

New York City Public School Indicators: Demographics, Resources, Outcomes

May 2013

Grade	Number of Students	Asian	Hispanic	Black	White	Mixed Race	American Indian
K	58,805	14.6%	36.1%	24.1%	20.2%	3.8%	0.4%
1	78,229	16.0%	38.7%	24.5%	19.2%	3.2%	0.5%
2							0.6%

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

Grade	Not ELL		ELL	
	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%

Language	Percent
English	
Spanish	
Chinese	
(Unknown/Other)	
Bengali	
Chinese (Vietnamese)	
Russian	
Arabic	
Chinese (Mandarin)	
Urdu	
Korean	
Polish	0.4%
Haitian Creole	0.4%
Albanian	0.4%
Punjabi	0.3%
French	



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Background and Introduction

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.

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.

This report is our second annual summary of that data. Over the course of the last year, we have issued a number of detailed analyses of student achievement, graduation outcomes, the school system’s School Progress Report methodology and school funding, 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. 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.

A Few Notes on Data Sources

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).

Since the publication of our initial Education Indicators Report, in September 2011, we have experienced a number of issues with the student biographic data provided to us by the Department of Education. Students move in and out of the school system regularly throughout the year and there were inconsistencies in the selection of students included in the data files provided to us by DOE. Shortly after beginning work on the current volume, both IBO and DOE analysts identified this issue with the data that was being provided to us for the years 2001-2002 through 2010-2011. The inconsistencies were limited to the inclusion of individual students in the data files which affected the summarized results for various student cohorts; we did not find cases with inconsistent performance data for individual students. These data issues

were not fully resolved until very late in 2012. This has a number of implications for the Education Indicators Report, both past and present:

As the obstacles resulting from inconsistent DOE data files were overcome, we were able to obtain updated, consistent data for both 2010-2011 and 2011-2012, the school year that ended last June. We have chosen to present both years of student and staff data in this single volume. There have been fewer issues with budget and school building data, and this volume is current through school year 2011-2012 for those sources. We also present data from the city's adopted budget for fiscal year 2013, which represents spending planned for the current school year.

The corrected data provided to us for 2009-2010 and earlier years has led IBO to update our findings on students and staff for those years; careful readers may note that some of our findings for 2009-2010 and earlier years differ from those published in last year's volume.

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 12 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.

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 information on all students for whom we have data, our achievement numbers also 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.

Budget data are 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 on 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 information is derived from data on the allocation of budgetary resources by individual school principals. The source of that data is an internal report provided by the DOE to IBO on a monthly basis 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 2012 to produce the summaries presented here.

Principal and Teacher data is derived from individual personnel records maintained by the DOE and provided to IBO for each of the last 11 years. In addition to demographic and assignment data, these files indicate the use of alternative pathways to employment (Teach for America, Teaching Fellows, the Leadership Academy, etc.) by individual staff.

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. When we refer to "new" schools, we are referring to schools that have opened since the beginning of the Bloomberg Administration in the 2002-2003 school year. We highlight these schools in some of the data because of the importance of creating new schools to the Bloomberg Administration's Children's First initiatives. 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-price 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 New York's public school students in 2011-2012 were born in the United States (Table 2.1), the remaining 17 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 slightly more than 40 percent. Black students account for about 28 percent. There are more Asians (16 percent) than whites (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.

**Table 2.1
Birthplace of Students**

	2010-2011		2011-2012	
	Number	Percent	Number	Percent
Americas				
United States	894,468	82.6	898,354	82.9
Caribbean	58,298	5.4	58,160	5.4
South America	22,632	2.1	21,242	2.0
Rest of North and Central America	25,024	2.3	23,347	2.2
Asia	57,422	5.3	58,009	5.4
Europe	12,048	1.1	11,224	1.0
Africa	9,524	0.9	10,189	0.9
Oceania	336	0.0	393	0.0
Country Unknown	3,272	0.3	2,843	0.3

NOTE: Rest of North and Central America includes U.S. Territories.
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**Table 2.2
Twenty-five Most Frequent Birthplaces Outside the 50 States**

2010-2011		2011-2012	
Country/ Territory	Number of Students	Country/ Territory	Number of Students
Dominican Republic	35,614	Dominican Republic	36,492
China	20,266	China	19,725
Mexico	10,287	Bangladesh	10,439
Guyana	9,620	Mexico	9,363
Bangladesh	9,552	Jamaica	9,225
Jamaica	9,468	Guyana	9,039
Puerto Rico	8,163	Puerto Rico	7,613
Ecuador	6,612	Haiti	6,464
Haiti	6,573	Ecuador	6,206
Pakistan	5,734	Pakistan	5,531
India	3,905	India	3,772
Trinidad & Tobago	3,317	Yemen	3,528
Yemen	3,203	Uzbekistan	2,999
		Trinidad & Tobago	2,843
Colombia	2,965	Colombia	2,744
Russia	2,535	Russia	2,281
Korea	2,512	Philippines	2,185
Uzbekistan	2,372	Korea	2,171
Philippines	2,143	Egypt	1,870
Honduras	1,760	Honduras	1,634
Albania	1,652	Ghana	1,586
Egypt	1,645	Albania	1,530
Ghana	1,532	El Salvador	1,392
Poland	1,445	Poland	1,248
El Salvador	1,406	Ukraine	1,243
Ukraine	1,385		

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Reflecting this diversity, students in the city's public schools come from homes where over 185 languages are spoken. More than 42 percent of the students come from homes where English is not the primary language. Spanish is spoken in 25 percent of student homes and various languages/dialects from China

are spoken in the homes of almost 6 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 speak a language other than English at home and who have not yet attained a certain level of English proficiency. There

were 158,180 such students in the school system in 2012, and they comprised 15.5 percent of the total enrollment (Table 2.5). We have program placement data for 2010-2011 for 95 percent of the ELL students that year. It indicates that more than 71 percent of them were being served in English as a Second Language programs (ESL). These students attend their subject classes in English while also receiving

**Table 2.3A
Student Ethnicity by Grade, 2010-2011**

Grade	Total Number	Asian	Hispanic	Black	White	Mixed Race	Unknown	American Indian
Pre-K	59,015	14.1%	29.4%	20.8%	18.4%	0.9%	15.5%	0.8%
K	76,506	15.6%	41.7%	23.8%	17.3%	0.9%	0.1%	0.7%
1	79,745	15.8%	40.9%	25.2%	16.7%	0.7%	0.1%	0.6%
2	77,893	15.3%	40.8%	26.1%	16.5%	0.3%	0.2%	0.7%
3	76,175	15.2%	40.6%	27.6%	15.6%	0.2%	0.2%	0.6%
4	75,210	14.9%	40.6%	28.6%	15.1%	0.2%	0.1%	0.4%
5	73,896	16.2%	39.9%	28.0%	15.1%	0.2%	0.1%	0.4%
6	72,958	15.0%	40.4%	29.7%	14.1%	0.2%	0.1%	0.4%
7	74,208	14.9%	40.3%	30.4%	13.6%	0.2%	0.1%	0.5%
8	75,444	15.3%	40.3%	30.4%	13.2%	0.2%	0.1%	0.4%
9	97,365	14.1%	40.8%	32.0%	12.1%	0.2%	0.2%	0.5%
10	101,362	15.2%	39.9%	32.7%	11.4%	0.1%	0.2%	0.5%
11	69,410	16.5%	37.1%	32.2%	13.6%	0.1%	0.1%	0.5%
12	73,837	16.0%	37.8%	32.9%	12.7%	0.1%	0.1%	0.4%
TOTAL	1,083,024	15.3%	39.5%	28.8%	14.5%	0.3%	1.0%	0.5%

**Table 2.3B
Student Ethnicity by Grade, 2011-2012**

Grade	Total Number	Asian	Hispanic	Black	White	Mixed Race	Unknown	American Indian
Pre-K	60,710	15.5%	39.4%	23.2%	19.8%	1.1%	0.0%	1.0%
K	78,621	16.0%	42.1%	23.0%	17.3%	0.7%	0.1%	0.9%
1	79,912	15.7%	42.0%	24.4%	16.5%	0.7%	0.0%	0.7%
2	77,976	16.4%	40.9%	24.9%	16.6%	0.5%	0.0%	0.6%
3	76,906	15.6%	40.6%	26.4%	16.4%	0.3%	0.1%	0.6%
4	74,694	15.6%	40.7%	27.1%	15.8%	0.3%	0.1%	0.5%
5	73,564	15.5%	40.6%	27.7%	15.3%	0.2%	0.1%	0.5%
6	74,387	16.1%	39.9%	28.6%	14.7%	0.2%	0.1%	0.5%
7	72,941	15.2%	40.4%	29.6%	14.0%	0.2%	0.1%	0.5%
8	74,790	15.2%	40.2%	30.1%	13.7%	0.2%	0.1%	0.5%
9	94,184	14.4%	40.7%	31.9%	12.0%	0.2%	0.2%	0.6%
10	97,221	15.4%	40.0%	31.8%	12.1%	0.2%	0.1%	0.5%
11	70,554	17.2%	37.5%	31.1%	13.4%	0.1%	0.0%	0.5%
12	77,301	16.2%	37.8%	32.6%	12.7%	0.1%	0.0%	0.5%
TOTAL	1,083,761	15.7%	40.2%	28.2%	14.9%	0.3%	0.1%	0.6%

NOTES: Students who only attended charter schools were excluded. Records for infants in LYFE programs were excluded, as were students who were over 21 and in programs outside the regular high schools. Students who left the school system on or before the first day of school were excluded.

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**Table 2.4
Fifteen Languages Most Commonly Spoken at Home
2010-2011 and 2011-2012**

2010-2011		2011-2012	
Language	Share of Total	Language	Share of Total
English	58.1%	English	57.9%
Spanish	24.6	Spanish	24.5
Chinese (Other/Unknown)	2.2	Chinese (Other/Unknown)	2.3
Chinese (Cantonese)	1.8	Bengali	1.9
Bengali	1.8	Chinese (Mandarin)	1.8
Chinese (Mandarin)	1.7	Chinese (Cantonese)	1.8
Russian	1.6	Russian	1.6
Arabic	1.1	Arabic	1.2
Urdu	1.0	Urdu	1.0
Haitian Creole	0.7	Haitian Creole	0.7
Korean	0.6	Korean	0.6
Albanian	0.5	Polish	0.4
Polish	0.4	Albanian	0.4
Punjabi (aka Panjabi)	0.4	French	0.4
French	0.4	Punjabi (aka Panjabi)	0.4

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special instruction meant to bring them to English language proficiency. A little more than 18 percent of ELL students were in bilingual classrooms, where subject classes are taught in their native language. The remaining 10.8 percent of ELL students were 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 73 percent of students in bilingual programs in 2010-2011 were in those programs for three years or less, while 59 percent of students in English as a Second Language programs were 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, 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.

Seventeen 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 79 percent qualify for free or reduced cost school meals because they come from homes with income less than 185 percent of the poverty level or because they attend very high poverty schools where the federal government allows the city to simply qualify all students for subsidized meals (so-called universal feeding schools). The remaining 21 percent do not qualify for meal subsidies either because their family income is greater than the eligibility cut-off or they have failed to return valid eligibility forms. (In prior years, more detailed information available to IBO indicated that 60 percent of the students who were deemed ineligible for meal subsidies had been so identified because of the lack of a valid eligibility form.)

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, however. 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, 20 percent of eighth graders in the system were over the standard age for that grade in 2011-2012, and that proportion grew to 39 percent in 10th grade. Because students begin to drop out in larger numbers after grade 10, there are fewer over-age students in grades 11 and 12. Much smaller numbers of students, 3 percent, accelerated 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

Table 2.5
English Language Learner Status by Grade

Grade	2010-2011				Grade	2011-2012			
	Not English Language Learner		English Language Learner			Not English Language Learner		English Language Learner	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
K	59,995	78.4%	16,511	21.6%	K	62,231	79.2%	16,390	20.8%
1	62,755	78.7%	16,990	21.3%	1	63,036	78.9%	16,876	21.1%
2	63,799	81.9%	14,094	18.1%	2	63,784	81.8%	14,192	18.2%
3	62,304	81.8%	13,871	18.2%	3	64,090	83.3%	12,816	16.7%
4	62,332	82.9%	12,878	17.1%	4	62,304	83.4%	12,390	16.6%
5	62,628	84.8%	11,268	15.2%	5	62,656	85.2%	10,908	14.8%
6	62,734	86.0%	10,224	14.0%	6	64,837	87.2%	9,550	12.8%
7	64,310	86.7%	9,898	13.3%	7	63,456	87.0%	9,485	13.0%
8	65,140	86.3%	10,304	13.7%	8	64,944	86.8%	9,846	13.2%
9	83,438	85.7%	13,927	14.3%	9	81,068	86.1%	13,116	13.9%
10	85,953	84.8%	15,409	15.2%	10	82,481	84.8%	14,740	15.2%
11	61,180	88.1%	8,230	11.9%	11	61,677	87.4%	8,877	12.6%
12	65,014	88.1%	8,823	11.9%	12	68,307	88.4%	8,994	11.6%
TOTAL	861,582	84.1%	162,427	15.9%	TOTAL	864,871	84.5%	158,180	15.5%

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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 beginning in 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. In recent years, total enrollment has fluctuated slightly around the 1.04 million student mark. Since 2006-2007, enrollment has increased in Queens (up

Table 2.6
Program Placement of English Language Learner Students, 2010-2011

Number of Years in Program	Bilingual		Dual Language		English as a Second Language Only		Special Education/ Individualized Educational Program	
	Number	Cumulative Percentage	Number	Cumulative Percentage	Number	Cumulative Percentage	Number	Cumulative Percentage
1	9,137	32.8%	1953	31.9%	26,770	24.5%	1723	16.6%
2	7,222	58.7%	1512	56.6%	22,792	45.3%	1006	26.3%
3	3,971	72.9%	875	70.9%	14,921	58.9%	1315	38.9%
4	2,725	82.7%	718	82.6%	12,813	70.6%	1262	51.1%
5	1,753	89.0%	477	90.4%	9,845	79.6%	1200	62.6%
6	1,147	93.1%	293	95.2%	7,159	86.2%	1188	74.0%
7	599	95.2%	167	97.9%	4,949	90.7%	901	82.7%
8	438	96.8%	65	98.9%	3,468	93.9%	678	89.3%
9	291	97.9%	54	99.8%	2,464	96.1%	517	94.2%
10	222	98.7%	7	99.9%	1,568	97.5%	338	97.5%
11	153	99.2%	4	100.0%	1,125	98.6%	158	99.0%
12	94	99.5%			674	99.2%	64	99.6%
Over 12	129	100.0%			893	100.0%	40	100.0%
TOTAL	27,881	18.1%	6,125	4.0%	109,441	71.1%	10,390	6.8%

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6.5 percent) and Staten Island (up 5.2 percent), while declining in Brooklyn (down 3.4 percent) and Manhattan (down 4.3 percent) and the Bronx (down 1.6 percent). (Table 2.10 and Figure 2.1 display these data.)

