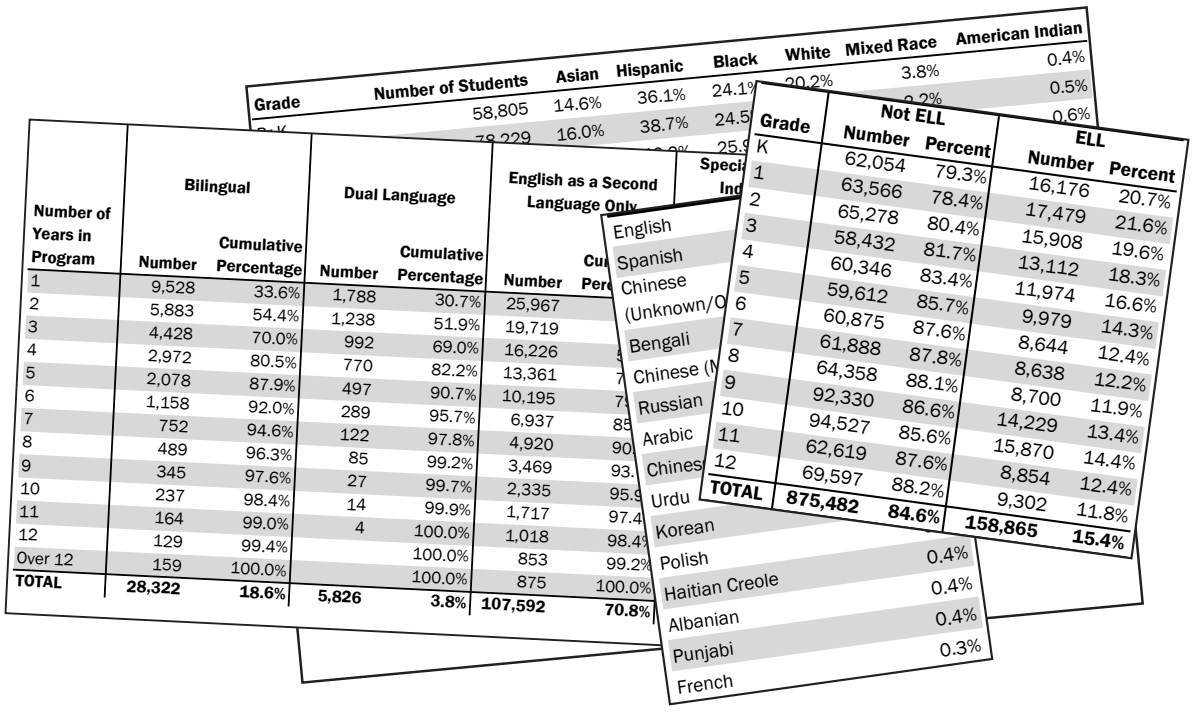
New York City Public School Indicators:

Demographics, Resources, Outcomes

Annual Report 2011



Grade	Number of Students	Asian	Hispanic	Black	White	Mixed Race	American Indian
	58,805	14.6%	36.1%	24.1%	20.2%	3.8%	0.4%
	78,229	16.0%	38.7%	24.5%			0.5%
							0.6%

Number of Years in Program	Bilingual Number	Bilingual Cumulative Percentage	Dual Language Number	Dual Language Cumulative Percentage	English as a Second Language Only Number	Cu... Perc...
1	9,528	33.6%	1,788	30.7%	25,967	
2	5,883	54.4%	1,238	51.9%	19,719	
3	4,428	70.0%	992	69.0%	16,226	
4	2,972	80.5%	770	82.2%	13,361	
5	2,078	87.9%	497	90.7%	10,195	
6	1,158	92.0%	289	95.7%	6,937	
7	752	94.6%	122	97.8%	4,920	
8	489	96.3%	85	99.2%	3,469	
9	345	97.6%	27	99.7%	2,335	
10	237	98.4%	14	99.9%	1,717	
11	164	99.0%	4	100.0%	1,018	
12	129	99.4%		100.0%	853	
Over 12	159	100.0%		100.0%	875	
TOTAL	28,322	18.6%	5,826	3.8%	107,592	70.8%

Special Ind...
English
Spanish
Chinese
(Unknown/O...
Bengali
Chinese (M...
Russian
Arabic
Chines...
Urdu
Korean
Polish
Haitian Creole
Albanian
Punjabi
French

Grade	Not ELL Number	Not ELL Percent	ELL Number	ELL Percent
K	62,054	79.3%	16,176	20.7%
1	63,566	78.4%	17,479	21.6%
2	65,278	80.4%	15,908	19.6%
3	58,432	81.7%	13,112	18.3%
4	60,346	83.4%	11,974	16.6%
5	59,612	85.7%	9,979	14.3%
6	60,875	87.6%	8,644	12.4%
7	61,888	87.8%	8,638	12.2%
8	64,358	88.1%	8,700	11.9%
9	92,330	86.6%	14,229	13.4%
10	94,527	85.6%	15,870	14.4%
11	62,619	87.6%	8,854	12.4%
12	69,597	88.2%	9,302	11.8%
TOTAL	875,482	84.6%	158,865	15.4%

IBO	New York City Independent Budget Office Ronnie Lowenstein, Director	110 William St., 14th floor New York, NY 10038 Tel. (212) 442-0632	Fax (212) 442-0350 iboenews@ibo.nyc.ny.us www.ibo.nyc.ny.us

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1 Background and Introduction

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. The law also requires the Chancellor of the school system to provide IBO with the data that we deem necessary to conduct our analyses. That data began to flow to IBO at the beginning of the 2010-2011 school year.

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.

This report is our first annual summary of that data. Over the course of the last year, we have issued a number of detailed analyses of specific topics, and we will continue to produce those types of reports. This current report is designed as a descriptive overview of the school system rather than as an in-depth look at particular issues. It is organized into three main sections. The first presents demographic information on the students who attend New York City's public schools. The next section describes the resources—budgets, school staff, and buildings—that the school system utilizes. The final section describes the measurable outcomes of the school system's efforts for particular subgroups of students.

While this report presents a great deal of information, it is not exhaustive. Some important questions cannot be answered in this type of purely descriptive format. IBO will address those issues in more detailed and analytically sophisticated reports. Moreover, we expect that future editions of this report will include more indicators as we further develop and expand the data. With the exception of the citywide budget information presented in section three, all data in this report refers to students and staff of the New York City public school system. This data does not include students or staff in public charter schools or in publicly financed private special education programs.

With very few exceptions, the data presented herein represents IBO's analysis of individual student or staff data obtained from the Department of Education (DOE).

This report presents citywide summaries of our data. For some of our indicators, school-level data is available and can be viewed for individual schools at our Web site: http://www.iboeducation.us.

A Few Notes on Data Sources

Student Demographics and Outcomes are derived from individual student records maintained by the Department of Education and provided to IBO for each of the last 10 years. These records include basic biographical information, achievement test scores, attendance records and information on students' entry to, exit from, and movement within the school system.

Separate files contain information on the high school admissions process, allowing us to describe the choices made by students and their eventual placement in high school.

Students move in and out of the school system throughout the school year. The files provided to us by the DOE include information on all students who were "active" on a school's register at any point in a particular school year. For this reason, we are often reporting on a larger number of students than are reported on the school system's official count of enrollment. That figure, called the audited register, is drawn by the school system on October 31st of each year, and represents the number of students enrolled on that day. The numbers of students reported in our tables will also vary depending upon missing data for a particular indicator. If, for example, we are reporting data on the ethnicity of students, we drop any students whose ethnicity was not identified in our data.

Because we report data on all students for whom we have data, our achievement numbers differ from the official numbers maintained by the New York State Education Department. These differences are very small, often amounting to no more than a tenth of a percentage point. Official achievement statistics are readily available on both the DOE and New York State Education Department Web sites.

Unless otherwise noted, the student data presented in this report is for the 2009-2010 school year, the most recent year for which full data was available.

Budget data is derived from two sources. The Mayor's Office of Management and Budget (OMB) provides information on the funding of the school system and on the broad allocations made to the system through the annual budget as proposed by the Mayor, and as amended and adopted by the City Council. Much of this data is available to the public in summarized form in periodic budget reports at OMB's Web site. We have access to the same information in greater detail and in real time through the city's Financial Management System. The second source of budget data—being reported to the public for the first time on a citywide basis in this report—is the use of budgetary resources as determined by individual school principals. The source of that data is an internal report provided by the DOE to IBO on a monthly basis over the last year called the School Leadership Team (SLT) View. It provides a detailed accounting of the source and use of every dollar controlled by the principal of each public school in the city. We used the report from June 2011 to produce the summaries presented herein.

Principal and Teacher data is derived from individual personnel records maintained by the DOE and provided to IBO for each of the last 10 years. In addition to demographic and assignment data, these files indicate the use of alternative pathways (Teach for America, Teaching Fellows, the Leadership Academy, etc.) by individual staff. Much of this data is being reported to the public for the first time in this report.

Building and Class Size data has been taken from DOE reports that are available to the general public on the DOE's Web site, particularly the "Blue Book" and the Class Size Report.

School Level data was taken from the DOE's Web site to classify schools as either new or existing schools, and to categorize schools based upon the poverty level of their students. Student poverty level is derived from students' eligibility for free or reduced-price meals, which is determined by their family income level. We have classified schools into three categories. High poverty includes schools in the top third of schools in a particular level (elementary, middle school, and high school) in terms of the percent of students eligible for free or reduced meals. Medium-poverty indicates that a school is in the middle third of schools in their level and low poverty indicates that a school is in the lowest third. Given the demographics of the city's public schools, schools in the lowest third of poverty levels may still have as many as 70 percent of their students classified as low income.

2 Who Are New York City's Public School Students?

New York City's public school system serves a tremendously diverse student body, reflecting the city's standing as a port of entry for new Americans. Thus, the demographic picture of the city's schools is not just about race, but also ethnicity and nativity. While 83 percent of the students were born in the United States (Table 2.1) the remaining 18 percent hail from 197 other countries or territories (Table 2.2 lists the 25 most represented).

In racial and ethnic terms, Hispanics form the largest group in the school system, at close to 40 percent. Black students account for about 30 percent. There are slightly more Asians than whites (both at about 15 percent) in the school system and other groups account for the remaining 1 percent of students. While the share of students who are Hispanic or Asian is fairly constant across the grades, whites are more highly represented in the early grades than in the higher grades. The opposite is true for black students (Table 2.3) with their share of enrollment higher in the high school grades than in the early grades.

Reflecting this diversity, students in the city's public schools come from homes where over 171 languages

Table 2.1
Birthplace of City's Public School Students, 2009-2010

Americas:	1,009,677	92.4%
United States	900,908	82.5%
Carribean	58,133	5.3%
South America	23,986	2.2%
Rest of North and Central America	26,650	2.4%
Asia	56,163	5.1%
Europe	13,381	1.2%
Africa	9,612	0.9%
Oceania	336	0.0%
Country Unknown	3,128	0.3%

Table 2.2
Twenty-five Most Frequent Birthplaces Outside the 50 States Public School Students, 2009-2010

Country/Territory	Number of Students
Dominican Republic	33,941
China	19,890
Mexico	11,410
Jamaica	10,107
Guyana	9,923
Bangladesh	8,971
Puerto Rico	8,349
Ecuador	7,034
Haiti	6,441
Pakistan	5,828
India	4,163
Trinidad	3,950
Colombia	3,250
Russia	3,036
Korea	2,785
Yemen	2,764
Philippines	2,105
Honduras	1,886
Uzbekistan	1,880
Albania	1,806
Poland	1,708
Ghana	1,606
Egypt	1,544
Ukraine	1,522
Nigeria	1,446

Table 2.3
Student Ethnicity by Grade, 2009-2010

Grade	Number of Students	Asian	Hispanic	Black	White	Mixed Race	American Indian
Pr-K	58,805	14.6%	36.1%	24.1%	20.2%	3.8%	0.4%
K	78,229	16.0%	38.7%	24.5%	17.5%	2.2%	0.5%
1	81,045	15.0%	40.2%	25.9%	16.7%	1.0%	0.6%
2	81,186	14.8%	40.8%	27.7%	15.5%	0.4%	0.5%
3	71,544	14.8%	40.4%	28.4%	15.4%	0.5%	0.4%
4	72,320	15.8%	39.4%	28.8%	15.1%	0.5%	0.3%
5	69,591	15.2%	40.1%	29.3%	14.6%	0.4%	0.3%
6	69,519	15.0%	40.1%	30.3%	13.8%	0.3%	0.4%
7	70,526	15.4%	39.9%	30.7%	13.4%	0.3%	0.3%
8	73,058	15.3%	39.6%	30.9%	13.6%	0.2%	0.3%
9	106,559	13.2%	40.0%	32.7%	11.5%	0.3%	0.4%
10	110,397	13.7%	39.7%	34.5%	11.0%	0.3%	0.4%
11	71,473	16.0%	37.4%	32.6%	13.2%	0.2%	0.4%
12	78,899	14.8%	37.1%	34.7%	12.6%	0.2%	0.4%
TOTAL	**1,093,151**	**14.9%**	**39.3%**	**29.9%**	**14.3%**	**0.7%**	**0.4%**

are spoken. (Home language data was only available for students in grades kindergarten, one, and two.) More than 39 percent of the students come from homes where English is not the primary language. Spanish is spoken in 23 percent of student homes and various languages/dialects from China are spoken in the homes of more than 5 percent of the students (Table 2.4).

The school system provides a range of services to students who are classified as English Language Learners (ELL). These are students who come from homes where English is not the primary language *and* who have not yet attained a certain level of English proficiency. There were 158,865 such students in the school system in 2010, and they comprised a little more than 15 percent of the total enrollment (Table 2.5). Program placement data was obtained for more than 95 percent of these students, and it indicates that almost 71 percent of them are being served in English as a Second Language programs. These students attend their subject classes in English while also receiving special instruction meant to bring them to English language proficiency. Almost 19 percent of ELL students are in bilingual classrooms, where subject classes are taught in their native language. The remaining 10.5 percent of ELL students are in either dual language programs, where the emphasis is on a mix of English and non-English speaking students learning each others' language, or in programs determined by their Individualized Education Plan (IEP) which is set for each youngster in special education programs. (Table 2.6 presents these data.)

Nearly 70 percent of students in bilingual programs have been in those

Table 2.4
Fifteen Languages Most Commonly Spoken at Home, Grades K-2, 2009-2010

English	60.6%
Spanish	23.1%
Chinese (Unknown/Other)	2.5%
Bengali	1.9%
Chinese (Mandarin)	1.7%
Russian	1.5%
Arabic	1.2%
Chinese (Cantonese)	1.1%
Urdu	1.0%
Korean	0.6%
Polish	0.4%
Haitian Creole	0.4%
Albanian	0.4%
Punjabi	0.4%
French	0.3%

programs for three years or less, while 58 percent of students in English as a Second Language programs have been participating for three years or less. While this might suggest that students in bilingual programs move to English language proficiency quicker than those in ESL programs, these data are also influenced by variation in the number of students entering a program each year. The higher percentage of students in bilingual programs for fewer than three years might simply be due to more students entering that program in the most recent two years, and not be indicative of the rate at which students exit that program.

