students eligible for the Federal Free and Reduced Lunch (FRL) program. All scores were categorized according to Pennsylvania PSSA assessment cut scores, which define levels of academic proficiency.

In addition to cross-sector comparisons, analyses were conducted within the CSFP student population to better understand variation in outcomes. These included comparisons based on number of years receiving the scholarship and household structure (single-parent versus two-parent households).

Key findings from the student-level analysis indicate that:

- CSFP recipients come from households that are larger and poorer than the average household in Philadelphia County.
- CSFP students perform substantially better in private schools compared to their economic peers attending a traditional or charter school in SDP.
- CSFP students perform similarly to their classmates attending a CSFP Partner School.

For parents placing a strong emphasis on academic outcomes, CSFP Partner Schools represent a compelling option.

- CSFP Partner Schools outperform SDP schools across years, subjects and measured grade levels.
- CSFP Partner Schools outperform public charter schools in both Math and Reading for 4th and 7th grade students.
- CSFP Partner Schools outperform their nearest SDP building located within a 10-minute drive (4th and 7th grade students). However, only 7th grade students posted higher proficiency rates when compared to a building located within a 10-minute drive, regardless of district.

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1. Descriptive Statistics

Although proficiency results were analyzed only for the 2023–24 and 2024–25 school years, examining demographic trends over the prior four years provides important context. The total number of records analyzed increased by 32% from 2021–22 to 2024–25 (from 1,090 to 1,442), with growth distributed evenly across grade levels (Figure 1).

Over this same four-year period (Figure 2), disparities between boys and girls largely diminished. The greatest imbalance occurred in 2022–23, when girls represented 56% of reported data.

Figure 3 shows that student ethnicity data remained steady across measured years with a small increase in the "other or not stated" populations and a slight decrease in the proportion reporting to be Hispanic/Latino and Black/African American.

The average CSFP household includes just under four individuals (3.76), which is notably higher than the 2024 U.S. Census Bureau estimate of

Figure 1: Enrollment

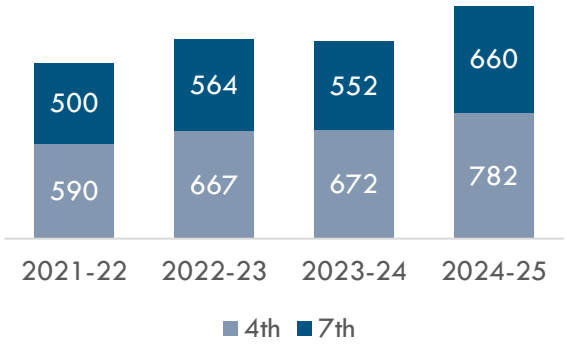


Figure 2: Student Gender Breakdown

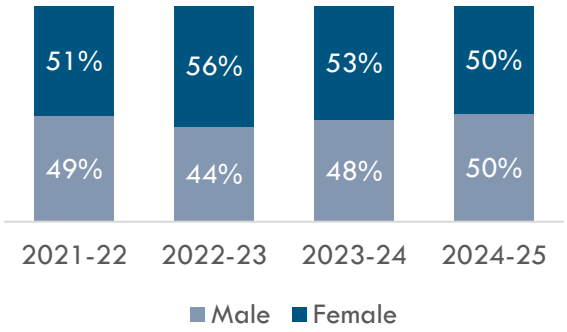
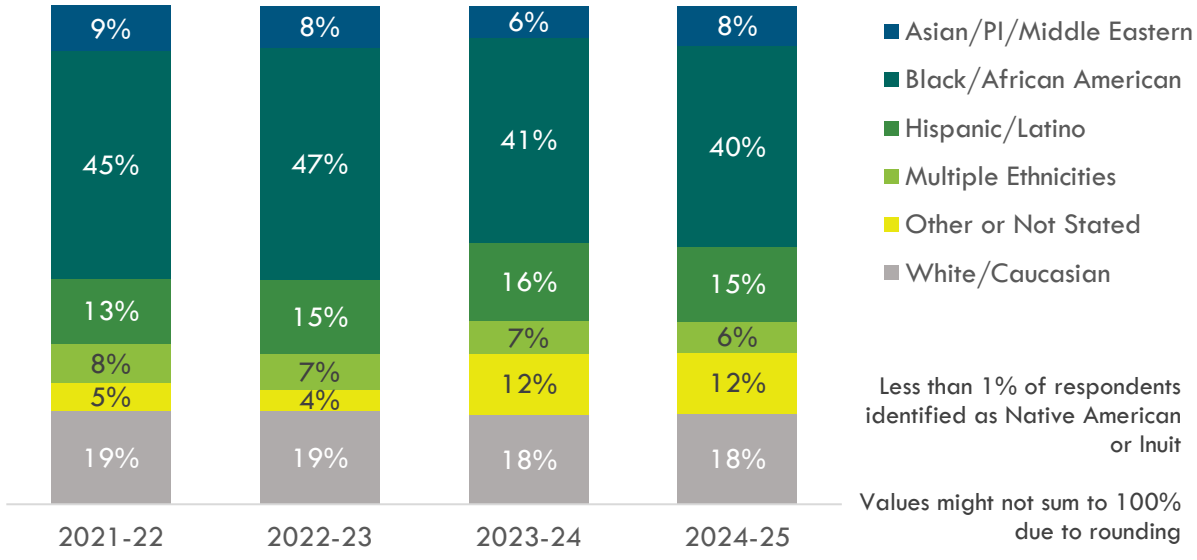
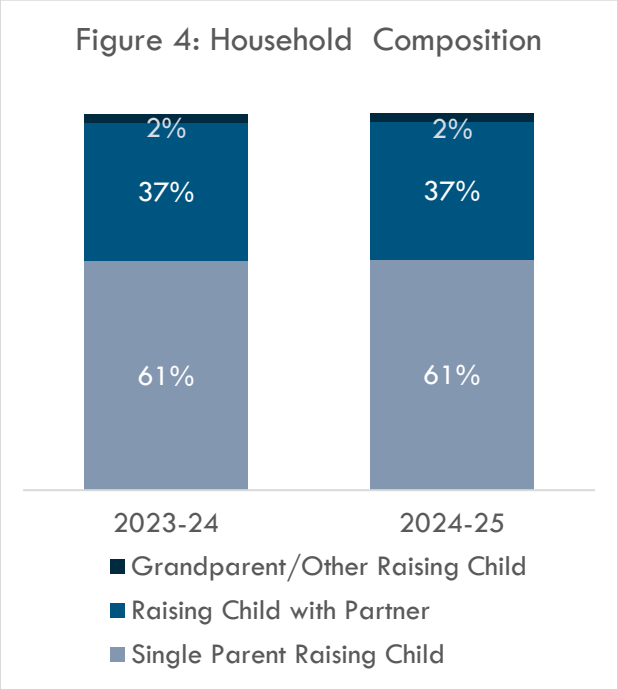
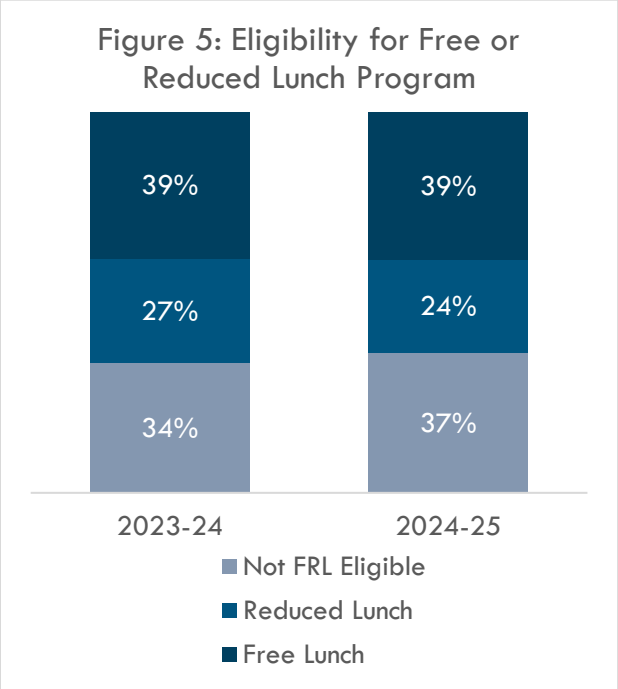


Figure 3: Ethnicity of Students



2.26 persons per household in Philadelphia County. In the 2024–25 school year, CSFP families reported a median household income of $42,837, compared to $61,953 for the county overall.[1] Most CSFP recipients come from single-parent households (Figure 4), and nearly two-thirds qualify for the National School Lunch Program (Figure 5).[2]





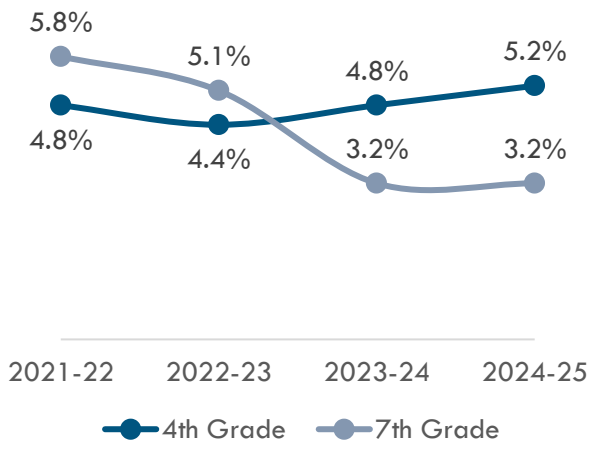
[1] American Community Survey 5-year estimates 2020-2024.