Grade	General Education		Special Education	
	Number	Percent	Number	Percent
Pre-K	53,503	90.7%	5,512	9.3%
K	66,061	86.3%	10,445	13.7%
1	67,233	84.3%	12,512	15.7%
2	64,090	82.3%	13,803	17.7%
3	61,740	81.1%	14,435	18.9%
4	60,207	80.1%	15,003	19.9%
5	59,272	80.2%	14,624	19.8%
6	58,713	80.5%	14,245	19.5%
7	59,981	80.8%	14,227	19.2%
8	61,624	81.7%	13,820	18.3%
9	78,549	80.7%	18,816	19.3%
10	85,875	84.7%	15,487	15.3%
11	60,277	86.8%	9,133	13.2%
12	62,966	85.3%	10,871	14.7%
TOTAL	900,091	83.1%	182,933	16.9%

Grade	General Education		Special Education	
	Number	Percent	Number	Percent
Pre-K	55,374	91.2%	5,336	8.8%
K	68,181	86.7%	10,440	13.3%
1	67,458	84.4%	12,454	15.6%
2	64,465	82.7%	13,511	17.3%
3	62,187	80.9%	14,719	19.1%
4	59,780	80.0%	14,914	20.0%
5	58,757	79.9%	14,807	20.1%
6	59,897	80.5%	14,490	19.5%
7	58,870	80.7%	14,071	19.3%
8	60,741	81.2%	14,049	18.8%
9	75,840	80.5%	18,344	19.5%
10	81,574	83.9%	15,647	16.1%
11	61,362	87.0%	9,192	13.0%
12	65,444	84.7%	11,857	15.3%
TOTAL	899,930	83.0%	183,831	17.0%

New York City Independent Budget Office

Grade	Free or Reduced-Price Lunch		Full-Price Lunch	
	Number	Percent	Number	Percent
Pre-K	28,517	48.3%	30,498	51.7%
K	64,793	84.7%	11,713	15.3%
1	68,227	85.6%	11,518	14.4%
2	67,241	86.3%	10,652	13.7%
3	66,235	87.0%	9,940	13.0%
4	65,780	87.5%	9,430	12.5%
5	64,546	87.3%	9,350	12.7%
6	62,650	85.9%	10,308	14.1%
7	63,608	85.7%	10,600	14.3%
8	64,648	85.7%	10,796	14.3%
9	75,990	78.0%	21,375	22.0%
10	78,682	77.6%	22,680	22.4%
11	51,337	74.0%	18,073	26.0%
12	53,347	72.2%	20,490	27.8%
TOTAL	875,601	80.8%	207,423	19.2%

Grade	Free or Reduced-Price Lunch		Full-Price Lunch	
	Number	Percent	Number	Percent
Pre-K	27,983	46.1%	32,727	53.9%
K	64,912	82.6%	13,709	17.4%
1	66,926	83.7%	12,986	16.3%
2	65,434	83.9%	12,542	16.1%
3	64,958	84.5%	11,948	15.5%
4	63,452	84.9%	11,242	15.1%
5	62,817	85.4%	10,747	14.6%
6	62,496	84.0%	11,891	16.0%
7	61,003	83.6%	11,938	16.4%
8	62,362	83.4%	12,428	16.6%
9	72,189	76.6%	21,995	23.4%
10	73,846	76.0%	23,375	24.0%
11	51,192	72.6%	19,362	27.4%
12	53,583	69.3%	23,718	30.7%
TOTAL	853,153	78.7%	230,608	21.3%

NOTES: All students in "universal feeding schools" are included in the "Free or Reduced-Price" category. In this table, students who did not return a completed school lunch eligibility form are counted in the Full-Price Lunch category. The data available to IBO does not allow us to count those students separately in all grades.

New York City Independent Budget Office

Grade	Under Age	Standard Age	Over Age
K	0.4%	97.1%	2.5%
1	0.2%	92.5%	7.3%
2	0.3%	89.1%	10.6%
3	0.4%	87.2%	12.4%
4	0.5%	86.0%	13.5%
5	0.6%	85.7%	13.7%
6	1.0%	82.6%	16.3%
7	1.1%	80.3%	18.5%
8	1.0%	77.5%	21.5%
9	1.0%	62.0%	37.0%
10	1.3%	58.3%	40.4%
11	2.1%	68.4%	29.5%
12	3.7%	68.0%	28.3%

Grade	Under Age	Standard Age	Over Age
K	0.1%	97.1%	2.8%
1	0.2%	92.4%	7.3%
2	0.2%	89.3%	10.5%
3	0.4%	87.1%	12.6%
4	0.5%	86.5%	13.0%
5	0.5%	85.4%	14.1%
6	0.8%	83.3%	16.0%
7	0.9%	81.0%	18.1%
8	1.1%	78.7%	20.2%
9	1.0%	63.3%	35.7%
10	1.3%	60.1%	38.6%
11	1.6%	68.3%	30.1%
12	3.3%	67.9%	28.8%

NOTES: General Education population only. Excludes students in District 84 and 256 students whose age data was missing.
New York City Independent Budget Office

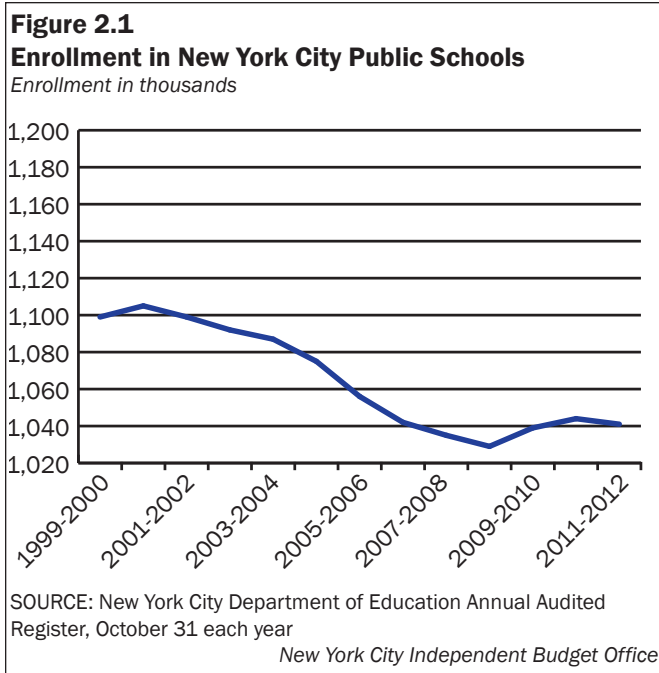


Table 2.10 Public School Enrollment Trends, 1999-2000 Through 2011-2012						
School Year	Bronx	Brooklyn	Manhattan	Queens	Staten Island	TOTAL
1999-2000	228,846	355,957	172,570	282,515	59,549	1,099,437
2000-2001	229,730	355,631	171,328	287,293	61,258	1,105,240
2001-2002	229,088	352,263	169,344	286,032	62,105	1,098,832
2002-2003	228,671	347,952	168,759	283,961	62,374	1,091,717
2003-2004	229,564	344,378	168,614	282,016	62,314	1,086,886
2004-2005	227,430	337,949	168,834	279,616	61,509	1,075,338
2005-2006	223,803	328,964	165,867	276,688	60,664	1,055,986
2006-2007	221,832	320,753	163,861	275,051	60,581	1,042,078
2007-2008	219,736	316,702	160,588	276,991	61,389	1,035,406
2008-2009	217,998	311,244	158,502	279,806	61,909	1,029,459
2009-2010	218,601	312,681	158,431	286,024	63,004	1,038,741
2010-2011	219,581	312,656	157,770	290,602	63,277	1,043,886
2011-2012	218,195	309,770	156,824	292,940	63,708	1,041,437
Five-Year Change Since 2006-2007	-1.6%	-3.4%	-4.3%	6.5%	5.2%	-0.1%
SOURCE: New York City Department of Education Annual Audited Register, October 31 of each year.						
<i>New York City Independent Budget Office</i>						

3

What Resources Are Made Available to Our Public Schools?

Budgetary Resources

The Department of Education's expense budget—\$19.7 billion in the 2012-2013 school year—has grown by 16 percent since 2007-2008. In both absolute and percentage terms, the biggest increase has been in the nonpublic school payments category, which is up \$1.5 billion, or 115 percent in five years (Table 3.1.)

In the last complete school year, 2011-2012, city funding accounted for 47 percent of the DOE's expense budget; state funds, 42 percent; and federal, 10 percent. The remaining 1 percent included intra-city transfers and categorical funds from other than state or federal sources (Table 3.2).

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 2003, and 2008 through 2013. In order to allow for meaningful comparisons across years, it also adjusts for inflation (all figures are presented in 2012 dollars). The additional costs for pensions and debt service are substantial. Annual debt service for education purposes more than doubled in real terms from 2003 through 2013, and is now over \$1.7 billion. Pension costs for DOE employees increased by 241 percent, again in real terms, from 2003 to 2013. Pension costs are now about \$2.7 billion, more than three times what they were in 2003.

Some of the money allocated to the DOE actually flows out to private, special education schools and to public charter schools. Table 3.3 shows per pupil spending for the city's traditional public school system, including pensions and debt service but excluding spending on

contract schools, charter schools, and special education pre-kindergarten. In real, inflation-adjusted terms, per-pupil spending rose by 26 percent from 2003 through 2010, but has decreased by 1 percent since then.

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 restrictions on funding sources allow—principals are granted discretion over the use of funds within their school. For the 2011-2012 school year, \$9.6 billion was allocated to traditional public schools to be budgeted by principals, \$54 million less than in 2012. (Our figures include an allocation of fringe benefit costs for all personnel spending even though those costs are paid centrally within the DOE budget.) The largest portion of this money, 66 percent in 2011-2012, 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.

More than 60 percent of all money allocated to schools in 2011-2012 was spent on teacher costs (Table 3.5). Another 25 percent was split 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 department's budget controlled by principals.

Table 3.1
Department of Education Program Budget, 2008-2013
Dollars in thousands

	2007-2008							2009-2010		2010-2011		2011-2012		2012-2013		Change from 2011-2012 to 2012-2013		Change from 2007-2008 to 2012-2013	
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 Projected	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	Dollars	Percent	Dollars	Percent				
Services to Schools	\$15,102,679	\$15,854,651	\$16,096,563	\$16,321,045	\$16,413,203	\$16,510,813	\$16,413,203	\$16,321,045	\$16,096,563	\$15,854,651	\$15,102,679	\$1,408,134	9.3%	\$1,408,134	9.3%				
Classroom Instruction	\$9,358,047	\$9,981,685	\$9,580,522	\$9,821,863	\$10,229,420	\$10,451,592	\$10,229,420	\$9,821,863	\$9,580,522	\$9,981,685	\$9,358,047	\$1,093,544	11.7%	\$1,093,544	11.7%				
General Education Instruction	6,960,412	7,346,096	7,158,064	7,338,267	7,657,833	7,818,464	7,657,833	7,338,267	7,158,064	7,346,096	6,960,412	858,052	12.3%	858,052	12.3%				
Special Education Instruction	1,343,001	1,538,558	1,259,515	1,327,593	1,493,114	1,430,883	1,493,114	1,327,593	1,259,515	1,538,558	1,343,001	87,882	6.5%	87,882	6.5%				
Citywide Special Education Instruction	1,054,634	1,097,030	1,162,943	1,156,003	1,078,473	1,202,245	1,078,473	1,156,003	1,162,943	1,097,030	1,054,634	147,611	14.0%	147,611	14.0%				
Instructional Support	\$2,605,295	\$2,550,692	\$2,935,842	\$3,050,048	\$2,807,269	\$2,689,551	\$2,807,269	\$3,050,048	\$2,935,842	\$2,550,692	\$2,605,295	\$84,257	3.2%	\$84,257	3.2%				
Special Education Instructional Support	562,044	590,630	607,677	618,245	615,114	701,172	615,114	618,245	607,677	590,630	562,044	139,128	24.8%	139,128	24.8%				
Categorical Programs	2,043,250	1,960,062	2,328,165	2,431,803	2,192,155	1,988,379	2,192,155	2,431,803	2,328,165	1,960,062	2,043,250	(54,871)	-2.7%	(54,871)	-2.7%				
Instructional Admin-School Support Organizations	\$277,498	\$285,748	\$277,753	\$172,252	\$191,134	\$179,621	\$191,134	\$172,252	\$277,753	\$285,748	\$277,498	(\$97,878)	-35.3%	(\$97,878)	-35.3%				
Noninstructional Support	\$2,861,839	\$3,036,526	\$3,302,445	\$3,276,882	\$3,185,380	\$3,190,049	\$3,185,380	\$3,276,882	\$3,302,445	\$3,036,526	\$2,861,839	\$328,210	11.5%	\$328,210	11.5%				
School Facilities	898,925	1,043,866	1,105,610	1,033,358	931,603	812,401	931,603	1,033,358	1,105,610	1,043,866	898,925	(86,524)	-9.6%	(86,524)	-9.6%				
School Food Services	400,270	413,358	483,747	459,839	425,007	432,693	425,007	459,839	483,747	413,358	400,270	32,422	8.1%	32,422	8.1%				
School Safety	204,086	217,002	294,679	297,900	298,111	303,940	298,111	297,900	294,679	217,002	204,086	99,854	48.9%	99,854	48.9%				
Pupil Transportation	966,878	968,460	995,662	1,017,219	1,073,697	1,132,167	1,073,697	1,017,219	995,662	968,460	966,878	165,289	17.1%	165,289	17.1%				
Energy & Leases	391,680	393,840	422,748	468,567	456,961	508,850	456,961	468,567	422,748	393,840	391,680	117,169	29.9%	117,169	29.9%				
Private and Other Non-Public School Payments	\$1,333,966	\$1,565,041	\$1,901,515	\$2,174,310	\$2,501,203	\$2,864,843	\$2,501,203	\$2,174,310	\$1,901,515	\$1,565,041	\$1,333,966	\$1,530,877	114.8%	\$1,530,877	114.8%				
Special Education Pre-Kindergarten Contracts	637,848	739,296	852,591	943,426	1,008,570	1,193,402	1,008,570	943,426	852,591	739,296	637,848	555,553	87.1%	555,553	87.1%				
Charter School, Contract School, Foster Care Payments	635,026	764,305	977,903	1,161,576	1,421,509	1,600,295	1,421,509	1,161,576	977,903	764,305	635,026	965,269	152.0%	965,269	152.0%				
Nonpublic School & FIT Payments	61,092	61,440	71,021	69,308	71,124	71,146	71,124	69,308	71,021	61,440	61,092	10,055	16.5%	10,055	16.5%				
Central Administration	\$540,389	\$483,361	\$500,427	\$443,574	\$368,850	\$349,412	\$368,850	\$443,574	\$500,427	\$483,361	\$540,389	(\$190,977)	-35.3%	(\$190,977)	-35.3%				
TOTAL DOE BUDGET	\$16,977,034	\$17,903,053	\$18,498,505	\$18,938,929	\$19,283,256	\$19,725,068	\$19,283,256	\$18,938,929	\$18,498,505	\$17,903,053	\$16,977,034	\$2,748,034	16.2%	\$2,748,034	16.2%				

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

New York City Independent Budget Office

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, as the principal corps saw an increase in the share who were female and a decline in total years of experience, it also became somewhat younger. Principals in 2011-2012 have more experience as principals than the principals of 2004-2005. The principal core also became somewhat younger since 2004-2005; half of the principals in 2011-2012 were below age 49 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 1,396 in 2004-2005 to 1,625 in 2011-2012.

When we group schools by the highest third, middle third, and lowest third of poverty rates, there is no consistent pattern to the distribution of principals among elementary and middle schools (Table 3.7). For example, high- and medium-poverty elementary

Table 3.2
Department of Education Program Budget by Funding Source, 2011-2012

Percent of all funds for each program line

	City Funds	State Funds	Federal Funds	Other Categorical Funds	Intra-City Funds	Federal Community Development Funds
Services to Schools	43.9%	42.9%	11.7%	1.2%	0.3%	0.0%
Classroom Instruction	48.0%	51.5%	0.6%	0.0%	0.0%	0.0%
General Education Instruction	46.0%	53.8%	0.2%	0.0%	0.0%	0.0%
Special Education Instruction	38.1%	59.5%	2.4%	0.0%	0.0%	0.0%
Citywide Special Education Instruction	75.9%	23.7%	0.5%	0.0%	0.0%	0.0%
Instructional Support	15.8%	26.2%	54.7%	1.9%	1.4%	0.0%
Special Education Instructional Support	71.8%	27.5%	0.7%	0.0%	0.0%	0.0%
Categorical Programs	0.1%	25.9%	69.8%	2.4%	1.7%	0.0%
Instructional Administration-School Support Organizations	38.6%	61.4%	0.0%	0.0%	0.0%	0.0%
Noninstructional Support	55.8%	28.8%	10.4%	4.7%	0.2%	0.2%
School Facilities	64.3%	17.6%	1.0%	16.0%	0.6%	0.5%
School Food Services	18.4%	5.7%	75.9%	0.0%	0.0%	0.0%
School Safety	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pupil Transportation	37.5%	62.5%	0.0%	0.0%	0.0%	0.0%
Energy & Leases	87.3%	12.7%	0.0%	0.0%	0.0%	0.0%
Nonpublic School Payments	62.7%	37.3%	0.0%	0.0%	0.0%	0.0%
SE Pre-Kindergarten Contracts	38.0%	62.0%	0.0%	0.0%	0.0%	0.0%
Charter School, Contract School, Foster Care Payments	78.5%	21.5%	0.0%	0.0%	0.0%	0.0%
Nonpublic School & FIT Payments	95.7%	4.3%	0.0%	0.0%	0.0%	0.0%
Central Administration	67.2%	19.9%	9.4%	3.6%	0.0%	0.0%
TOTAL DEPARTMENT OF EDUCATION	46.8%	41.7%	10.2%	1.1%	0.2%	0.0%

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

New York City Independent Budget Office

and middle schools have principals that are slightly younger than low-poverty schools. Among high schools, medium-poverty schools have the youngest principals, followed by high- and low-poverty schools.

