

Student Demographics

New York City Public Schools in 2022-2023: A Snapshot



906,978

Total traditional public school students



140,918

Total charter school students



1,613

Total traditional public schools and programs



277

Total charter schools



26,245 and 5,613

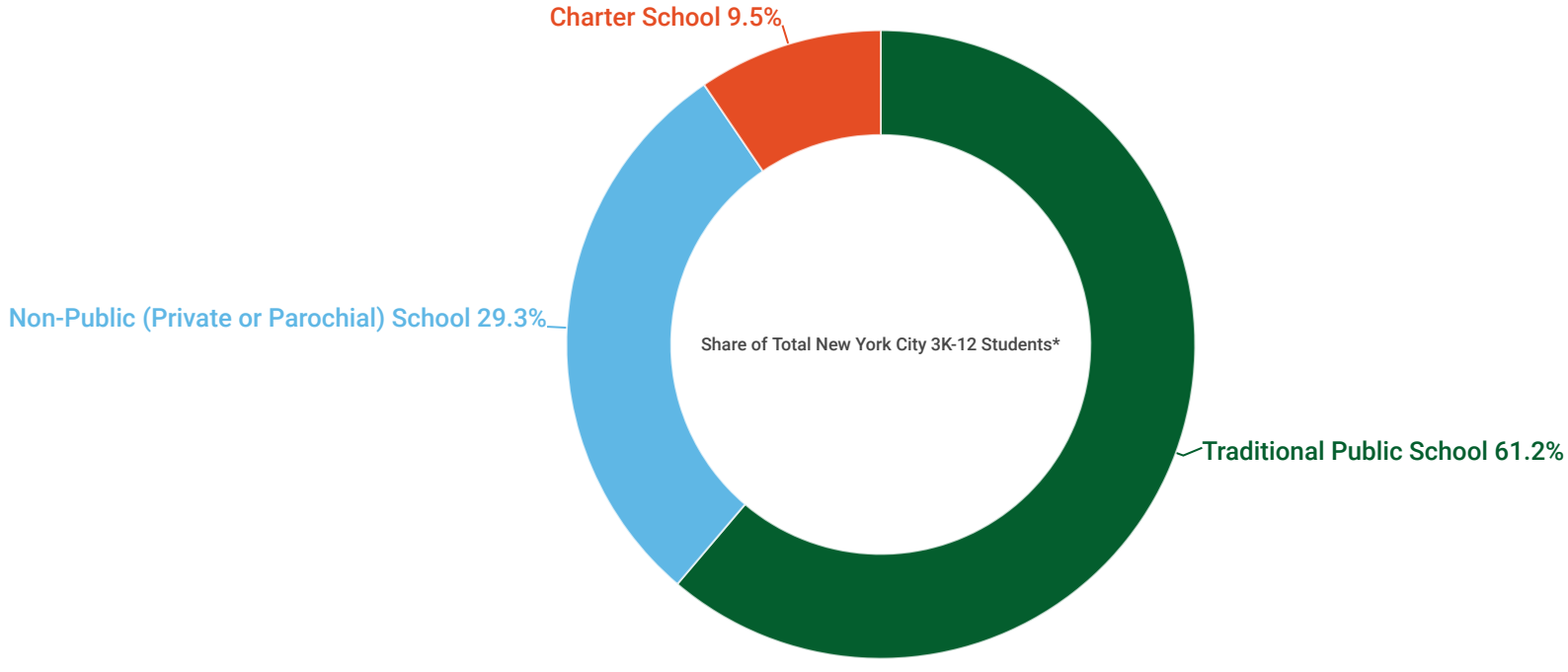
The numbers of students in District 75 (special education) schools and District 79 (alternative schools and programs), respectively



434,023

Non-Public (private, parochial) school students

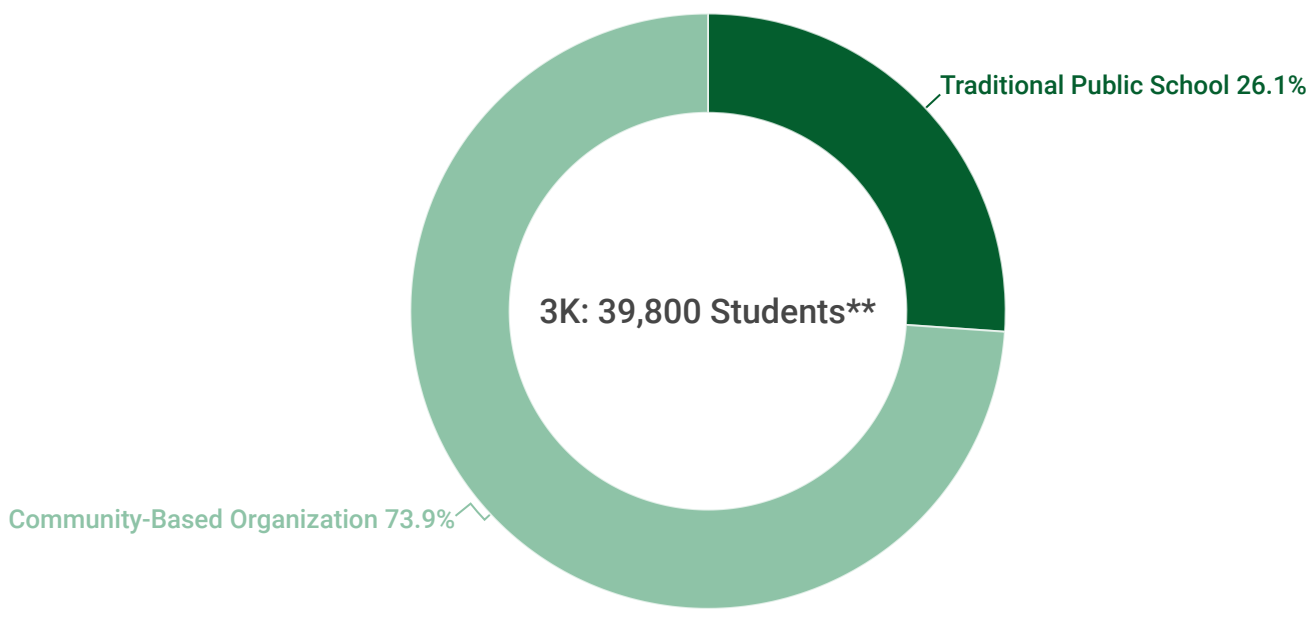
What Type of Schools do New York City 3K-12 Students Attend? 2022-2023



*Data on 3k students are only available for traditional public schools.

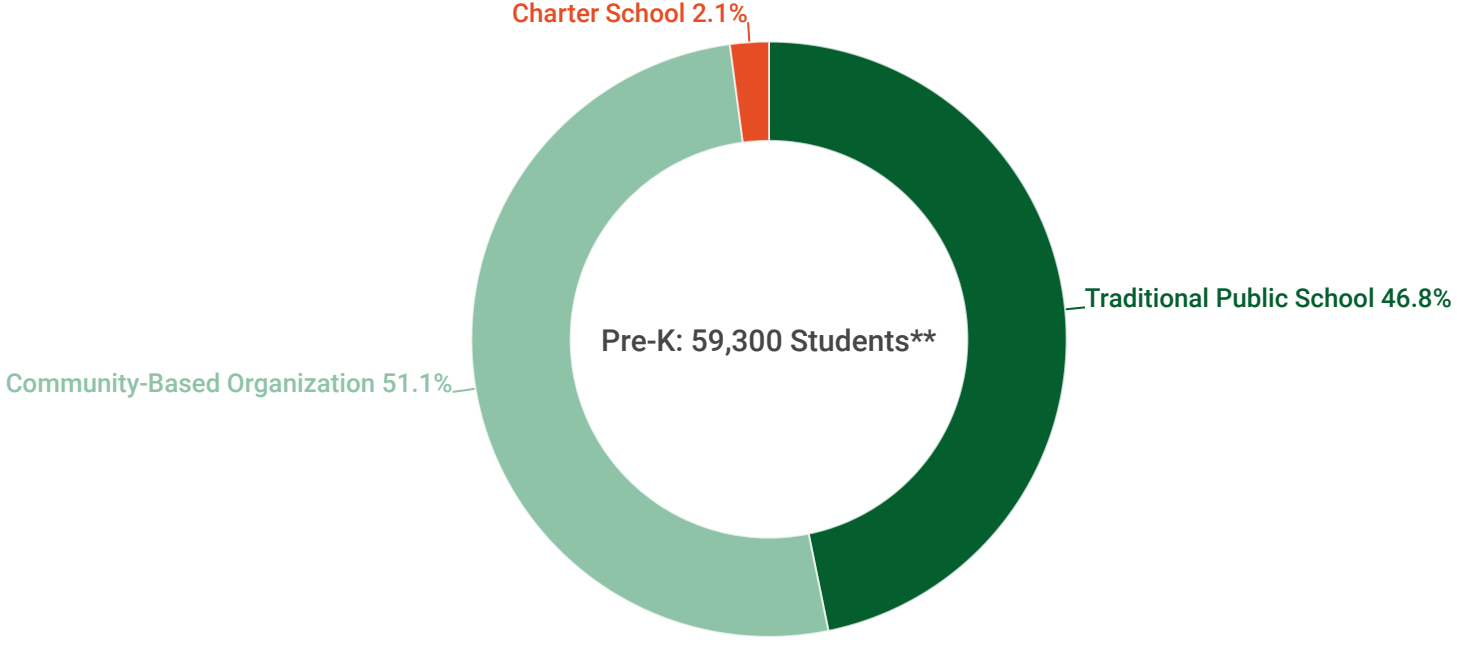
Traditional Public, Charter and Community-Based Organization* (for 3K and Pre-K) Enrollment by Grade, 2022-2023

3K: 39,800 Students**



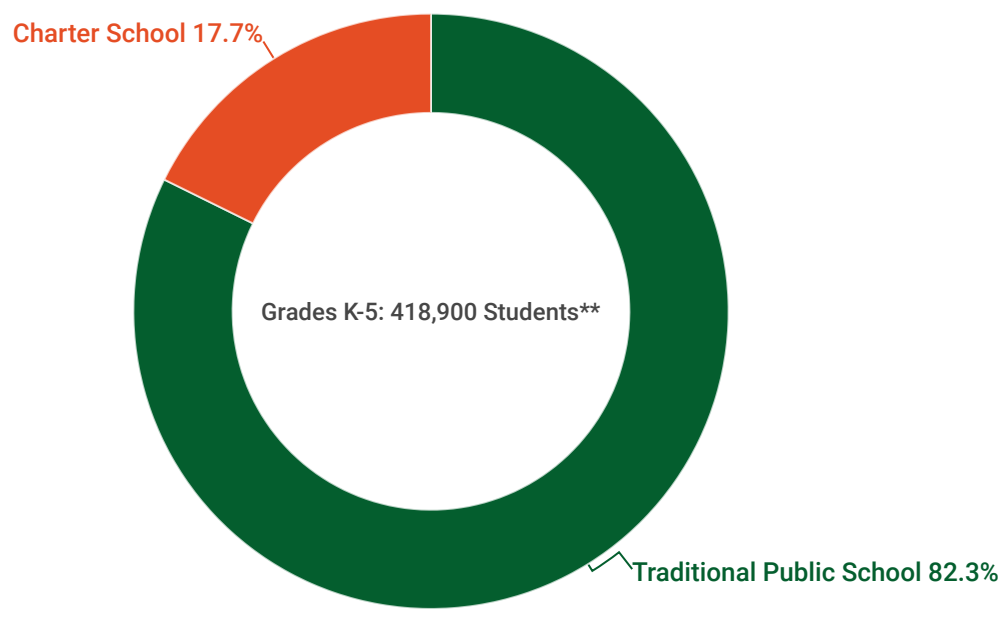
[Download data](#)

Pre-K: 59,300 Students**



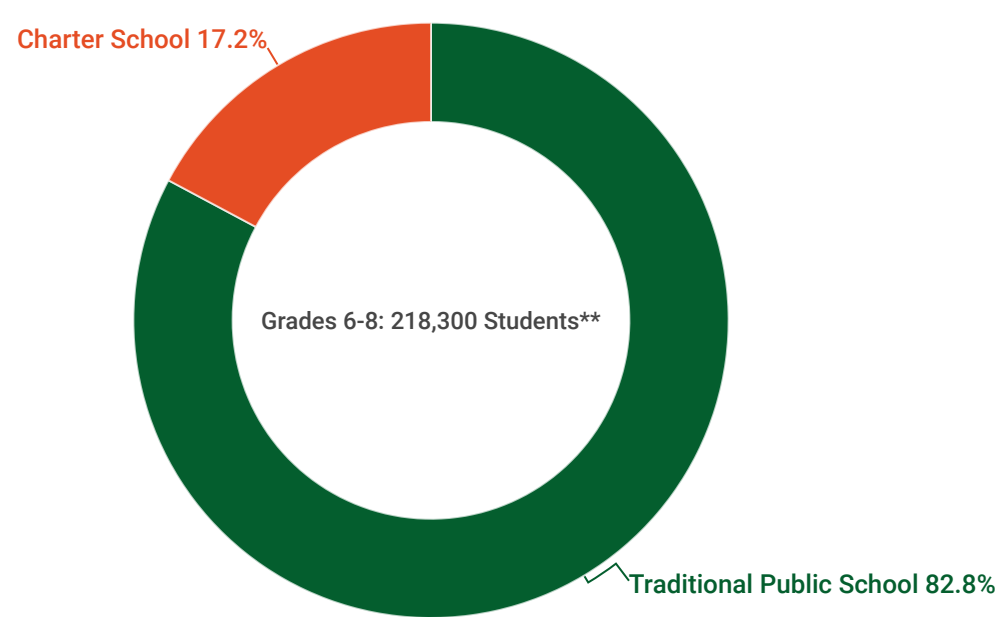
[Download data](#)

Grades K-5: 418,900 Students**



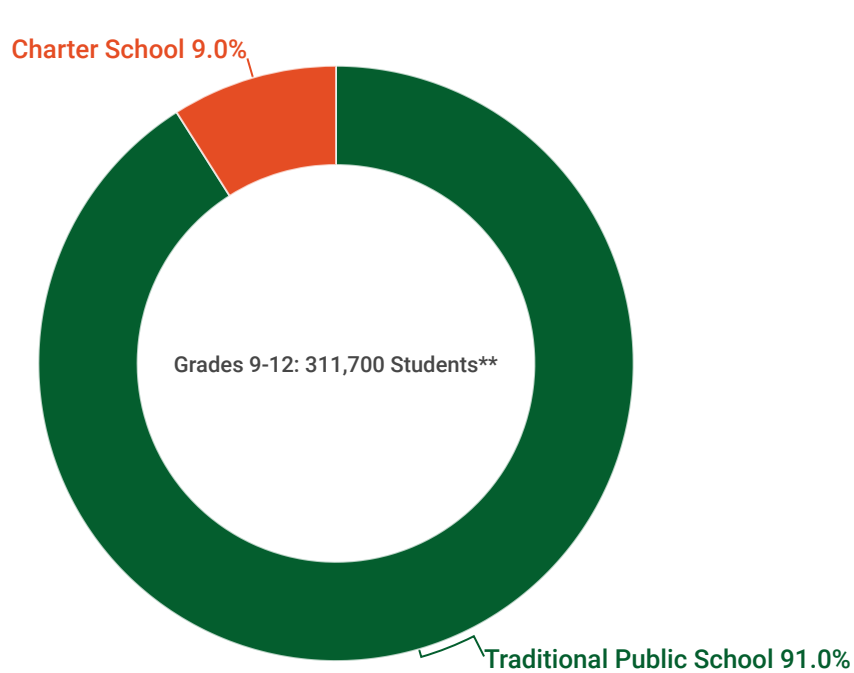
[Download data](#)

Grades 6-8: 218,300 Students**



[Download data](#)

Grades 9-12: 311,700 Students**

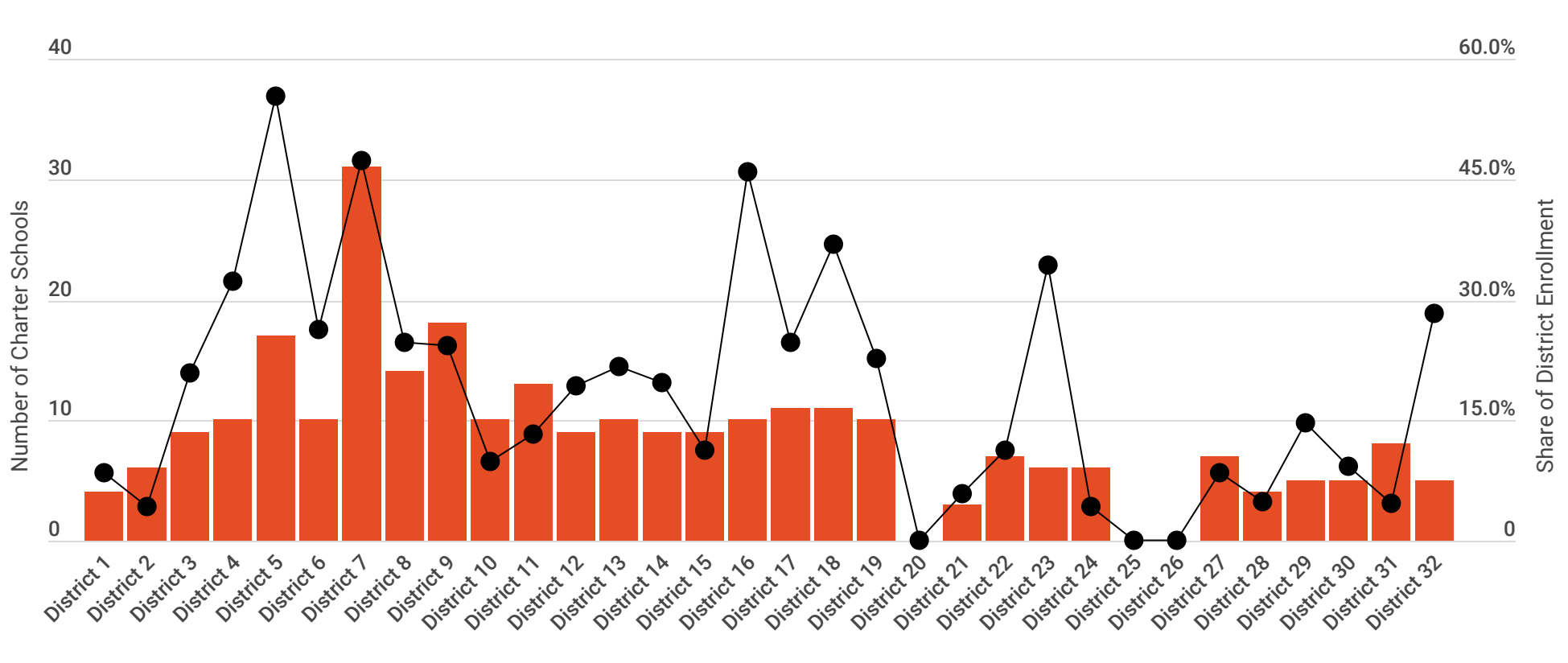


[Download data](#)

*Community-based organizations only serve 3k and Pre-K students.

**Student enrollment totals rounded to nearest 100.

Number of Charter Schools and Share of Charter School Students in Each Geographic School District*, 2022-2023

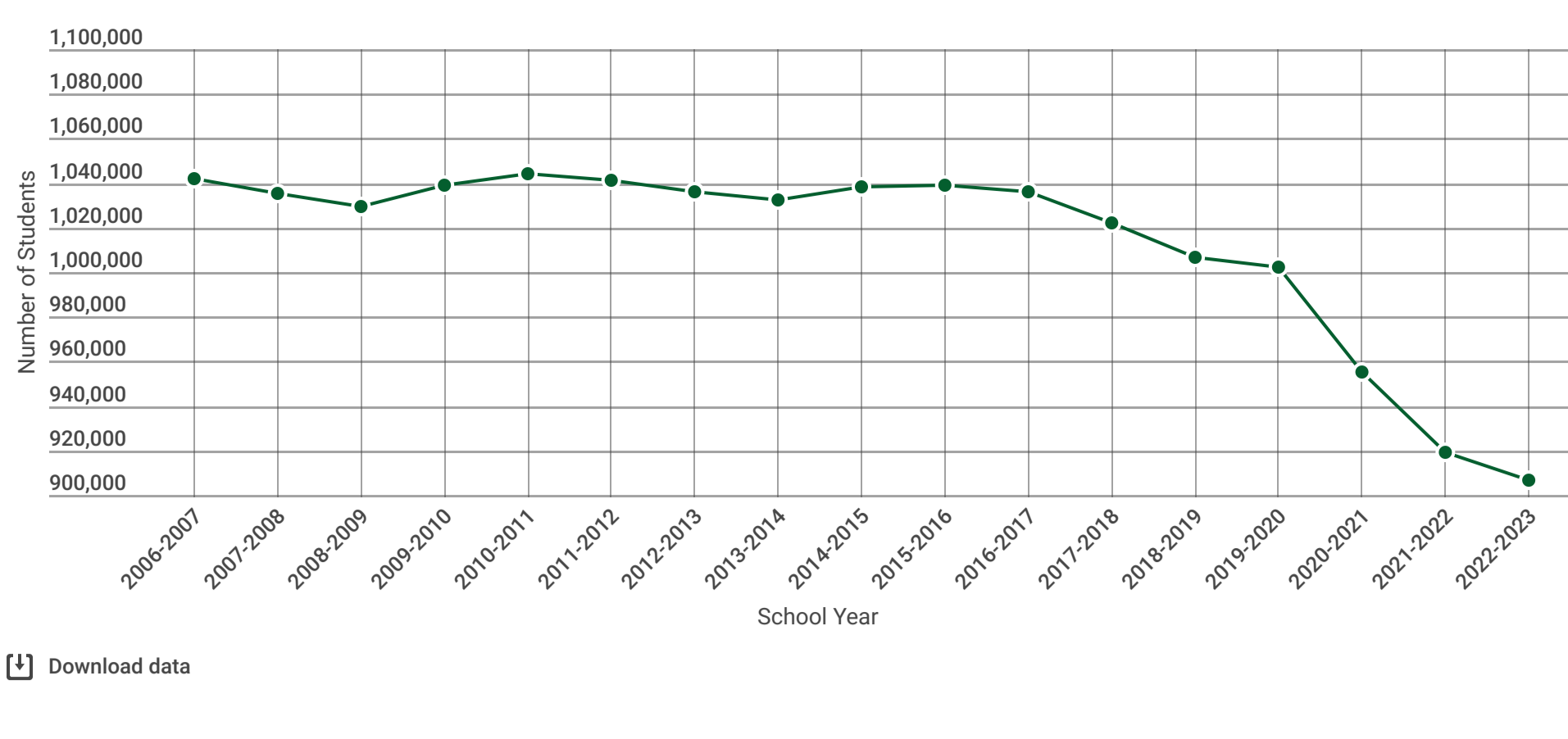


[Download data](#)

*Geographic school district refers to location of school, not residence of student. Total District Enrollment is the combined total of traditional public school students and charter school students in each district. Does not include D79 students.

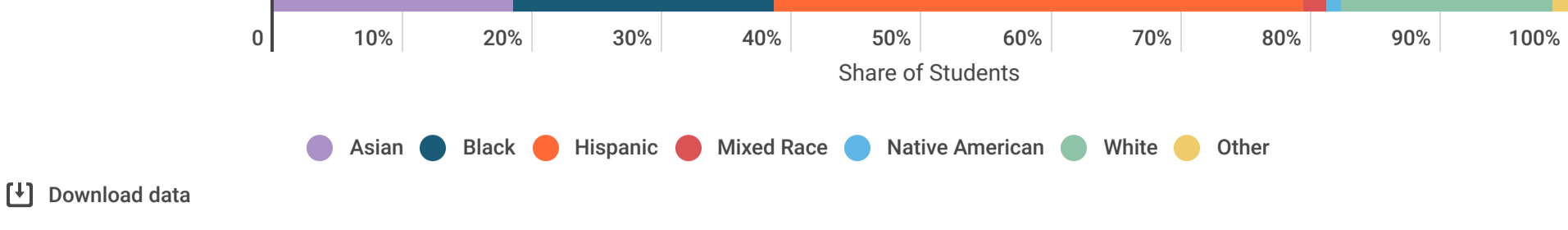
Student Demographics and Enrollment Trends: Traditional Public Schools

Traditional Public School Enrollment from 2006-2007 Through 2022-2023



[Download data](#)

Race and Ethnicity in Traditional Public Schools, 2022-2023



[Download data](#)

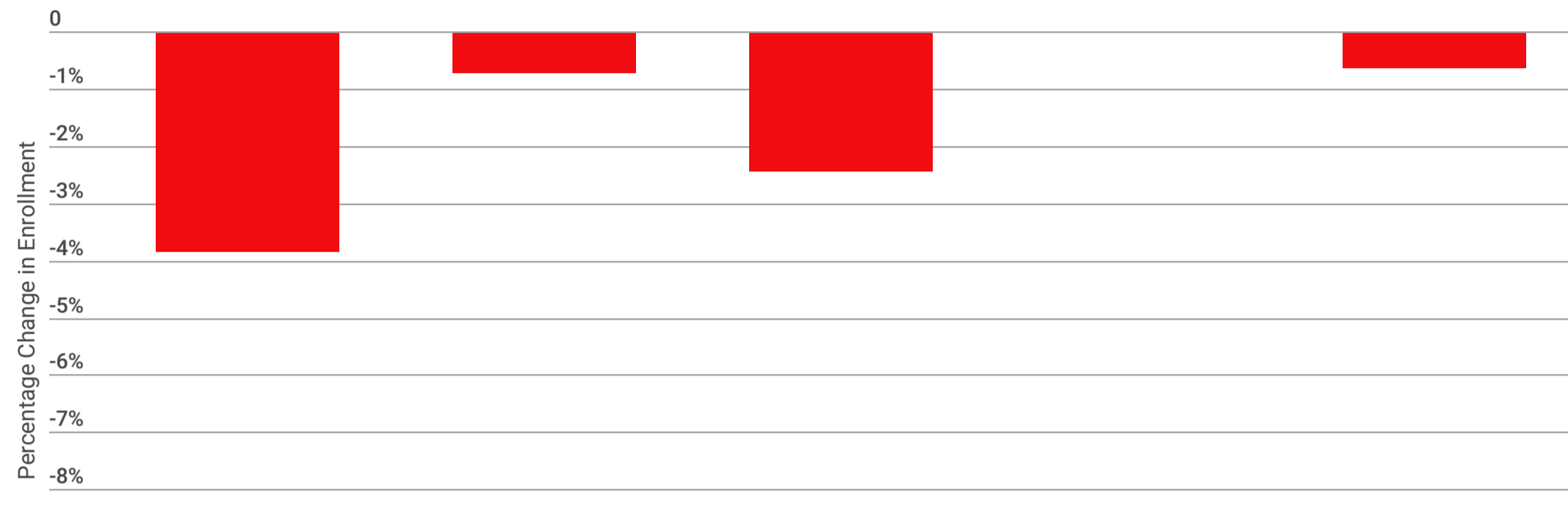
Number of Traditional Public School Students by Borough* 2022-2023



[Download data](#)

*Borough refers to location of school, not residence of student.

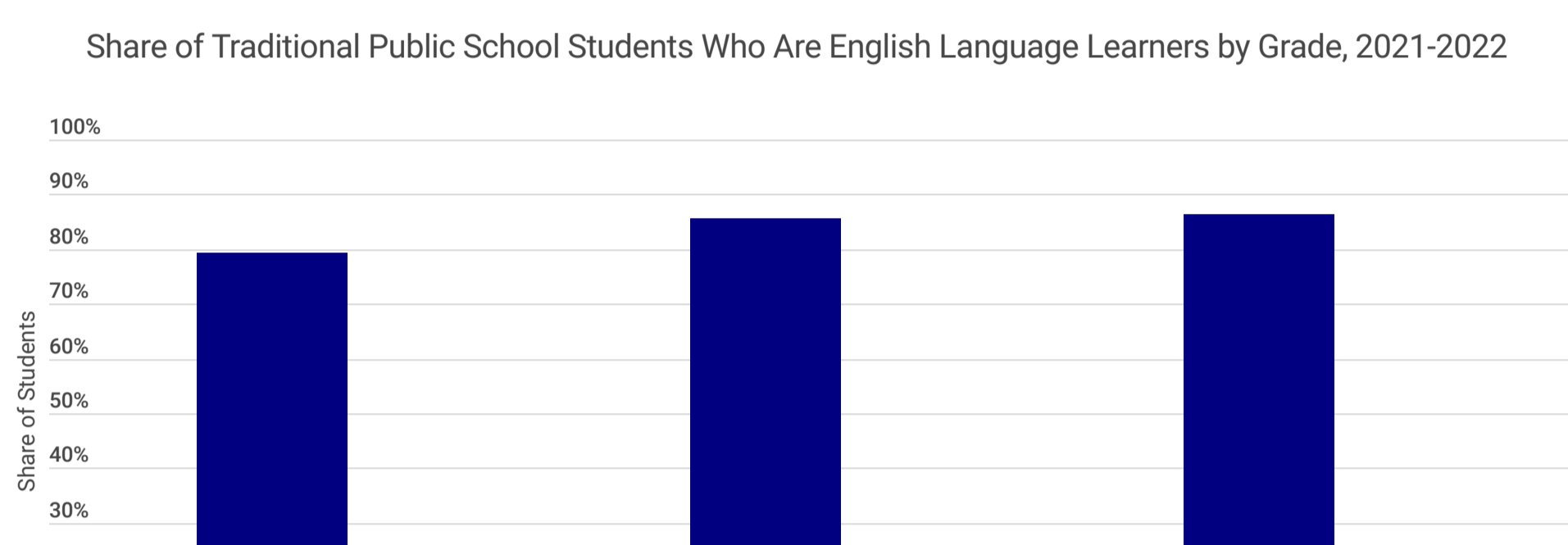
Change in Traditional Public School Enrollment by Borough* 2021-2022 To 2022-2023



[Download data](#)

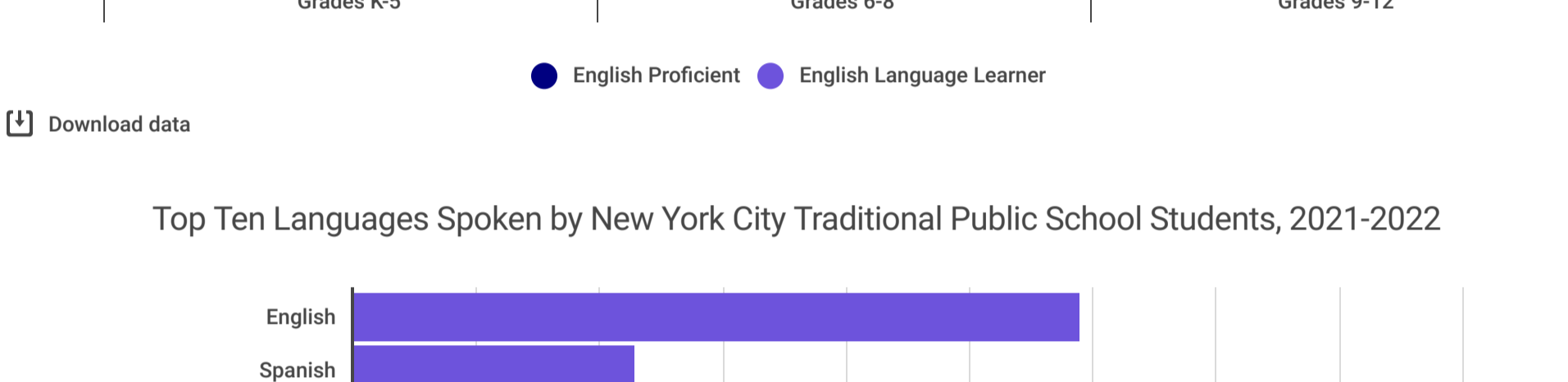
*Borough refers to location of school, not residence of student.