Almost 13 percent of students are classified as having special education needs (Table 2.7). These students are in programs ranging from classrooms serving a mix of special education and general education youngsters to classrooms designed to serve a very small number of youngsters with specific needs.

Students in New York City public schools overwhelmingly come from lower-income households. More than two-thirds come from homes whose income level is less than 130 percent of the poverty level, qualifying them for free school meals. An additional 5 percent qualify for reduced price meals, indicating family income falls between 130 percent and 185 percent of the poverty level. Only 11 percent of students come from families with incomes higher than these guidelines. The family incomes of an additional 17 percent of youngsters cannot be estimated because they either did not return the lunch forms or returned incomplete forms. The lack of data is particularly acute in the early grades and in the high school grades. In grades three through eight, where more than 97 percent of the students returned valid forms, 83 percent of youngsters who turned in

Table 2.5
English Language Learner Status by Grade, 2009-2010

	Not ELL		ELL	
Grade	Number	Percent	Number	Percent
K	62,054	79.3%	16,176	20.7%
1	63,566	78.4%	17,479	21.6%
2	65,278	80.4%	15,908	19.6%
3	58,432	81.7%	13,112	18.3%
4	60,346	83.4%	11,974	16.6%
5	59,612	85.7%	9,979	14.3%
6	60,875	87.6%	8,644	12.4%
7	61,888	87.8%	8,638	12.2%
8	64,358	88.1%	8,700	11.9%
9	92,330	86.6%	14,229	13.4%
10	94,527	85.6%	15,870	14.4%
11	62,619	87.6%	8,854	12.4%
12	69,597	88.2%	9,302	11.8%
TOTAL	**875,482**	**84.6%**	**158,865**	**15.4%**

Table 2.6
Program Placement of English Language Learner Students, 2009-2010

	Bilingual		Dual Language		English as a Second Language Only		Special Education/ Individualized Educational Program	
Number of Years in Program	Number	Cumulative Percentage	Number	Cumulative Percentage	Number	Cumulative Percentage	Number	Cumulative Percentage
1	9,528	33.6%	1,788	30.7%	25,967	24.1%	1,829	17.9%
2	5,883	54.4%	1,238	51.9%	19,719	42.5%	1,004	27.7%
3	4,428	70.0%	992	69.0%	16,226	57.5%	1,265	40.1%
4	2,972	80.5%	770	82.2%	13,361	70.0%	1,228	52.1%
5	2,078	87.9%	497	90.7%	10,195	79.4%	1,165	63.5%
6	1,158	92.0%	289	95.7%	6,937	85.9%	1,144	74.6%
7	752	94.6%	122	97.8%	4,920	90.5%	834	82.8%
8	489	96.3%	85	99.2%	3,469	93.7%	643	89.1%
9	345	97.6%	27	99.7%	2,335	95.9%	480	93.8%
10	237	98.4%	14	99.9%	1,717	97.4%	335	97.0%
11	164	99.0%	4	100.0%	1,018	98.4%	183	98.8%
12	129	99.4%		100.0%	853	99.2%	71	99.5%
Over 12	159	100.0%		100.0%	875	100.0%	49	100.0%
TOTAL	**28,322**	**18.6%**	**5,826**	**3.8%**	**107,592**	**70.8%**	**10,230**	**6.7%**

Table 2.7
Special Education Status of Public School Students, 2009-2010

	General Education		Special Education	
Grade	Number	Percent	Number	Percent
Pre-K	57,940	98.5%	865	1.5%
K	71,235	91.1%	6,995	8.9%
1	73,054	90.1%	7,991	9.9%
2	71,926	88.6%	9,260	11.4%
3	58,727	82.1%	12,817	17.9%
4	59,039	81.6%	13,281	18.4%
5	56,584	81.3%	13,007	18.7%
6	56,895	81.8%	12,624	18.2%
7	58,091	82.4%	12,435	17.6%
8	60,777	83.2%	12,281	16.8%
9	93,115	87.4%	13,444	12.6%
10	100,363	90.9%	10,034	9.1%
11	65,509	91.7%	5,964	8.3%
12	70,785	89.7%	8,114	10.3%
TOTAL	**954,040**	**87.3%**	**139,112**	**12.7%**

Table 2.9
Student Age Relative to Grade

	Percent of Students in Grade Who Are:		
Grade	Underage	Standard Age	Over-age
K	0.9%	96.1%	3.0%
1	0.2%	91.5%	8.3%
2	0.2%	85.0%	14.7%
3	0.3%	86.6%	13.1%
4	0.4%	85.6%	14.1%
5	0.5%	83.9%	15.6%
6	0.7%	81.9%	17.4%
7	0.8%	79.1%	20.1%
8	0.9%	76.4%	22.7%
9	1.0%	59.4%	39.6%
10	1.4%	56.0%	42.6%
11	1.8%	65.4%	32.7%
12	2.1%	61.6%	36.3%

Table 2.8
Poverty Level of Public School Students by Grade, 2009-2010

	Free Lunch		Reduced-Price Lunch		Full Price Form Completed		Full Price, Form Missing/Incomplete	
Grade	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pre-K	21,759	57.7%	1,112	2.9%	3,444	9.1%	11,403	30.2%
K	43,059	59.3%	2,969	4.1%	9,965	13.7%	16,634	22.9%
1	48,779	61.0%	3,309	4.1%	9,660	12.1%	18,240	22.8%
2	49,436	61.8%	3,336	4.2%	8,898	11.1%	18,314	22.9%
Subtotal Pre-K to 2	163,033	60.3%	10,726	4.0%	31,967	11.8%	64,591	23.9%
3	58,786	82.8%	3,158	4.4%	7,689	10.8%	1,404	2.0%
4	59,299	82.6%	3,283	4.6%	7,748	10.8%	1,474	2.1%
5	57,134	82.7%	3,144	4.5%	7,311	10.6%	1,529	2.2%
6	54,799	79.2%	4,425	6.4%	8,244	11.9%	1,748	2.5%
7	55,651	79.3%	4,339	6.2%	7,679	10.9%	2,519	3.6%
8	57,430	79.0%	4,227	5.8%	7,938	11.0%	3,116	4.3%
Subtotal 3-8	343,099	80.9%	22,576	5.3%	46,609	11.0%	11,790	2.8%
9	64,138	60.6%	6,259	5.9%	9,509	9.0%	25,969	24.5%
10	60,179	56.2%	5,997	5.6%	9,016	8.4%	31,982	29.8%
11	38,920	54.7%	4,855	6.8%	7,285	10.2%	20,079	28.2%
12	40,179	51.5%	5,012	6.4%	7,980	10.2%	24,855	31.9%
Subtotal 9 -12	203,416	56.2%	22,123	6.1%	33,790	9.3%	102,885	28.4%
TOTAL	**709,548**	**67.2%**	**55,425**	**5.2%**	**112,366**	**10.6%**	**179,266**	**17.0%**

complete forms meet the federal guidelines for either free or reduced-price lunch. (Table 2.8 displays these data.)

Students generally enter kindergarten at the age of 5 and complete high school at age 17 or 18, if they proceed through the grades at the expected pace and if their education is not interrupted. This pattern is far from universal in the city's public schools. Some students transfer into city schools from other schools, districts, or countries, already behind their age–peers. Others are required to repeat a grade within the school system. Due to these and other factors, almost a quarter of eighth graders in the system are over the standard age for that grade, and that proportion grows to 43 percent in 10th grade, before students begin to drop out in larger numbers, resulting in fewer over-age students in the 11th and 12th grades. Much smaller numbers of students, roughly 2 percent, accelerate their progress and reach 12th grade younger than the standard age. (Table 2.9 displays these data.)

Enrollment in the city school system is dynamic, with varying birth rates and residential patterns affecting important issues such as building utilization and class sizes. In recent years, some neighborhoods have seen waiting lists form for individual elementary schools. After rising steadily since 1995-1996, citywide enrollment peaked at 1.1 million students in 2000-2001. It then declined for eight straight years by a cumulative 7 percent to reach 1.03 million in 2008-2009. The last two years have seen modest increases bringing total enrollment to 1.04 million in 2010-2011. In the most recent five-year period, enrollment has increased in Queens (up 5 percent) and Staten Island (up 4 percent), while declining in Brooklyn and Manhattan (each down 5 percent) and the Bronx (down 2 percent). (Table 2.10 and Figure 2.1 display these data.)

Figure 2.1
Enrollment in New York City Public Schools
Enrollment in thousands

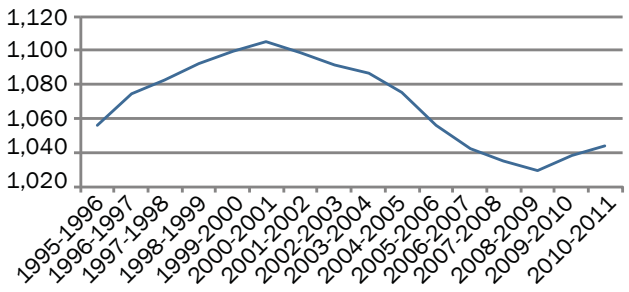


Table 2.10
Public School Enrollment Trends, 1995-1996 Through 2010-2011

School Year	Manhattan	Bronx	Brooklyn	Queens	Staten Island	TOTAL
1995-1996	171,404	216,427	351,286	263,830	53,127	**1,056,074**
1996-1997	173,486	221,264	355,249	269,896	54,435	**1,074,330**
1997-1998	174,028	223,280	356,237	274,091	55,422	**1,083,058**
1998-1999	172,586	225,807	356,756	279,293	57,771	**1,092,213**
1999-2000	172,570	228,846	355,957	282,515	59,549	**1,099,437**
2000-2001	171,328	229,730	355,631	287,293	61,258	**1,105,240**
2001-2002	169,344	229,088	352,263	286,032	62,105	**1,098,832**
2002-2003	168,759	228,671	347,952	283,961	62,374	**1,091,717**
2003-2004	168,614	229,564	344,378	282,016	62,314	**1,086,886**
2004-2005	168,834	227,430	337,949	279,616	61,509	**1,075,338**
2005-2006	165,867	223,803	328,964	276,688	60,664	**1,055,986**
2006-2007	163,861	221,832	320,753	275,051	60,581	**1,042,078**
2007-2008	160,588	219,736	316,702	276,991	61,389	**1,035,406**
2008-2009	158,502	217,998	311,244	279,806	61,909	**1,029,459**
2009-2010	158,431	218,601	312,681	286,024	63,004	**1,038,741**
2010-2011	157,770	219,581	312,656	290,602	63,277	**1,043,886**
Change Since 2005-2006	**-4.9%**	**-1.9%**	**-5.0%**	**5.0%**	**4.3%**	**-1.1%**

3 What Resources Are Made Available to Our Public Schools?

Budgetary Resources

The Department of Education's expense budget—$19.4 billion in the 2011-2012 school year that is just starting—has grown by 22 percent since 2007-2008. In absolute terms, the biggest increase had been in services to public schools, which have increased by $2.1 billion, or 15 percent. However, the biggest percentage increase, 140 percent, has been in the category nonpublic school payments (Table 3.1).

In the school year that just ended, 2010-2011, state funding accounted for 43 percent of the DOE's expense budget; city funds, 41 percent; and federal, 15 percent. The remaining 1 percent included intra-city transfers and categorical funds from other than state or federal sources (Table 3.2). Federal funding included the last installment of stimulus funding, and the city's adopted budget for fiscal year 2012 reflects a drop of close to $1 billion in federal funding for the DOE.

Two important spending categories, pension contributions for DOE employees and debt service for education capital projects, are accounted for elsewhere in the city's budget and do not show up in the DOE's expense budget. Table 3.3 adds these categories to the DOE's budget for city fiscal years 2002 and 2007 through 2012. In order to allow for meaningful comparisons across years, it also adjusts for inflation (all figures are presented in 2011 dollars). These additional costs are substantial. Annual debt service for education purposes doubled from 2002 through 2012, and is now almost $1.7 billion. Pension costs for DOE employees increased by 181 percent from 2002-2007, and continued to rise through 2012. Pension costs are now almost $2.9 billion a year, an increase of $2.3 billion, or 370 percent since 2002.

Some of the money allocated to the DOE actually flows out to private, special education schools and to public charter schools. Table 3.3 also removes those amounts from the total and computes per-pupil spending at DOE schools, defined as the amount that remains within the traditional public school system divided by the enrollment in the system's traditional public schools. In real, inflation-adjusted terms, per-pupil spending rose by 28 percent from 2002 through 2009 but has grown by only 2 percent since then. That modest growth is entirely attributable to the increase in pension costs. If those costs were removed, real spending per pupil would have declined in each of the last three years.

In recent years, the DOE has followed budget policies directed toward school autonomy and principal empowerment. Funds are directed to schools and—to the extent that funding sources allow—principals are granted discretion over the use of funds within their school. For the 2010-2011 school year, $9.4 billion was allocated to traditional public schools to be budgeted by principals. (Our figures include an allocation of fringe benefit costs for all personnel spending even though those costs are paid centrally.) The largest portion of this money, 58 percent, was distributed under the fair student funding formula, which attempts to account for the relative needs of different types of students at each school (Table 3.4). The formula's funding stream mixes funds from the city and state budgets. This is also true of the much smaller Contract for Excellence funding stream, which is related to the settlement of the successful Campaign for Fiscal Equity lawsuit in which the courts found that city schools had historically been underfunded and directed that state and city support for city schools should be increased.