Three programs prepare aspiring principal candidates for school leader positions in the city's public schools. The Aspiring Principals Program (APP) at the New York City Leadership Academy is a nonprofit that works collaboratively with the DOE to recruit, develop, and support school leaders. In addition to APP, the DOE partners with several other principal preparation programs including New Leaders Aspiring

Principals Program (New Leaders). New Leaders is a national independent nonprofit organization that DOE collaborates with to recruit, develop, and support school leaders. (Though New Leaders is a national program, we are only reporting data on its New York City project.) Both APP and New Leaders are year-long, full-time residency programs at a host school open to all interested eligible candidates.

The third pathway is the Leaders in Education Apprenticeship Program (LEAP), which began in 2009. Developed in collaboration with the Leadership Academy, LEAP is an internal DOE leadership program

Table 3.3
Per Pupil Spending, Adjusted for Inflation and Payments to Nonpublic and Charter Schools
2012 dollars, in millions

	2002-2003	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
DOE Expenditures							
DOE Operations (all funds)	\$17,754	\$19,062	\$19,332	\$19,392	\$19,223	\$19,283	\$19,470
Other Expenditures (all funds)							
Debt Service	764	1,448	1,450	1,646	1,678	1,726	1,783
Pension Contributions	795	2,127	2,363	2,571	2,493	2,672	2,707
Less Intra-city Sales/ Interfund Agreements	(13)	(18)	(15)	(29)	(35)	(42)	(14)
Total Funds Committed to DOE	\$19,300	\$22,619	\$23,130	\$23,580	\$23,359	\$23,639	\$23,946
City Funds	\$8,743	\$11,455	\$11,682	\$11,733	\$12,221	\$13,419	\$13,646
State Aid	8,146	9,055	9,342	8,462	8,245	8,040	8,323
Federal Aid	2,316	2,018	1,873	3,105	2,837	1,964	1,922
Private and Nongovernmental Aid	95	91	232	280	56	216	55
City Share of Total Funds Committed to DOE	45.3%	50.6%	50.5%	49.8%	52.3%	56.8%	57.0%
Total Funds Committed to DOE	\$19,300	\$22,619	\$23,130	\$23,580	\$23,359	\$23,639	\$23,946
Less Passthroughs to Nonpublic and Charter Schools	(1,372)	(1,470)	(1,670)	(1,994)	(2,207)	(2,501)	(2,608)
Total Funds Committed to NYC Public School System	\$17,928	\$21,149	\$21,460	\$21,586	\$21,152	\$21,138	\$21,338
Total Enrollment	1,112,279	1,081,831	1,080,787	1,098,535	1,112,430	1,119,064	1,130,646
Less Enrollment in Charters, Contract Schools, and Special Ed Pre-K	(34,181)	(56,066)	(61,676)	(66,882)	(78,100)	(86,721)	(98,029)
Enrollment in Traditional NYC Public Schools	1,078,098	1,025,765	1,019,111	1,031,653	1,034,330	1,032,343	1,032,617
Per Pupil Spending							
Real 2012 Dollars	\$16,629	\$20,618	\$21,058	\$20,924	\$20,450	\$20,476	\$20,664
Deflator	0.72	0.89	0.93	0.95	0.99	1.00	1.01
Nominal Amounts	\$11,971	\$18,362	\$19,501	\$19,959	\$20,147	\$20,476	\$20,931

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Table 3.4
Funding Streams for School Budgets, 2010-2011 and 2011-2012
Dollars in millions

Source	2010-2011		2011-2012		Changes	
	Amount	Percent	Amount	Percent	Amount	Percent
Fair Student Funding	\$5,603	57.8%	\$6,338	65.8%	\$736	13.1%
City Funds	1,930	19.9%	1,632	16.9%	(297)	-15.4%
Federal Title I	945	9.8%	678	7.0%	(267)	-28.3%
Federal Other	664	6.9%	391	4.1%	(274)	-41.2%
Campaign for Fiscal Equity	266	2.7%	285	3.0%	19	7.3%
State Other	257	2.7%	284	2.9%	27	10.4%
Private	26	0.3%	29	0.3%	2	8.7%
TOTAL	9,691	100%	9,637	100.0%	\$(54)	-0.6%

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

New York City Independent Budget Office

consisting of a year-long, part-time residency program at the home school for current eligible DOE employees. In

2011-2012, LEAP enrolled and graduated more aspiring principals than APP or New Leaders combined.

Table 3.5
Summary of School Budgets, Use of Funds, 2010-2011 and 2011-2012

Use of Funds	2010-2011		2011-2012		Change	
	Amount	Percent	Amount	Percent	Amount	Percent
Teachers	\$5,765,335,502	59.5%	\$5,803,007,272	60.2%	\$37,671,771	0.7%
Leadership	649,677,226	6.7%	656,421,344	6.8%	6,744,118	1.0%
Other School Staff	623,856,016	6.4%	589,500,751	6.1%	(34,355,265)	-5.5%
Paraprofessionals	619,077,045	6.4%	649,561,122	6.7%	30,484,077	4.9%
Counseling Services	465,473,842	4.8%	462,369,070	4.8%	(3,104,772)	-0.7%
Related Services	396,024,368	4.1%	401,681,588	4.2%	5,657,220	1.4%
Before/Afterschool	303,521,874	3.1%	288,045,040	3.0%	(15,476,834)	-5.1%
Professional Development	236,816,894	2.4%	208,782,986	2.2%	(28,033,908)	-11.8%
Equip/Furn/Supp	221,072,767	2.3%	182,888,811	1.9%	(38,183,956)	-17.3%
Parent Involvement	120,172,564	1.2%	112,327,741	1.2%	(7,844,823)	-6.5%
Textbooks	63,594,612	0.7%	55,142,630	0.6%	(8,451,982)	-13.3%
Summer School	62,684,512	0.6%	67,518,076	0.7%	4,833,564	7.7%
Contracted Services	61,685,732	0.6%	65,738,402	0.7%	4,052,670	6.6%
Other Classroom Staff	34,571,861	0.4%	32,901,195	0.3%	(1,670,666)	-4.8%
Libraries/Librarians	27,602,499	0.3%	25,651,265	0.3%	(1,951,234)	-7.1%
Instructional Supplies/ Equipment	19,939,328	0.2%	17,609,554	0.2%	(2,329,775)	-11.7%
Other Transportation	10,064,094	0.1%	9,141,128	0.1%	(922,966)	-9.2%
Bilingual/ESL	4,699,955	0.0%	3,463,150	0.0%	(1,236,805)	-26.3%
Other Admin OTPS	2,025,980	0.0%	2,588,872	0.0%	562,892	27.8%
Attendance and Outreach	1,712,202	0.0%	1,441,817	0.0%	(270,385)	-15.8%
Other Classroom OTPS	1,282,133	0.0%	879,580	0.0%	(402,553)	-31.4%
TOTAL	\$9,690,891,006	100.0%	\$9,636,661,394	100.0%	\$(54,229,612)	-0.6%

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

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

	2000-2001	2002-2003	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Number of Principals	1,283	1,284	1,396	1,443	1,463	1,504	1,553	1,587	1,608	1,625
Percentage Female	57.6%	63.9%	67.9%	67.5%	67.3%	67.6%	68.0%	67.6%	68.5%	68.3%
Median Age	52	52	51	50	50	50	49	49	49	49
10th Percentile of Age Distribution	44	42	37	36	36	35	35	35	35	36
Years as a Principal	5.7	5.0	3.9	3.9	4.1	4.5	4.7	5.1	5.3	5.6
Years as a Teacher	14.0	13.5	12.1	11.3	10.8	10.4	10.0	9.7	9.5	9.3
Total Years Work Experience in NYC Public Schools	25.2	23.8	20.8	19.8	19.2	19.2	19.0	19.0	19.0	19.2

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The Aspiring Principals Program graduated 28 candidates for principal posts in New York City immediately prior to the 2011-2012 school year. All but one of these APP graduates was hired for jobs inside the school system: 19 as principals, six as assistant principals and two in other positions (Table 3.8). Nearly a third (six) of these principals were hired for low-poverty schools and just over half (10) for medium-poverty schools. New Leaders prepared eight graduates for the city's public schools and seven were hired by the school system, six as principals. Only one of those principals was hired for a high-poverty school.

The Leaders in Education Apprenticeship Program prepared 68 candidates for 2011-2012. All but two LEAP graduates were hired by the school system, 25 as principals, 21 as assistant principals, 11 as teachers and nine in other positions. Eleven out of 25 of the principals were working in low-poverty schools and 10 more were in medium-poverty schools.

Over the last six years, as the number of graduates from the Aspiring Principals Program has declined, the number actually hired as principals in the city's public schools has also dropped steadily (Table 3.9). In school

Table 3.7
Different Types of Schools and Some Characteristics of Their Principals, 2011-2012

Principal Demographics	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
Number of Principals	1,042	472	349	157	347	159	346	156
Percentage Female	75.4	52.3	80.2	55.4	70.6	47.8	75.4	53.9
Median Age	50	45	49	46	49	44	51	48
10th Percentile (Age distribution)	36	35	37	36	35	34	36	35
Work Experience in NYC Public Schools								
Years as a Principal	5.9	4.7	6.1	4.5	5.5	4.5	6.2	5.2
Years as a Teacher	9.9	8.0	9.9	8.1	9.6	7.2	10.2	8.6
Total Years in School System	20.0	16.8	20.1	16.6	19.6	16.0	20.4	17.8
Student Demographics at School								
Average Share of Students in Poverty	70.9%	66.5%	90.4%	81.3%	76.7%	69.1%	45.3%	48.9%

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**Table 3.8
First Assignments for Recent Graduates of Principal Training Program, 2011-2012**

Program	Working as Principal	Working as Assistant Principal	Working as Teacher or Special Education Teacher	Other	Total Graduates
Aspiring Principals Program					28
Working in NYC Public Schools	19	6	0	2	27
Working in High-Poverty School	3	2	0	0	5
Working in Medium-Poverty School	10	2	0	0	12
Working in Low-Poverty School	6	2	0	0	8
School Poverty Level Unknown	0	0	0	2	2
New Leaders					8
Working in NYC Public Schools	6	1	0	0	7
Working in High-Poverty School	1	0	0	0	1
Working in Medium-Poverty School	1	0	0	0	1
Working in Low-Poverty School	4	1	0	0	5
School Poverty Level Unknown	0	0	0	0	0
Leaders in Education Apprenticeship Program					68
Working in NYC Public Schools	25	21	11	9	66
Working in High-Poverty School	4	8	4	1	17
Working in Medium-Poverty School	10	9	1	3	23
Working in Low-Poverty School	11	4	6	0	21
School Poverty Level Unknown	0	0	0	5	5

NOTE: Includes individuals who graduated in time for the start of the 2011-2012 school year.

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year 2005-2006, 54 APP graduates were hired as principals compared with 19 in 2011-2012.

New Leaders has placed between four and nine principals per year. These principals have predominately been hired for schools opened since the beginning of the Bloomberg Administration in 2002-2003. In the last three years, only four New Leaders graduates have been named principal of an older school (Table 3.10). The Aspiring Principal Program has followed a different trajectory. In 2005-2006, many more of its graduates were hired as principals for older schools than for schools opened during the Bloomberg Administration, but beginning in 2008-2009, the split between new and existing schools has become more even.

In 2011-2012, almost 22 percent of all principals in the system had come through these alternative pathways. In demographic terms, they differed from their peers who had followed the traditional pathway (Table 3.11). Seventy percent of traditionally trained principals were female. The APP program closely matched this proportion, but both the New Leaders (52 percent) and

LEAP (47 percent) trained principals were less likely to be female. A greater proportion of the principals trained by the alternative pathways were found in schools created by the Bloomberg Administration than those who came through the traditional pathway. Principals from all three alternative pathways were significantly younger and less experienced than traditionally trained principals, reflecting the relative newness of these pathways.

Review of principal turnover and retention rates indicates that the percentage of principals who move from one school to another within the school system or who leave the system altogether is declining. Attrition rates were higher in the first half of the 2000-2010 decade, which is consistent with trends observed for other indicators of principal demographics.

Of the principals who attained that position in 2000-2001, 27 percent had left the school system three years later, and 48 percent had left five years later. For principals who were first named in 2004-2005, 12 percent had left the system within three years and 22 percent had left in five years. Finally, for those who

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	2010-2011	2011-2012
Aspiring Principals Program							
Total Graduates	70	75	55	59	56	31	28
Working as Principal	54	55	36	41	33	30	19
Principal in High-Poverty School	12	18	4	11	5	7	3
Principal in Medium-Poverty School	21	9	16	9	11	8	10
Principal in Low-Poverty School	17	26	15	20	17	13	6
School Poverty Level Unknown	4	2	1	1	0	2	0
New Leaders							
Total Graduates	14	15	12	19	28	12	8
Working as Principal	8	7	5	8	9	4	6
Principal in High-Poverty School	1	1	0	1	2	1	1
Principal in Medium-Poverty School	1	0	0	1	1	0	1
Principal in Low-Poverty School	6	5	5	6	6	3	4
School Poverty Level Unknown	0	1	0	0	0	0	0
Leaders in Education Apprenticeship Program							
Total Graduates						26	68
Working as Principal						3	25
Principal in High-Poverty School						2	4
Principal in Medium-Poverty School						1	10
Principal in Low-Poverty School						-	11
School Poverty Level Unknown						-	-

NOTE: Includes individuals who graduated in time for the start of the 2011-2012 school year.

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began in 2008-2009, 8 percent had left within three years. A very similar pattern of decreasing turnover exists for the share of principals who move from one school to another. (Table 3.12 presents these data.)

The basic demographics of the school system's teaching force have remained relatively constant over the last seven years. About three quarters of the city's public school teachers are female, and roughly half are under the age of 40 (Table 3.13). The city's teachers in 2011-2012 were slightly more experienced than the teaching force in 2005-2006; this may reflect the slowdown in hiring of new teachers in recent years. There were 7,321 fewer general education teachers in 2011-2012 than in 2005-2006, and 3,773 more special education teachers. Overall, there were 3,548 fewer teachers in 2011-2012 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 more variation at the high school level. In low-poverty high schools, teachers were more likely to be older and more experienced than the teachers in high- and medium-poverty high schools. (Table 3.14 presents these data.)

There are two 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 schooling necessary to obtain teacher certification. Though it is not an alternative pathway to teacher certification, we also report data on the TeachNYC Select Recruits program, a DOE program to recruit highly rated, traditionally certified teachers in high-need

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Aspiring Principals Program							
Total Graduates	70	75	55	59	56	31	28
Working as Principal	54	55	36	41	33	30	19
Principal in New School	13	16	12	21	17	13	8
Principal in Existing School	41	39	24	20	16	17	11
New Leaders							
Total Graduates	14	15	12	19	28	12	8
Working as Principal	8	7	5	8	9	4	6
Principal in New School	7	5	5	8	8	2	5
Principal in Existing School	1	2	0	0	1	2	1
Leaders in Education Apprenticeship Program							
Total Graduates						26	68
Working as Principal						3	25
Principal in New School						0	11
Principal in Existing School						3	14
NOTE: "New" schools are those opened since the onset of the Bloomberg Administration. "Existing" schools are those that pre-date the Bloomberg Administration.							

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subject areas. They are drawn from the top 1 percent of the DOE's applicant pool. Individuals applying for teaching positions are invited to interview for the Select Recruit program based on a review of their qualifications and potential.