[2] Federal Free & Reduced Lunch Program (FRL), a commonly used proxy variable for poverty.

2. Time in School

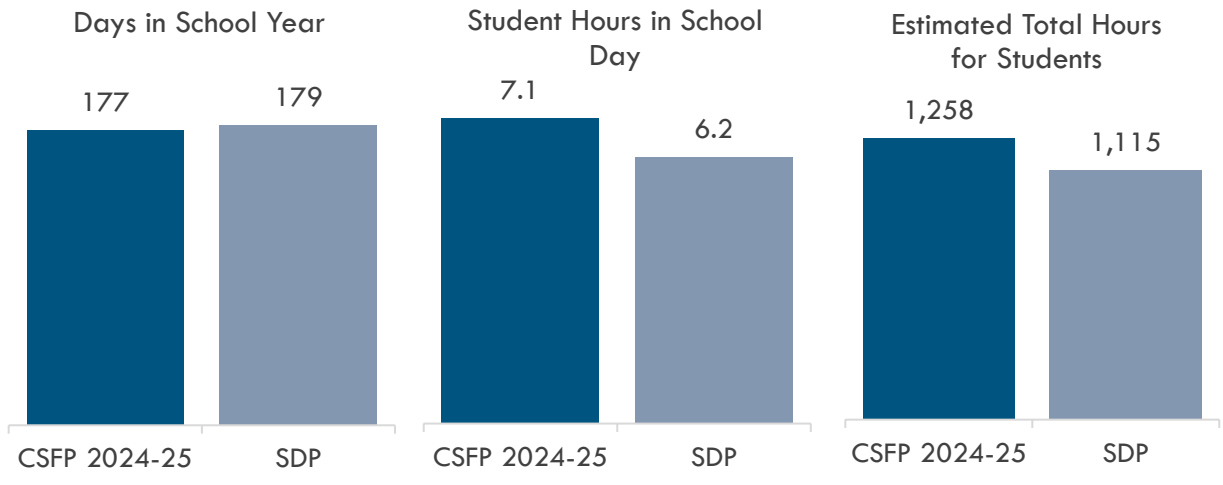
Attendance among CSFP students in 4th and 7th grades averages 93%. While direct comparison data are limited, publicly available data indicate that chronic absenteeism remains a significant issue in local public schools. Chronic absenteeism is defined as missing 15 days, or approximately 10% of the school year. Year-to-date data from the School District of Philadelphia show that 28.6% of students were chronically absent during the 2025–26 academic year as of March 15, 2026. In contrast, only a small percentage of CSFP scholarship recipients met the threshold for chronic absenteeism (Figure 6).

Figure 6: Chronic Absenteeism



Attendance is a well-established predictor of student success (Kearney et al., 2023), but the amount of instructional time students receive also plays a critical role. Research shows that both immediate and long-term learning outcomes are positively associated with longer school days (LaBad et al., 2025). CSFP Partner Schools provide more instructional time than their public-school counterparts. On average, SDP buildings are open for 6.2 instructional hours per day, compared to 7.1 hours in CSFP Partner Schools. Although the public-school calendar includes two additional days, the longer CSFP school day results in approximately 143 more instructional hours annually—equivalent to about 20 additional 7-hour school days (Figure 7).[3]

Figure 7: Educational Time in Schools



[3] Does not include homework or other out-of-school academic time such as tutoring, test prep or summer school.

3. Findings

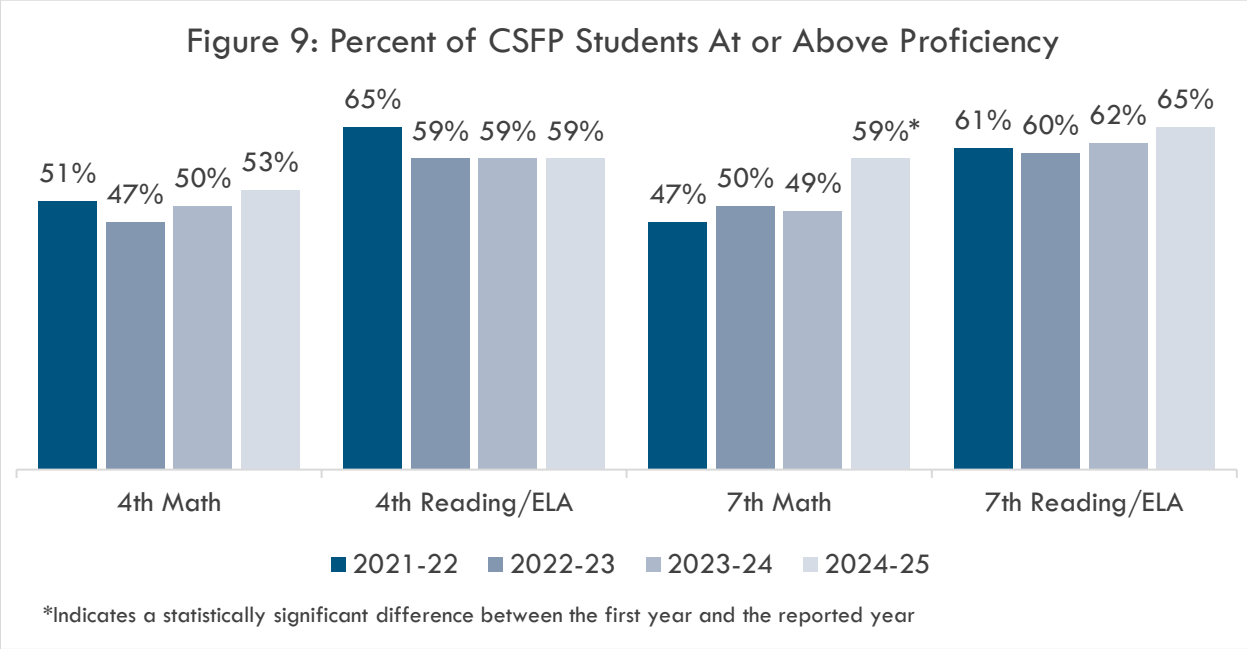
3.1 Student Level Comparisons

Data from 146 partner schools in 2023–24 and 145 in 2024–25 were included in the analyses, representing a 98% response rate. On average, only 7% of 4th and 7th grade students were not tested. Figure 8 displays the total number of CSFP recipients alongside the number of students who completed a standardized assessment. Consistent with prior years (2021–22 and 2022–23), most students were assessed using Terra Nova (47%) or MAP Growth/NWEA (31%).[4]

Figure 8: CSFP Students and Standardized Test Results

[4] A complete list of tests taken by grade level and year can be found in Appendix A.

Across the four-year period, CSFP proficiency rates have remained largely stable. The only statistically significant change since 2021–22 is an increase in 7th grade Math proficiency, which rose from 47% to 59% (Figure 9). While 4th grade Reading/ELA proficiency declined over the same period, this change was not statistically significant.



