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# **The Grier Partnership**

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BETHESDA, MARYLAND 20814

## **ENROLLMENT PROJECTIONS 2012 TO 2021 NEW YORK CITY PUBLIC SCHOOLS**

**Volume II: Narrative Report**

**Prepared for  
The New York City School Construction Authority  
By Eunice and George Grier**

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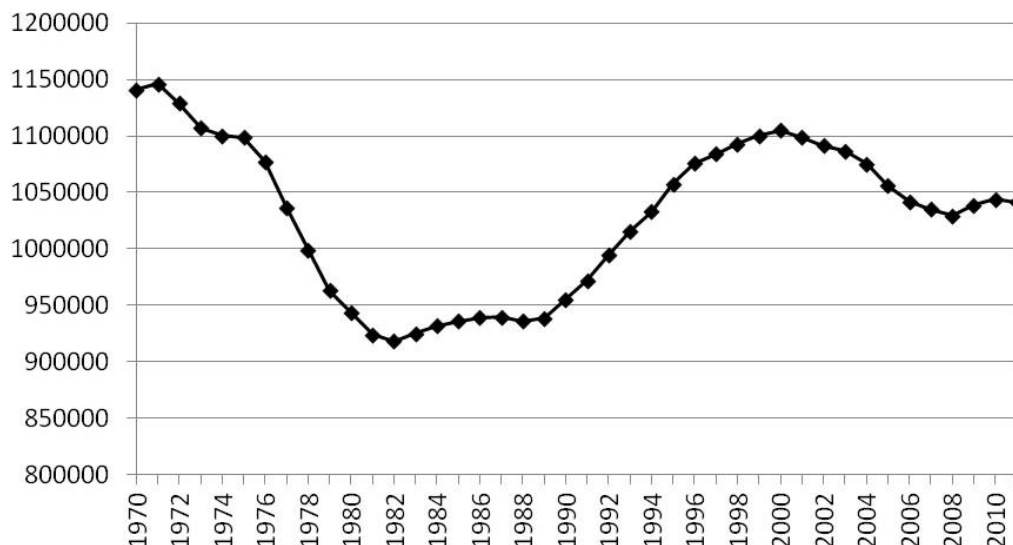
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## I. ENROLLMENTS IN THE NEW YORK CITY PUBLIC SCHOOLS: RECENT TRENDS AND FACTORS INFLUENCING THE FUTURE

Enrollments in New York City's public schools declined slightly in the 2011-2012 school year. When the October 2011 official register was released, it showed a total of 1,041,437<sup>1</sup> pupils enrolled in the city's traditional public schools, a loss of 2,449 pupils from the previous year's register. The rolls had risen in each of the previous two years, but such reversals are no stranger to the schools. They have occurred many times over the years. Immigration, domestic mobility, changes in fertility and retention rates have all played important roles in determining how the enrollments change over time. New policy decisions affecting enrollments will also have an impact on the numbers.

The figure below illustrates how pupil rolls in New York City's public schools have alternatively grown and retreated over the past four decades.

Total Enrollment 1970-2011  
New York City Public Schools



Source: New York City Department of Education

After climbing for almost two decades during the 1980s and 1990s, the number of pupils had last peaked in 2000 at more than 1.1 million. Enrollments declined the following year, and continued to drop every year thereafter through 2008, losing

<sup>1</sup> This number does not include the 47,780 pupils enrolled in publicly-supported charter schools in the 2011-12 school year, an increase of 8,458 pupils over the previous year's charter rolls. Charter school enrollments are not included in the official October register, but are counted in a separate register known as District 84.

75,571 pupils, or 6.8% of the 2000 enrollment. The rolls then reversed direction in 2009 to add 9,282 pupils to reach a total enrollment that year of 1,038,741 pupils. In October 2010, the number of pupils rose further to 1,043,886, an increase of 5,145 pupils over the number shown by the October 2009 register. Despite the loss in 2011, enrollments were still higher than those from 2007 to 2009.

In spite of the citywide decline in 2011, enrollments in some parts of the city moved in the opposite direction. While total enrollments in three of the city's five boroughs also fell, both Queens and Richmond registered gains. And within individual boroughs, there were also differences. For example, while Brooklyn's total rolls fell by 2,886 pupils in 2011, its District 20 had the second largest increase of any district in the city, gaining 1,116 pupils. The rolls also grew in Districts 13, 14, 15, and 79 (alternative high schools). Queens, on the other hand, had an overall increase of 2,338 pupils, but enrollments moved down in Districts 26, 27, 29, and 75 (city-wide special education).

Some individual grades also registered gains while others declined. Citywide, the number of pupils enrolled in general education pre-kindergarten and kindergarten classes increased, but the numbers in 1<sup>st</sup> and 2<sup>nd</sup> grade dropped. The losses in these two grades, however, were slight – 201 fewer pupils in 1<sup>st</sup> grade and 148 fewer in 2<sup>nd</sup>. Only two grades registered gains – 3<sup>rd</sup> and 6<sup>th</sup>. Special education rolls also increased at both the regional and citywide level.

The New York City public school system is by far the most complex and diverse in the nation. It serves the city's five boroughs. It is further broken down into 32 semi-autonomous community school districts, plus two that are citywide – District 75, which enrolls severely handicapped pupils in special education programs, and District 79, which offers alternative high school curricula. The projections presented in Chapters II and III of this report are for the 32 community school districts that enrolled 97% of all pupils in the city's public schools in 2011.

The method we use in forecasting the city's future enrollments attempts to respond to its ethnic diversity by projecting the trend in student population separately for each of the system's four major racial/ethnic groups – Hispanics, Black non-Hispanics, White non-Hispanics, and Asians/Others (a group that also includes Native Americans). These groups vary in number and rate and direction of change as well as in their origins.

The forecasting method further breaks down this varied population into each of the city's 32 widely varying and semi-autonomous community school districts. The contributions of these groups vary widely with their locations and their differing rates of in- and out-migration. The hundreds of separate forecasts that result are then combined in a final step to produce projections for the pupil population of the five boroughs and in the city as a whole.

We developed this ethnically sensitive method more than two decades ago with the support of the New York City Public Schools. Since then it has been evaluated and refined as needed. It has proved to be considerably more accurate than the

conventional method that is still used in projecting enrollments in many school systems. That system makes no distinction between the major groups in the population and in the schools, despite the fact that these groups display substantial and measurable differences in patterns of both migration and fertility. The refined method pioneered in New York has recently been shown to produce improved results in a growing number of other school systems.

Not even the best projections can foresee the future precisely, however. They can only carry existing demographic trends and factors forward in time. All can be based only on data whose impact on enrollments can be known or reliably predicted at the time they are made. Trends in enrollments are likely to change in accord with shifting demographic trends as well as with changes in policy. To provide the earliest possible notice of such changes, the projections for New York City's schools are revised every year.

In addition to the enrollments themselves, two key demographic factors affect the student population -- births and migration. The rate of births differs with the ethnic and age composition of the adult population. These factors will shift over time in accord with the extent and rate of migration both into and out of the city by the different ethnic groups. The population changes resulting from these differing migration flows affect the rate of births as well as the size of the current school-age population and its composition in terms of both age and ethnic origin. Thus we pay particular attention to the available data on such ethnic shifts.

The series of projections that follow in Chapters II and III are based on the latest data currently available. These data include the official enrollments for the 2011-2012 school year, recorded in the October 2011 register. In projecting the future enrollments we also examine the most recent available population numbers from the U.S. Census Bureau's annual estimates for the city, which reflect input from the New York City Department of City Planning, as well as relevant data from the every 10-year decennial census and the Bureau's annual American Community Survey. We also use the latest birth figures for residents of New York City, which are currently for 2010 and are made available for each community school district by the New York City Health Department.

### **Population Change vs. School Enrollments**

Prior to 2009, the city's total population was moving in the opposite direction to the trend in public school enrollments. While the total population was estimated to have grown by over 355,000 or 4.4% from the 2000 census to 2008, public school enrollments declined by 75,571 or 6.8% in the same period.

Why this sharp difference in trends? One reason is that even as the total population of New York City was increasing, the share of that population that consisted of school-age children from five to 17 years was declining. The 2000 Census recorded 1,399,391 in this age group, while the Census Bureau's 2008 American Community

Survey estimated 1,367,317. That was a decrease of 32,074. This finding alone explains much of the drop in enrollments during the 2000 decade.

On the other hand, the American Community Survey for 2008 found an estimated under-five population of 575,809, while the 2000 Census had counted only 540,878. That was an eight-year increase of 34,931 or 6.5% in the preschool age bracket. That helps explain, at least in part, the recent increases in the lower grades.

If recent history is any guide, while not all of these children would enter the public schools, about three out of four would. The latest Census Bureau figures available when this was written, comparing public and private school enrollments in 2000 and 2010, are shown in Table 2. The figures in this table also show that while public school enrollments had decreased between those two years from 1,285,311 to 1,129,616, or by 155,695, the private school pupil rolls had also fallen in the same period from 338,270 to 284,853. Therefore most of the decline in public school enrollments during the first eight years of the last decade cannot be explained by transfers to private schools. (Note that these figures do not agree with the October registers because they are for a different month and were gathered by a different method.)

**Table 2**  
**Public vs. Private School Enrollment, 2000 and 2010 - New York City**

	2000			2010		
	Public	Private	% Public	Public	Private	% Public
Pre-school	72,777	56,702	56.2%	65,584	51,058	56.2%
iKindergarten	89,130	28,182	76.0%	81,333	22,801	78.1%
Grades 1-4	375,645	85,036	81.5%	309,491	69,527	81.7%
Grades 5-8	357,001	82,788	81.2%	311,862	70,543	81.6%
Grades 9-12	390,758	85,562	82.0%	361,346	70,924	81.6%
Total	1,285,311	338,270	79.2%	1,129,616	284,853	79.9%

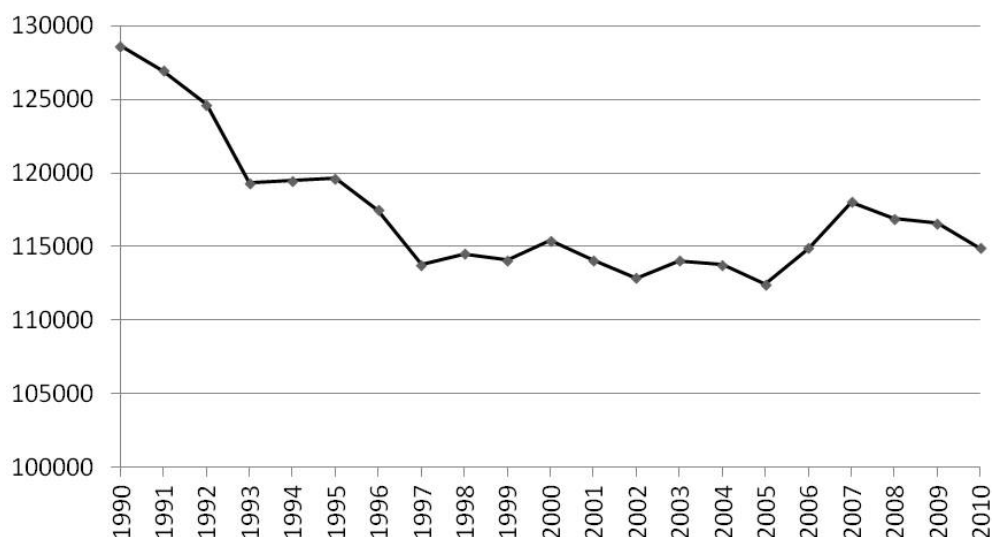
Source: U. S. Bureau of the Census

## Recent Trends in Births

As the figure on the next page shows, the trend in annual births to New York City residents, which had declined quite rapidly from 1990 to 1997, then nearly flattened out. Births remained almost stable at between 112.4 thousand and 115.4 thousand for the ensuing eight years to 2005, after which they began to rise. In 2007 they reached a level higher than in any year since 1995. In 2008, however, they declined once more, and fell still further in both 2009 and 2010. Still, the number in 2010 was still higher than in any year save one from 1997 through 2006.

Between 1997 and 2004 the number of births varied from year to year within fewer than 1,400 or roughly 1% in either direction. The lowest it got was in 2002, when it reached 112,860. In 2005, it appeared to have broken loose from that seesaw pattern in a negative direction, as it dropped further to 112,436. Yet the very next year the number of births escalated sharply to 114,900. And in 2007 it increased again to 118,023. But in 2008 it dropped once more to 116,926, in 2009 to 116,752, and in 2010 to 114,908.

## Trend of Births to Residents New York City, 1990 - 2010



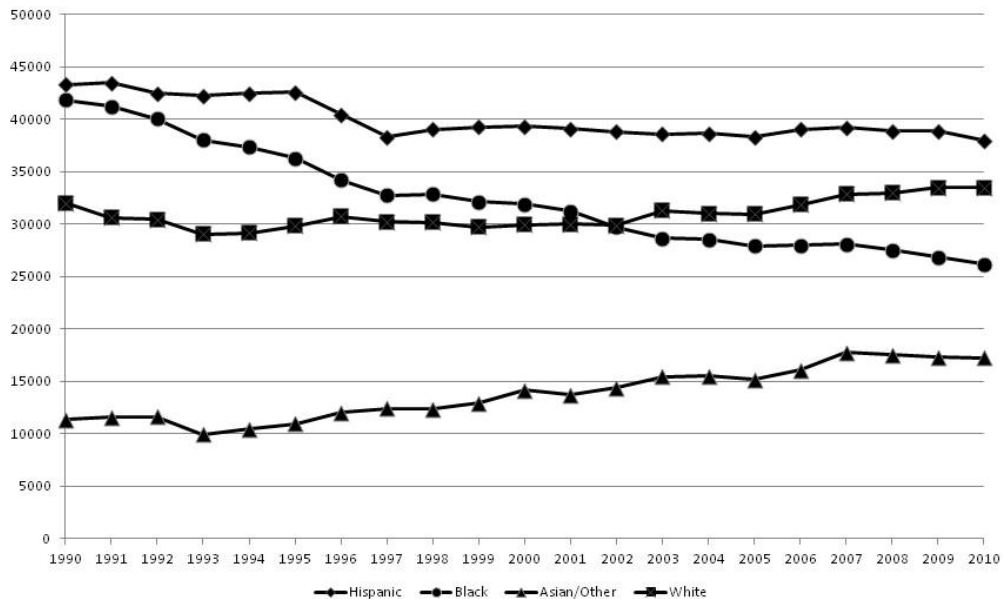
Source: N. Y. City Dept. of Health

As can be seen in the figure on the next page, in 2010 every one of the four major racial groups in the city experienced a decline in births. The number of births had increased in 2009 for two of the four groups (Hispanics and White non-Hispanics), but had fallen for the other two (Black non-Hispanics and Asian/Others). The gain among Hispanics was a mere 24 births, however, but for White non-Hispanics the increase was 529. Indeed, during the three most recent years, the number of births to White non-Hispanic mothers was larger than in any previous year of the past two decades.

The decline in births to Asian/Other mothers is a relatively rare event. In the past 21 years, the number of their births has fallen in only seven years, including the last three. The opposite is the case with Black non-Hispanics, for whom the number of births has risen in only three years since 1990. In 2010, there were 725 fewer Black births than in 2009.



## Births by Ethnicity of Mother Residents of New York City - 1990 to 2010



Source: N.Y. City Dept. of Health  
Allocation of Unknowns by The Grier Partnership

The recent decline in Black births continued a downward trend that has remained essentially unchanged since 1990 when they were fewer by only 1,450 or 3% than births to Hispanics. In 2002, they dropped below births to Whites to become the third most prolific group. They continued downward until 2005, when they numbered 27,945. But then in 2006 they increased by a tiny 14 babies to 27,959. In 2007 their number grew somewhat faster, by 152, to reach 28,111, but then declined again in 2008 to 27,513 and in 2009 to 26,882. As of the most recent year for which the numbers are available as this is written, births to Black mothers totaled only 26,163 and made up less than a fourth (22.8%) of all births to New York City residents.

The number of births to Whites, which had increased in 2006 and 2007, dropped in 2008 but recovered the loss in 2009. Births to White mothers declined again in 2010, but by only 24. As of the most recent year it remained the second largest of any racial group with 33,489 births. This was the second largest number of births to White mothers over the past two decades, and comprised 29.1% of all births in the city in 2010.

Births to Asians and others, while still the smallest in number, have increased almost every year since 1990 except the last three, peaking in 2007 with 17,787 births. The number dropped back in 2008 with 215 fewer births, again in 2009 with 109 fewer, and once more in 2010 with 108 fewer. Still, the number of births in the most recent year

was higher than in any previous year through 2006. They have registered by far the largest net gain of any group since 1990 – up by 5,897 births, or 51.9%.

Despite declining in 2010, the number of births to Hispanics remained the largest by a substantial margin. It was higher than births to the second-place White non-Hispanics by 4,510. Since 2000, the number of Hispanic births has seesawed back and forth each year, sometimes with a fairly modest loss, sometimes with an increase. In 2010 they accounted for one in three births (33.1%) to mothers residing in New York City.

### **Migration Into and Out of the City Affects Enrollments**

New York City has long had streams of people moving constantly both in and out, with origins and destinations elsewhere in the nation and throughout the world. These two have an impact on enrollments in the schools. Typically, net *international* migration has been positive, meaning that more people have immigrated to the city from foreign nations than have left it for such places. But net *internal* migration has generally been negative, meaning that more people have been moving out of New York City to other places within the U.S. than have moved into it from such places. This has continued to be true since the beginning of the new millennium.

From 2001 through 2010, the Census Bureau estimated that the net *international* immigration to New York City was positive at +654,406, meaning that this many more people were immigrating to the city from foreign countries than were leaving it for those places. But during the same period, net *domestic* out-migration – i.e., migration to someplace else in the country -- was negative at -1,274,584. Thus, many more people left New York City for other locations in the U.S. than came to the city from other places in the world.

Despite this loss due to net out-migration, the total population of the city had not actually declined over the period since 2001. In fact, the Census Bureau's April 2010 decennial census indicated that it had increased by 383,683. This difference occurred mainly because there were more births than deaths – more than twice as many, in fact, 1,198,927 births vs. 569,951 deaths, yielding a net natural increase of 628,976.

Since the beginning of the current century, children from other nations who have immigrated to New York have continued to enter the schools, as they have for many years before. Since most families that immigrate are young, some arrive with children either already of school age or nearing it. Each March the school system takes the Emergency Immigrant Survey to determine the number of eligible immigrant students enrolled in its schools.

From 2000, when they topped more than 104,600, the number of immigrant students declined quite substantially. By 2008 there were only 62,059 on the rolls of the public schools. In 2009, however, the number found in the annual census of eligible immigrant children rose to 67,922, and in 2010 to 72,630. This was a higher number

than in any of the previous four years from 2006 to 2009. While the number dropped moderately in the most recent survey, it still exceeded that of four out of the last five years.

Immigrant children have come from all corners of the world, from Afghanistan to Zimbabwe and most points in between. The latest survey identified 199 different countries as origins of the immigrant pupils. The largest numbers came from the Dominican Republic and China, as they had in earlier surveys – 16,816 and 11,436 respectively in the 2011-12 survey. Table 3 below shows the number of eligible immigrant students found by the survey for school years 2000-2001 through 2011-2012.