In 2010-2011, 2,031 new teachers were placed through the traditional pathway; 413 came through the NYC Teaching Fellows program; 297 came through the TeachNYC Select Recruits program; and 79 were from Teach for America (Table 3.15). (Teacher pathway

	Aspiring Principals Program	New Leaders	Leaders in Education Apprenticeship Program	Others (Traditional Pathway)
Principal Demographics				
Number of Principals	268	56	32	1,268
Female	66.8%	51.8%	46.9%	69.7%
Median Age	43	36	40	50
10th Percentile of Age Distribution	33	32	33	38
Work Experience in NYC Public Schools				
Years as a Principal	3.9	3.2	0.4	6.2
Years as a Teacher	7.1	5.2	7.6	10.0
Total Years in School System	13.4	10.2	13.3	21.0
Student Demographics at School				
Average Poverty (Pct)	72.1	74.3	71.7	68.7
Characteristics of School				
Percent in High Schools	30.7	38.2	28.1	30.8
Percent in New Schools	39.2	85.7	40.6	18.5

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Table 3.12
Turnover Rates of New Principals, 2000-2001 Through 2011-2012
All rates as of October 31 of the year

New Principals in:	Number of Principals	Percent That Left Principals at First School Assigned										
		After 1 yr	After 2 yrs	After 3 yrs	After 4 yrs	After 5 yrs	After 6 yrs	After 7 yrs	After 8 yrs	After 9 yrs	After 10 yrs	After 11 yrs
2000-2001	135	26%	33%	47%	56%	69%	71%	75%	78%	81%	83%	84%
2001-2002	194	15%	27%	45%	54%	63%	65%	71%	71%	75%	79%	
2002-2003	223	12%	26%	35%	46%	54%	58%	62%	67%	70%		
2003-2004	253	19%	21%	29%	37%	45%	49%	56%	61%			
2004-2005	350	15%	22%	31%	37%	45%	50%	57%				
2005-2006	239	13%	19%	26%	32%	39%	45%					
2006-2007	192	9%	14%	18%	29%	38%						
2007-2008	169	7%	10%	20%	30%							
2008-2009	183	4%	11%	24%								
2009-2010	136	8%	16%									
2010-2011	172	13%										
New Principals in:	Number of Principals	Percent That Left New York City Public School System										
		After 1 yr	After 2 yrs	After 3 yrs	After 4 yrs	After 5 yrs	After 6 yrs	After 7 yrs	After 8 yrs	After 9 yrs	After 10 yrs	After 11 yrs
2000-2001	135	7%	12%	27%	36%	48%	49%	52%	56%	62%	65%	68%
2001-2002	194	2%	7%	19%	26%	33%	36%	41%	45%	52%	58%	
2002-2003	223	4%	12%	20%	29%	35%	40%	44%	49%	55%		
2003-2004	253	5%	8%	15%	22%	29%	31%	36%	42%			
2004-2005	350	5%	8%	12%	18%	22%	26%	32%				
2005-2006	239	4%	5%	8%	13%	19%	25%					
2006-2007	192	1%	2%	4%	11%	17%						
2007-2008	169	4%	4%	8%	15%							
2008-2009	183	0%	2%	8%								
2009-2010	136	1%	1%									
2010-2011	172	1%										

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data for 2011-2012 is not yet available.) Of the new placements from Teach for America, 61 percent were employed in high-poverty schools compared with 37 percent of the placements from the TeachNYC Select Recruits program, 35 percent of the traditionally trained teachers, and 26 percent of the Teaching Fellows. Close to 80 percent of the Teach for America graduates were placed in special education classrooms, as were 68 percent of the NYC Teaching Fellows, 56 percent of the TeachNYC Select Recruits participants, and 49 percent of the traditionally trained.

In 2008-2009, 2009-2010, and 2010-2011, all of the pathways had more than half of their new teachers placed in older schools that pre-date the Bloomberg Administration. Overall, 28 percent of new teachers

were placed in newer schools in these three years. (Table 3.16 presents these data.)

Although turnover rates for city teachers have generally declined since 2000-2001, they remain considerable. Of all the teachers who began their career in city schools in school year 2008-2009, 50 percent were no longer teaching at the same school after three years. The comparable figure for teachers beginning their careers in 2000-2001 was 58 percent. Of all the teachers who began in 2000-2001, 81 percent were no longer at their original school after 11 years.

Of all the teachers who began their career in city schools in 2008-2009, 30 percent had left the system entirely after three years. The comparable three-

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

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Percentage Female	74.8	75.0	75.2	75.5	75.8	75.9	76.0
Median Age	40	40	39	39	40	40	40
10th Percentile (age distribution)	25	25	25	26	26	27	28
Time as a Teacher	9.0	9.1	9.2	9.4	10.1	10.4	10.6
Years in School System	9.1	9.2	9.3	9.5	10.0	10.5	10.7
Total Number of Teachers	76,934	77,886	78,816	78,882	76,543	74,680	73,386
General Education Teachers	62,111	62,522	62,867	62,374	59,402	56,825	54,790
Special Education Teachers	14,823	15,364	15,949	16,508	17,141	17,855	18,596

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year figure for teachers beginning in 2000-2001 was 41 percent. Of this earlier cohort, after 11 years of service 57 percent were no longer in the system and 43 percent remained in service. (Table 3.17)

There is evidence that the attrition rate is decreasing and that the share of teachers who are remaining in the same school is increasing. For teachers who began in 2005-2006, 49 percent were in the same school three years later, and 37 percent were in the same school five years later. Thirty-six percent had left the system within three years, and 43 percent had left by five years later. The three year attrition rate for teachers who began in 2008-2009 was 30 percent and 50 percent of the teachers in this cohort were still in the same school after three years.

Capacity and Utilization

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

Table 3.14
Different Types of Schools and Some Basic Characteristics of Their Teachers, 2011-2012

Teacher Demographics	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
Number of Teachers	46,359	19,198	15,032	4,987	16,359	5,976	14,968	8,235
Percentage Female	84.5	57.6	83.8	57.8	83.5	57.7	86.3	57.3
Median Age	40	39	41	37	40	39	39	41
10th Percentile (Age distribution)	28	27	28	26	28	27	28	28
Total Work Experience in New York City Public Schools								
Years as a Teacher	10.8	9.7	10.5	8.3	10.9	9.3	10.9	10.7
Total Years in School System	10.8	9.8	10.6	8.5	10.9	9.4	10.9	10.8
Student Demographics								
Average Share of Students in Poverty	71.2	62.2	90.3	80.6	76.5	69.0	46.4	46.1

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**Table 3.15
Newly Hired Teachers: Programs They Came From, Schools They Taught At, 2010-2011**

Program	Working as Teacher	Working as Special Education Teacher	Total Fall New Hires
NYC Teaching Fellows			413
Working in NYC Public Schools	31.9%	68.1%	100.0%
Working in High-Poverty School	9.9%	16.3%	26.2%
Working in Medium-Poverty School	12.1%	18.1%	30.2%
Working in Low-Poverty School	8.9%	14.1%	23.0%
School Poverty Level Unknown	1.0%	19.6%	20.5%
TeachNYC Select Recruits			297
Working in NYC Public Schools	43.6%	56.4%	100.0%
Working in High-Poverty School	15.1%	22.0%	37.1%
Working in Medium-Poverty School	16.5%	11.0%	27.5%
Working in Low-Poverty School	11.7%	11.7%	23.4%
School Poverty Level Unknown	0.3%	11.7%	12.0%
Teach for America			79
Working in NYC Public Schools	20.3%	79.7%	100.0%
Working in High-Poverty School	12.7%	48.1%	60.8%
Working in Medium-Poverty School	5.1%	20.3%	25.3%
Working in Low-Poverty School	2.5%	8.9%	11.4%
School Poverty Level Unknown	0.0%	2.5%	2.5%
Traditional Pathway			2,031
Working in NYC Public Schools	51.4%	48.6%	100.0%
Working in High-Poverty School	18.8%	16.0%	34.8%
Working in Medium-Poverty School	16.2%	12.7%	28.9%
Working in Low-Poverty School	13.9%	12.1%	26.0%
School Poverty Level Unknown	2.5%	7.8%	10.4%

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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 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, a definition we first used in our initial report on high school utilization. The U.S. Department of Education uses a cut-off of 105 percent. We chose the lower rate due to the large size of many

New York City schools, whereby small percentages can represent considerable numbers of students. The city's Department of Education, on the other hand, uses 110 percent as the cut-off for overcrowding.

Taking the city school system as a whole, utilization in high schools and middle schools was lower in 2010-2011 than 2004-2005 (Table 3.18). At the same time, utilization of elementary schools has been increasing, reaching 99.7 percent in 2010-2011.

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 2010-2011, buildings containing more than one school had lower utilization rates (84.3 percent on average) after the co-location

Table 3.16 Where Newly Hired Teachers Are Assigned: New or Existing Schools			
	2008- 2009	2009- 2010	2010- 2011
NYC Teaching Fellows			
Working as Teacher	1,280	647	404
Teacher in New School	30.2%	36.6%	40.8%
Teacher in Existing School	69.8%	63.4%	59.2%
TeachNYC Select Recruits			
Working as Teacher	395	143	291
Teacher in New School	23.8%	49.7%	37.1%
Teacher in Existing School	76.2%	50.4%	62.9%
Teach for America			
Working as Teacher	466	185	79
Teacher in New School	37.8%	43.2%	38.0%
Teacher in Existing School	62.2%	56.8%	62.0%
Traditional Pathway			
Working as Teacher	3,282	1,305	1,971
Teacher in New School	17.9%	33.8%	30.2%
Teacher in Existing School	82.1%	66.2%	69.8%
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than buildings with only one school (103.5 percent). Table 3.19 displays these data.

Thirty-nine percent of the school buildings in the system are overcrowded, up from 37 percent in 2004-2005 (Table 3.20). The number of students in overcrowded buildings in 2010-2011 was 435,748, or 42.7 percent of all DOE students.

In response to both overcrowding and the need to replace antiquated facilities, the city has added 63,567 seats through construction or leasing (Table 3.21) from 2004-2005 through 2011-2012. Queens has seen the greatest number of new seats, almost 22,000, followed by the Bronx and Brooklyn with about 16,000 and nearly 15,000, respectively.

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 2003-2004, 96 schools have been closed; since 2002-2003, 402 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 a school's budget cannot cover the salaries of additional teachers). Average class sizes increased in each of grades kindergarten through 8 from 2010-2011 to 2011-2012. The magnitude of the increase varied by grade; in grades 1 and 2, it was about one student per class. Average class size in grades 7 and 8 edged up by 0.1 students per class. Middle school general education and Collaborative Team Teaching classes in core subjects generally increased in size, while average class size for middle school special education students declined. Average class size in core subjects also declined for high school students enrolled in special education. 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 2011-2012, average class sizes were around 23 students to 24 students in grades kindergarten through 2; 25 students in grades 3 and 4; and 26 students to 27 students in grades 5-8. High school classes also averaged between 26 students and 27 students for general education and Collaborative Team Teaching programs (classrooms with a mix of general education and special education students).

Table 3.17
Turnover Rates of New Teachers, New York City Public Schools, 2000-2001 Through 2011-2012

All rates as of October 31 of each year

New Teachers in:	Number of Teachers	Percent That Left Their Teaching Jobs at Their First School Assigned										
		After 1 yr	After 2 yrs	After 3 yrs	After 4 yrs	After 5 yrs	After 6 yrs	After 7 yrs	After 8 yrs	After 9 yrs	After 10 yrs	After 11 yrs
2000-2001	8,872	32%	46%	58%	65%	70%	74%	77%	78%	79%	80%	81%
2001-2002	9,437	30%	49%	58%	64%	69%	72%	74%	76%	77%	79%	
2002-2003	8,375	31%	47%	58%	65%	70%	73%	75%	77%	79%		
2003-2004	8,552	27%	44%	56%	63%	68%	71%	74%	76%			
2004-2005	7,763	25%	41%	53%	59%	63%	67%	70%				
2005-2006	7,769	24%	41%	51%	58%	63%	68%					
2006-2007	7,305	23%	40%	50%	57%	63%						
2007-2008	7,497	21%	37%	48%	56%							
2008-2009	6,013	24%	39%	50%								
2009-2010	2,595	19%	37%									
2010-2011	3,031	20%										
New Teachers in:	Number of Teachers	Percentage That Left New York City Public School System										
		After 1 yr	After 2 yrs	After 3 yrs	After 4 yrs	After 5 yrs	After 6 yrs	After 7 yrs	After 8 yrs	After 9 yrs	After 10 yrs	After 11 yrs
2000-2001	8,872	21%	29%	41%	44%	49%	51%	54%	55%	55%	56%	57%
2001-2002	9,437	18%	34%	39%	44%	48%	50%	52%	53%	54%	55%	
2002-2003	8,375	19%	30%	40%	44%	49%	52%	53%	54%	55%		
2003-2004	8,552	13%	27%	37%	42%	47%	48%	50%	51%			
2004-2005	7,763	14%	26%	36%	41%	44%	46%	48%				
2005-2006	7,769	12%	26%	36%	40%	43%	46%					
2006-2007	7,305	13%	25%	32%	37%	42%						
2007-2008	7,497	12%	22%	29%	35%							
2008-2009	6,013	11%	21%	30%								
2009-2010	2,595	8%	19%									
2010-2011	3,031	9%										

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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%
2010-2011	226	91.4%	150.5%
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%
2010-2011	205	79.6%	111.8%
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%
2010-2011	967	99.7%	158.0%
<i>New York City Independent Budget Office</i>			

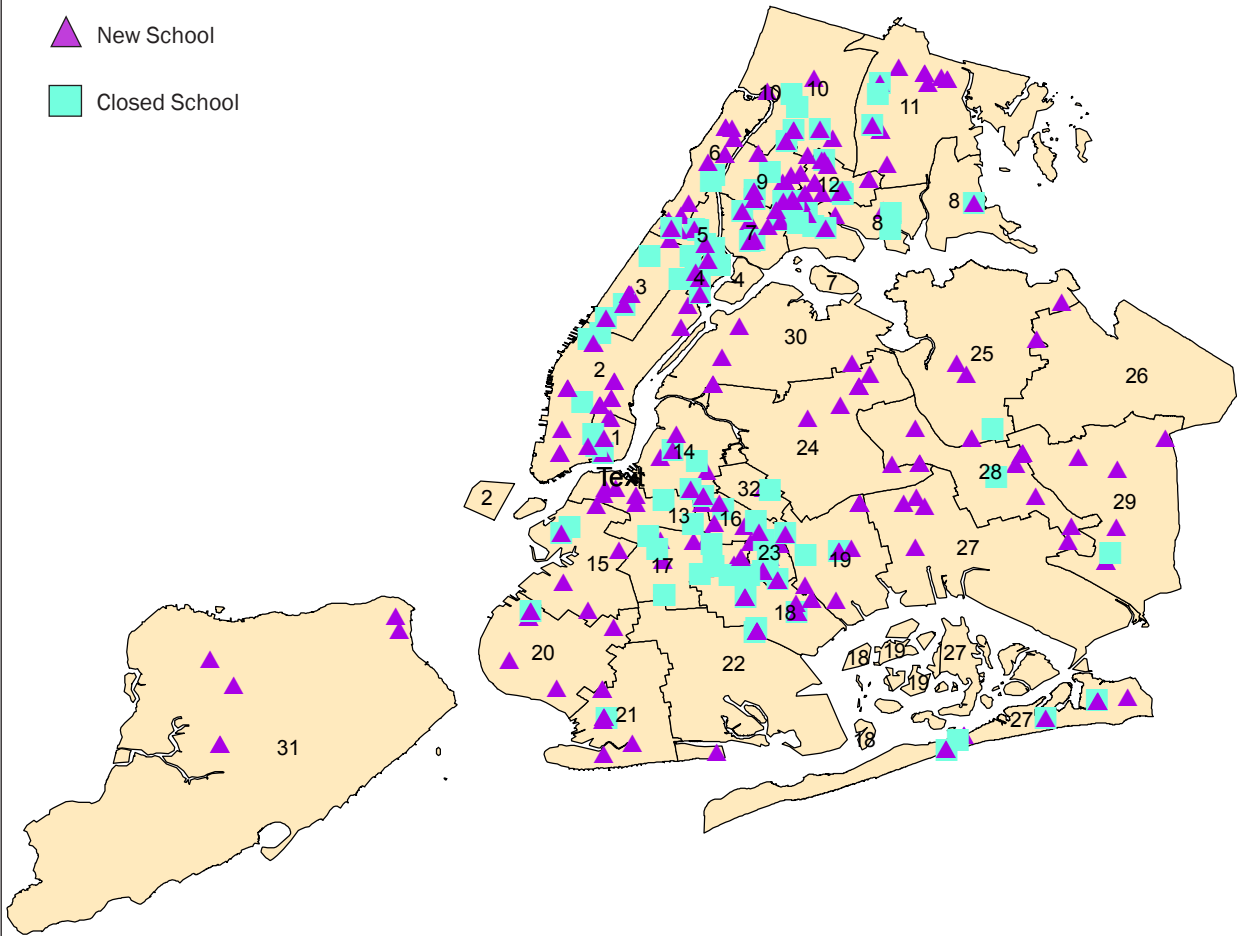
	Buildings With One School	Buildings With Co-located Schools
Utilization Rate	103.5%	84.3%
Number of Buildings	998	401
Median Utilization Rate of Buildings, 2010-2011		
	Buildings With One School	Buildings With Co-located Schools
Utilization Rate	100.9%	82.2%
Number of Buildings	998	401
<i>New York City Independent Budget Office</i>		

	Students		Buildings	
	Number	Share of Total	Number	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%
2010-2011	435,748	42.7%	550	39.3%
NOTE: IBO defines a building as overcrowded if its utilization level exceeds 102.5 percent.				
<i>New York City Independent Budget Office</i>				

	Number of New Buildings							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Brooklyn	4	3	5	0	2	6	6	1
Bronx	4	2	3	1	3	4	6	1
Manhattan	2	0	0	3	1	2	8	1
Queens	5	7	2	4	5	8	6	4
Staten Island	0	3	0	0	2	1	0	0
TOTAL	15	15	10	8	13	21	26	7
	Number of New Seats							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Brooklyn	1,993	860	1,324	0	806	5,102	4,368	172
Bronx	2,765	953	2,009	231	1,930	2,450	5,642	461
Manhattan	1,415	0	0	901	492	599	3,505	630
Queens	2,652	2,495	1,092	1,730	3,978	3,903	4,141	1,770
Staten Island	0	272	0	0	2,104	822	0	0
TOTAL	8,825	4,580	4,425	2,862	9,310	12,876	17,656	3,033
<i>New York City Independent Budget Office</i>								

Figure 3.1
Schools That Opened or Closed Since 2005-2006

- ▲ New School
- Closed School



NOTE: Data through 2011-2012 school year.