Table 3.1
Department of Education Program Budget, 2007-2012
Dollars in thousands

	2007	2008	2009	2010	2011 (June)	2012 (Adopted)	Change from 2011 to 2012	Change from 2007 to 2012 Dollars	Change from 2007 to 2012 Percent
Services to Schools									
Classroom Instruction	**$8,712,522**	**$9,358,047**	**$9,981,685**	**$9,580,522**	**$9,855,069**	**$10,280,437**	**$425,367**	$1,567,914	18.0%
General Ed.	6,248,398	6,960,412	7,346,096	7,158,064	7,360,767	7,837,044	476,277	1,588,646	25.4%
Special Ed.	1,491,158	1,343,001	1,538,558	1,259,515	1,318,789	1,325,871	7,082	$(165,287)	-11.1%
Citywide Special Ed.	972,967	1,054,634	1,097,030	1,162,943	1,175,514	1,117,522	$(57,992)	$144,555	14.9%
Instructional Support	**$2,567,758**	**$2,605,295**	**$2,550,692**	**$2,935,842**	**$3,084,209**	**$2,733,540**	**$ (350,668)**	**$165,782**	**6.5%**
Special Ed.	460,585	562,044	590,630	607,677	640,800	693,881	53,081	233,296	50.7%
Categorical Programs	2,107,173	2,043,250	1,960,062	2,328,165	2,443,409	2,039,659	$(403,750)	$(67,514)	-3.2%
Instructional Admin-School Support Org.	**$275,545**	**$277,498**	**$285,748**	**$277,753**	**$183,325**	**$182,117**	**$(1,208)**	**$(93,428)**	**-33.9%**
Noninstructional Support	**$2,699,922**	**$2,861,839**	**$3,036,526**	**$3,302,445**	**$3,152,745**	**$3,154,518**	**$1,773**	**$454,595**	**16.8%**
School Facilities	850,581	898,925	1,043,866	1,105,610	860,317	804,380	(55,937)	(46,202)	-5.4%
Food Services	391,998	400,270	413,358	483,747	495,892	456,205	(39,688)	64,207	16.4%
School Safety	179,968	204,086	217,002	294,679	295,621	302,021	6,400	122,053	67.8%
Pupil Transportation	937,593	966,878	968,460	995,662	1,016,680	1,079,761	63,081	142,167	15.2%
Energy & Leases	339,782	391,680	393,840	422,748	484,235	512,151	27,916	172,370	50.7%
Subtotal Services to Schools	**$14,255,748**	**$15,102,679**	**$15,854,651**	**$16,096,563**	**$16,275,348**	**$16,350,612**	**$75,264**	**$2,094,864**	**14.7%**
Nonpublic School Payments	**$1,122,085**	**$1,333,966**	**$1,565,041**	**$1,901,515**	**$2,200,790**	**$2,697,446**	**$496,656**	**$1,575,360**	**140.4%**
Special Ed. Pre-K Contracts	574,474	637,848	739,296	852,591	970,319	1,129,313	158,995	554,840	96.6%
Charter, Contract Schools, Foster Care Payments	490,093	635,026	764,305	977,903	1,159,075	1,496,986	337,911	1,006,893	205.4%
Nonpublic Schools & FIT	57,518	61,092	61,440	71,021	71,396	71,146	(250)	13,628	23.7%
Central Administration	**$506,567**	**$540,389**	**$483,361**	**$500,427**	**$429,043**	**$375,262**	**$(53,782)**	**$(131,305)**	**-25.9%**
TOTAL DOE BUDGET	**$15,884,401**	**$16,977,034**	**$17,903,053**	**$18,498,505**	**$18,905,182**	**$19,423,319**	**$518,138**	**$3,538,919**	**22.3%**

NOTE: IBO has allocated spending on fringe benefits according to the rates implied by Bloomberg Administration budget documents for each funding source.

Table 3.2

Department of Education Program Budget by Funding Source, 2010-2011

Dollars in thousands

	City Funds	Federal Funds	Intra City Funds	Other Categorical	State Funds	TOTAL
Services to Schools						
Classroom Instruction	**$3,787,992**	**$508,562**	**$421**	**$3,031**	**$5,555,062**	**$9,855,069**
General Education	2,403,446	477,784	421	3,031	4,476,084	7,360,767
Special Education (non-citywide)	461,344	23,783	0	0	833,661	1,318,789
Citywide Special Education	923,201	6,995	0	0	245,317	1,175,514
Instructional Support	**$444,435**	**$1,904,839**	**$30,771**	**$47,700**	**$656,464**	**$3,084,209**
Special Education	444,345	47,078	0	3,000	146,377	640,800
Categorical Programs	90	1,857,761	30,771	44,700	510,086	2,443,409
Instructional Administration-School Support Organizations	**$97,259**	**$0**	**$0**	**$0**	**$86,066**	**$183,325**
Noninstructional Support	**$1,827,378**	**$425,212**	**$5,251**	**$58,794**	**$836,111**	**$3,152,745**
School Facilities	656,005	5,762	5,251	58,494	127,970	860,317
Pupil Transportation	377,397	7,800	0	300	631,183	1,016,680
School Food Services	73,068	404,815	0	0	18,010	495,892
School Safety	295,621	0	0	0	0	295,621
Energy and Leases	425,287	0	0	0	58,948	484,235
Subtotal Services to Schools	**$6,157,064**	**$2,838,613**	**$36,443**	**$109,525**	**$7,133,703**	**$16,275,348**
Nonpublic School Payments	**$1,235,436**	**$0**	**$0**	**$318**	**$965,036**	**$2,200,790**
Special Education Pre Kindergarten	311,048	0	0	318	658,953	970,319
Charters/ Contract Schools/ Foster Care	856,038	0	0	0	303,037	1,159,075
Nonpublic School and FIT Payments	68,350	0	0	0	3,046	71,396
Central Administration	**$346,072**	**$35,965**	**$0**	**$9,669**	**$37,338**	**$429,043**
TOTAL DEPARTMENT OF EDUCATION BUDGET	**$7,738,572**	**$2,867,743**	**$36,443**	**$119,512**	**$8,136,077**	**$18,905,182**

NOTE: IBO has allocated spending on fringe benefits according to the rates implied by Bloomberg Administration budget documents for each funding source.

Table 3.3
Per Pupil Spending, Adjusted for Inflation and Payments to Nonpublic and Charter Schools
2011 Dollars

	2002	2007	2008	2009	2010	2011	2012
DOE Expenditures							
DOE operations (all funds)	$16,315	$17,617	$18,098	$18,421	$18,712	$18,905	$19,223
Other Expenditures (all funds)							
Debt Service	847	1,191	1,375	1,389	1,588	1,660	1,698
Additional Pension Contributions	620	1,745	2,019	2,252	2,480	2,457	2,916
Less Intracity Sales/Interfund Agreements	(8)	(14)	(17)	(15)	(28)	(35)	(16)
Total Funds Committed to DOE	**$17,775**	**$20,539**	**$21,474**	**$22,047**	**$22,753**	**$22,987**	**$23,821**
City Funds	$8,056	$10,473	$10,875	$11,138	$11,322	$11,916	$13,934
State Aid	7,755	7,962	8,597	8,902	8,165	8,124	8,023
Federal Aid	1,913	2,042	1,916	1,785	2,996	2,860	1,811
Private and Nongovernmental Aid	51	62	87	221	271	87	54
City Share of Total Funds Committed to DOE	45.3%	51.0%	50.6%	50.5%	49.8%	51.8%	58.5%
Total Funds Committed to DOE	$17,775	$20,539	$21,474	$22,047	$22,753	$22,987	$23,821
Less Passthroughs to Nonpublic Schools	$(793)	$(1,244)	$(1,422)	$(1,610)	$(1,923)	$(2,201)	$(2,670)
Total Funds Committed to NYC Public School System	**$16,982**	**$19,294**	**$20,052**	**$20,436**	**$20,829**	**$20,786**	**$21,152**
Total Enrollment	1,112,618	1,079,970	1,081,831	1,082,769	1,101,267	1,113,147	1,127,215
Less Enrollment in Special Ed Pre-k, Charters, and Contract Schools	(31,107)	(52,564)	(56,066)	(63,658)	(69,614)	(78,817)	(89,149)
Enrollment in Traditional NYC Public Schools	**1,081,511**	**1,027,406**	**1,025,765**	**1,019,111**	**1,031,653**	**1,034,330**	**1,038,066**
Per Pupil Spending							
Nominal	$11,436	$16,933	$18,338	$19,490	$19,960	$20,096	$20,588
Real	$15,702	$18,780	$19,549	$20,053	$20,190	$20,096	$20,376

Table 3.4
Funding Streams for School Budgets, 2010-2011

Source	Amount	Percent
Fair Student Funding	$5,429,955,640	57.7%
City Funds	1,832,086,653	19.5%
Federal Title I	936,436,597	9.9%
Federal Other	651,932,323	6.9%
Contract For Excellence	274,791,754	2.9%
State Other	268,057,167	2.8%
Private	20,999,363	0.2%
TOTAL	**$9,414,259,498**	**100.0%**

More than 60 percent of all money allocated to schools in 2010-2011 was spent on teacher costs (Table 3.5). Another 25 percent was split rather evenly among leadership (administrators), paraprofessionals, counselors, and other school staff. Although related services for special needs students accounted for another 4 percent of the schools' budgets, it is important to note that many of the additional services provided to students in special education programs do not flow through the portion of the budget controlled by principals.

Principals and Teachers

Over the past 10 years, the Department of Education has worked to develop new policies for recruiting, evaluating, assigning, and retaining or removing teachers and principals. The following tables provide descriptive data on the current and recent cadres of principals and teachers in the school system, as well as information on the system's use of alternative pathways to both professions. In addition, we report recent trends in staff turnover and retention.

New York City public school principals today differ in a number of characteristics from those of 10 years ago, but most of the changes occurred at the beginning of the decade. The changes in demographics over the past five years have been modest (Table 3.6). During the school years 2000-2001 through 2004-2005, the principal corps became more female, somewhat younger, and less experienced. Principals in 2009-2010 have slightly more experience as principals than the principals of 2004-2005; but they have less experience as teachers. Their median age has dropped since the first half of the decade; half of the principals in 2009-2010 were below age 50 and 10 percent were below age 36. Finally, the number of principals in the school system has grown steadily, from 1,283 in 2000-2001 to 1,401 in 2004-2005 to 1,605 in 2009-2010.

There is no apparent pattern to the distribution of principals among elementary and middle schools with the highest third of poverty rates, the middle third and the lowest third (Table 3.7). The age and professional experience of principals are similar across the three groups of schools. Among high schools, principals are split pretty evenly between males and females in both high- and medium-poverty level schools, but females predominate at low-poverty schools (61 percent).

Table 3.5
Summary of School Budgets: Use of Funds, 2010-2011

Use of Funds	Amount	Percent
Teachers	$5,701,248,864	60.6%
Leadership	648,484,243	6.9%
Other School Staff	609,271,315	6.5%
Paraprofessionals	597,312,904	6.3%
Counseling Services	466,778,263	5.0%
Related Services	391,700,262	4.2%
Professional Development	223,324,218	2.4%
Equipment/Furniture/ Supplies	220,825,118	2.3%
Before/Afterschool	182,854,540	1.9%
Parent Involvement	116,614,586	1.2%
Textbooks	64,747,115	0.7%
Contracted Services	61,756,030	0.7%
Summer School	33,781,028	0.4%
Other Classroom Staff	28,306,287	0.3%
Libraries/Librarians	27,416,094	0.3%
Instructional Supplies/Equipment	19,990,441	0.2%
Other Transporation	10,136,732	0.1%
Bilingual/ESL	4,710,623	0.1%
Other Admin OTPS	2,002,149	0.0%
Attendance and Outreach	1,717,382	0.0%
Other Classroom OTPS	1,281,303	0.0%
TOTAL	**$9,414,259,498**	**100%**

NOTE: OTPS is other than personal services.

Table 3.6
Some Basic Characteristics of Principals: Demographic & Work History

	2000-2001	2002-2003	2004-2005	2006-2007	2007-2008	2008-2009	2009-2010
Number of Principals	**1,283**	**1,283**	**1,401**	**1,475**	**1,522**	**1,571**	**1,605**
Percentage Female	57.6	64.0	67.8	67.1	67.3	68.1	67.4
Median Age	53	53	52	50	50	50	50
10th Percentile of Age Distribution	44	42	38	35	36	36	36
Years as Principal	5.7	5.0	4.0	4.2	4.5	4.7	5.1
Years as a Teacher	12.8	12.6	11.6	10.4	10.1	9.8	9.6
Total Work Experience in NYC Public Schools	**25.4**	**24.1**	**21.1**	**19.5**	**19.4**	**19.2**	**19.3**

Table 3.7
Different Types of Schools and Some Characteristics of Their Principals, 2009-2010

	All Schools		High-Poverty Schools		Medium-Poverty Schools		Low-Poverty Schools	
Principal Demographics	**Elementary & Middle Schools**	**High Schools**	**Elementary & Middle Schools**	**High Schools**	**Elementary & Middle Schools**	**High Schools**	**Elementary & Middle Schools**	**High Schools**
Number of Principals	1,053	495	358	168	348	164	347	163
Percentage Female	74.7	53.3	76.8	49.7	73.5	49.1	73.8	61.1
Median Age	50	47	50	47	50	45	51	50
10th Percentile of Age Distribution	36	36	37	36	36	34	35	36
Work Experience in NYC Public Schools								
Years as a Principal	5.3	4.5	5.6	4.6	5.1	4.4	5.3	4.6
Years as a Teacher	10.2	8.4	10.2	8.3	10.2	7.9	10.2	9.0
Total Years in School System	20.1	17.3	20.2	16.4	19.9	16.4	20.1	19.2
Student Demographics at School								
Average Share of Students in Poverty	77.2%	66.1%	94.3%	87.4%	84.7%	74.3%	52.0%	36.0%

Low-poverty high schools also tend to have more experienced principals than do medium- and high-poverty high schools.

Two alternative pathways programs prepare candidates for principal positions in the city's public schools in addition to the traditional promotion path from teacher and assistant principal. The school system itself operates the Aspiring Principals program at the Leadership Academy; the second pathway is the national nonprofit organization, New Leaders. (Though New Leaders is a national program, we are only reporting data on its New York City project.) The Aspiring Principals program graduated 55 candidates for principal posts in New York City immediately prior to the 2009-2010 school year. All but three of these graduates were placed in jobs inside the school system, 30 as principals and 22 in other positions (Table 3.8). Half of these principals were placed in low-poverty schools and a third in medium-poverty schools.

New Leaders prepared 28 graduates for the city's public schools, but only 17 were placed in the school system, and only nine were made principals. Two-thirds of those principals were placed in low-poverty schools.

Over the last five years, the percentage of graduates from both of these alternative pathway programs who were actually placed as principals in the city's public schools dropped steadily (Table 3.9). In school year 2005-2006, 77 percent of Aspiring Principal graduates were placed as principals and 57 percent of New Leaders graduates were so placed. In 2009-2010, those rates dropped to 54 percent and 32 percent respectively.