Table 3  
Number of Eligible Immigrant Children  
2000-01 to 2011-12

<u>Year</u>	<u>Number</u>	<u>Change #</u>	<u>Change %</u>
2000-01	104,618		
2001-02	102,867	-1,751	-1.7%
2002-03	86,974	-15,893	-15.5%
2003-04	85,320	-1,654	-1.9%
2004-05	81,946	-3,374	-4.0%
2005-06	75,046	-6,900	-8.4%
2006-07	70,313	-4,733	-6.3%
2007-08	67,561	-2,752	-3.9%
2008-09	62,059	-5,502	-8.1%
2009-10	67,922	5,863	9.4%
2010-11	72,630	4,708	6.9%
2011-12	71,240	-1,390	-1.9%
Change 2000-2011		-33,378	-31.9%

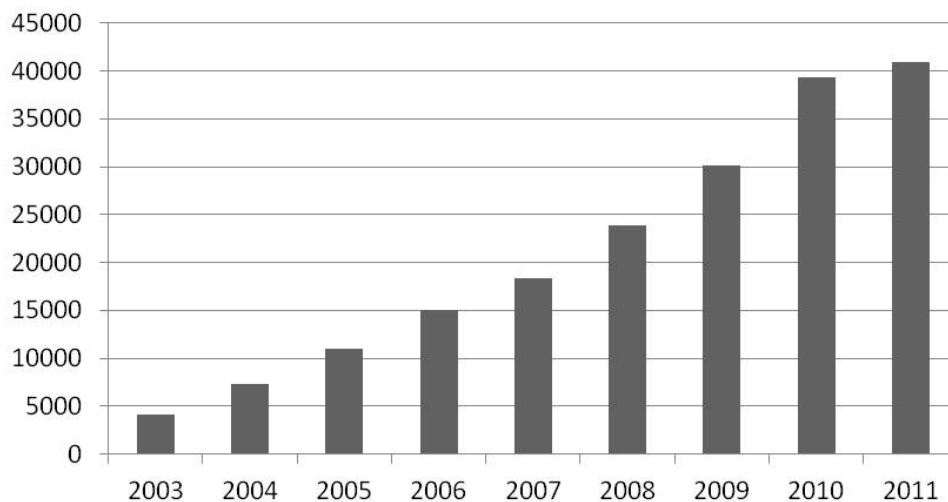
### **Policy Factors Affecting the School System**

Changes in policy can also affect enrollments in the public schools. Among them in recent years has been the introduction of charter schools, universal pre-kindergarten, and transfers of pupils under the terms of “No Child Left Behind”.

**Charter Schools** –The first charter schools were opened in New York City in 2003, and the number of schools and their pupils has increased every year since. In 2011, the total charter enrollment was 47,780 pupils. That was 8,458 or 21.5% over the 2010 total of 39,322. In 2003 when the first charter schools were opened their enrollments had been only 4,120 pupils – so that there has been an increase of more than 10 times in nine years. They are now present in every one of the five boroughs and in 28 of the 32 community school districts. Pupils are enrolled in every grade from kindergarten through 12<sup>th</sup> grade.

While they are publicly funded, these pupils are not included in the official October registers, but are recorded in a separate register as District 84. Charters now enroll 4.4% of the total enrollment in New York City's publicly-funded schools. The figure below shows how charter enrollments have grown since 2003.

Charter School Enrollments by Year  
New York City, 2003-2011



Source: New York City Public Schools

Although their numbers have accelerated and more pupils are expected to be enrolled in charter schools in the future, the traditional public schools are likely to continue to bear the great brunt of the pupil load for the foreseeable future. Brooklyn enrolled the largest number of pupils in charter schools in 2011 -- 18,467, or 38.7% of the total charter enrollment in the city. There were 13,447 in Manhattan, the second largest number, and 11,827 in the third-place Bronx. Queens ranked fourth with 3,434. Richmond opened its first charter schools in the 2010-11 school year, and had an enrollment of 605 pupils in 2011.

**Universal Pre-Kindergarten** – A major policy change that had a largely positive influence on enrollments beginning in 1998 was the introduction of Universal Pre-kindergarten in the fall of that year. In the first two years of its implementation, total Pre-k enrollment grew by about 10,000 pupils each year.

In some of the subsequent years, however, it appeared that pre-k enrollments, while fluctuating from year to year, had essentially leveled off. The 2006 number, 47,775, was only 554 higher than in 2002. In the interim, enrollments had fluctuated both up and down in a narrow range of only 534 pupils from 45,052 to 45,586. In 2007, however, they suddenly and sharply increased to 53,361. That was an increase of

5,586 in a single year. The register for 2008 showed a smaller increase of 1,067 to 54,428, and about the same increase in 2009 to reach 55,433. In 2010, however, the gain was almost twice as large -- 1,987 pre-k pupils for a total enrollment of 57,420. The size of the increase shrank again in 2011 when only 274 more pupils were added to the pre-k ranks.

**Transfers Under “No Child Left Behind”** -- There has always been a good deal of movement of pupils both in and out of the New York City school system, and from one school to another, in the course of a year. To the extent that the pupils transferring as a result of “No Child Left Behind” remained within the same community school district, the moves will make no difference to the district-level projections shown in our reports – although they would have impacts on the facility requirements of individual schools. But to the extent that these transfers cross district lines, then their effect could be to cause the resulting enrollments to deviate from the prior projections for the districts involved.

The number who moved to another school under the terms of “No Child Left Behind” has always been relatively small, and those who crossed district lines to do so even smaller. According to information we received earlier, a total of 2,172 pupils moved to a school in another district in the 2003-04 school year under the terms of “No Child Left Behind.” In recent years, the numbers have generally been much smaller. In the current school year, there were only 639 NCLB transfers, and only 276 of these were to a school in another district.

### **Shifting Trends Among Ethnic Groups**

The New York City school system will continue in flux during the coming ten years, and almost certainly for the indefinite future. Much will depend upon trends in the makeup of the diverse and constantly changing ethnic population that contributes its students. Because the interaction of these trends is so important, we project enrollments separately for the four major ethnic groups – in order of their current size, Hispanics, Black non-Hispanics, Asians/Others, and White non-Hispanics.

Over the past decade, Asians and Native Americans have been the only group of pupils to register an increase every year without exception. The number of Black non-Hispanics, on the other hand, has moved in the opposite direction with losses every year. Hispanics, whose numbers have moved up and down within a fairly narrow band, have registered a small net increase of 2,513 pupils since 2001. Whites declined overall, but ultimately reversed from losses to gains in the last five years.

Tables 4 and 5 on the next page show the recent changes for all public school pupils in the city.

**Table 4**  
**Total Enrollment by Race and Ethnicity**  
**New York City Public Schools, 2001-2011**

Year	Asian/ NatAmer	Black	Hispanic	White	Total
2001	137,702	377,772	416,215	167,143	1,098,832
2002	139,933	371,661	415,294	164,829	1,091,717
2003	141,740	366,690	417,747	160,709	1,086,886
2004	144,145	358,978	415,956	156,259	1,075,338
2005	144,601	346,655	411,767	152,963	1,055,986
2006	146,692	336,191	410,016	149,179	1,042,078
2007	149,342	326,941	409,778	149,244	1,035,305
2008	152,874	317,955	409,125	149,505	1,029,459
2009	159,433	312,213	414,031	153,064	1,038,741
2010	166,187	302,719	418,728	156,252	1,043,886
2011	170,187	292,588	420,998	157,664	1,041,437
Change in No. 2001-11	32,485	-85,184	4,783	-9,479	-57,395
Change in Pct. 2001-11	23.6%	-22.5%	1.1%	-5.7%	-5.2%
Change in No. 2010-11	4,000	-10,131	2,270	1,412	-2,449
Change in Pct. 2010-11	2.4%	-3.3%	0.5%	0.9%	-0.2%

**Table 5**  
**Percent of Total Enrollment by Race/Ethnicity**  
**New York City Public Schools, 2001-2011**

	Asian/ NatAmer	Black	Hispanic	White
2001	12.5%	34.4%	37.9%	15.2%
2002	12.8%	34.0%	38.0%	15.1%
2003	13.0%	33.7%	38.4%	14.8%
2004	13.4%	33.4%	38.7%	14.5%
2005	13.7%	32.8%	39.0%	14.5%
2006	14.1%	32.3%	39.3%	14.3%
2007	14.4%	31.6%	39.6%	14.4%
2008	14.8%	30.9%	39.7%	14.5%
2009	15.3%	30.1%	39.9%	14.7%
2010	15.9%	29.0%	40.1%	15.0%
2011	16.3%	28.1%	40.4%	15.1%
Pct. Point Change 01-11	3.8	-6.3	2.5	-0.1

Although three of the five boroughs lost enrollments during this period, the trends differed substantially among the boroughs. In terms of the total number of pupils, Brooklyn has registered the largest decline in both numerical and percentage terms. Its numerical loss of 42,744 was 74.5% of the total for the city, and its percentage decrease of -12.1% was more than twice that of the city as a whole.

Table 6 on the next page provides the details, including race/ethnic variations.

**Table 6**  
**Enrollments by Race/Ethnicity and by Borough in 2001 and 2011**  
**and Change Between These Years in Number and Percent**

<b>Manhattan</b>	Asian/Nat Amer	Black	Hispanic	White	Total
2001	18823	48591	83370	18309	169093
2011	22111	35187	75010	24516	156824
Change No.	3288	-13404	-8360	6207	-12269
Change %	17.5%	-27.6%	-10.0%	33.9%	-7.3%
<b>Bronx</b>	Asian/Nat Amer	Black	Hispanic	White	Total
2001	9325	75094	133964	10705	229088
2011	11327	62770	134921	9177	218195
Change No.	2002	-12324	957	-1528	-10893
Change %	21.5%	-16.4%	0.7%	-14.3%	-4.8%
<b>Brooklyn</b>	Asian/Nat Amer	Black	Hispanic	White	Total
2001	35996	168912	91545	56061	352514
2011	47063	124773	86858	51076	309770
Change No.	11067	-44139	-4687	-4985	-42744
Change %	30.7%	-26.1%	-5.1%	-8.9%	-12.1%
<b>Queens</b>	Asian/Nat Amer	Black	Hispanic	White	Total
2001	69110	75208	96683	45031	286032
2011	84301	60694	108362	39583	292940
Change No.	15191	-14514	11679	-5448	6908
Change %	22.0%	-19.3%	12.1%	-12.4%	2.4%
<b>Richmond</b>	Asian/Nat Amer	Black	Hispanic	White	Total
2001	4448	9967	10653	37037	62105
2011	5385	9164	15847	33312	63708
Change No.	937	-803	5194	-3725	1603
Change %	21.1%	-8.1%	48.8%	-10.1 %	2.6%
<b>New York City</b>	Asian/Nat Amer	Black	Hispanic	White	Total
2001	137702	377772	416215	167143	1098832
2011	170187	292588	420998	157664	1041437
Change No.	32485	-85184	4733	-9479	-57395
Change %	23.6%	-22.5%	1.1%	-5.7%	-5.2%

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Persons in the schools who provided helpful data of various kinds on the pupils include Anna Agoropoulos, Daniel Grant, and Joseph Meglino, Division of Instructional

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And once again we are grateful to Dr. Wenhui Li of the New York City Department of Public Health who has provided us with the most recent data on resident births by community school district and race. This has greatly improved the accuracy of the birth data and was made possible by the Health Department's geocoding capability.



## **II. ENROLLMENT PROJECTIONS FOR THE COMMUNITY SCHOOL DISTRICTS: PRE-K TO 8<sup>TH</sup> GRADE PLUS GRADE-EQUIVALENT SPECIAL EDUCATION**

### **The Overall Numbers**

The figures presented in this chapter are for pre-kindergarten to 8<sup>th</sup> grade pupils plus special education pupils of comparable age and grade enrolled in a school in one of the city's 32 Community School Districts. The official October 2011 register found a total of 703,577 pupils who fit these criteria. They may have been attending classes in an elementary school, a middle school or (in very few cases) a high school. Most – 90.2% - were enrolled in general education classes. The remaining pupils, totaling 69,130, were assigned to regional special education classes.

Altogether the October 2011 register showed an overall gain of only 1,706 pupils over the previous year's rolls, a sharp drop from the 6,392 pupils added the previous year. Moreover, the modest increase was entirely attributable to an increase in the special education rolls. While general education enrollments fell by 1,199 pupils in 2011, special education rolls grew by 2,905. Despite the overall loss in general education, however, three of the lowest grades – pre-kindergarten, kindergarten, and 3<sup>rd</sup> grade -- had more pupils in 2011 than were enrolled the year before. The combined increase in these three grades came to 2,536 pupils.

Past experience suggests that enrollments at higher levels will soon begin to increase also, as pupils move up a grade each year. This was what occurred in the 1980s and 1990s as enrollments reached new levels, and is typical in most school systems. When a reversal in direction is in the making for enrollments generally, the earliest signs typically appear first in the lowest grades, even while higher grades and the total enrollment are continuing to move in the opposite direction.

Since 2003, however, the advent of charter schools, now present in most of the community school districts, has added an additional factor to enrollment change in the traditional public schools. While their enrollments are not included in the official October register of enrollments, it is clear that charters have drawn pupils from the public schools. Beginning with only a few schools and small enrollments in 2003, their numbers in both have grown year by year. By 2011 charter schools enrolled 40,909 pupils in kindergarten through 8<sup>th</sup> grade and were located in 28 of the city's community school districts. Collectively, they had added 6,746 pupils in 2011 over the year before, for a gain of 19.7%. Their growth had been even larger in 2010 – 7,924 pupils, an increase over 2009 of 30.2%.

The public school rolls in K through 8<sup>th</sup> grade in the 28 districts with charter schools, on the other hand, declined by 2,894 in 2011. Although we do not know how many of the additional charter pupils had withdrawn from a public school, it is likely that many did and accounts for much of the drop in the elementary and middle school grades in 2011. As of this writing, charter schools do not enroll pupils in either pre-kindergarten or in self-contained special education classes.

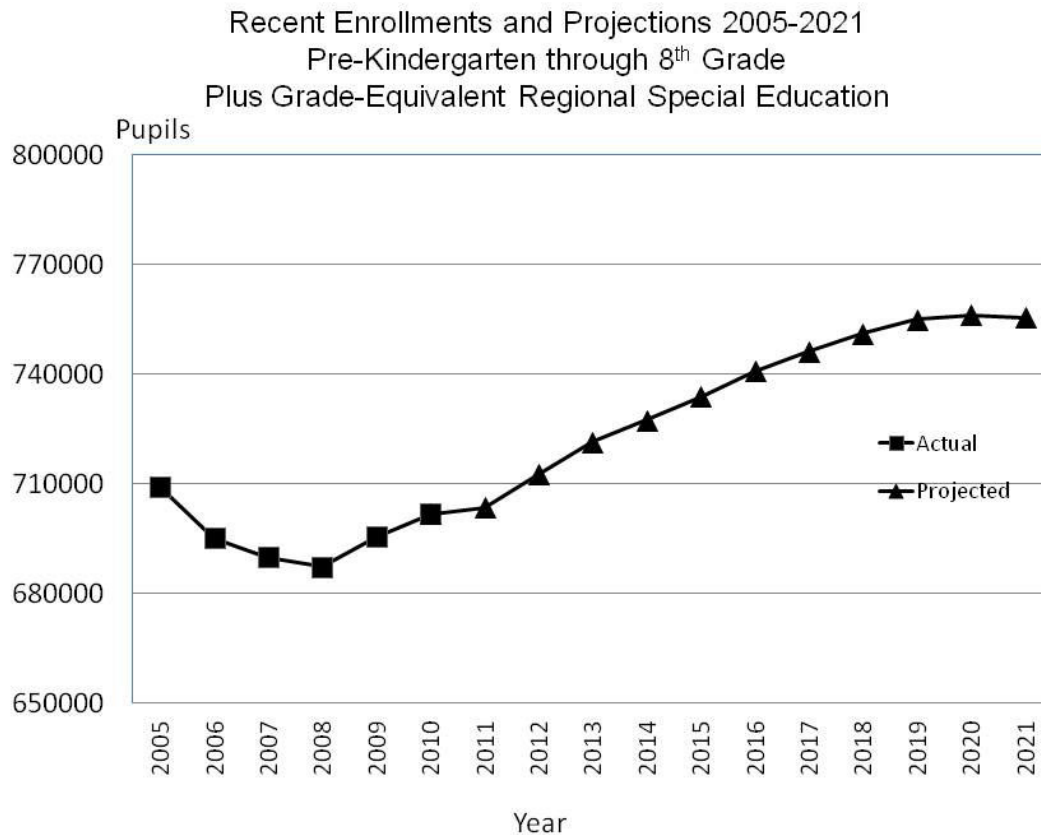
Charter enrollments will almost certainly grow further over the next several years. Even were no additional charter schools to be opened, many existing schools are adding the next higher grade each year so that their pupils can remain when they are ready to move up. Thus, they are likely to continue to impact the public school rolls.

Still, public school enrollments in the combined pre-kindergarten through 8<sup>th</sup> grade general education plus those in grade-equivalent special education classes are now projected to increase each year through the next nine. In 2012, the enrollments are projected to have gained an additional 9,016 pupils, a 1.3% increase. Over each of the following four years, the schools will enroll additional pupils, but in smaller numbers. By 2016, there will be more than 37,000 additional pupils in the city's elementary and middle school grades. There will be further increases in 2017 and thereafter, but in much smaller numbers. By 2020 enrollments will grow by fewer than 1,200 pupils, and in 2021 will turn negative with a small loss – the first since 2008.

Table 7 below summarizes the five and ten year projected changes in pre-k to 8<sup>th</sup> grade plus special education enrollments in age-equivalent grades from 2011 through 2021. The figure on the page that follows shows the year-by-year changes since 2005 and those expected from 2012 to 2021.

**Table 7**  
**Enrollment Projections for Pre-Kindergarten through 8<sup>th</sup> Grade**  
**Plus Grade-Equivalent Regional Special Education**  
**2011 (Actual) and 2016 and 2021 (Projected)**

2011	703,577
2016	740,958
2021	755,531
Change 2011-2016	
Number	37,381
Percent	5.3%
Change 2016-2021	
Number	14,572
Percent	2.0%
Change 2011-2021	
Number	51,954
Percent	7.4%



Enrollments 2005-2011- New York City Department of Education  
Projections 2012-2021- The Grier Partnership

## Enrollment Changes in the Boroughs

Enrollments increased in 2011 in three of the five boroughs while declining in two. By far the strongest growth occurred in Queens, adding a total of 2,717 pupils to the rolls for the grades covered in this chapter. Manhattan had the smallest gain – a mere nine additional pupils in its schools. Richmond’s gains fell between the two – 129 more pupils enrolled. The two boroughs with enrollment losses in 2011 were Brooklyn (-992) and the Bronx (-157).