Table 3.22
Changes in the Number of Public Schools,
2002-2003 Through 2011-2012

	Schools Opened	Schools Closed	Total Number of Schools
2002-2003	13	N/A	1,275
2003-2004	26	1	1,300
2004-2005	70	3	1,367
2005-2006	56	6	1,417
2006-2007	39	22	1,434
2007-2008	39	17	1,456
2008-2009	54	12	1,498
2009-2010	45	10	1,533
2010-2011	33	10	1,556
2011-2012	27	15	1,568
TOTAL	402	96	

NOTE: The total for schools opened begins in 2002-2003 whereas the total for schools closed begins in 2003-2004.
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Table 3.23
Class Sizes for General Education, Gifted & Talented, and Collaborative Team Teaching Students:
Elementary and Middle School Grades

Grade	2009-2010			2010-2011			2011-2012		
	Number of Classes	Number of Students	Average Class Size	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	3,129	71,215	22.8
First	3,238	71,391	22.0	3,137	71,840	22.9	2,988	71,504	23.9
Second	3,083	68,502	22.2	2,986	69,320	23.2	2,848	69,190	24.3
Third	2,936	66,077	22.5	2,838	67,360	23.7	2,769	67,989	24.6
Fourth	2,717	66,364	24.4	2,653	66,202	25.0	2,590	65,453	25.3
Fifth	2,559	63,551	24.8	2,570	65,259	25.4	2,511	64,716	25.8
Sixth	2,465	64,231	26.1	2,426	63,920	26.3	2,418	65,410	27.1
Seventh	2,423	64,886	26.8	2,382	64,770	27.2	2,326	63,529	27.3
Eighth	2,450	67,418	27.5	2,413	66,157	27.4	2,369	65,265	27.5
TOTAL	25,065	601,773	24.0	24,553	604,186	24.6	23,948	604,271	25.2

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Table 3.24
Class Sizes: Middle School Core Subjects

Instruction Type	2009-2010			2010-2011			2011-2012		
	English			English			English		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	1,038	25,187	24.3	1,125	28,668	25.5	1,281	33,289	26.0
General Education	6,342	166,336	26.2	6,207	164,919	26.6	6,269	168,505	26.9
Special Education	804	8,961	11.1	834	8,909	10.7	1,051	10,738	10.2
TOTAL	8,184	200,484	24.5	8,166	202,496	24.8	8,601	212,532	24.7
	Math			Math			Math		
	Number of Classes	Number of Students	Average Class Size	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	1,166	30,326
General Education	4,554	119,288	26.2	5,778	155,339	26.9	6,044	162,606	26.9
Special Education	534	6,015	11.3	788	8,346	10.6	954	9,754	10.2
TOTAL	5,876	144,354	24.6	7,554	189,039	25.0	8,164	202,686	24.8
	Science			Science			Science		
	Number of Classes	Number of Students	Average Class Size	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	1,199	31,281
General Education	4,585	122,257	26.7	5,909	160,011	27.1	6,022	163,937	27.2
Special Education	506	5,693	11.3	791	8,391	10.6	948	9,706	10.2
TOTAL	5,885	147,396	25.0	7,740	195,281	25.2	8,169	204,924	25.1
	Social Studies			Social Studies			Social Studies		
	Number of Classes	Number of Students	Average Class Size	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	1,121	29,381
General Education	5,197	139,317	26.8	5,779	156,332	27.1	5,810	158,768	27.3
Special Education	585	6,570	11.2	803	8,492	10.6	931	9,495	10.2
TOTAL	6,604	165,933	25.1	7,572	190,276	25.1	7,862	197,644	25.1

NOTE: CTT is Collaborative Team Teaching.

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Instruction Type	2009-2010			2010-2011			2011-2012		
	English			English			English		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	1,407	35,788	25.4	1,715	44,114	25.7	1,895	48,550	25.6
General Education	9,540	250,300	26.2	11,429	296,545	25.9	10,848	283,978	26.2
Special Education	631	7,857	12.5	929	10,942	11.8	732	8,878	12.1
TOTAL	11,578	293,945	25.4	14,073	351,601	25.0	13,475	341,406	25.3
	Math			Math			Math		
	Number of Classes	Number of Students	Average Class Size	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	1,300	33,367
General Education	8,916	231,827	26.0	8,736	227,737	26.1	8,020	207,387	25.9
Special Education	478	6,187	12.9	523	6,473	12.4	439	5,751	13.1
TOTAL	10,639	269,828	25.4	10,453	264,760	25.3	9,759	246,505	25.3
	Science			Science			Science		
	Number of Classes	Number of Students	Average Class Size	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	2,046	55,009
General Education	11,332	307,827	27.2	12,733	343,174	27.0	11,929	320,399	26.9
Special Education	547	7,202	13.2	692	8,809	12.7	581	7,745	13.3
TOTAL	13,491	358,504	26.6	15,243	401,330	26.3	14,556	383,153	26.3
	Social Studies			Social Studies			Social Studies		
	Number of Classes	Number of Students	Average Class Size	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	1,705	45,486
General Education	9,646	262,055	27.2	10,627	285,643	26.9	9,882	265,210	26.8
Special Education	563	7,356	13.1	697	8,676	12.4	574	7,328	12.8
TOTAL	11,680	309,005	26.5	12,866	336,156	26.1	12,161	318,024	26.2

NOTE: CTT is Collaborative Team Teaching.

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Service Category	2009-2010			2010-2011			2011-2012		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
6:1:1	3	18	6.0	5	25	5.0	9	54	6.0
8:1:1	5	36	7.2	7	56	8.0	8	62	7.8
12:1	1,119	11,740	10.5	1,082	11,034	10.2	1,003	10,229	10.2
12:1:1	2,356	23,758	10.1	2,496	24,799	9.9	2,839	27,267	9.6
15:1	1	4	4.0	2	16	8.0	1,163	8,356	7.2

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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. The rigor of the state assessments has come under scrutiny in recent years, resulting in changes in the state testing program. Changes in the state tests have continued with the 2013 introduction of “Common Core” aligned assessments.) For example, critical questions 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 just reproduce the outcomes data already available on 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 87.9 percent in school year 2007-2008 to 89.8 percent in 2011-2012 (Table 4.1). The biggest increases occurred in grades 9 through 11, though those grades continue to have the lowest absolute levels of attendance of any grade. In general, student attendance increases from kindergarten through grade 4, falls off slightly in grades 5, 6, 7, and 8, and then drops precipitously in the high school grades. In 2011-2012, the average 12th grade attendance rate was only 82.4 percent, which translates into approximately 32 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 have the lowest rate—88 percent.

All students in grades 3 through 8 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 1 of 4 groups based upon their scale score. The

Table 4.1
Attendance Rate by Grade,
2007-2008 Through 2011-2012

Grade	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Pre-K	88.0%	88.0%	89.0%	88.6%	89.5%
K	90.0%	90.3%	91.3%	90.8%	91.7%
1	91.9%	91.8%	92.6%	92.2%	92.9%
2	92.6%	92.5%	93.3%	92.9%	93.6%
3	93.1%	93.0%	93.7%	93.4%	94.1%
4	93.4%	93.2%	93.9%	93.6%	94.4%
5	93.3%	93.1%	93.9%	93.7%	94.3%
6	92.0%	92.2%	93.1%	92.7%	93.5%
7	91.5%	91.6%	92.4%	92.2%	92.9%
8	89.9%	90.2%	90.8%	90.4%	91.4%
9	78.4%	80.0%	81.8%	81.3%	82.5%
10	77.6%	78.7%	79.5%	80.1%	81.3%
11	84.8%	85.5%	86.2%	85.7%	86.3%
12	82.3%	83.1%	83.6%	82.9%	82.4%
Total	87.9%	88.3%	89.2%	89.0%	89.8%

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Student Group	2010-2011 Attendance Rate	2011-2012 Attendance Rate
All Students	89.0%	89.8%
Male	88.6%	89.4%
Female	89.4%	90.2%
Race/Ethnicity:		
American Indian or Alaskan Native	87.8%	88.8%
Asian or Pacific Islander	94.1%	94.6%
Hispanic	87.6%	88.4%
Black-Not of Hispanic Origin	86.9%	87.6%
White-Not of Hispanic Origin	91.8%	92.7%
Multiracial/Mixed Ethnicity	92.0%	93.0%
Special Education Status		
General Education	89.7%	90.5%
Special Education	85.5%	86.5%

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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 median scale scores for each grade in both ELA and math over the past seven years indicate improvement in student performance on these tests (Table 4.3). While the overall trend on the ELA demonstrates improvement, scores spiked in 2008-2009 and progress has since slowed. The median ELA score for grade 3 has declined since 2008-2009 and just two of the other grades saw increases of more than 2 points. Math scores have followed a similar pattern, rising sharply in 2008-2009, but improvement since then has been somewhat stronger than for ELA. Median math scores improved in every grade from 2008-2009 to 2011-2012, with 3 of 6 grades showing increases of more than 2 points.

Interpretation of the trends on the performance level indicator is complicated by the 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 through 2008-2009, but then dropped precipitously once the higher cut-offs were introduced (Table 4.4). After the changes, nearly 58 percent of students in grades 3 through 8 were deemed to be below proficiency level (levels 1 and 2) in ELA in 2009-2010 and 46 percent were below proficiency in math. The 2011-2012 results show some improvement in the percentage of students meeting proficiency in both ELA (5 percentage points) and math (6 percentage points) over two years.

Grade	Median English Scale Score						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
3	659	657	658	665	659	661	662
4	660	656	657	664	667	671	671
5	655	654	661	666	665	666	668
6	646	649	652	660	657	659	660
7	641	649	657	659	657	659	663
8	638	643	645	653	649	650	654
Grade	Median Math Scale Score						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
3	672	680	682	685	684	686	688
4	671	673	678	688	682	687	689
5	659	670	676	684	680	685	686
6	650	661	668	675	674	678	681
7	644	654	663	673	670	674	675
8	640	646	657	666	670	676	677

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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	2010-2011	2011-2012
1	11.5%	9.1%	5.8%	2.8%	15.2%	13.2%	12.2%
2	37.9%	40.0%	36.6%	28.3%	42.4%	42.8%	40.8%
3	44.9%	46.3%	53.5%	62.8%	35.1%	41.3%	43.8%
4	5.7%	4.6%	4.1%	6.1%	7.3%	2.7%	3.3%
Number Tested	406,729	428,061	417,327	415,365	414,575	416,552	415,342
Performance Level	Math						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
1	15.8%	10.6%	6.3%	3.3%	10.5%	9.5%	9.0%
2	27.4%	24.3%	19.4%	14.8%	35.4%	33.0%	30.8%
3	42.0%	46.1%	52.8%	55.9%	31.9%	36.5%	36.3%
4	14.9%	19.1%	21.6%	25.9%	22.2%	21.0%	23.8%
Number Tested	446,477	435,068	424,557	423,323	425,265	425,228	423,463

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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 4 and 8 every two years since 2002-2003; the most recent administration of the test was in 2010-2011. NAEP results indicate that New York City's public schools showed improvement in 2003 through 2011 in the results for grade 4 reading and for grade 4 and grade 8 math. There was no change in achievement in grade 8 reading in 200-2003 through 2010-2011. The same results indicate no improvement in either grade or subject since 2008-2009.

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 with attendance rates of 98 percent or above in 2011-2012 were more likely to be proficient in ELA (59 percent) and math (76 percent). Those whose attendance rate was 75 percent or less had much lower proficiency rates: 16 percent in ELA and 15 percent in math. (Table 4.5 presents these data.)

Student test scores in grades 3 through 8 are also clearly related to poverty. The poorest students, those who returned a valid form indicating that their family income entitles them to free or reduced price school meals, attained proficiency at much lower rates in 2011-2012 (42 percent in ELA and 57 percent in math) than those

who are ineligible for subsidized meals (76 percent proficient in ELA and 84 percent in math). (Table 4.6)

Students in both English Language Learner and special education programs tend to have much lower performance level scores than other youngsters. Slightly more than 88 percent of ELL students scored below proficiency in ELA in 2011-2012 (Table 4.7). Poor performance for this group on the ELA test is all but certain because once students pass the New York State English as a Second Language Achievement Test, they are no longer designated as English Language Learners. In math, 63 percent of ELL students scored below proficiency level. Some 85 percent of students with special needs scored below proficiency in ELA (Table 4.8) and 70 percent did so in math.

Generally, female students score higher on these tests than do males. On the 2011-2012 ELA, 52 percent of females were scored as proficient, compared with 42 percent for males. In math the difference was smaller, with 62 percent of females scoring at proficiency level or above while 60 percent of males did so (Table 4.9). Multiracial, Asian, and white students outscore other students from other ethnic/racial groups on both exams. Their proficiency rates in ELA are nearly double that of black and Hispanic students

Student achievement levels can be shaped not only by the characteristics of the students themselves and

Table 4.5A English Language Arts and Math Performance by Attendance Rate, 2010-2011

Attendance Rate	English Language Arts Performance Level				TOTAL	Attendance Rate	Math Performance Level				TOTAL
	1	2	3	4			1	2	3	4	
75% or less	33.0%	53.5%	13.4%	0.2%	10,250	75% or less	37.7%	47.5%	13.1%	1.7%	10,140
75% to 85%	23.4%	53.7%	22.5%	0.4%	27,965	75% to 85%	22.0%	48.6%	25.0%	4.3%	28,326
85% to 90%	18.2%	51.6%	29.3%	0.8%	43,014	85% to 90%	15.2%	45.3%	31.6%	8.0%	43,818
90% to 95%	14.1%	46.2%	37.9%	1.8%	104,133	90% to 95%	10.1%	37.8%	37.5%	14.5%	106,330
95% to 98%	11.0%	40.8%	45.2%	3.1%	128,602	95% to 98%	6.6%	29.9%	40.0%	23.5%	131,525
98% or more	8.0%	34.2%	53.0%	4.7%	101,833	98% or more	3.9%	21.2%	38.6%	36.3%	104,358
TOTAL	13.2%	42.8%	41.3%	2.7%	415,797	TOTAL	9.5%	33.0%	36.5%	21.0%	424,497

Table 4.5B English Language Arts and Math Performance by Attendance Rate, 2011-2012

Attendance Rate	English Language Arts Performance Level				TOTAL	Attendance Rate	Math Performance Level				TOTAL
	1	2	3	4			1	2	3	4	
75% or less	30.3%	54.0%	15.5%	0.2%	7,981	75% or less	37.3%	47.8%	13.3%	1.6%	8,397
75% to 85%	22.8%	53.0%	23.7%	0.5%	22,987	75% to 85%	22.5%	47.7%	24.8%	5.1%	23,426
85% to 90%	18.4%	49.7%	30.9%	1.0%	36,291	85% to 90%	15.8%	43.9%	31.6%	8.7%	36,926
90% to 95%	13.6%	45.6%	38.9%	1.9%	91,416	90% to 95%	10.6%	37.2%	37.1%	15.2%	93,199
95% to 98%	10.8%	39.6%	46.3%	3.4%	127,756	95% to 98%	6.9%	29.1%	39.6%	24.4%	130,098
98% or more	7.8%	32.9%	53.9%	5.3%	128,326	98% or more	3.8%	20.2%	37.5%	38.5%	130,801
TOTAL	12.2%	40.8%	43.8%	3.3%	414,757	TOTAL	9.0%	30.8%	36.4%	23.8%	422,847

NOTE: Does not include students for whom information on attendance was missing.

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their families, but also the achievement levels of the students around them and of the schools they attend. In order to begin to tease out the possible effects of school and peer characteristics, we characterized all schools with data on the third through eighth grade tests into three equal groups based on the share of low-income students in each school.