Share of Traditional Public School Students Who Are English Language Learners by Grade, 2021-2022



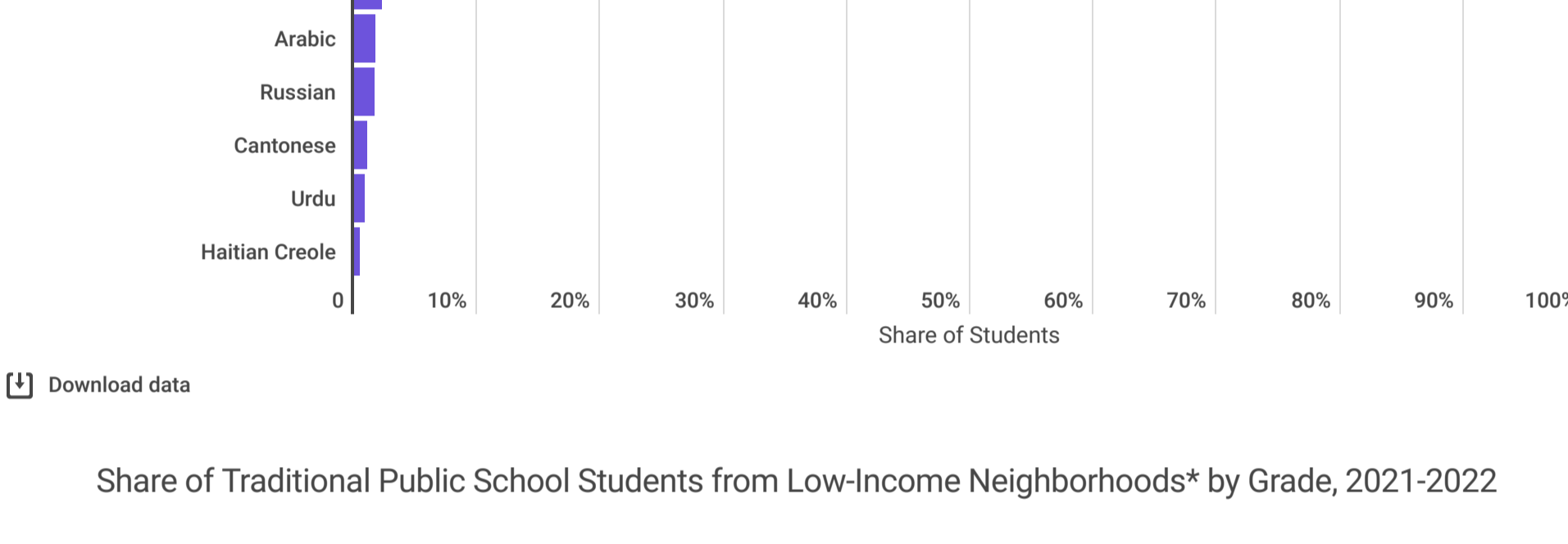
[Download data](#)

Top Ten Languages Spoken by New York City Traditional Public School Students, 2021-2022



[Download data](#)

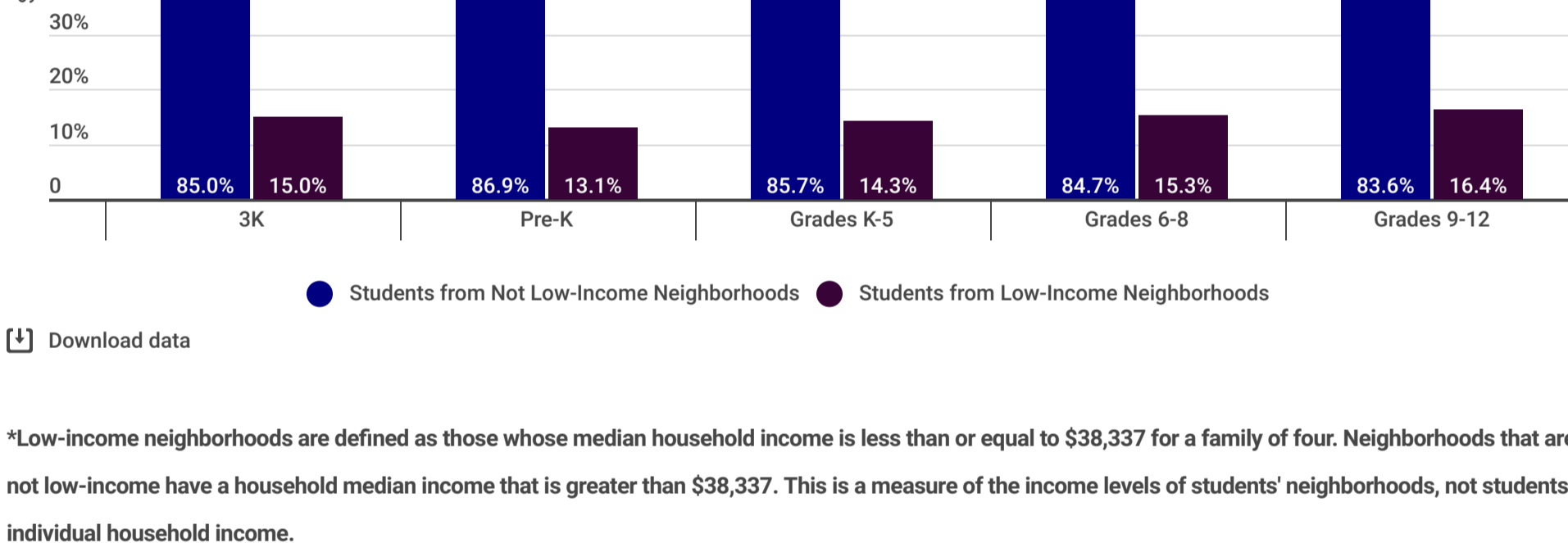
Share of Traditional Public School Students from Low-Income Neighborhoods* by Grade, 2021-2022



[Download data](#)

*Low-income neighborhoods are defined as those whose median household income is less than or equal to \$38,337 for a family of four. Neighborhoods that are not low-income have a household median income that is greater than \$38,337. This is a measure of the income levels of students' neighborhoods, not students' individual household income.

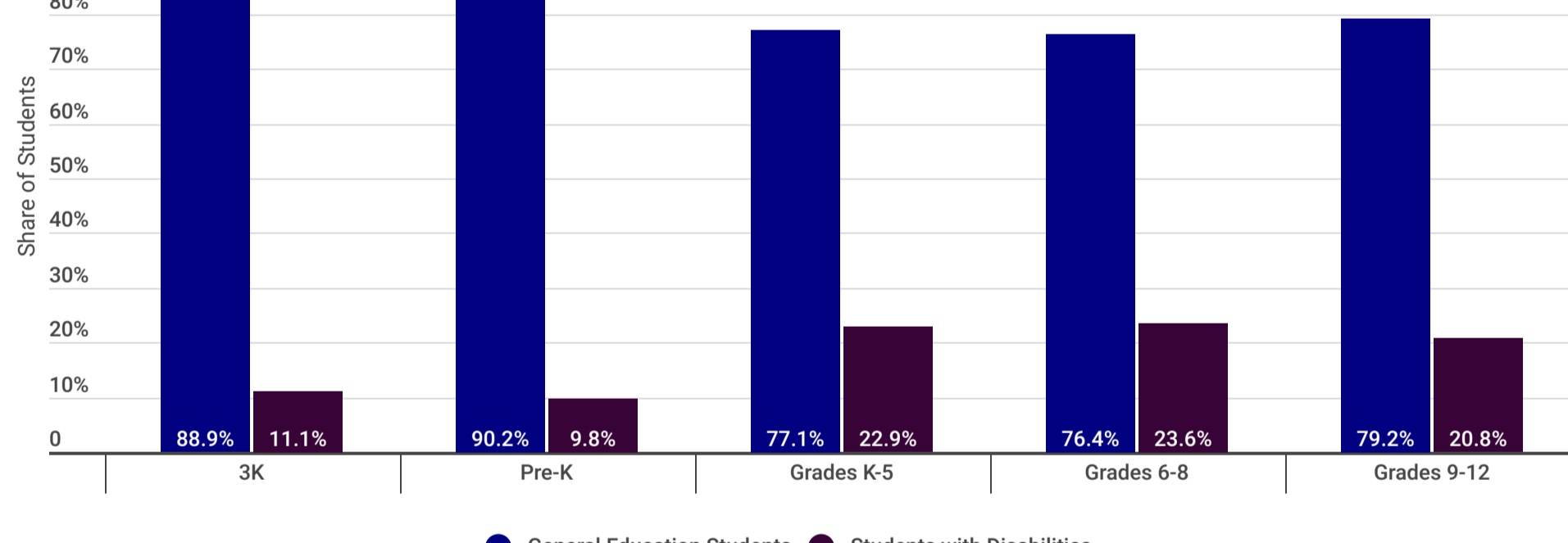
Share of Traditional Public School Students with Disabilities* by Grade, 2021-2022



[Download data](#)

*Students with disabilities include any student who has been assigned an Individualized Education Program (IEP). This includes students in District 1-32, District 75 and District 79.

Share of Students with Disabilities* Enrolled in a District 75 Special Education Program by Grade, 2021-2022



*Students with disabilities include any student who has been assigned an Individualized Education Program (IEP).

Incidence of Disability Classifications* in Traditional Public Schools Among Students With Disabilities, 2021-2022

Disability Classification	Share of Students with Disabilities
Speech or Language Impairment	33.5%
Learning Disability	33.4%
Autism	13.8%
Other Health Impairment	9.3%
Emotional Disturbance	4.2%
Intellectual Disability	2.8%
Other**	2.7%

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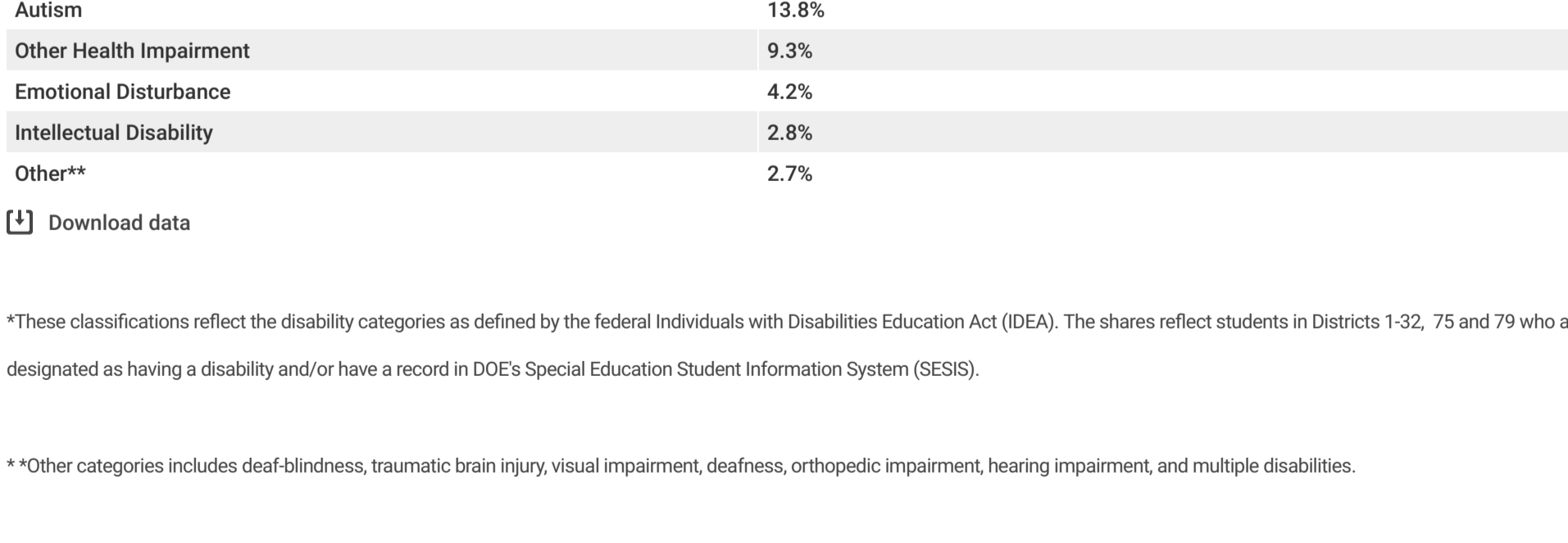
*These classifications reflect the disability categories as defined by the federal Individuals with Disabilities Education Act (IDEA). The shares reflect students in Districts 1-32, 75 and 79 who are designated as having a disability and/or have a record in DOE's Special Education Student Information System (SESIS).

**Other categories includes deaf-blindness, traumatic brain injury, visual impairment, deafness, orthopedic impairment, hearing impairment, and multiple disabilities.

Column does not sum to 100.0 percent due to rounding.

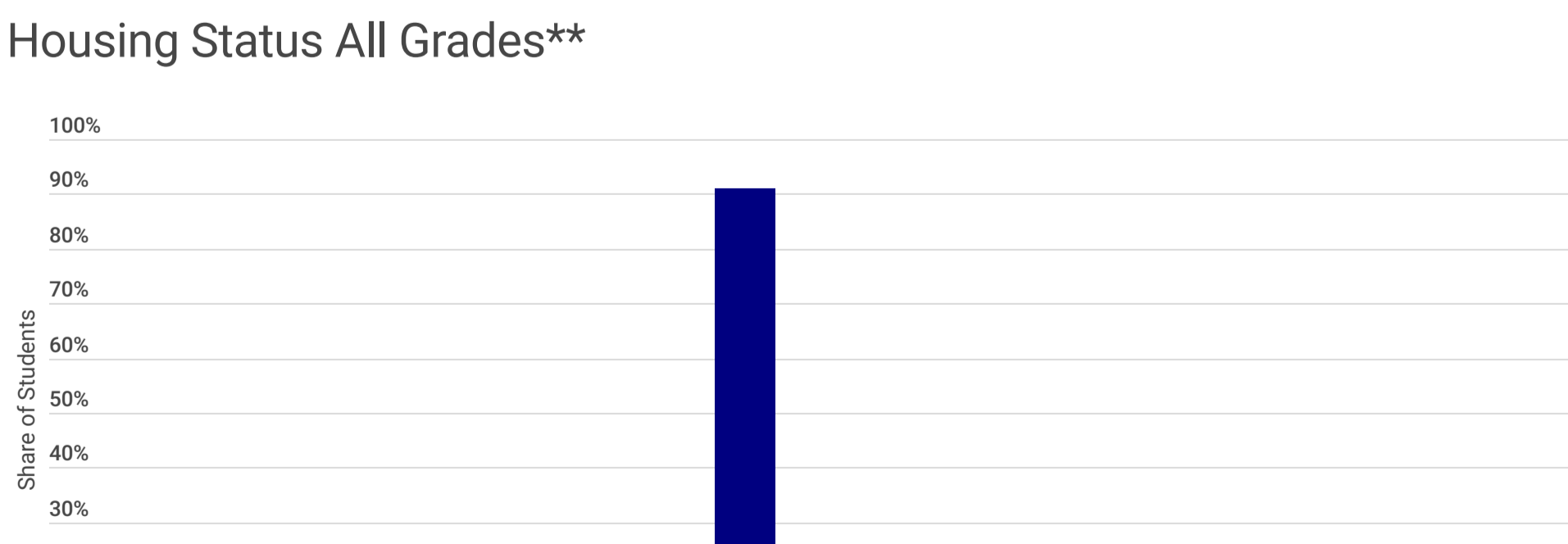
Housing Status of Students in Traditional Public Schools*, 2021-2022

Housing Status All Grades**



[Download data](#)

Housing Status By Grade Levels



[Download data](#)

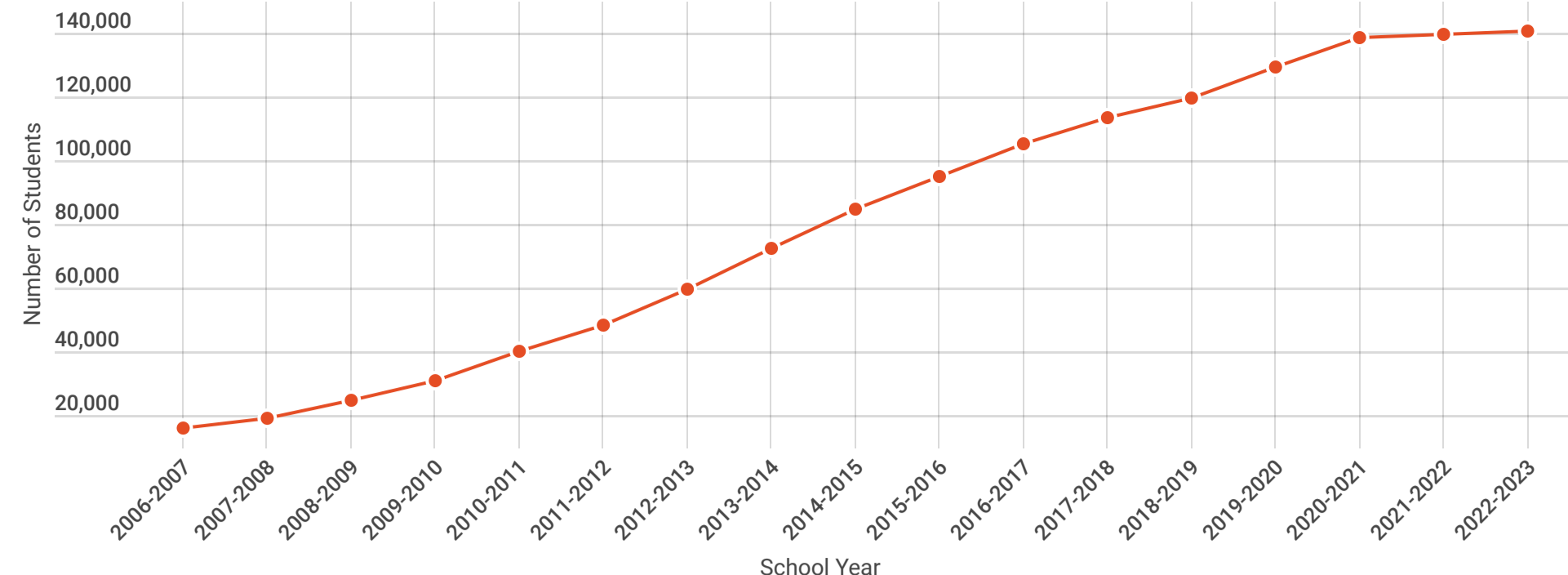
*IBO does not have data on charter school students in temporary housing.

** Includes 3K and Pre-K students in traditional public schools.

*** Includes students living in hotels/motels and other temporary housing.

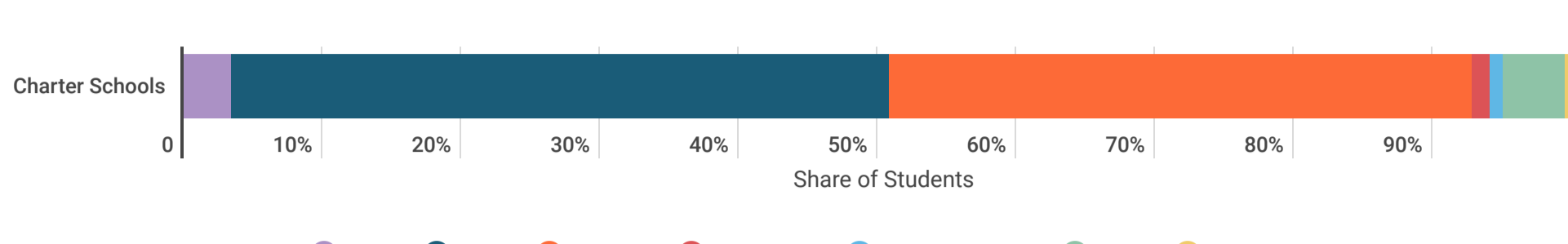
Student Demographics and Enrollment Trends: Charter Schools

Charter School Enrollment from 2006-2007 Through 2022-2023



[Download data](#)

Race and Ethnicity in Charter Schools, 2022-2023



[Download data](#)

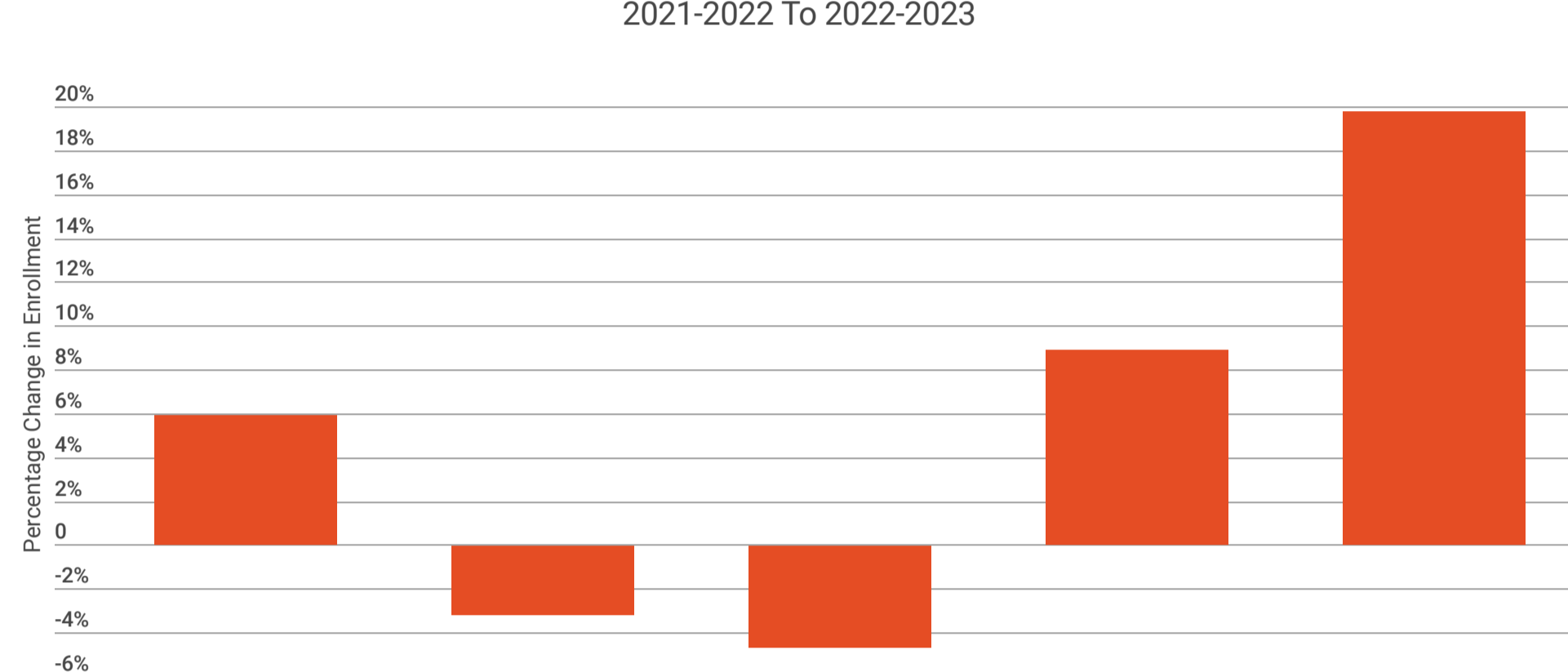
Number of Charter School Students by Borough* 2022-2023



[Download data](#)

*Borough refers to location of school, not residence of student.

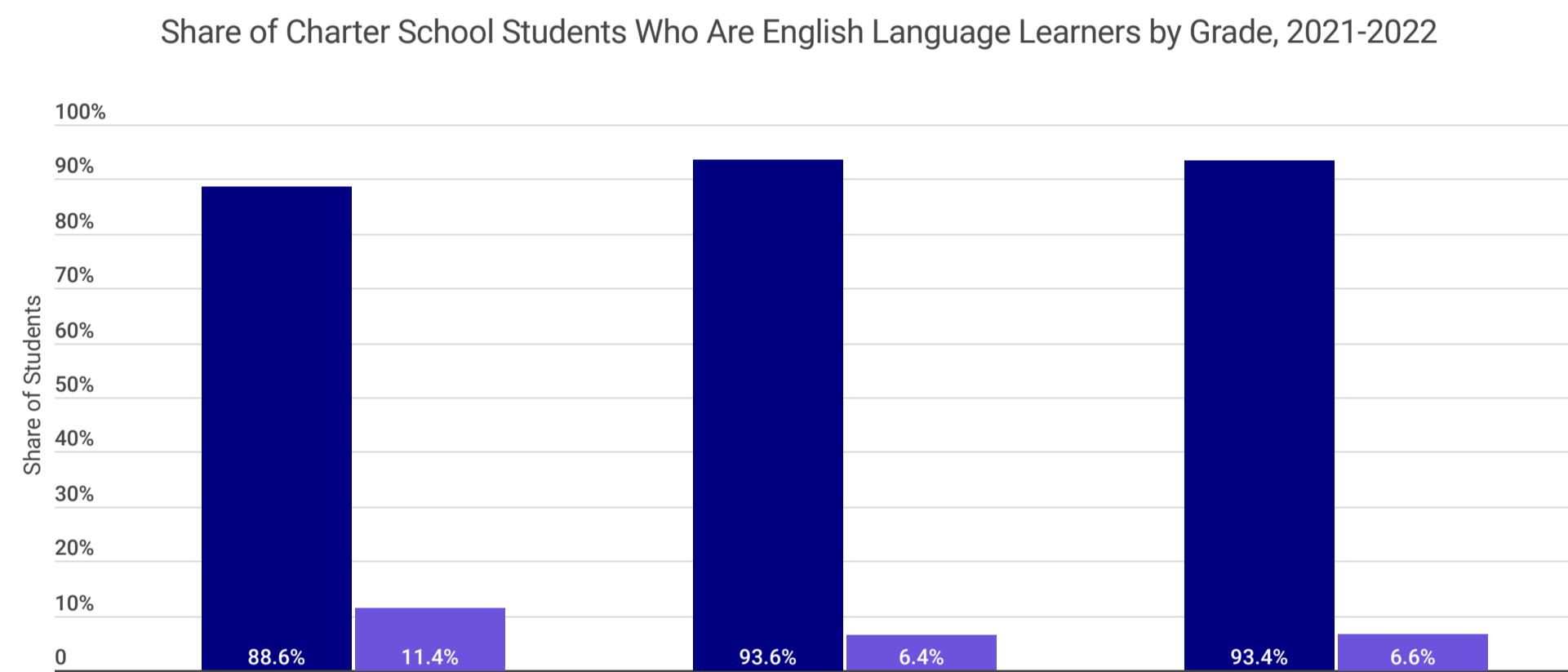
Change in Charter School Enrollment by Borough* 2021-2022 To 2022-2023



[Download data](#)

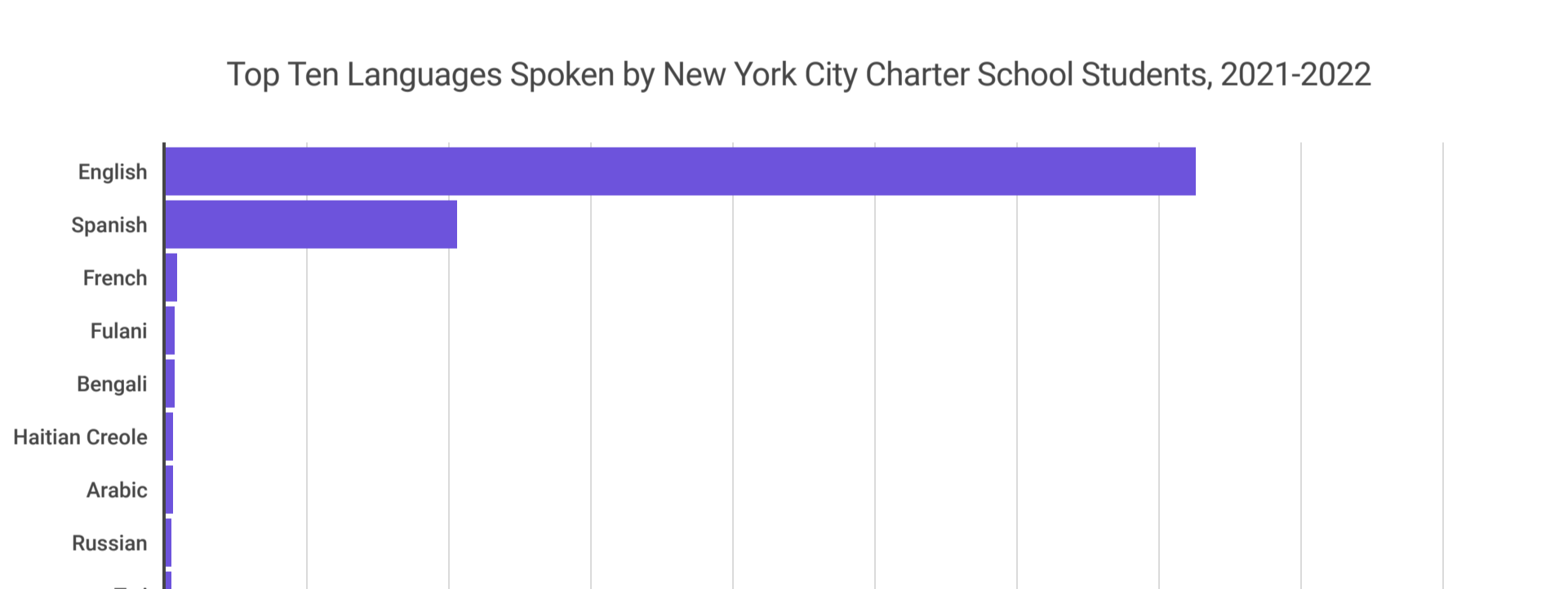
*Borough refers to location of school, not residence of student.