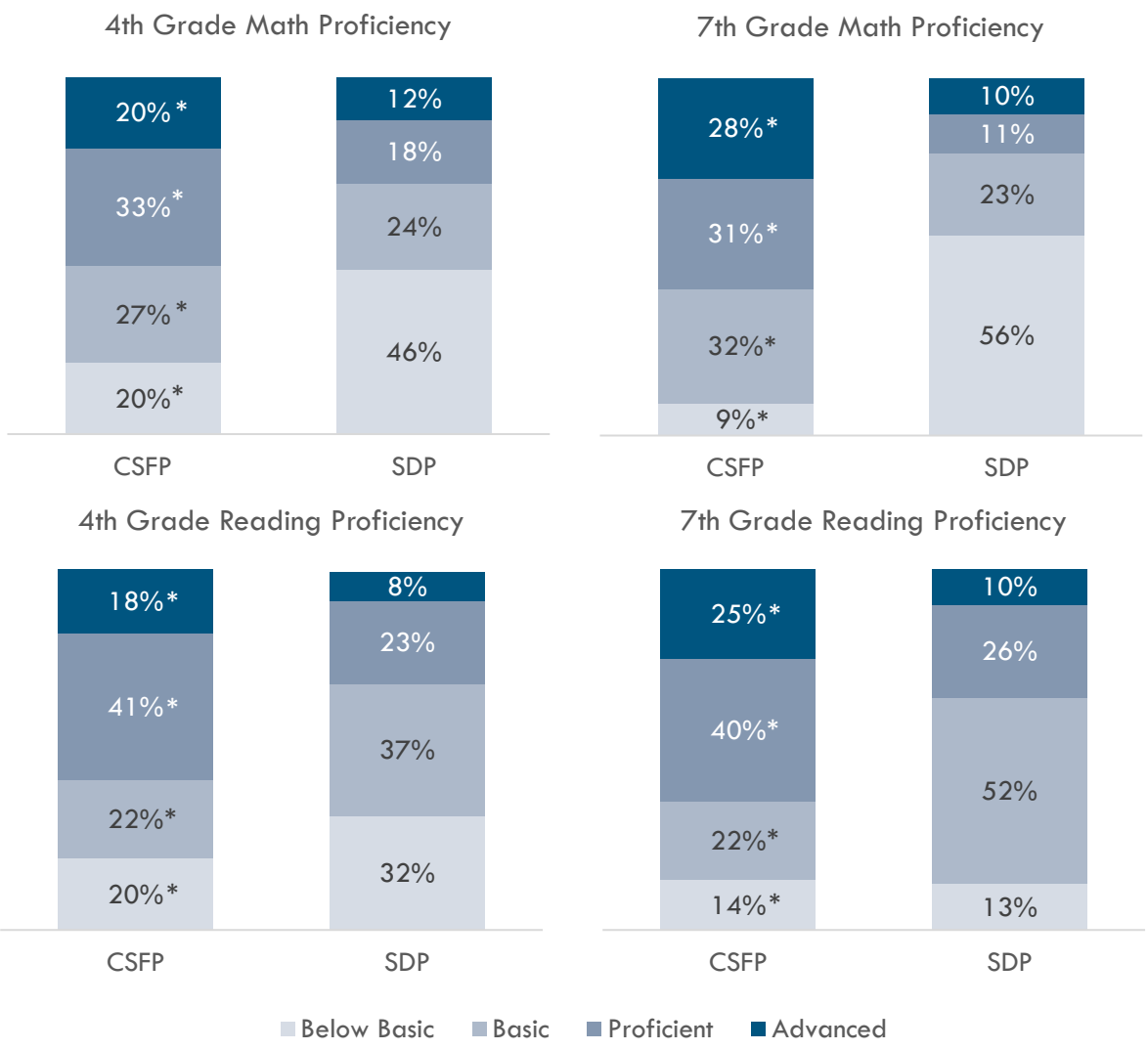
Note: Analyses discussions center on the more recent academic year (2024-25). Data for both the 2023-24 and 2024-25 academic years can be found in the Appendices.

RQ1a[1]: How do CSFP students compare to their public-school peers in achievement levels?

CSFP students consistently outperform their public-school peers on standardized assessments.[5] This pattern holds across both grade levels, with statistically significant differences in the proportion of students scoring at or above proficiency. In Math, 53% of CSFP 4th graders met or exceeded proficiency, compared to 30% of public school students; among 7th graders, the rates were 59% versus 21%. Similar gaps are evident in Reading/ELA: 59% of CSFP 4th graders achieved proficiency compared to 31% of their public-school peers, while 65% of CSFP 7th graders met or exceeded proficiency compared to 36% of students in public schools.

[5] Complete proficiency level breakdown for both the 2023-24 and 2024-25 academic years can be found in Appendix B.

Figure 10: 2024-2025 Proficiency Levels for CSFP and Public School Peers



*Indicates a statistically significant difference between CSFP and SDP schools, Chi-square p<.05

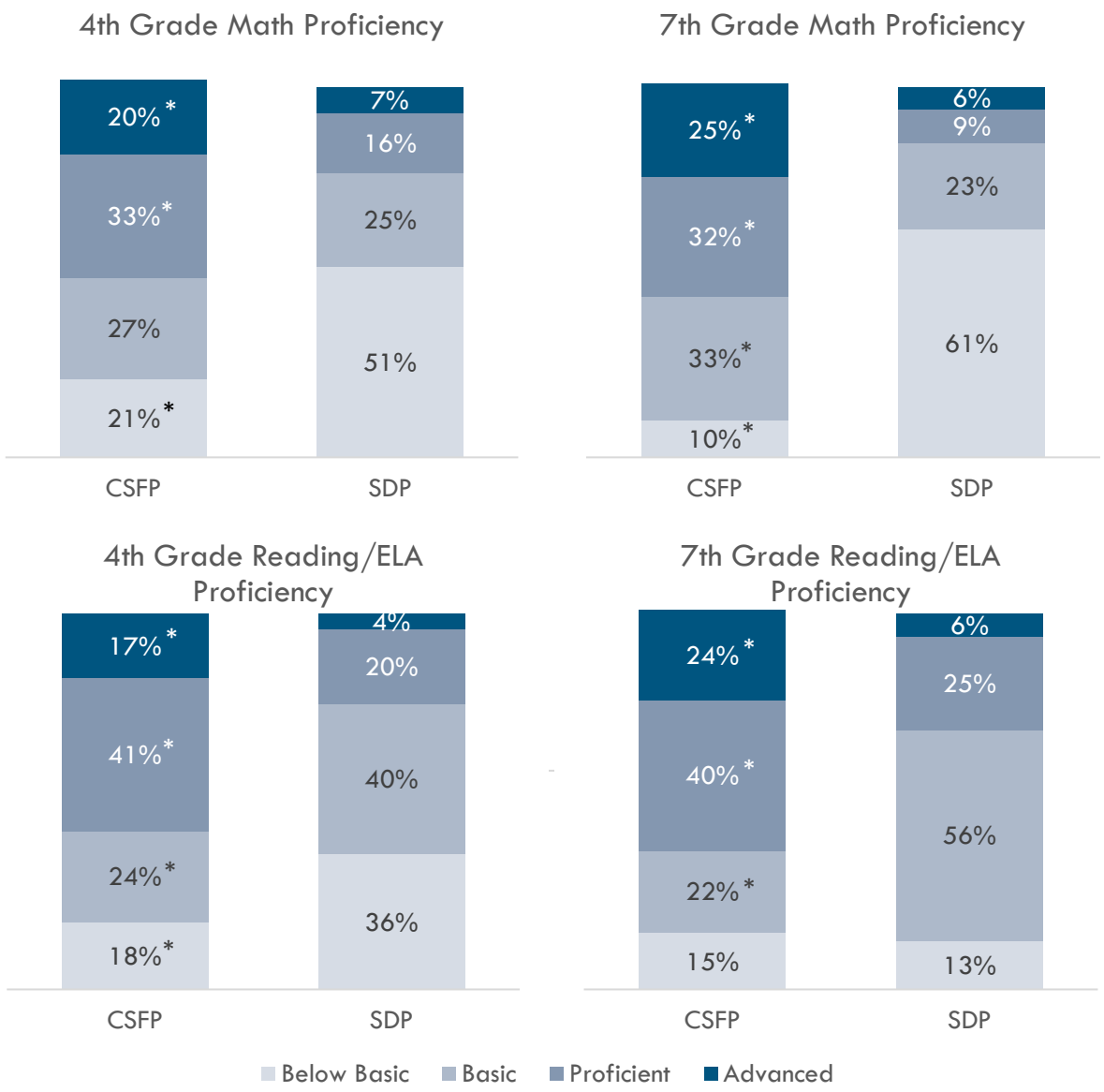
RQ1a[2]: How do CSFP students who would qualify for the Federal FRL program compare to their economic peers attending public school?

As nearly two-thirds of CSFP students come from households that qualify for the FRL program, comparisons with low-income students in SDP are particularly instructive. Among 4th graders, 53% of CSFP students scored at or above proficiency in Math, compared to just 23% of FRL-eligible public-school students. Among 7th graders, low-income CSFP students are nearly four times as likely to be proficient in Math as their public-school peers (Figure 11). Early Math proficiency is strongly associated with later success in high school and college (Davis-Kean et al., 2022).

A similar pattern emerges in Reading/ELA, where proficiency is also a strong predictor of long-term academic outcomes (Mitchell, 2024). The majority of low-income CSFP students meet or exceed

proficiency benchmarks (58% of 4th graders and 64% of 7th graders), compared to 24% of FRL-eligible 4th graders and 31% of 7th graders in public schools.