Table 4.10 displays the 2010-2011 and 2011-2012 performance of students in the various meal subsidy categories within each type of school. In 2011-2012, students known to be at the lowest income level—those who returned a valid form indicating their eligibility for free or reduced price school meals—had higher ELA scores in low-poverty schools (58 percent proficiency) than eligible students in high-poverty schools (33 percent proficiency). Similarly, the students whose family income levels make them ineligible for meal subsidies in low-poverty schools did much better in ELA (81 percent proficiency) than the ineligible students in high-poverty schools (50 percent proficiency). Notably, students at the lowest income level who were in low-poverty schools scored better (58 percent ELA proficiency) than did students at the higher-income

levels (full price) who were in high-poverty schools (50 percent). While these findings suggest the possibility of a relationship between the concentration of poverty in schools and the achievement of students, our data does not allow us to determine if low-income students in high-poverty schools are systematically different than low-income students in low-poverty schools.

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.). Beginning in the 2011-2012 school year, and except for students in a few schools with so-called portfolio programs, no public school student may earn a standard high school diploma in New York State without first passing five Regents exams—Comprehensive English, (any) math, 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

Table 4.6A English Language Arts and Math Performance by Eligibility for Meal Subsidies, 2010-2011
Grades 3-8

Meal Eligibility	English Language Arts Performance Level				TOTAL	Meal Eligibility	Math Performance Level				TOTAL
	1	2	3	4			1	2	3	4	
Free Lunch	14.9%	45.6%	37.8%	1.8%	341,372	Free Lunch	10.6%	35.7%	36.1%	17.6%	349,431
Reduced-Price Lunch	7.6%	39.4%	49.8%	3.2%	18,132	Reduced-Price Lunch	5.5%	27.3%	40.1%	27.2%	18,337
Full Price, Based on Form	3.7%	24.8%	63.1%	8.4%	50,924	Full Price, Based on Form	2.5%	16.0%	38.6%	42.9%	51,171
Full Price, Missing / Incomplete Form	14.3%	50.0%	33.9%	1.8%	6,124	Full Price, Missing / Incomplete Form	14.7%	42.2%	30.6%	12.6%	6,289
TOTAL	13.2%	42.8%	41.3%	2.7%	416,552	TOTAL	9.5%	33.0%	36.5%	21.0%	425,228

Table 4.6B English Language Arts and Math Performance by Eligibility for Meal Subsidies, 2011-2012

Meal Eligibility	English Language Arts Performance Level				Total	Meal Eligibility	Math Performance Level				Total
	1	2	3	4			1	2	3	4	
Free Lunch	13.8%	43.8%	40.1%	2.3%	334,582	Free Lunch	10.1%	33.4%	36.3%	20.2%	341,852
Reduced-Price Lunch	6.3%	36.5%	53.6%	3.6%	17,780	Reduced-Price Lunch	4.8%	24.9%	39.8%	30.6%	17,983
Full Price, Based on Form	3.0%	20.8%	66.0%	10.3%	47,755	Full Price, Based on Form	2.2%	14.0%	36.6%	47.3%	48,038
Full Price, Missing / Incomplete Form	12.4%	42.1%	43.4%	2.2%	15,225	Full Price, Missing / Incomplete Form	10.4%	33.1%	32.7%	23.8%	15,590
TOTAL	12.2%	40.8%	43.8%	3.3%	415,342	TOTAL	9.0%	30.8%	36.3%	23.8%	423,463

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to their test taking. Some high schools offer the math exam at the end of grade 9; 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 English and math represent the proportion of students who took each test in 2010-2011 (and 2011-2012) that scored at each proficiency level. If a student took an exam multiple

times in a single year, or took more than one math test in that year, only the highest score was counted.

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 English and math, we report the percent of students who failed, the percent who passed, and the percent who scored at or above the college-ready level. (The DOE has a different measure of college readiness, which includes a number of factors; here we are referring only to the Regents Exam score.)

In examining the Regents results, we once again see the strong relationship that school attendance has with success. High school students whose attendance rate was 98 percent or greater had a total passing rate of

Table 4.7A
English Language Arts and Math Performance by English Language Learner Status, 2010-2011
 Grades 3-8

English Language Learner Status	English Language Arts Performance Level				Number Tested	Math Performance Level				Number Tested
	1	2	3	4		1	2	3	4	
English Language Learner	38.5%	49.1%	12.4%	0.1%	56,064	20.8%	44.6%	27.9%	6.7%	64,031
English Proficient	9.2%	41.9%	45.8%	3.1%	360,468	7.5%	31.0%	38.0%	23.5%	361,197
TOTAL	13.2%	42.8%	41.3%	2.7%	416,552	9.5%	33.0%	36.5%	21.0%	425,228

Table 4.7B
English Language Arts and Math Performance by ELL Status, 2011-2012
 Grades 3-8

English Language Learner Status	English Language Arts Performance Level				Number Tested	Math Performance Level				Number Tested
	1	2	3	4		1	2	3	4	
English Language Learner	38.8%	49.6%	11.5%	0.1%	53,811	20.6%	42.4%	29.0%	8.1%	60,544
English Proficient	8.2%	39.4%	48.6%	3.7%	361,531	7.1%	28.9%	37.6%	26.4%	362,919
TOTAL	12.2%	40.8%	43.8%	3.3%	415,342	9.0%	30.8%	36.3%	23.8%	423,463

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87 percent in English and 78 percent in math in 2011-2012. While 65 percent of these high-attendance students attained an English score signifying college readiness, only 39 percent attained college readiness in math. Table 4.11 presents these data. Twelve percent of all English Regents takers and 8 percent of math Regents takers had attendance rates below 75 percent. The performance of these students was

woefully low—49 percent passing in English and 31 percent in math.

Students from low-income families fared much better than the high absentee students (Table 4.12). Those students eligible for free or reduced-price meals (including all students in universal feeding schools) had total passing rates of 73 percent in English and 60

Table 4.8A
English Language Arts and Math Performance by Special Education Status, 2010-2011
 Grades 3-8

Special Education Status	English Language Arts Performance Level				Number Tested	Special Education Status	Math Performance Level				Number Tested
	1	2	3	4			1	2	3	4	
Special Education	37.5%	48.6%	13.6%	0.3%	75,698	Special Education	26.6%	46.3%	22.6%	4.5%	75,684
General Education	7.8%	41.5%	47.5%	3.2%	340,854	General Education	5.8%	30.2%	39.5%	24.6%	349,544
TOTAL	13.2%	42.8%	41.3%	2.67	416,552	TOTAL	9.5%	33.0%	36.5%	20.9%	425,228

Table 4.8B
English Language Arts and Math Performance by Special Education Status, 2011-2012
 Grades 3-8

Special Education Status	English Language Arts Performance Level				Number Tested	Special Education Status	Math Performance Level				Number Tested
	1	2	3	4			1	2	3	4	
Special Education	35.5%	49.4%	14.8%	0.3%	75,524	Special Education	25.8%	44.4%	24.0%	5.8%	76,028
General Education	7.0%	38.8%	50.3%	3.9%	339,818	General Education	5.3%	27.9%	39.0%	27.8%	347,435
TOTAL	12.2%	40.8%	43.8%	3.3%	415,342	TOTAL	9.0%	30.8%	36.3%	23.8%	423,463

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Table 4.9A
English Language Arts and Math Performance, by Race/Ethnicity and Gender, 2010-2011
 Grades 3 - 8

English Language Arts Performance by Race/Ethnicity and Gender						Math Performance by Race/Ethnicity and Gender					
Race/Ethnicity	Performance Level				Number Tested	Race/Ethnicity	Performance Level				Number Tested
	1	2	3	4			1	2	3	4	
American Indian or Alaskan Native	15.0%	43.2%	39.9%	1.9%	1,851	American Indian or Alaskan Native	12.6%	33.5%	36.4%	17.5%	1,899
Males	17.4%	45.2%	36.4%	1.0%	944	Males	13.5%	35.1%	35.3%	16.1%	975
Females	12.5%	41.1%	43.4%	3.0%	907	Females	11.7%	31.8%	37.6%	18.9%	924
Asian or Pacific Islander	8.0%	27.8%	58.2%	6.0%	63,531	Asian or Pacific Islander	2.8%	13.6%	35.9%	47.8%	66,047
Males	9.8%	30.5%	55.2%	4.5%	32,803	Males	3.0%	14.2%	35.8%	47.0%	34,178
Females	6.0%	24.9%	61.4%	7.6%	30,728	Females	2.5%	12.9%	36.0%	48.6%	31,869
Hispanic	16.5%	48.8%	33.7%	1.0%	167,308	Hispanic	11.5%	39.2%	36.9%	12.3%	171,872
Males	19.6%	49.6%	29.9%	0.8%	85,604	Males	12.5%	38.8%	36.2%	12.6%	87,947
Females	13.2%	47.9%	37.7%	1.3%	81,704	Females	10.5%	39.6%	37.7%	12.1%	83,925
Black—Not of Hispanic Origin	15.3%	49.9%	33.8%	1.1%	122,061	Black—Not of Hispanic Origin	13.2%	42.5%	34.1%	10.2%	122,698
Males	19.5%	51.5%	28.2%	0.7%	61,796	Males	15.5%	43.1%	32.2%	9.3%	62,087
Females	10.9%	48.2%	39.4%	1.5%	60,265	Females	10.8%	41.9%	36.1%	11.2%	60,611
White—Not of Hispanic Origin	5.3%	28.3%	59.6%	6.8%	60,908	White—Not of Hispanic Origin	3.6%	18.1%	40.7%	37.6%	61,797
Males	6.8%	31.5%	56.5%	5.1%	31,701	Males	4.1%	18.5%	40.0%	37.4%	32,179
Females	3.8%	24.7%	62.9%	8.7%	29,207	Females	3.1%	17.6%	41.4%	37.9%	29,618
Multiracial/ Mixed Ethnicity	4.0%	21.2%	64.8%	10.1%	860	Multiracial/ Mixed Ethnicity	3.9%	15.3%	37.9%	43.0%	882
Males	5.0%	22.0%	67.8%	5.2%	404	Males	4.5%	14.6%	39.2%	41.6%	418
Females	3.1%	20.4%	62.1%	14.5%	456	Females	3.2%	15.9%	36.6%	44.2%	464
TOTAL	13.2%	42.8%	41.3%	2.7%	416,519	TOTAL	9.5%	33.0%	36.5%	21.0%	425,195
Males	16.2%	44.5%	37.4%	2.0%	213,252	Males	10.6%	33.1%	35.5%	20.8%	217,784
Females	10.0%	41.1%	45.5%	3.4%	203,267	Females	8.3%	33.0%	37.5%	21.2%	207,411

percent in math. They did, however, score well below the levels of students whose family income made them ineligible for subsidized meals—80 percent in English and 67 percent in math in 2011-2012.

High school students with English Language Learner and special education status have much lower Regents pass rates than other students. In 2011-2012, just about half the ELL students failed these exams—54 percent failing in English and 47 percent in math. High school students with special needs have failure rates of

57 percent in English and 70 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 smaller in math, where 37 percent of females fail, compared with 40 percent of the males. In English, the failure rates were 22 percent for females and 29 percent for males (Table 4.15). On both the English and math Regents, multiracial, Asian and white students were less likely to fail than students from other racial and ethnic groups.

Table 4.9B
English Language Arts and Math Performance, by Race/Ethnicity and Gender, 2011-2012

Grades 3 - 8

English Language Arts Performance by Race/Ethnicity and Gender						Math Performance by Race/Ethnicity and Gender					
Race/Ethnicity	Performance Level				Number Tested	Race/Ethnicity	Performance Level				Number Tested
	1	2	3	4			1	2	3	4	
American Indian or Alaskan Native	12.8%	43.1%	41.3%	2.8%	2,129	American Indian or Alaskan Native	10.5%	33.4%	34.3%	21.8%	2,187
Males	15.9%	44.8%	36.8%	2.5%	1,082	Males	12.1%	32.3%	34.2%	21.5%	1,109
Females	9.6%	41.4%	45.9%	3.2%	1,047	Females	8.9%	34.6%	34.4%	22.1%	1,078
Asian or Pacific Islander	7.1%	25.7%	59.8%	7.4%	65,070	Asian or Pacific Islander	2.3%	12.0%	34.0%	51.7%	67,024
Males	8.8%	28.5%	57.1%	5.7%	33,566	Males	2.6%	12.6%	33.9%	50.9%	34,617
Females	5.3%	22.8%	62.6%	9.3%	31,504	Females	1.9%	11.4%	34.1%	52.5%	32,407
Hispanic	15.5%	46.9%	36.4%	1.2%	167,349	Hispanic	11.1%	36.5%	37.6%	14.8%	171,419
Males	18.6%	47.9%	32.6%	0.9%	85,429	Males	12.1%	36.2%	37.0%	14.8%	87,600
Females	12.2%	45.8%	40.4%	1.6%	81,920	Females	10.0%	36.8%	38.2%	14.9%	83,819
Black—Not of Hispanic Origin	14.2%	48.7%	35.8%	1.3%	117,103	Black—Not of Hispanic Origin	12.8%	40.9%	34.3%	12.0%	118,131
Males	18.5%	50.5%	30.1%	0.9%	59,225	Males	14.8%	41.8%	32.6%	10.8%	59,778
Females	9.9%	46.9%	41.7%	1.6%	57,878	Females	10.8%	40.0%	36.0%	13.2%	58,353
White—Not of Hispanic Origin	5.1%	25.3%	61.6%	8.0%	62,781	White—Not of Hispanic Origin	3.3%	16.9%	39.3%	40.4%	63,780
Males	6.6%	28.6%	59.0%	5.9%	32,724	Males	3.8%	17.4%	38.9%	39.9%	33,274
Females	3.5%	21.7%	64.5%	10.3%	30,057	Females	2.8%	16.4%	39.8%	41.0%	30,506
Multiracial/ Mixed Ethnicity	3.6%	23.5%	63.1%	9.8%	889	Multiracial/ Mixed Ethnicity	3.9%	15.2%	39.4%	41.5%	901
Males	4.2%	24.8%	63.6%	7.5%	456	Males	3.3%	15.2%	38.2%	43.4%	461
Females	3.0%	22.2%	62.6%	12.2%	433	Females	4.5%	15.2%	40.7%	39.5%	440
TOTAL	12.2%	40.8%	43.8%	3.3%	415,321	TOTAL	9.0%	30.8%	36.3%	23.8%	423,442
Males	15.1%	42.5%	39.9%	2.4%	212,482	Males	10.1%	31.0%	35.5%	23.4%	216,839
Females	9.1%	38.9%	47.9%	4.1%	202,839	Females	7.9%	30.7%	37.2%	24.3%	206,603

NOTE: Does not include students for whom information on race/ethnicity was missing.