Share of Charter School Students Who Are English Language Learners by Grade, 2021-2022



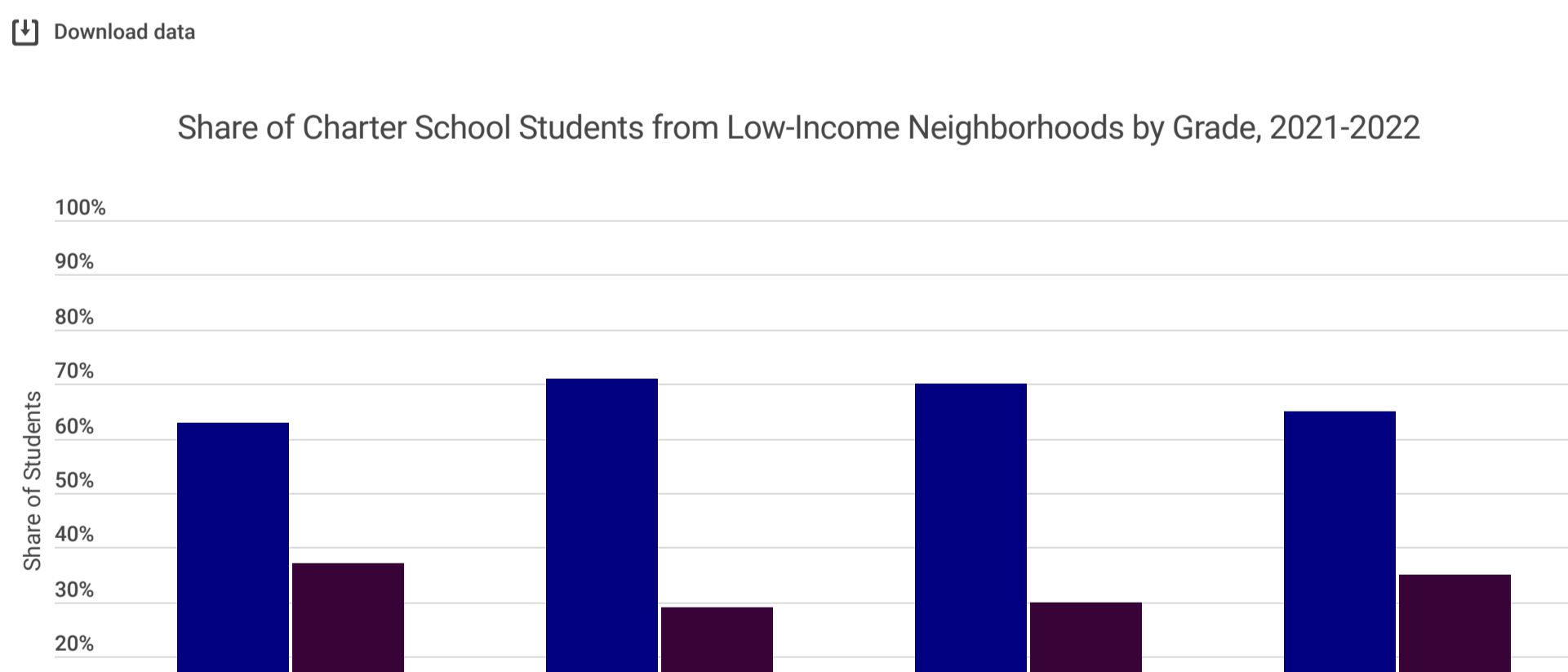
[Download data](#)

Top Ten Languages Spoken by New York City Charter School Students, 2021-2022



[Download data](#)

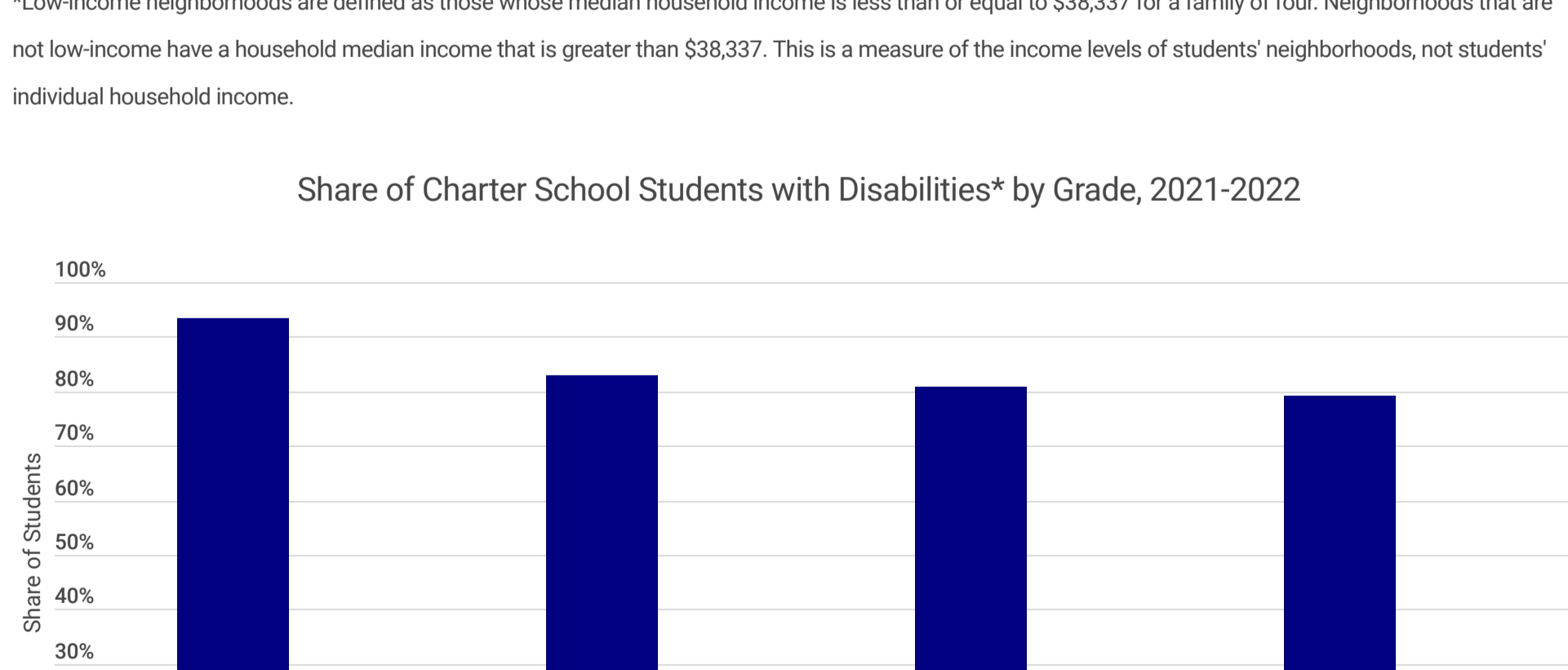
Share of Charter School Students from Low-Income Neighborhoods by Grade, 2021-2022



[Download data](#)

*Low-income neighborhoods are defined as those whose median household income is less than or equal to \$38,337 for a family of four. Neighborhoods that are not low-income have a household median income that is greater than \$38,337. This is a measure of the income levels of students' neighborhoods, not students' individual household income.

Share of Charter School Students with Disabilities* by Grade, 2021-2022



[Download data](#)

*Students with disabilities include any student who has been assigned an Individual Education Plan (IEP).

Incidence of Disability Classifications* in Charter Schools Among Students With Disabilities, 2021-2022

Disability Classification	Share of Students with Disabilities
Speech or Language Impairment	50.5%
Learning Impairment	30.3%
Other Health Impairment	10.3%
Autism	4.5%
Emotional Disturbance	2.9%
Intellectual Disability	0.3%
Other**	1.0%

[Download data](#)

*These classifications reflect the disability categories as defined by the federal Individuals with Disabilities Education Act (IDEA). These shares reflect Charter school students who are designated as having a disability and/or have a record in DOE's Special Education Student Information System (SESIS).

**Other categories includes orthopedic impairment, visual impairment, traumatic brain injury, deafness, and multiple disabilities.

Column does not sum to 100.0 percent due to rounding.

Data Notes and Glossary

Data Notes



Student Demographics

Unless noted otherwise below, all data are derived from individual student records maintained by the Department of Education (DOE) and provided to IBO. These records include basic demographic information, achievement test scores, attendance records, and information on students' entry to, exit from, and movement within the school system.

Charts in this section include students in all grades in Districts 1-32, District 75 (Self-Contained Special Education), and District 79 (Alternative Programs). Charter school charts are also derived from individual student records and include all students in District 84 (an administrative, not geographic, district that includes only charter school data), unless otherwise noted below. All data is from the 2022-2023 or 2021-2022 school year unless otherwise noted.

Non-public (private, parochial) school enrollment is derived from publicly available data provided by the New York State Education Department. This includes students from pre-K through 12th grade.

Throughout the report, we refer to traditional, non-charter public schools as "traditional public schools." These are schools that are in Districts 1-32, 75, or 79. We refer to public charter schools as "charter schools." These are schools that are in District 84. In most instances, we report on traditional public schools and public charter schools separately; any exceptions will be noted in the data notes below or as a footnote to the graphic.

Traditional public school and charter school enrollment is derived from the DOE's annual audited student register, which counts only students enrolled on October 31 of each year. For traditional public schools this includes students from pre-K through 12th grade from 2010-2011 through 2016-2017 and includes 3K from 2017-2018 through 2022-2023. For charter schools this includes students from K through 12th grade from 2010-2011 through 2013-2014 and includes pre-K from 2014-2015 through 2022-2023.

Data on the incidence of disabilities in traditional public and charter schools are derived from the Special Education Student Information System (SESIS), which reports recommended program placement or services, but not placement or services actually received.

Data for students in temporary housing are derived from the DOE's "Students in Temporary Housing File." The DOE collects the data from two sources: The Department of Homeless Services and a self-administered DOE family survey. The DOE data includes students who are in any of these temporary housing situations at any point in the school year, regardless of the duration of their stay in temporary quarters. IBO does not have data on temporary housing for charter school students.

Data on the income level of students' neighborhoods is derived from the U.S. Census Bureau's 2017-2021 American Community Survey. Low-income neighborhoods are defined as those whose median household income is less than or equal to \$38,337 for a family of four (two adults and two children), which is the 2020 local threshold published by the Mayor's Office for Economic Opportunity in 2020 (see page 14).

(See page 14 of New York City Government Poverty Measure, 2020). As of publication, this is the most recent poverty measure available.

Glossary



Charter School/Charter School Student

A student who attends a public charter school in district 84.



Districts 1-32

New York City's geographic school districts.



District 75

Citywide self contained special education programs which can be located in their own facilities or alongside traditional public school programs.



District 79

A variety of alternative learning programs that can be referenced here: [District 79 \(nyc.gov\)](https://www.nyc.gov/district79)



English Language Learner

Students whose native language is not English and who score below a state-determined level on the Language Assessment Battery-Revised or New York State Identification Test for English Language Learners are identified as ELLs. ELLs are entitled to certain programs and services. Students remain ELLs until they score Proficient on the New York State English as a Second Language Achievement Test.



Students with Disabilities

Students who have been determined by the New York City Committee on Special Education to fall into one of the eligible categories of disability. These include: autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, learning disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury, or visual impairment. Students with disabilities attend traditional public schools in Districts 1-32, 75 and 79 as well as Charter schools in District 84.



Traditional Public School/Traditional Public School Student

A student who attends a traditional public school in Districts 1-32, District 75, or District 79.



Low-Income Neighborhood

Students whose native language is not English and who score below a state-determined level on the Language Assessment Battery-Revised or New York State Identification Test for English Language Learners are identified as ELLs. ELLs are entitled to certain programs and services. Students remain ELLs until they score Proficient on the New York State English as a Second Language Achievement Test.

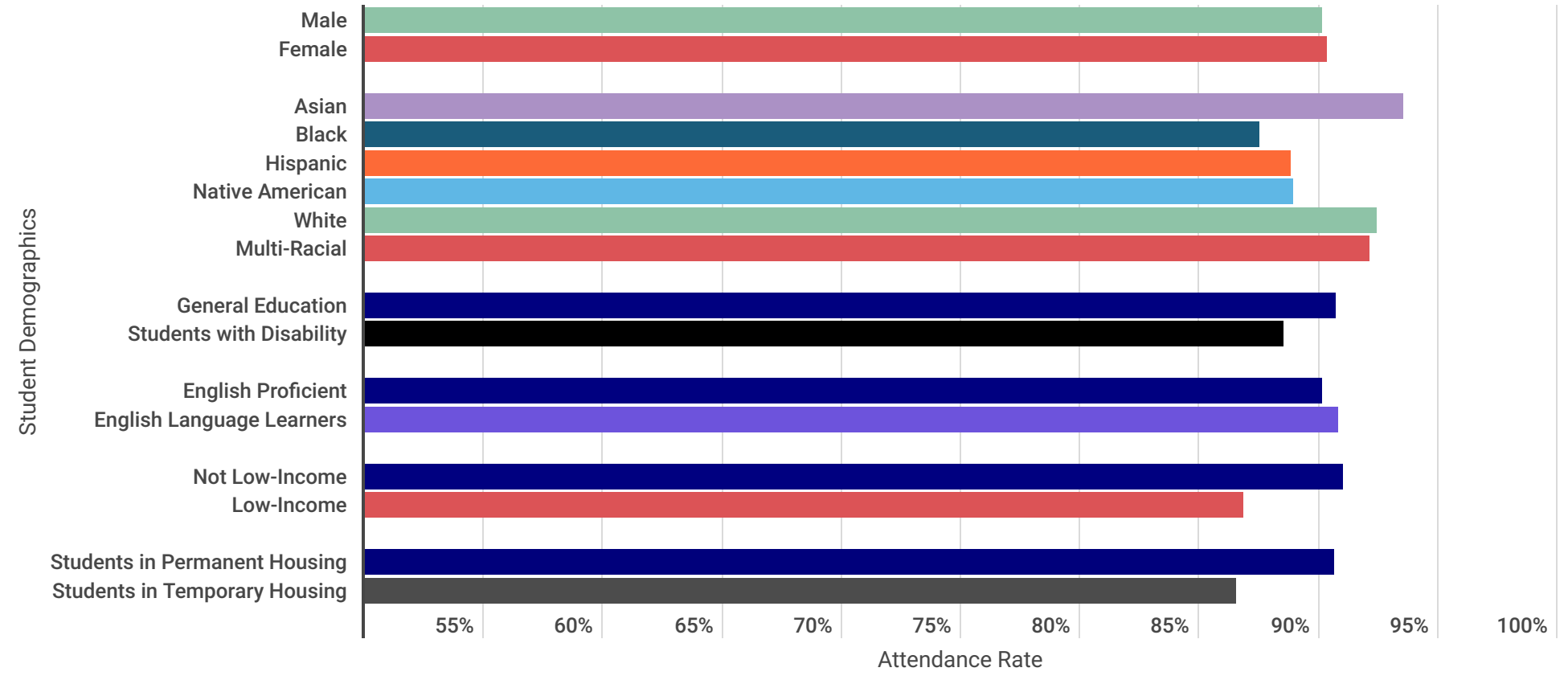
Attendance and Chronic Absenteeism: Traditional Public Schools 2021-2022 (Only Districts 1-32)

The attendance data for the 2021-2022 school year is for in person school up through 6/27/2022. The attendance rate refers to the percentage of total days present in school. For the 2021-2022 school year, the maximum number of days a student could have been present in school was 178. The chronic absenteeism rate refers to the share of students who were enrolled in at least 10 school days, present for at least one day, and were present less than or equal to 90 percent of the time. The data below excludes transfer school students and students in District 75.

Average Attendance Rates by Student Demographic Group and Grade Level, 2021-2022

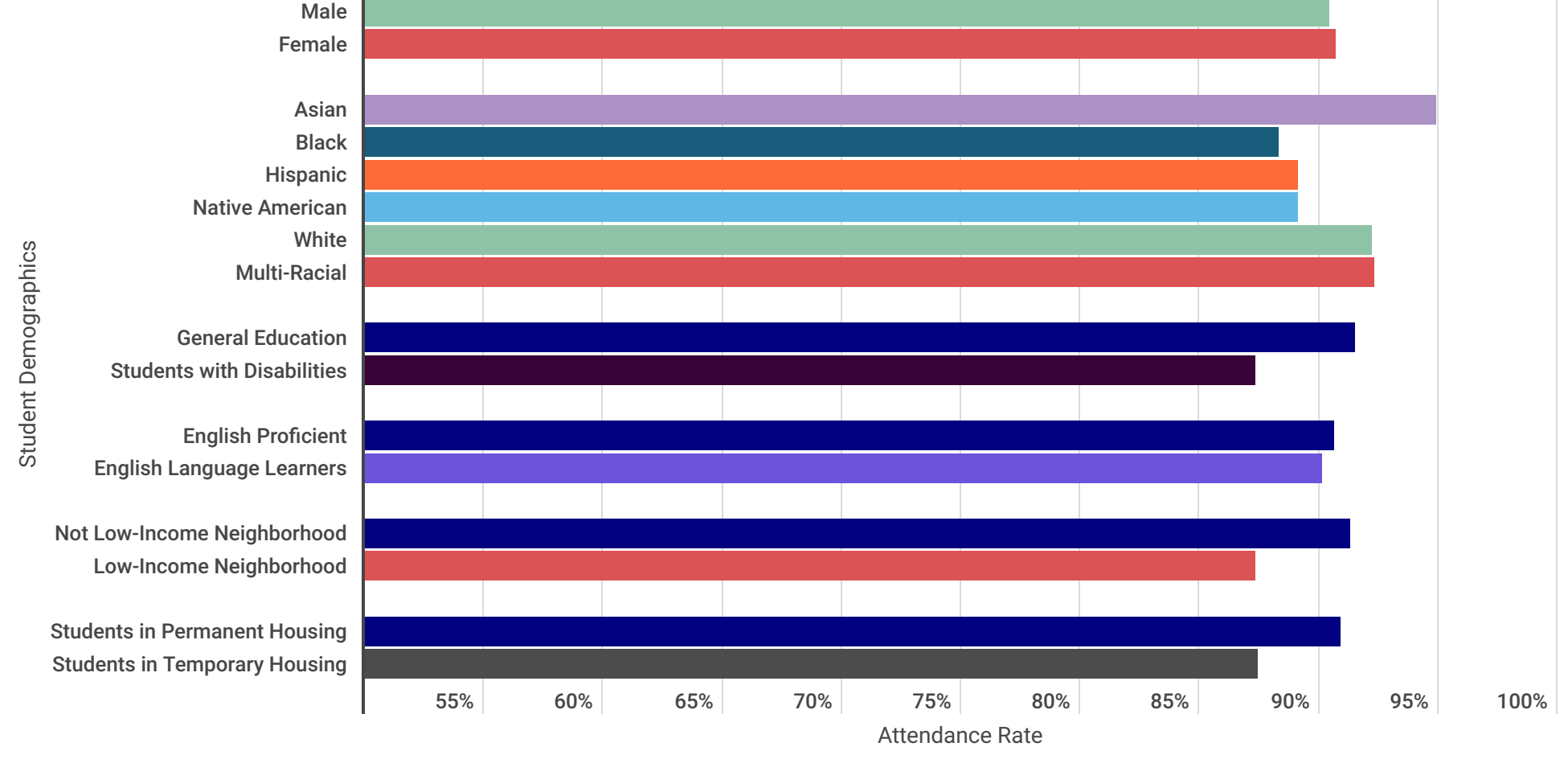
The charts below report on low income and not low income students. This category refers to the income level of the census tract, or neighborhood, in which a student resides, not their individual household income level.

Average Attendance Rates: Grades K-5



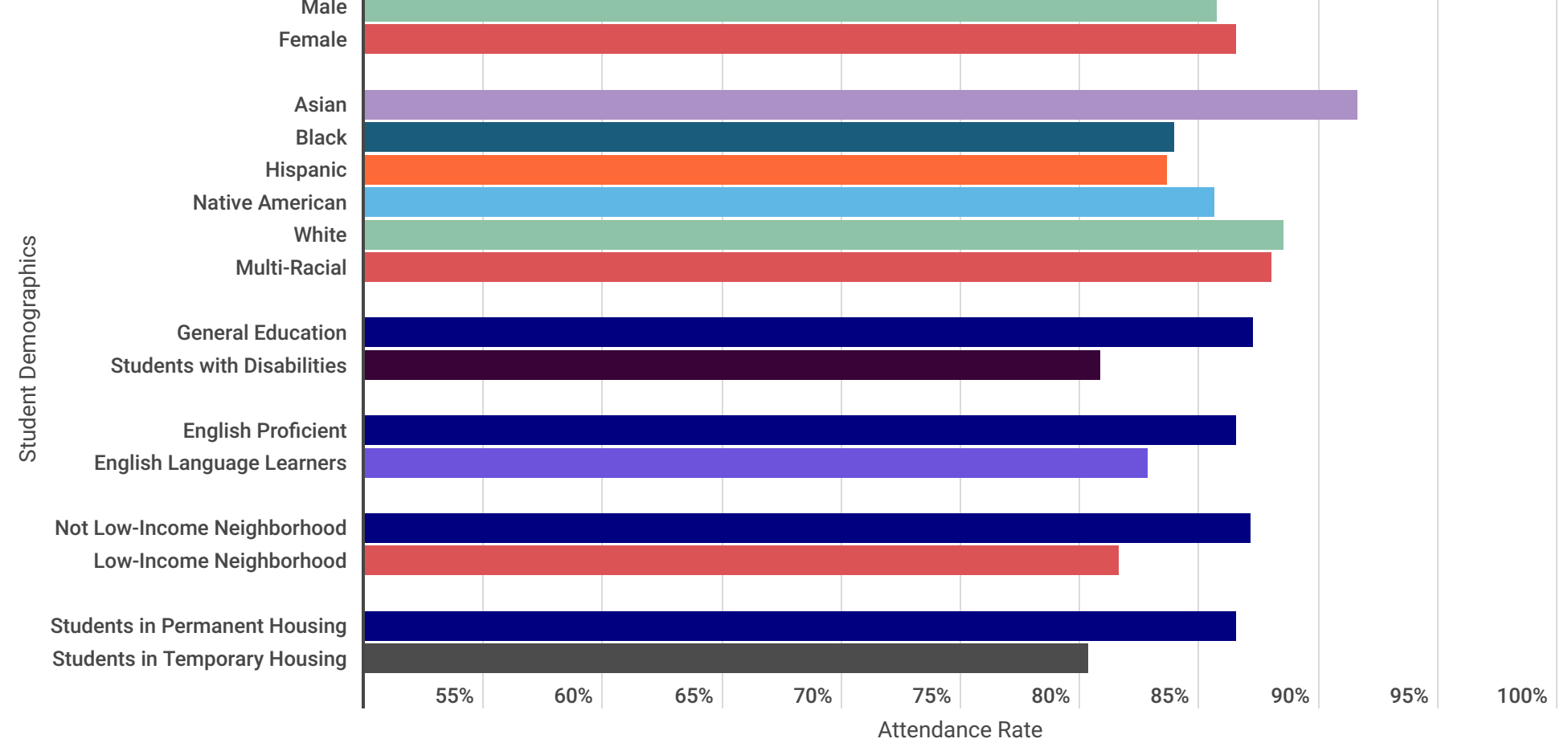
[Download data](#)

Average Attendance Rates: Grades 6-8



[Download data](#)

Average Attendance Rates: Grades 9-12

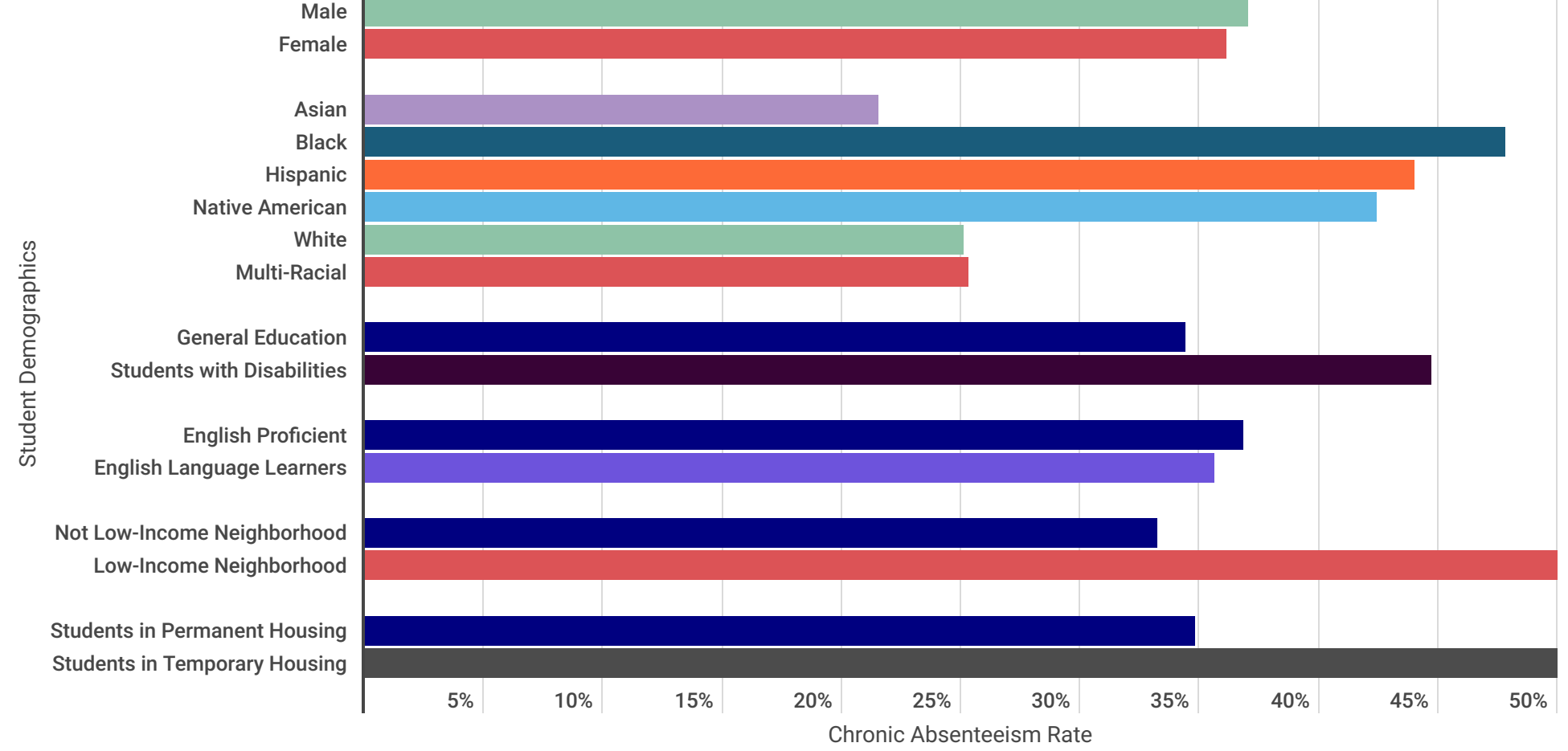


[Download data](#)

Chronic Absentee Rates by Student Demographic Group and Grade Level, 2021-2022

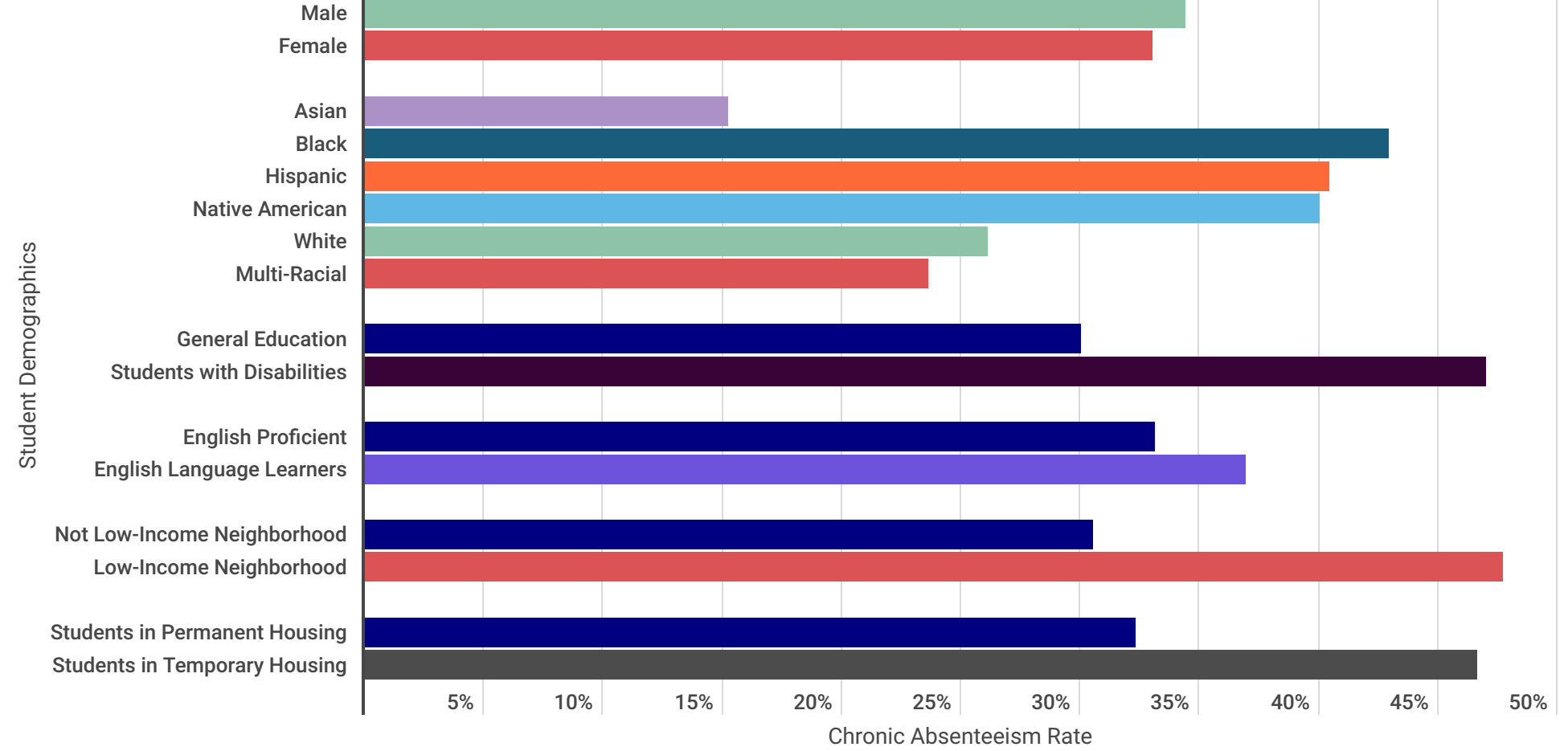
The chronic absenteeism rate refers to the share of students who were enrolled in at least 10 school days but were present less than or equal to 90 percent of the time.

Chronic Absenteeism: Grades K-5



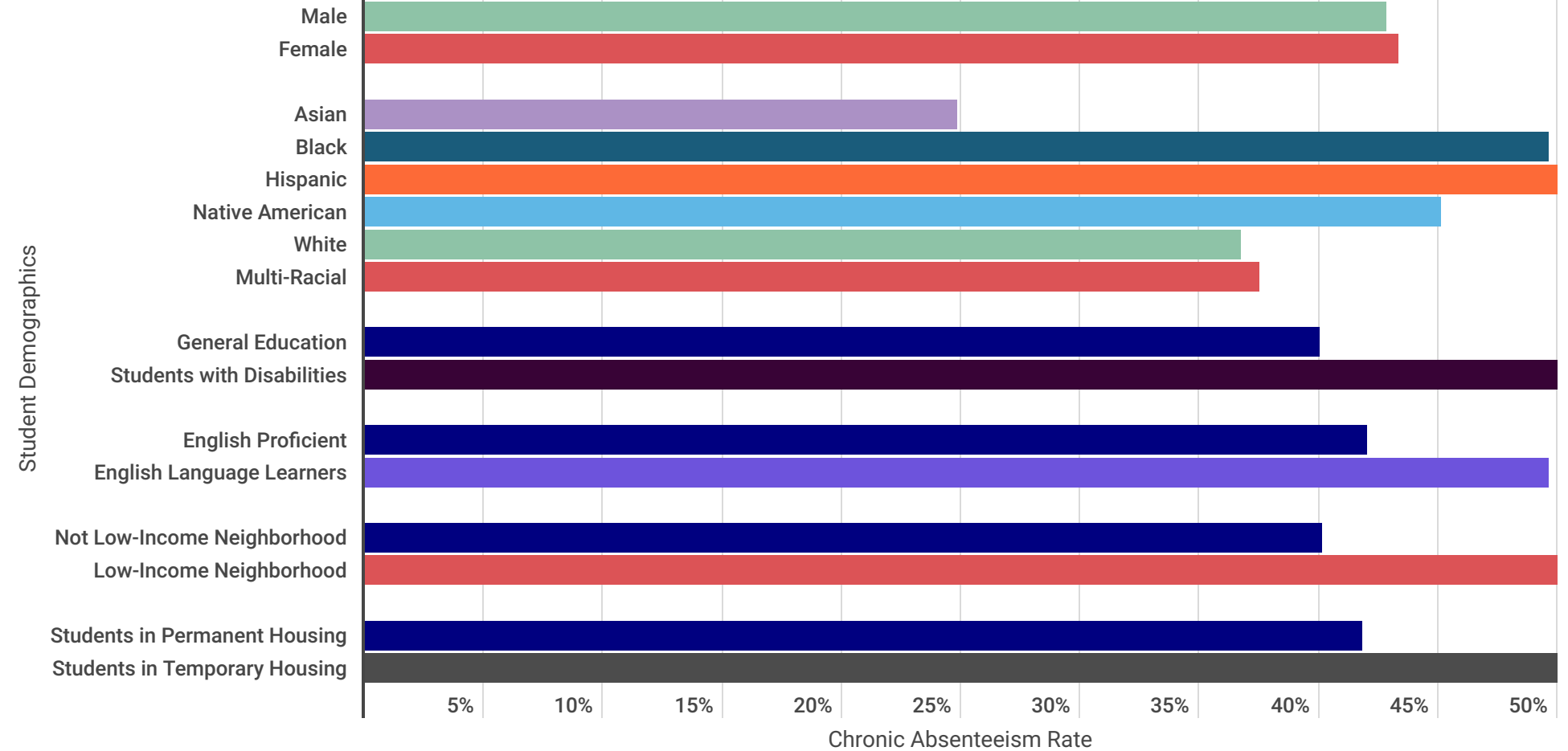
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Chronic Absenteeism: Grades 6-8



[Download data](#)

Chronic Absenteeism: Grades 9-12



[Download data](#)

Data Notes and Glossary

Data Notes



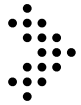
Attendance

Unless noted otherwise below, all data are derived from individual student records maintained by the Department of Education and provided to IBO. These records include basic demographic information and attendance records.