Enrollments in four boroughs had followed the lead of the city in 2009 and reversed direction to the upside. All four continued to gain pupils in 2010. The sole exception in both years was Manhattan, although its loss that year was only 289 pupils. In 2011, however, its rolls turned up as already noted. In 2012 its enrollments are now projected to continue on an upward path, gaining 715 more pupils. There will be additional growth each year through 2017, although the annual numbers will be somewhat smaller. By the current projection’s period’s mid-point of 2016, Manhattan’ enrollments will be up by 2,657 pupils, a five-year increase of 3.0%. Gains will be replaced by losses in 2018 and thereafter, and by 2021 Manhattan will have 565 fewer pupils in its schools than in 2011, a net loss over the entire 10 years of -0.6%.

Queens will continue to see its enrollments grow over the next several years. It will have the largest numerical as well as percentage increase from 2011 through 2016, adding 14,137 pupils to its rolls, a gain of 7.0% in five years. There will be smaller gains in the next three years, to be followed by a modest reversal downward in 2020 and 2021. Still, over the entire 10-year period Queens will add almost 15,000 pupils to its rolls, for an increase of 7.3% since 2011.

Brooklyn, which has the largest number of pre-k to 8th plus grade-equivalent special ed pupils in its public schools as well as the largest number enrolled in charter schools, gained pupils in only two grades (kindergarten and 6<sup>th</sup>) plus special education in 2011. Its overall net loss was 992 pupils. In 2012, however, Brooklyn's enrollments are projected to once more turn positive, with a gain of 2,277 pupils that year. Further gains are expected in all succeeding years through 2021. By 2016, Brooklyn will have added 11,208 pupils to its rolls, a gain of 5.2%. Between that year and 2021, enrollments will continue to climb, with an addition of nearly 9,000 more pupils. By that final year every grade plus special education will have more pupils in their classrooms than were present in 2011.

Enrollments declined in the Bronx between 2010 and 2011 – by 157 pupils. Still, the rolls grew in four grades plus special education. Kindergarten alone added 522 pupils, an increase of 3.7%. Like Brooklyn, Bronx enrollments are also in line to reverse direction in 2012. The projected gain is 1,757 pupils. Growth will remain strong through the following nine years. By the midpoint of the current projection series, 2016, Bronx enrollments will have added 7,905 pupils, a gain of 5.2%. From 2016 to 2021, the increase will be even larger – 7,965 pupils. By that year, the 10-year percentage increase will be the largest of any of the five boroughs – 10.5%. In other words, for every 100 pupils enrolled in the Bronx in 2011, there will be 10 more by 2021.

Richmond, with a much smaller enrollment than the other four boroughs, registered a modest increase of 129 pupils in 2011. Its rolls are projected to continue to climb at a moderate pace through 2019, although the expected increase in 2017 will be only eight pupils. With small losses forecast for 2020 and 2021, Richmond's net increase in enrollments will be held to 1,660 pupils, a gain of 3.8%.

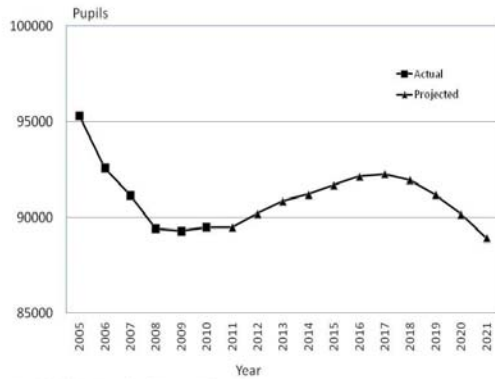
Table 8 on the next page shows the expected enrollment change in numerical and percentage terms in each of these boroughs over the next five and ten years. The figure on the page following shows recent annual changes in enrollments for each borough and projected gains and losses from 2012 to 2021.

**Table 8**  
**Enrollment Projections for Pre-Kindergarten through 8<sup>th</sup> Grade**  
**Plus Age-Equivalent Regional Special Education by Borough**  
**2011 (Actual) and 2016 and 2021 (Projected)**

<b><u>Manhattan</u></b>		
2011	89,492	
2016	92,149	
2021	88,927	
	<u>Number</u>	<u>Percent</u>
Change 2011-2016	2,657	3.0%
Change 2016-2021	-3,222	-3.5%
Change 2011-2021	-565	-0.6%
<b><u>Bronx</u></b>		
2011	151,225	
2016	159,130	
2021	167,096	
	<u>Number</u>	<u>Percent</u>
Change 2011-2016	7,905	5.2%
Change 2016-2021	7,965	5.0%
Change 2011-2021	15,871	10.5%
<b><u>Brooklyn</u></b>		
2011	215,492	
2016	226,700	
2021	235,689	
	<u>Number</u>	<u>Percent</u>
Change 2011-2016	11,208	5.2%
Change 2016-2021	8,989	4.0%
Change 2011-2021	20,197	9.4%
<b><u>Queens</u></b>		
2011	203,350	
2016	217,487	
2021	218,141	
	<u>Number</u>	<u>Percent</u>
Change 2011-2016	14,137	7.0%
Change 2016-2021	654	0.3%
Change 2011-2021	14,791	7.3%
<b><u>Richmond</u></b>		
2011	44,018	
2016	45,492	
2021	45,678	
	<u>Number</u>	<u>Percent</u>
Change 2011-2016	1,474	3.3%
Change 2016-2021	186	0.4%
Change 2011-2021	1,660	3.8%

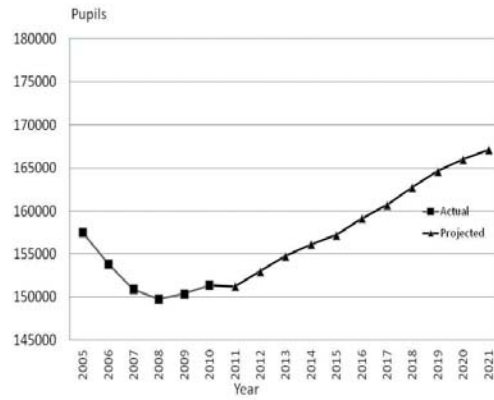
# Recent Enrollments and Projections for Boroughs Pre-Kindergarten Through 8th Grade Plus Special Education 2005 to 2021

## Manhattan



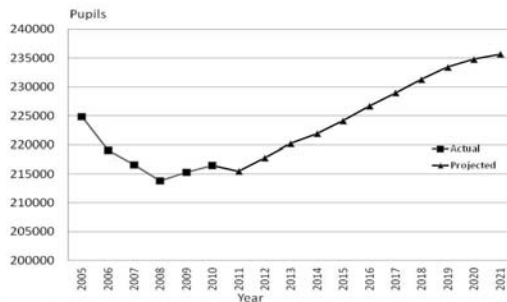
Enrollments 2005-2011: New York City Department of Education  
Projections 2012-2021: The Grier Partnership

## Bronx



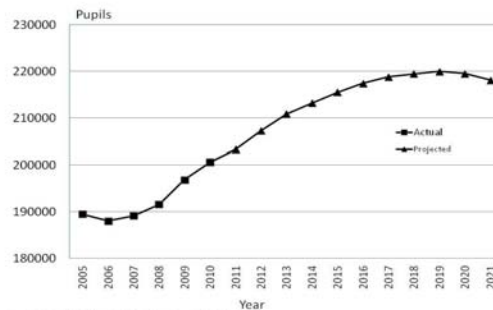
Enrollments 2005-2011: New York City Department of Education  
Projections 2012-2021: The Grier Partnership

## Brooklyn



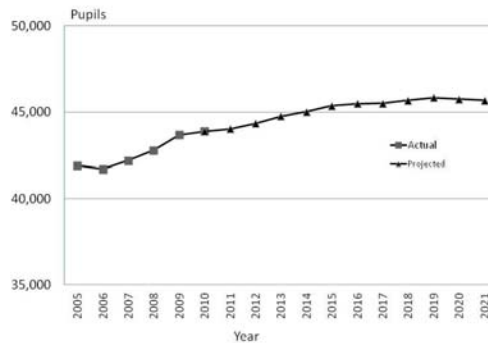
Enrollments 2005-2011: New York City Department of Education  
Projections 2012-2021: The Grier Partnership

## Queens



Enrollments 2005-2011: New York City Department of Education  
Projections 2012-2021: The Grier Partnership

## Richmond



Enrollments 2005-2011: New York City Department of Education  
Projections 2012-2021: The Grier Partnership

## **Enrollment Changes at the Grade Level (General Education)**

**Pre-Kindergarten to 4<sup>th</sup> Grade** -- Rising and falling enrollments in individual grades typically point the way to likely future changes in the numbers for higher grades. The early years of the current century were marked by decline in the rolls below the high school level. Between 2001 and 2006, the total number of pupils fell in every one of the nine grades from kindergarten to 8th. The one exception was pre-kindergarten. Universal Pre-K, whose objective was to offer every child in New York City the opportunity to enroll in a program that could improve their preparation for kindergarten and first grade, had recently been introduced early in the new century and the rolls grew rapidly in 2001 and 2002.

Pre-k enrollments declined in 2003, but still surpassed the 2001 number. Growth resumed in 2004, but, dropped in 2005, then increased sharply in 2006. In the years since, the rolls of this earliest grade have risen every year without exception. The official register in October 2011 recorded a record total of 56,874 pupils in the city's pre-kindergarten classes, but a modest increase of only 95 pupils for the year.

While pre-k enrollments were climbing, however, those in most other grades continued to decline. In 2006, only 3rd grade saw an increase -- a mere 172 additional pupils. In 2007 there were gains in two grades -- kindergarten (130) and 2nd (420). In 2008 kindergarten rolls again grew -- by 559 pupils; 3rd grade replaced 2nd as a gainer with an increase of 520. In 2009, the tide turned for still another grade - 4th with an increase of 1,631 pupils. Coupled with unusually large increases that year in pre-kindergarten (1,018) and kindergarten (4,005), the combined grades pre-k to 4<sup>th</sup> had a net gain of 6,649 pupils, an increase of 1.8%.

Overall gains in the lower grades continue upward in 2010 and 2011. The number of pre-kindergartners grew by 2,016 in 2010, and 4th grade turned from its loss in 2009 to an increase of 1,060 pupils in the same year. Despite a slight drop in kindergarten enrollments (-212), the net gain from pre-k to 4th grade in 2010 was 3,660 pupils. In 2011, kindergarten reversed direction sharply with a healthy increase of 2,192 pupils. With losses in 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> grade, the net increase in pre-kindergarten through 4<sup>th</sup> grade in 2011 was less than half that of the previous year -- 1,536 pupils, but it was still a gain. Four of the five boroughs also registered gains in their pre-k to 4<sup>th</sup> grade enrollments. Brooklyn was the exception with a loss of 303 pupils.

In 2012 all of the lower grades will again add to their enrollments with a combined increase of 5,770 pupils. Succeeding gains will be smaller, dropping to an addition of only 2,036 in 2015, and then declining with a loss of 121 pupils the following year. Still, by 2016 there will be 13,356 more pupils in the city's pre-kindergarten to 4<sup>th</sup> grade classrooms. The numbers will continue to drop in the next three years, but turn up again in 2020 and 2021. With a net gain of only 393 pupils from 2016 to 2021, the overall 10-year increase will remain only slightly higher than in 2016 -- 13,749 pupils, a 3.5% gain.

**5<sup>th</sup> to 8<sup>th</sup> Grade --** At the same time as the rolls in the lower grades were reversing direction, 5th to 8th grade enrollments continued to fall. Still, in 2009 the losses in three of the four higher grades were smaller than in 2008. By 2010, a large reversal to the upside in the number of 5th graders more than wiped out continuing losses in 6th, 7th, and 8th. The net result was a tiny gain in the combined upper grades of 68 pupils. Despite an increase in 6<sup>th</sup> graders in 2011, losses in the other three upper grades resulted in a net decline of 2,735 pupils. Nevertheless, the signs point to growth in future years.

Enrollments in the combined 5th through 8th grades are projected to lose 328 pupils in 2012, but are expected to reverse direction the following year with an increase of 1,604 pupils. Despite remaining virtually unchanged in 2014, there will be vigorous growth in 2015 and each year thereafter through 2019. By the halfway point in the current projection series, the number of 5<sup>th</sup> through 8<sup>th</sup> graders will have grown by 6,922 pupils, or 2.8%. Despite losses in the last two years, an additional 10,522 pupils will have been added to the rolls from 2016 to 2021. Thus, the net 10-year increase is forecast at 17,445 pupils, a 7.1% gain.

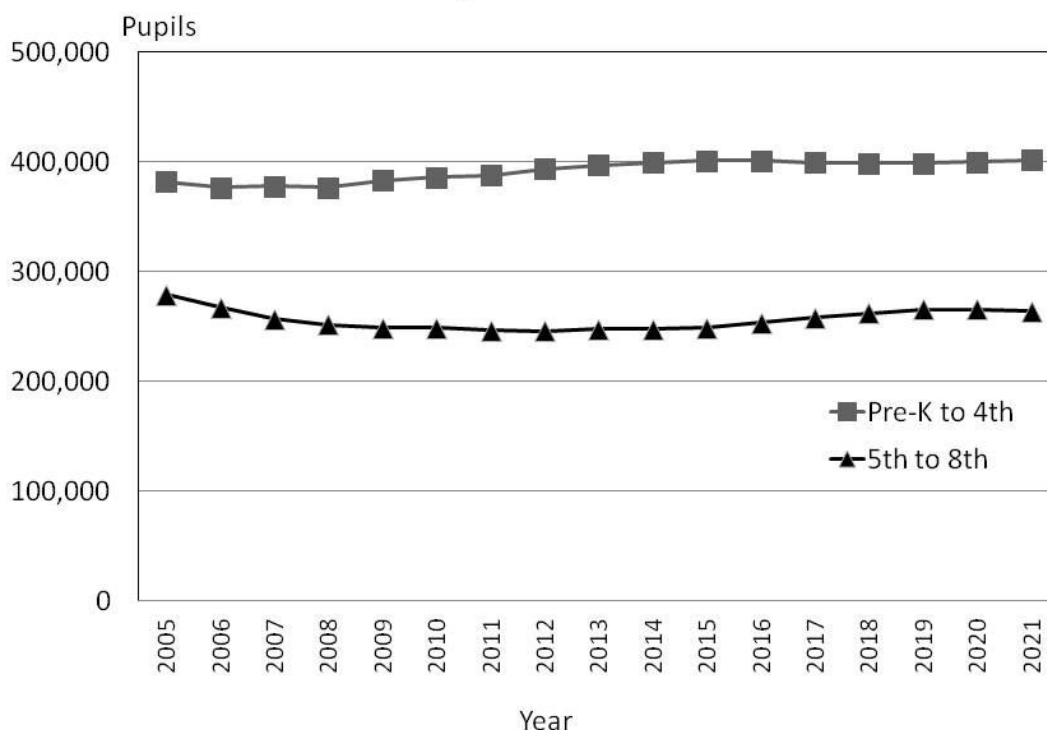
Table 9 below shows the projected enrollments five and ten years ahead for pre-k to 4<sup>th</sup> grade and 5<sup>th</sup> to 8<sup>th</sup> for the city as a whole. The figure that follows on the next page shows the recent trends from 2005 to 2011 and the expected future enrollments on a year-by-year basis through 2021.

**Table 9**  
**Projected Changes in Enrollments**  
**By Pre-K to 4<sup>th</sup> and 5<sup>th</sup> to 8<sup>th</sup> - General Education**  
**2011(Actual) and 2016 and 2021 (Projected)**

	Pre-K to 4th	5 <sup>th</sup> to 8 <sup>th</sup>
2011	387,946	246,501
2016	401,302	253,423
2021	401,695	263,945
Change 2011 to 2016		
Number	13,356	6,922
Percent	3.4%	2.8%
Change 2016 to 2021		
Number	393	10,522
Percent	0.1%	4.2%
Change 2011 to 2021		
Number	13,749	17,445
Percent	3.5%	7.1%



## Recent Enrollments and Projections 2005-2021 by Grade Level



Enrollments 2005-2011- New York City Department of Education  
Projections 2012-2021- The Grier Partnership

### Grade Level Changes Among the Boroughs

**Pre-Kindergarten to 4th Grade** - The five boroughs will vary in the direction and size of future changes in both the lower and higher grades, as they have in the past. Four registered net gains in pupils in pre-kindergarten through 4<sup>th</sup> grade in 2011, Brooklyn being the sole exception. Brooklyn's rolls will turn up in 2012, however, while Richmond's will reverse direction with a small loss. Enrollments in Manhattan, the Bronx, and Queens will continue upward at least for awhile. But only the Bronx and Brooklyn will have annual increases in the lower grades throughout the current projection period.

By 2016, the Bronx will have added 5,493 pupils to its rolls in the lower grades, an increase of 6.8%, and every one of the individual grades will have more pupils than in 2011. In the following five years from 2016 to 2021, growth will slow somewhat in the Bronx, but another 2,390 new pupils will be added to the rolls. Over the entire 10 years, the Bronx will have almost 7,900 more pupils in its pre-k through 4th grade classrooms than in 2011, a gain of 9.7%. Expressed another way, it means that for every 10 pupils in these grades in 2011, there will be close to one more in 2021.

Brooklyn will also have substantial increases over the next 10 years, with the strongest growth occurring during the first five. By 2016, there will be 6,269 more pupils in its lower grades, an increase of 5.2%. Like the Bronx, every grade will share in the gain. While continuing to climb, the gains will be somewhat smaller from 2016 to 2021, with 3,370 additional pupils on the rolls – a further increase of 2.7% over the last five years. This will bring the total gain since 2011 to 9,639 pupils (8.0%), or a bit less than one more pupil for every twelve present in 2011.

In 2012, Queens will add 1,785 pupils to its pre-k to 4th grade rolls. Gains thereafter will drop every year until 2015 when 149 new pupils are expected to be enrolled in these grades. In 2016, the numbers will turn negative with a projected loss of 357 pupils. Still, despite the earlier slowing rate of growth, by 2016 Queens will have seen its pre-k to 4th enrollments increase by 2,669 pupils (2.4%). Over the following three years, further losses will bring Queens' enrollments only a few hundred above those of 2011. Despite small gains in 2020 and 2021, the net increase over the entire 10 years is expected to be only 0.6%. Both pre-kindergarten and kindergarten will have fewer pupils than in 2011.

Enrollments will increase in both 2012 and 2013 in Manhattan, but turn negative in 2014. They will continue to drop every year thereafter through 2021, and in larger numbers from 2016 on. The net loss in pupils by 2016 will be 827, down by -1.7%. With four times as many pupils lost during the next five years, Manhattan's rolls will be down by more than 4,000 pupils (-8.2%) over the entire 10-year projection period. By 2021, enrollments in pre-kindergarten and kindergarten will have fallen below the numbers in 2011, but will still be higher in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade.

Richmond's enrollments will continue to decline during the first three years of the current projection cycle. They will turn up briefly in 2015, registering an increase of 83 pupils, but will erase the gain the following year, losing 167 pupils. By 2016, pre-k to 4<sup>th</sup> grade classrooms will have lost 248 pupils, a net decline since 2011 of -1.0%. Further losses from 2017 to 2019 will be only partially offset by small gains in each of the two succeeding years. By 2021, the borough's enrollments in the lower grades will have declined since 2011 by 409 pupils, or -1.7%. Every grade but 1<sup>st</sup> and 2<sup>nd</sup> will have fewer pupils than in 2011.