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Table 4.10A
English Language Arts and Math Performance by Meal Subsidy Status of Students Within Poverty Level of School,
2010-2011

Grades 3 - 8

Meal Status of Students / Poverty Level of School	English Language Arts Performance Level				Number Tested	Meal Status of Students / Poverty Level of School	Math Performance Level				Number Tested
	1	2	3	4			1	2	3	4	
Free	14.4%	45.7%	38.1%	1.8%	337,858	Free	10.2%	35.7%	36.4%	17.8%	345,940
Low Poverty	8.9%	38.4%	49.1%	3.6%	73,078	Low Poverty	6.4%	27.5%	37.7%	28.4%	74,016
Middle Poverty	13.0%	46.4%	38.8%	1.7%	124,964	Middle Poverty	9.7%	35.3%	36.9%	18.1%	127,491
High Poverty	18.4%	48.9%	31.7%	1.0%	139,816	High Poverty	12.5%	40.2%	35.3%	12.0%	144,433
Reduced Price	7.6%	39.4%	49.8%	3.2%	18,093	Reduced Price	5.4%	27.3%	40.1%	27.2%	18,299
Low Poverty	4.8%	33.0%	57.6%	4.5%	8,788	Low Poverty	3.2%	21.0%	40.1%	35.7%	8,847
Middle Poverty	8.7%	43.7%	45.4%	2.2%	5,111	Middle Poverty	7.0%	31.0%	40.1%	21.9%	5,176
High Poverty	12.0%	47.6%	39.0%	1.5%	4,194	High Poverty	8.1%	35.7%	40.1%	16.2%	4,276
Full Price, Complete Form	3.6%	24.8%	63.2%	8.4%	50,815	Full Price, Complete Form	2.5%	16.0%	38.6%	43.0%	51,062
Low Poverty	2.3%	20.1%	67.5%	10.2%	39,195	Low Poverty	1.4%	11.9%	38.1%	48.5%	39,325
Middle Poverty	7.0%	39.0%	50.9%	3.1%	7,569	Middle Poverty	5.6%	27.0%	40.4%	27.0%	7,626
High Poverty	9.9%	43.7%	44.6%	1.8%	4,051	High Poverty	6.8%	33.9%	39.9%	19.4%	4,111
Full Price, Missing/Incomplete Form	14.0%	50.7%	33.6%	1.7%	5,853	Full Price, Missing/Incomplete Form	14.3%	42.5%	30.7%	12.5%	6,028
Low Poverty	9.3%	46.3%	41.6%	2.7%	2,987	Low Poverty	9.7%	37.4%	34.7%	18.2%	3,023
Middle Poverty	16.5%	55.4%	27.2%	0.9%	1,779	Middle Poverty	17.2%	47.7%	27.8%	7.3%	1,839
High Poverty	23.0%	54.9%	21.7%	0.4%	1,087	High Poverty	22.0%	47.6%	24.6%	5.8%	1,166
TOTAL	12.7%	42.9%	41.6%	2.7%	412,619	TOTAL	9.1%	33.0%	36.7%	21.2%	421,329

Table 4.10B
English Language Arts and Math Performance by Meal Subsidy Status of Students Within Poverty Level of School,
2011-2012

Grades 3 - 8

Meal Status of Students / Poverty Level of School	English Language Arts Performance Level				Number Tested	Meal Status of Students / Poverty Level of School	Math Performance Level				Number Tested
	1	2	3	4			1	2	3	4	
Free	13.3%	43.9%	40.5%	2.3%	331,365	Free	9.7%	33.4%	36.5%	20.3%	338,548
Low Poverty	7.1%	34.8%	53.6%	4.5%	83,986	Low Poverty	5.4%	24.4%	38.1%	32.2%	85,063
Middle Poverty	12.1%	45.4%	40.3%	2.1%	114,811	Middle Poverty	9.2%	33.5%	37.4%	19.9%	117,062
High Poverty	18.3%	48.3%	32.3%	1.1%	132,568	High Poverty	12.9%	38.9%	34.8%	13.3%	136,423
Reduced Price	6.2%	36.5%	53.7%	3.6%	17,736	Reduced Price	4.7%	24.8%	39.8%	30.7%	17,939
Low Poverty	3.6%	29.8%	61.4%	5.2%	8,906	Low Poverty	2.8%	18.8%	40.1%	38.3%	8,962
Middle Poverty	7.4%	41.2%	49.2%	2.2%	4,734	Middle Poverty	5.3%	28.6%	39.6%	26.6%	4,798
High Poverty	10.4%	45.7%	42.3%	1.6%	4,096	High Poverty	8.2%	33.4%	39.5%	18.9%	4,179
Full Price, Complete Form	2.9%	20.7%	66.0%	10.3%	47,647	Full Price, Complete Form	2.1%	14.0%	36.6%	47.4%	47,930
Low Poverty	1.8%	17.1%	69.4%	11.7%	38,278	Low Poverty	1.2%	10.8%	36.1%	52.0%	38,446
Middle Poverty	6.2%	33.4%	55.1%	5.4%	5,859	Middle Poverty	4.8%	24.3%	38.0%	33.0%	5,915
High Poverty	9.8%	39.9%	47.3%	3.1%	3,510	High Poverty	7.6%	31.2%	39.7%	21.5%	3,569
Full Price, Missing/Incomplete Form	12.0%	42.2%	43.6%	2.2%	14,940	Full Price, Missing/Incomplete Form	10.0%	33.1%	32.9%	24.0%	15,295
Low Poverty	6.0%	34.3%	55.6%	4.1%	5,951	Low Poverty	5.5%	27.3%	33.9%	33.2%	6,004
Middle Poverty	12.9%	47.1%	39.2%	0.9%	4,824	Middle Poverty	10.9%	34.4%	33.1%	21.6%	4,921
High Poverty	19.7%	47.9%	31.5%	0.8%	4,165	High Poverty	15.2%	39.5%	31.2%	14.1%	4,370
TOTAL	11.8%	40.8%	44.1%	3.3%	411,688	TOTAL	8.6%	30.8%	36.6%	24.0%	419,712

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Table 4.11A
English and Math Regents Performance by Attendance Rate, 2010-2011

Attendance Rate	English Performance				Attendance Rate	Math Performance			
	Fail	Total Passing	College Ready	Total Tested		Fail	Total Passing	College Ready	Total Tested
75% or less	48.6%	51.4%	21.7%	12,956	75% or less	69.2%	30.8%	2.0%	13,071
75% to 85%	32.9%	67.1%	31.9%	10,978	75% to 85%	57.5%	42.5%	4.0%	14,760
85% to 90%	25.6%	74.4%	39.9%	11,406	85% to 90%	50.8%	49.2%	6.5%	17,997
90% to 95%	19.1%	80.9%	50.2%	20,048	90% to 95%	42.7%	57.3%	12.0%	35,954
95% to 98%	14.4%	85.6%	59.1%	21,194	95% to 98%	32.9%	67.1%	21.1%	42,754
98% or more	9.4%	90.6%	69.5%	20,228	98% or more	21.7%	78.3%	37.9%	45,450
TOTAL	22.3%	77.7%	49.1%	96,810	TOTAL	38.8%	61.2%	19.1%	169,986

Table 4.11B
English and Math Regents Performance by Attendance Rate, 2011-2012

Attendance Rate	English Performance				Attendance Rate	Math Performance			
	Fail	Total Passing	College Ready	Total Tested		Fail	Total Passing	College Ready	Total Tested
75% or less	51.5%	48.5%	20.4%	10,993	75% or less	69.3%	30.7%	1.8%	13,352
75% to 85%	38.8%	61.2%	29.7%	9,307	75% to 85%	59.4%	40.6%	3.7%	13,634
85% to 90%	30.8%	69.2%	37.7%	10,175	85% to 90%	52.4%	47.6%	6.2%	16,434
90% to 95%	24.0%	76.0%	46.1%	17,489	90% to 95%	44.1%	55.9%	12.0%	32,342
95% to 98%	19.0%	81.0%	54.5%	20,840	95% to 98%	34.7%	65.3%	20.6%	41,788
98% or more	12.8%	87.2%	64.9%	24,064	98% or more	22.1%	77.9%	38.8%	54,777
TOTAL	25.5%	74.5%	47.3%	92,868	TOTAL	38.8%	61.2%	20.6%	172,327

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Table 4.12A
English and Math Regents Performance by Eligibility for Meal Subsidies, 2010-2011

Meal Eligibility	English Performance				Meal Eligibility	Math Performance			
	Fail	Total Passing	College Ready	Total Tested		Fail	Total Passing	College Ready	Total Tested
Free or Reduced-Price Lunch	24.0%	76.0%	46.2%	74,209	Free or Reduced-Price Lunch	40.2%	59.8%	17.3%	131,289
Full-Price Lunch	17.0%	83.0%	58.5%	22,771	Full-Price Lunch	34.2%	65.8%	25.2%	38,899
TOTAL	22.3%	77.7%	49.1%	96,980	TOTAL	38.8%	61.2%	19.1%	170,188

Table 4.12B
English and Math Regents Performance by Eligibility for Meal Subsidies, 2011-2012

Meal Eligibility	English Performance				Meal Eligibility	Math Performance			
	Fail	Total Passing	College Ready	Total Tested		Fail	Total Passing	College Ready	Total Tested
Free or Reduced-Price Lunch	27.4%	72.6%	44.0%	69,908	Free or Reduced-Price Lunch	40.5%	59.5%	18.5%	130,556
Full-Price Lunch	19.6%	80.4%	57.0%	23,128	Full-Price Lunch	33.5%	66.5%	27.0%	42,026
TOTAL	25.5%	74.5%	47.2%	93,036	TOTAL	38.8%	61.2%	20.6%	172,582

NOTES: In this table, students who did not return a completed school lunch eligibility form are counted in the Full Price Lunch category. The data available to IBO does not allow us to count those students separately in the high school grades. In past years, we found that about a quarter of the students tested with regents exams did not have a valid lunch form on file.

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Table 4.13
English and Math Regents Performance by English Language Learner Status, 2010-2011

English Language Learner Status	English Performance				Math Performance			
	Fail	Total Passing	College Ready	Total Tested	Fail	Total Passing	College Ready	Total Tested
English Language Learner	50.4%	49.6%	19.2%	14,226	47.3%	52.7%	15.1%	22,148
English Proficient	17.5%	82.5%	54.2%	82,754	37.5%	62.5%	19.7%	148,040
TOTAL	22.3%	77.7%	49.1%	96,980	38.8%	61.2%	19.1%	170,188

Table 4.13B
English and Math Regents Performance by English Language Learner Status, 2011-2012

English Language Learner Status	English Performance				Math Performance			
	Fail	Total Passing	College Ready	Total Tested	Fail	Total Passing	College Ready	Total Tested
English Language Learner	54.1%	45.9%	17.4%	14,118	47.2%	52.8%	15.1%	22,443
English Proficient	20.4%	79.6%	52.6%	78,916	37.5%	62.5%	21.4%	150,139
TOTAL	25.5%	74.5%	47.2%	93,034	38.8%	61.2%	20.6%	172,582

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Table 4.14A
English and Math Regents Performance by Special Education Status, 2010-2011

Special Education Status	English Performance				Math Performance			
	Fail	Total Passing	College Ready	Total Tested	Fail	Total Passing	College Ready	Total Tested
Special Education	52.1%	47.9%	18.5%	11,658	69.3%	30.7%	3.2%	18,533
General Education	18.3%	81.7%	53.2%	85,322	35.1%	64.9%	21.1%	151,655
TOTAL	22.3%	77.7%	49.1%	96,980	38.8%	61.2%	19.1%	170,188

Table 4.14B
English and Math Regents Performance by Special Education Status, 2011-2012

Special Education Status	English Performance				Math Performance			
	Fail	Total Passing	College Ready	Total Tested	Fail	Total Passing	College Ready	Total Tested
Special Education	56.9%	43.1%	17.2%	11,441	69.7%	30.3%	3.9%	19,851
General Education	21.1%	78.9%	51.5%	81,593	34.8%	65.2%	22.8%	152,731
TOTAL	25.5%	74.5%	47.2%	93,034	38.8%	61.2%	20.6%	172,582

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Table 4.15A English and Math Regents Performance, by Race/Ethnicity and Gender, 2010-2011

Race/Ethnicity	English Performance			Total Tested	Race/Ethnicity	Math Performance			Total Tested
	Fail	Pass	College Ready			Fail	Pass	College Ready	
American Indian or Alaskan Native	25.7%	74.3%	41.7%	417	American Indian or Alaskan Native	41.5%	58.5%	16.3%	737
Males	30.6%	69.4%	33.3%	216	Males	43.8%	56.2%	16.1%	379
Females	20.4%	79.6%	50.7%	201	Females	39.1%	60.9%	16.5%	358
Asian or Pacific Islander	14.1%	85.9%	65.7%	15,753	Asian or Pacific Islander	17.8%	82.2%	47.6%	30,715
Males	17.1%	82.9%	60.9%	8,296	Males	19.0%	81.0%	45.6%	15,819
Females	10.8%	89.2%	71.0%	7,457	Females	16.5%	83.5%	49.7%	14,896
Hispanic	26.9%	73.1%	41.7%	37,826	Hispanic	45.8%	54.2%	10.0%	64,083
Males	30.6%	69.4%	37.2%	19,024	Males	46.9%	53.1%	9.5%	31,325
Females	23.2%	76.8%	46.2%	18,802	Females	44.7%	55.3%	10.5%	32,758
Black—Not of Hispanic Origin	25.3%	74.7%	41.8%	31,541	Black—Not of Hispanic Origin	48.1%	51.9%	8.4%	52,132
Males	30.6%	69.4%	35.8%	15,601	Males	51.0%	49.0%	7.0%	24,807
Females	20.2%	79.8%	47.6%	15,940	Females	45.4%	54.6%	9.6%	27,325
White—Not of Hispanic Origin	9.9%	90.1%	71.1%	11,330	White—Not of Hispanic Origin	26.0%	74.0%	31.4%	22,255
Males	12.8%	87.2%	66.1%	6,012	Males	27.0%	73.0%	30.3%	11,512
Females	6.6%	93.4%	76.7%	5,318	Females	24.9%	75.1%	32.7%	10,743
Multiracial/Mixed Ethnicity	12.6%	87.4%	68.4%	95	Multiracial/Mixed Ethnicity	21.4%	78.6%	33.6%	229
Males	8.5%	91.5%	66.0%	47	Males	25.8%	74.2%	27.8%	97
Females	16.7%	83.3%	70.8%	48	Females	18.2%	81.8%	37.9%	132
TOTAL	22.3%	77.7%	49.1%	96,962	TOTAL	38.8%	61.2%	19.1%	170,151
Males	26.1%	73.9%	44.3%	49,196	Males	40.1%	59.9%	18.5%	83,939
Females	18.4%	81.6%	54.0%	47,766	Females	37.5%	62.5%	19.8%	86,212

Table 4.15B English and Math Regents Performance, by Race/Ethnicity and Gender, 2011-2012

Race/Ethnicity	English Performance			Total Tested	Race/Ethnicity	Math Performance			Total Tested
	Fail	Pass	College Ready			Fail	Pass	College Ready	
American Indian or Alaskan Native	31.5%	68.5%	40.9%	457	American Indian or Alaskan Native	40.6%	59.4%	17.9%	951
Males	36.0%	64.0%	34.7%	242	Males	41.1%	58.9%	17.8%	472
Females	26.5%	73.5%	47.9%	215	Females	40.1%	59.9%	18.0%	479
Asian or Pacific Islander	17.7%	82.3%	61.6%	15,747	Asian or Pacific Islander	17.2%	82.8%	49.5%	31,340
Males	20.7%	79.3%	56.6%	8,154	Males	17.9%	82.1%	47.8%	16,234
Females	14.4%	85.6%	67.0%	7,593	Females	16.4%	83.6%	51.4%	15,106
Hispanic	29.7%	70.3%	40.4%	36,624	Hispanic	45.3%	54.7%	11.5%	65,411
Males	33.2%	66.8%	36.4%	18,220	Males	46.7%	53.3%	11.0%	32,040
Females	26.2%	73.8%	44.4%	18,404	Females	43.9%	56.1%	12.1%	33,371
Black—Not of Hispanic Origin	29.1%	70.9%	40.4%	28,900	Black—Not of Hispanic Origin	49.1%	50.9%	8.9%	52,038
Males	34.4%	65.6%	34.4%	14,265	Males	52.0%	48.0%	7.8%	25,072
Females	23.9%	76.1%	46.2%	14,635	Females	46.3%	53.7%	10.0%	26,966
White—Not of Hispanic Origin	13.1%	86.9%	67.1%	11,206	White—Not of Hispanic Origin	26.4%	73.6%	33.4%	22,590
Males	15.9%	84.1%	62.8%	5,958	Males	28.6%	71.4%	31.4%	11,576
Females	9.9%	90.1%	72.0%	5,248	Females	24.1%	75.9%	35.6%	11,014
Multiracial/Mixed Ethnicity	17.2%	82.8%	56.6%	99	Multiracial/Mixed Ethnicity	22.1%	77.9%	42.9%	240
Males	20.0%	80.0%	53.3%	45	Males	22.5%	77.5%	41.2%	102
Females	14.8%	85.2%	59.3%	54	Females	21.7%	78.3%	44.2%	138
TOTAL	25.5%	74.5%	47.2%	93,033	TOTAL	38.8%	61.2%	20.6%	172,570
Males	29.2%	70.8%	42.7%	46,884	Males	40.3%	59.7%	19.9%	85,496
Females	21.7%	78.3%	51.9%	46,149	Females	37.3%	62.7%	21.3%	87,074

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Appendix:
List of Schools Opened and Closed Each Year

New Schools		Closed Schools	
Borough/School District	School Name	Borough/School District	School Name
2002-2003			
Manhattan 2	Millennium High School		N/A
Bronx 7	Community School for Social Justice		
Bronx 7	Mott Haven Village Preparatory High School		
Bronx 7	Bronx Leadership Academy II		
Bronx 8	Bronx Guild		
Bronx 9	Bronx International High School		
Bronx 9	School for Excellence		
Bronx 10	High School for Teaching and the Professions		
Bronx 10	Marble Hill School for International Studies		
Bronx 11	Bronx High School for the Visual Arts		
Brooklyn 15	South Brooklyn Community High School		
Brooklyn 16	Frederick Douglass Academy IV Secondary School		
Manhattan 79	Community Prep High School		
2003-2004			
Manhattan 2	Manhattan Bridges High School	Brooklyn 15	John Jay High School
Manhattan 2	New Design High School		
Manhattan 2	New York Harbor School		
Manhattan 3	Manhattan/Hunter Science High School		
Bronx 7	New Explorers High School		
Bronx 7	The Urban Assembly School for Careers in Sports		
Bronx 7	The Urban Assembly Bronx Academy of Letters		
Bronx 8	School for Community Research & Learning		
Bronx 9	High School for Violin and Dance		
Bronx 10	Celia Cruz Bronx High School of Music		
Bronx 10	Bronx Theatre High School		
Bronx 10	Discovery High School		
Bronx 11	Global Enterprise Academy		
Bronx 11	Pelham Preparatory Academy		
Bronx 11	High School for Contemporary Arts		
Bronx 11	Bronx Aerospace Academy		
Brooklyn 13	Bedford Academy		
Brooklyn 17	Science Tech & Research at Erasmus		
Brooklyn 17	International Arts Business School		
Brooklyn 17	High School for Public Service		
Brooklyn 17	Brooklyn Academy for Science and the Environment		
Brooklyn 17	Brooklyn School for Music and Theatre		
Brooklyn 32	Bushwick School for Social Justice		
Brooklyn 32	Academy of Urban Planning		
Brooklyn 32	All City Leadership Academy		
Brooklyn 32	Bushwick Leaders High School for Academic Excellence		