The New Leaders graduates who have been placed as principals have predominately been placed in new schools. In the last three years, only one New Leaders graduate has been named principal of an existing

Table 3.8
Where Graduates of Principal Training Programs Work, 2009-2010

Program	Working as Principal	Working as Assistant Principal	Working as Teacher or Special Education Teacher	Other	Total Graduates
Aspiring Principals Program					55
Working in NYC Public Schools	54.5%	20.0%	9.1%	10.9%	94.5%
Working in High-Poverty School	9.1%	5.5%	na	-	14.5%
Working in Medium-Poverty School	18.2%	10.9%	1.8%	-	30.9%
Working in Low-Poverty School	27.3%	3.6%	-	-	30.9%
Unknown School Poverty Level	-	-	7.3%	10.9%	18.2%
New Leaders for New Schools					28
Working in NYC Public Schools	32.1%	28.6%	-	-	60.7%
Working in High-Poverty School	7.1%	7.1%	-	-	14.3%
Working in Medium-Poverty School	3.6%	7.1%	-	-	10.7%
Working in Low-Poverty School	21.4%	7.1%	-	-	28.6%
Unknown School Poverty Level	-	7.1%	-	-	7.1%

Table 3.9
First Assignments After Graduating From Principal Training Programs, By School Poverty Levels

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Aspiring Principals Program					
Total Graduates	70	75	55	59	55
Working as Principal	77.1%	73.3%	65.5%	69.5%	54.5%
Principal in High-Poverty School	17.1%	24.0%	7.3%	18.6%	9.1%
Principal in Medium-Poverty School	30.0%	12.0%	29.1%	15.3%	18.2%
Principal in Low-Poverty School	24.3%	34.7%	27.3%	33.9%	27.3%
Unknown School Poverty Level	5.7%	2.7%	1.8%	1.7%	0.0%
New Leaders for New Schools					
Total Graduates	14	15	12	19	28
Working as Principal	57.1%	46.7%	41.7%	42.1%	32.1%
Principal in High-Poverty School	7.1%	6.7%	0.0%	5.3%	7.1%
Principal in Medium-Poverty School	7.1%	0.0%	0.0%	5.3%	3.6%
Principal in Low-Poverty School	42.9%	33.3%	41.7%	31.6%	21.4%
Unknown School Poverty Level	0.0%	6.7%	0.0%	0.0%	0.0%

Table 3.10
First Assignment After Graduating From Principal Training Program
New or Existing Schools

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Aspiring Principals Program					
Total Graduates	70	75	55	59	55
Working as Principal	77.1%	73.3%	65.5%	69.5%	54.5%
Principal in New School	18.6%	22.7%	25.5%	33.9%	29.1%
Principal in Existing School	58.6%	50.7%	40.0%	35.6%	25.5%
New Leaders for New Schools					
Total Graduates	14	15	12	19	28
Working as Principal	57.1%	46.7%	41.7%	42.1%	32.1%
Principal in New School	50.0%	33.3%	41.7%	36.8%	32.1%
Principal in Existing School	7.1%	13.3%	0.0%	5.3%	0.0%

Table 3.11
Different Paths to Becoming a Principal: Characteristics of the Principals, The Schools They Work at and Their Teaching Staff
Persons Working as Principals in 2009-2010

	New Leaders for New Schools	Aspiring Principals Program	Others (Traditional Pathway)
Principal Demographics			
Female	47.1%	64.6%	69.3%
Median Age	36.0	43.0	51.0
10th Percentile of Age Distribution	32.0	33.0	38.0
Work Experience in NYC Public Schools			
Years as a Principal	2.8	2.9	5.7
Years as a Teacher	5.1	7.2	10.2
Total Years in School System	9.4	12.2	21.1
Student Demographics at School			
Average Share of Students in Poverty	78.3%	76.9%	72.9%
Teacher Characteristics at School			
More Than 2 Years Teaching in Current School	33.3%	56.5%	71.8%
More Than 5 Years Teaching Anywhere	37.5%	54.2%	63.3%
With Masters Degree or Higher	74.8%	81.3%	84.3%
Core Classes Taught by "Highly Qualified" Teachers (NCLB/SED definition)	83.5%	88.3%	89.1%
Characteristics of School			
High Schools	51.0%	32.5%	31.0%
New Schools	90.2%	38.9%	14.6%
Number of Principals	51	257	1,294

school (Table 3.10). The Aspiring Principal program has followed a different trajectory. In 2005-2006, many more of its graduates were placed in existing schools than new schools, but that relationship changed in 2008-2009. Now, graduates are evenly split between new and existing schools.

In 2009-2010, slightly fewer than 20 percent of all principals had come through these alternative pathways. In demographic terms, they differed from their peers who had followed the traditional pathway (Table 3.11). More than half of the principals from the New Leaders program were male while 69 percent of the traditionally trained principals were female. Principals from both New Leaders and the Aspiring Principal programs were significantly younger and less experienced than traditionally trained principals, reflecting the newness of these pathways. There is also evidence that traditionally trained principals tend to lead schools with more experienced and more highly educated teachers than do principals from the alternative pathways.

Review of principal turnover and retention rates indicates that the percentage of principals who either move from one school to another within the school system or who leave the system all together is declining. These data are consistent with the observed changes in principal demographics in the first half of the 2000-2010 decade.

Of all the principals who were in schools in 2000-2001, 42 percent had left the school system three years later, and 60 percent had left five years later. For principals in place in 2004-2005, 25 percent had left the system within three years and 38 percent had left in five years. Finally, for those in place in 2006-2007, only 19 percent had left within three years. (Table 3.12 presents these data.)

The basic demographics of the school system's teaching force have remained constant over the last five years. Roughly 75 percent of the city's public school teachers are female, and half are under the age of 40 (Table 3.13). The city's teachers in 2009-2010

Table 3.12
Turnover Rates of City's Principals

	Three Years Later	Five Years Later	Nine Years Later
For Principals in NYC Schools in October 2000:			
Principal at Same School	43.3%	24.6%	12.6%
Principal at a Different School Within NYC Public Schools	7.3%	6.4%	4.1%
Working at Another Position Within NYC Public Schools	7.6%	8.9%	5.1%
Left NYC Public Schools	41.8%	60.0%	78.1%
For Principals in NYC Schools in October 2004:			
Principal at Same School	63.0%	48.3%	na
Principal at a Different School Within NYC Public Schools	4.2%	6.1%	na
Working at Another Position Within NYC Public Schools	8.3%	7.7%	na
Left NYC Public Schools	24.6%	37.9%	na
For Principals in NYC Schools in October 2006:			
Principal at Same School	69.8%	na	na
Principal at a Different School Within NYC Public Schools	5.9%	na	na
Working at Another Position Within NYC Public Schools	4.8%	na	na
Left NYC Public Schools	19.4%	na	na

NOTE: na is not applicable.

Table 3.13
Some Basic Characteristics of Teachers: Demographic & Work History

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Percentage Female	74.8	75.0	75.2	75.5	75.7
Median Age	40	40	40	40	40
10th Percentile of Age Distribution	25	25	26	26	27
Time as a Teacher	8.8	8.7	9.2	9.5	10.1
Years in School System	9.2	9.1	9.5	9.7	10.3
Total Number of Teachers	76,873	77,833	78,451	78,654	76,174
General Education	62,060	62,553	63,122	62,733	59,580
Special Education	14,813	15,280	15,329	15,921	16,594

were slightly more experienced than the teacher force in 2005-2006; this may reflect the slowdown in hiring of new teachers in recent years. There were 2,480 fewer general education teachers in 2009-2010 than in 2005-2006, and 1,781 more special education teachers. Overall, there were 699 fewer teachers in 2009-2010 than in 2005-2006.

While the demographic characteristics of teachers did not vary much across elementary and middle schools in the high- middle- and low-poverty groups, there was some variation at the high school level. In low-poverty high schools, the teachers were more likely to be female, older and more experienced than the teachers in high- and medium-poverty high schools. (Table 3.14 presents these data.)

There are three major alternative pathway programs for teachers in the city's public school system. The most well known is Teach for America, a national nonprofit dedicated to placing high achieving college graduates in high-needs schools. The most commonly used alternative pathway in the city is the New York City Teaching Fellows, which also targets high achieving college graduates as well as career-shifters and which provides participants with support toward the graduate

Table 3.14
Different Types of Schools and Some Basic Characteristics of Their Teachers, 2009-2010

	All Schools		High-Poverty Schools		Medium-Poverty Schools		Low-Poverty Schools	
	Elementary & Middle Schools	High Schools	Elementary & Middle Schools	High Schools	Elementary & Middle Schools	High Schools	Elementary & Middle Schools	High Schools
Teacher Demographics								
Number of Teachers	49,946	23,267	16,805	5,753	17,367	6,763	15,774	10,751
Percentage Female	83.9	59.3	83.9	58.2	83.3	56.0	84.6	61.9
Median Age	40	40	40	38	40	39	39	43
10th Percentile of Age Distribution	27	27	27	26	27	26	27	28
Total Work Experience In NYC Public Schools								
Years as a Teacher	10.1	9.7	9.9	8.1	10.1	8.9	10.3	11.0
Total Years in School System	10.3	9.9	10.1	8.3	10.2	9.1	10.5	11.2
Student Demographics								
Average Share of Students in Poverty	77.4	57.0	94.3	86.8	84.8	74.5	51.2	30.0

schooling necessary to obtain teacher certification. Less commonly known is the TeachNYC Select Recruits program (until recently it was known as TRQ Select, the TRQ shorthand for the Office of Teacher Recruitment and Quality, a selective program administered by the Department of Education to recruit talented teachers for hard to staff positions.

In 2009-2010, 1,320 new teachers were placed through the traditional pathway; 646 came through the teaching fellows program; 184 were from Teach for America; and 142 entered the ranks of teachers through the TeachNYC Select Recruits program (Table 3.15). Half of the new placements from Teach for America were employed in high-poverty schools, compared with 35 percent of the Teaching Fellows, 24 percent of the traditionally trained teachers and 22 percent of the placements from the TeachNYC program. Close to 70 percent of the Teaching Fellows were placed in special education classrooms, as were 54 percent of the traditionally trained, 42 percent of the Teach for America graduates, and 28 percent of the TeachNYC participants.

All of the pathways had more than half of their new teachers placed in existing schools in 2008-2009 and 2009-2010. Overall, 26 percent of new teachers were placed in new schools in these two years. Teach for America stands out, with the highest share of its graduates placed in new schools, more than 40 percent in each year. (Table 3.16 presents these data.)

Table 3.15
Newly Hired Teachers: Programs They Came From, Schools That They Go To, 2009-2010

Program	Working As Teacher	Working As Special Education Teacher	Total Fall New Hires
NYC Teaching Fellows			**646**
Working in NYC Public Schools	30.8%	69.2%	100.0%
Working in High-Poverty School	11.9%	22.6%	34.5%
Working in Medium-Poverty School	10.8%	22.3%	33.1%
Working in Low-Poverty School	7.7%	24.1%	31.9%
Unknown School Poverty Level	0.3%	0.2%	0.5%
TeachNYC Select Recruits			**142**
Working in NYC Public Schools	72.5%	27.5%	100.0%
Working in High-Poverty School	15.5%	6.3%	21.8%
Working in Medium-Poverty School	23.2%	7.7%	31.0%
Working in Low-Poverty School	32.4%	12.7%	45.1%
Unknown School Poverty Level	1.4%	0.7%	2.1%
Teach for America			**184**
Working in NYC Public Schools	57.6%	42.4%	100.0%
Working in High-Poverty School	21.7%	28.3%	50.0%
Working in Medium-Poverty School	24.5%	10.3%	34.8%
Working in Low-Poverty School	10.9%	3.8%	14.7%
Unknown School Poverty Level	0.5%	0.0%	0.5%
Traditional Pathway			**1,320**
Working in NYC Public Schools	45.8%	54.2%	100.0%
Working in High-Poverty School	9.9%	14.2%	24.2%
Working in Medium-Poverty School	15.5%	12.7%	28.3%
Working in Low-Poverty School	19.7%	26.4%	46.1%
Unknown School Poverty Level	0.7%	0.8%	1.4%

NOTE: TeachNYC Select Recruits was formerly known as TRQ Select.

Table 3.16
Where Newly Hired Teachers Are Assigned: New or Existing Schools

Program	2008-2009	2009-2010
NYC Teaching Fellows		
Working as Teacher	1,276	646
Teacher in New School	28.5%	36.7%
Teacher in Existing School	71.5%	63.3%
Teach NYC Select Recruits		
Working as Teacher	394	142
Teacher in New School	22.3%	48.6%
Teacher in Existing School	77.7%	51.4%
Teach for America		
Working as Teacher	469	184
Teacher in New School	40.9%	43.5%
Teacher in Existing School	59.1%	56.5%
Traditional Pathway		
Working as Teacher	3,350	1,320
Teacher in New School	17.2%	32.5%
Teacher in Existing School	82.8%	67.5%

NOTE: TeachNYC Select Recruits was formerly known as TRQ Select.

There are high rates of mobility and attrition for New York City public school teachers. Of all the teachers who were working in school year 2000-2001, 30 percent had left the system entirely three years later, and only 55 percent were still teaching in the same school. After nine years, 51 percent had left the system and only 28 percent were at the same school as in 2000-2001 (Table 3.17).

There is evidence that the attrition rate is decreasing and that the percent of teachers who are remaining in the same school is increasing. For teachers who were employed in 2004-2005, 62 percent were in the same school three years later, and 51 percent were in the same school five years later. Twenty-four percent had left the system within three years, and 31 percent had left by five years later. The three year attrition rate for teachers on board in 2006-2007 was 21 percent and 65 percent of all teachers were still in the same school after three years.

Capacity and Overcrowding

School overcrowding is an issue of great concern in New York City. Many neighborhoods have experienced overcrowded schools and resultant wait-lists for new entrants. A number of factors combine to either alleviate or exacerbate overcrowding. Demographic shifts increase the number of households with school-age children in some communities and decrease it in others. The school construction program adds new capacity to the system. Policies regarding co-location of schools in buildings, school closures and new school start-ups shift students within the school system.

The basic measure of school overcrowding is the school building's utilization rate. The capacity of a classroom or building is determined by two factors—the physical dimensions of the space and its functional use. Two classrooms could be the exact same physical size, but be assigned different capacities due to the limits or requirements of the program that is using the space. Some special education programs, for example, require that no more than 12 children be in a particular class. The room housing that class would then be assigned a capacity of 12. If it were being used for a different program, it might have a capacity of 25 or 30. The utilization rate of a school is simply the number of

Table 3.17
Turnover Rates of City's Teachers

	Three Years Later	Five Years Later	Nine Years Later
For Teachers in NYC Public Schools in October 2000 (76,032 Teachers)**:**			
Teacher at Same School	54.6	39.6	27.5
Teacher at a Different School Within NYC Public Schools	12.6	16.3	16.7
Working at Another Position Within NYC Public Schools	3.0	4.1	5.0
Left NYC Public Schools	29.8	40.0	50.8
For Teachers in NYC Public Schools in October 2004 (76,354 Teachers):			
Teacher at Same School	61.7	50.7	na
Teacher at a Different School Within NYC Public Schools	12.3	14.8	na
Working at Another Position Within NYC Public Schools	2.4	3.1	
Left NYC Public Schools	23.6	31.3	na
For Teachers in NYC Public Schools in October 2006 (77,833 Teachers)			
Teacher at Same School	65.3	na	na
Teacher at a Different School Within NYC Public Schools	11.7	na	na
Working at Another Position Within NYC Public Schools	2.2		
Left NYC Public Schools	20.8	na	na

NOTE: na is not applicable.