**5th to 8th Grade** - Reflecting the losses in the lower grades during the last decade, four of the five boroughs had smaller enrollments in the combined 5th through 8th grades when schools opened in fall 2011. The losses ranged from a low of 276 fewer pupils in Richmond to a high of 1,501 fewer in Brooklyn. Only Queens registered a gain of 222 more pupils in grades 5 to 8 than were present in 2010. In 2012, enrollments are expected to increase again in Queens, but to continue to decline in the other four boroughs. All four, however, will eventually reverse direction and will end the current projection cycle with more pupils in 2021 than 10 years earlier.

The 5th to 8<sup>th</sup> grade rolls in Manhattan fell by 653 in 2011 and will drop again in 2012 and 2013. In 2014, however, they will reverse direction and begin to grow. By 2016,

Manhattan will have added 792 pupils in the combined grades 5 to 8. Growth will continue thereafter, but it will reverse again in 2020 and register a loss of 339 pupils. The net effect of the gains and losses will be an increase of 772 pupils by 2021, up by 2.5% since 2011.

The Bronx, whose 5<sup>th</sup> to 8<sup>th</sup> grade enrollments fell by 527 pupils in 2011, will follow in 2012 with a further loss of 339. The rolls will continue to decline each year until 2016 when they will turn up abruptly with a gain of 993 pupils. The increases will be even larger in each of the next three years, with a high of 1,512 pupils added in 2018. While still growing its enrollments, the increases in 2020 and 2021 will be much smaller – only 324 and 167 pupils respectively. Still, over the entire 10 years 5<sup>th</sup> to 8<sup>th</sup> enrollments in the Bronx will have grown by 4,518 pupils – an 8.6% gain.

Brooklyn's enrollments in 5<sup>th</sup> to 8<sup>th</sup> grade also fell in 2011 – by 1,501 pupils. They will decline again in 2012, for a projected loss of 491 pupils. The decline will stall the next year when 19 pupils are added to the rolls, but will resume in 2014 with a drop of 372. In 2015, however, enrollment change will again reverse direction to growth that will continue through 2020. Despite a loss in 2021, Brooklyn's 5<sup>th</sup> to 8<sup>th</sup> grades will have added 4,877 pupils since 2011, an increase of 6.5%.

As already noted, Queens was the only one of the five boroughs in which the combined 5<sup>th</sup> to 8<sup>th</sup> grade enrollments rose in 2011. Despite losses in two of the four grades, the borough had a net increase of 222 pupils. The rolls will grow again in 2012 – by 907 pupils, and will continue to rise over the next seven years. By 2016, 5<sup>th</sup> to 8<sup>th</sup> grade will have added 5,456 pupils, an increase of 7.5% since 2011. The numbers will grow further in each of the next three years, but at a gradually declining pace. In 2020 they will finally turn negative with a loss that year of 245 pupils, and again in 2021 with a loss of 1,187 more. By the last year of the current projection cycle, Queens will have added a net total of 7,305 pupils to its combined 5<sup>th</sup> to 8<sup>th</sup> grade classrooms, for an increase of 10% since 2011.

Richmond is the only borough that is expected to have fewer pupils in its combined 5<sup>th</sup> to 8<sup>th</sup> grades in 2021. Despite increases in some years over the next ten, the current round of projections indicates that enrollments in that year will be lower than in 2011 by 28 pupils, the result of a seesawing pattern of gains and losses from year to year. A projected increase of 182 pupils in 2013 and 70 more in 2016 will bring a net gain of 86 pupils over the first five years from 2011 to 2016. Over the next five years, however, losses will exceed gains, leaving a net decline of 114 pupils from 2016 to 2021.

### **Enrollment Changes in Regional Special Education**

Unlike enrollments in the general education grades discussed above, the citywide rolls of grade-equivalent special education pupils in the community school districts have risen every year without exception since 2005. In that year pupils assigned to these programs totaled 47,306, and they made up 6.6% of the pupils in the 32 community

school districts. By the most recent count in October 2011, the number had risen to 69,130 pupils, an increase of 46.1% in just seven years. Their share of total enrollment in the districts had also grown to 9.8%. The numbers had climbed in every one of the five boroughs as well.

The number of regional special education pupils is expected to continue rising over the next several years in all five boroughs, but they are likely to turn down in the last two or three years in all but the Bronx and Richmond.

### **Differences among Community School Districts**

Enrollments rose in 13 of the city's 32 community school districts in 2011. They included three of Manhattan's six districts (1, 2, and 3), two out of six districts in the Bronx (7 and 10), two of the 12 districts in Brooklyn (15 and 20), five of the seven districts in Queens (24, 25, 26, 28, and 30) and in Richmond's sole District 31. The total enrollment in Queens' District 27 was unchanged from 2010, although some individual grades gained pupils while others lost. Several of the districts with rising enrollments had earlier lost pupils, but most had seen a reversal to growth by 2009.

Of the 18 districts whose enrollments fell in 2011, nine can expect to see the number of pupils increase at most a year or so later. A few will reverse quickly to the downside again, but most will continue to have higher enrollments for the next five or more years. By 2016 there will be only nine districts whose rolls have declined since 2011. They include three in Manhattan (4, 5, and 6) and six in Brooklyn (14, 17, 18, 19, 23, and 32). All six districts in the Bronx, the seven in Queens, and Richmond's District 31 will have more pupils on their rolls.

These figures demonstrate that individual districts do not always follow the lead of the boroughs in which they are located. For example, the combined rolls in Manhattan dropped in 2009, but rose in 2010 and 2011. They are projected to continue climbing through 2017 before turning down again in 2018. Yet three of its six districts are projected to register further losses, while enrollments in the other three will continue upward through 2016. Two of the three will lose every year without exception. These are Districts 4 and 6. The third - District 5 - will register small gains in enrollments mid-decade, but will return to losses in 2020. District 3, one of the districts whose enrollments are expected to grow over the next several years, will begin to lose pupils again by the end of the decade.

Similarly, Brooklyn's enrollments which declined in 2011 will turn up in 2012 and continue to climb through 2021. Yet three districts (14, 17, and 32) will have at most one year over the next 10 when enrollments are up. Two more (18 and 23) will also have fewer pupils in 2021 than in 2016. Only four districts (13, 15, 20, and 21) will follow the borough's lead with an increase in their enrollments every year without exception.

Enrollments in the Bronx declined in 2011, but rose in District 7 and 10. District 9 will return to the upside in 2012 as will the other three districts whose rolls declined in

2011. Table 10 below shows the projected enrollments for each community school district in 2011, 2016, and 2021 and changes in both numerical and percentage terms.

**Table 10**  
**Enrollment Projections by Community School District for Pre- Kindergarten**  
**Through 8<sup>th</sup> Grade Plus Grade-Equivalent Regional Special Education**  
**2011(Actual) and 2016 and 2021 (Projected)**

<u>District</u>	<u>2011</u>	<u>2016</u>	<u>2021</u>	<u>Change No. 2011-16</u>	<u>Change No. 2016-21</u>	<u>Change No. 2011-21</u>	<u>Change % 2011-16</u>	<u>Change % 2016-21</u>	<u>Change % 2011-21</u>
1	9430	10775	10439	1345	-336	1009	14.3%	-3.1%	10.7%
2	24884	27696	27861	2812	165	2977	11.3%	0.6%	12.0%
3	13960	14362	14256	402	-106	296	2.9%	-0.7%	2.1%
4	10758	10237	9750	-521	-487	-1008	-4.8%	-4.8%	-9.4%
5	9810	9615	9708	-195	92	-102	-2.0%	1.0%	-1.0%
6	20650	19464	16913	-1186	-2551	-3737	-5.7%	-13.1%	-18.1%
Manhattan	89492	92149	88927	2657	-3222	-565	3.0%	-3.5%	-0.6%
7	13470	14283	15267	813	984	1797	6.0%	6.9%	13.3%
8	22302	23057	24903	755	1846	2601	3.4%	8.0%	11.7%
9	27686	28077	28521	391	444	835	1.4%	1.6%	3.0%
10	39695	43606	46185	3911	2579	6490	9.9%	5.9%	16.4%
11	29933	31015	32056	1082	1042	2123	3.6%	3.4%	7.1%
12	18139	19093	20163	954	1070	2024	5.3%	5.6%	11.2%
Bronx	151225	159130	167096	7905	7965	15871	5.2%	5.0%	10.5%
13	10914	11414	12105	500	691	1191	4.6%	6.1%	10.9%
14	13961	13897	13362	-64	-536	-599	-0.5%	-3.9%	-4.3%
15	23628	28210	31454	4582	3244	7826	19.4%	11.5%	33.1%
16	7599	7785	8362	186	577	763	2.5%	7.4%	10.0%
17	18830	17483	15586	-1347	-1897	-3244	-7.2%	-10.8%	-17.2%
18	14087	12533	12431	-1554	-101	-1656	-11.0%	-0.8%	-11.8%
19	19642	19044	19171	-598	127	-471	-3.0%	0.7%	-2.4%
20	35030	43616	49534	8586	5917	14504	24.5%	13.6%	41.4%
21	22220	24787	26654	2567	1867	4434	11.6%	7.5%	20.0%
22	26774	26855	26869	81	14	95	0.3%	0.1%	0.4%
23	9969	8965	8872	-1004	-94	-1097	-10.1%	-1.0%	-11.0%
32	12838	12109	11289	-729	-820	-1549	-5.7%	-6.8%	-12.1%
Brooklyn	215492	226700	235689	11208	8989	20197	5.2%	4.0%	9.4%
24	44031	50202	51159	6171	958	7128	14.0%	1.9%	16.2%
25	25439	28498	28667	3059	169	3228	12.0%	0.6%	12.7%
26	16972	18316	18859	1344	543	1887	7.9%	3.0%	11.1%
27	35881	37138	36955	1257	-182	1074	3.5%	-0.5%	3.0%
28	25669	27505	27832	1836	327	2163	7.2%	1.2%	8.4%
29	24450	24458	24747	8	289	297	0.0%	1.2%	1.2%
30	30908	31371	29923	463	-1448	-985	1.5%	-4.6%	-3.2%
Queens	203350	217487	218141	14137	654	14791	7.0%	0.3%	7.3%
31	44018	45492	45677	1474	185	1659	3.3%	0.4%	3.8%
Richmond	44018	45492	45677	1474	185	1659	3.3%	0.4%	3.8%

By 2016 and 2021, all six districts as well as the borough will have enrolled more pupils than five and ten years earlier. With the exception of District 30, enrollments in the other six districts in Queens and in Richmond's District 31 will see few if any years over the next 10 in which their enrollments drop.

Tables 11 and 12 rank the districts' projected percentage changes from largest percent loss to largest gain from 2011 to 2016 and from 2011 to 2021.

**Table 11**  
**Summary of Projected Percentage Gains and Losses**  
**Community School Districts, 2011-2016**  
**Ranked from Highest Percent Loss to Highest Percent Gain**

Loss of 5% or more	
18	-11.0%
23	-10.1%
17	-7.2%
6	-5.7%
32	-5.7%
Loss of under 5%	
4	-4.8%
19	-3.0%
5	-2.0%
14	-0.5%
Gain of Under 5%	
29	+0.0%
22	+0.3%
9	+1.4%
30	+1.5%
16	+2.5%
3	+2.9%
31	+3.3%
8	+3.4%
27	+3.5%
11	+3.6%
13	+4.6%
Gain of 5% to 9.9%	
12	+5.3%
7	+6.0%
28	+7.2%
26	+7.9%
10	+9.9%
Gain or 10% to 14.9%	
2	+11.3%
21	+11.6%
25	+12.0%
24	+14.0%
1	+14.3%
Gain of 15% to 19.9%	
15	+19.4%
Gain of 20% or more	
20	+24.5%

**Table 12**  
**Summary of Projected Percentage Gains and Losses**  
**Community School Districts, 2011-2021**  
**Ranked from Highest Percent Loss to Highest Percent Gain**

Loss of 15% or more	
6	-18.1%
17	-17.2%
Loss of 10% to 14.9%	
32	-12.1%
18	-11.8%
23	-11.0%
Loss of 5% to 9.9%	
4	-9.4%
Loss of under 5%	
14	-4.3%
30	-3.2%
19	-2.4%
5	-1.0%
Gain of Under 5%	
22	+0.4%
3	+2.1%
27	+3.0%
9	+3.0%
31	+3.8%
29	+4.9%
Gain of 5% to 9.9%	
11	+7.1%
28	+8.4%
Gain or 10% to 14.9%	
16	+10.0%
1	+10.7%
13	+10.9%
26	+11.1%
12	+11.2%
8	+11.7%
2	+12.0%
25	+12.7%
7	+13.3%
Gain of 15% to 19.9%	
24	+16.2%
10	+16.4%
Gain of 20% or more	
21	+20.0%
15	+33.1%
20	+41.4%

### **Ethnic Differences in Future Enrollments**

Many of the recent gains and losses as well as the projections, both in the city as a whole as well as in the boroughs and their individual districts, can be attributed to changes in their racial/ethnic mix. They also reflect changes, up or down, in the size

of each of the groups in the boroughs and districts. Among the four major groups in New York City's public school population, the numbers of three have surged in recent years. In large part this has been a result of an increase in the number of immigrants to the U.S. during the past three decades, but also as the result of a renewed attraction to urban lifestyles among many of the native-born. As the numbers of Asian/Others, Hispanics, and White non-Hispanics have increased in the city's general population, so have their enrollments in the city's public schools risen.

Black non-Hispanic pupils are the only group that is now projected to have fewer pupils in 2016 than five years earlier. This will continue the downward trend in their numbers over the past several years. Since 2005 alone their citywide enrollments have fallen by 38,146, or -17.2%. The decline in 2011 alone was 6,939 pupils and was shared by all grades from pre-kindergarten through 8th, with only regional special education up by 322 citywide. While the losses will be less sharp over the next five years, their enrollments will have declined by another 17,115 pupils by 2016, a loss of -9.3%. Over the entire 10 years, the schools will lose more than one out of every seven Black pupils, a drop of 27,418 (-14.9%) since 2011.

Enrollments of Asian/Other, Hispanic, and White non-Hispanic pupils, on the other hand, will all be higher in both 2016 and 2021, continuing the upward trend of the most recent years. Hispanics are the largest of the four groups, in 2011 comprising 41.0% of all pupils in the grades covered in this chapter. Hispanic enrollments had dropped in both 2006 and 2007 and added only 88 pupils in 2008. But in 2009, their citywide rolls jumped by 3,424 (1.2%) and in 2010 by an additional 4,184 (1.5%). The increase in 2011 was even larger – 4,445 pupils, or 1.6%. Although their numbers will continue to grow over the next eight years, almost all of the increase will occur during the first five years of the current projection cycle. By 2016, Hispanic enrollments are projected to have grown by 17,804 pupils, an increase of 6.2%. Although growth will continue over the following three years, by 2019 only 278 Hispanic pupils are expected to be added to the rolls over the previous year. In 2020 the numbers will turn negative, the first year they had declined since 2007. Despite losses in 2020 and 2021, the net 10-year increase since 2011 will be 19,315 pupils (6.7%).

White non-Hispanic pupils also registered a slight drop in their citywide enrollments in 2006, but quickly recovered most of the loss the following year. Since then the numbers have risen every year. In 2010 they grew by 2,846 over the previous year, an increase of 2.6%. Further growth in 2011 added another 1,333 White pupils to the rolls, a gain of 1.2%. The gains will be larger in each of the next seven years. Despite growing more slowly thereafter, growth will remain above 1,000-plus each year until 2021 when only 820 additional White pupils are expected on the rolls. Over the entire projection cycle from 2011 to 2021, Whites will have the second largest numerical growth in enrollments among the city's four major racial groups – second only to Asians/others and ahead of Hispanics by 539 pupils.

While the gain in White pupils will be substantial, the additions to Asian/Other enrollments will be even greater -- more than twice as large in both numerical and



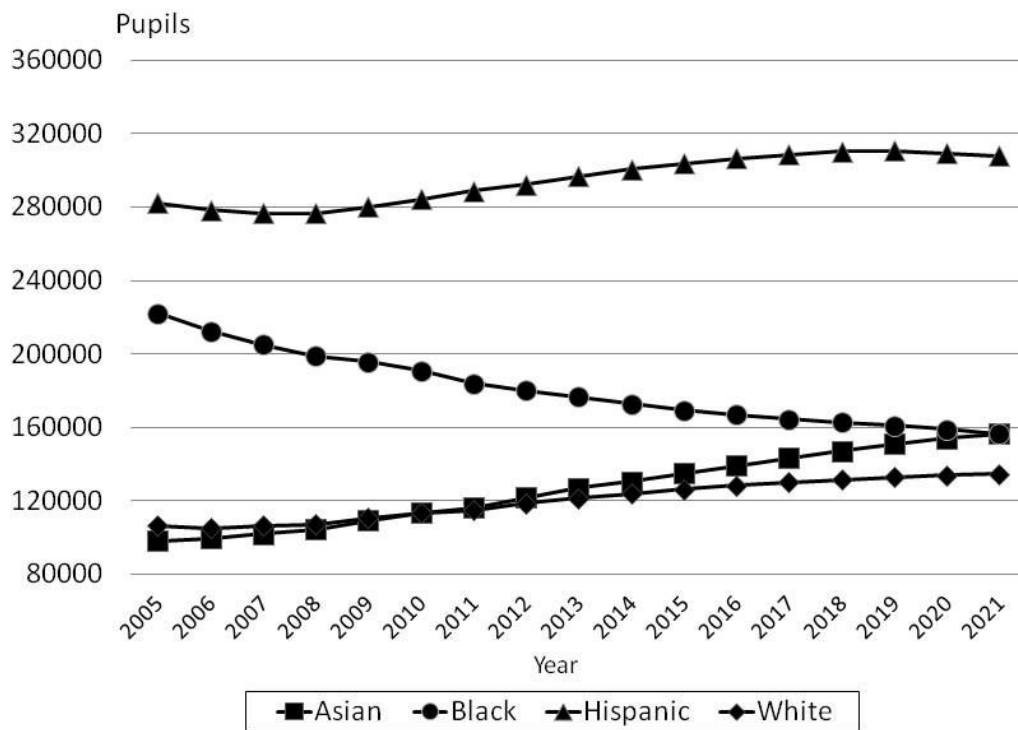
percentage terms over the next 10 years. In 2010, the two groups were vying for third place in the size of their enrollments, but in 2011 Asian/Others surged ahead. In the combined pre-k through 8th grade plus grade-equivalent special education programs, they added 2,867 pupils to their rolls – more than twice the citywide gain in White enrollments. With further gains forecast through 2021, they will be closing in on Blacks for the second largest group in the city’s elementary and middle school grades. They are now projected to add 23,078 pupils by 2016, an increase of 19.9%. Over the entire 10 years, their rolls will be up by more than 40,000, or 34.6%.