Figure 11: Proficiency Levels for Low-Income CSFP and FRL Public School Peers



*Indicates a statistically significant difference between CSFP and SDP schools (FRL), Chi-square p<.05

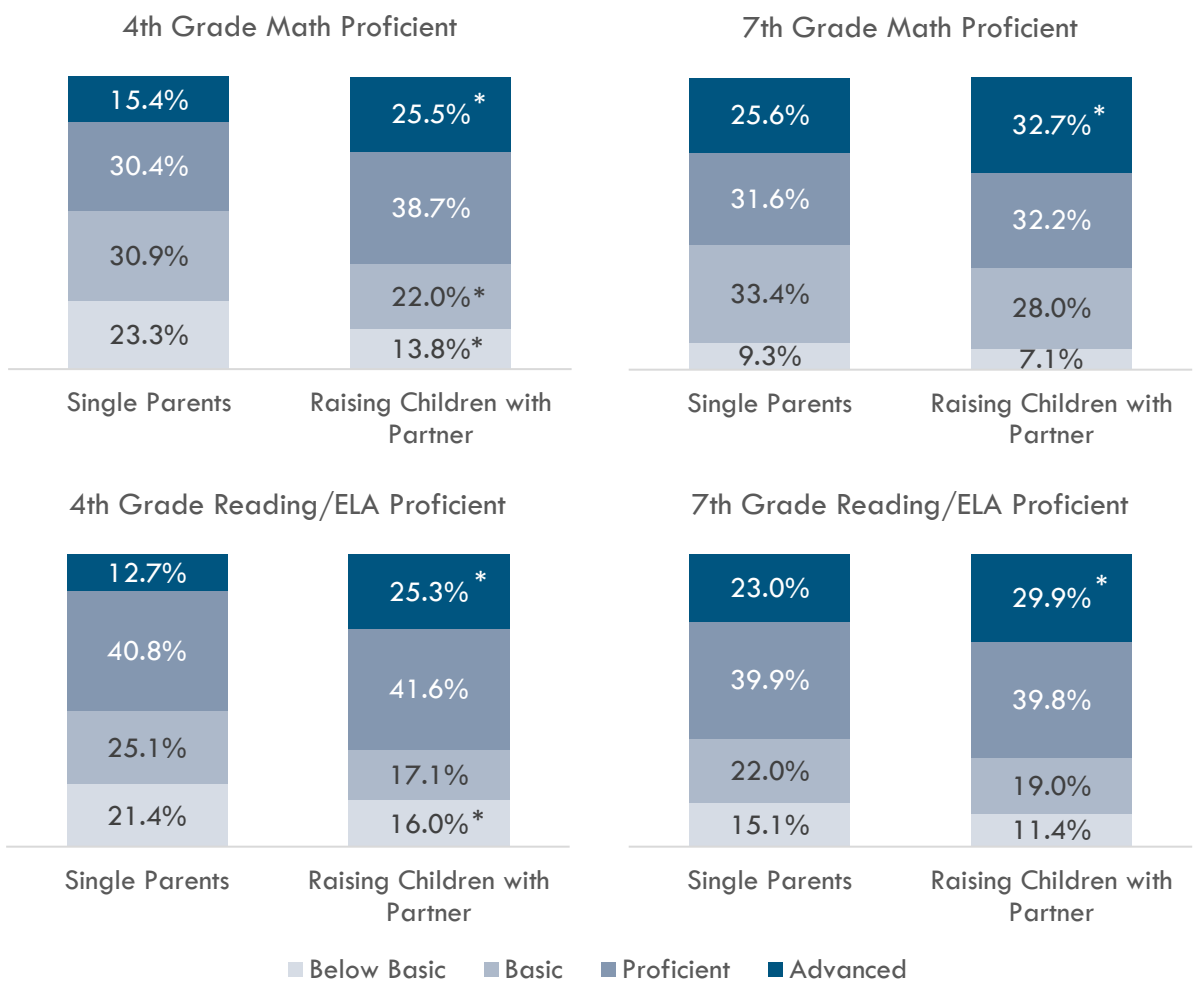
RQ1b: How do CSFP students' home situations compare?

Home environment also plays a significant role in shaping student outcomes, influencing motivation, health, and academic behaviors (O'Malley et al., 2014). Prior research shows that students in single-parent households often receive less academic support than those in two-parent households, due in

part to greater time constraints on caregivers (Astone & McLanahan, 1991; El Nokali et al., 2010). Consistent with prior analyses, CSFP students from single-parent households demonstrate lower proficiency rates than those from two-parent households[6].

As shown in Figure 12, these differences are more pronounced in 4th grade than in 7th grade. Among 4th graders, 64% of students in two-parent households are proficient in Math, compared to 46% of those in single-parent households. In Reading/ELA, the gap is similar (67% versus 54%). By 7th grade, however, these disparities narrow substantially—to a single digit percentage point difference in Math (7.7) and Reading/ELA (6.8).

Figure 12: Percent Proficient by Household Composition



*Indicates a statistically significant difference between single and two-parent households, Chi-square $p<0.05$

[6] For the household composition breakdown, see Figure 4 (page 4). Within the CSFP scholarship group, students from two-parent households are more likely to perform at or above proficiency compared to students being raised by a single parent. Despite having enough students to run averages, there were not enough students in the 2023-24 and 2024-25 scholarship data to run statistical tests comparing single or two-parent parent households to grandparent/other-headed households.

RQ1c: How do CSFP students perform over time?

Student stability may help explain some of these outcomes. Changing schools can disrupt learning by requiring students to adjust to new curricula, teachers, and peer groups (Rumberger, 2015). While CSFP families may experience residential mobility, students often remain in the same school. As shown in Figure 13, more than half of CSFP recipients have received the scholarship and likely stayed at the same school for two or more years (in their third or fourth year of the scholarship).

Finally, longitudinal patterns suggest steady improvement in Math proficiency among 4th graders from their first through fourth years in the program (Figure 14). Among 7th graders, proficiency also tends to improve over time, though less consistently. This variability may reflect differences in how schools report years of enrollment[7] or the possibility that some older students enter CSFP after attending other private schools.[8]

Figure 13: Scholarship Tenure

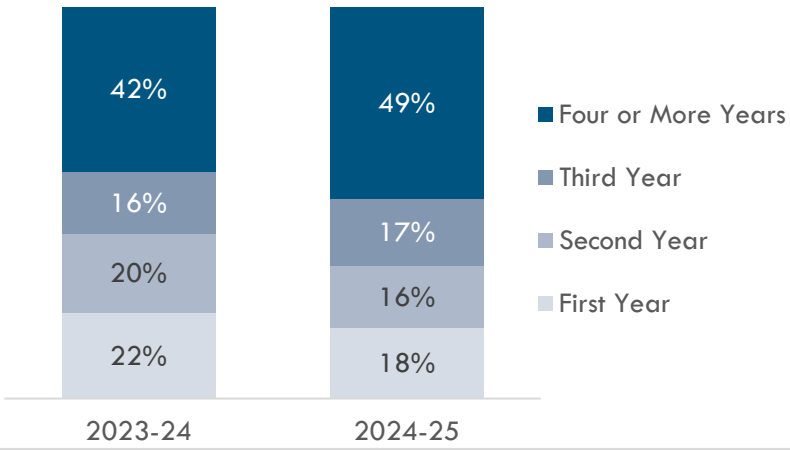


Figure 14: At or Above Proficiency by Tenure with CSFP

*Indicates a statistically significant difference between the first and subsequent years, Chi-square p<.05.

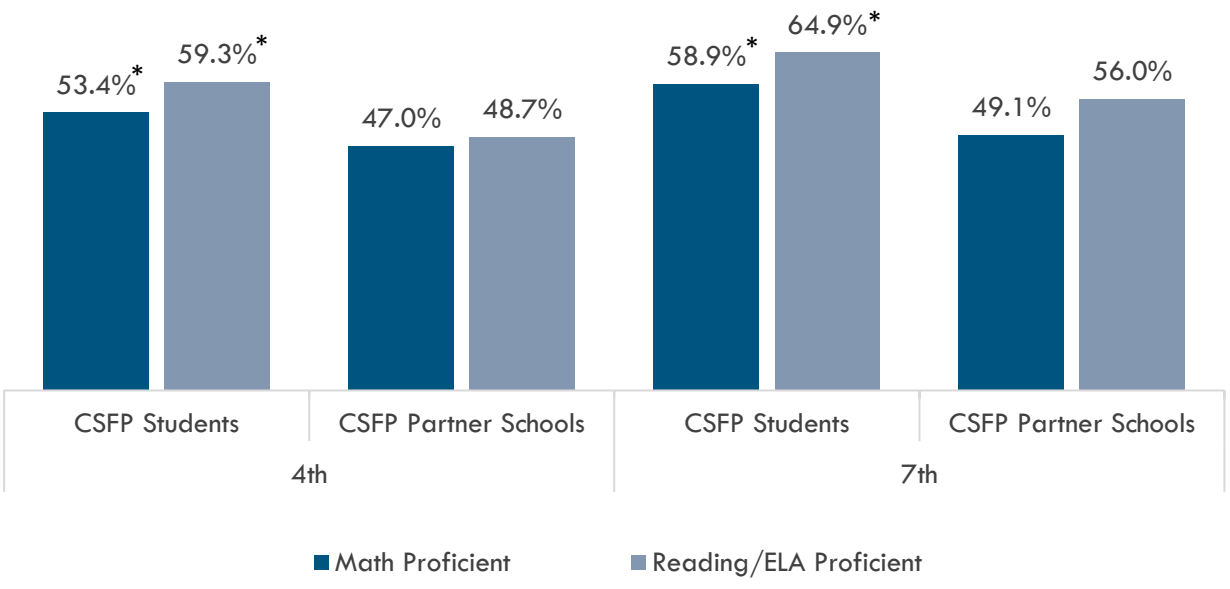
[7] It is recommended that future data collection asks schools not to include any early-childhood, pre-kindergarten years in with school tenure.

[8] Statistically significant differences between One Year and Two or More Years are highlighted, Chi-square p < .05.

RQ1d: How do CSFP students compare to their classmates?

CSFP students were also compared to their private school peers. Partner schools reported grade-level proficiency rates in both Math and Reading/ELA for CSFP recipients and non-recipient classmates. As shown in Figure 15, CSFP students outperform their classmates in both subjects.