Graphics in this section include students in all grades in Districts 1-32. They do not include charter schools, attendance in District 75 schools or home school attendance. These data also exclude transfer schools. All data is from the 2021-2022 school year unless otherwise noted. IBO does not receive attendance data for all charters so does not report on charter schools.

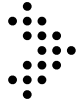
The attendance rate refers to the share of total days present in school averaged by each student demographic. For the 2021-2022 school year, the maximum number of days a student could have been present in school was 178.

Glossary



Chronic Absenteeism

The chronic absenteeism rate refers to the share of students who were enrolled in at least 10 school days, present for at least one day, but were present 90% of the time or less.



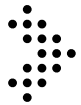
English Language Learners

Students whose native language is not English and who score below a state-determined level on the Language Assessment Battery-Revised or New York State Identification Test for English Language Learners are identified as ELLs. ELLs are entitled to certain programs and services. Students remain ELLs until they score Proficient on the New York State English as a Second Language Achievement Test.



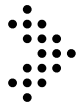
Low-Income Neighborhood

The income level of the census tract a student resides in, not the student's actual household income level. A census tract is considered low-income if its median income on the U.S. Census 2017-2021 American Community Survey is at or below the poverty measure (\$38,377) published by the Mayor's Office for Economic Opportunity in 2020 (the latest year available as of this publication) for a household of four, defined as two adults and two children (see Pg. 14).



Students with Disabilities

Students who have been determined by the New York City Committee on Special Education to fall into one of the eligible categories of disability. These include: autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, learning disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury, or visual impairment.



Traditional Public Schools

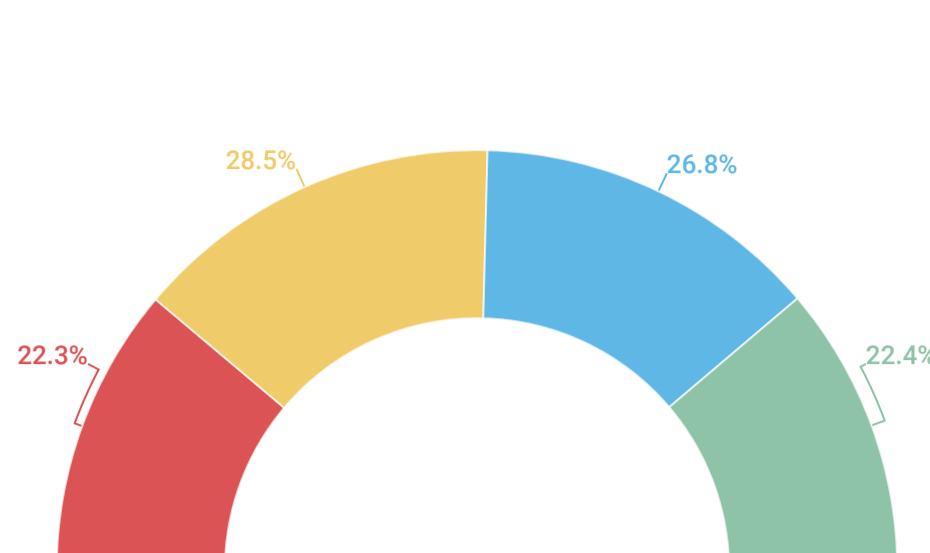
A public school in Districts 1-32, District 75, or District 79.

Traditional Public Schools: Grades 3-8 Test Performance 2021-2022

All students in grades 3-8 take the annual New York State examinations in English Language Arts (ELA) and Mathematics. The students are assigned to one of four achievement groups based on their scale scores: Level 1 - Well Below Standard, Level 2 - Just Below Standard, Level 3 - Just Above Standard, and Level 4 - Well Above Standard. Levels 1 and 2 are considered "not proficient" and Levels 3 and 4 are considered "proficient."

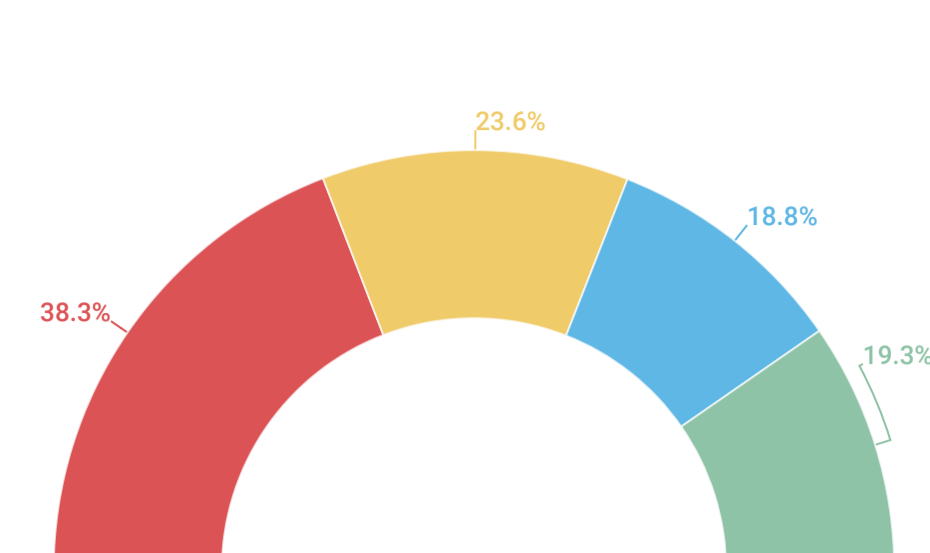
Several charts below report on both students living in a low-income neighborhood and schools' shares of students from low-income neighborhoods. The various categories refer to the income level of the census tract, or neighborhood, in which a student resides, not their individual household income level. The census tract is considered low-income if its median household income is at or below the poverty measure published by the Mayor's Office of Economic Opportunity in 2020, the latest year available, for a family of four (two adults and two children). Schools' shares of students from low-income neighborhoods were divided into three equal groups based on the share of students that reside in a low-income census tract attending each school. See data notes for more detail and cut off points for low, medium and high student poverty.

Share of Students at Each Performance Level: English Language Arts (ELA)



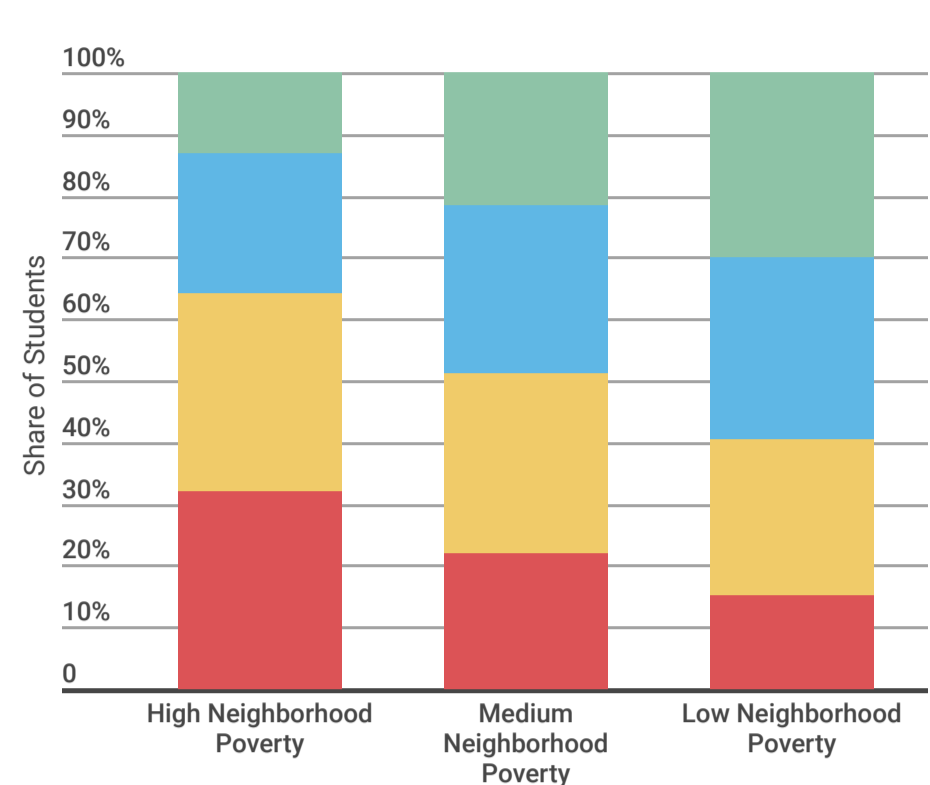
[Download data](#)

Share of Students at Each Performance Level: Mathematics



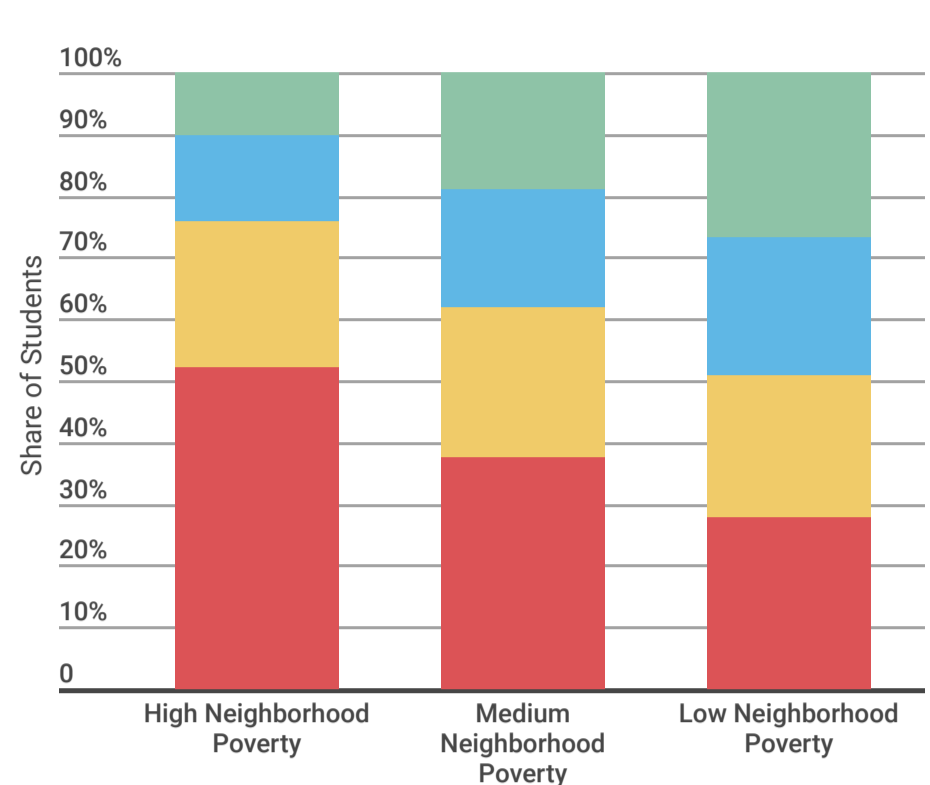
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ELA Performance by Student Neighborhood Poverty Level



[Download data](#)

Math Performance by Student Neighborhood Poverty Level



[Download data](#)

ELA Proficiency Rates by Student Neighborhood Poverty Level and Schools' Shares of Students From Low-Income Neighborhoods



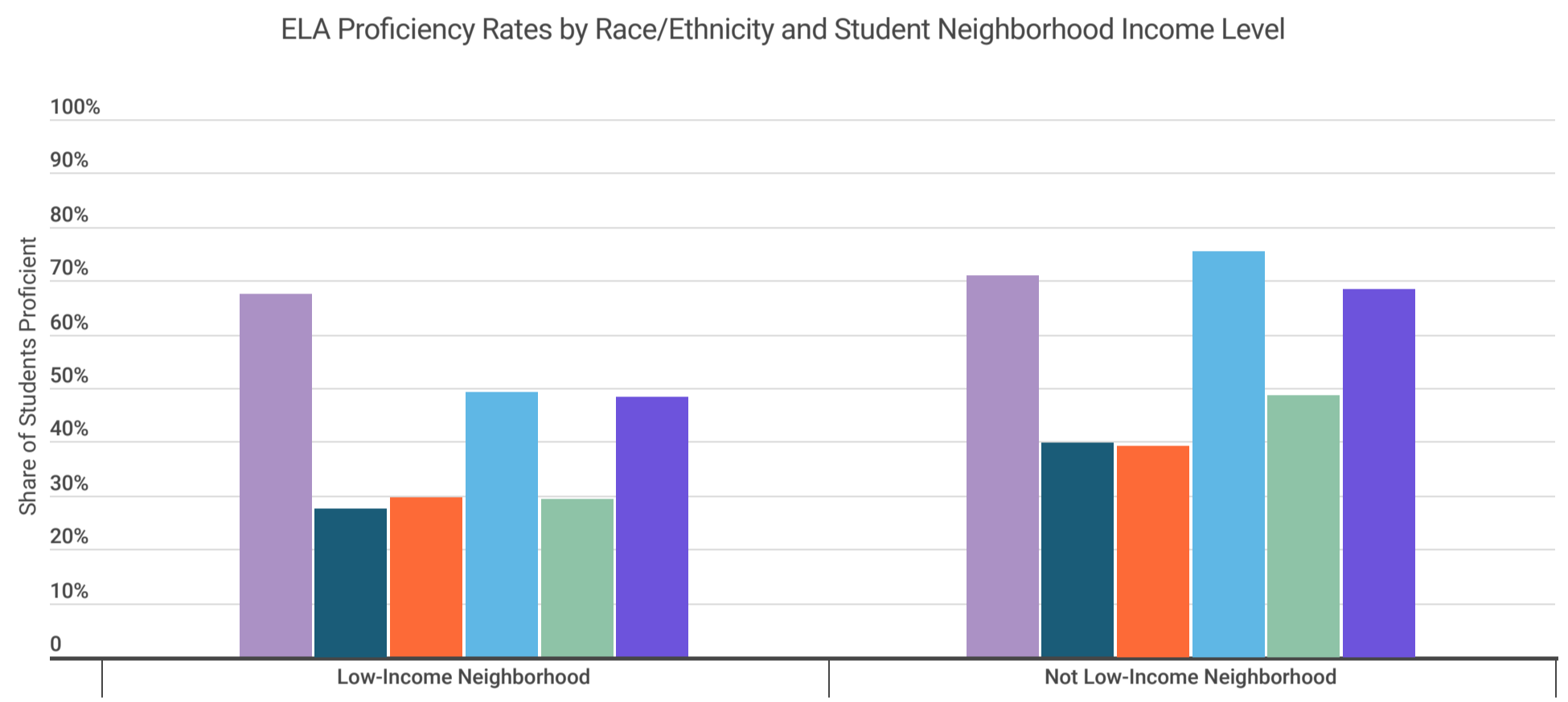
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Math Proficiency Rates by Student Neighborhood Poverty Level and Schools' Shares of Students From Low-Income Neighborhoods



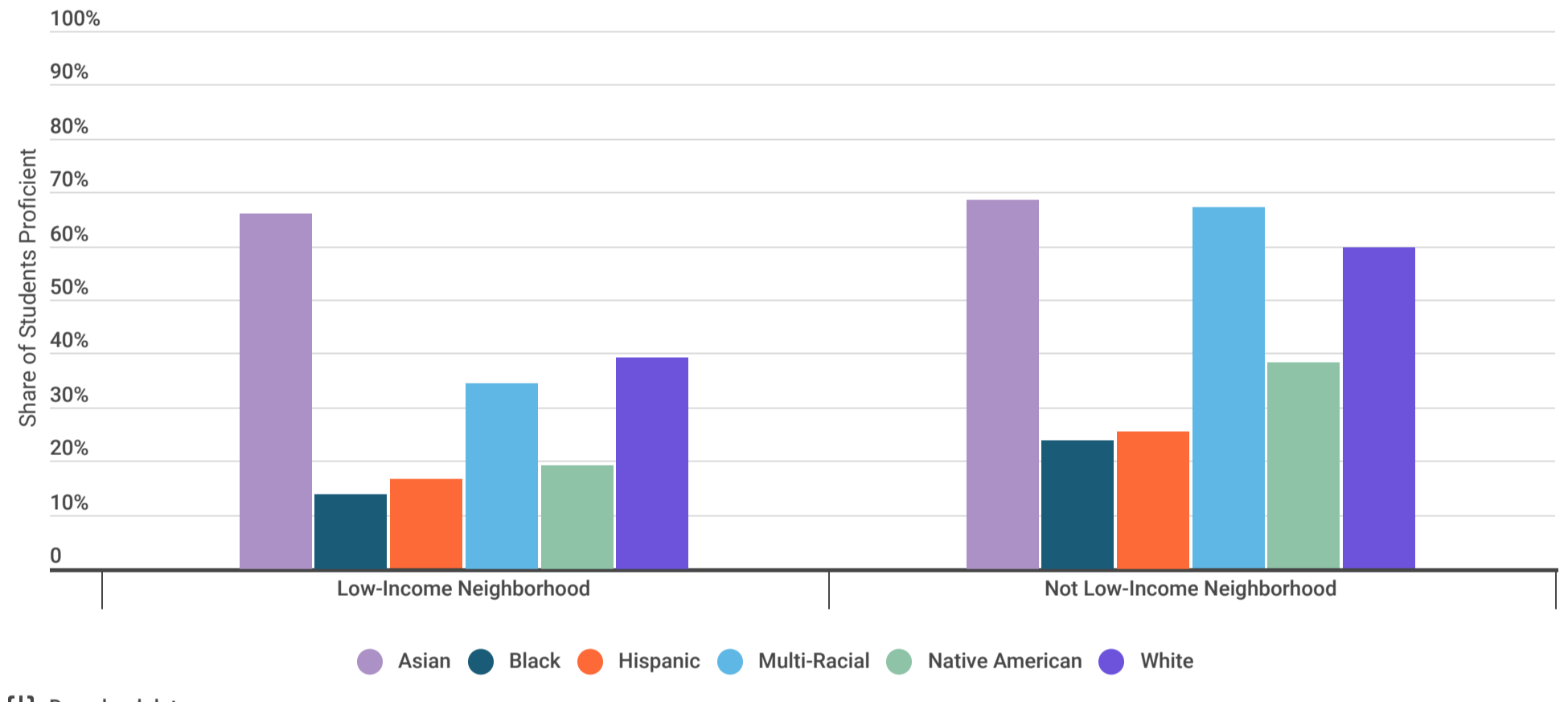
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ELA Proficiency Rates by Race/Ethnicity and Student Neighborhood Income Level



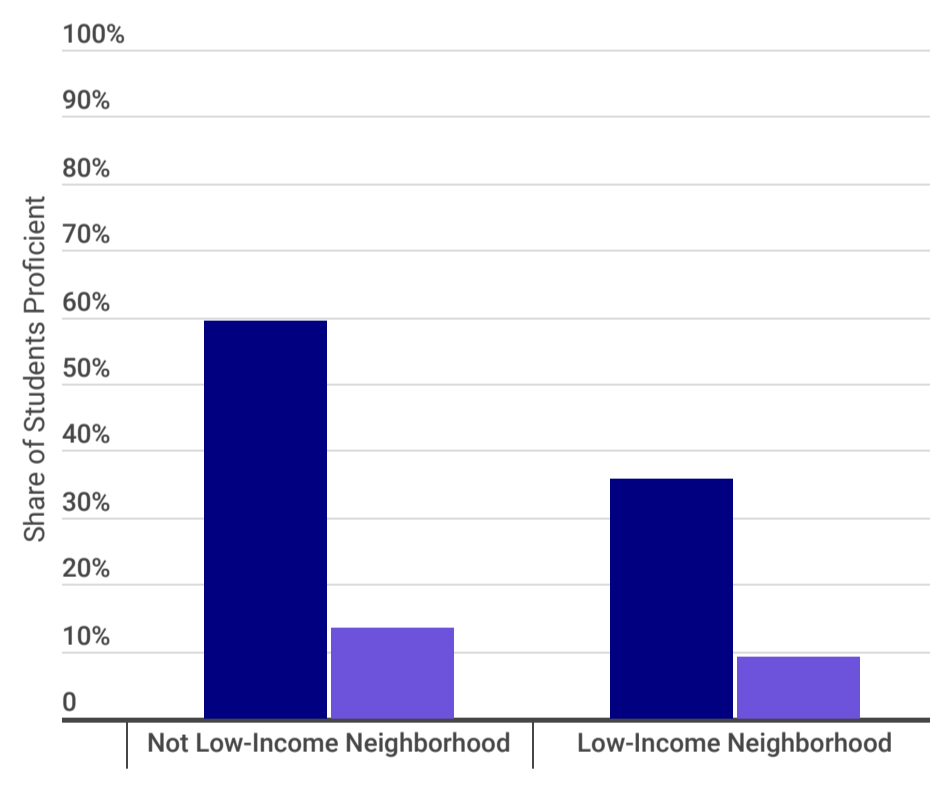
[Download data](#)

Math Proficiency Rates by Race/Ethnicity and Student Neighborhood Income Level



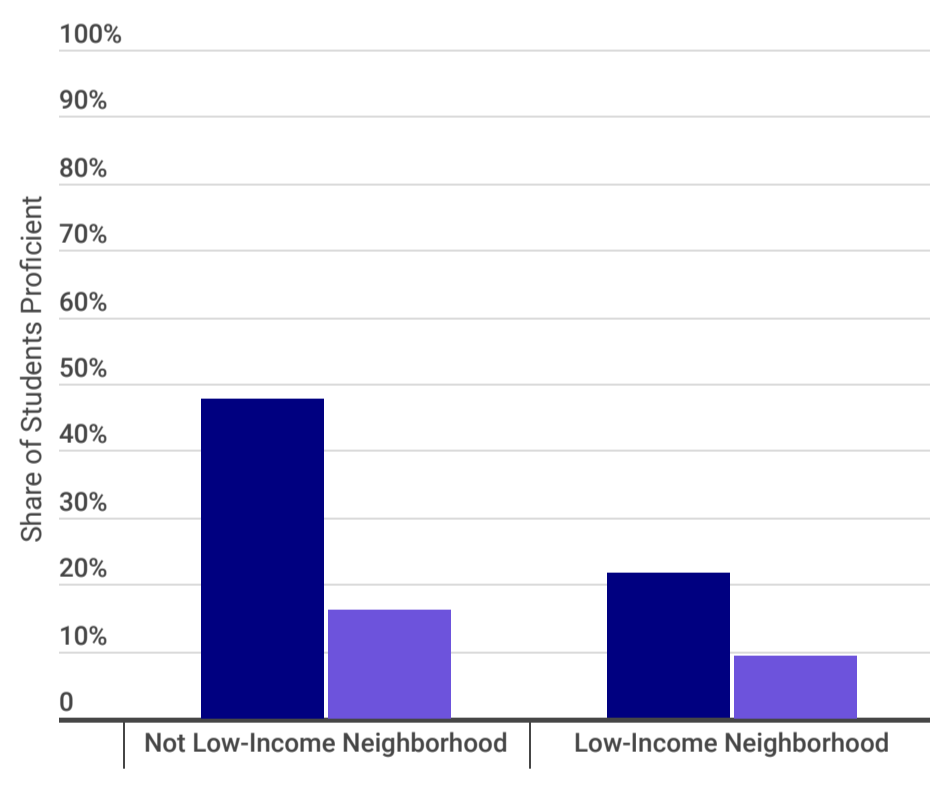
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ELA Proficiency Rates by English Language Learner Status and Student Neighborhood Income Level



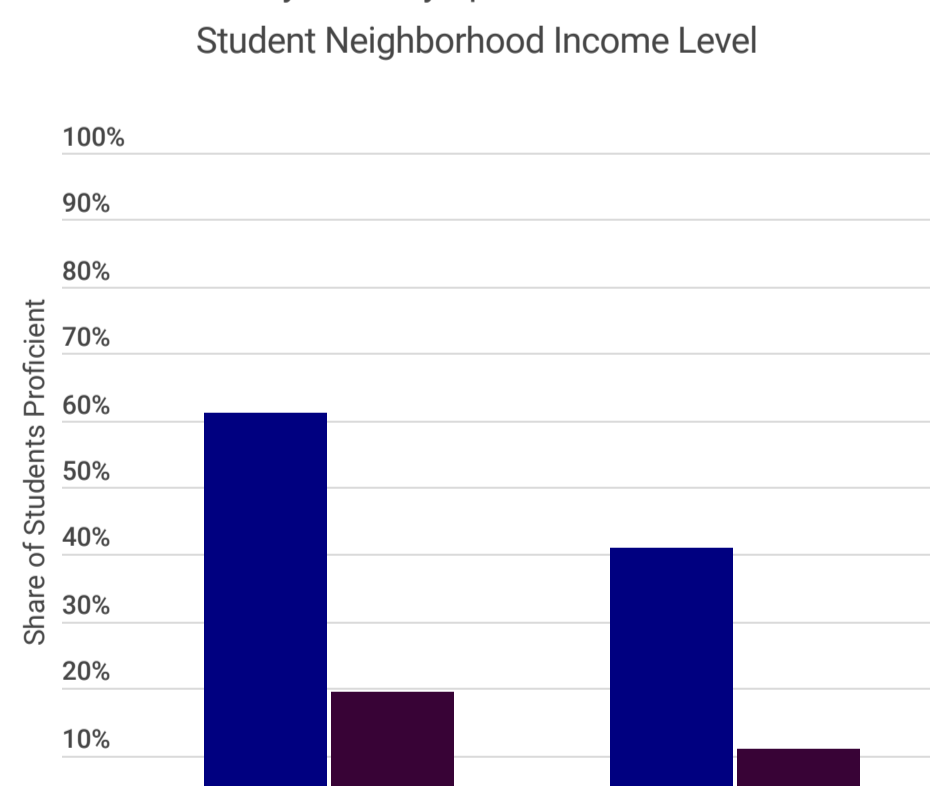
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Math Proficiency Rates by English Language Learner Status and Student Neighborhood Income Level



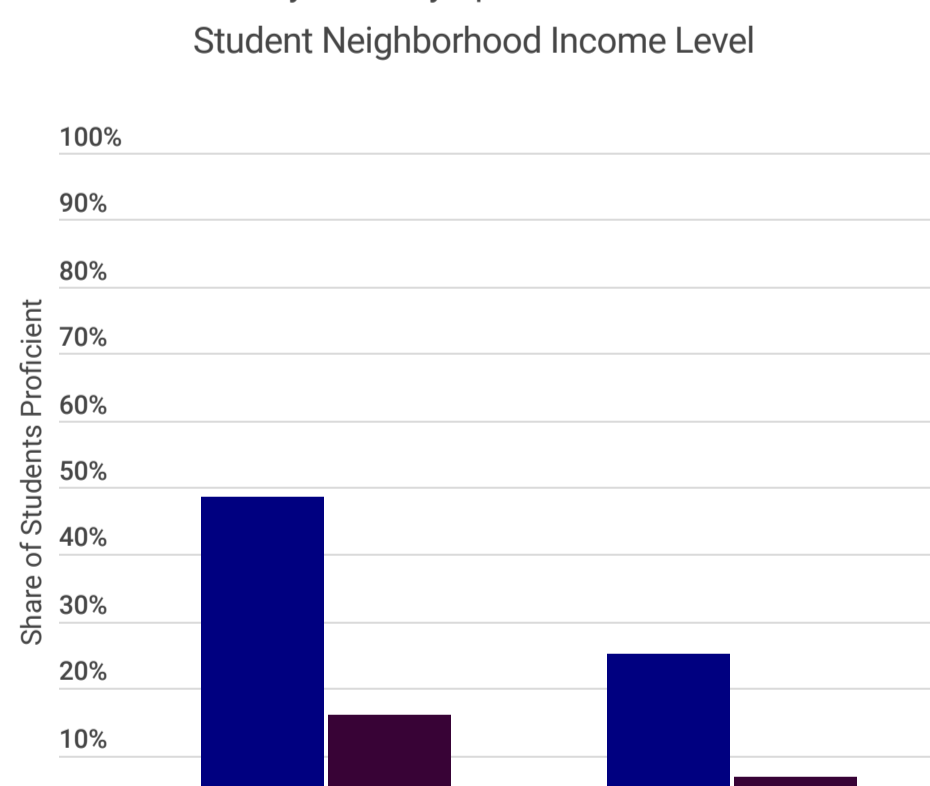
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ELA Proficiency Rates by Special Education Status and Student Neighborhood Income Level



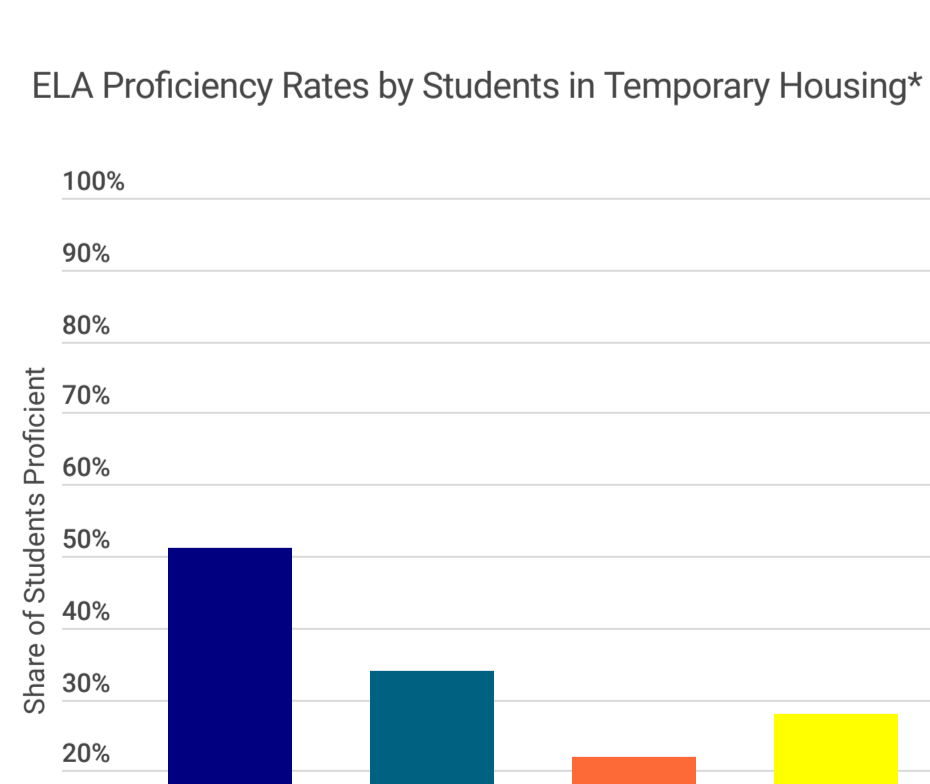
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Math Proficiency Rates by Special Education Status and Student Neighborhood Income Level