Table 13 below shows the actual enrollments in 2011 as well as expected change five and 10 years ahead for each of the four groups. The figure that follows shows how the numbers have changed since 2005 and are expected to change in the future.

**Table 13**  
**Projected Changes in Enrollments by Race/Ethnicity**  
**Pre-K through 8<sup>th</sup> Grade plus Special Education**  
**2011(Actual) and 2016 and 2021 (Projected)**

	<b>Asian/Other</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>
2011	116,137	183,954	288,746	114,740
2016	139,215	166,839	306,550	128,355
2021	156,339	156,536	308,061	134,594
Change 2011-2016				
Number	23,078	-17,115	17,804	13,615
Percent	19.9%	-9.3%	6.2%	11.9%
Change 2016-2021				
Number	17,124	-10,303	1,511	6,239
Percent	12.3%	-6.2%	0.5%	4.9%
Change 2011-2021				
Number	40,202	-27,418	19,315	19,854
Percent	34.6%	-14.9%	6.7%	17.3%

Recent Enrollments and Projections 2005-2021 by Ethnic Group  
Pre-K through 8<sup>th</sup> Grade Plus Special Education



Enrollments 2005-2011- New York City Department of Education  
Projections 2012-2021 - The Grier Partnership

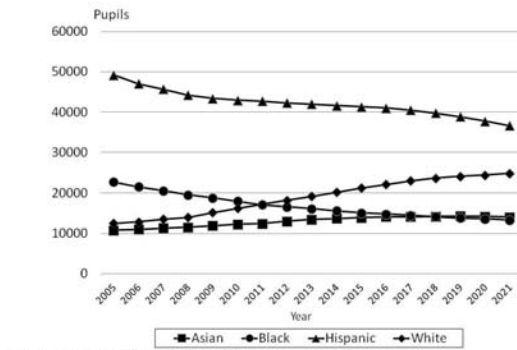
## Ethnic Changes in the Boroughs

The citywide figures mask substantial differences in ethnic enrollment trends at the borough level. The figure on page 32 shows how these numbers have moved in recent years and how they are projected to vary by both borough and ethnicity.

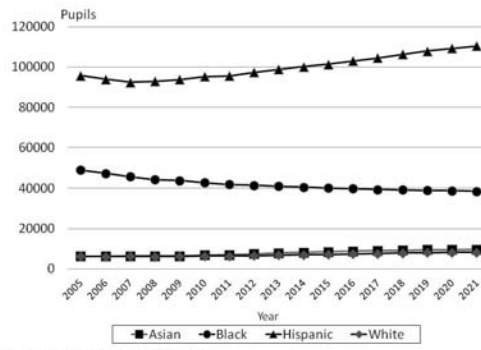
This year Asian/Other students are projected to increase their numbers in each of the four largest boroughs over the next 10 years, but decline in Richmond where their representation in the schools is by far the smallest. White enrollments will rise in three boroughs, but decline in both Queens and Richmond. Over the entire 10-year cycle, they will register their largest numerical and percentage increase (39.9%) in Brooklyn. Hispanics, who have made up the largest share of enrollments in Manhattan for several years, will see their share as well as their numbers drop in that borough, continuing recent trends. While remaining the dominant group in the borough, by 2021 their share of total enrollments will have fallen from 48% in 2011 to 41.2%. They will gain in each of the other boroughs, however, with the largest numerical increase forecast for the Bronx. Black rolls will continue to drop in the four largest boroughs, but will experience a modest increase in Richmond over the entire 10-year projection period.

## Recent Enrollments and Projections by Borough and Ethnicity Community School Districts, 2005 to 2021

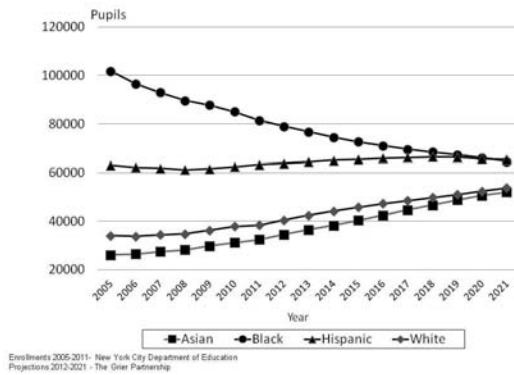
**Manhattan**



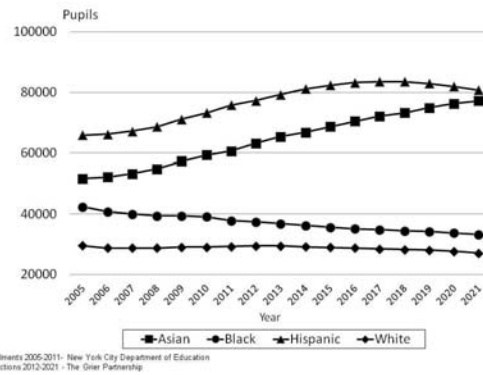
**Bronx**



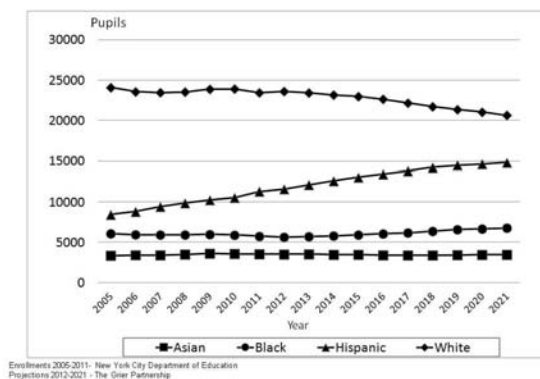
**Brooklyn**



**Queens**



**Richmond**



Black non-Hispanic enrollments (shown by a triangular symbol) will continue to decline every year in Manhattan, the Bronx, Brooklyn, and Queens, with Richmond being the only borough in which their numbers will increase. The losses in Brooklyn will be by far the largest in both numerical and percentage terms. From 2011 to 2016, Brooklyn's Black enrollments are expected to decline by 10,377 pupils, or -12.8%. Losses will continue but at a more moderate pace from 2016 to 2021, dropping by another 6,418 pupils or -9.0%. For every five Black pupils in Brooklyn's classrooms in 2011, one will have been lost a decade later. From 37.8% of all pupils in the borough in 2011, their share will drop by more than 10 percentage points to 27.4% in 2021.

None of the other three boroughs with declining Black enrollments will reverse direction in any year, but the annual losses expected in the years ahead will generally be smaller than those recorded recently. They will also tend to moderate further during the latter years of the current projection series. By 2021, Black rolls in Manhattan are expected to be down by 3,730 pupils (-21.8%), in the Bronx by 3,385 (-8.1%), and in Queens by 4,543 (-12.0%). Black enrollments in Richmond will drop by 98 pupils in 2012, but will reverse direction the next year and register small increases each year through 2021. The net result will be an increase of 1,035 Black pupils by 2021, a gain of 18.1% in 10 years.

Although they remain the largest group in Manhattan, the number of Hispanic pupils (shown by an oval) in the grades covered in this chapter has been declining for several years. Their enrollments continued to do so in 2011, but they still outnumbered the enrollments of the other three groups by a factor of more than two to one. Despite continued losses over the next 10 years, they will remain the largest group enrolled in that borough's schools—nearly twice as numerous in 2016 as the second-place White non-Hispanics whose numbers have climbed steadily in recent years. As the two groups continue to move in opposite directions, by 2021, there will be more than two White pupils for every three Hispanics in the borough. By that year Hispanic enrollments in Manhattan will have declined by 6,133, or -14.4%.

Hispanics' numbers in the other four boroughs will generally follow the lead of the city as a whole. Their enrollments will rise over the next several years, possibly reflecting movement away from Manhattan by many Hispanics and into other boroughs. Only the Bronx and Richmond, however, will have continuous increases each year through 2021. The largest gain will be registered by the Bronx, which also had the largest number of Hispanic pupils among the five boroughs in 2011. The current projections call for 7,433 Hispanic pupils to be added to its rolls between 2011 and 2016, an increase of 7.8%. Still more Hispanic pupils are expected in the Bronx by 2021 – 7,477 more in the succeeding five years to 2021 a further increase of 7.3%. By that year more than one out of every three Hispanic pupils attending pre-kindergarten through 8<sup>th</sup> grade plus grade-equivalent special education classes in New York City will be enrolled in a school in the Bronx.

The second largest increase in Hispanic pupils by 2016 is forecast for Queens, which also had the second highest number in 2011 after the Bronx. It is expected that there will be 7,429 more by 2016, a five-year increase of 9.8%. Gains will be much smaller in the next two years, and turn to losses in 2019 and the following two years. As a result, Queens will lose a third of the earlier gain between 2016 and 2021, leaving a net increase over the entire 10 years of 4,961 pupils, a gain of only 6.5%.

Hispanic enrollments will also continue to rise each year in Brooklyn, but the yearly gains will number only in the hundreds and will be smaller each year. By 2016, the borough will have added only 2,580 Hispanic pupils to its rolls, a modest increase of only 4.1%. And like Queens, in 2019 gains will turn to losses, reducing the net increase over the entire 10 years to 2,074 pupils, or 3.3%.

For percentage gain in Hispanic pupils, Richmond will be in first place – 18.5% in five years from 2011 to 2016, and another 10.5% from 2016 to 2021. Over the entire 10 years, Richmond is projected to increase its Hispanic enrollment by 3,503 pupils for an increase of 31.0%. In the final year of the current projection cycle, one pupil in three in Richmond's pre-k to 8<sup>th</sup> grade plus special education is expected to be Hispanic.

The decline in Hispanic and Black non-Hispanic pupils in Manhattan will be offset by expected growth in both White non-Hispanic and Asian/Other rolls. Enrollments of both these groups have been increasing in that borough in recent years, and will continue to do so for several more. With more pupils added each year, by 2021 Whites will have added more than 7,700 pupils to Manhattan's rolls. And despite losses in the last two years, Asian/Other enrollments will have grown by nearly 1,600 – 10-year increases of 44.8% and 12.8% respectively. By 2011, Whites had moved past Black non-Hispanics to be the second largest racial/ethnic group in Manhattan, but still well behind Hispanics.

### **Changes at Grade Levels for Ethnic Groups**

Much of the story behind the expected future numbers for the four groups lies in recent changes that have already occurred in the general education grades, especially those in the lower grades. The four charts on page 36 show how recent trends in pre-k to 4th and in 5th through 8th grade differ among the four groups. They indicate not only how the recent trends for each group have affected current enrollments, but also how they are likely to influence future numbers.

For three of the groups, the numbers of pupils in the combined pre-kindergarten through 4th grade have risen in most recent years and continued to do so in 2011. Black pupils, whose total numbers declined every year, were the sole exception to the rising numbers recorded for the other groups. Their numbers fell in every one of the individual grades in 2011, including pre-k where enrollments had moved in the other direction from 2005 to 2010. Altogether the number of Black pupils in pre-k through

4<sup>th</sup> declined over the seven years from 113,407 to 94,222, a drop of -16.9%. With an actual and projected decline in the number of births to Black mothers in the city, the enrollments in these grades are expected to continue downward through 2021. Black enrollments also fell in grades 5 to 8 from 2005 on. These losses plus the recent and projected decline in the early grades point to still more losses in these grades as well as ultimately in the city's high schools.

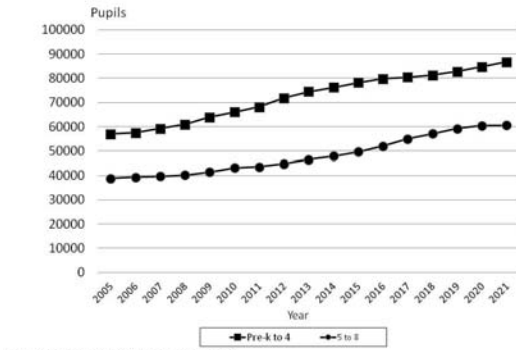
Asian/Other pupils, on the other hand, had the largest increase in the pre-k to 4<sup>th</sup> grade enrollments, as well as in the combined 5<sup>th</sup> to 8<sup>th</sup> grades. The upward movement from 56,908 on the rolls of the lower grades in 2005 to 68,096 in 2011 amounted to a total of 11,188 additional Asian/Other pupils, a 19.7% increase. Their 5<sup>th</sup> to 8<sup>th</sup> grade rolls also rose from 2005 on, adding 4,735 more pupils to these classes, a gain of 12.2%. Both grade levels can be expected to grow their enrollments still further -- to a projected 86,742 pupils in pre-k through 4<sup>th</sup> grade and 60,507 in 5<sup>th</sup> through 8<sup>th</sup> grade in 2021. The percentage gains since 2011 will be 27.4% for the lower grades and 38.9% for the higher grades.

Recent enrollment change at the two levels has been less consistent for White non-Hispanics than for either Blacks or Asian/Others. Despite a loss of 332 pre-k to 4<sup>th</sup> grade pupils in 2006, their enrollments reversed direction sharply the following year, adding 1,921 pupils to the rolls in the lower grades. By 2011, their numbers had risen from 61,512 in 2005 to 68,313, a net increase of 11.1%. Grades 5 to 8, however, were lower in 2011 than in 2005, despite a reversal to the upside in 2009 and a further increase in 2010 and 2011. In 2012 and thereafter, the enrollments at both levels are projected to rise every year without exception. By 2021, there will be 75,823 White non-Hispanic pupils in the city's pre-k to 4<sup>th</sup> grade classrooms and 46,213 in 5<sup>th</sup> to 8<sup>th</sup> – increases since 2011 of 11.0% and 24.6% respectively.

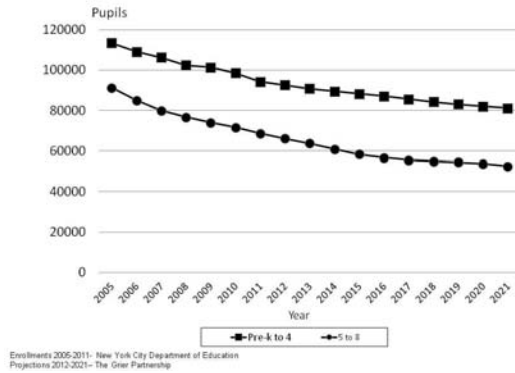
Hispanic enrollments, the largest of any, have experienced both gains and losses since 2005. With losses registered in 2006 and again in 2008, pre-K through 4<sup>th</sup> grew by only 6,773 pupils from 2005 to 2011, a net increase of only 4.5%. Over the next 10 years, there will be moderate growth through 2015, followed by small losses in the final six years. Still, the gains of the first four years are projected to give them a net 10-year increase of 725 pupils, up by 0.5%. since 2011. Hispanic enrollments in grades 5 through 8 moved consistently downward for several years, finally reversing direction in 2010. They dropped slightly in 2011, but building on recent growth in the lower grades, they are now forecast to reverse once more in 2012 and to continue to grow over the next 10 years. By 2021 they will be higher than in 2011 by 7,461 pupils, or 7.7%.

## Recent Enrollments and Projections by Ethnicity and Grade Level Community School Districts, 2005 to 2021

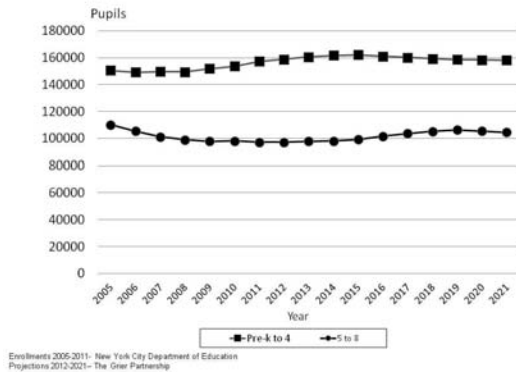
**Asian/Other**



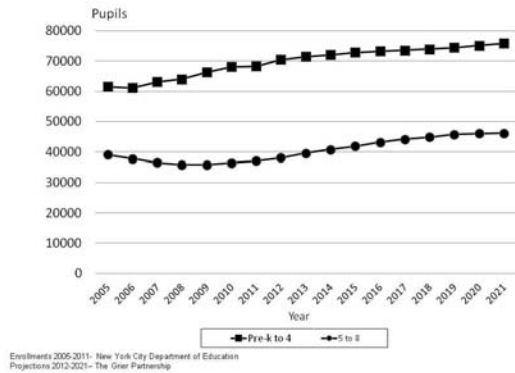
**Black Non-Hispanic**



**Hispanic**



**White Non-Hispanic**



### **III. THE ENROLLMENT PROJECTIONS: GRADES 9 THROUGH 12 PLUS GRADE-EQUIVALENT SPECIAL EDUCATION AND GED CLASSES IN THE 32 COMMUNITY SCHOOL DISTRICTS**

#### **The Overall Numbers**

The numbers presented in this chapter are for all pupils enrolled in grades 9 through 12 in the 32 community school districts, regardless of the level of the school they are attending. They also include pupils of equivalent age enrolled in regional special education and pupils in GED classes in the 32 districts. When the official rolls were counted in October 2011, altogether these pupils numbered 309,011, a drop of 6,134 pupils (-1.9%) from the year before. The rolls had also declined in 2010, but the loss that year was much smaller - only 541 pupils. Despite the most recent loss, earlier increases during all but one of the previous five years gave the 2011 register a net increase of 878 pupils since 2005, a modest gain of 0.3%.

General education pupils in 9<sup>th</sup> to 12<sup>th</sup> grade numbered 274,193 in October 2011, a drop of 5,117 pupils (1.8 %) from the previous year. This was considerably larger than the 2,829 loss (-1.0%) in 2010 and five times larger than the 519 (-0.2%) drop in 2009. Since 2005, these general education enrollments experienced a net decline of 8,730 pupils, or – 3.1%. Regional special education rolls have not moved in the same direction, but have grown steadily each year. In 2005 pupils enrolled in age-equivalent special education classes numbered 19,972. By 2011 the number had climbed to 28,449, an increase of 8,477 pupils, or 42.4%. The number of GED pupils enrolled in one of the community school district schools fell to only 6,369 in 2011, down from 9,036 in 2010. It should be noted that this figure does not include GED pupils enrolled in alternative high schools or in other community facilities.

Enrollments are projected to decline citywide over the next three years, despite the expected rise in the lower grades, as shown in the previous chapter. They will not reverse direction until 2015 with a projected gain of 1,695 pupils. Despite a further increase the following year, there will still be 9,131 fewer pupils than in 2011, a net loss over the five years of -3.0%. Although enrollments will continue to climb, they will not exceed those of 2011 until 2019. With large one-year increases of more than 8,000 forecast for both 2020 and 2021, the net gain over the entire 10 years since 2011 will be nearly 19,000 pupils, an increase of 6.1%.

Table 14 that follows shows the enrollments in 2011 plus the short-range forecasts (to 2016) and longer-range (to 2021) as well as the numerical and percentage changes that can be expected during the next 10 years.