Table 3.18
Building Utilization: Percent of Capacity 2004-2005 Through 2009-2010

Building Type	Number of Buildings	Median	95th Percentile
High School			
2004-2005	203	96.4%	169.3%
2005-2006	207	99.5%	152.3%
2006-2007	208	92.6%	146.6%
2007-2008	213	97.2%	151.8%
2008-2009	211	92.3%	147.3%
2009-2010	217	92.5%	145.4%
Middle School			
2004-2005	205	83.9%	118.4%
2005-2006	204	80.7%	120.8%
2006-2007	205	75.8%	117.6%
2007-2008	205	77.1%	113.3%
2008-2009	204	76.8%	113.6%
2009-2010	203	80.9%	113.1%
Elementary School			
2004-2005	964	97.2%	137.4%
2005-2006	961	97.0%	164.1%
2006-2007	957	97.4%	155.6%
2007-2008	955	98.4%	155.6%
2008-2009	957	97.8%	160.7%
2009-2010	959	99.0%	155.8%

students in the school divided by the sum of the capacity of all of the rooms in that school. IBO defines a building as overcrowded if its utilization level exceeds 102.5 percent.

Taking the city school system as a whole, utilization in high schools and middle schools was lower in 2009-2010 than 2004-2005 (Table 3.18). At the same time, utilization of elementary schools has been increasing, and has been more than 97 percent since 2005-2006.

The DOE has a policy of co-locating schools in underutilized buildings. Under this policy, two or more schools will share a single building. Co-locations can involve placing additional traditional public schools and/or charter schools into buildings that already have an existing school. As of 2009-2010, buildings containing more than one school were less utilized (84.7 percent) after the co-location than buildings with only one school (103.7 percent). Table 3.19 displays these data.

Table 3.19
Average Utilization Rate of Buildings, 2009-2010

	Buildings with One School	Buildings with Co-located Schools
Utilization Rate	103.7%	84.7%
Number of Buildings	991	389
	Buildings with One School	**Buildings with Co-located Schools**
Median Utilization Rate of Buildings in 2009-2010		
Utilization Rate	100.2%	82.2%
Number of Buildings	991	389

Thirty-nine percent of the school buildings in the system are overcrowded, up from 37 percent in 2005-2006 (Table 3.20). The number of students in overcrowded buildings in 2009-2010 was 426,474, or 42.3 percent.

In response to both overcrowding and antiquated facilities, the city has built and opened 108 new school buildings in the seven years from 2005 through 2011, adding 60,534 seats (Table 3.21). Queens has seen the greatest number of new buildings, 37, and new seats, almost 20,000, of all the boroughs. Brooklyn and the Bronx were close behind.

The school system's policy of closing (typically large) schools and opening new, small schools has increased the number of school organizations in the city. Since 2004-2005, 69 schools have been closed and 229 new schools have been opened. Table 3.22 summarizes these changes and Figure 3.1 shows the location of school openings and closings. The appendix to this report provides a detailed list of all closed and opened schools.

Class size is largely determined by the availability of class room space in a school building (overcrowded schools typically do not have free classroom space available to add a class and bring down the average class size) and the number of teachers that a school's budget can support (additional classes cannot be provided if the school budget cannot cover the salaries of additional teachers). Class sizes increased in each of grades kindergarten through seven from 2009-2010

Table 3.20
Overcrowding in New York City School Buildings, 2004-2005 Through 2009-2010

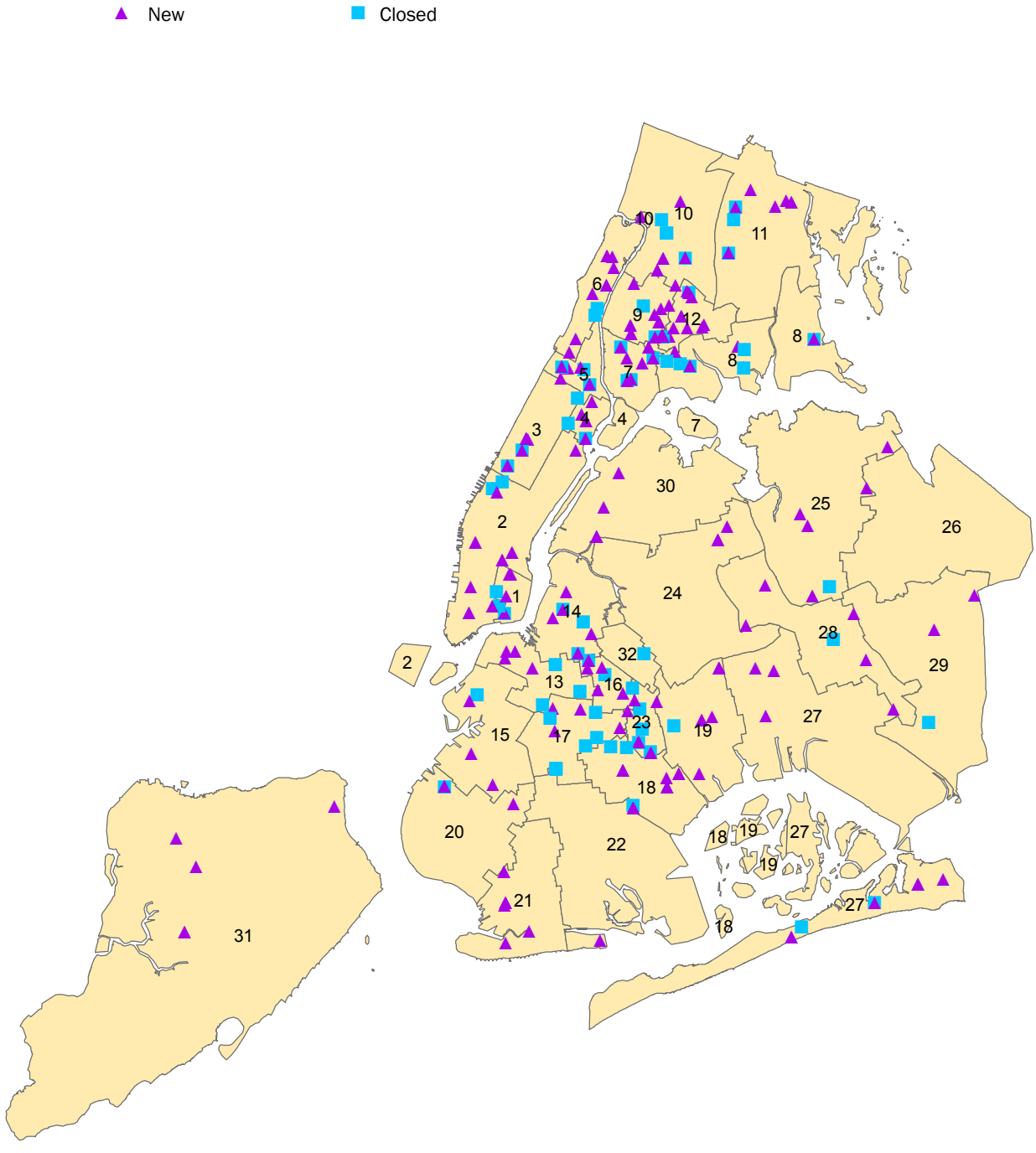
	Students		Buildings	
	Number in Overcrowded Building	Share of Total	Number Overcrowded	Share of Total
2004-2005	447,471	43.1%	512	37.2%
2005-2006	419,457	41.1%	515	37.5%
2006-2007	373,787	37.2%	507	37.0%
2007-2008	403,403	40.3%	527	38.4%
2008-2009	404,044	40.6%	526	38.3%
2009-2010	426,474	42.3%	541	39.2%

NOTE: A building is defined as overcrowded if its utilization level exceeds 102.5 percent.

Table 3.21
Number of New Seats and Buildings by Borough, 2005 Through 2011

	Number of New Buildings						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Brooklyn	4	3	5	0	2	6	6
Bronx	4	2	3	1	3	4	6
Manhattan	2	0	0	3	1	2	8
Queens	5	7	2	4	5	8	6
Staten Island	0	3	0	0	2	1	0
TOTAL	**15**	**15**	**10**	**8**	**13**	**21**	**26**
	Number of New Seats						
	2004-2005	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**
Brooklyn	1,993	860	1,324	0	806	5,102	4,368
Bronx	2,765	953	2,009	231	1,930	2,450	5,642
Manhattan	1,415	0	0	901	492	599	3,505
Queens	2,652	2,495	1,092	1,730	3,978	3,903	4,141
Staten Island	0	272	0	0	2,104	822	0
TOTAL	**8,825**	**4,580**	**4,425**	**2,862**	**9,310**	**12,876**	**17,656**

Figure 3.1
Schools That Opened or Closed Since 2005-2006



NOTE: Data through 2009-2010 school year.

to 2010-2011. Core subject classes in middle schools generally increased in size while high school class sizes generally declined. Special education class sizes in elementary and middle school decreased for the majority of students. Tables 3.23, 3.24, 3.25, and 3.26 display these data.

In 2010-2011, average class sizes were around 22-23 students in grades kindergarten through three; 25 students in grades four and five; and 26-27 students in grades six, seven, and eight. High school classes averaged between 25 students and 27 students for general education and Collaborative Team Teaching programs (classrooms with a mix of general education and special education students).

Table 3.22
Changes in the Number of Public Schools, 2004-2005 Through 2010-2011

	Schools Opened	Schools Closed	Total Number Of Schools
2004-2005			1,373
2005-2006	54	7	1,420
2006-2007	36	21	1,435
2007-2008	40	18	1,457
2008-2009	54	12	1,499
2009-2010	45	11	1,533
TOTAL	**229**	**69**	

Table 3.23
Class Sizes for General Education, Gifted & Talented, and Collaborative Team Teaching Students: Elementary and Middle School Grades

	2009-2010			2010-2011		
Grade	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
Kindergarten	3,194	69,353	21.7	3,148	69,358	22.0
First	3,238	71,391	22.0	3,137	71,840	22.9
Second	3,083	68,502	22.2	2,986	69,320	23.2
Third	2,936	66,077	22.5	2,838	67,360	23.7
Fourth	2,717	66,364	24.4	2,653	66,202	25.0
Fifth	2,559	63,551	24.8	2,570	65,259	25.4
Sixth	2,465	64,231	26.1	2,426	63,920	26.3
Seventh	2,423	64,886	26.8	2,382	64,770	27.2
Eighth	2,450	67,418	27.5	2,413	66,157	27.4
TOTAL	**25,065**	**601,773**	**24.0**	**24,553**	**604,186**	**24.6**

Table 3.24
Class Sizes: Middle School Core Subjects

Instruction Type	2009-2010 English Number of Classes	2009-2010 English Number of Students	2009-2010 English Average Class Size	2010-2011 English Number of Classes	2010-2011 English Number of Students	2010-2011 English Average Class Size
CTT	1,038	25,187	24.3	1,125	28,668	25.5
General Ed	6,342	166,336	26.2	6,207	164,919	26.6
Special Ed	804	8,961	11.1	834	8,909	10.7
TOTAL	**8,184**	**200,484**	**24.5**	**8,166**	**202,496**	**24.8**
	Math			**Math**		
	Number of Classes	**Number of Students**	**Average Class Size**	**Number of Classes**	**Number of Students**	**Average Class Size**
CTT	788	19,051	24.2	988	25,354	25.7
General Ed	4,554	119,288	26.2	5,778	155,339	26.9
Special Ed	534	6,015	11.3	788	8,346	10.6
TOTAL	**5,876**	**144,354**	**24.6**	**7,554**	**189,039**	**25.0**
	Science			**Science**		
	Number of Classes	**Number of Students**	**Average Class Size**	**Number of Classes**	**Number of Students**	**Average Class Size**
CTT	794	19,446	24.5	1,040	26,879	25.8
General Ed	4,585	122,257	26.7	5,909	160,011	27.1
Special Ed	506	5,693	11.3	791	8,391	10.6
TOTAL	**5,885**	**147,396**	**25.0**	**7,740**	**195,281**	**25.2**
	Social Studies			**Social Studies**		
	Number of Classes	**Number of Students**	**Average Class Size**	**Number of Classes**	**Number of Students**	**Average Class Size**
CTT	822	20,046	24.4	990	25,452	25.7
General Ed	5,197	139,317	26.8	5,779	156,332	27.1
Special Ed	585	6,570	11.2	803	8,492	10.6
TOTAL	**6,604**	**165,933**	**25.1**	**7,572**	**190,276**	**25.1**

NOTE: CTT is Collaborative Team Teaching.

Table 3.25
Class Sizes: High School Core Subjects

Instruction Type	2009-2010 English Number of Classes	2009-2010 English Number of Students	2009-2010 English Average Class Size	2010-2011 English Number of Classes	2010-2011 English Number of Students	2010-2011 English Average Class Size
CTT	1,407	35,788	25.4	1,715	44,114	25.7
General Ed	9,540	250,300	26.2	11,429	296,545	25.9
Special Ed	631	7,857	12.5	929	10,942	11.8
TOTAL	**11,578**	**293,945**	**25.4**	**14,073**	**351,601**	**25.0**
	Math			**Math**		
	Number of Classes	**Number of Students**	**Average Class Size**	**Number of Classes**	**Number of Students**	**Average Class Size**
CTT	1,245	31,814	25.6	1,194	30,550	25.6
General Ed	8,916	231,827	26.0	8,736	227,737	26.1
Special Ed	478	6,187	12.9	523	6,473	12.4
TOTAL	**10,639**	**269,828**	**25.4**	**10,453**	**264,760**	**25.3**
	Science			**Science**		
	Number of Classes	**Number of Students**	**Average Class Size**	**Number of Classes**	**Number of Students**	**Average Class Size**
CTT	1,612	43,475	27.0	1,818	49,347	27.1
General Ed	11,332	307,827	27.2	12,733	343,174	27.0
Special Ed	547	7,202	13.2	692	8,809	12.7
TOTAL	**13,491**	**358,504**	**26.6**	**15,243**	**401,330**	**26.3**
	Social Studies			**Social Studies**		
	Number of Classes	**Number of Students**	**Average Class Size**	**Number of Classes**	**Number of Students**	**Average Class Size**
CTT	1,471	39,594	26.9	1,542	41,837	27.1
General Ed	9,646	262,055	27.2	10,627	285,643	26.9
Special Ed	563	7,356	13.1	697	8,676	12.4
TOTAL	**11,680**	**309,005**	**26.5**	**12,866**	**336,156**	**26.1**

NOTE: CTT is Collaborative Team Teaching.

Table 3.26
Class Sizes: Elementary and Middle School Special Education Students

Service Category	2009-2010 Number of Classes	2009-2010 Number of Students	2009-2010 Average Class Size	2010-2011 Number of Classes	2010-2011 Number of Students	2010-2011 Average Class Size
6:1:1	3	18	6.0	5	25	5.0
8:1:1	5	36	7.2	7	56	8.0
12:1	1,119	11,740	10.5	1,082	11,034	10.2
12:1:1	2,356	23,758	10.1	2,496	24,799	9.9
15:1	1	4	4.0	2	16	8.0

NOTE: Service category reflects ratio of students to teachers and paraprofessionals.