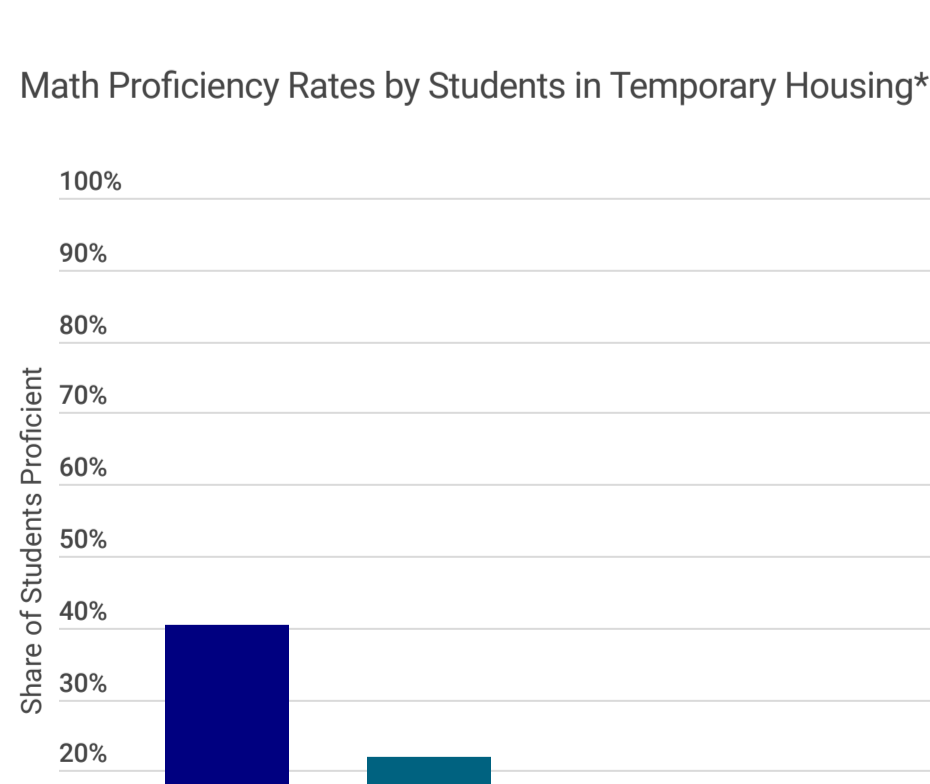
[Download data](#)

ELA Proficiency Rates by Students in Temporary Housing*



[Download data](#)

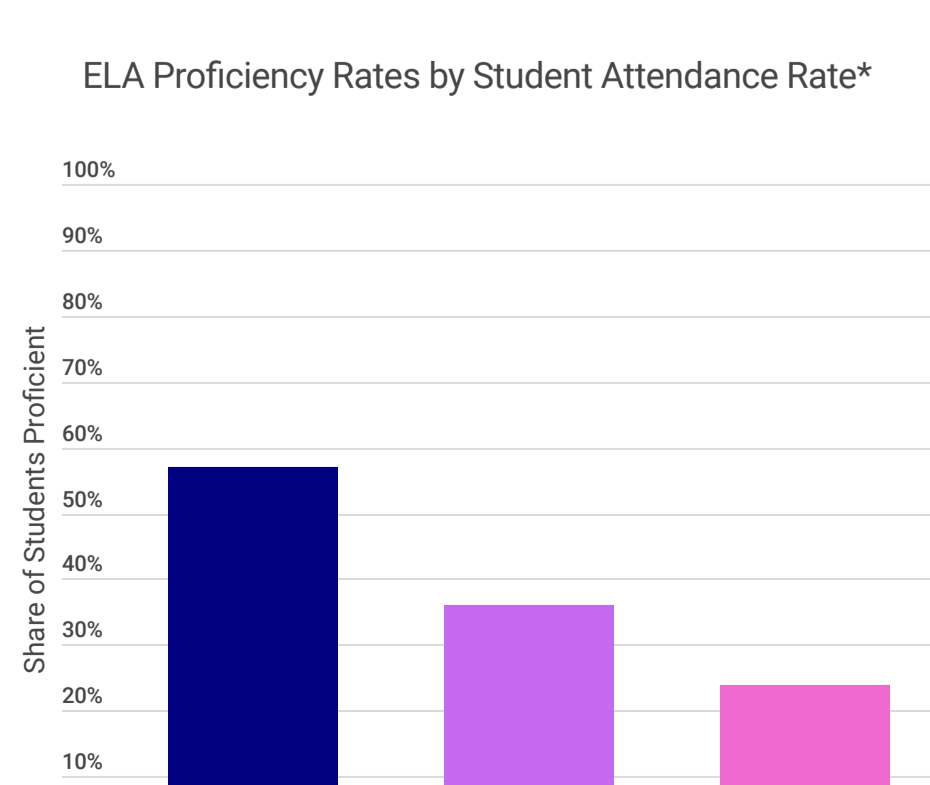
Math Proficiency Rates by Students in Temporary Housing*



[Download data](#)

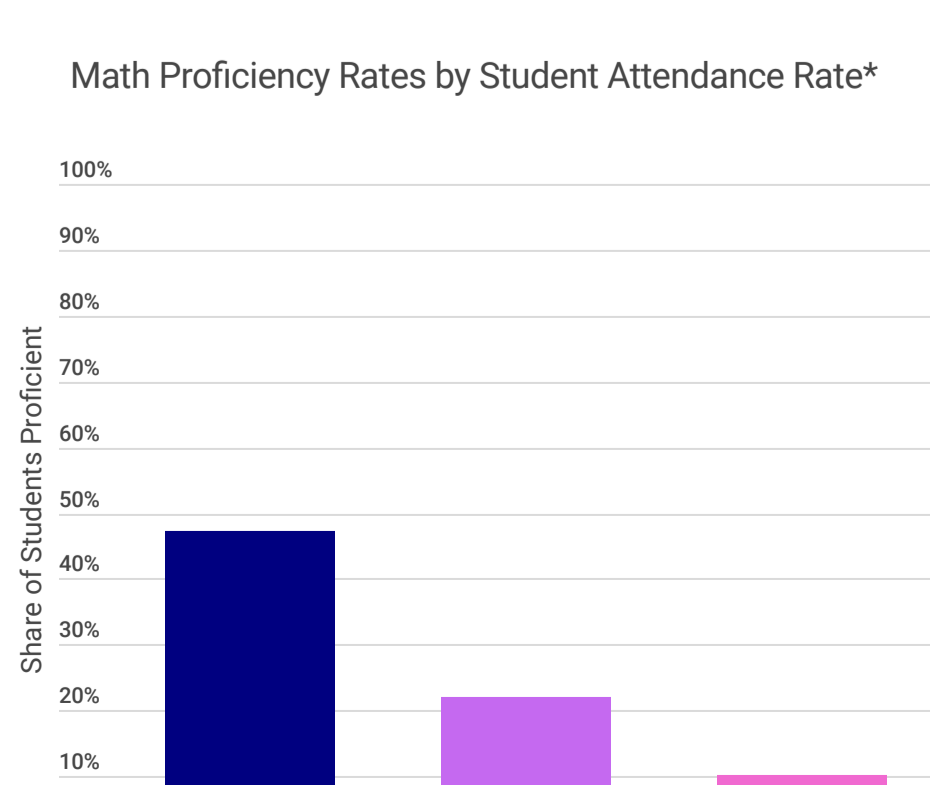
* Includes students in hotels/motels and other temporary living situations.

ELA Proficiency Rates by Student Attendance Rate*



[Download data](#)

Math Proficiency Rates by Student Attendance Rate*



[Download data](#)

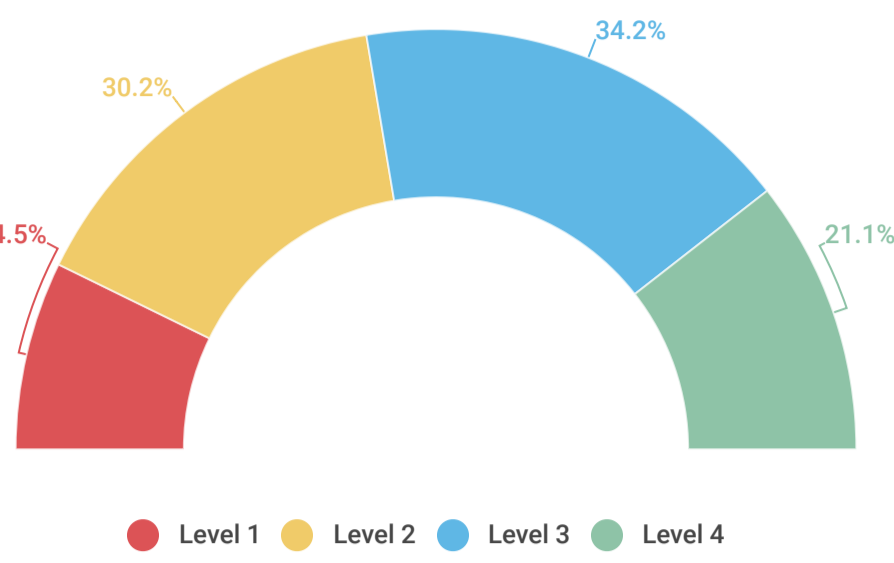
*The cutoffs are as follows: Good Attendance: 90% or greater. Chronically Absent: greater than 80% up to 90%. Severely Chronically Absent: 80% or below. Students with missing attendance rates are not included.

Charter Schools: Grades 3-8 Test Performance 2021-2022

All students in grades 3-8 take the annual New York State examinations in English Language Arts (ELA) and Mathematics. The students are assigned to one of four achievement groups based on their scale scores: Level 1 - Well Below Standard, Level 2 - Just Below Standard, Level 3 - Just Above Standard, and Level 4 - Well Above Standard. Levels 1 and 2 are considered "not proficient" and Levels 3 and 4 are considered "proficient."

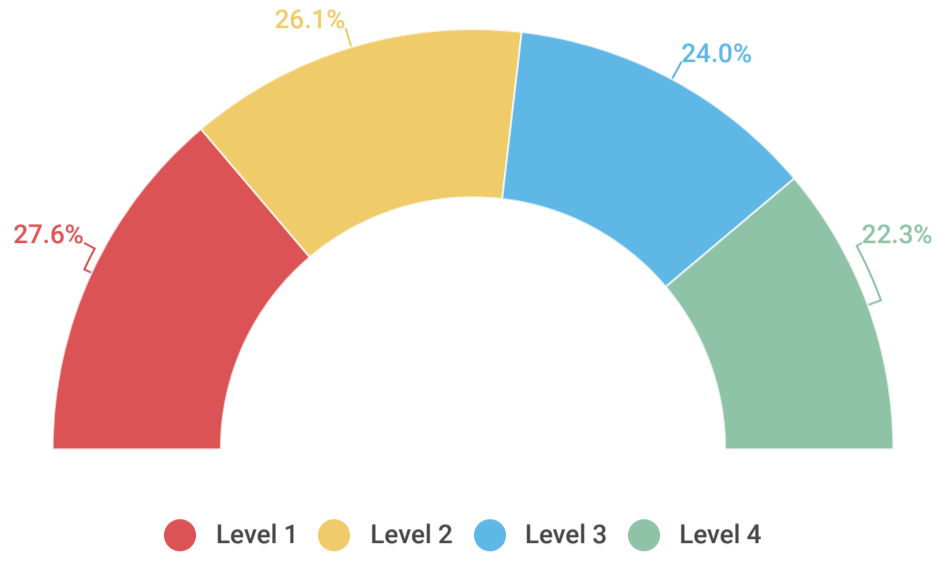
Several charts below report on both students living in a low-income neighborhood and schools' shares of students from low-income neighborhoods. The various categories refer to the income level of the census tract, or neighborhood, in which a student resides, not their individual household income level. The census tract is considered low-income if its median household income is at or below the poverty measure published by the Mayor's Office for Economic Opportunity in 2020 for a family of four. Schools' shares of students from low-income neighborhoods were divided into three equal groups based on the share of students that reside in a low-income census tract attending each school. See data notes for more detail and cut off points for low, medium and high student poverty.

Share of Students at Each Performance Level: English Language Arts (ELA)



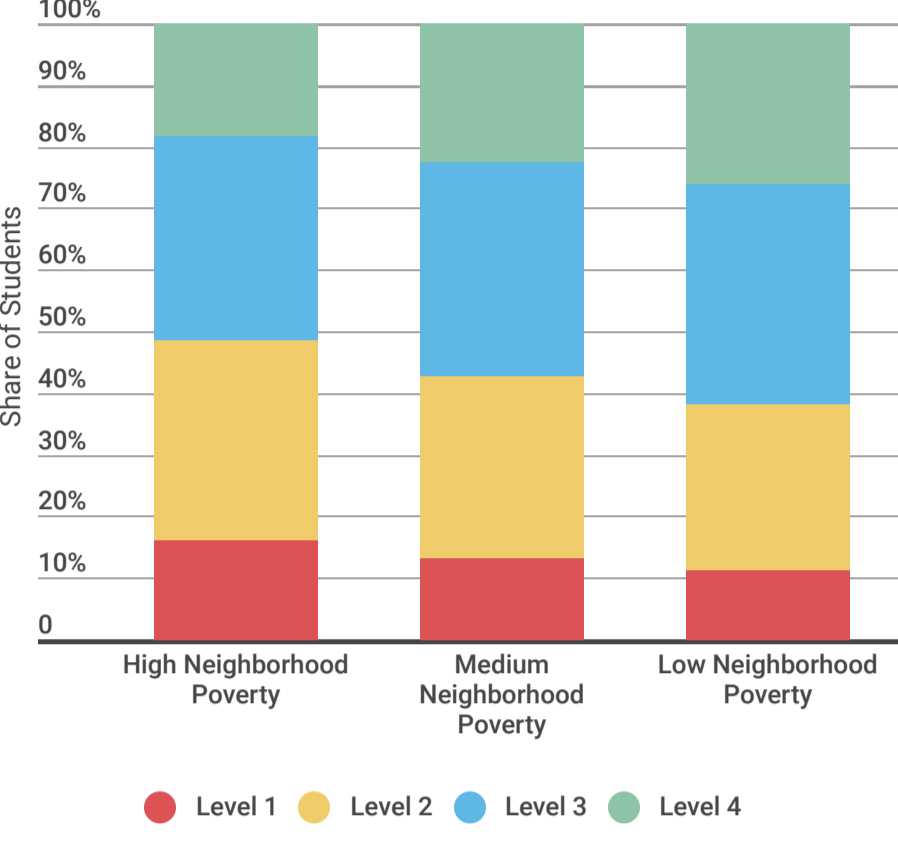
[Download data](#)

Share of Students at Each Performance Level: Mathematics



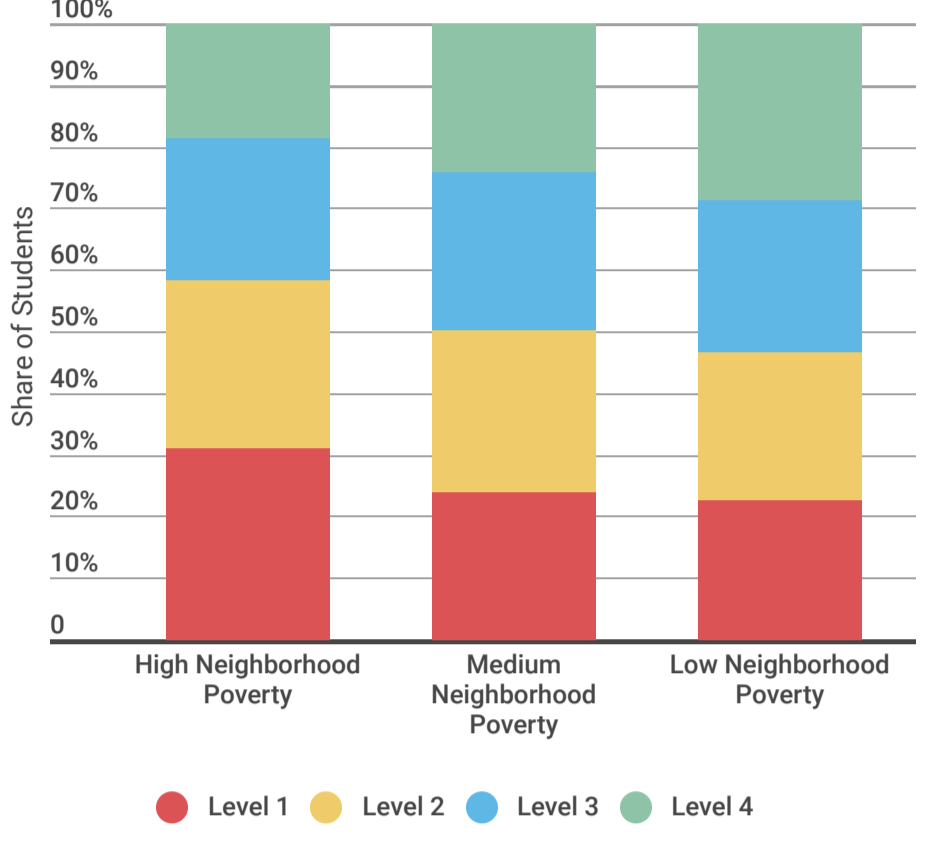
[Download data](#)

ELA Performance by Student Neighborhood Poverty Level



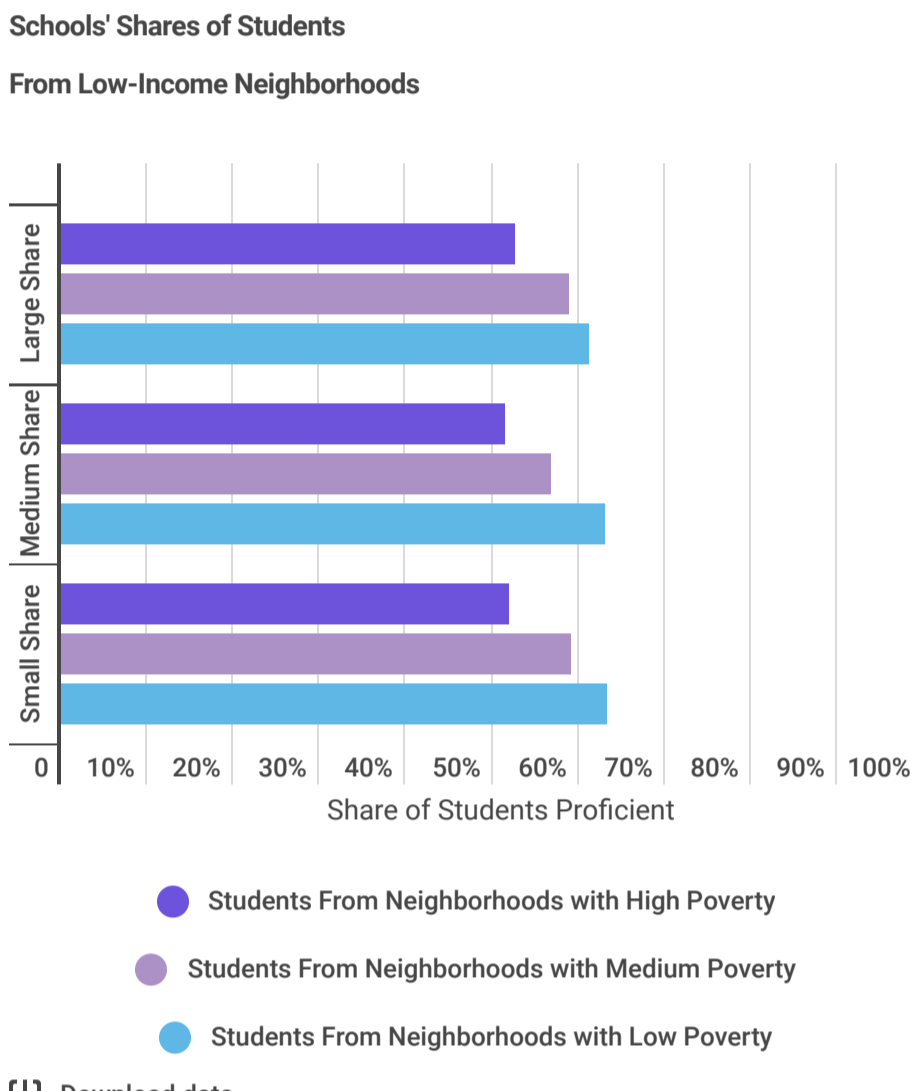
[Download data](#)

Math Performance by Student Neighborhood Poverty Level



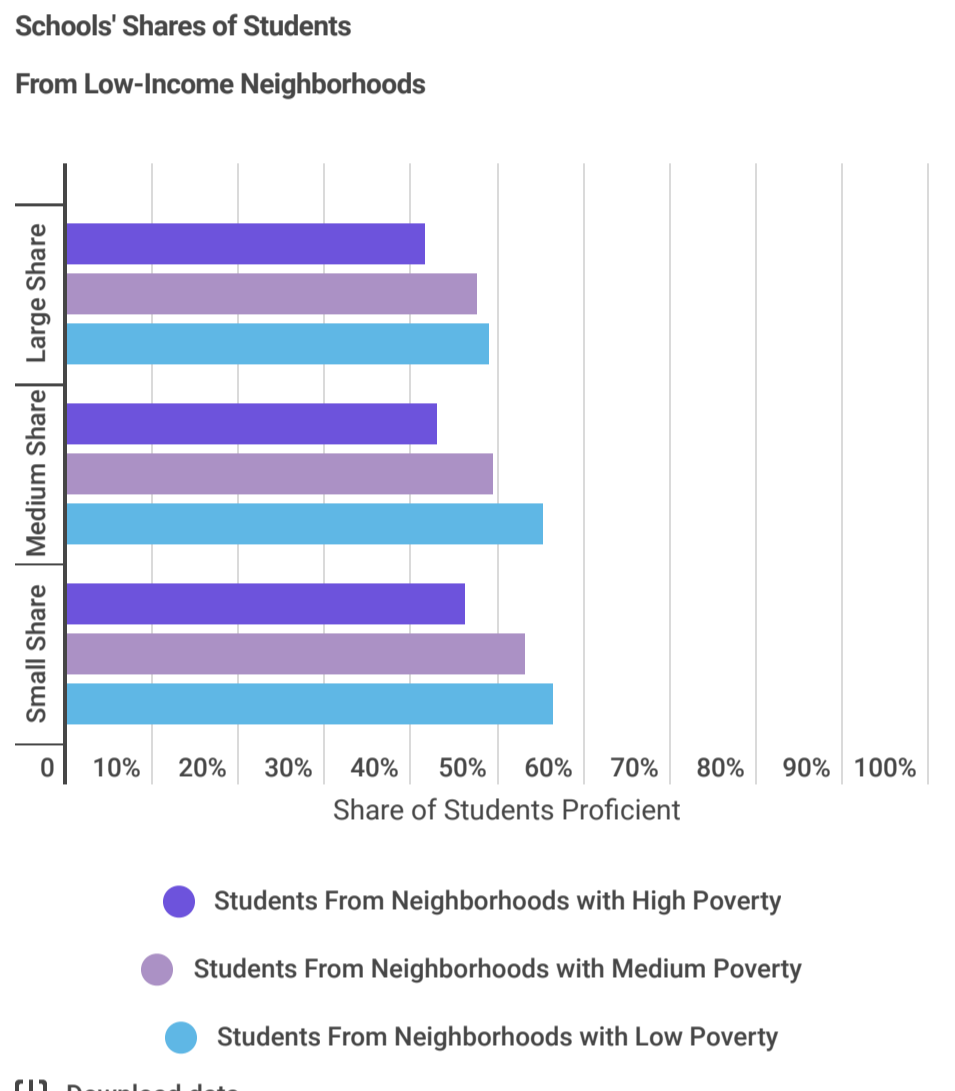
[Download data](#)

ELA Proficiency Rates by Student Neighborhood Poverty Level and Schools' Shares of Students From Low-Income Neighborhoods



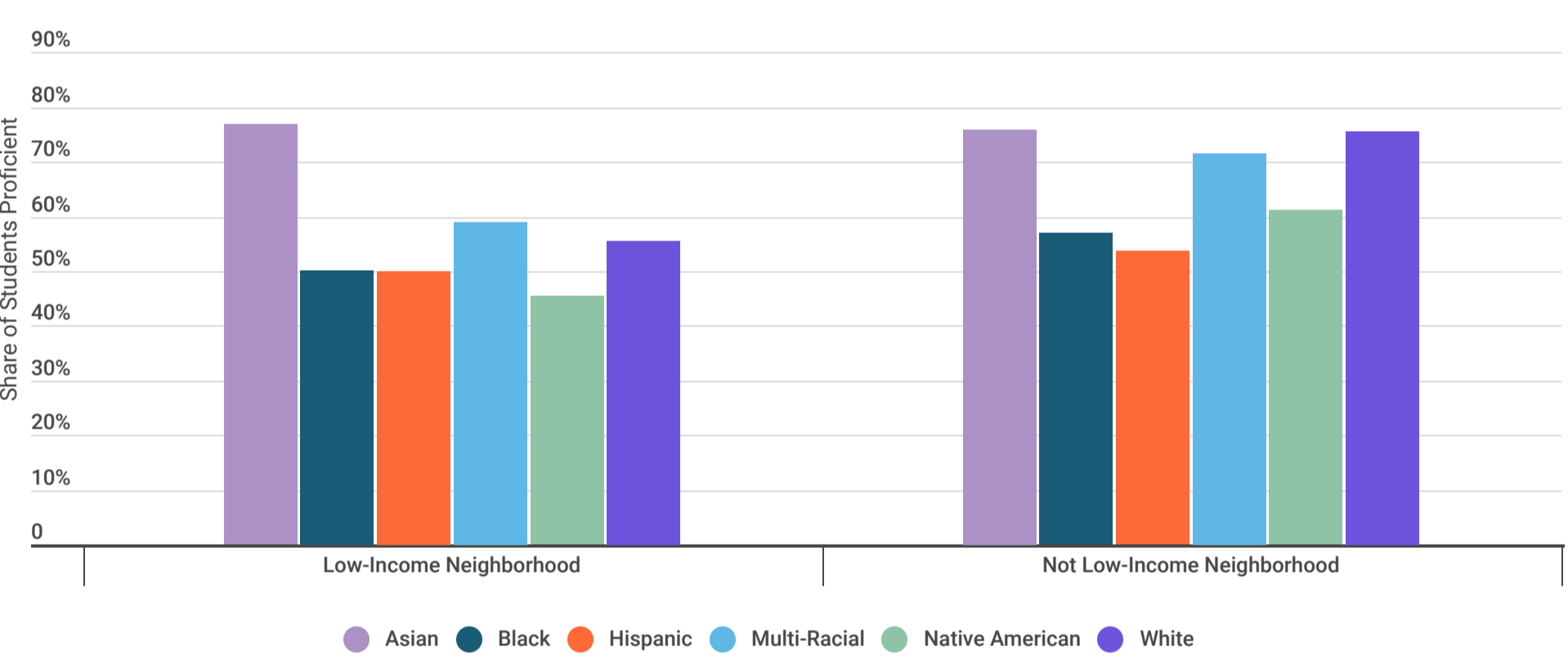
[Download data](#)

Math Proficiency Rates by Student Neighborhood Poverty Level and Schools' Shares of Students From Low-Income Neighborhoods



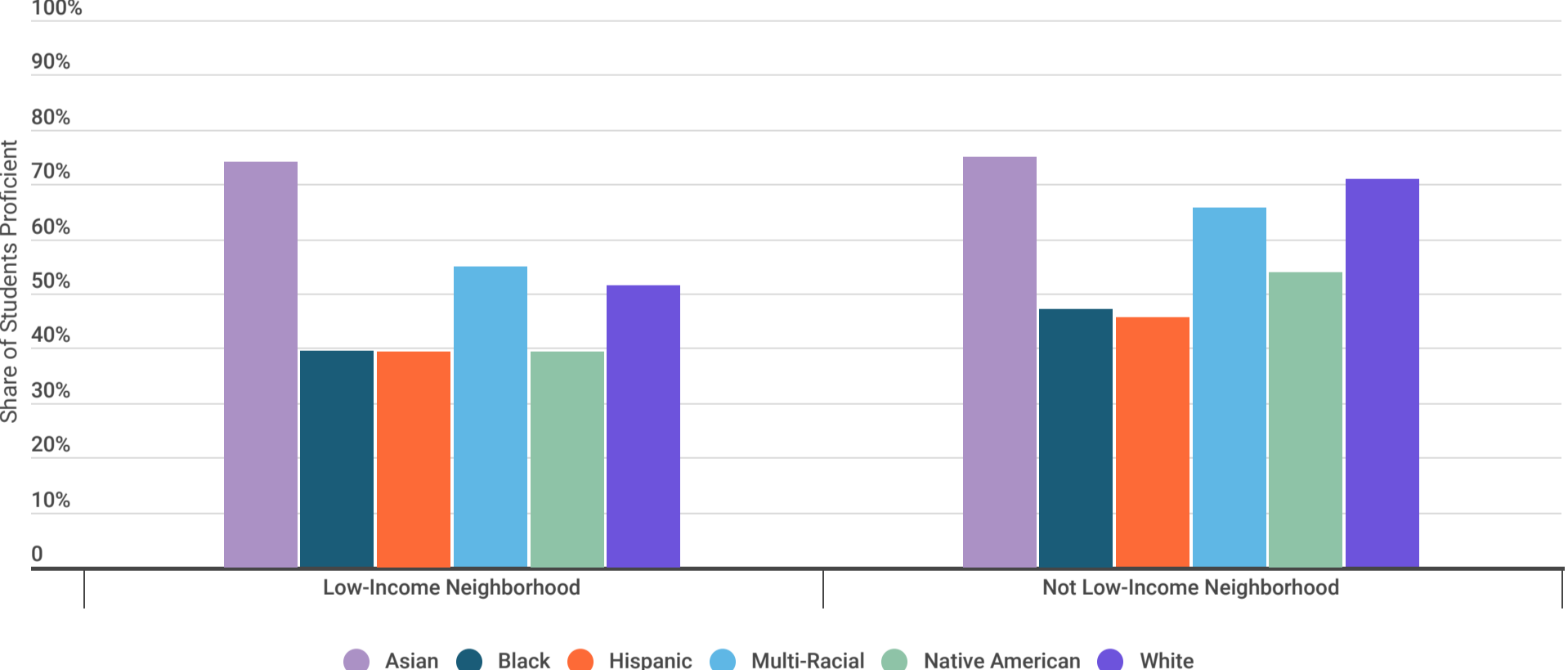
[Download data](#)