Table 14  
Recent Enrollments and Projections 9th through 12<sup>th</sup> Grade  
Plus Grade-Equivalent Regional Special Education and GED Pupils  
2011, 2016, and 2021

2011	309,011
2016	299,880
2021	327,848
Change 2011-2016	
Number	-9,131
Percent	-3.0%
Change 2016-2021	
Number	27,968
Percent	9.3%
Change 2011-2021	
Number	18,837
Percent	6.1%

### Projections for the Boroughs

Four of the city's five boroughs saw their enrollments drop in 2011, with only Richmond registering an increase. Enrollments in three of the four had turned up in 2010, but these gains were wiped out by the losses in 2011. Brooklyn was the only borough whose enrollments declined in both years. Since 2005, it has lost 6,347 pupils from the combined grades covered in this chapter, a drop of -6.7% in six years. Despite losses in some years, all of the other boroughs experienced a net increase in pupils during the same period.

All five boroughs are expected to share in the citywide decline in 2012 and 2013, but three of the five will see their enrollments reverse direction to the upside in 2015. Despite the gains, however, by 2016 only one borough – Queens - will have more pupils than were enrolled in 2011. Brooklyn, whose enrollments will also fall in 2014 and again in 2016, will have the largest numerical loss, with 5,580 fewer pupils on its rolls, a net decline over the five years from 2011 of -6.3%. Its numbers will turn up, however, in 2017 and continue to climb through 2021. Its largest gains will come at the end of the current projection cycle – 2,993 added in 2020 and 2,507 in 2021. With the losses in the early years, Brooklyn is projected to have a net gain of only 1,548 pupils over the entire 10 years.

Queens' loss of 87 pupils in 2012 will be the smallest among the four large boroughs. While it is projected to lose an additional 1,163 pupils in 2013, it will gain back most of these the following year. Even larger gains will be made in each of the next seven years. By 2016, it will have added 2,895 pupils to its rolls, an increase of 3.7%. Its

gains during the next five years will be the largest of any borough in both numbers and percentagewise – over 10,000 pupils added since 2016, a gain 12.3%.

Enrollments in the Bronx will also turn positive in 2014, following two years in which enrollments are projected to decline. With another drop in 2016, the borough's net losses since 2011 will be 1,148 pupils, down by -1.9%. This loss will be erased, however, over the succeeding five years as the numbers begin to climb each year. The net gain in pupils over the entire 10 years will be 2,922 pupils (4.9%).

Since 2005 Richmond's enrollments have declined in only two years -- 2008 (-55) and 2010 (-6). In 2011, they ran counter to the citywide trend and that of the other boroughs and grew by 295 pupils. It is now expected that their rolls will decline in both 2012 and 2013. After a small increase of 23 pupils in 2014, the rolls will drop once more the following year, and then reverse again to the upside in 2016. The net result of these gains and losses will be a net loss by 2016 of 44 pupils from the enrollment numbers in 2011. However, the gains in the succeeding years will give the borough a net 10-year enrollment increase of 1,380 pupils (7.7%) in 2021.

Manhattan's rolls, on the other hand, will decline every year through 2016, leaving it with a loss of 5,254 pupils (-8.2%) since 2011. The following year, however, enrollments will turn abruptly positive with a projected gain of 382 pupils. Further annual increases will wipe out the losses of the first half of the projection cycle, leaving Manhattan with seven more pupils in 2021 than were enrolled 10 years earlier.

Table 15 on page 40 shows the expected changes in the enrollments from 2011 to 2016, from 2016 to 2021, and over the entire 10-year period. Figure 11 that follows that page shows the year-by-year changes in enrollments for each borough in graphic form: actual for 2005 to 2011, and projected for 2012 through 2021.

### **Enrollment Trends and Projections for Individual Ethnic Groups**

One of the two groups that have fueled much of the growth in enrollments at all levels since the 1980s added still more pupils in 2011. The number of Asian/Others added 1,014 pupils (2.2%) to their rolls in the grades covered in this chapter. Hispanics, on the other hand, who also contributed to much of the growth over the past three decades, lost twice as many pupils as Asian/Others had gained. When the official count was taken in October 2011, it showed 2,000 fewer Hispanics in these grades, a drop of -1.6%. The number of White non-Hispanic continued to climb, as they had in the previous two years, but the gain in 2011 was a mere 134 pupils. Enrollments of Black non-Hispanic pupils, on the other hand, continued to decline – dropping by 3,060 pupils in 2011, or -3.1%.

Table 15  
Enrollment Projections for 9<sup>th</sup> through 12th Grade Plus  
Grade-Equivalent Regional Special Education and GED by Borough  
2011(Actual) and 2016 and 2021 (Projected)

Manhattan

2011	63,824
2016	58,570
2021	63,831

	<u>Number</u>	<u>Percent</u>
Change 2011-2016	-5,254	-8.2%
Change 2016-2021	5,261	9.0%
Change 2011-2021	7	0.0%

Bronx

2011	60,146
2016	58,998
2021	63,068

	<u>Number</u>	<u>Percent</u>
Change 2011-2016	-1,148	-1.9%
Change 2016-2021	4,070	6.9%
Change 2011-2021	2,922	4.9%

Brooklyn

2011	87,940
2016	82,360
2021	89,488

	<u>Number</u>	<u>Percent</u>
Change 2011-2016	-5,580	-6.3%
Change 2016-2021	7,128	8.7%
Change 2011-2021	1,548	1.8%

Queens

2011	79,092
2016	81,987
2021	92,072

	<u>Number</u>	<u>Percent</u>
Change 2011-2016	2,895	3.7%
Change 2016-2021	10,085	12.3%
Change 2011-2021	12,980	16.4%

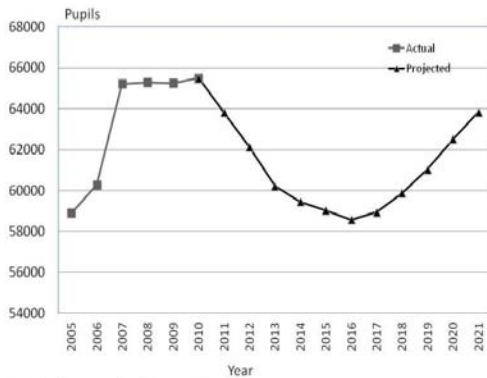
Richmond

2011	18,009
2016	17,965
2021	19,389

	<u>Number</u>	<u>Percent</u>
Change 2011-2016	-44	-0.2%
Change 2016-2021	1,424	7.9%
Change 2011-2021	1,380	7.7%

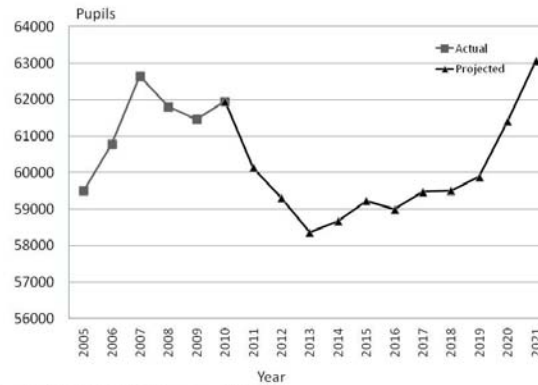
**Figure 11**  
**Recent Enrollments and Projections, 2005 to 2021– 9<sup>th</sup> through 12<sup>th</sup> Grade**  
**Plus Grade-Equivalent Regional Special Education and GED**  
**New York City Boroughs**

**Manhattan**



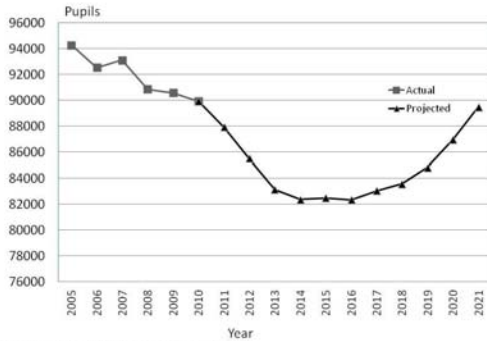
Enrollments 2005-2011- New York City Department of Education  
 Projections 2012-2021- The Grier Partnership

**Bronx**



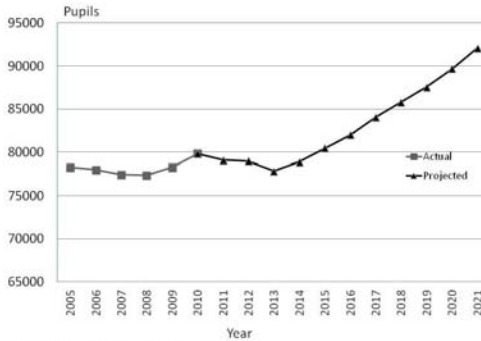
Enrollments 2005-2011- New York City Department of Education  
 Projections 2012-2021- The Grier Partnership

**Brooklyn**



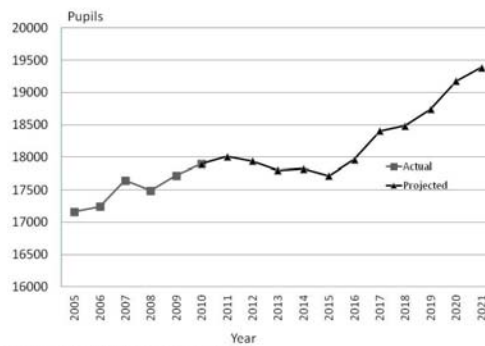
Enrollments 2005-2011- New York City Department of Education  
 Projections 2012-2021- The Grier Partnership

**Queens**



Enrollments 2005-2011- New York City Department of Education  
 Projections 2012-2021- The Grier Partnership

**Richmond**



Enrollments 2005-2011- New York City Department of Education  
 Projections 2012-2021- The Grier Partnership

White non-Hispanics are the smallest of the four groups, with 39,483 pupils in 2011, 12.8% of the total. Asian/Others are second smallest with 51,934 or 16.8%. Hispanics are the largest with 121,100 pupils or 39.2% of the total, with Black non-Hispanics second largest -- with 96,403 or 31.2%.

Over the six years from 2005 to 2011 Asian/Others added the largest number of new pupils in both numerical and percentage terms – 8,133 pupils added to the rolls, for a gain of 18.6%. Prior to 2011, Hispanics had been in the lead with number of additional pupils – 7,840 more pupils by 2010, a five-year increase of 5.1%. With the loss of 2,000 pupils in 2011, their enrollment was the lowest since 2006 when Hispanic pupils numbered only 117,988. Both Black and White non-Hispanic rolls have had a net decline since 2005. With one exception, the number of Black pupils has fallen every year, totaling a loss of 10,583 pupils by 2011 for a net change of -9.9%. Despite increases every year from 2009 on, White enrollments in 2011 were also below their level in 2005, showing a net loss of 2,555 pupils, or -6.1%.

Hispanic enrollments are projected to fall again in 2012, by a projected 1,898 pupils. They are also expected to decline in the following two years, not turning up again until 2015. Despite gains in that year and 2016, the net loss over the five years from 2011 will be nearly 3,000 Hispanic pupils. Every one of the general education grades will share in the decline, with only special education adding to its rolls. Gains from then on will more than wipe out the earlier losses. By the end of the current projection cycle, Hispanics will have added more than 10,000 pupils to their rolls since 2011, a net gain of 8.3%. Despite growth by other groups, Hispanics will have increased their share of total enrollments to 40.0%, up from 39.2% in 2011.

Enrollments of Asian/Other pupils, now the second smallest group in grades 9 to 12 plus regional special education and GED, will also grow over the next 10 years, with gains registered every year without exception. Their share of total enrollments will also increase – from 16.8% in 2011 to 22.2% in 2021 – and they will eventually replace Black non-Hispanics as the second largest group in these grades. In 2012 their enrollments are projected to increase by 923 pupils, and in 2013 by a modest 115. Thereafter, their gains will number in the thousands each year. By 2016 there will be 6,020 more Asian/Other pupils than in 2011, or 11.6% more. The increase during the next five years will be more than twice as large – projected at nearly 15,000, for a gain of 25.8%. By 2021, of every hundred pupils of Asian origin or belonging to the small group identified as being of other races, 40 will have been added since 2011.

Enrollments of Black non-Hispanics have moved up and down in recent years, but dropped decisively by 2,467 pupils in 2008, by 2,587 in 2009, by 3,917 in 2010, and by 3,060 in 2011. Over the entire period from 2005 through 2011, the net decline was 10,583 pupils, or -9.9%. Their numbers are now projected to continue dropping every year over the next 10, with losses each year numbering in the thousands until 2021 when the expected loss will drop to only 663 pupils. The net decline over the entire 10

years will be a loss of more than 25,000 Black pupils, or about one in every four since the 2011 count was taken.

Following several years in which their numbers declined, the rolls of White non-Hispanic pupils reversed from loss to gain in 2009. The gain was a modest 233 pupils, but it was shared by three of the four grades (9th, 10th, and 12th) plus regional special education suggesting that a continued turn up could be in prospect. This was confirmed when the October 2010 register showed a further increase of 544 pupils, and was further supported with another 134 pupils added in 2011. Additional growth in the numbers are now forecast over the next 10 years. It will be modest at first, with only a few hundred White non-Hispanic pupils added each year through 2014. In 2015, the increase will jump to more than 1,400 additional pupils. A similar gain in 2016 will bring the total gain since 2011 to 3,950, or up by 10.0%. Larger gains over the next five years will add almost three times as many, an estimated 9,151 White pupils added to the rolls between 2016 and 2021. By the latter year, there will be one new White non-Hispanic pupil for every three enrolled 10 years earlier.

By 2021 each group's share of total enrollments will have changed, and two groups will have exchanged their relative positions, as already noted. Hispanics' percentage will have changed the least and be only slightly higher than in 2011 – 40.0% vs. 39.2% 10 years earlier. Black non-Hispanics' share will have fallen sharply to 21.7% while Asian/Others and White non-Hispanics will each make up a larger proportion of the city's total enrollments – 22.2% for Asian/Others and 16.0% for White non-Hispanics.

Table 16 below shows the short-term and longer-range forecasts for each group.

Table 16  
Enrollment Projections for 9<sup>th</sup> through 12<sup>th</sup> Grade Plus  
Grade-Equivalent Special Education and GED by Ethnic Group  
2011 (Actual) and 2016 and 2021 (Projected)

	Asian/Other	Black	Hispanic	White
2011	51,934	96,403	121,100	39,483
2016	57,954	80,285	118,117	43,433
2021	72,881	71,108	131,183	52,585
Change 2011-2016				
Number	6,020	-16,118	-2,983	3,950
Percent	11.6%	-16.7%	-2.5%	10.0%
Change 2016-2021				
Number	14,928	-9,177	13,066	9,151
Percent	25.8%	-11.4%	11.1%	21.1%
Change 2011-2021				
Number	20,947	-25,295	10,083	13,102
Percent	40.3%	-26.2%	8.3%	33.2%

## Ethnic Projections by Borough

As with enrollments in the lower grades, the five boroughs will differ quite widely in the gains and losses they can expect among the four major racial/ethnic groups in 9<sup>th</sup> to 12<sup>th</sup> grade, plus regional special education and GED classes. There are also differences in the way the four groups are currently distributed among the boroughs as well as differences in how this is likely to change over the next five and 10 years.

The figure on the next page shows graphically the changes in each group's enrollments projected through 2021 for each borough as well as the actual changes that have occurred since 2005.

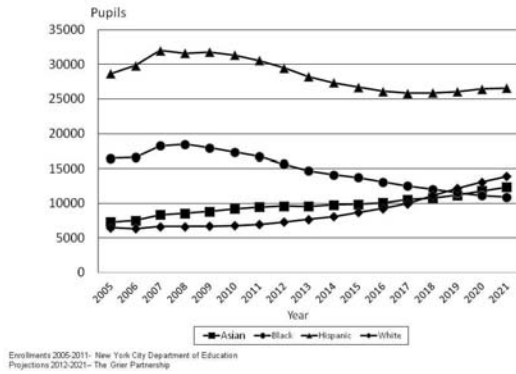
**Manhattan** --The two groups now with by far the largest share of enrollments in Manhattan, Hispanics and Blacks, have shown quite similar trends in recent years. Both have experienced both gains and losses, although each had more pupils in 2011 than had been enrolled in 2005. Black rolls had risen in 2006, and again in 2007 and 2008. In 2009, however, they fell by 501 pupils, and dropped again in 2010 by 641. In 2011 they fell once more – by 583 pupils – and exceeded the 2005 enrollments by only 256 pupils. Hispanic enrollments rose sharply in both 2006 and 2007, but experienced a small loss in 2008. Part of the decline was recovered in 2009, only to lose again in 2010 and 2011. The net result from 2005 was 1,912 Hispanics added to the rolls by 2011. In percentage terms, the net gains since 2005 were 1.6% for Black pupils and 6.7% for Hispanics.

Though their gains have been quite modest, enrollments of both Asian/Others and White non-Hispanics in Manhattan have moved steadily upward in recent years. The rolls of Asian/Other pupils grew from 7,283 in 2005 to 9,470 by the October 2011 register, an increase of 2,187 pupils or 30.0%. Despite a slight drop in 2006, the number of White non-Hispanic pupils rose from 6,481 in 2005 to 6,962 in 2011, up by 481 pupils or 7.4%.

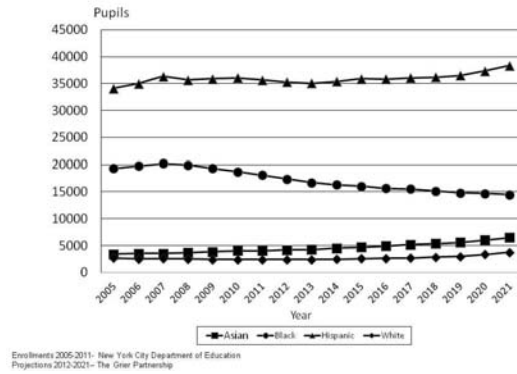
All four groups are now projected to follow their most recent trend. Both Blacks and Hispanics will see their rolls decline again in 2012 and for several years thereafter. While Hispanic enrollments will eventually turn positive in 2018, Black rolls will continue to drop each year through 2021. Hispanics will remain the largest group in numbers, but their share of total Manhattan enrollments will drop to 41.7% by 2021, down from nearly half of all pupils in Manhattan in 2011- 48.0%. Black rolls, in 2011 the second largest with more than a fourth (26.3%) of the total, are expected to fall until they number the smallest of any of the four groups – with fewer than 11,000 pupils in 2021 for a loss of 34.9% since 2011. Both Asian/Other and White non-Hispanic enrollments will grow, but will not exceed the Black rolls until the final years of the current projection cycle.