Figure 15: At or Above Proficiency Comparisons Between CSFP Students and Partner School Students



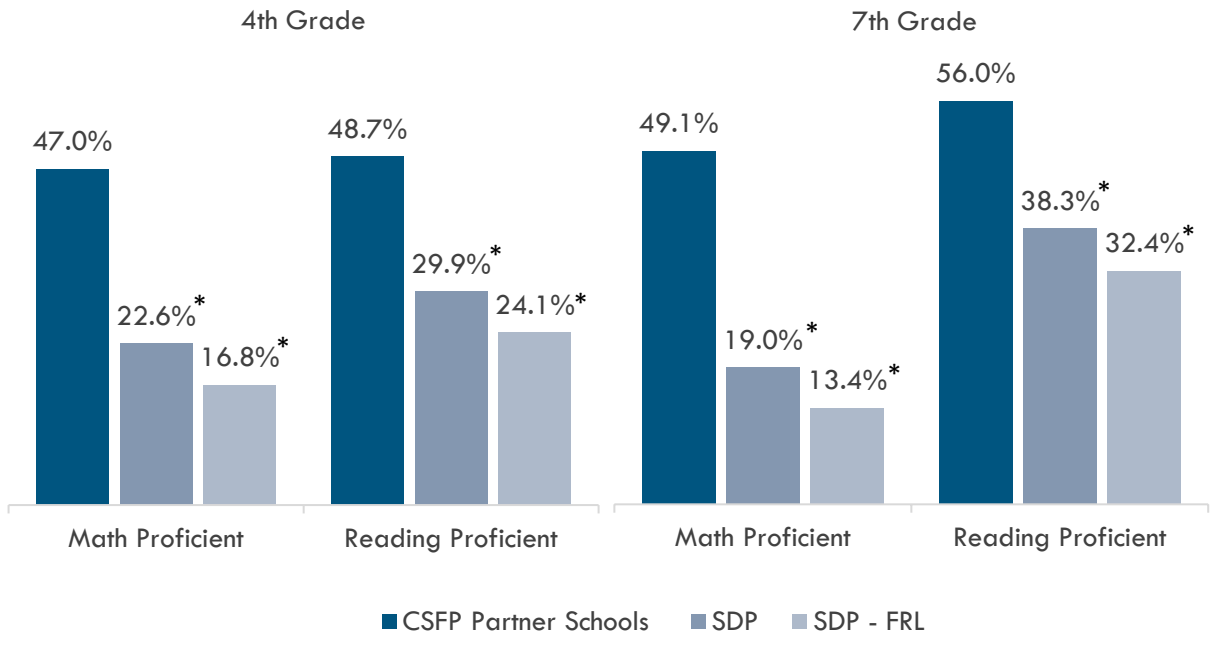
*Indicates a statistically significant difference between CSFP Students and students at Partner Schools, Chi-square p<.05

3.2 Building Level Comparisons

RQ2a: How do CSFP Partner Schools Compare to SDP?

The second set of comparisons focuses on the schools themselves, examining how CSFP Partner Schools compare to nearby public schools. Academic performance is a key factor for parents when selecting a school for their child (Burgess et al., 2015). Across both subjects and grade levels, CSFP schools consistently outperform their counterparts.[9] As shown in Figure 16, 4th-grade students attending a CSFP Partner School are about twice as likely to be proficient in both Math and Reading/ELA as their peers in public schools.

Figure 16: Comparison between CSFP Partner Schools to SDP Schools



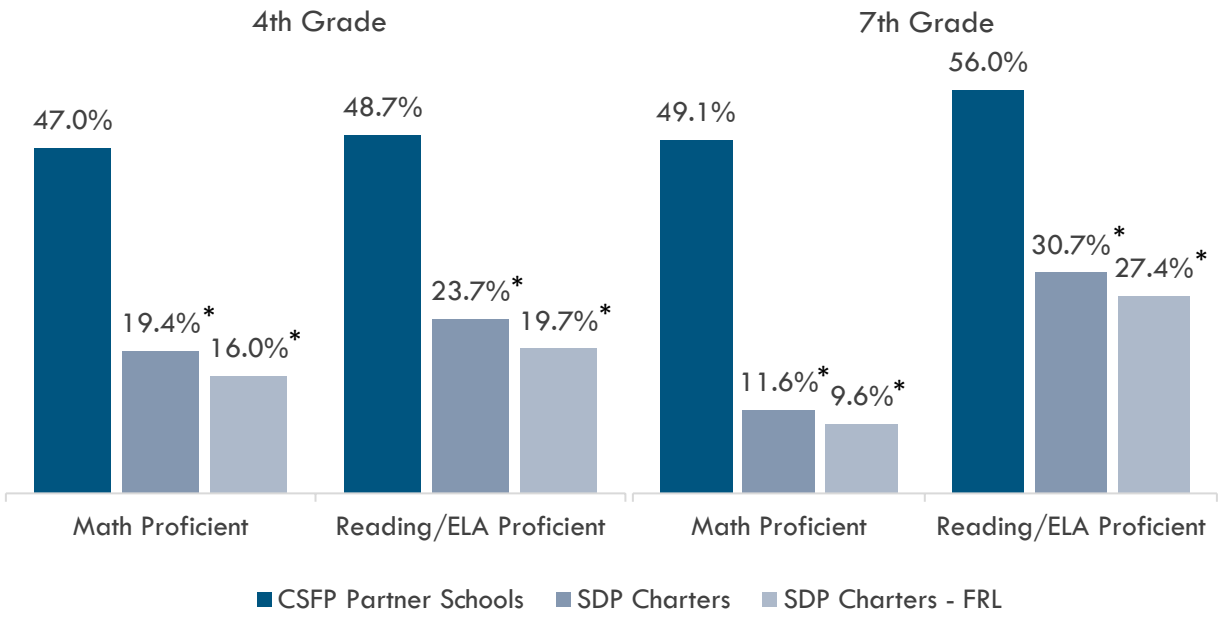
*Indicates a statistically significant difference between CSFP Partner Schools and SDP Schools (All students and FRL-qualified), Chi-square p<.05.

[9] Indicates statistically significant findings between CSFP Partner Schools and SDP for all students and for FRL-qualified students (Chi-square p<.05).

RQ2b: How do CSFP Partner Schools Compare to SDP Charter Schools?

Charter schools occupy a middle ground between traditional public and private schools. Funded through a mix of public and private sources, they typically operate with greater flexibility than district schools. However, the differences between CSFP Partner Schools and charter schools are even more pronounced than those observed with traditional public schools. Figure 17 shows that 4th- and 7th-grade students in CSFP Partner Schools are three to four times as likely to be proficient in Math and more than twice as likely to be proficient in Reading/ELA. [10]

Figure 17: Comparison between CSFP Partner Schools to SDP Charter Schools



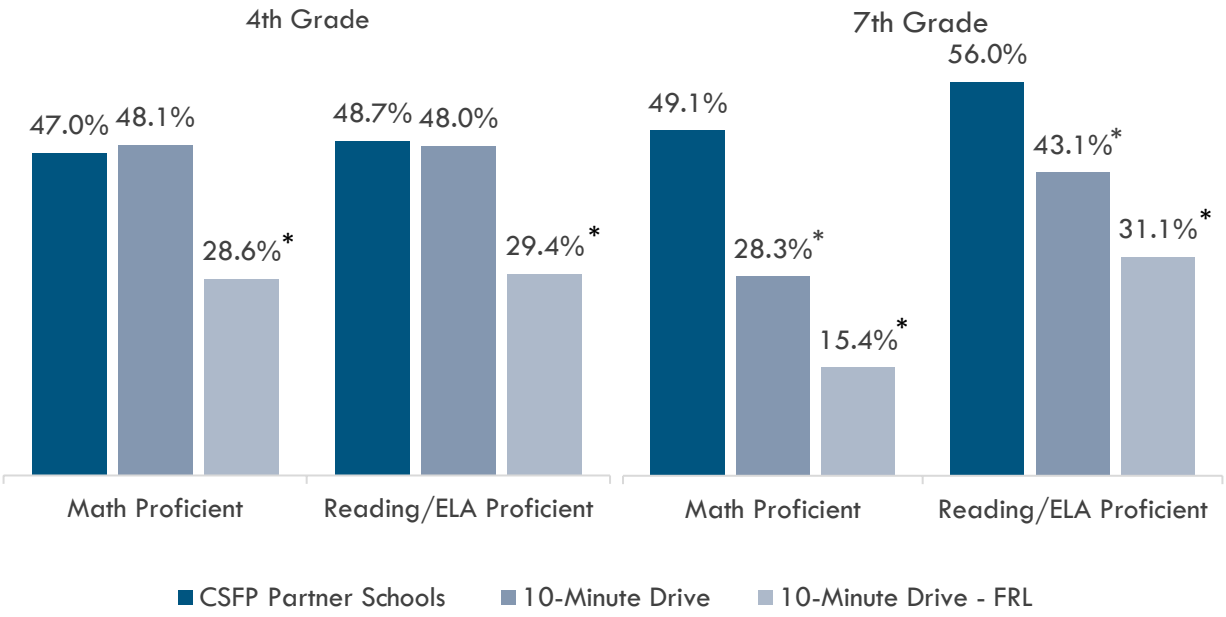
*Indicates a statistically significant difference between CSFP Partner Schools and SDP Charter Schools (All and FRL-qualified), Chi-square p<.05.