ELA Proficiency Rates by Race/Ethnicity and Student Neighborhood Income Level



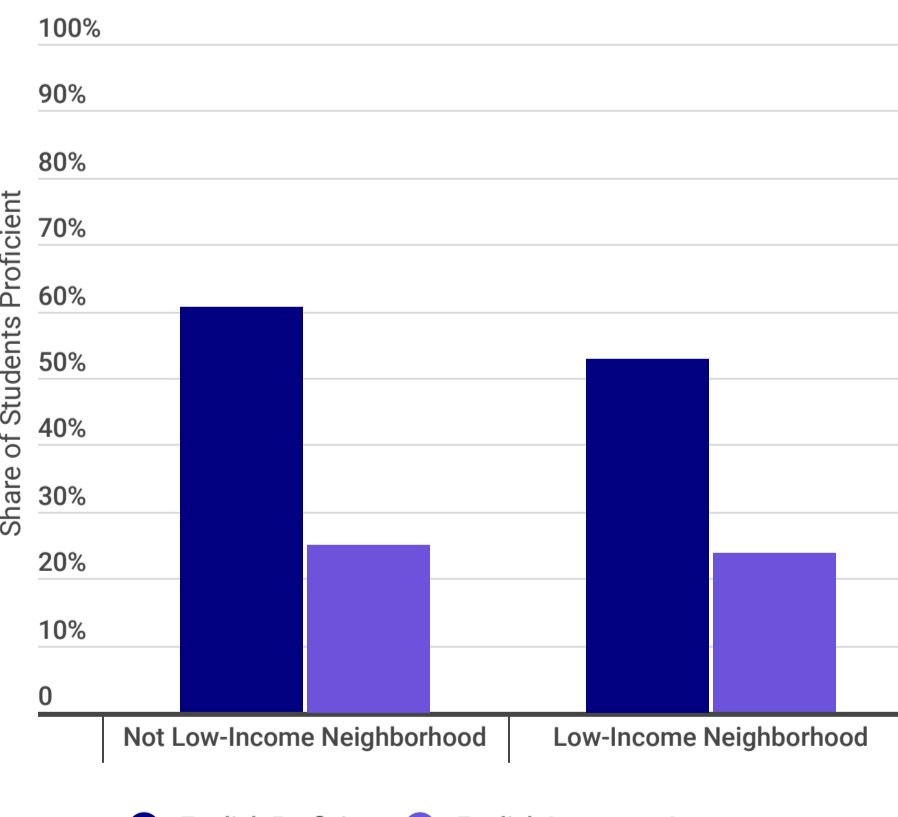
[Download data](#)

Math Proficiency Rates by Race/Ethnicity and Student Neighborhood Income Level



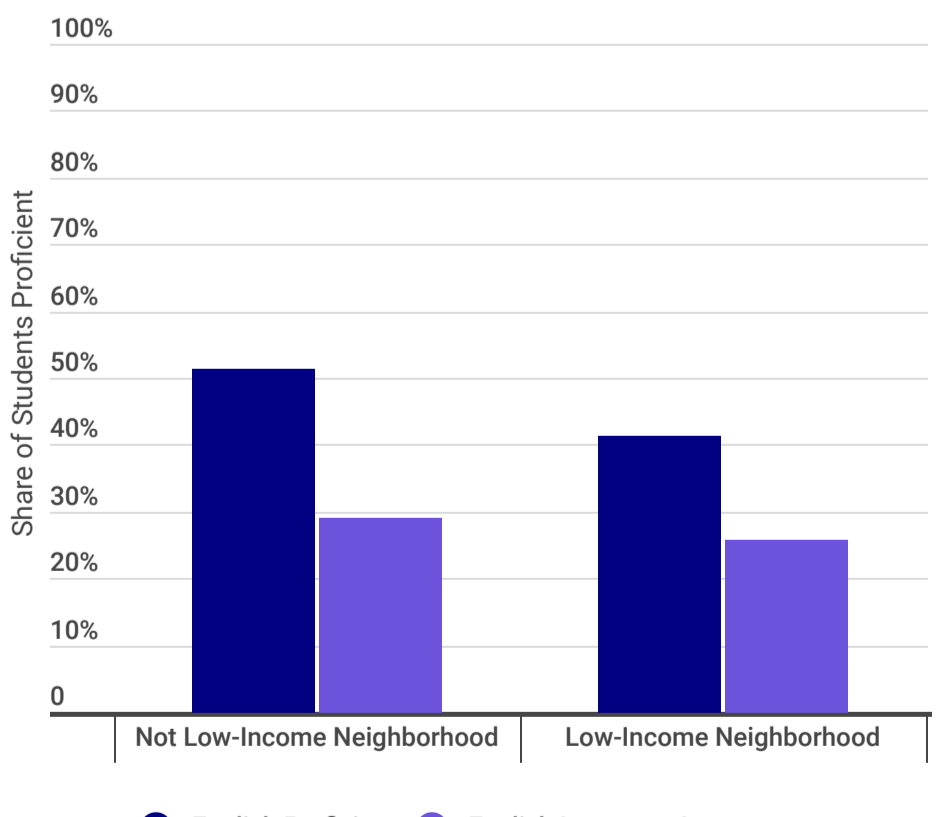
[Download data](#)

ELA Proficiency Rates by English Language Learner Status and Student Neighborhood Income Level



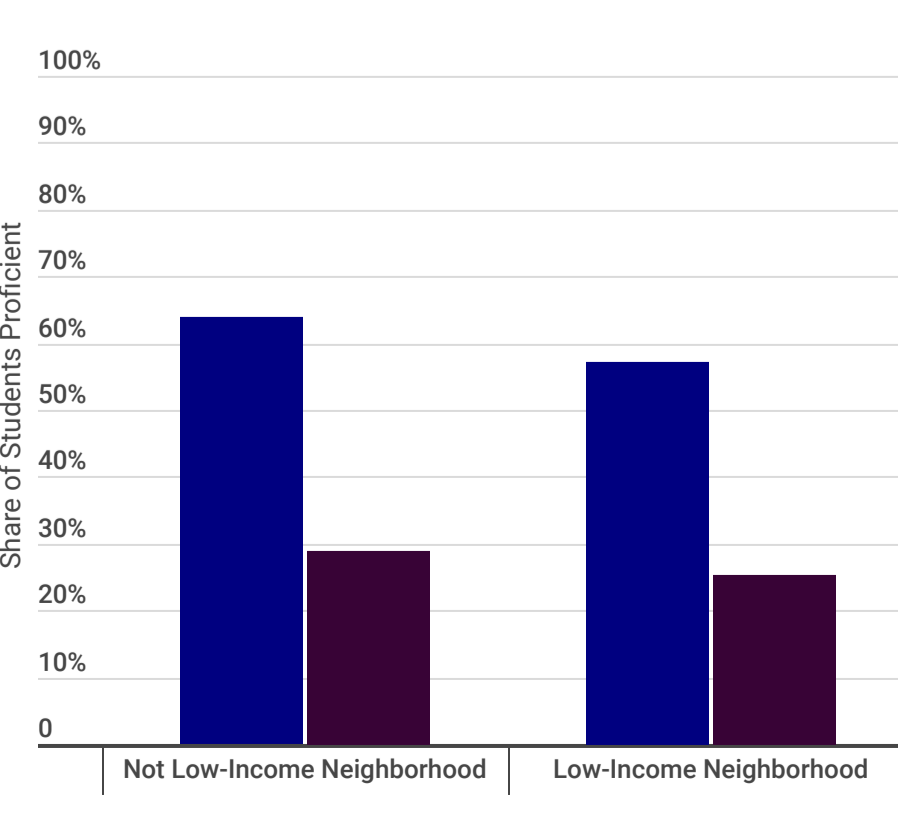
[Download data](#)

Math Proficiency Rates by English Language Learner Status and Student Neighborhood Income Level



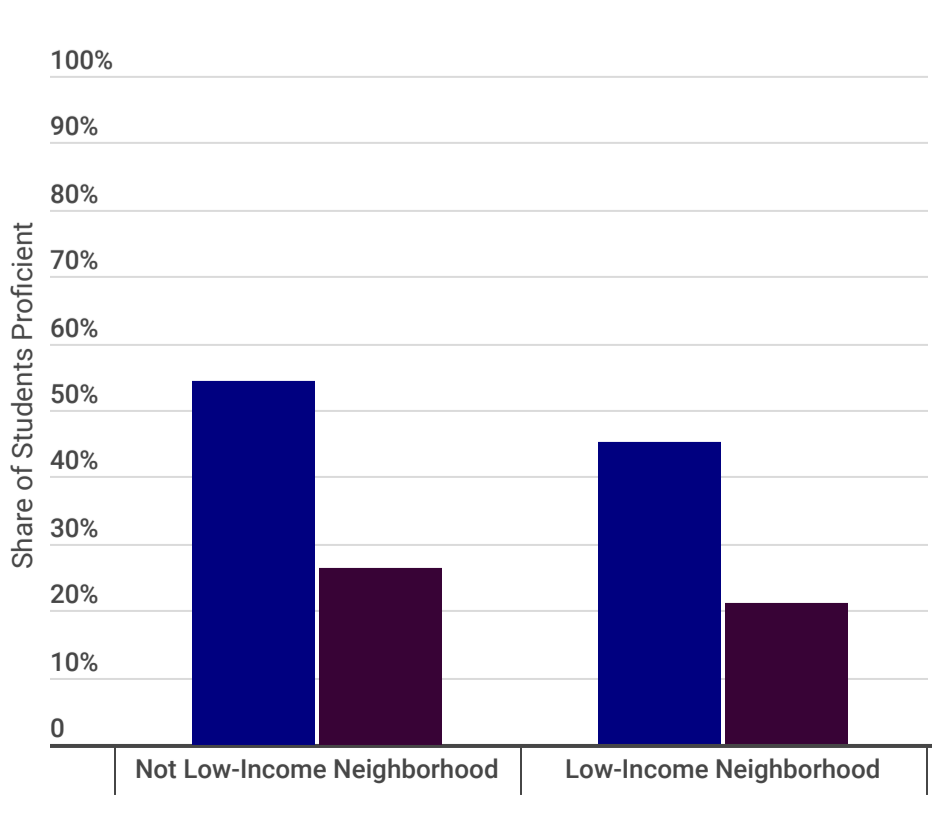
[Download data](#)

ELA Proficiency Rates by Special Education Status and Student Neighborhood Income Level



[Download data](#)

Math Proficiency Rates by Special Education Status and Student Neighborhood Income Level



[Download data](#)

IBO does not have data on charter school students in temporary housing or attendance data for charter school students.

Charter Network Affiliation Student Achievement: Grades 3-8 Test Performance 2021-2022

Charter networks are organized alphabetically; charter networks with 3 schools or fewer are combined into the "Smaller Networks" category; independent charter schools (those without a network) are combined into the "Independent" category.

English Language Arts Proficiency Rates by Network

Charter Network	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Achievement First	45.4%	37.0%	35.4%	63.8%	56.8%	68.6%
Ascend	50.4%	43.0%	40.9%	71.5%	64.5%	63.4%
Brilla	32.9%	42.4%	46.3%	74.7%	57.1%	68.8%
Brooklyn Prospect	67.5%	60.2%	65.5%	77.0%	73.3%	72.9%
Classical Charter Schools	86.4%	84.1%	85.8%	97.4%	88.3%	93.3%
Democracy Prep	35.7%	17.7%	24.3%	58.7%	48.8%	58.1%
Excellence Community Schools	64.1%	62.0%	53.7%	77.6%	68.9%	80.7%
Explore Schools	44.5%	35.7%	33.8%	52.5%	50.2%	55.8%
Icahn	79.7%	75.4%	62.3%	87.2%	77.1%	81.6%
Integration Charter Schools	29.5%	16.9%	16.4%	42.0%	29.3%	34.7%
KIPP	56.2%	39.4%	37.7%	59.7%	55.4%	55.0%
National Heritage Academies	50.7%	41.4%	38.3%	67.2%	52.9%	59.7%
Public Prep	46.2%	31.6%	33.6%	64.5%	55.6%	67.7%
Success Academy Charter Schools	75.0%	66.1%	64.5%	92.6%	91.7%	93.7%
Uncommon New York City Charter Schools	52.2%	42.9%	38.4%	61.2%	52.3%	63.0%
Zeta Charter Schools	64.2%	61.1%	N/A	N/A	N/A	N/A
Smaller Networks	47.7%	41.4%	37.0%	57.5%	54.4%	57.2%
Independent	46.2%	40.2%	33.8%	55.0%	48.5%	53.1%

[Download data](#)

Math Proficiency Rates by Network

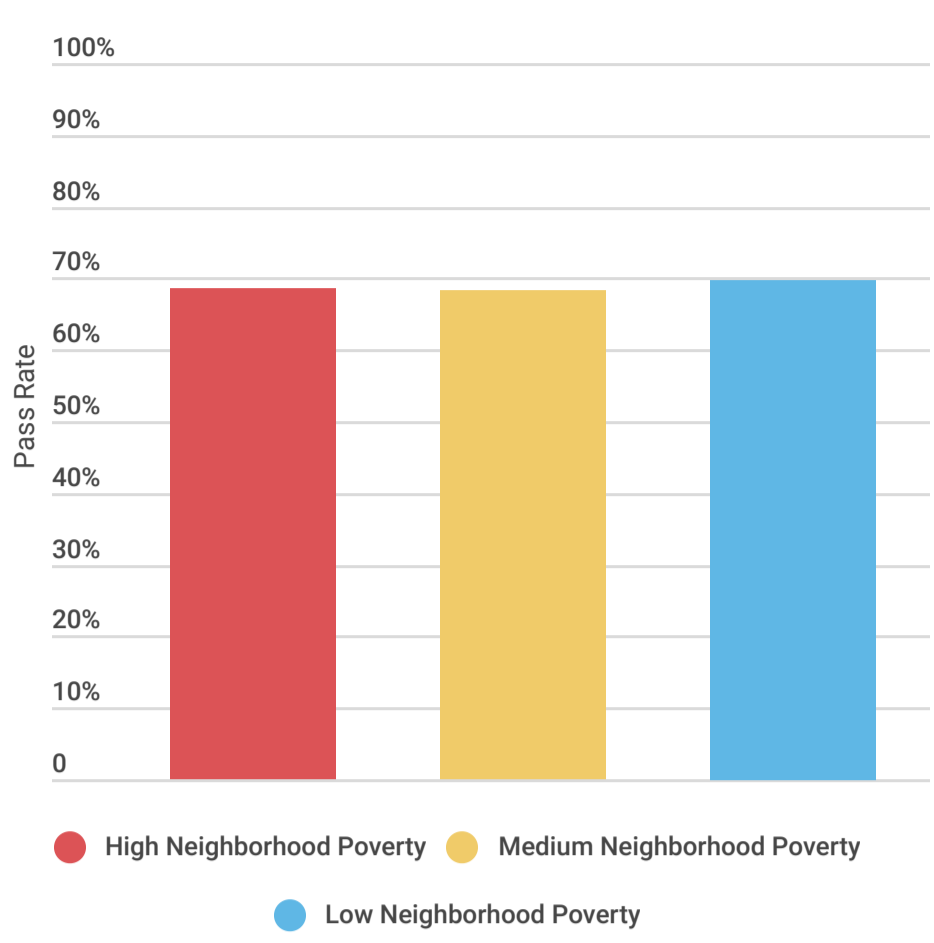
Charter Network	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Achievement First	55.7%	35.8%	30.2%	41.2%	40.2%	41.2%
Ascend	60.9%	53.2%	30.6%	49.0%	45.3%	N/A
Brilla	44.3%	46.2%	27.6%	44.6%	40.7%	20.8%
Brooklyn Prospect	68.1%	52.1%	66.9%	58.0%	60.1%	48.3%
Classical Charter Schools	92.5%	89.5%	90.9%	92.3%	83.2%	87.0%
Democracy Prep	17.8%	9.6%	14.8%	26.5%	22.9%	13.2%
Excellence Community Schools	71.5%	64.1%	50.7%	62.9%	56.8%	78.2%
Explore Schools	51.3%	38.4%	28.9%	23.8%	29.5%	24.9%
Icahn	90.8%	85.5%	70.6%	79.4%	70.9%	74.6%
Integration Charter Schools	31.8%	21.3%	11.5%	14.1%	12.8%	1.8%
KIPP	63.8%	53.8%	34.1%	48.3%	41.2%	22.1%
National Heritage Academies	46.1%	27.1%	22.5%	34.6%	27.2%	18.9%
Public Prep	43.1%	38.4%	16.7%	34.3%	33.8%	N/A
Success Academy Charter Schools	88.6%	85.3%	67.8%	83.9%	90.3%	N/A
Uncommon New York City Charter Schools	63.9%	40.5%	30.8%	39.4%	30.5%	N/A
Zeta Charter Schools	74.0%	60.2%	N/A	N/A	N/A	N/A
Smaller Networks	47.9%	44.6%	30.8%	28.1%	31.9%	31.4%
Independent	46.6%	35.2%	28.5%	31.3%	30.5%	31.1%

[Download data](#)

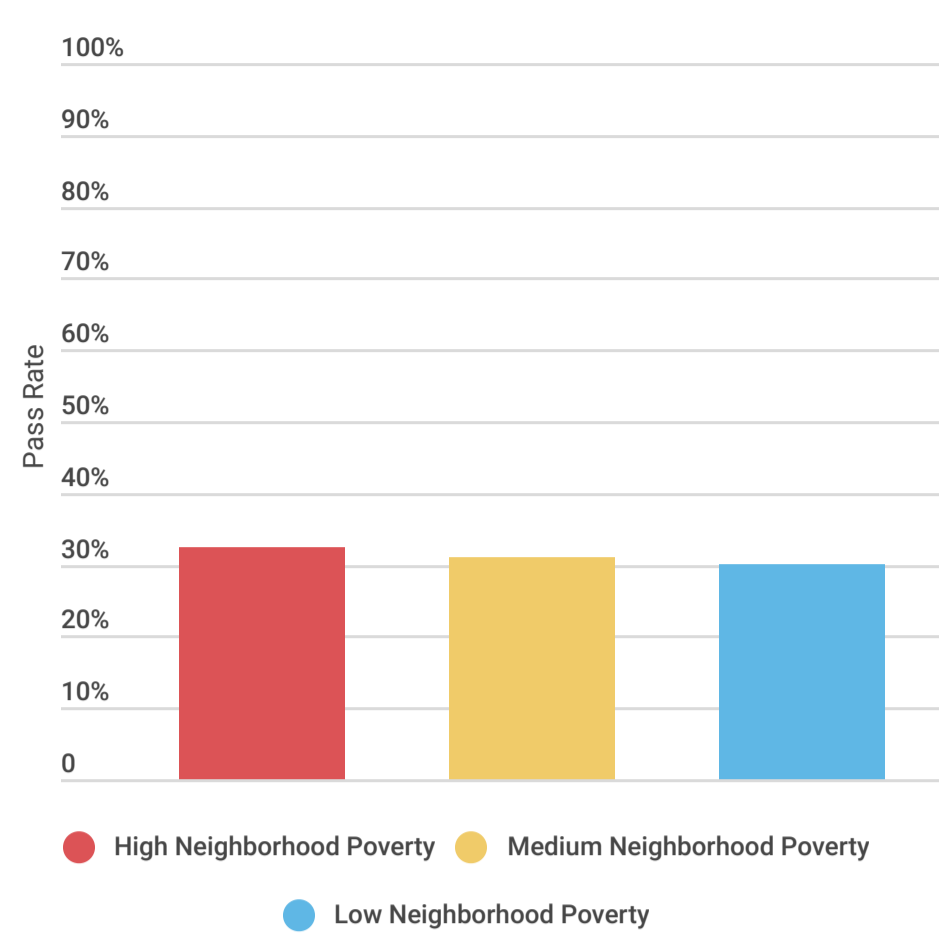
Charter Schools Student Achievement: High School Regents Performance 2021-2022

Students passing the exam receive a score of 65 or higher. Several charts below report on both student neighborhood poverty level and schools' shares of students from low-income neighborhoods. For the student level measure, the various categories are determined by the median income in the census tract in which a student resides, not their individual household income. For the school measure, schools were divided into three equal groups based on the share of students that reside in a low-income census tract attending each school (large, medium, or small share). A census tract is considered low-income if its median household income is at or below the poverty measure published by the Mayor's Office for Economic Opportunity in 2020 for a family of four. See data notes for more detail and cut off points for both the student-level and school-level measures.

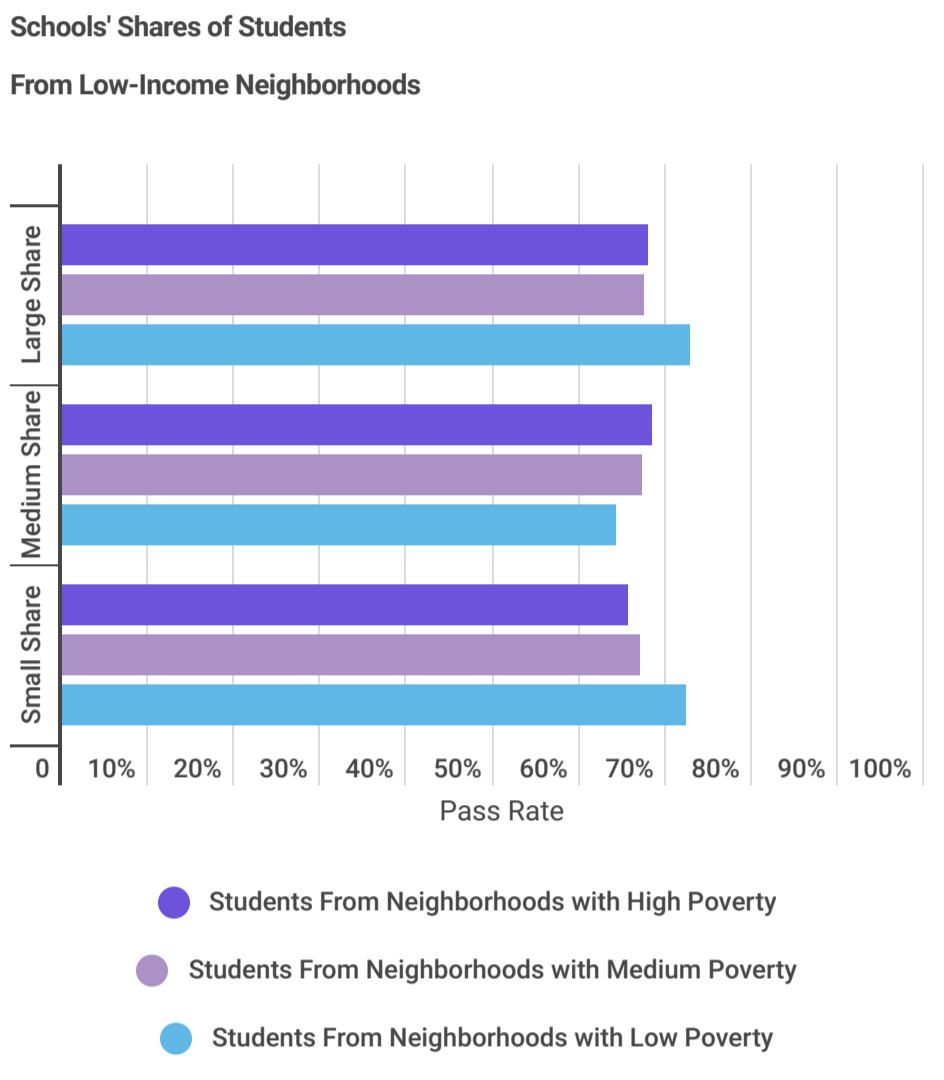
English Regents Pass Rates by Student Neighborhood Poverty Level



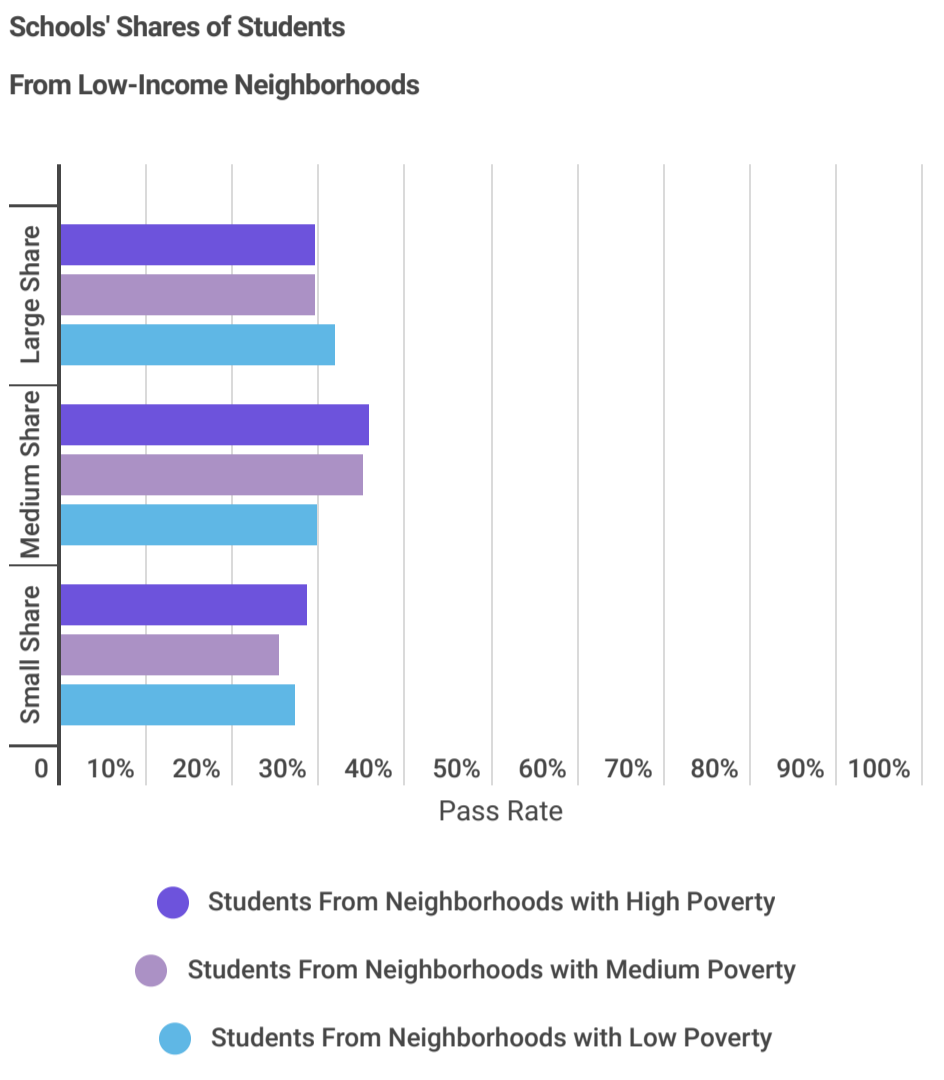
Math Regents Pass Rates by Student Neighborhood Poverty Level



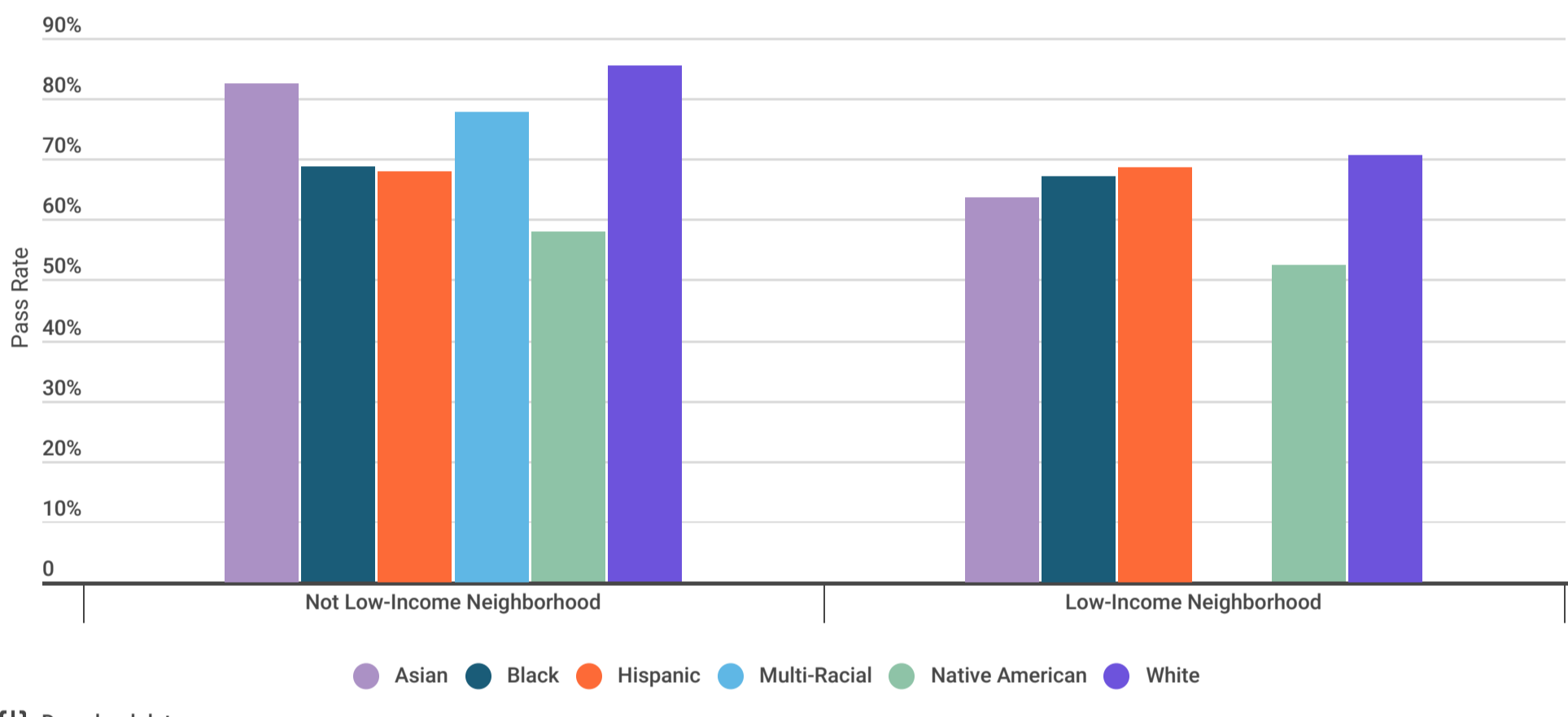
English Regents Pass Rates by Student Neighborhood Poverty Level and Schools' Shares of Students From Low-Income Neighborhoods



Math Regents Pass Rates by Student Neighborhood Poverty Level and Schools' Shares of Students From Low-Income Neighborhoods

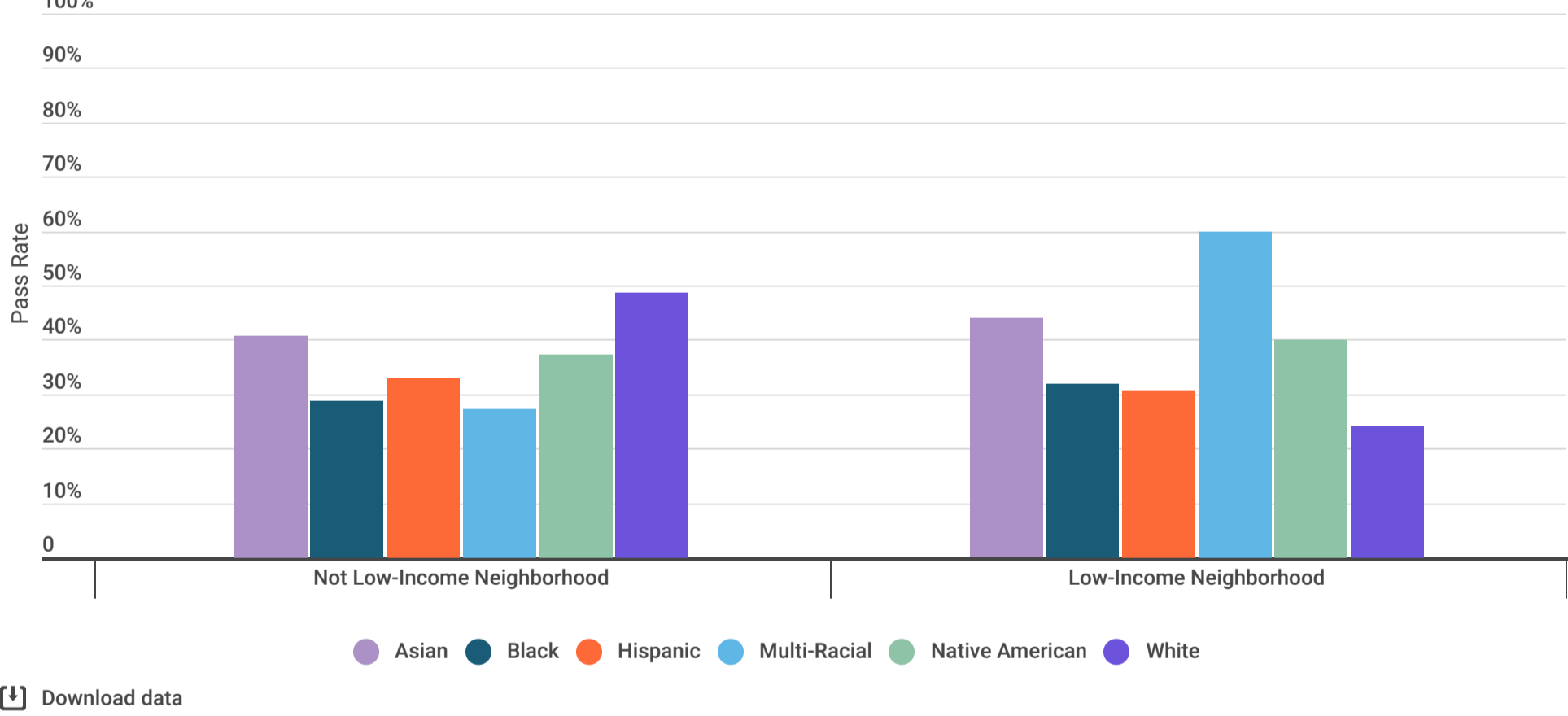


English Regents Pass Rates by Race/Ethnicity and Student Neighborhood Income Level

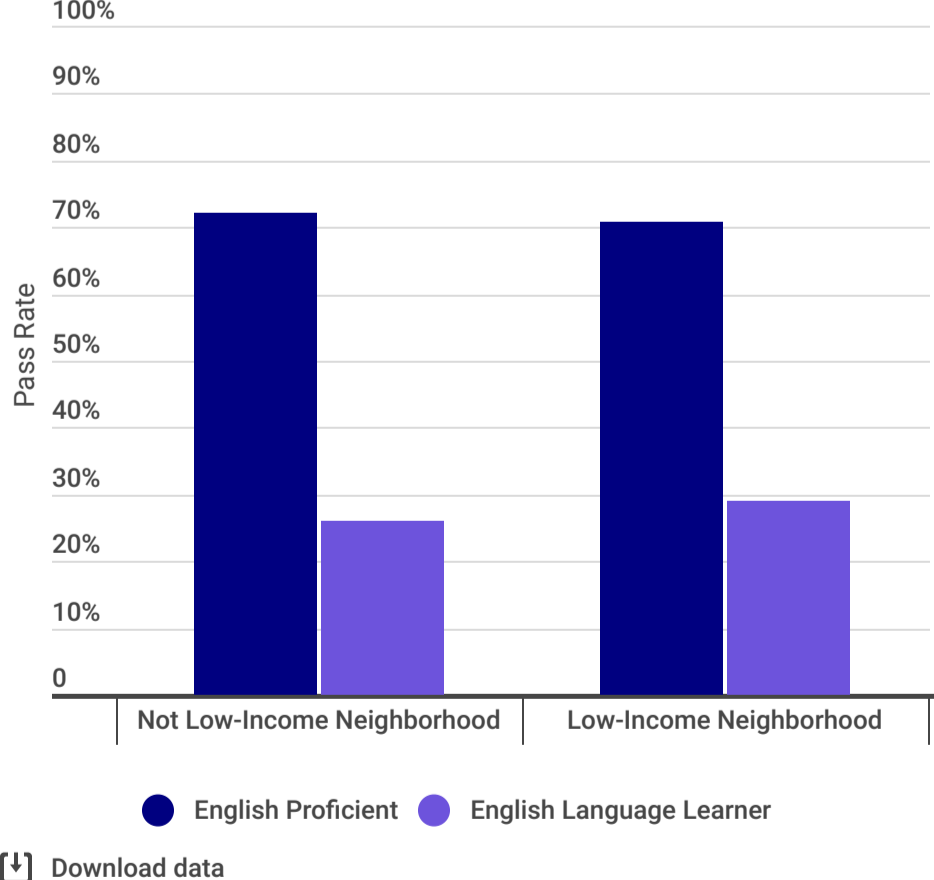


*Data for Multi-Racial students from Low Income Neighborhoods is suppressed due to the small number of students in that group.