4 What Do Some Indicators of School Performance Show?

Both the city and state education departments annually produce large amounts of information on the performance of the school system. Some of those reports have come under scrutiny in recent years. For example, critical questions raised about the meaning of increasing numbers of students scoring at or above the proficiency level on the state achievement tests prompted the state's decision to raise the score needed to attain proficiency for the 2010 round of testing.

It is not the purpose of this report to resolve outstanding questions about the various indicators of school system performance. Those questions require much more detailed analysis than can be presented in this annual report. Nor is it our intent to reproduce the outcomes data already available at the Department of Education's Web site. Rather, we will focus on some comparative statistics regarding the performance of subgroups of students within the school system. All of the data presented in this section were aggregated by IBO from the records of individual students.

The student attendance rate has increased over the last five years, improving from 86.9 percent in school year 2005-2006 to 89.7 percent in 2009-2010 (Figure 4.1). The biggest increases occurred in grades 9-11, though those grades remain among the lowest absolute levels of attendance of any grade. In general terms, student attendance increases from kindergarten through grade four, falls off slightly in grades five, six, seven, and eight, and then drops precipitously in the high school grades. In 12th grade, the average attendance rate is only 84 percent, which translates into approximately 29 days absent in a 182-day school year.

There are clear patterns of differences in attendance rates for different groups of students (Table 4.2). Girls have higher attendance rates than boys. Asian students have a 95 percent attendance rate, the highest of any ethnic or racial group. Black students and Native Americans have the lowest rate—88 percent. As family income decreases, so does school attendance. Students who are known to be ineligible for federal meal subsidies have a 94 percent attendance rate while those whose family income

Table 4.1
Attendance Rate by Grade, 2005-2006 to 2009-2010

Grade	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Pre-kindergarten	86.2%	82.6%	87.8%	87.9%	88.8%
Kindergarten	89.1%	86.7%	89.9%	90.4%	91.4%
1	90.9%	90.1%	91.8%	91.8%	92.7%
2	91.8%	92.3%	92.5%	92.4%	93.3%
3	92.9%	93.3%	93.5%	93.4%	94.2%
4	93.2%	93.6%	93.7%	93.6%	94.4%
5	93.0%	93.5%	93.6%	93.5%	94.3%
6	91.9%	92.8%	92.6%	92.9%	93.8%
7	90.6%	91.8%	92.0%	92.2%	93.2%
8	88.6%	89.9%	90.3%	90.6%	91.6%
9	75.8%	77.7%	78.5%	80.3%	82.1%
10	77.0%	78.5%	79.0%	80.1%	81.1%
11	82.6%	84.3%	85.2%	85.9%	86.6%
12	80.9%	82.3%	82.4%	83.3%	83.7%
TOTAL	**86.9%**	**87.3%**	**88.3%**	**88.7%**	**89.7%**

Table 4.2
2009-2010 Attendance Rate by Student Group

Student Group	2009-2010 Attendance Rate
All Students	89.7%
Male	89.3%
Female	90.1%
Race/Ethnicity	
American Indian or Alaskan Native	87.9%
Asian or Pacific Islander	94.7%
Hispanic	88.3%
Black – Not of Hispanic Origin	87.7%
White – Not of Hispanic Origin	92.3%
Multi-Racial/ Mixed Ethnicity	90.6%
Meal Eligibility	
Free	89.9%
Reduced	93.2%
Full- Complete Form	94.2%
Full- Incomplete or No Form	84.7%
Special Education Status	
General Education	90.1%
Special Education	86.8%

entitles them to free school meals have a 90 percent attendance rate. That means seven fewer days of instruction on average for youngsters from lower-income households.

All students in grades three through eight take the annual New York State examinations in English Language Arts (ELA) and mathematics. The test produces 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 state is currently using tests that are designed so that the scale scores only have meaning within a particular grade. Thus, they can be used to see how this year's third graders performed compared with last year's third graders, but they cannot be used to compare how a student in this year's fourth grade performed compared with his/her own performance in third grade last year. The second type of score—the performance level—assigns students to one of four groups based upon their scale score. The labels assigned to the four categories were revised in 2010, and they are now as follows: Level 1–Below Standard; Level 2–Meets Basic Standard; Level 3–Meets Proficiency Standard; and, Level 4–Exceeds Proficiency Standard.

The average scale scores for each grade in both ELA and math over the past five years do indicate improvement in student performance on these tests (Table 4.3). While third grade ELA scores have been flat in that time, all other grades have shown increases. The increases in math have been larger than the increases in ELA.

Interpretation of the trends on the performance level indicator is made complicated by an increase in the cut-off scores for proficiency level in 2010. The percent of students deemed to be proficient (levels 3 and 4) increased from 2005-2006 to 2008-2009, but then dropped precipitously once the higher cut-offs were introduced. After the changes, nearly 58 percent of students in grades three through eight were deemed to be below proficiency level (levels 1 and 2) in ELA in 2009-2010 and 46 percent were below proficiency in math.

Table 4.3
Trends in English Language Arts and Math Scores, 2006 - 2010
Grades 3-8

Grade	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Median ELA Scale Score				
3	659	657	658	665	659
4	660	656	657	664	667
5	655	654	661	666	665
6	646	649	652	660	657
7	641	649	657	659	657
8	638	643	645	653	649
	Median Math Scale Score				
3	672	680	682	685	684
4	671	673	678	688	682
5	659	670	676	684	680
6	650	661	668	675	674
7	644	654	663	673	670
8	640	646	657	666	670

The most widely respected assessment of the school system's progress over time is the National Assessment of Educational Progress (NAEP). This exam has been given to a representative sample of students in grades four and eight every two years since 2003; the most recent administration of the test was in 2009. NAEP results indicate that New York City's public schools showed improvement between 2005 and 2009 in grade four reading and grade four and eight math. There was no change in achievement in grade eight reading.

Student achievement in ELA and math is clearly related to student attendance. Simply put, the students who do better on these tests are those who attend school more frequently. Students who were absent five or fewer days in 2009-2010 were more likely to be proficient in ELA (54 percent) and math (69 percent). Those who were absent more than 21 days had much lower proficiency rates: 23 percent in ELA and 28 percent in math. (Table 4.5 presents these data.)

Student test scores in grades three through eight are also clearly related to poverty. The poorest students, those whose family income entitles them to free school meals, attained proficiency at much lower rates in 2009-2010 (38 percent in ELA and 51 percent in math) than those who are known to be ineligible for subsidized meals (69 percent proficient in ELA and 77 percent in math).

Table 4.4
Percent of Students At Each Performance Level
Grades 3-8

Performance Level	English Language Arts 2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Percentage Point Change 2006-2010
1	11.5%	9.1%	5.8%	2.8%	15.2%	3.7
2	37.9%	40.0%	36.6%	28.3%	42.4%	0.0
3	44.9%	46.3%	53.5%	62.8%	35.1%	(9.8)
4	5.7%	4.6%	4.1%	6.1%	7.3%	1.6
	Mathematics					
	2005-2006	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**	
1	15.8%	10.6%	6.3%	3.3%	10.5%	(5.3)
2	27.4%	24.3%	19.4%	14.8%	35.4%	8.1
3	42.0%	46.1%	52.8%	55.9%	31.9%	(10.1)
4	14.9%	19.1%	21.6%	25.9%	22.2%	7.3

NOTE: The New York State Education Department recalibrated the tests in 2010, effectively making it more difficult for students to attain level 3 or 4.

Table 4.5
English Language Arts and Math Performance by Number of Days Absent, 2009-2010
Grades 3-8

Days Absent	ELA Performance Level 1	2	3	4	Number Tested	Math Performance Level 1	2	3	4	Number Tested
5 or less	10.0%	36.3%	42.7%	11.1%	159,011	5.0%	26.0%	34.8%	34.2%	164,204
6 to 10	13.6%	42.5%	36.8%	7.1%	93,100	8.4%	35.3%	34.9%	21.3%	95,496
11 to 15	16.3%	46.0%	32.3%	5.3%	59,028	11.0%	40.8%	32.4%	15.8%	60,267
16 to 20	19.0%	48.4%	28.7%	4.0%	36,059	13.8%	44.7%	30.0%	11.5%	36,728
21 or more	26.7%	50.2%	20.8%	2.2%	66,686	23.8%	48.7%	21.4%	6.1%	67,608
TOTAL	**15.2%**	**42.4%**	**35.1%**	**7.3%**	**413,884**	**10.4%**	**35.4%**	**32.0%**	**22.2%**	**424,303**

Table 4.6
English Language Arts and Math Performance by Eligibility for Meal Subsidies
Grades 3-8

	ELA Performance Level					Math Performance Level				
Meal Eligibility	1	2	3	4	Number Tested	1	2	3	4	Number Tested
Free	17.0%	44.7%	32.6%	5.8%	335,555	11.4%	37.7%	31.6%	19.3%	342,264
Reduced Price	9.6%	40.1%	41.9%	8.4%	22,339	6.3%	30.8%	35.1%	27.7%	22,541
Full Price-Completed Form	4.8%	26.4%	50.8%	18.0%	46,277	3.3%	19.7%	34.4%	42.7%	46,564
Full Price-Missing or Incomplete Form	17.6%	43.8%	31.7%	6.9%	10,599	17.1%	39.1%	27.7%	16.1%	12,144
TOTAL	**15.3%**	**42.4%**	**35.1%**	**7.3%**	**414,770**	**10.4%**	**35.4%**	**31.9%**	**22.2%**	**423,513**

Students in both English Language Learner and special education programs tend to have much lower performance level scores than other youngsters. Almost 87 percent of ELL students scored below proficiency in ELA in 2009-2010 (Table 4.7). Poor performance of this group is in effect guaranteed as students lose their designation as ELL once they pass the New York State English as a Second Language Achievement Test. In math, 67 percent of ELL students scored below proficiency level. Some 87 percent of special education students scored below proficiency in ELA (Table 4.8) and 77 percent did so in math.

Generally, female students score higher on these tests than do males. On the 2009-2010 ELA exam, 47 percent of females were scored as proficient, compared with 38 percent for males. In math the difference was smaller, with 55 percent of females scoring at proficiency level or above while 53 percent of males did so (Table 4.9). The highest scoring groups of students on the ELA exam were white females (70 percent proficient) and Asian females (69 percent). The lowest scoring groups were black males (27 percent proficiency) and Hispanic males (30 percent). In math, Asian females surpassed all other groups, with 83 percent proficient. The lowest math scores were found among black males (38 percent proficient).

Student achievement levels are a factor of the characteristics of the students themselves and their families, of the achievement levels of the students around them and of the schools they attend. In order to begin to tease out the possible effect of school and peer characteristics, we characterized all schools with grades three through eight test data into three equal groups based on the share of low-income students in each school. Table 4.10 displays the 2009-2010 performance of students in the various meal subsidy categories within each type of school. Students at the lowest income level—those eligible for free school

Table 4.7
English language Arts and Math Performance by English Language Learner Status, 2009-2010
Grades 3-8

	ELA Performance Level					Math Performance Level				
	1	2	3	4	Number Tested	1	2	3	4	Number Tested
English Learner	40.4%	46.2%	12.4%	1.0%	54,486	20.6%	46.8%	24.5%	8.0%	60,844
English Proficient	11.4%	41.8%	38.5%	8.3%	360,089	8.8%	33.5%	33.1%	24.6%	364,421
TOTAL	**15.2%**	**42.4%**	**35.1%**	**7.3%**	**414,575**	**10.5%**	**35.4%**	**31.9%**	**22.2%**	**425,265**

Table 4.8
English Language Arts and Math Performance by Special Education Status
Grades 3-8

	ELA Performance Level					Math Performance Level				
	1	2	3	4	Number Tested	1	2	3	4	Number Tested
Special Education	42.2%	45.0%	11.7%	1.1%	75,573	29.6%	46.9%	18.5%	4.9%	75,935
General Education	9.2%	41.8%	40.3%	8.7%	339,002	6.3%	32.9%	34.8%	25.9%	349,330
TOTAL	**15.2%**	**42.4%**	**35.1%**	**7.3%**	**414,575**	**10.5%**	**35.4%**	**31.9%**	**22.2%**	**425,265**

Table 4.9
English Language Arts and Math Performance by Race/Ethnicity and Gender
Grades 3-8

	ELA Performance Level					Math Performance Level				
Race/Ethnicity and Gender	1	2	3	4	Number Tested	1	2	3	4	Number Tested
American Indian or Alaskan Native	19.1%	42.5%	32.3%	6.2%	1,412	13.6%	38.5%	28.0%	19.9%	1,424
Males	22.3%	42.1%	31.1%	4.5%	736	14.9%	38.7%	27.4%	19.0%	744
Females	15.5%	42.9%	33.6%	8.0%	676	12.1%	38.2%	28.7%	21.0%	680
Asian or Pacific Islander	7.4%	28.4%	48.7%	15.5%	61,047	2.9%	15.3%	33.0%	48.7%	64,954
Males	8.9%	31.3%	47.1%	12.7%	31,615	3.2%	15.9%	33.7%	47.2%	33,728
Females	5.7%	25.2%	50.4%	18.6%	29,432	2.6%	14.7%	32.3%	50.4%	31,226
Hispanic	18.8%	47.5%	29.8%	3.9%	165,234	12.5%	41.2%	31.9%	14.4%	169,785
Males	21.6%	48.3%	26.9%	3.2%	84,607	13.4%	40.8%	31.6%	14.2%	87,079
Females	15.8%	46.6%	32.8%	4.7%	80,627	11.6%	41.7%	32.2%	14.5%	82,706
Black–Not of Hispanic Origin	18.6%	48.7%	28.8%	3.8%	125,410	14.7%	44.8%	29.0%	11.4%	126,348
Males	22.7%	49.9%	24.6%	2.8%	63,377	16.8%	45.3%	27.6%	10.3%	63,880
Females	14.5%	47.5%	33.1%	4.9%	62,033	12.5%	44.3%	30.6%	12.6%	62,468
White–Not of Hispanic Origin	6.3%	29.5%	48.8%	15.4%	60,023	3.9%	21.2%	36.8%	38.1%	60,966
Males	7.9%	33.0%	46.6%	12.5%	31,314	4.5%	21.9%	36.9%	36.7%	31,845
Females	4.5%	25.6%	51.3%	18.6%	28,709	3.3%	20.5%	36.6%	39.5%	29,121
Multi-Racial/Mixed Ethnicity	9.4%	33.5%	46.1%	11.0%	1,449	8.3%	31.7%	34.9%	25.1%	1,492
Males	11.2%	33.9%	45.1%	9.7%	729	9.2%	32.0%	33.9%	24.9%	760
Females	7.5%	33.2%	47.1%	12.2%	720	7.4%	31.4%	35.8%	25.4%	732
TOTAL	**15.2%**	**42.4%**	**35.1%**	**7.3%**	**414,575**	**10.5%**	**35.4%**	**31.9%**	**22.2%**	**424,969**
Males	18.0%	43.9%	32.2%	5.9%	212,378	11.6%	35.5%	31.5%	21.5%	218,200
Females	12.3%	40.7%	38.2%	8.8%	202,197	9.4%	35.4%	32.3%	22.9%	207,061