[10] Statistically significant findings between CSFP Partner Schools and SDP Charter Schools are highlighted (Chi-square p<.05).

RQ2c: How do CSFP Partner Schools Compare to area public schools within a 10-minute drive?

In addition to academics, school choice is strongly influenced by location and neighborhood factors. Some parents even use the address of a friend or relative to enroll their child in a preferred district. To account for geographic accessibility, ArcGIS mapping software was used to identify public schools within a 10-minute drive—regardless of district boundaries[11]—and compare them to CSFP Partner Schools. Similar to the comparisons with charter schools, CSFP Partner Schools outperform nearby options in both Math and Reading/ELA for low-income students. The outcomes are similar for non-economically disadvantaged students (Figure 18).[12] Use this link[13] to view a customized map made for CSFP showing the locations of CSFP schools and nearby public schools, including charter and magnet schools.

Figure 18: Comparison between CSFP Partner Schools to Public Schools within a 10-minute drive



*Indicates a statistically significant difference between CSFP Partner Schools and public schools within a 10-minute drive, Chi-square p<.05.

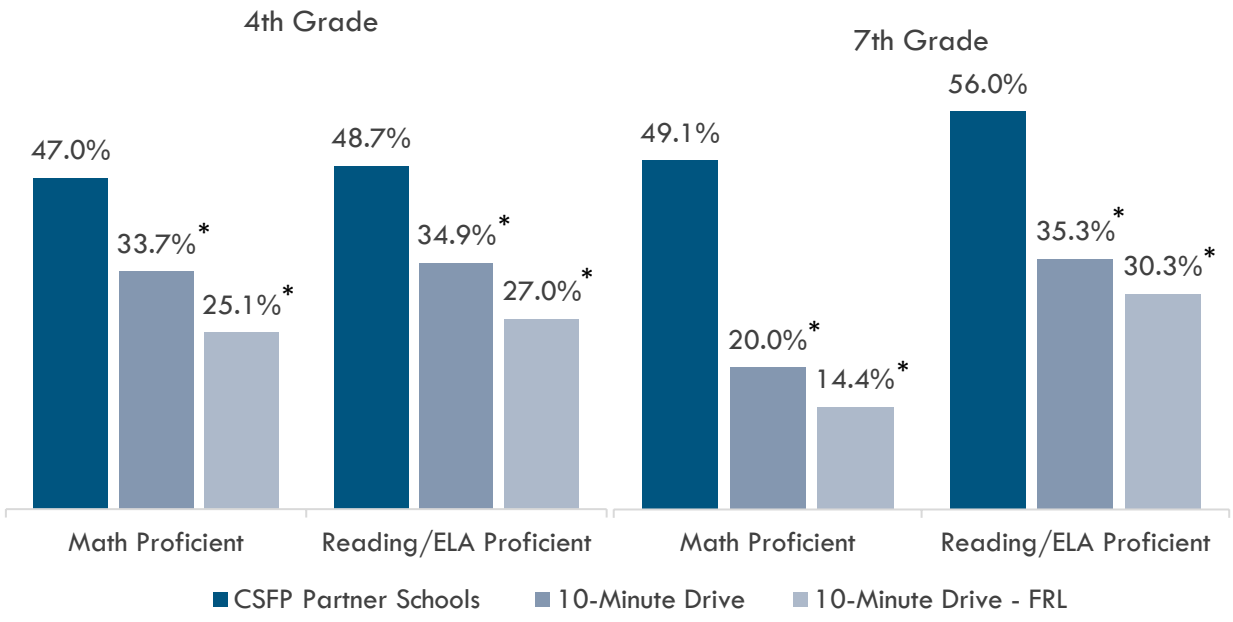
[11] Weighted averages were taken as most CSFP partner schools were within a 10-minute drive of multiple, other private schools.

[12] Statistically significant findings between CSFP Partner Schools and SDP schools found within a 10-minute drive (ArcGIS) are highlighted (Chi-square p<.05).

[13] https://qrem.maps.arcgis.com/aSDP/mapviewer/index.html?webmap=a97d2bfa728c491ba18a37943ca3966f

Although a 10-minute drive may provide access to schools with comparable proficiency levels for older students, remaining within district boundaries does not yield the same results. Figure 19 demonstrates that CSFP Partner Schools consistently outperform nearby SDP schools in both Math and Reading/ELA across both grade levels. [14]

Figure 19: Comparison between CSFP Partner Schools to SDP Schools within a 10-minute drive



*Indicates a statistically significant difference between CSFP Partner Schools and SDP Schools within a 10-minute drive, Chi-square p<.05.

[14] Statistically significant findings between CSFP Partner Schools and SDP schools found within a 10-minute drive (ArcGIS) are highlighted (Chi-square p<.05).

4. Data Collection Recommendations

To strengthen future data quality and ensure timely reporting, we recommend initiating data collection in June 2027 for the 2025–26 and 2026–27 academic years, with a firm submission deadline of November 1st. Establishing an earlier start date, coupled with a clearly defined completion deadline, will provide schools with sufficient time to compile accurate information while allowing for data validation, follow-up, and more timely analyses prior to reporting cycles.

Data completeness for the 2023–24 and 2024–25 school years was notably high, reflecting strong participation and effective data collection processes. Building on this success, there is an opportunity to enhance the dataset by incorporating a small number of additional variables that would deepen analytic insights and improve the interpretability of findings. Specifically, we recommend collecting information on (1) the grade level at which each student initially enrolled in the school and (2) the type of school the student attended prior to enrollment (e.g., district public, charter, private, or other). These variables would allow for more precise analyses of student entry points, mobility patterns, and prior educational environments, all of which are important contextual factors when interpreting academic outcomes.

Overall, these modest enhancements would build on an already strong data foundation and further support rigorous, longitudinal evaluation efforts.

Appendices

A. Methods

Data for Children's Scholarship Fund Philadelphia (CSFP) were collected on behalf of CSFP using Survey Monkey and direct email with the partner schools. Each school received a pre-populated spreadsheet for both the 2023-24 and 2024-25 school years. CSFP Partner Schools were asked to complete the spreadsheets with Math and Reading/ELA, proficiency, attendance and tenure data for each student.

As the different partner schools are likely to administer different tests, multiple metrics were requested. Specifically:

- Name of test and version, and the time of year the tests were administered (e.g., Spring)
- Scales, stanine, and national percentage scores
- Student proficiency in Math and Reading/ELA
- Students' annual attendance as well as tenure with that school

For building level comparisons, schools were also asked to provide overall proficiency rates for the 4th and 7th graders in Math and Reading/ELA, the percent of students in their buildings who would qualify for federal lunch assistance, and the number of days and hours that school was in session.

Student level data were combined with CSFP data (sex, race/ethnicity, length of time on scholarship, home composition –one or two parent households –and household income and size.

Not all standardized tests provide all metrics and not all schools complied with all fields. As such we used a multiple-level approach to first determine, then verify proficiency level. Partner schools were offered a combined total of four options to verify proficiency levels. All scale score data were standardized (z-scores) and compared on the distribution against the 4th and 7th grade Math and Reading/ELA results published in the PSSA technical documents. Proficiency "buckets" matched to the PSSA were then applied to the standardized data for conversion and comparisons. Schools were asked to state the percentage of students scoring at or above proficient levels, combining the data into non-proficient and proficient categories.

Scale scores were checked against proficiency levels in testing-house materials. Where there were discrepancies, proficiency was determined by a majority of data present. If a majority was not available, then no determination could be made. Proficiency buckets matched to the PSSA technical reports were used for student level comparisons and were verified using the published national curve equivalency scores. At or above proficiency levels were used in the building level comparisons. Statistical differences between the comparison groups were determined using chi-square test of independence with a p-value $< .05$. They are highlighted in the charts within the report.

The CSFP map shows the location of CSFP schools and nearby public schools (including charter and magnet schools). Using a spatial analysis, QREM analysts found schools that were nearby to CSFP schools to determine likely competitors. We found the closest two schools as well as all schools within a 10-minute drive of a CSFP school. Additional data were added to the map to contextualize the results

including public school enrollment areas, household income, and percent of children living below poverty level.

Link to the map:

https://qrem.maps.arcgis.com/aSDP/mapviewer/index.html?webmap=a97d2bfa728c491ba18a37943ca3966f

Attendance data were collected however the public schools only publish percent of students who are chronically absent by main grade configuration (e.g., Elementary School). Chronic absenteeism is considered to be 15 or more missed school days each year, or approximately 10% or more absenteeism, and only for the 2022-23 school year. Attendance data from CSFP Partner Schools included many notes for poor attendance. A large number of students with low attendance rates had only been enrolled for part of the school year. These students' attendance data were omitted, while the other students' attendance data were coded to reflect chronic absenteeism or not.