2004-2005			
		New Schools	Closed Schools
Manhattan 1	Henry Street School for International Studies	Bronx 7	Elijah D. Clark School
Manhattan 2	Food and Finance High School	Bronx 7	South Bronx High School
Manhattan 2	Essex Street Academy	Bronx 8	George L. Gallego School
Manhattan 2	High School of Hospitality Management		
Manhattan 2	Pace High School		
Manhattan 2	The Urban Assembly School of Design and Construction		
Manhattan 3	Manhattan Theatre Lab School		
Manhattan 3	The Urban Assembly School for Media Studies		
Manhattan 3	Frederick Douglass Academy II Secondary School		
Manhattan 3	Mott Hall II		
Manhattan 5	Harlem Renaissance High School		
Manhattan 5	Knowledge and Power Preparatory Academy IV Middle School (KAPPA IV)		
Manhattan 5	Mott Hall High School		
Manhattan 5	Knowledge and Power Preparatory Academy II Middle School (KAPPA II)		
Bronx 7	South Bronx Preparatory: A College Board School		
Bronx 7	Crotona Academy High School		
Bronx 8	Bronx Studio School for Writers and Artists		
Bronx 8	Women's Academy for Excellence (WAE)		
Bronx 8	Renaissance High School for Musical Theater and Technology		
Bronx 8	Gateway School for Environmental Research and Technology		
Bronx 8	Pablo Neruda Academy for Architecture and World Studies		
Bronx 8	Millenium Art Academy		
Bronx 9	Mott Hall III		
Bronx 9	Bronx School of Expeditionary Learning		
Bronx 9	Eagle Academy for Young Men		
Bronx 9	The Urban Assembly Academy for History and Citizenship for Young Men		
Bronx 9	The Urban Assembly School for Applied Math and Science		
Bronx 9	Morris Academy for Collaborative Studies		
Bronx 9	Frederick Douglass Academy III Secondary School		
Bronx 10	Bronx Engineering and Technology Academy (BETA)		
Bronx 10	Marie Curie High School for Nursing, Medicine, and the Allied Health Professions		
Bronx 10	West Bronx Academy for the Future		
Bronx 10	Bronx School of Law and Finance		
Bronx 10	PULSE High School (Providing Urban Learners Success in Education)		
Bronx 11	Bronx Health Sciences High School		
Bronx 11	Bronx High School for Writing and Communication Arts		
Bronx 11	Bronx Lab School		
Bronx 11	High School of Computers and Technology		
Bronx 11	Collegiate Institute for Math and Science		
Bronx 11	Bronx Academy of Health Careers		
Bronx 11	Astor Collegiate High School		
Bronx 12	Bronx High School of Performance and Stagecraft (Performance Conservatory High School)		
Bronx 12	Bronx Latin		

	New Schools	Closed Schools
Bronx 12	East Bronx Academy for the Future	
Bronx 12	Frederick Douglass Academy V Middle School	
Bronx 12	Peace and Diversity Academy	
Bronx 12	Knowledge and Power Preparatory Academy III (KAPPA III)	
Brooklyn 13	The Urban Assembly School for Law and Justice	
Brooklyn 14	Brooklyn Preparatory High School	
Brooklyn 14	Williamsburg High School for Architecture and Design	
Brooklyn 14	Williamsburg Preparatory School	
Brooklyn 17	International High School @ Prospect Heights	
Brooklyn 17	High School for Global Citizenship	
Brooklyn 17	School for Human Rights	
Brooklyn 17	School for Democracy and Leadership	
Brooklyn 17	High School for Youth and Community Development at Erasmus	
Brooklyn 17	High School for Service and Learning at Erasmus	
Brooklyn 17	Brownsville Diploma Plus High School	
Brooklyn 19	FDNY High School for Fire and Life Safety	
Brooklyn 19	High School for Civil Rights	
Brooklyn 19	Performing Arts and Technology High School (PATHS)	
Brooklyn 19	WATCH High School (World Academy for Total Community Health)	
Brooklyn 23	Brooklyn Collegiate: A College Board School	
Brooklyn 23	Frederick Douglass Academy VII High School	
Brooklyn 23	Knowledge and Power Preparatory Academy V (KAPPA V)	
Brooklyn 23	Mott Hall IV	
Queens 25	Flushing International High School	
Queens 27	Frederick Douglass Academy VI High School	
Queens 29	Excelsior Preparatory High School	
Brooklyn 32	Bushwick Community High School	

2005-2006			
New Schools		Closed Schools	
Manhattan 1	Technology, Arts, and Sciences Studio	Manhattan 3	Martin Luther King High School
Manhattan 2	The Facing History School	Bronx 12	I.S. 191
Manhattan 2	The Urban Assembly Academy of Government and Law	Bronx 12	Morris High School
Manhattan 2	Lower Manhattan Arts Academy	Bronx 15	M.S. 378 Carroll Gardens C.S.
Manhattan 2	The James Baldwin School: A School for Expeditionary Learning	Brooklyn 23	I.S. 275 Thelma J. Hamilton
Manhattan 2	The Urban Assembly School of Business for Young Women	Brooklyn 79	High School of Redirection
Manhattan 2	The 47 American Sign Language & English Lower School		
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 8	Felisa Rincon de Gautier Institute for Law and Public Policy		
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 11	New World High School		
Bronx 11	Sports Professions High School		
Bronx 12	Mott Hall V		
Bronx 12	New Day Academy		
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	Urban Assembly 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		

	New Schools	Closed Schools
Brooklyn 17	The School of Integrated Learning	
Brooklyn 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		X723

2006-2007			
		New Schools	Closed Schools
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 5	Urban Assembly School for the Performing Arts	Manhattan 2	Park West High School
Manhattan 6	Community Health Academy of the Heights	Manhattan 3	Columbus Middle School
Manhattan 6	Washington Heights Expeditionary Learning School	Manhattan 4	J.H.S. 99
Manhattan 6	Harbor Heights Middle School	Manhattan 4	Manhattan Institute for Academic & Visual Arts (MIAVA)
Bronx 7	International Community High School	Manhattan 5	I.S. 275
Bronx 7	Academy of Applied Mathematics and Technology	Manhattan 6	I.S. 90
Bronx 8	Holcombe L. Rucker School of Community Research	Manhattan 6	I.S. 164
Bronx 9	Bronx Early College Academy for Teaching & Learning	Bronx 7	J.H.S. 222
Bronx 9	DreamYard Preparatory School	Bronx 10	I.S. 143
Bronx 10	Ampark Neighborhood	Bronx 10	William H. Taft High School
Bronx 11	Aspire Preparatory Middle School	Bronx 10	Theodore Roosevelt High School
Bronx 11	Bronx Green Middle School	Brooklyn 17	I.S. 391
Brooklyn 13	Brooklyn Community High School of Communication, Arts and Media	Brooklyn 17	Prospect Heights High School
Brooklyn 13	Urban Assembly Academy of Arts and Letters	Brooklyn 17	Campus Academy for Science and Math
Brooklyn 13	Urban Assembly Institute of Math and Science for Young Women	Brooklyn 17	George W. Wingate High School
Brooklyn 14	Academy for Young Writers	Brooklyn 20	P.S. 314
Brooklyn 14	The Brooklyn Latin School	Queens 27	I.S. 180
Brooklyn 14	Green School: An Academy for Environmental Careers	Queens 27	I.S. 198
Brooklyn 15	West Brooklyn Community High School	Brooklyn 32	Bushwick High School
Brooklyn 16	Upper School @ P.S. 25	Manhattan 75	P.S. 162
Brooklyn 17	Academy for College Preparation and Career Exploration: A College Board School		
Brooklyn 17	Academy of Hospitality and Tourism		
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 (KAPPA VI)		
Queens 27	Goldie Maple Academy		
Queens 27	High School for Construction Trades, Engineering and Architecture		
Queens 28	York Early College Academy		
Queens 29	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		New Schools	Closed Schools
Manhattan 5	Columbia Secondary School	Manhattan 4	MIAVA
Manhattan 5	Academy for Social Action: A College Board School	Bronx 7	I.S. 184 Rafael C. Y. Molina
Manhattan 6	Washington Heights Academy	Bronx 11	J.H.S. 113 Richard R. Green
Manhattan 6	Hamilton Heights School	Bronx 12	I.S. 158 Theodore Gathings
Bronx 7	Jill Chaifetz Transfer High School	Brooklyn 14	J.H.S. 33 Mark Hopkins
Bronx 8	Urban Assembly Academy of Civic Engagement	Brooklyn 14	Harry Van Arsdale High School
Bronx 8	Archimedes Academy for Math, Science and Technology Applications	Brooklyn 17	M.S. 390 Maggie L. Walker
Bronx 8	Urban Institute of Mathematics	Brooklyn 17	Erasmus Campus-Humanities
Bronx 8	The Bronx Mathematics Preparatory School	Brooklyn 17	Erasmus Campus-Business/Technology
Bronx 8	Antonia Pantoja Preparatory Academy: A College Board School	Brooklyn 19	Thomas Jefferson High School
Bronx 8	Bronx Community High School	Queens 25	J.H.S. 168 The Parsons
Bronx 9	Academy for Language and Technology	Queens 29	Springfield Gardens High School
Bronx 10	Knowledge and Power Preparatory Academy International High School (KAPPA)	Brooklyn 79	NYC Vocational Training Center
Bronx 11	Cornerstone Academy for Social Action	Manhattan 79	Auxiliary Services
Bronx 11	School of Diplomacy	Manhattan 79	Career Education Center
Bronx 12	Urban Assembly School for Wildlife Conservation	Queens 79	Offsite Educational Service
Brooklyn 13	Khalil Gibran International Academy	Manhattan 79	The Program for Pregnant and Parenting Students
Brooklyn 13	Knowledge and Power Preparatory Academy VII Middle School (KAPPA VII)	Bronx 79	Second Opportunity Schools
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		
Brooklyn 21	Liberation Diploma Plus		
Queens 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			
		New Schools	Closed Schools
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 for 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 22	Comprehensive Night High School of Brooklyn
Bronx 7	Performance School	Brooklyn 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		
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		

New Schools		Closed Schools
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

New Schools		Closed Schools	
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	Brooklyn 13	J.H.S. 117 Francis Scott Key
Manhattan 2	The High School for Language and Diplomacy	Brooklyn 13	J.H.S. 258 David Ruggles
Manhattan 2	Quest to Learn	Brooklyn 14	J.H.S. 49 William J. Gaynor
Manhattan 3	The Urban Assembly School for Green Careers	Brooklyn 18	I.S. 232 The Winthrop
Manhattan 3	The Global Learning Collaborative	Brooklyn 18	I.S. 252 Arthur S. Sommers
Manhattan 3	Innovation Diploma Plus		
Manhattan 3	West Prep Academy		
Manhattan 3	Special Music School		
Manhattan 4	Global Technology Preparatory		
Manhattan 5	The Urban Assembly Institute for New Technologies		
Manhattan 6	High School for Excellence and Innovation		
Bronx 8	Soundview Academy for Culture and Scholarship		
Bronx 8	Mott Hall Community School		
Bronx 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 15	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		
Queens 27	Village Academy		
Staten Island 31	Staten Island School of Civic Leadership		

2010-2011			
		New Schools	Closed Schools
Manhattan 1	Forsyth Satellite Academy	Manhattan 2	School for the Physical City
Manhattan 2	P.S. 267	Manhattan 3	M.S. 246
Manhattan 2	Manhattan Academy for Arts & Language	Manhattan 4	P.S. 101 Andrew Draper
Manhattan 2	Murray Hill Academy	Manhattan 4	Tito Puente Education Complex
Manhattan 2	Hudson High School of Learning Technologies	Manhattan 4	Urban Peace Academy
Manhattan 2	International High School at Union Square	Bronx 12	P.S. 197
Manhattan 3	Frank McCourt High School	Bronx 12	Business School for Entrepreneurial Studies
Manhattan 3	P.S. 452	Brooklyn 18	Samuel J. Tilden High School
Bronx 8	Bronx Bridges High School	Brooklyn 18	South Shore High School
Bronx 10	Academy for Personal Leadership and Excellence	Brooklyn 21	Lafayette High School
Bronx 11	Van Nest Academy		
Bronx 12	Arturo Schomburg Satellite Academy Bronx		
Brooklyn 13	Fort Greene Preparatory Academy		
Brooklyn 17	P.S. 770 New American Academy		
Brooklyn 19	Academy for Health Careers		
Brooklyn 20	P.S. 264 Bay Ridge Elementary School for the Arts		
Brooklyn 20	P.S. 310		
Brooklyn 20	P.S. 748 Brooklyn School for Global Scholars		
Brooklyn 20	P.S. 971		
Brooklyn 23	Mott Hall Bridges Middle School		
Queens 24	P.S. 290		
Queens 24	P.S. 330		
Queens 27	P.S. 273		
Queens 27	Rockaway Park High School for Environmental Sustainability		
Queens 28	Metropolitan Expeditionary Learning School		
Queens 28	Hillside Arts & Letters Academy		
Queens 28	High School for Community Leadership		
Queens 28	Queens Satellite High School		
Queens 28	Queens Metropolitan High School		
Queens 29	Cambria Heights Academy		
Queens 29	Eagle Academy for Young Men III		
Queens 30	P.S. 280		
Staten Island 31	P.S. 74 Future Leaders Elementary School		

2011-2012			
New Schools		Closed Schools	
Manhattan 2	Urban Assembly Gateway School for Technology	Manhattan 3	J.H.S. 44 William J O'Shea
Manhattan 5	New Design Middle School	Manhattan 5	Knowledge and Power Preparatory Academy II (KAPPA II)
Manhattan 5	Teachers College Community School	Manhattan 5	Academy of Collaborative Education
Bronx 7	Bronx Design and Construction Academy	Manhattan 6	M.S. 321 Minerva
Bronx 8	Bronx Arena High School	Bronx 9	P.S. 90 George Meany
Bronx 10	Crotona International High School	Bronx 9	J.H.S. 166 Roberto Clemente
Bronx 11	Bronxdale High School	Bronx 10	P.S. 79 Creston
Bronx 11	High School for Language and Innovation	Bronx 10	M.S. 399
Bronx 11	One World Middle School at Edenwald	Bronx 12	Bronx Coalition Community School
Bronx 11	Baychester Middle School	Brooklyn 15	Agnes Y. Humphrey School for Leadership
Bronx 12	Bronx Envision Academy	Brooklyn 18	Canarsie High School
Bronx 12	The Metropolitan Soundview High School	Brooklyn 19	P.S. 72 Annette P. Goldman
Bronx 12	Archer Elementary School	Brooklyn 23	EBC/ENY High School for Public Safety & Law
Bronx 12	P.S. 536	Queens 27	P.S. 225 Seaside
Brooklyn 15	Brooklyn Frontiers High School	Queens 27	Far Rockaway High School
Brooklyn 15	Millenium Brooklyn		
Brooklyn 17	Pathways in Technology Early College High School (P-Tech)		
Brooklyn 19	The Fresh Creek School		
Brooklyn 23	Christopher Avenue Community School		
Queens 24	Maspeth High School		
Queens 27	Rockaway Collegiate High School		
Queens 28	Jamaica Gateway to the Sciences		
Queens 28	P.S. 354		
Queens 29	Collaborative Arts Middle School		
Queens 29	Community Voices Middle School		
Brooklyn 32	Brooklyn School for Math and Research		
Queens 79	GED Plus		
SOURCE: Analysis of Department of Education data			
<i>New York City Independent Budget Office</i>			

This report has been prepared by:

Mahbuba Chowdhury

Gretchen Johnson

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](#) [Facebook](#) iboenews@ibo.nyc.ny.us