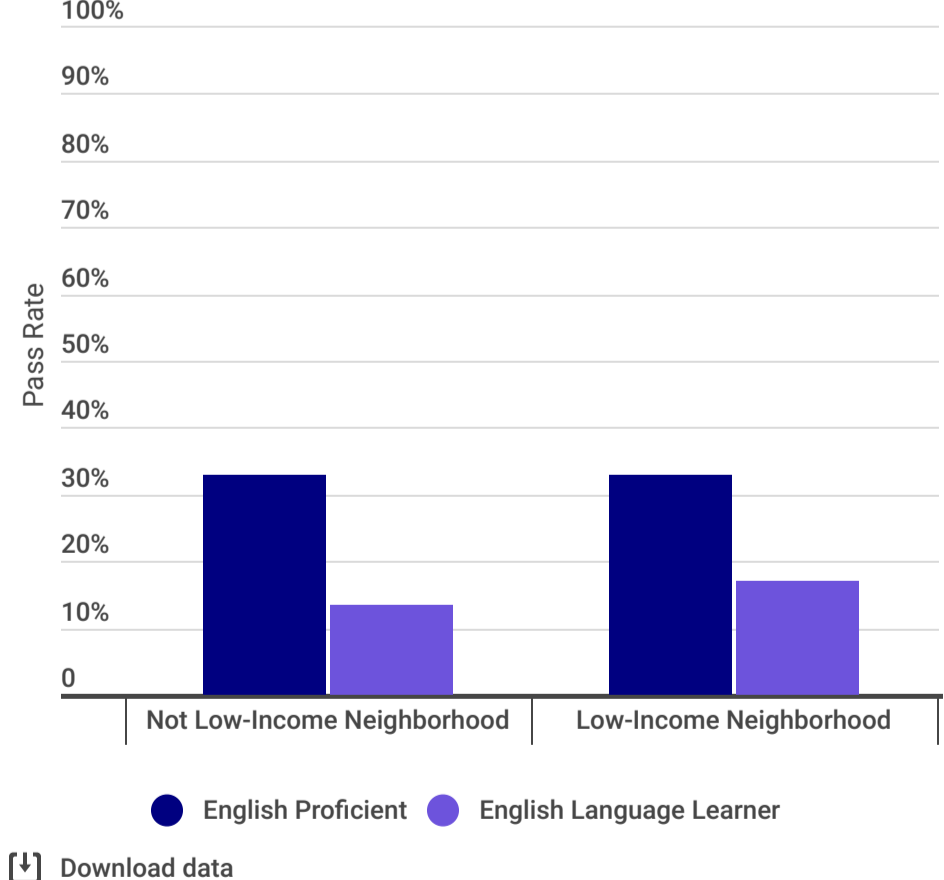
Math Regents Pass Rates by Race/Ethnicity and Student Neighborhood Income Level



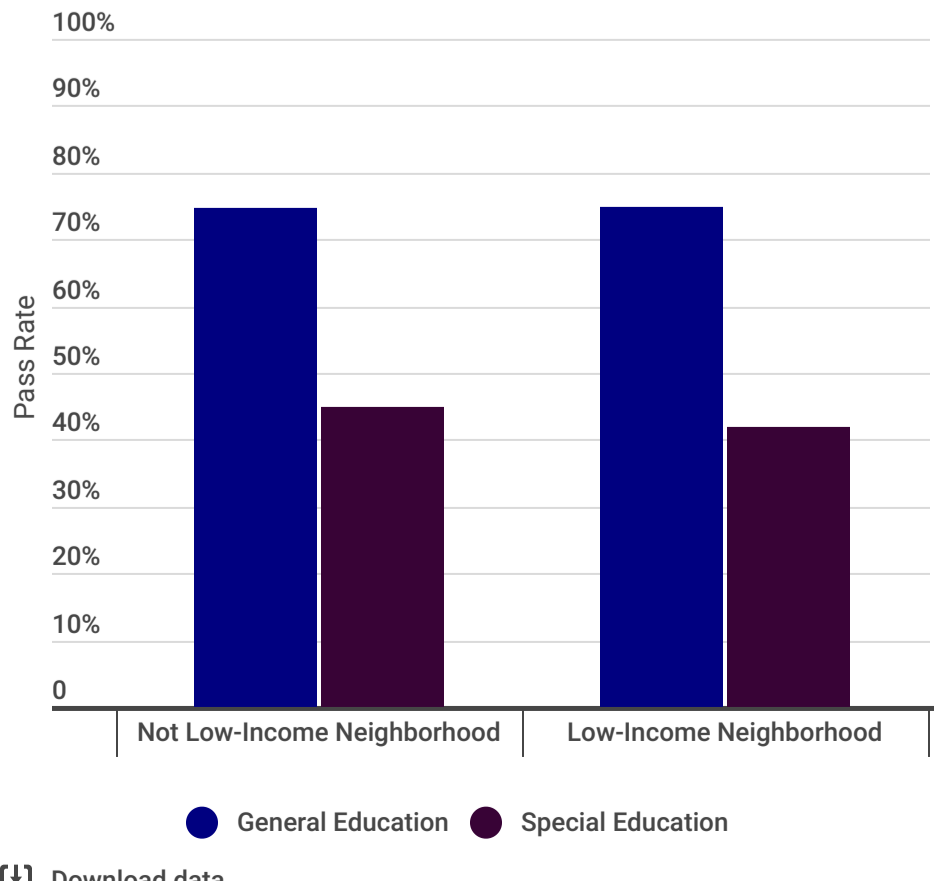
English Regents Pass Rates by English Language Learner Status and Student Neighborhood Income Level



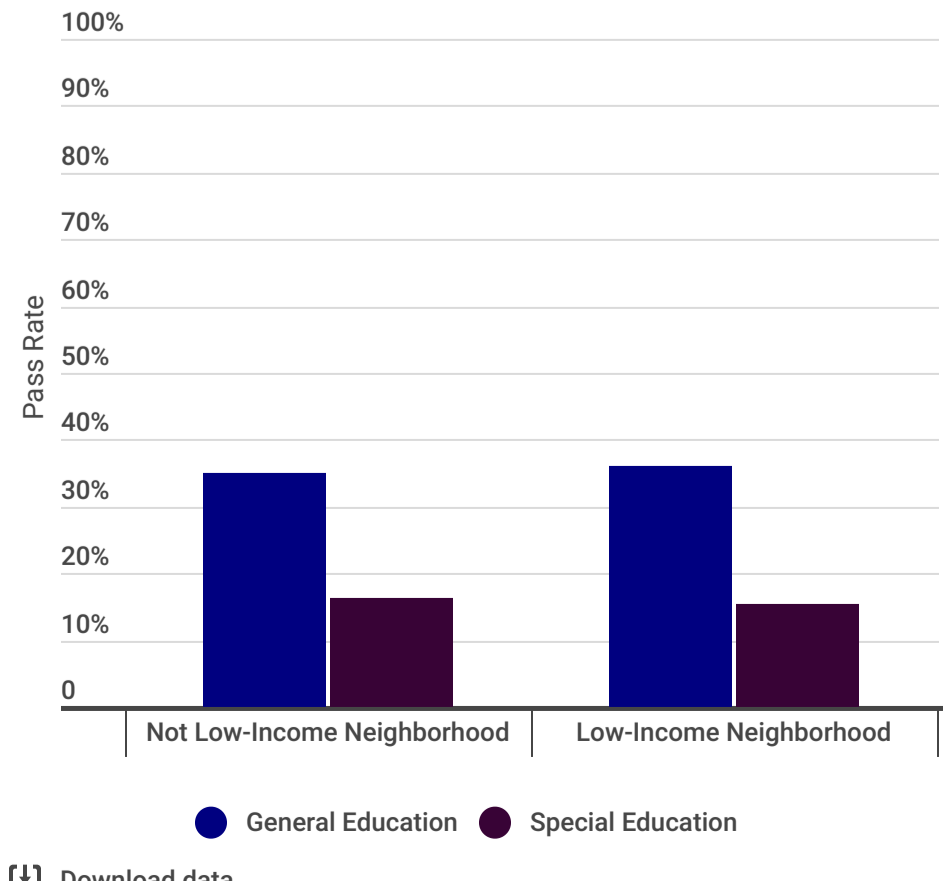
Math Regents Pass Rates by English Language Learner Status and Student Neighborhood Income Level



English Regents Pass Rates by Special Education Status and Student Neighborhood Income Level



Math Regents Pass Rates by Special Education Status and Student Neighborhood Income Level



IBO does not have data on charter school students in temporary housing or attendance data for charter school students.

Charter School Network Affiliation Student Achievement: High School Regents Performance 2021-2022

Charter networks are organized alphabetically; charter networks with 3 schools or fewer are combined into the "Smaller Networks" category; independent charter schools (those without a network) are combined into the "Independent" category.

English Regents Pass Rates by Network

Charter Network	English Pass Rate
Achievement First	72.6%
Ascend Charter Schools	57.4%
Brooklyn Prospect Charter Schools	91.2%
Democracy Prep New York Charter Schools	81.6%
Integration Charter Schools	78.3%
KIPP NYC Public Charter Schools	76.1%
New Visions for Public Schools	69.8%
Uncommon New York City Charter Schools	50.7%
Smaller Networks	67.6%
Independent	66.9%

 [Download data](#)

Math Regents Pass Rates by Network

Charter Network	Math Pass Rate
Achievement First	37.7%
Ascend Charter Schools	19.0%
Brooklyn Prospect Charter Schools	67.7%
Democracy Prep New York Charter Schools	35.6%
Integration Charter Schools	43.0%
KIPP NYC Public Charter Schools	76.0%
New Visions for Public Schools	29.5%
Uncommon New York City Charter Schools	9.6%
Smaller Networks	30.6%
Independent	28.1%

 [Download data](#)

Data Notes and Glossary

Data Notes



Student Achievement

Unless noted otherwise, all data are derived from individual student records maintained by the Department of Education and provided to IBO. These records include basic demographic information, achievement test scores, and attendance records.

Because we report information on all students for whom we have data, our achievement numbers may differ from the official numbers maintained by the New York State Education Department (NYSED). 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 NYSED websites.

Graphics in this section include students in all grades in Districts 1-32, District 75, and District 79. Charter school graphics are also derived from individual student records and include all students in District 84 (charter schools), unless otherwise noted below. All data is from the 2021-2022 school year unless otherwise noted.

Throughout the report, we refer to traditional, noncharter public schools as “traditional public schools.” These are schools that are in Districts 1-32, 75, or 79. We refer to public charter schools as “charter schools.” These are schools that are in District 84.

All graphics for grades 3-8 test performance use data from the annual New York State examinations. All students in grades 3-8 take the annual New York State examinations in English Language Arts (ELA) and mathematics. The tests produce two types of scores for each student: the scale score and the performance level. The scale score is a three-digit score that indicates a student’s absolute level of performance on the test. Currently, the tests are designed so that the scale score can only be used for comparisons *within grade*. The second type of score, the performance level, assigns students to one of four groups based on their scale score. The labels are as follows: Level 1- Well Below Standard; Level 2- Just Below Standard; Level 3- Just Above Standard; Level 4- Well Above Standard.

Graphics in the Regents performance section are derived from Regents exams data for students in grades 9 through 12. High school students in New York City (and state) participate in the Regents testing program. Most public school students must pass five Regents exams in order to earn a standard high school diploma in New York State. Students who pass an additional four Regents exams are awarded an Advanced Regents Diploma. Select students can obtain a local diploma with lower Regents exam scores. Regents exams are subject-based and students sit for the exams at various points in their high school careers; thus, there is no standard schedule for their test taking. Students may retake exams they have attempted and failed until they attain a passing score. Therefore, care must be taken in interpreting the absolute passing rates for any individual administration of an exam.

IBO restricted the Regents exam sample to students in grades 9 through 12. This means that exams taken before the student reaches 9th grade are not included in our sample.

A passing score for all Regents exams is 65. For both English and math, we report the percentage of students who passed.

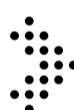
The student poverty level is the level at which a student’s neighborhood median household income falls compared with the poverty measure (\$38,377) published by the Mayor’s Office for Economic Opportunity in 2020 (see Pg. 14). A census tract is considered low-income if its median income for a household of four is at or below \$38,377.

Students’ neighborhood median household income is categorized as low (greater than or equal to 1.85x the measure or \$70,997), medium (greater than or equal to 1.3x the measure or \$49,890), and high (less than 1.3x the measure). These cutoffs of 1.3 and 1.85 were created by the federal government for determining eligibility for public assistance programs.

Schools’ shares of students from low-income neighborhoods are categorized as small if the school’s share falls in the bottom third of all schools, medium if the school’s share falls in the middle third of all schools, or large if the school’s share falls in the top third of all schools. Cutoffs for Traditional Public Schools and Charter Schools differ due to differences in the concentration of low-income students. There are also differences between grade levels because there is a greater mix of socioeconomic levels in high schools compared with elementary and middle schools. Cutoffs are shown in the table below.

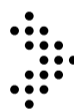
	Traditional Public Schools			Charter Schools		
	Schools’ Shares of Students From Low-Income Neighborhoods (\$38,377)					
	Bottom Third	Middle Third	Top Third	Bottom Third	Middle Third	Top Third
Schools Serving Grades 3-8	<1%	>=1% and <=17%	>17%	<13%	>=13 and <=37%	>37%
Schools Serving Grades 9-12	<11%	>=11% and <=29%	>29%	<21%	>=21 and <=39%	>39%

Glossary



Charter School/Charter School Student

A student who attends a public charter school in District 84.



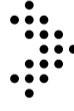
Chronically Absent

A student with an attendance rate over 80 percent and less than 90 percent.



English Language Learner

Students whose native language is not English and who score below a state-determined level on the Language Assessment Battery-Revised or New York State Identification Test for English Language Learners are identified as ELLs. ELLs are entitled to certain programs and services. Students remain ELLs until they score Proficient on the New York State English as a Second Language Achievement Test.



Good Attendance

A student with an attendance rate of 90 percent attendance or higher.



Low-Income Neighborhood

The income level of the census tract a student resides in, not the student’s actual household income level. A census tract is considered low-income if its median income on the U.S. Census 2017-2021 American Community Survey is at or below the poverty measure (\$38,377) published by the Mayor’s Office for Economic Opportunity in 2020 (the latest year available as of this publication) for a household of four, defined as two adults and two children, (see page 14).



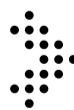
Severely Chronically Absent

A student with an attendance rate of 80 percent or less.



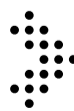
School Neighborhood

For each school, the census tract that the school resides in.



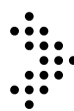
School’s Share of Students From Low-Income Neighborhoods

The level at which a school’s share of students come from a low-income neighborhood.



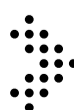
Student Neighborhood

The census tract a student resides in.



Student Poverty Level

The level at which a student’s neighborhood median household income falls within the poverty measure published by the Mayor’s Office for Economic Opportunity in 2020 (see page 14).



Students with Disabilities

Students who have been determined by the New York City Committee on Special Education to fall into one of the eligible categories of disability. These include: autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, learning disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury, or visual impairment.

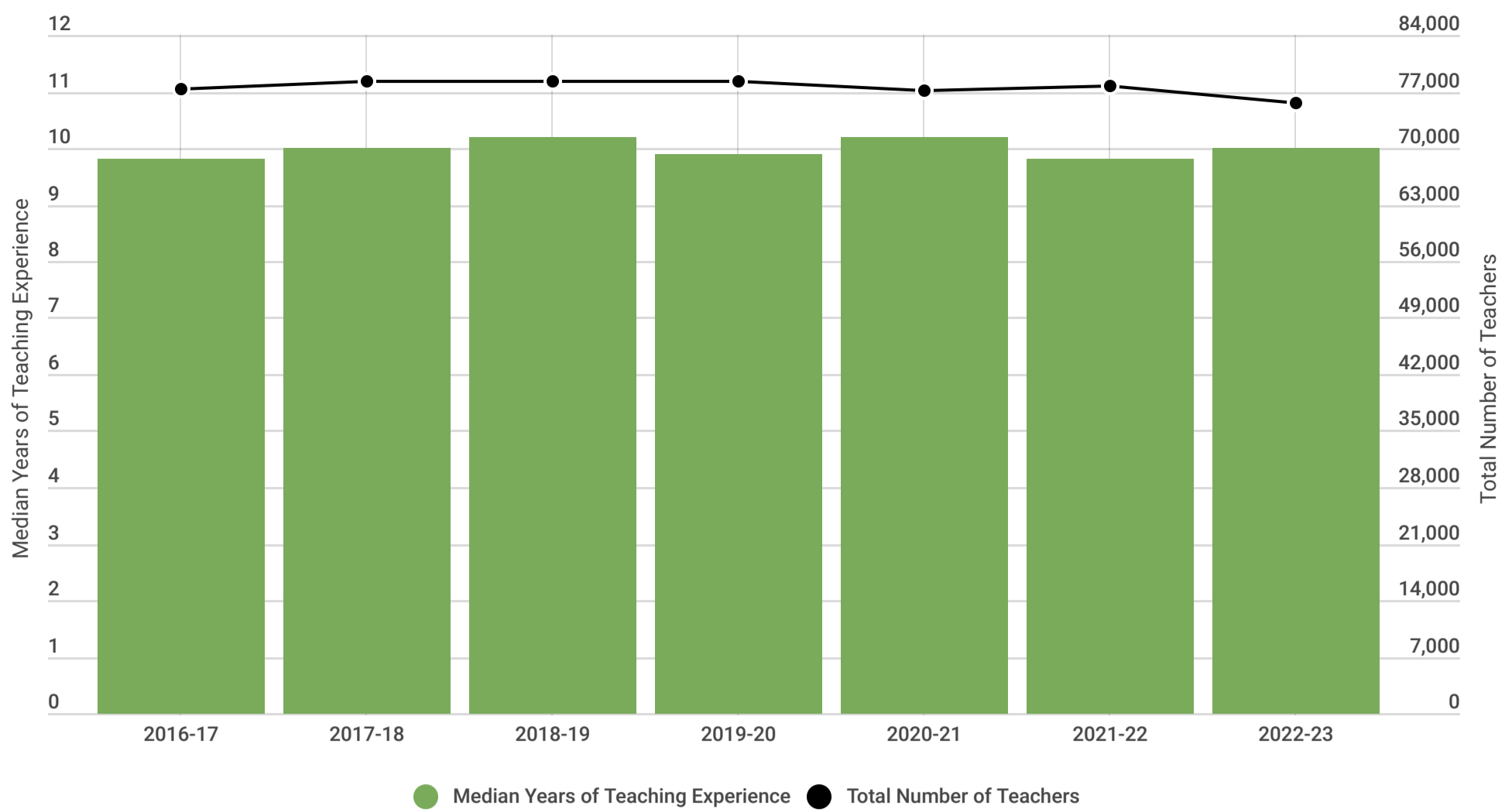


Traditional Public School/Traditional Public School Student

A student who attends a traditional public school in Districts 1-32, District 75, or District 79.

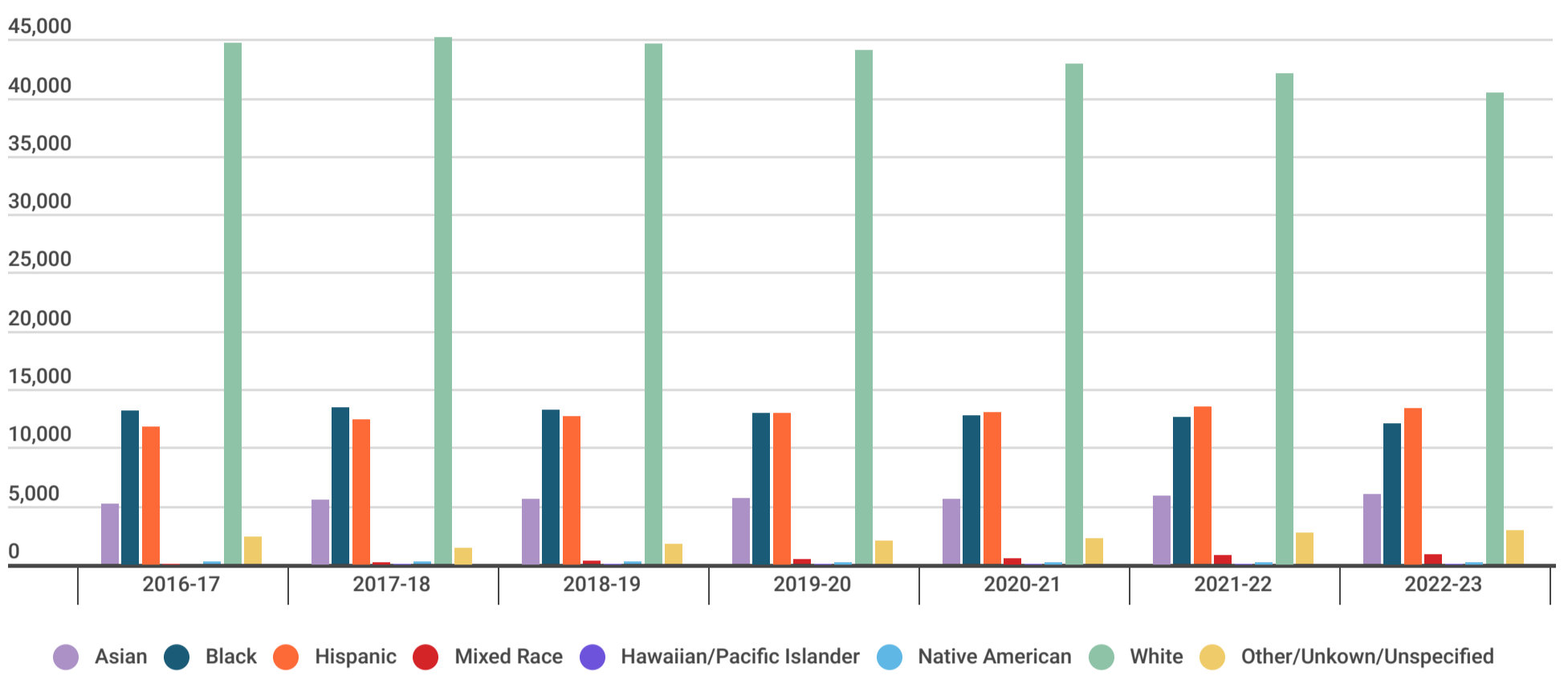
Human Resources: Teachers and Principals

Total Number of Teachers and Median Years of Teaching Experience, 2016-17 through 2022-23



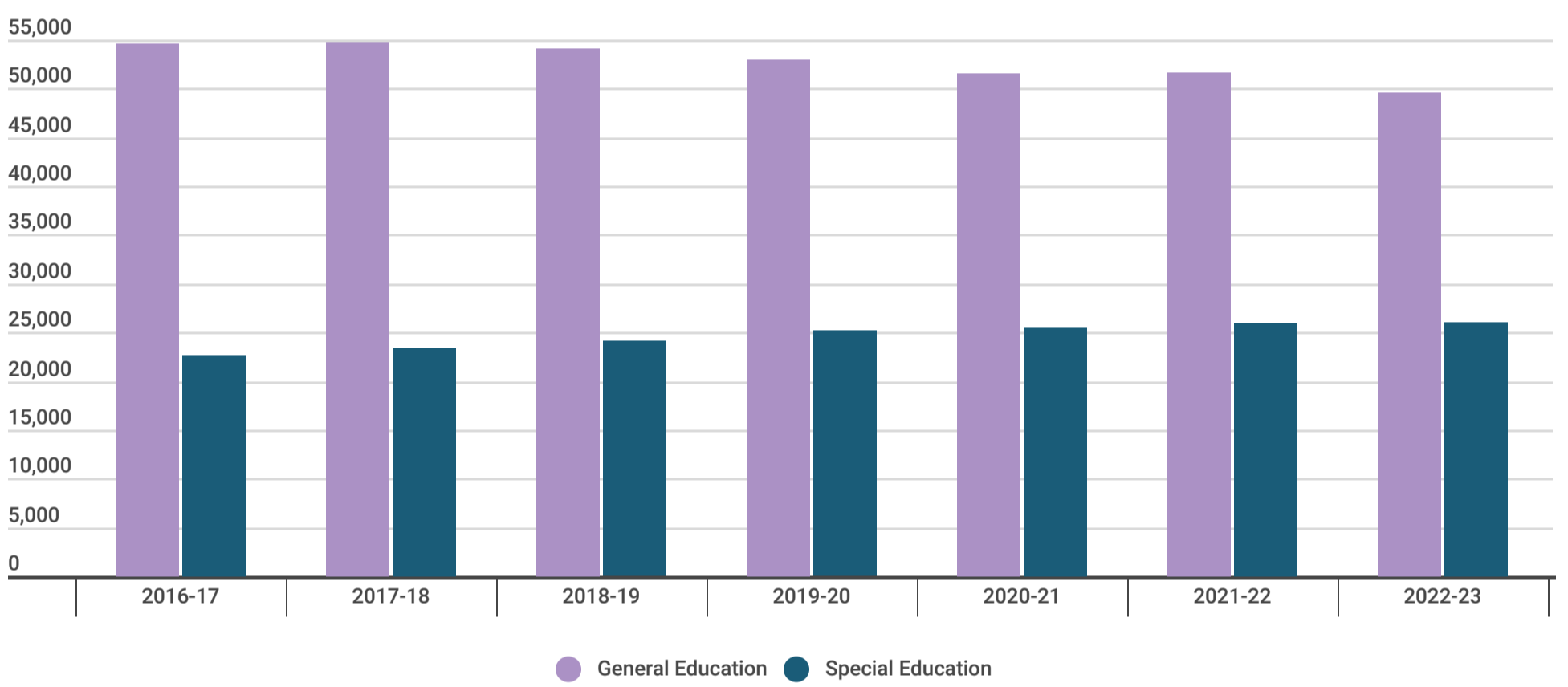
[Download data](#)

Teachers' Race and Ethnicity, 2016-17 through 2022-23



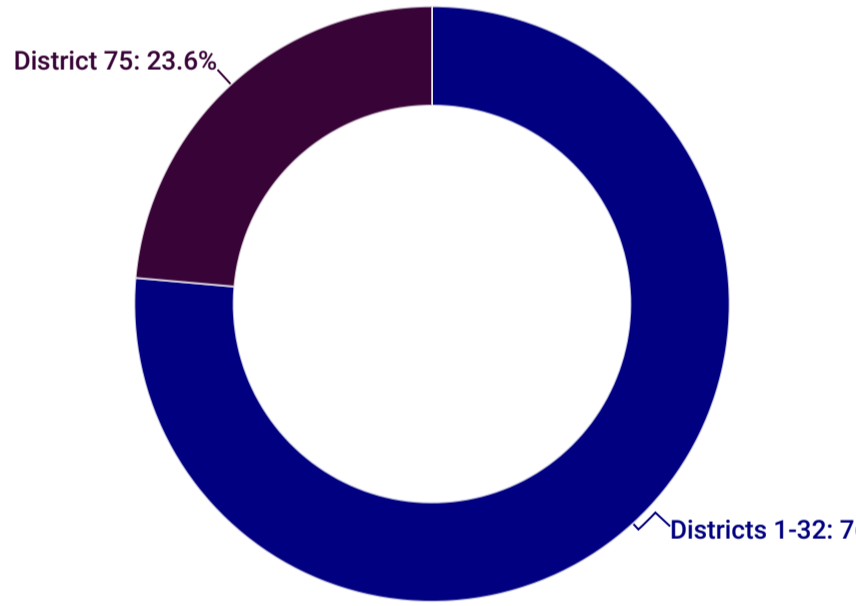
[Download data](#)