# Recent Enrollments and Projections for Ethnic Groups, 2005 Through 2021 9<sup>th</sup> thru 12<sup>th</sup> Grade, Plus Regional Special Education and GED New York City Boroughs

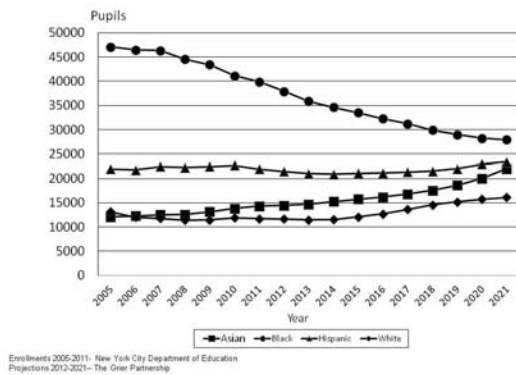
Manhattan



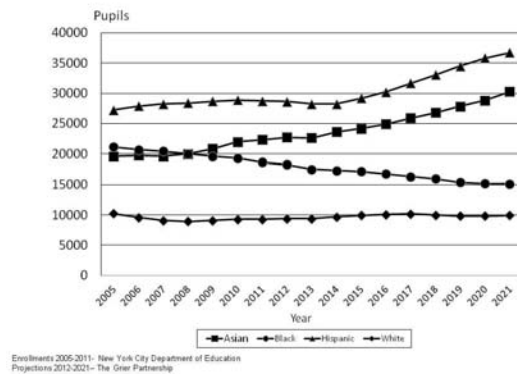
Bronx



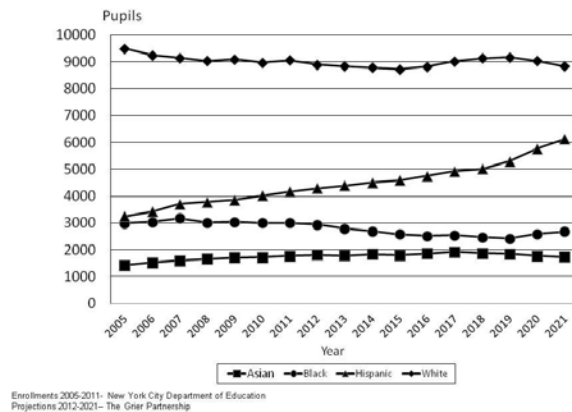
Brooklyn



Queens



Richmond





**Bronx** - The same two groups that have dominated Manhattan have done even more so in the Bronx, with Hispanics also being much the larger. Enrollments of Asian/Other and White non-Hispanic pupils have been much smaller, and are expected to remain so. The October 2011 register found that Hispanic pupils made up almost three-fifths of the borough's total enrollments in the classes covered in this chapter – 59.3%. Black non-Hispanics were second, with 30.1%. Black enrollments have fallen in each of the past four years, culminating in a loss of 613 pupils in 2011. White non-Hispanic rolls have also declined in recent years, while those of Asian/Others have been rising. Still, in 2011 the two groups made up only 4.0% and 6.7% respectively of the total enrollment in the borough.

All four groups, including Asian/Others experienced a drop in enrollments in 2011. Both Hispanics and Black non-Hispanics will lose again the following year, while Asian/Others and White non-Hispanics will register small increases. In 2013, only Asian/Others will continue to grow their enrollments while the other groups will see their rolls drop. In 2014, however, both Hispanics and White non-Hispanics will reverse direction and begin to experience growth in their enrollments. By 2016, there are forecast to be 182 more Hispanics in the schools of the borough, a net gain since 2011 of 0.5%. From 2016 to 2021, additions to Hispanic rolls will be much larger, and they will then make up 60.8% of the total enrollments. Asian/Other and White non-Hispanic rolls will also grow, raising their share of the borough's enrollments in 2021 to 10.3% and 6.0% respectively.

Black enrollments, on the other hand, will continue to decline every year although the size of the losses will moderate somewhat during the second five years. While their enrollments will remain the second largest in the borough, their share of the total is projected to have dropped to 23.0% in 2021.

**Brooklyn** - The positions of Hispanics and Blacks are reversed In Brooklyn, where the latter have been the predominant group for the past several years, making up 45.4% of total enrollments in 2011. Their numbers have fallen, however, since 2006 when they were 50.5% of the total. Further decline is now in prospect through 2021, although the size of the losses will be somewhat smaller during the last two years of the current projection cycle. Despite the losses, they will still make up the largest group in Brooklyn's schools, but are expected to have dropped to 31.2% of the total in 2021.

Hispanics, whose numbers in 2011 put them in second place with 25.0% of the total, registered a small gain of 250 pupils in the October register of 2010, but lost 785 pupils in 2011. Further losses are now projected for the next three years. A probable return to the upside in 2015 and in the years following will bring Brooklyn's Hispanic enrollments in 2021 up by 1,419 pupils since 2011, a net gain of 6.5%. Their share of Brooklyn's enrollments will rise slightly to 26.1% in 2021.

The other two groups on Brooklyn's rolls are much smaller in number. The number of White non-Hispanic pupils – 13.4% of the total in 2011 - had been dropping fairly

slowly until 2009 when they registered a small increase of 77 pupils. In 2010 the size of their increase was more than five times larger -- 395 pupils. In 2011, however, the trend reversed again with a loss of 131. Following two more years in which White rolls will continue to decline, they will reverse once more in 2014 with a tiny gain of 22 pupils. Thereafter the gains will be much larger, and by 2021 Brooklyn's White enrollments will have increased by 4,393 pupils, a net increase since 2011 of 37.3%. By that year, their share of total enrollments will have risen to 18.1%.

Asian/Others' numbers have been rising steadily in Brooklyn over the past several years -- trends that are likely to continue over the next 10 years. By 2021, their share will have risen from 16.3% in 2011 to 24.6% in 2021 -- close to the share projected for Hispanics in that year.

**Queens** - While Hispanics were the largest group in Queens with 28,758 pupils on the October 2011 rolls, Asian/Others were in second place with an enrollment total of 22,354. The Hispanic numbers had risen every year since 2005 until 2011 when they fell by 120 pupils, and every year save 2007 for Asian/Others. Blacks were a close third on the rolls in 2011, but their numbers had moved down each year through 2011. The number of White non-Hispanics had also declined each year since 2005, but rose in 2009 when they added a modest 134 pupils, and again in 2010 with 233 additional pupils. In 2011, their numbers were virtually unchanged, rising only by a single pupil. In that year they were by far the smallest group in the borough's upper grades with an enrollment of only 9,305 -- 11.8% of the total.

Over the next 10 years the largest numerical gains will be made by Hispanic pupils who will remain the dominant group in the borough's upper grades. By 2021 their enrollments are projected to grow by 7,993 pupils, up since 2011, a gain of 27.8%. The number of additional Asian/Other pupils will be almost as large -- 7,903 pupils, an increase of 35.3%. Queens will have the largest number of Asian/Other pupils of any of the five boroughs, and the second largest number of Hispanics after the Bronx. In that year nearly two out of five pupils will be Hispanics and nearly one out of three will be Asian or belong to the small group classified as other.

Enrollments of White non-Hispanics will continue to rise, albeit modestly, through 2017. Despite losses in the following two years, by 2021 there will be 625 more White non-Hispanics in Queens' schools, a net increase of 6.7% in 10 years. Their share of the total will drop, however -- from 11.8% in 2011 to 10.8% in 2021.

Enrollments of Asian/Others in Queens stalled briefly in 2007 with a small loss, but otherwise continued to grow in succeeding years. In 2011 the increase was 372 pupils. Except for a small loss of 96 pupils forecast for 2013, they can expect no further losses at least through 2021. The annual gains will range from several hundred to more than a thousand in some years. By 2021, their projected share of the total will have grown from 28.3% in 2011 to 32.9%, placing them within seven percentage points of the first place Hispanics.

The only group of pupils whose enrollments in Queens are projected to fall in every year will be Black non-Hispanic pupils. With their share of enrollments fairly close to that of Asian/Others in 2011 (23.6% vs. 28.3% respectively), they will fall to only 16.4% by 2021.

**Richmond** -- In Richmond, White non-Hispanic pupils have long predominated. They are likely to continue to do so, although their numbers have been declining in most of the past several years. In 2009 they registered a small increase of 62 pupils, but that was reversed in 2010 with a drop of 132 pupils. That loss was partially offset in 2011 with an increase of 90 pupils. The numbers are not expected to be positive again until 2016 when they are projected to grow by 99. There will be further gains during the next three years, but the trend will reverse again to the downside in 2020. By 2021 the net result since 2011 will be 228 fewer White pupils in Richmond's schools. Their share of the total will also have dropped from 50.3% in 2011 to 45.5% in 2021

The largest increase in Richmond, both in numbers and in share of the total is projected to be registered by Hispanic pupils, with their share growing from 23.1% in 2011 to 31.6% in 2021. Blacks and Asian/Others, both relatively small groups in the borough, are projected to remain so.

### **Projections for Individual Grades**

Since the midpoint of the last decade, enrollments in the 9<sup>th</sup> and 10<sup>th</sup> grade have generally declined every year while the rolls of 11<sup>th</sup> and 12<sup>th</sup> have risen. In 2011 the number of 9<sup>th</sup> graders dropped by 3,395 pupils, a loss of -4.2% since the previous year. The decline in 10<sup>th</sup> graders was even steeper – 4,313 fewer pupils (-5.3%) than the year before. The two upper grades, on the other hand, more than held their own – 11<sup>th</sup> adding 1,628 pupils, or 2.7%, and 12<sup>th</sup> adding 963, or 1.7%. Enrollments in three grades are now expected to be down when the October 2012 roll is released, and to move only gradually to the upside thereafter. The only grade to add pupils in 2012 will be 12<sup>th</sup>.

Over the next five years enrollments in all four grades will drop in most years. By 2016 each of the four grades will have fewer pupils than were enrolled in 2011. During the next five years, however, each will have one or more years in which enrollments reverse direction and begin to climb again. The gains will be sufficient to lift 9<sup>th</sup> and 10<sup>th</sup> grade past their 2011 enrollments by 2021. They will be too small, however, for the 11<sup>th</sup> and 12<sup>th</sup> grade rolls, and both will be below their 2011 enrollments.

Table 17 on the next page shows the projected grade changes in 2016 and 2021 for the city as a whole. A discussion of recent and projected changes for each grade follows the table.

Table 17  
Enrollments for 9<sup>th</sup> through 12<sup>th</sup> Grade  
2011 (Actual) and 2016 and 2021 (Projected)

Year	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
2011	78,117	76,620	62,105	57,351
2016	76,337	72,900	56,767	51,759
2021	84,539	78,363	57,786	54,771
Change 2011-2016				
Number	-1,780	-3,720	-5,338	-5,592
Percent	-2.3%	-4.9%	-8.6%	-9.8%
Change 2016-2021				
Number	8,202	5,463	1,019	3,013
Percent	10.7%	7.5%	1.8%	5.8%
Change 2011-2021				
Number	6,422	1,743	-4,319	-2,580
Percent	8.2%	2.3%	-7.0%	-4.5%

**9<sup>th</sup> Grade –** 9<sup>th</sup> grade enrollments fell in 2011 with a loss of 3,395 pupils (-4.2%), continuing a recent trend of declining enrollments. Since 2005, when there were more than 102,000 9<sup>th</sup> graders in the city's community school districts, the numbers had fallen by nearly 24,000 by 2011. They are not expected to grow again until 2014 when they are projected to increase by 2,291 pupils over the previous year. The gain will be short-lived, however, as the rolls decline again in 2015 and 2016. By the latter year, 9<sup>th</sup> grade enrollments will have a net five-year loss of 1,780 pupils, or -2.3%. Over the next five years, however, there will be gains every year, and they will wipe out the earlier losses. By 2021, 9<sup>th</sup> grade enrollments are forecast to have risen since 2011 by more than 6,400 pupils, a net increase of 8.2% over the entire 10 years.

**10<sup>th</sup> Grade –** 10<sup>th</sup> grade enrollments also dropped in 2011, falling by 4,313 pupils from the year before. The rolls will fall again in the next three years. The trend will reverse direction to the upside in 2015, but will return to the loss column again the following year. By 2016, the 10<sup>th</sup> grade is projected to have lost more than 3,700 pupils (-4.9%) since 2011. Despite a further loss in 2017, gains in the last four years of the current projection cycle will wipe out the earlier losses. The net result of gains and losses over the entire 10 years will be an increase of more than 1,700 10<sup>th</sup> graders in the city's community school districts.

**11<sup>th</sup> Grade --** Enrollments in 11<sup>th</sup> grade rose each year from 2005 through 2011. The increase in 2010 was a mere seven pupils, however, and suggested, that future losses could be in prospect. That possibility was temporarily held off when the number of 11<sup>th</sup> graders rose in 2011 by 1,628 pupils. In 2012, however, the rolls are projected to show a loss of more than 4,000 11<sup>th</sup> graders. There will be further, but smaller losses

every year until 2016 when the numbers turn positive, leaving the city's schools with a net loss since 2011 of more than 5,300 pupils in its 11<sup>th</sup> grade classes. Decline will resume in both 2017 and 2018. Despite gains in the final three years, the net 10-year change will be a loss of more than 4,300 11<sup>th</sup> graders by 2021.

**12<sup>th</sup> Grade** – 12<sup>th</sup> grade is expected to follow a similar course as 11<sup>th</sup>, but usually one year later. From 2005 through 2011 enrollments in 12<sup>th</sup> grade also rose consistently every year. The gain in 2010 alone was 1,886 pupils, and in 2011 the rolls grew further with 963 additional 12<sup>th</sup> graders. They are projected to increase again in 2012, but to decline in each of the following four years. By 2016 they are expected to be down by nearly 5,600 pupils, a drop of -9.8%. Losses in two of the following five years and gains in only three will leave the 12<sup>th</sup> grade rolls lower than in 2011 by nearly 2,600 pupils.

### **Changes in Special Education and GED Enrollments**

For the past two years the October registers have shown special education pupils by the grade level appropriate to their age. With past registers updated to include this information for years back to 2005, it is now possible to track these pupils as they progress through the system, grade by grade, a major advance in determining how their enrollments are likely to change in the future.

Unlike the general education grades, the number of pupils enrolled in special education programs appropriate to the grades covered in this chapter have risen every year at least since 2005. The October 2011 register found 28,449 pupils enrolled in regional special education programs whose "grade levels" were equivalent to grades 9 through 12 in general education. The numbers had grown in every one of the five boroughs and for each of the four major racial groups.

The current round of projections indicate that special education enrollments will continue to rise in each of the next 10 years, but the yearly increases during the first four or five years will be smaller than those forecast for most of the later years of the current cycle.

The relatively small number of pupils in GED classes held in facilities of the community school districts has fluctuated in all five boroughs in recent years. These fluctuations have displayed no clear trend, and thus we have not attempted to project them. We have held the future years' numbers in each borough constant at the 2011 levels. In that year the register showed a total of 6,314 GED pupils ages 16 to 21 in the community school districts, a decline from 2010 of 2,672 pupils. The number above 21 years increased from 50 pupils in 2010 to 55 a year later.

## **APPENDIX A**

### **THE PROJECTION METHODOLOGY**

#### **The Cohort Survival Procedure**

The methodology we employ for projecting future enrollments in graded classes is a refinement of the widely respected cohort survival technique. In essence, cohort survival is a simulation model that reproduces the way in which pupils enter, leave, and move through the school system -- grade-by-grade and year-by-year -- using recent data on enrollments and births.

Simply put, cohort survival moves hypothetical future pupils from one grade in one year to the next higher grade in the following year, just as in real life. How many "survive" each move is determined by a "survival ratio" calculated from recent experience in the same school district. Students entering pre-kindergarten and kindergarten are usually "survived" from those who were born locally the appropriate number of years before. First grade is survived from kindergarten, second from first, and so on through the grades.

If new families are moving into the district rapidly and/or children are transferring from private to public school, more than 100 percent will often "survive". This is most likely to happen in the early grades where in-migration rates are high, and in 9th grade, when many pupils transfer from private or parochial schools. Families moving out of the community, often before their children reach school age, children transferring to non-public schools, and dropouts may make the ratios fall below 100 percent.

While cohort survival is the base of the projection methodology, its application has been a continuously evolving process through evaluation of the results, and where feasible with retrospective testing of considered modifications to the method.

#### **Projections for Boroughs, Districts and Grades**

**Lower Grades** – For pupils in pre-kindergarten through 8<sup>th</sup> grade, separate district-level projections by grade are made for each of the four major racial/ethnic groups in the city's population -- Hispanics, Black non-Hispanics, White non-Hispanics, and Asian/Other non-Hispanics (primarily Asians but also including some Native Americans<sup>2</sup>). The ethnically derived projections take into account the unique migration, fertility, and enrollment trends of each group, to the extent that currently available data reveal them. They are designed to be as sensitive as possible to the volatility of each major group in the city's population.

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<sup>2</sup> When pupils of Asian origin were a much smaller proportion of all pupils enrolled in New York City's public schools, they were usually grouped with Native Americans in an "Other" category. Although their number has grown much larger in recent years and their proportion of all pupils has increased, we have continued to merge the two groups for consistency in evaluating enrollment trends. In the 2011-2012 school year 96.4% of all pupils in this "other" category were of Asian origin, a proportion that has remained relatively close for several years.

Because each group has different rates of births and migration, as well as different rates of movement in and out of the school system, these factors play different roles in enrollment trends. Throughout much of the 1980s and 1990s, Hispanic and Asian groups migrated into the city at a rapid rate. These groups had higher than average birth rates, and they also contained higher proportions of young women in the prime childbearing ages -- a characteristic usually found in in-migrating populations. Thus, not only has their share of total current enrollments been changing, they also contributed a large potential for future enrollment change.

Projecting enrollments separately for each group follows the method that we recommended in our report to the Department of Education in 1988 and have used in our projections thereafter. It proved to be more reliable in a retrospective test which projected known enrollments five and eight years into the future than the more conventional projection method in which differences in trends are suppressed and all racial/ethnic groups are lumped together. The U.S. Census Bureau has also adopted the principles pioneered in New York for its own projections of the U.S. population.

As we have applied it, cohort survival has built into it, explicitly or implicitly, almost *all* the factors that can affect enrollments -- including migration within the city, in-migration from outside, movement out of the city, births, transfers, long-term absences, and dropouts. One important exception is policy change, such as introduction of a major new program.

Cohort survival has proved capable of producing excellent results when used with due regard for signs that the enrollment trends of the recent past may be shifting. When it became apparent that trends were shifting rapidly in New York's population during the 1980s, we developed a variant of cohort survival that attempts to minimize one of the technique's limitations -- a tendency to lag changes in enrollment trends. This can cause it to under-project in periods when enrollment trends turn upward, and to over-project when they turn down.

The main reason for this problem is that survival ratios are usually averaged over two or three years, sometimes with the most recent years given extra weight, to minimize the effects of random variations. This works well when trends are relatively stable, but makes the projections less sensitive when they are shifting rapidly. Each year we examine the enrollment trends in each community school district and borough separately for each major ethnic/racial group. We use a two-year ratio when the trends appear fairly stable. We change to a one-year ratio for the district (and/or the group) when there is an apparent shift from a rising to a declining trend, or vice versa -- or a policy or program change which can affect students in one or more of the groups differently.

In our 1988 report to the Department of Education, we noted that a retrospective test of this procedure had produced a 77 percent improvement in the accuracy of the projections. We recommended in our report that where the one-year ratio is used, it be continued until it becomes clear in which direction the trend is going -- usually in

three years. At that point, assuming that the trend has stabilized, we return to a two-year ratio.

Some judgment may be called for in cases where a trend shift appears to be marginal, but in most instances the evidence has been quite clear. In the past when separate projections were made and reported for elementary/middle schools and high schools, it was particularly important to watch for individual grade truncations and recaps that could make it seem that trends were shifting when they were not.