Table 4.10
English Language Arts and Math Performance by Meal Subsidy Status of Students Within Poverty Level of School, 2009-2010
Grades 3-8

Meal Status of Students/Poverty Level of School	ELA Performance Level					Math Performance Level				
	1	2	3	4	Number Tested	1	2	3	4	Number Tested
Free	16.9%	44.7%	32.6%	5.8%	334,958	11.3%	37.8%	31.6%	19.3%	341,513
Low Poverty	13.4%	38.9%	39.2%	8.5%	90,416	10.1%	31.1%	32.2%	26.5%	91,331
Middle Poverty	16.3%	45.9%	32.5%	5.4%	132,020	10.8%	38.2%	31.9%	19.0%	134,038
Highest Poverty	20.6%	47.9%	27.5%	4.0%	112,522	12.7%	42.4%	30.9%	14.0%	116,144
Reduced Price	9.6%	40.0%	41.9%	8.4%	22,313	6.3%	30.8%	35.1%	27.8%	22,512
Low Poverty	7.2%	35.3%	46.4%	11.1%	11,743	5.0%	25.9%	35.6%	33.6%	11,813
Middle Poverty	11.6%	43.9%	38.9%	5.6%	6,611	7.3%	34.6%	35.1%	22.9%	6,670
Highest Poverty	13.6%	47.6%	33.7%	5.1%	3,959	8.4%	38.9%	33.8%	18.8%	4,029
Full Price-Complete Form	4.8%	26.4%	50.8%	18.0%	46,110	3.2%	19.7%	34.4%	42.7%	46,390
Low Poverty	3.2%	22.7%	53.4%	20.7%	36,688	2.2%	15.9%	34.5%	47.4%	36,841
Middle Poverty	9.7%	40.1%	42.2%	7.9%	6,531	6.7%	32.4%	34.4%	26.5%	6,611
Highest Poverty	13.1%	43.5%	36.7%	6.7%	2,891	8.1%	38.1%	32.6%	21.1%	2,938
Full Price-Missing or Incomplete Form	16.3%	44.5%	32.2%	7.0%	10,010	15.5%	39.3%	28.4%	16.8%	11,355
Low Poverty	13.5%	40.2%	36.7%	9.7%	6,161	12.2%	34.6%	30.8%	22.4%	6,440
Middle Poverty	20.3%	51.5%	25.8%	2.4%	2,988	19.5%	46.2%	25.0%	9.3%	3,644
Highest Poverty	22.0%	51.5%	22.6%	3.9%	861	20.9%	43.0%	25.9%	10.1%	1,271
TOTAL	**15.2%**	**42.4%**	**35.1%**	**7.3%**	**413,391**	**10.2%**	**35.4%**	**32.0%**	**22.3%**	**421,770**

NOTE:"Poverty Level of School" describes the distribution of income at the school s student attends. "Meal Status of Students" describes the income level of the student's family.

meals—had higher ELA scores (48 percent proficiency) when they were in low-poverty schools than when they were in high-poverty schools (32 percent proficiency). Similarly, the students whose family income levels make them ineligible for meal subsidies did much better (74 percent proficiency) when they were in low-poverty schools than when they were in high-poverty schools (43 percent proficiency). Notably, students at the lowest income level (free meals) who were in low-poverty schools scored better (48 percent proficiency) than did students at the highest income levels (full price) who were in high-poverty schools (44 percent).

High school students in New York City (and state) participate in the Regents testing program. Regents exams are subject based (earth science, English, global studies, etc.). Except for students in a few schools with so-called portfolio programs, no public school student may earn a high school diploma in New York State without first passing five Regents exams—Comprehensive English, Math A, Global History and Geography, U.S. History and Government, and any of the sciences. Students who pass an additional three Regents exams (in another math, another science, and a foreign language) are awarded an Advanced Regents Diploma.

Students sit for these exams at various points in their high school career, and there is no standard pattern to their test taking. Some high schools offer the math exam at the end of grade nine; others delay until the end of grade 10. Generally, the Comprehensive English exam is taken after at least three years of high school. Further, students may retake exams they have attempted and failed until they attain a passing score. Thus, any single administration of a Regents exam includes both first-time test takers and those students who have previously failed and who are taking the test for the second or third time. Therefore care must be taken in interpreting the absolute passing rates for an individual administration of an exam.

In this report, we are less concerned with the absolute passing rates than with the relative passing rates of different groups of students. In making those comparisons, we have developed the following indicator—Regents pass rates for math and English represent the proportion of students who took each test in 2009-2010 that scored at each proficiency level. If a student took an exam multiple times in 2009-2010, or took more than one math test in that year, only the highest score was counted. There is a provision for students to retake only the portion of a test that they had previously failed; this is referred to as a component retest. We have excluded those partial exams from our analysis.

A passing score for all Regents exams is a 65. In 2010, the State Education Department commissioned a team of researchers led by testing expert Daniel Koretz to define college readiness. Students with Regents scores high enough to strongly predict a grade of "C" or higher in a college-level course are considered college ready. This threshold was estimated to be 75 for English and 80 for math. For both math and English, we report the percent of students who failed, the percent who passed, and the percent who scored at or above the college-ready level.

In examining the Regents results, we once again see the strong relationship that school attendance has on success. High school students who were absent five or fewer days in the year had a total passing rate of 86 percent in English and 74 percent in math. While 64 percent of these high-attendance students attained an English score signifying college readiness, only 30 percent attained college readiness in math. Table 4.11 presents these data. Strikingly, almost 28 percent of all English Regents takers and almost 20 percent of math Regents takers had been absent 21 or more days during the school year. These students had woefully low performance on these exams—57 percent passing in English and 38 percent in math.

Table 4.11
English and Math Regents Performance by Number of Days Absent, 2009-2010

Days Absent Per Year	English Performance Level				Math Performance Level			
	Fail	Total Passing	College Ready	Total Tested	Fail	Total Passing	College Ready	Total Tested
5 or less	13.9%	86.1%	63.8%	30,035	26.1%	73.9%	30.1%	70,416
6 to 10	19.6%	80.4%	52.1%	16,288	40.4%	59.6%	13.8%	33,682
11 to 15	24.7%	75.3%	44.4%	10,409	46.3%	53.7%	9.3%	19,860
16 to 20	29.0%	71.0%	38.4%	7,324	52.0%	48.1%	5.9%	12,439
21 or more	42.8%	57.2%	26.1%	24,390	62.4%	37.6%	2.9%	32,541
TOTAL	**25.5%**	**74.5%**	**46.9%**	**88,446**	**40.2%**	**59.8%**	**17.4%**	**168,938**

Table 4.12
English and Math Regents Performance by Eligibility for Meal Subsidies, 2009-2010

Meal Eligibility	English Performance Level				Math Performance Level			
	Fail	Total Passing	College Ready	Total Tested	Fail	Total Passing	College Ready	Total Tested
Free	29.0%	71.0%	41.5%	51,396	43.1%	56.9%	14.3%	97,967
Reduced Price	17.8%	82.2%	57.8%	6,199	34.3%	65.7%	23.0%	12,813
Full Price-Completed Form	13.1%	86.9%	66.2%	8,840	27.9%	72.1%	30.9%	19,190
Full Price-Missing or Incomplete Form	24.2%	75.8%	48.7%	21,850	41.1%	58.9%	16.6%	38,566
TOTAL	**25.4%**	**74.6%**	**46.9%**	**88,285**	**40.2%**	**59.8%**	**17.4%**	**168,536**

Students from low-income families fared much better than the high absentee students (Table 4.12). Those students eligible for free meals had total passing rates of 71 percent in English and 57 percent in math. They did, however, score well below the levels of students whose family income made them ineligible for subsidized meals—87 percent in English and 72 percent in math.

High school students in English Language Learner and special education status have much lower Regents pass rates than others on these exams. Just about half the ELL students failed these exams—53 percent failing in English and 48 percent in math. We were able to identify a subset of all special education students in our data–those in self-contained or Collaborative Team Teaching classes. These students, likely to have the most severe disabilities, have failure rates of 91 percent in English and 57 percent in math. Tables 4.13 and 4.14 display these data.

As in the earlier grades, females perform better on these tests, but the difference is slight in math, where 39 percent of females fail, compared with 41 percent of the males. In English, the failure rates were 22 percent for females and 29 percent for males (Table 4.15). On the English Regents, white females had the best performance, with an 8 percent failure rate. In math, Asian females did best, with an 18 percent failure rate. Hispanic males fared worst on the English Regents (35 percent failing) and black males worst on the math Regents (52 percent failing).

Table 4.13
English and Math Regents Performance by English Language Learner Status, 2009-2010

	English Performance Level				Math Performance Level			
ELL Status	Fail	Total Passing	College Ready	Total Tested	Fail	Total Passing	College Ready	Total Tested
English Learner	53.2%	46.8%	18.1%	13,251	47.9%	52.1%	14.4%	20,472
English Proficient	20.6%	79.4%	51.9%	75,195	39.2%	60.8%	17.8%	148,466

Table 4.14
English and Math Regents Performance by Special Education Status, 2009-2010

	English Performance Level				Math Performance Level			
Special Education Status	Fail	Total Passing	College Ready	Total Tested	Fail	Total Passing	College Ready	Total Tested
Special Education	70.7%	29.3%	8.5%	5,292	77.6%	22.4%	1.6%	9,271
General Education	22.6%	77.4%	49.3%	83,154	38.0%	62.0%	18.3%	159,667
TOTAL	**25.5%**	**74.5%**	**46.9%**	**88,446**	**40.2%**	**59.8%**	**17.4%**	**168,938**

Table 4.15
English and Math Regents Performance by Race/Ethnicity and Gender, 2009-2010

	English Performance Level				Math Performance Level			
	Fail	Pass	College Ready	Total Tested	Fail	Pass	College Ready	Total Tested
American Indian or Alaskan Native	31.7%	32.8%	35.6%	360	49.4%	41.5%	9.1%	672
Males	34.5%	33.0%	32.5%	200	50.4%	41.1%	8.4%	367
Females	28.1%	32.5%	39.4%	160	48.2%	42.0%	9.8%	305
Asian or Pacific Islander	15.3%	18.9%	65.8%	13,868	18.8%	36.6%	44.6%	29,623
Males	17.7%	20.8%	61.5%	7,219	19.7%	37.0%	43.3%	15,133
Females	12.8%	16.8%	70.4%	6,649	17.8%	36.2%	46.0%	14,490
Hispanic	30.8%	29.9%	39.3%	34,434	46.8%	44.2%	9.0%	62,493
Males	34.6%	30.5%	34.9%	16,933	47.8%	43.3%	8.9%	30,486
Females	27.1%	29.3%	43.6%	17,501	45.9%	45.0%	9.1%	32,007
Black–Not of Hispanic Origin	29.0%	32.1%	38.9%	29,242	49.8%	43.2%	7.0%	54,035
Males	33.9%	32.9%	33.2%	14,469	51.9%	41.9%	6.1%	25,678
Females	24.3%	31.3%	44.4%	14,773	47.8%	44.3%	7.9%	28,357
White–Not of Hispanic Origin	11.1%	19.5%	69.5%	10,230	26.5%	43.1%	30.4%	21,403
Males	14.0%	22.3%	63.6%	5,356	26.9%	42.8%	30.3%	10,910
Females	7.8%	16.3%	75.9%	4,874	26.1%	43.4%	30.5%	10,493
Multi-Racial/ Mixed Ethnicity	16.9%	19.7%	63.4%	183	27.6%	46.5%	25.9%	460
Males	28.6%	20.8%	50.6%	77	32.0%	45.5%	22.5%	200
Females	8.5%	18.9%	72.6%	106	24.2%	47.3%	28.5%	260
TOTAL	**25.5%**	**27.7%**	**46.9%**	**88,446**	**40.2%**	**42.4%**	**17.4%**	**168,938**
Males	29.1%	28.7%	42.2%	44,317	41.2%	41.7%	17.2%	82,894
Females	21.8%	26.6%	51.6%	44,129	39.3%	43.1%	17.6%	86,044

NOTE: Groups do not sum to the total because of missing ethnic/racial information in some cases.

Appendix:
List of Schools Opened and Closed Each Year Since 2005-2006

New Schools		Closed Schools	
Borough/ School District	**School Name**	**Borough/ School District**	**School Name**
2005-2006			
Manhattan 1	Technology, Arts, and Sciences Studio	Manhattan 3	Martin Luther King High School
Manhattan 2	The Facing History School	Manhattan 3	Future Leaders Institute
Manhattan 2	The Urban Assembly Academy of Government and Law	Bronx 12	I.S. 191
Manhattan 2	Lower Manhattan Arts Academy	Bronx 12	Morris High School
Manhattan 2	The James Baldwin School: A School for Expeditionary Learning	Bronx 15	M.S. 378 Carroll Gardens C.S
Manhattan 2	The Urban Assembly School of Business for Young Women	Brooklyn 23	I.S. 275 Thelma J. Hamilton
Manhattan 2	The 47 American Sign Language & English Lower School	Brooklyn 23	High School of Redirection
Manhattan 3	High School for Arts, Imagination and Inquiry		
Manhattan 3	The Anderson School		
Manhattan 5	Thurgood Marshall Academy Lower School		
Manhattan 6	City College Academy of the Arts		
Manhattan 6	Middle School 322		
Manhattan 6	P.S. 325		
Bronx 7	South Bronx Academy for Applied Media		
Bronx 7	Academy of Public Relations		
Bronx 7	Academy of Applied Mathematics and Technology		
Bronx 9	Eximius College Preparatory Academy: A College Board School		
Bronx 9	Mott Hall Bronx High School		
Bronx 9	Bronx Center for Science and Mathematics		
Bronx 9	Validus Preparatory Academy: An Expeditionary Learning School		
Bronx 9	Leadership Institute		
Bronx 10	The New School for Leadership and Journalism		
Bronx 10	Kingsbridge International High School		
Bronx 10	International School for Liberal Arts		
Bronx 11	Academy for Scholarship and Entrepreneurship: A College Board School		
Bronx 11	Globe School for Environmental Research		
Bronx 11	The Forward School		
Bronx 11	The Young Scholars Academy of The Bronx		
Bronx 12	Mott Hall V		
Bronx 12	New Day Academy		