B. Demographics

Figure B1: Household Size

Number of People	2021-22	2022-23	2023-24	2024-25
Two	18%	18%	21%	19%
Three	30%	32%	29%	31%
Four	27%	26%	24%	24%
Five	14%	14%	15%	16%
Six+	11%	10%	12%	10%

Figure B2: Median Income

	2021-22	2022-23	2023-24	2024-25	Change
CSFP Families	$38,993	$39,568	$41,947	$42,837	9.9%
Philadelphia County*	$52,889	$56,517	$60,302	$60,521	14.4%

*Figures above show one-year estimates of the median income for Philadelphia County from the American Community survey. The median income listed on page 4 reflects a 5-year rolling average.

C. Additional Data Results

Figure B3: Time in School				
	Number of Schools	Days in School Year	Hours in School Day for Students	Estimated Time in School (Hours)
CSFP 2023-24	146	177	7.1	1,254
CSFP 2024-25	145	177	7.1	1,258
Greater Philadelphia	121	181	6.7	1,215
Philadelphia Private Schools non-CSFP	70	182	6.7	1,218
Pennsylvania	1,545	179	6.2	1,115
National	22,345	180	6.6	1,181

Figure B4: Tests Administered		
Test Name	2023-24	2024-25
CTB/ERB	2%	2%
IOWA	4%	6%
iReady	0%	0%
MAP/NWEA	30%	32%
PreHSPT	0%	0%
PSSA	6%	5%
STAR	1%	1%
Terra Nova	48%	47%
Not Stated	1%	0%
Not Tested	7%	7%

Figure B5: Testing Time		
	2023-24	2024-25
Fall	2%	2%
Winter	1%	0%
Spring	95%	95%
Not Stated	3%	2%

Figure B6: Attendance				
	CSFP 4th	CSFP FRL 4th	CSFP 7th	CSFP FRL 7th
2023-24	93%	92%	94%	94%
2024-25	93%	93%	93%	93%

Figure B7: Tenure at School		
	2023-24	2024-25
First Year	22%	18%
Second Year	20%	16%
Third Year	16%	17%
Four or More Years	42%	49%

D. Complete Results

Figure B8: RQ1a - How do CSFP students compare to their public-school peers in achievement levels?

Math									
2023-24	**CSFP - 4th**	**SDP - 4th**	**CSFP FRL 4th**	**SDP-FRL 4th**	**2023-24**	**CSFP -7th**	**SDP - 7th**	**CSFP FRL 7th**	**SDP-FRL 7th**
Below Basic	24%*	48%	26%*	53%	Below Basic	13%*	59%	15%*	64%
Basic	27%	26%	26%	27%	Basic	31%*	22%	32%*	22%
Proficient	33%*	16%	32%*	14%	Proficient	36%*	11%	35%*	10%
Advanced	17%*	10%	17%*	6%	Advanced	20%*	8%	18%*	5%
2024-25	**CSFP - 4th**	**SDP - 4th**	**CSFP FRL 4th**	**SDP-FRL 4th**	**2024-25**	**CSFP -7th**	**SDP - 7th**	**CSFP FRL 7th**	**SDP-FRL 7th**
Below Basic	20%*	46%	21%*	51%	Below Basic	9%*	56%	10%*	61%
Basic	27%	24%	27%	25%	Basic	32%*	23%	33%*	23%
Proficient	33%*	18%	33%*	16%	Proficient	31%*	11%	32%*	9%
Advanced	20%*	12%	20%*	7%	Advanced	28%*	10%	25%*	6%
Reading/ELA									
2023-24	**CSFP - 4th**	**SDP - 4th**	**CSFP FRL 4th**	**SDP-FRL 4th**	**2023-24**	**CSFP -7th**	**SDP - 7th**	**CSFP FRL 7th**	**SDP-FRL 7th**
Below Basic	21%*	33%	21%*	36%	Below Basic	15%	10%	16%	11%
Basic	21%*	36%	20%*	39%	Basic	24%*	51%	24%*	55%
Proficient	37%*	22%	36%*	20%	Proficient	40%*	28%	41%*	27%
Advanced	22%*	9%	22%*	5%	Advanced	22%*	11%	20%*	7%
2024-25	**CSFP - 4th**	**SDP - 4th**	**CSFP FRL 4th**	**SDP-FRL 4th**	**2024-25**	**CSFP -7th**	**SDP - 7th**	**CSFP FRL 7th**	**SDP-FRL 7th**
Below Basic	20%*	32%	18%*	36%	Below Basic	14%	13%	15%	13%
Basic	22%*	37%	24%*	40%	Basic	22%*	52%	22%*	56%
Proficient	41%*	23%	41%*	20%	Proficient	40%*	26%	40%*	25%
Advanced	18%*	8%	17%*	4%	Advanced	25%*	10%	24%*	6%

*Indicates a statistically significant difference between CSFP and SDP peers, all and FRL students

Figure B9: RQ1b - How do CSFP students' home situations (family structure) compare?

Math							
2023-24 4th Grade	**Single Parents**	**Raising Children with a Partner**	**Other**	**2023-24 7th Grade**	**Single Parents**	**Raising Children with a Partner**	**Other**
Below Basic	27.7%	15.2%*	43.8%*	Below Basic	15.6%	8.8%*	33.3%*
Basic	29.3%	23.0%*	25.0%*	Basic	31.2%	30.2%	66.7%*
Proficient	31.2%	36.4%	18.8%*	Proficient	33.8%	39.0%	0.0%
Advanced	11.8%	25.3%*	12.5%	Advanced	19.5%	22.0%	0.0%
2024-25 4th Grade	**Single Parents**	**Raising Children with a Partner**	**Other**	**2024-25 7th Grade**	**Single Parents**	**Raising Children with a Partner**	**Other**
Below Basic	23.3%	13.8%*	37.5%*	Below Basic	9.3%	7.1%	25.0%*
Basic	30.9%	22.0%*	25%*	Basic	33.4%	28.0%	58.3%*
Proficient	30.4%	38.7%	12.5%*	Proficient	31.6%	32.2%	8.3%*
Advanced	15.4%	25.5%*	25.0%*	Advanced	25.6%	32.7%*	8.3%*
Reading/ELA							
2023-24 4th Grade	**Single Parents**	**Raising Children with a Partner**	**Other**	**2023-24 7th Grade**	**Single Parents**	**Raising Children with a Partner**	**Other**
Below Basic	23.0%	15.7%*	25.0%	Below Basic	17.2%	10.1%	50.0%*
Basic	24.6%	14.7%*	12.5%*	Basic	24.0%	24.6%	0%
Proficient	33.5%	41.5%*	50.0%*	Proficient	36.4%	44.9%*	33.3%
Advanced	18.8%	28.1%*	12.5%*	Advanced	22.4%	20.3%	16.7%*
2024-25 4th Grade	**Single Parents**	**Raising Children with a Partner**	**Other**	**2024-25 7th Grade**	**Single Parents**	**Raising Children with a Partner**	**Other**
Below Basic	21.4%	16.0%*	41.2%*	Below Basic	15.1%	11.4%	16.7%
Basic	25.1%	17.1%	5.9%*	Basic	22.0%	19.0%	58.3%*
Proficient	40.8%	41.6%	35.3%*	Proficient	39.9%	39.8%	16.7%*
Advanced	12.7%	25.3%*	17.6%*	Advanced	23.0%	29.9%*	8.3%*

*Indicates a statistically significant difference between students raised by single parents and parents raising a child with a partner or other household compositions

Figure B10: RQ1c - How do CSFP students perform over time?

CSFP Students Math									
2023-24 4th	**One Year**	**Two**	**Three**	**Four+**	**2023-24 7th**	**One Year**	**Two**	**Three**	**Four+**
Below Basic	40.3%	19.1%*	14.5%*	19.8%*	Below Basic	17.1%	15.1%	10.4%*	7.8%*
Basic	18.1%	32.7%*	27.5%*	28.1%*	Basic	40.0%	31.7%	30.2%	17.6%*
Proficient	27.8%	27.3%	37.7%*	39.7%*	Proficient	30.5%	32.5%	40.6%	43.1%*
Advanced	13.9%	20.9%*	20.3%*	12.4%*	Advanced	12.4%	20.6%	18.9%	31.4%*
2024-25 4th	**One Year**	**Two**	**Three**	**Four+**	**2024-25 7th**	**One Year**	**Two**	**Three**	**Four+**
Below Basic	17.5%	19.5%	17.0%	20.6%	Below Basic	11.5%	6.4%*	9.5%	9.0%
Basic	36.8%	25.6%*	28.3%*	25.6%*	Basic	26.9%	35.7%*	32.5%*	23.1%
Proficient	29.8%	34.1%	36.5%*	33.2%	Proficient	37.5%	24.3%*	32.5%*	33.3%
Advanced	15.8%	20.7%*	18.2%	20.6%*	Advanced	24.0%	33.6%*	25.4%	34.6%*
CSFP Students Reading/ELA									
2023-24 4th	**One Year**	**Two**	**Three**	**Four+**	**2023-24 7th**	**One Year**	**Two**	**Three**	**Four+**
Below Basic	18.2%	17.4%	22.3%	19.9%	Below Basic	13.5%	18.5%*	12.9%	9.8%
Basic	27.3%	23.2%	17.4%*	20.5%*	Basic	23.8%	24.1%	22.0%	15.7%*
Proficient	32.7%	37.7%	41.3%*	36.3%	Proficient	39.7%	39.8%	40.2%	51.0%*
Advanced	21.8%	21.7%	19.0%	23.4%	Advanced	23.0%	17.6%*	25.0%	23.5%
2024-25 4th	**One Year**	**Two**	**Three**	**Four+**	**2024-25 7th**	**One Year**	**Two**	**Three**	**Four+**
Below Basic	24.6%	14.6%*	20.1%	18.7%	Below Basic	13.2%	13.5%	12.7%	11.4%
Basic	20.2%	32.9%*	23.9%	16.7%*	Basic	22.6%	19.9%	17.5%*	21.5%
Proficient	38.6%	35.4%	39.0%	44.9%*	Proficient	38.7%	41.1%	41.3%	38.0%
Advanced	16.7%	17.1%	17.0%	19.7%	Advanced	25.5%	25.5%	28.6%	29.1%*

*Indicates a statistically significant difference between students who are in their first year of receiving the scholarship and those that have received the scholarship for more years.