Total Number of General Education and Special Education Teachers, 2016-17 through 2022-23



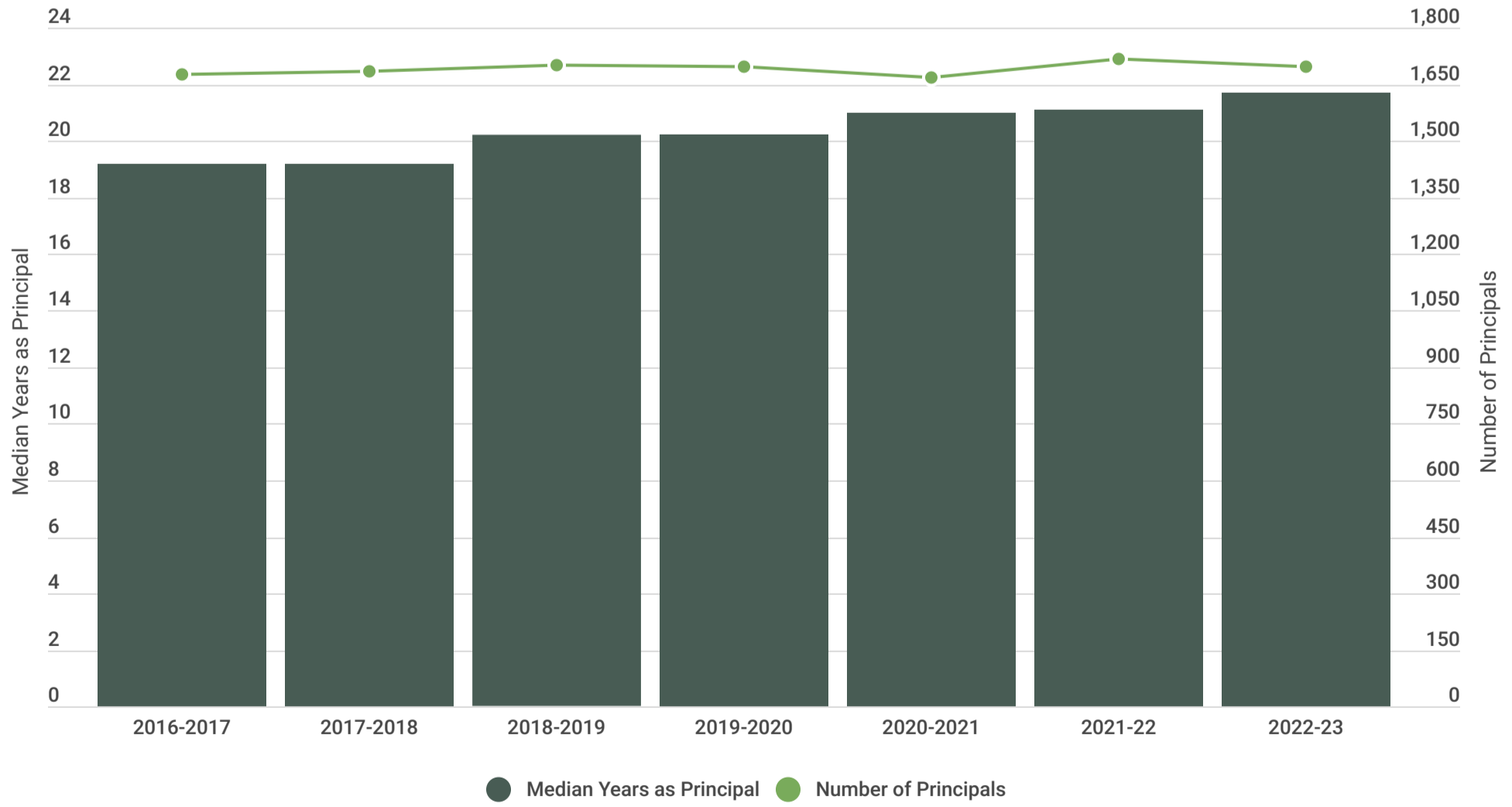
[Download data](#)

Percent of Special Education Teachers in Districts 1-32 vs. District 75, 2022-23



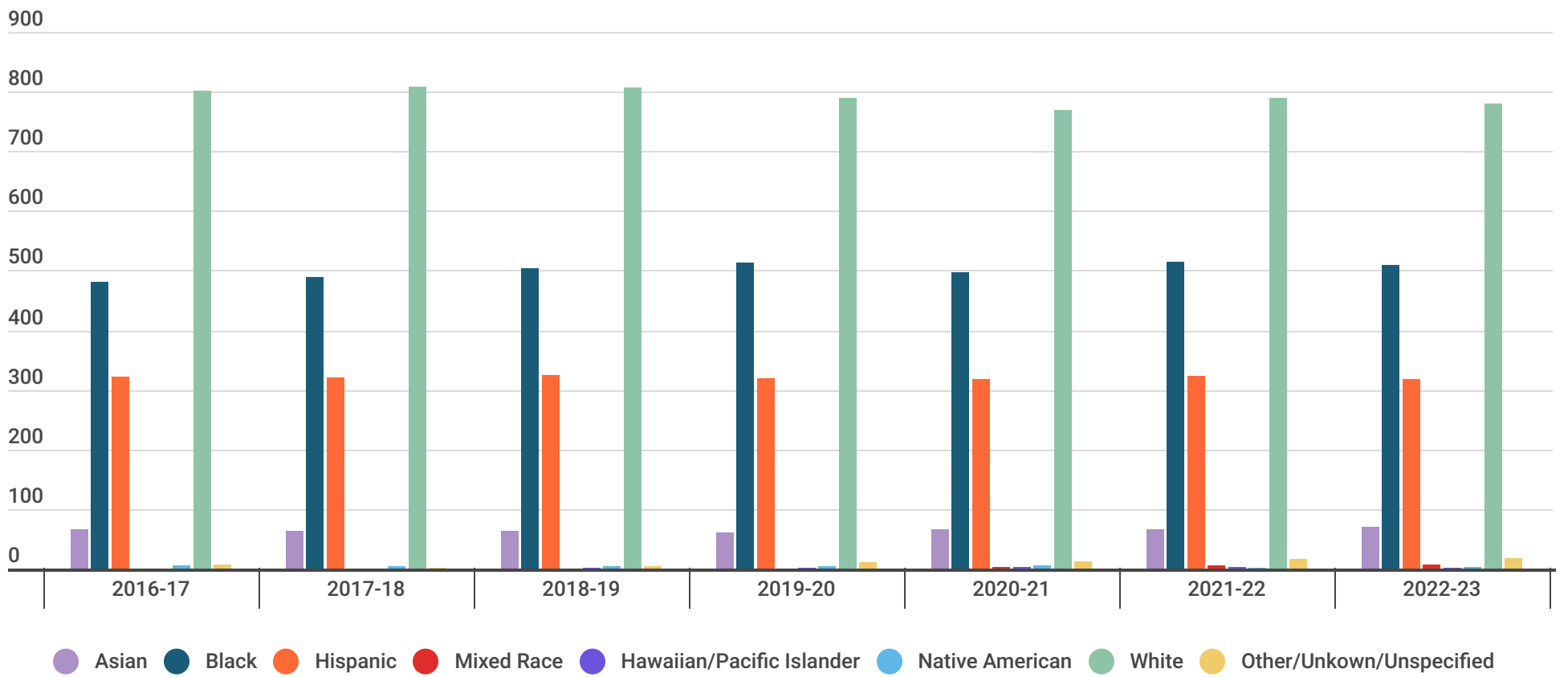
[Download data](#)

Total Number of Principals and Median Years of Experience, 2016-17 Through 2022-23



[Download data](#)

Principals' Race and Ethnicity, 2016-17 through 2022-23



[Download data](#)

Data Notes and Glossary



Human Resources

Principal and Teacher data are derived from individual personnel records in the annual Pinpoint files maintained by the DOE and provided to IBO. In addition to pedagogy demographics and assignment data, these files contain information on each person's work history in New York City Public Schools.

Glossary



General Education teachers

A General Education Teacher is one that holds a license in an area other than special education. It is still possible for them to teach in a classroom with students with disabilities, however, as part of ICT classes.



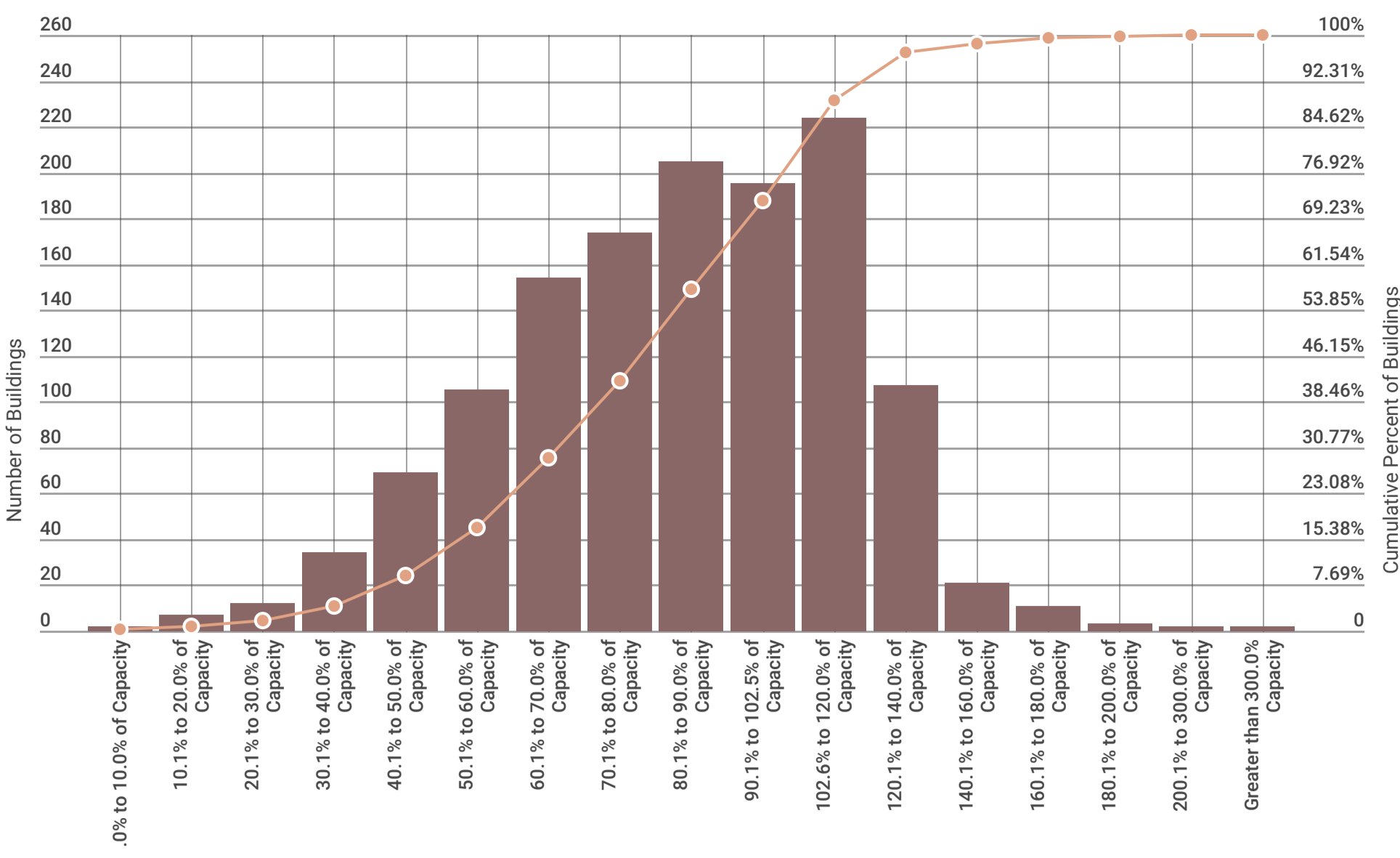
Special Education Teachers

Teachers are classified as Special Education Teachers based on their titles in the annual Pinpoint files. Note that special education teachers in NYC Public Schools do not *only* teach in classrooms with students with disabilities and vice versa, as over the last decade the DOE has been increasingly moving towards Integrated Co-Teaching (ICT) classrooms where students with and without disabilities learn together. Each ICT class contains two teachers—one general education or content area teacher and one special education teacher—who work together to support all of the students in the class.

Traditional Public Schools: Utilization

Data includes Traditional Public Schools, and Charter Schools located in DOE space from the 2021-2022 Enrollment, Capacity and Utilization Report.

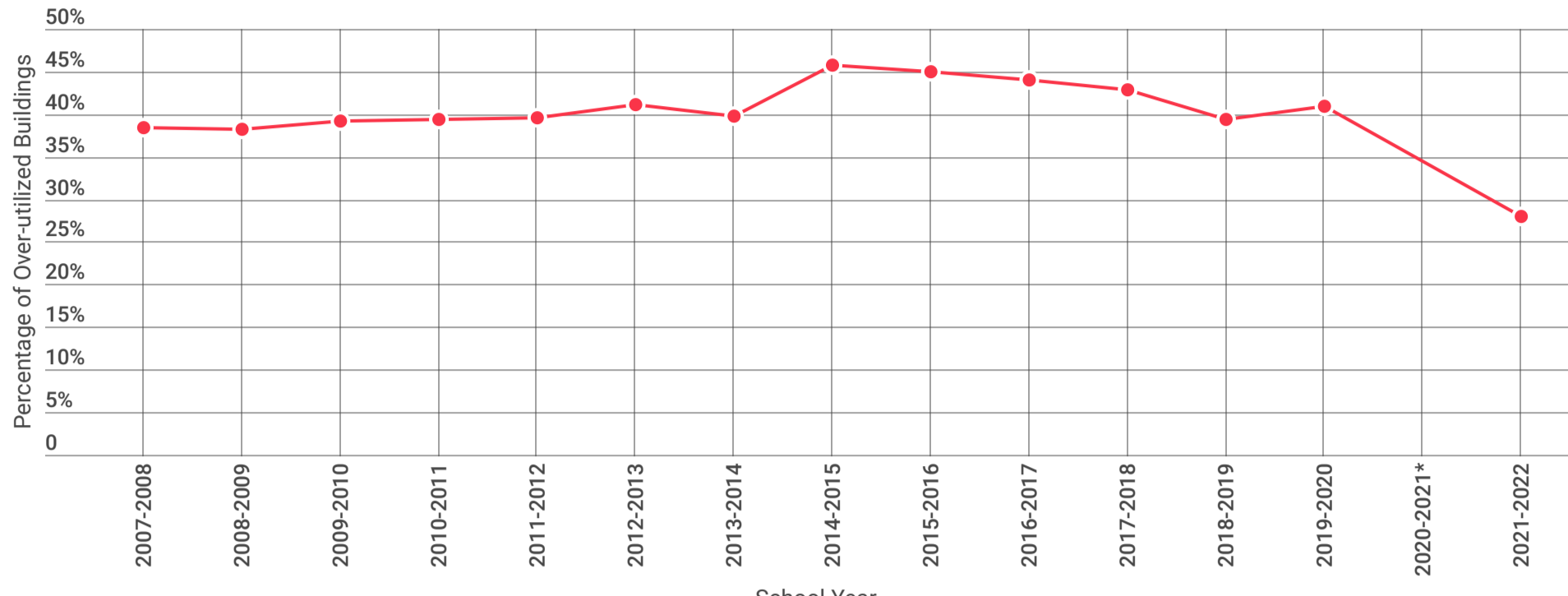
Building Utilization Rates: Number and Cumulative Percent of Buildings, 2021-2022



[Download data](#)

Percent of Over-utilized Buildings: 2007-2008 Through 2021-2022

IBO defines a building as over-utilized if its utilization rate exceed 102.5%.

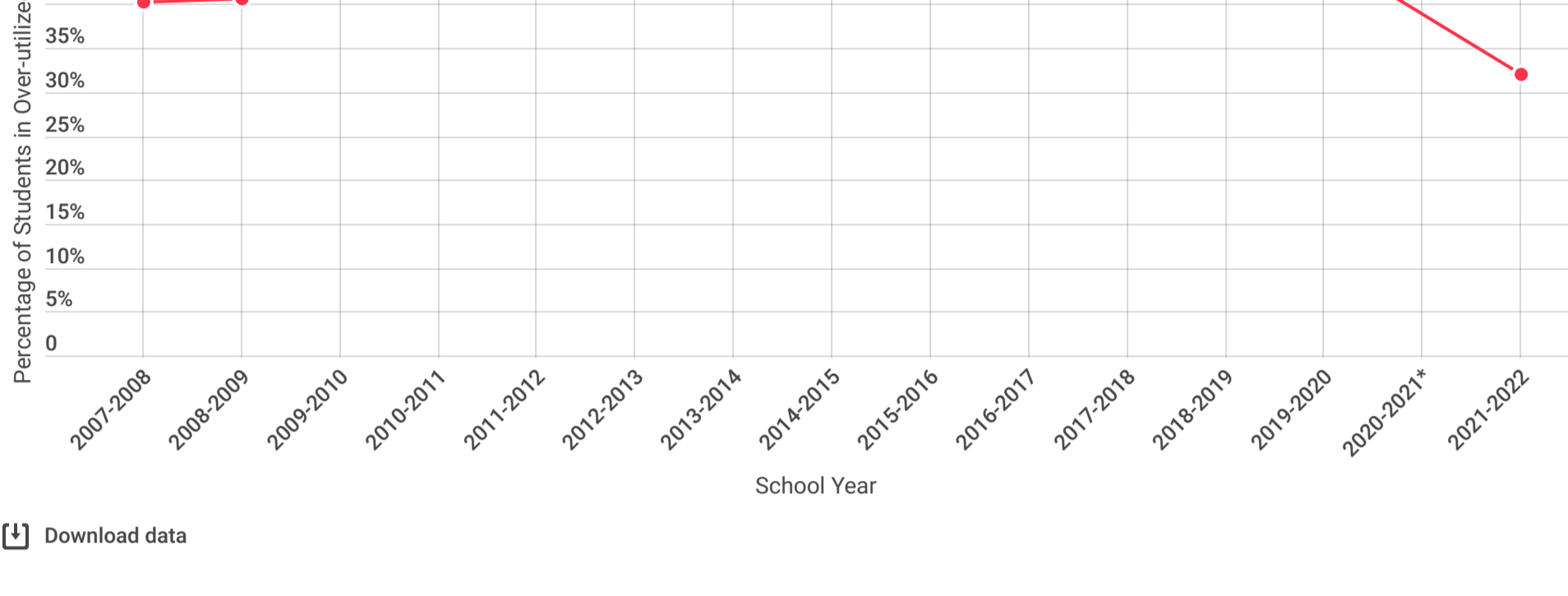


[Download data](#)

*The DOE did not collect space usage information for the 2020-2021 school year due to COVID-19 pandemic, which forced schools to use their spaces differently to ensure a safe environment for students given federal and state guidelines.

In 2014-2015, the target capacity in buildings was revised downward, resulting in a spike in over-utilized buildings in 2014-2015.

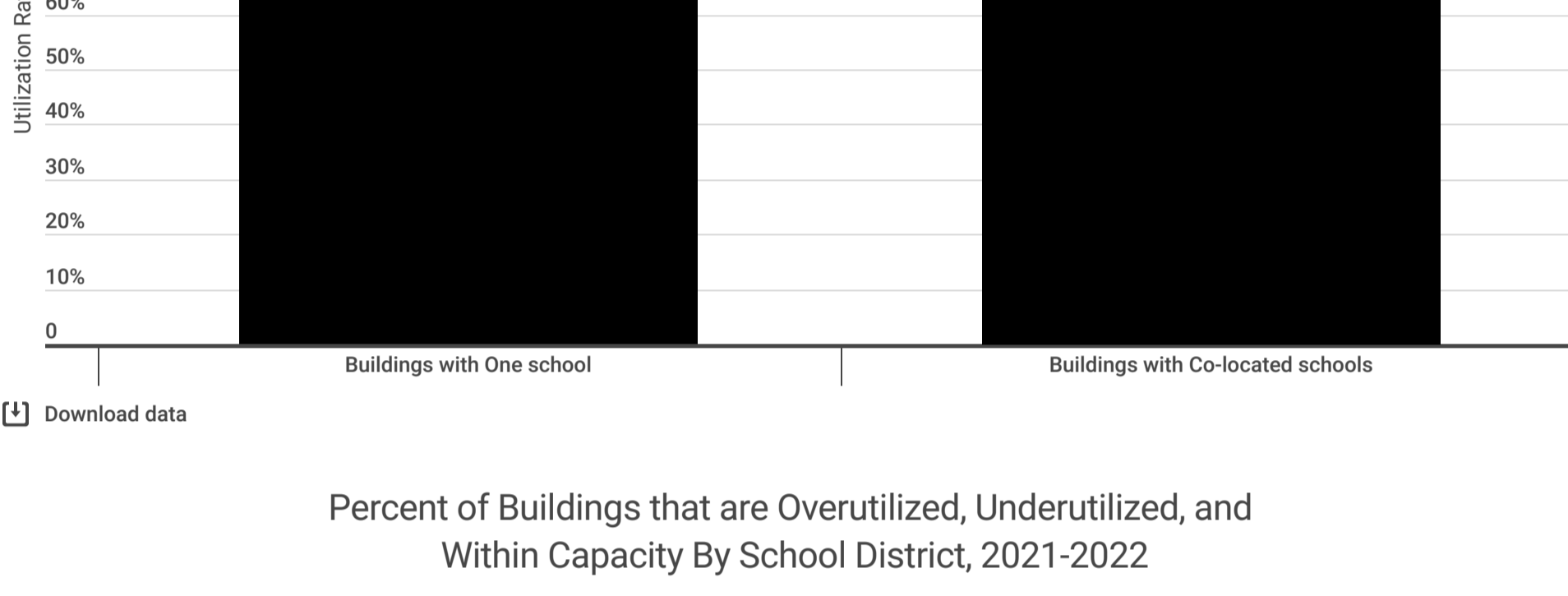
Percent of Students in Overutilized Buildings, 2007-2008 Through 2021-2022



[Download data](#)

*The DOE did not collect space usage information for the 2020-2021 school year due to COVID-19 pandemic, which forced schools to use their spaces differently to ensure a safe environment for students given federal and state guidelines.

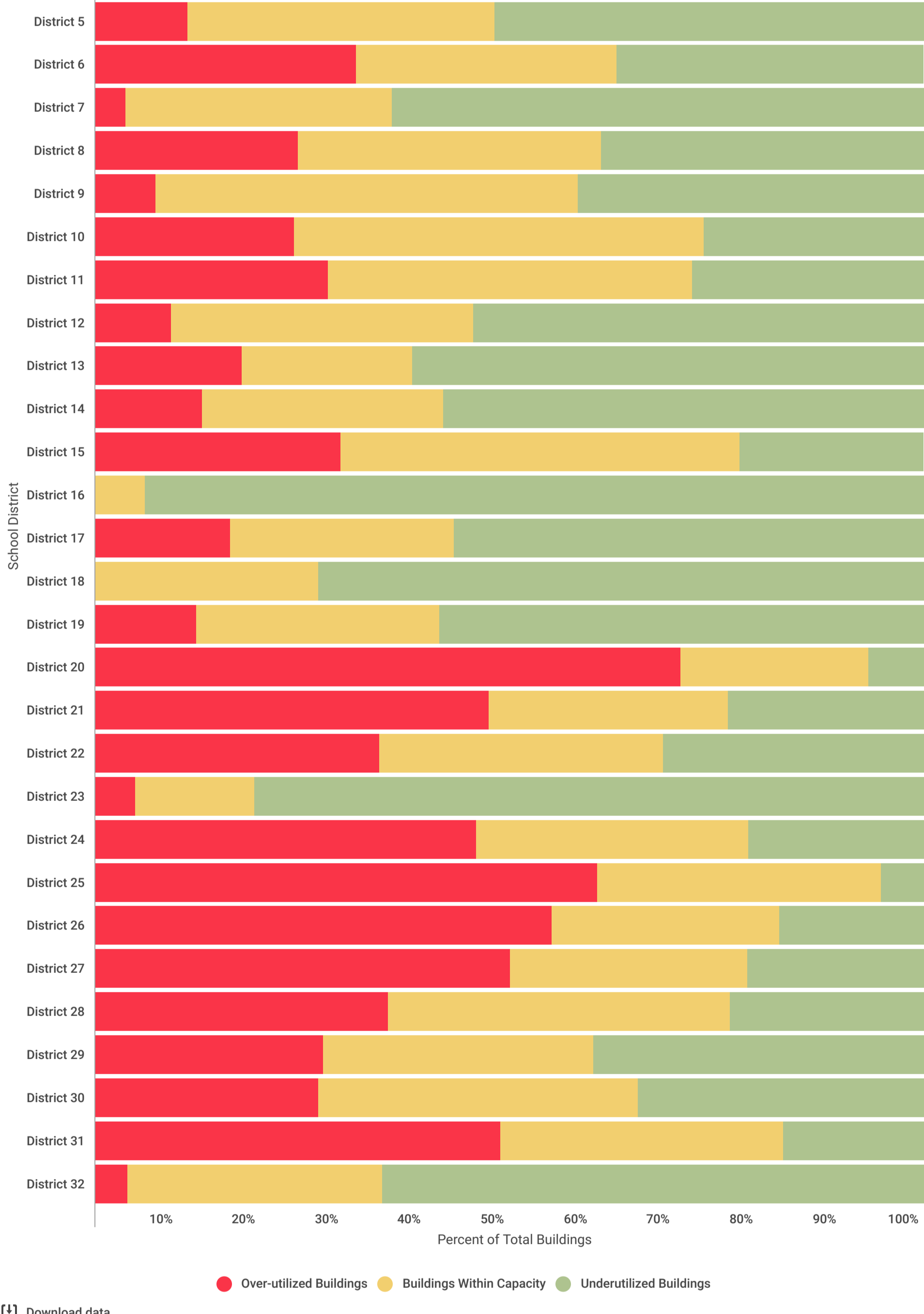
Median Utilization Rate of Co-located Buildings, 2021-2022



[Download data](#)

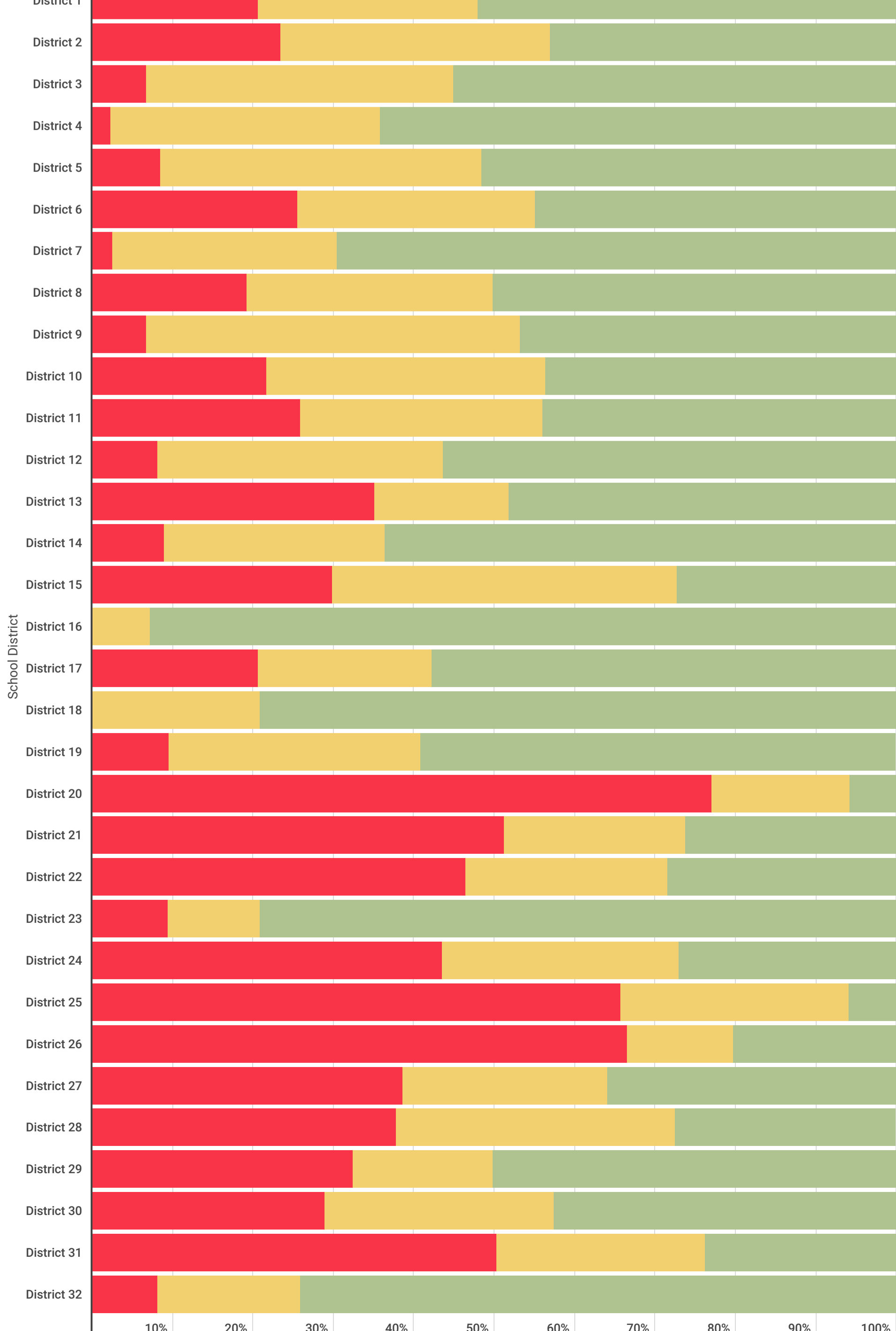
Percent of Buildings that are Overutilized, Underutilized, and Within Capacity By School District, 2021-2022

IBO defines a building as over-utilized if its utilization rate exceeds 102.5%. Buildings within capacity are neither underutilized nor over-utilized. Underutilized buildings have at least 150 open seats.



[Download data](#)

Percent of Students in Buildings that are Overutilized, Underutilized and Within Capacity by School District, 2021-2022



[Download data](#)

Data Notes and Glossary



Building Capacity

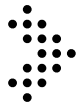
Building and school utilization data is derived from the DOE's annual Enrollment, Capacity, and Utilization (Blue Book) report, which is publicly available from the NYC Department of Education and the NYC School Construction Authority.

We report data on buildings and schools separately, as buildings may house one or multiple schools. Most data is from the 2021-2022 school year. Data from other years are noted. Throughout the report, we refer to traditional, non-charter public schools in Districts 1-32, 75, and 79 as "traditional public schools." We refer to public charter schools as "charter schools."

To determine a building's utilization rate, the combined enrollment of each school housed within the building is divided by the combined target capacity of each school housed within the building. The target capacity is the number of students a building is designed to serve based on the school's current grade structure (whether the space is being used by a high school, elementary school, or middle school) and the square footage of rooms.

The enrollment of transportable classrooms is assigned to the main building they are connected to. Because they do not have building or organization capacity calculations they are not included in the total number of buildings.

Glossary



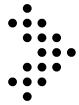
Over-Utilized

Buildings or schools whose utilization rate exceeds 102.5%.



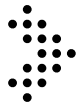
Schools Within Target Capacity

Schools that are neither over-utilized nor underutilized.



Underutilized

Buildings or schools with at least 150 open seats regardless of target capacity. This metric is used by the DOE according to the Under-utilized Space Memorandum, January 2015.



Traditional Public School

A public school in Districts 1-32, District 75, or District 79.



Charter School

A public school in District 84.