New Schools		Closed Schools	
(2005-2006 continued)			
Bronx 12	The Metropolitan High School		
Bronx 12	Explorations Academy		
Bronx 12	Fannie Lou Hamer Middle School		
Bronx 12	The School of Science and Applied Learning		
Brooklyn 13	Academy of Business and Community Development		
Brooklyn 13	Urban Assembly High School of Music and Art at Water's Edge		
Brooklyn 14	Foundations Academy		
Brooklyn 14	The Urban Assembly School for the Urban Environment		
Brooklyn 17	Middle School for Academic and Social Excellence		
Brooklyn 17	Ebbets Field Middle School		
Brooklyn 17	Elijah Stroud Middle School		
Brooklyn 17	The School of Integrated Learning		
Broonklyn 21	International High School at Lafayette		
Brooklyn 21	Rachel Carson High School for Coastal Studies		
Brooklyn 21	High School of Sports Management		
Queens 24	Academy of Finance and Enterprise		
Queens 24	High School of Applied Communication		
Queens 25	The Queens School of Inquiry		
Queens 27	Scholars' Academy		
Queens 28	Young Women's Leadership School, Queens		
Queens 29	Queens Preparatory Academy		
Queens 29	Pathways College Preparatory School: A College Board School		
Staten Island 31	CSI High School for International Studies		
Bronx 75	P.S. 723		
2006-2007			
Manhattan 1	Collaborative Academy of Science, Technology, & Language-Arts Education	Manhattan 1	J.H.S. 56
Manhattan 5	Academy of Collaborative Education	Manhattan 2	Seward Park High School
Manhattan 6	Community Health Academy of the Heights	Manhattan 2	Park West High School
Manhattan 6	Washington Heights Expeditionary Learning School	Manhattan 3	Columbus Middle School
Bronx 7	International Community High School	Manhattan 4	J.H.S. 99
Bronx 8	Holcombe L. Rucker School of Community Research	Manhattan 5	I.S. 275
Bronx 9	Bronx Early College Academy For Teaching & Learning	Manhattan 6	I.S. 90

New Schools		Closed Schools	
2006-2007 (continued)			
Bronx 9	DreamYard Preparatory School	Manhattan 6	I.S. 164
Bronx 10	Ampark Neighborhood	Bronx 7	J.H.S. 222
Bronx 11	Aspire Preparatory Middle School	Bronx 10	I.S. 143
Bronx 11	Bronx Green Middle School	Bronx 10	William H. Taft High School
Brooklyn 13	Brooklyn Community High School of Communication, Arts and Media	Bronx 10	Theodore Roosevelt High School
Brooklyn 13	Urban Assembly Academy Of Arts and Letters	Brooklyn 17	I.S. 391
Brooklyn 13	Urban Assembly Institute of Math and Science for Young Women	Brooklyn 17	Prospect Heights High School
Brooklyn 14	Academy for Young Writers	Brooklyn 17	Campus Academy for Science and Math
Brooklyn 14	The Brooklyn Latin School	Brooklyn 17	George W. Wingate High School
Brooklyn 14	Green School: An Academy for Environmental Careers	Brooklyn 20	P.S. 314
Brooklyn 15	West Brooklyn Community High School	Queens 27	I.S. 180
Brooklyn 16	Upper School @ P.S. 25	Queens 27	I.S. 198
Brooklyn 17	Academy for College Preparation And Career Exploration: A College Board School	Brooklyn 32	Bushwick High School
Brooklyn 17	Academy of Hospitality and Tourism	Manhattan 75	P.S. 162
Brooklyn 17	Ronald Edmonds Learning Center II		
Brooklyn 19	Frederick Douglass Academy VIII Middle School		
Brooklyn 20	PS 503: The School of Discovery		
Brooklyn 20	P.S. 506: The School of Journalism & Technology		
Brooklyn 21	Kingsborough Early College School		
Queens 25	East-West School of International Studies		
Queens 25	World Journalism Preparatory: A College Board School		
Queens 27	Knowledge and Power Preparatory Academy VI		
Queens 27	Goldie Maple Academy		
Queens 27	High School for Construction Trades, Engineering and Architecture		
Queens 28	York Early College Academy		
Queens 28	Preparatory Academy for Writers: A College Board School		
Queens 30	Young Women's Leadership School, Astoria		
Brooklyn 32	Academy for Environmental Leadership		
Bronx 75	The Vida Bogart School for All Children		
2007-2008			
Manhattan 5	Columbia Secondary School	Manhattan 4	MIAVA
Manhattan 5	Academy for Social Action: A College Board School	Manhattan 75	I.S. 184 Rafael C. Y. Molina

New Schools		Closed Schools	
2007-2008 (continued)			
Manhattan 5	Urban Assembly School For the Performing Arts	Bronx 11	J.H.S. 113 Richard R. Green
Manhattan 6	Washington Heights Academy	Bronx 12	I.S. 158 Theodore Gathings
Manhattan 6	Hamilton Heights School	Brooklyn 14	J.H.S. 33 Mark Hopkins
Bronx 7	Jill Chaifetz Transfer High School	Brooklyn 14	Harry Van Arsdale High School
Bronx 8	Urban Assembly Academy Of Civic Engagement	Brooklyn 17	M.S. 390 Maggie L. Walker
Bronx 8	Archimedes Academy for Math, Science and Technology Applications	Brooklyn 17	Erasmus Campus - Humanities
Bronx 8	Urban Institute of Mathematics	Brooklyn 17	Erasmus Campus - Business/Technology
Bronx 8	The Bronx Mathematics Preparatory School	Brooklyn 19	Thomas Jefferson High School
Bronx 8	Antonia Pantoja Preparatory Academy, A College Board School	Queens 25	J.H.S. 168 The Parsons
Bronx 8	Bronx Community High School	Queens 29	Springfield Gardens High School
Bronx 9	Academy for Language and Technology	Brooklyn 79	NYC Vocational Training Center
Bronx 10	Knowledge and Power Preparatory Academy International High School (Kappa)	Manhattan 79	Auxiliary Services
Bronx 11	Cornerstone Academy for Social Action	Manhattan 79	Career Education Center
Bronx 11	School of Diplomacy	Queens 79	Offsite Educational Service
Bronx 12	Urban Assembly School for Wildlife Conservation	Manhattan 79	The Program for Pregnant And Parenting Students
Brooklyn 13	Khalil Gibran International Academy	Bronx 79	Second Opportunity Schools
Brooklyn 14	Knowledge and Power Preparatory Academy VII Middle School		
Brooklyn 14	Lyons Community School		
Brooklyn 16	Gotham Professional Arts Academy		
Brooklyn 18	It Takes a Village Academy		
Brooklyn 18	Brooklyn Generation School		
Brooklyn 18	Brooklyn Theatre Arts High School		
Brooklyn 18	Kurt Hahn Expeditionary Learning School		
Brooklyn 18	Victory Collegiate High School		
Brooklyn 18	Brooklyn Bridge Academy		
Brooklyn 18	East Flatbush Community Research School		
Brooklyn 18	Middle School for Art and Philosophy		
Brooklyn 18	Arts & Media Preparatory Academy		
Brooklyn 18	Middle School of Marketing And Legal Studies		
Brooklyn 19	Multicultural High School		
Brooklyn 20	Urban Assembly School for Criminal Justice		
Brooklyn 21	Life Academy High School for Film and Music		
Brooklyn 21	Expeditionary Learning School For Community Leaders		

New Schools		Closed Schools	
2007-2008 (continued)			
Brooklyn 21	Liberation Diploma Plus		
Queeens 24	Pan American International High School		
Queens 25	BELL Academy		
Queens 25	North Queens Community High School		
Queens 29	P.S./I.S. 295		
2008-2009			
Manhattan 1	School for Global Leaders	Bronx 7	P.S. 156 Benjamin Banneker
Manhattan 2	Gramercy Arts High School	Bronx 7	P.S. 220 Mott Haven Village School
Manhattan 2	NYC iSchool	Bronx 8	M.S. 201 School of Theatre Arts and Research
Manhattan 4	Esperanza Preparatory Academy	Bronx 10	Walton High School
Manhattan 4	Mosaic Preparatory Academy	Bronx 11	J.H.S. 135 Frank D. Whalen
Manhattan 4	Renaissance School of the Arts	Bronx 11	Evander Childs High School
Manhattan 4	Global Neighborhood Secondary School	Brooklyn 16	M.S. 143 Performing and Fine Arts
Bronx 7	Young Leaders Elementary School	Brooklyn 16	P.S. 304 Casimir Pulaski
Bronx 7	Bronx Haven High School	Brooklyn 18	Comprehensive Night High School of Brooklyn
Bronx 7	Performance School	Broonklyn 23	I.S. 55 Ocean Hill Brownsville
Bronx 8	The Hunts Point School	Brooklyn 23	P.S. 183 Daniel Chappie James
Bronx 10	Elementary School for Math, Science, and Technology	Brooklyn 23	I.S. 271 John M. Coleman
Bronx 10	School for Environmental Citizenship		
Bronx 10	English Language Learners and International Support Preparatory Academy (ELLIS)		
Bronx 12	Emolior Academy		
Bronx 12	Entrada Academy		
Bronx 12	Pan American International High School at Monroe		
Brooklyn 13	Brooklyn High School for Leadership and Community Service		
Brooklyn 14	Young Women's Leadership School of Brooklyn		
Brooklyn 14	Frances Perkins Academy		
Brooklyn 16	Brighter Choice Community School		
Brooklyn 16	Brooklyn Brownstone School		
Brooklyn 16	Young Scholars' Academy for Discovery and Exploration		
Brooklyn 18	High School for Innovation in Advertising and Media		
Brooklyn 18	Cultural Academy for the Arts and Sciences		
Brooklyn 18	High School for Medical Professions		
Brooklyn 18	Olympus Academy		
Brooklyn 18	Academy for Conservation And the Environment		
Brooklyn 18	Urban Action Academy		

New Schools		Closed Schools	
2008-2009 (continued)			
Brooklyn 19	Academy of Innovative Technology		
Brooklyn 19	Brooklyn Lab School		
Brooklyn 19	Cypress Hills Collegiate Preparatory School		
Brooklyn 23	General D. Chappie James Elementary School of Science		
Brooklyn 23	General D. Chappie James Middle School of Science		
Brooklyn 23	Brooklyn Democracy Academy		
Brooklyn 23	Eagle Academy for Young Men II		
Brooklyn 23	Aspirations Diploma Plus High School		
Brooklyn 23	Metropolitan Diploma Plus High School		
Queens 24	Civic Leadership Academy		
Queens 24	Bard High School Early College II		
Queens 24	Learners and Leaders		
Queens 24	Pioneer Academy		
Queens 24	VOYAGES Preparatory		
Queens 25	The Active Learning Elementary School		
Queens 27	Queens High School for Information, Research, and Technology		
Queens 27	New York City Academy for Discovery		
Queens 27	Robert H. Goddard High School of Communication Arts and Technology		
Queens 27	Academy of Medical Technology: A College Board School		
Queens 28	The Academy for Excellence Through the Arts		
Queens 28	Queens Collegiate: A College Board School		
Queens 30	Academy for Careers in Television and Film		
Staten Island 31	Marsh Avenue School for Expeditionary Learning		
Staten Island 31	Gaynor McCown Expeditionary Learning School		
Staten Island 31	P.S. 65 The Academy of Innovative Learning		
2009-2010			
Manhattan 2	Yorkville Community School	Manhattan 5	Powell Middle School for Law & Social Justice
Manhattan 2	Battery Park City School	Bronx 8	I.S. 174 Eugene T. Maleska
Manhattan 2	Manhattan Business Academy	Bronx 8	I.S. 192 Piagentini-Jones
Manhattan 2	Business of Sports School	Bronx 8	Adlai E. Stevenson High School
Manhattan 2	Emma Lazarus High School	Bronx 8	New School for Arts and Science
Manhattan 2	Spruce Street School	Bronx 10	Individual Pathways
Manhattan 2	The High School for Language and Diplomacy	Brooklyn 13	J.H.S. 117 Francis Scott Key
Manhattan 2	Quest to Learn	Brooklyn 13	J.H.S. 258 David Ruggles

New Schools		Closed Schools	
2009-2010 (continued)			
Manhattan 3	The Urban Assembly School For Green Careers	Brooklyn 14	J.H.S. 49 William J. Gaynor
Manhattan 3	The Global Learning Collaborative	Brooklyn 18	I.S. 232 The Winthrop
Manhattan 3	Innovation Diploma Plus	Brooklyn 18	I.S. 252 Arthur S. Sommers
Manhattan 3	West Prep Academy		
Mahnattan 4	Global Technology Preparatory		
Manhattan 5	The Urban Assembly Institute For New Technologies		
Manhatttan 6	High School for Excellence and Innovation		
Manhattan 8	Soundview Academy for Culture and Scholarship		
Manhattan 8	Mott Hall Community School		
Manahttan 9	The Family School		
Bronx 9	Grant Avenue Elementary School		
Bronx 9	Science and Technology Academy: A Mott Hall School		
Bronx 9	Sheridan Academy for Young Leaders		
Bronx 10	Creston Academy		
Bronx 10	East Fordham Academy for the Arts		
Bronx 11	Baychester Academy		
Bronx 11	Cornerstone Academy for Social Action Middle School (CASA)		
Bronx 11	Pelham Academy of Academics and Community Engagement		
Bronx 12	Urban Scholars Community School		
Bronx 12	The Cinema School		
Bronx 12	Bronx Career and College Preparatory High School		
Brooklyn 13	City Polytechnic High School of Engineering, Architecture, And Technology		
Brooklyn 13	Sunset Park High School		
Brooklyn 15	Red Hook Neighborhood School		
Brooklyn 16	The Brooklyn Academy of Global Finance		
Brooklyn 18	The Science and Medicine Middle School		
Brooklyn 18	East Brooklyn Community High School		
Brooklyn 19	East New York Elementary School of Excellence		
Brooklyn 19	East New York Middle School of Excellence		
Brooklyn 19	The School for Classics: An Academy of Thinkers, Writers, and Performers		
Brooklyn 20	The Academy of Talented Scholars		
Brooklyn 20	Brooklyn School of Inquiry		
Queens 27	Waterside Children's Studio School		
Queens 27	Waterside School for Leadership		

New Schools		Closed Schools
2009-2010 (continued)		
Queens 27	Village Academy	
Queens 28	Queens Metropolitan High School	
Staten Island 31	Staten Island School of Civic Leadership	

NOTE: Does not include charter schools, only traditional public schools.

This report has been prepared by:

Mahbuba Chowdhury

Przemyslaw Nowaczyk

Joydeep Roy

Yolanda Smith

Sarita Subramanian

Asa Wilks

Raymond Domanico, Director of Education Research

IBO

New York City

Independent Budget Office

Ronnie Lowenstein, Director
110 William St., 14th Floor • New York, NY 10038
Tel. (212) 442-0632 • Fax (212) 442-0350
iboenews@ibo.nyc.ny.us • www.ibo.nyc.ny.us
Twitter RSS