Figure B11: RQ1d - How do CSFP students compare to students at Partner Schools? (Percent Proficient)

Math					
4th Grade - 2023-24	**CSFP Students**	**Partner Schools**	**7th Grade - 2023-24**	**CSFP Students**	**Partner Schools**
Not Proficient	50.1%	52.2%	Not Proficient	43.3%	52.8%*
Proficient	49.9%	47.8%	Proficient	56.7%	47.2%*
4th Grade - 2024-25	**CSFP Students**	**Partner Schools**	**7th Grade - 2024-25**	**CSFP Students**	**Partner Schools**
Not Proficient	46.6%	52.9%*	Not Proficient	41.1%	50.8%*
Proficient	53.4%	47.0%*	Proficient	58.9%	49.1%*
Reading/ELA					
4th Grade - 2023-24	**CSFP Students**	**Partner Schools**	**7th Grade - 2023-24**	**CSFP Students**	**Partner Schools**
Not Proficient	41.3%	49.2%*	Not Proficient	37.6%	46.5%*
Proficient	58.7%	50.8%*	Proficient	62.4%	53.5%*
4th Grade - 2024-25	**CSFP Students**	**Partner Schools**	**7th Grade - 2023-24**	**CSFP Students**	**Partner Schools**
Not Proficient	40.7%	51.3%*	Not Proficient	35.1%	44.1%*
Proficient	59.3%	48.7%*	Proficient	64.9%	56.0%*

*Indicates a statistically significant difference between CSFP students and students at CSFP Partner Schools

Figure B12: RQ2a - How do CSFP Partner Schools Compare to SDP?

Math							
2023-24	**Partner Schools - 4th**	**SDP Schools - 4th**	**SDP Schools 4th - FRL**	**2023-24**	**Partner Schools - 7th**	**SDP Schools - 7th**	**SDP Schools 7th - FRL**
Not Proficient	52.2%	82.6%*	87.6%*	Not Proficient	52.8%	84.6%*	89.2%*
Proficient	47.8%	17.3%*	12.3%*	Proficient	47.2%	15.6%*	10.6%*
2024-25	**Partner Schools - 4th**	**SDP Schools - 4th**	**SDP Schools 4th - FRL**	**2024-25**	**Partner Schools - 7th**	**SDP Schools - 7th**	**SDP Schools 7th - FRL**
Not Proficient	52.9%	77.4%*	83.2%*	Not Proficient	50.8%	81.0%*	86.5%*
Proficient	47.0%	22.6%*	16.8%*	Proficient	49.1%	19.0%*	13.4%*
Reading/ELA							
2023-24	**Partner Schools - 4th**	**SDP Schools - 4th**	**SDP Schools 4th - FRL**	**2023-24**	**Partner Schools - 7th**	**SDP Schools - 7th**	**SDP Schools 7th - FRL**
Not Proficient	49.2%	70.0%*	77.2%*	Not Proficient	46.5%	60.0%*	62.8%*
Proficient	50.8%	30.0%*	22.6%*	Proficient	53.5%	40.0%*	36.8%*
2024-25	**Partner Schools - 4th**	**SDP Schools - 4th**	**SDP Schools 4th - FRL**	**2024-25**	**Partner Schools - 7th**	**SDP Schools - 7th**	**SDP Schools 7th - FRL**
Not Proficient	51.3%	70.0%*	75.9%*	Not Proficient	44.1%	61.7%*	67.7%*
Proficient	48.7%	29.9%*	24.1%*	Proficient	56.0%	38.3%*	32.4%*

*Indicates a statistically significant difference between CSFP Partner Schools and students at SDP

Figure B13: RQ2b - How do CSFP Partner Schools Compare to SDP Charter Schools?

Math							
2023-24	**Partner Schools - 4th**	**SDP Charters - 4th**	**SDP Charters - 4th FRL**	**2023-24**	**Partner Schools - 7th**	**SDP Charters - 7th**	**SDP Charters - 7th FRL**
Not Proficient	52.2%	81.6%*	85.0%*	Not Proficient	52.8%	86.8%*	89.0%*
Proficient	47.8%	18.4%*	15.0%*	Proficient	47.2%	13.2%*	11.0%*
2024-25	**Partner Schools - 4th**	**SDP Charters - 4th**	**SDP Charters - 4th FRL**	**2024-25**	**Partner Schools - 7th**	**SDP Charters - 7th**	**SDP Charters - 7th FRL**
Not Proficient	52.9%	80.6%*	84.0%*	Not Proficient	50.8%	88.4%*	90.4%*
Proficient	47.0%	19.4%*	16.0%*	Proficient	49.1%	11.6%*	9.6%*
Reading/ELA							
2023-24	**Partner Schools - 4th**	**SDP Charters - 4th**	**SDP Charters - 4th FRL**	**2023-24**	**Partner Schools - 7th**	**SDP Charters - 7th**	**SDP Charters - 7th FRL**
Not Proficient	49.2%	75.6%*	79.5%*	Not Proficient	46.5%	66.5%*	69.2%*
Proficient	50.8%	24.4%*	20.5%*	Proficient	53.5%	33.5%*	30.8%*
2024-25	**Partner Schools - 4th**	**SDP Charters - 4th**	**SDP Charters - 4th FRL**	**2024-25**	**Partner Schools - 7th**	**SDP Charters - 7th**	**SDP Charters - 7th FRL**
Not Proficient	51.3%	76.3%*	80.3%*	Not Proficient	44.1%	69.3%*	72.6%*
Proficient	48.7%	23.7%*	19.7%*	Proficient	56.0%	30.7%*	27.4%*

*Indicates a statistically significant difference between CSFP Partner Schools and students at SDP charter schools

Figure B14: RQ2c[1] - How do CSFP Partner Schools Compare to area public schools within a 10-minute drive?

Math							
2023-24	**Partner Schools - 4th**	**10-Minutes - 4th**	**10-Minutes FRL - 4th**	**2023-24**	**Partner Schools - 7th**	**10-Minutes - 7th**	**10-Minutes FRL - 7th**
Not Proficient	52.2%	54.7%	73.2%*	Not Proficient	52.8%	70.0%*	83.7%*
Proficient	47.8%	45.3%	26.8%*	Proficient	47.2%	30.0%*	16.3%*
2024-25	**Partner Schools - 4th**	**10-Minutes - 4th**	**10-Minutes FRL - 4th**	**2024-25**	**Partner Schools - 7th**	**10-Minutes - 7th**	**10-Minutes FRL - 7th**
Not Proficient	52.9%	51.9%	71.4%*	Not Proficient	50.8%	71.7%*	84.6%*
Proficient	47.0%	48.1%	28.6%*	Proficient	49.1%	28.3%*	15.4%*
Reading/ELA							
2023-24	**Partner Schools - 4th**	**10-Minutes - 4th**	**10-Minutes FRL - 4th**	**2023-24**	**Partner Schools - 7th**	**10-Minutes - 7th**	**10-Minutes FRL - 7th**
Not Proficient	49.2%	50.8%	69.2%*	Not Proficient	46.5%	51.7%*	64.7%*
Proficient	50.8%	49.2%	30.8%*	Proficient	53.5%	48.3%*	35.3%*
2024-25	**Partner Schools - 4th**	**10-Minutes - 4th**	**10-Minutes FRL - 4th**	**2024-25**	**Partner Schools - 7th**	**10-Minutes - 7th**	**10-Minutes FRL - 7th**
Not Proficient	51.3%	52.0%	70.6%*	Not Proficient	44.1%	56.9%*	68.9%*
Proficient	48.7%	48.0%	29.4%*	Proficient	56.0%	43.1%*	31.1%*

*Indicates a statistically significant difference between CSFP Partner Schools and students at area public schools within a 10-minute drive of CSFP Partner Schools

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F. Data Sets Used

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- US Census (2025)
- American Community Survey (2022 to 2024)

QREM
STRONG **DATA** = SOUND **DECISIONS**