For the current cycle of projections pre-kindergarten and kindergarten enrollments for each racial/ethnic group were "survived" from the number of births to residents of each community school district four and five earlier. All other grades were projected from the next younger grade. The four sets of projections for each district were combined to produce projections of total enrollments for the district. The district projections were further combined to produce projections for the borough and for the city as a whole.

For graded classes, the procedure requires 128 separate projections in all -- one for each of the four different groups in each of New York City's 32 community school districts. The four separate ethnic projections for each district are then combined to produce total enrollment projections for the district. In the past, these figures, in turn, were adjusted to take account of scheduled truncations, recaps and out-of-district assignments of pupils.

In constructing the projection matrices, we use the most recent sources of information available about enrollments and births. Enrollment data from the October registers are provided by the school system. In projections made prior to 2004, pupils in the now disbanded District 85 were returned to their home districts for the projections. District 33, which also no longer exists, was kept as a separate district.

For the first few years projected, we are able to use actual historical data on recent births, since the youngest of the children enrolling in school during this projection period have already been born. Birth data are obtained from the New York City Department of Health. These data are shown separately by the ethnicity and age of the mother, and are specially tabulated for us. Until 2003 it was necessary to apportion births from the health areas for which they were provided to us to the individual community school districts. In doing this we used algorithms that had been developed by the Schools' former Office of User Support Services. Since 2003 the Department of Health has had a geocoding capability that allows it to computer-map the exact address of residence for every birth to a resident of New York City.

The former process was cumbersome at best and somewhat inaccurate at worst, since the boundaries of the health areas did not conform to those of the school districts and some estimation was required. Since we need birth data for a number of years in order to develop trends, the Health Department kindly agreed to give us births by school district not only for the most recent years, but also for preceding years back to 1996. This prevented any errors produced by the old process from contaminating the trends we analyze as part of the process for projecting future births. The 2010 birth data used in this year's projections were also provided by community school



district. Our trend files and projection matrices now take advantage of the district-level data.

The availability of the birth data is always delayed because these births are to New York City residents wherever in the nation they may be at the time they occur. Hence they must be assembled by an interstate system. Their impact on the enrollment projections is also delayed somewhat. The latest births begin to affect the enrollment projections for the year when these children will first enter the schools. The 2009 births begin to influence this year's projections for 2014, when the children born in that year will enter pre-kindergarten. They affect the projection of kindergarten enrollments the following year.

**Upper Grades** – Many pupils move to a school in another community school district when they enter 9<sup>th</sup> grade, although most remain within the same borough. For this reason we begin by projecting future enrollments in 9<sup>th</sup> through 12<sup>th</sup> grade plus special education and GED classes at the borough level. In other respects, the procedures are the same as those used for the lower grades. That is, separate projections are made for each of the four major racial/ethnic groups, and then combined to produce total projections for each borough and the city as a whole. These projections are then distributed by grade to the districts in the same proportions as in the most recent year.

### **Projecting Future Births**

For later years it is necessary to project future births as well as enrollments. Until 2003, we projected births citywide demographically, using projected future fertility levels in combination with the projected population of fertile women by age and race/ethnicity. The projected number of women by age group and race/ethnicity was obtained by trending the annual data available from Census Bureau surveys. We then allocated the projected births for the various groups to individual districts using a linear shift-share technique that we had found most successful in a 1995 study.

However, we wondered if given the highly accurate birth data we now had at the level of individual school districts, we could get reasonably reliable birth projections by directly projecting the birth trends of the recent past in each of the 32 community school districts for each race/ethnic group. We therefore tried projecting the 2003 births at the district level from the 1997-2002 trend, and comparing them with those by the more complex method.

We found that for three of the four race/ethnic groups -- Black non-Hispanics, Hispanics, and White non-Hispanics – we obtained results that were considerably more accurate than those produced by the older method. For the fourth and smallest group, Asian/Others, it was only a bit less accurate. The direct birth trending method produced better results than did the much more complex method in many more of the 32 districts: 17 vs. 15 for Hispanics, 24 vs. 8 for Black non-Hispanics, and 25 vs. 4 for White non-Hispanics. Only in the case of Asian/Others, the smallest group, did it do a worse job. Even in that case it was not much worse – 12 vs. 14, with six districts tied.

For the largest ethnic group, Hispanics, the aggregate projection error produced by the birth trending method for all 32 districts was 332, or 0.9%, of actual births vs. 1,077 or 2.8% for the demographic method. For the second largest, Black non-Hispanics, the birth trending method produced an aggregate projection error of 493 births or 1.7% vs. 1,206 or 4.2% for the demographic method. For White non-Hispanics the aggregate error was -1,473 or -4.7% of actual births for the birth trending approach vs. -2,162 or -6.9% for the demographic. For Asian/Others, it was -700 or -4.5% for birth trending, vs. -560 or -3.6% for demographic.

At least for the time being, therefore, the simpler method remains in use. We recommend that it be reviewed periodically, however

### **Projecting Enrollments in Specific Programs**

**Special Education -- Prior** to last year, enrollments in regional special education classes were projected by a different method than that used for graded classes. For these pupils, the October registers indicated only the district in which the pupils were enrolled and the level of the school attended -- i.e. elementary, middle or high school. There were no data on the age or grade-equivalence of special education pupils had they been enrolled in general education classes. In the past we used pupils attending programs in elementary schools to project future enrolments and added those numbers to the projections for pre-k to 8th grade. For special education pupils in high schools, we added their projections to the ones for 9th through 12th grade.

The October 2010 and 2011 registers, however, assigned a grade appropriate to the age of special education pupils. Earlier registers for 2005 to 2009 were updated to include grade-equivalence for these pupils as well. As a result, we are now able to use the same cohort-survival procedures for projecting special education rolls as that used in projecting future general education enrollments. That is, pupils whose age would make them equivalent to pupils enrolled in pre-kindergarten were projected from births four years earlier. Kindergarten rolls were projected from births five years earlier and higher grades from the next lower grade one year earlier. Separate projections were made for each of the race/ethnic groups, and then combined for a total number in each grade. These numbers are further aggregated to show the total projections for special education in each community school district, the boroughs, and the city as a whole.

**Pre-Kindergarten --** The introduction of Universal Pre-Kindergarten in the 1998-99 school year also presented challenges to the projection methodology. The program was not compulsory, and there was no way initially to predict the proportion of eligible children that would actually be enrolled by their parents. Starting with 13,465 pupils in the greatly expanded pre-k program the first year, system-wide enrollments grew to 47,178 by 2002-03. However, growth in that year dropped abruptly to less than one-fifth the previous year's level. Furthermore, the number of pre-k pupils in nine community school districts had actually declined, and in most others growth was

sharply down. While it was clear from these numbers that the growth in demand for this new program was beginning to ebb, enrollments in more than 70% of the districts were still going up at that point in time.

For the 2003-2012 round of projections, we therefore devised a method that recognized that demand might have peaked, or would do so shortly, but allowed for some further increase in those districts where it was still occurring. This adjustment to the projections was made on a sliding scale, based on the recent rate of increase, if any, in the Pre-k enrollments for the specific district.

When the October 2003 registers became available, however, they indicated that the number of pupils had actually declined for the first time since the advent of Universal Pre-k, both citywide and in fully 28 of the 32 community school districts. As a result, the sliding-scale projections that we had based on the 2002 numbers proved to be too high.

As a retrospective test, we re-projected the numbers using the same method that we had been using to project kindergarten and first grade – that is, projecting future enrollments from births four years earlier. This reduced the citywide error rate from 9.3% to 3.2%. In 15 of the districts, the rate was lower or the same as for the city as a whole, and in the rest, it was improved by a substantial margin. Since that time, we have followed the same method used for kindergarten and projected pre-k enrollments from births four years earlier. In the projections submitted last year, citywide pre-k rolls for the 2010-11 school years were forecast to be 56,461 pupils. They actually totaled 148 pupils higher, an under-projection of 0.3%. In 2011-2012, the projection was too high – by 1,291 pupils, an error rate of 2.3%.

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 1</b>											
Pre-K	1,129	1,085	1,080	945	921	896	874	849	825	801	776
K	883	959	939	923	818	807	794	784	771	760	748
1	905	882	960	936	921	816	804	791	780	767	755
2	896	874	852	929	903	890	787	776	763	752	740
3	767	871	851	828	902	882	868	769	759	747	738
4	746	739	839	820	798	871	849	837	741	731	719
5	719	707	703	797	780	758	830	811	799	708	699
6	786	760	749	750	851	835	808	891	870	860	762
7	719	767	742	731	731	829	814	788	869	848	838
8	713	749	802	776	765	766	867	851	825	913	889
Special Ed	1,167	1,370	1,585	1,815	2,117	2,426	2,643	2,936	2,831	2,805	2,775
<b>TOTAL</b>	<b>9,430</b>	<b>9,764</b>	<b>10,102</b>	<b>10,252</b>	<b>10,509</b>	<b>10,775</b>	<b>10,939</b>	<b>11,082</b>	<b>10,834</b>	<b>10,693</b>	<b>10,439</b>
<b>DISTRICT 2</b>											
Pre-K	1,337	1,362	1,350	1,304	1,300	1,295	1,290	1,285	1,281	1,276	1,271
K	2,874	2,943	2,903	2,898	2,812	2,813	2,814	2,815	2,816	2,817	2,817
1	2,760	2,880	2,950	2,908	2,899	2,813	2,812	2,811	2,810	2,809	2,808
2	2,548	2,628	2,743	2,812	2,771	2,762	2,679	2,678	2,678	2,677	2,677
3	2,372	2,486	2,564	2,677	2,744	2,704	2,696	2,614	2,613	2,612	2,612
4	2,259	2,374	2,483	2,562	2,676	2,743	2,702	2,692	2,611	2,609	2,608
5	2,137	2,217	2,330	2,436	2,513	2,626	2,693	2,653	2,642	2,561	2,560
6	2,184	2,039	2,116	2,219	2,316	2,392	2,500	2,562	2,524	2,514	2,437
7	2,047	2,175	2,030	2,106	2,210	2,305	2,379	2,487	2,550	2,511	2,500
8	2,101	2,081	2,212	2,067	2,143	2,251	2,349	2,423	2,533	2,597	2,557
Special Ed	2,265	2,411	2,600	2,769	2,922	2,992	3,016	3,068	3,071	3,044	3,014
<b>TOTAL</b>	<b>24,884</b>	<b>25,595</b>	<b>26,282</b>	<b>26,756</b>	<b>27,305</b>	<b>27,696</b>	<b>27,930</b>	<b>28,088</b>	<b>28,128</b>	<b>28,028</b>	<b>27,861</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 3</b>											
Pre-K	960	894	877	933	930	927	924	921	918	914	911
K	1,453	1,458	1,373	1,380	1,408	1,404	1,399	1,395	1,391	1,386	1,381
1	1,394	1,446	1,449	1,362	1,370	1,400	1,395	1,391	1,387	1,383	1,379
2	1,441	1,357	1,410	1,411	1,328	1,338	1,364	1,360	1,357	1,353	1,349
3	1,252	1,393	1,312	1,365	1,365	1,284	1,294	1,320	1,317	1,313	1,310
4	1,294	1,235	1,375	1,296	1,348	1,348	1,268	1,278	1,303	1,299	1,296
5	1,278	1,266	1,213	1,353	1,276	1,334	1,330	1,252	1,266	1,287	1,284
6	1,254	1,254	1,242	1,188	1,323	1,246	1,303	1,301	1,224	1,237	1,261
7	1,208	1,220	1,221	1,210	1,159	1,292	1,218	1,273	1,271	1,196	1,209
8	1,158	1,219	1,230	1,233	1,222	1,172	1,310	1,235	1,289	1,287	1,212
Special Ed	1,268	1,365	1,462	1,528	1,584	1,617	1,703	1,723	1,700	1,688	1,664
<b>TOTAL</b>	<b>13,960</b>	<b>14,107</b>	<b>14,163</b>	<b>14,258</b>	<b>14,314</b>	<b>14,362</b>	<b>14,510</b>	<b>14,450</b>	<b>14,422</b>	<b>14,343</b>	<b>14,256</b>
<b>DISTRICT 4</b>											
Pre-K	882	882	849	833	822	811	801	790	779	768	756
K	921	903	906	877	858	849	840	832	824	815	807
1	905	926	907	911	884	862	854	846	838	829	821
2	921	872	892	874	882	857	832	824	816	809	801
3	916	895	847	867	850	858	833	808	801	793	786
4	902	864	844	802	822	806	815	794	767	761	754
5	900	875	842	820	791	815	799	809	797	765	760
6	896	880	859	826	811	781	813	804	803	799	771
7	937	906	890	872	839	824	795	830	821	818	817
8	949	934	904	889	871	838	825	794	831	824	818
Special Ed	1,629	1,701	1,788	1,866	1,924	1,935	1,984	1,968	1,918	1,891	1,860
<b>TOTAL</b>	<b>10,758</b>	<b>10,638</b>	<b>10,529</b>	<b>10,437</b>	<b>10,354</b>	<b>10,237</b>	<b>10,191</b>	<b>10,098</b>	<b>9,994</b>	<b>9,871</b>	<b>9,750</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 5</b>											
Pre-K	1,211	1,278	1,202	1,205	1,188	1,170	1,153	1,136	1,118	1,100	1,083
K	830	821	825	777	777	768	759	750	741	731	722
1	829	847	838	844	793	794	784	775	766	757	748
2	811	783	804	797	804	757	758	750	743	735	728
3	831	808	784	807	806	820	773	780	777	774	771
4	756	817	797	772	797	797	813	766	774	772	770
5	748	657	711	701	679	705	709	728	685	697	698
6	822	829	730	805	830	829	883	923	970	928	964
7	873	867	872	763	841	861	862	915	954	999	958
8	906	882	875	885	776	857	888	894	952	1,000	1,053
Special Ed	1,193	1,214	1,220	1,241	1,239	1,257	1,274	1,263	1,260	1,238	1,215
<b>TOTAL</b>	<b>9,810</b>	<b>9,802</b>	<b>9,657</b>	<b>9,597</b>	<b>9,529</b>	<b>9,615</b>	<b>9,655</b>	<b>9,679</b>	<b>9,740</b>	<b>9,731</b>	<b>9,708</b>
<b>DISTRICT 6</b>											
Pre-K	1,555	1,451	1,436	1,398	1,358	1,319	1,280	1,240	1,201	1,161	1,122
K	2,018	1,977	1,854	1,836	1,786	1,735	1,684	1,633	1,582	1,531	1,480
1	2,139	2,151	2,106	1,972	1,953	1,898	1,843	1,788	1,733	1,678	1,622
2	2,032	2,069	2,080	2,037	1,907	1,889	1,836	1,783	1,729	1,676	1,623
3	2,043	1,991	2,027	2,038	1,995	1,866	1,849	1,797	1,744	1,691	1,639
4	1,899	2,042	1,990	2,026	2,038	1,996	1,866	1,849	1,796	1,744	1,691
5	1,691	1,631	1,754	1,710	1,740	1,754	1,719	1,606	1,590	1,547	1,502
6	1,740	1,701	1,639	1,758	1,716	1,745	1,756	1,720	1,602	1,589	1,542
7	1,786	1,764	1,726	1,661	1,781	1,739	1,770	1,779	1,742	1,624	1,611
8	2,055	1,845	1,823	1,786	1,717	1,842	1,798	1,830	1,839	1,801	1,680
Special Ed	1,692	1,680	1,686	1,687	1,697	1,681	1,645	1,550	1,513	1,456	1,402
<b>TOTAL</b>	<b>20,650</b>	<b>20,301</b>	<b>20,121</b>	<b>19,907</b>	<b>19,688</b>	<b>19,464</b>	<b>19,046</b>	<b>18,573</b>	<b>18,072</b>	<b>17,498</b>	<b>16,913</b>

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**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 7</b>											
Pre-K	1,294	1,292	1,289	1,291	1,299	1,310	1,319	1,330	1,338	1,347	1,357
K	1,198	1,243	1,232	1,230	1,225	1,235	1,246	1,256	1,267	1,276	1,286
1	1,237	1,315	1,363	1,355	1,355	1,345	1,356	1,369	1,381	1,394	1,405
2	1,135	1,122	1,201	1,245	1,240	1,241	1,228	1,239	1,252	1,263	1,276
3	1,191	1,104	1,091	1,181	1,223	1,223	1,227	1,207	1,219	1,233	1,245
4	1,093	1,171	1,086	1,073	1,170	1,211	1,213	1,219	1,195	1,208	1,222
5	1,066	1,019	1,092	1,013	1,001	1,093	1,133	1,132	1,137	1,117	1,128
6	1,122	1,152	1,099	1,184	1,101	1,088	1,215	1,255	1,265	1,278	1,240
7	1,170	1,115	1,148	1,092	1,183	1,105	1,093	1,254	1,293	1,311	1,332
8	1,160	1,188	1,136	1,175	1,114	1,215	1,140	1,128	1,334	1,373	1,401
Special Ed	1,804	1,899	1,979	2,072	2,139	2,218	2,265	2,316	2,348	2,368	2,374
<b>TOTAL</b>	<b>13,470</b>	<b>13,619</b>	<b>13,717</b>	<b>13,911</b>	<b>14,052</b>	<b>14,283</b>	<b>14,434</b>	<b>14,703</b>	<b>15,029</b>	<b>15,167</b>	<b>15,267</b>
<b>DISTRICT 8</b>											
Pre-K	1,772	1,904	1,962	1,849	1,883	1,917	1,949	1,983	2,016	2,050	2,084
K	2,066	2,126	2,228	2,292	2,162	2,200	2,240	2,277	2,316	2,355	2,393
1	2,143	2,201	2,266	2,373	2,442	2,304	2,345	2,387	2,427	2,469	2,510
2	1,940	2,014	2,074	2,136	2,233	2,297	2,170	2,209	2,249	2,286	2,326
3	1,894	1,877	1,948	2,010	2,069	2,162	2,223	2,101	2,139	2,178	2,214
4	1,900	1,840	1,822	1,893	1,953	2,010	2,100	2,159	2,042	2,078	2,116
5	1,891	1,879	1,820	1,804	1,874	1,937	1,992	2,081	2,139	2,023	2,059
6	1,912	1,800	1,788	1,733	1,718	1,787	1,851	1,900	1,987	2,040	1,930
7	1,920	1,923	1,811	1,800	1,745	1,731	1,801	1,869	1,918	2,004	2,056
8	1,963	1,899	1,904	1,793	1,783	1,729	1,718	1,785	1,856	1,905	1,989
Special Ed	2,901	2,906	2,942	3,022	2,948	2,982	3,013	3,076	3,146	3,183	3,228
<b>TOTAL</b>	<b>22,302</b>	<b>22,368</b>	<b>22,566</b>	<b>22,705</b>	<b>22,811</b>	<b>23,057</b>	<b>23,401</b>	<b>23,828</b>	<b>24,235</b>	<b>24,570</b>	<b>24,903</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
DISTRICT 9											
Pre-K	1,769	1,809	1,818	1,795	1,799	1,803	1,806	1,810	1,813	1,817	1,821
K	2,861	2,792	2,760	2,778	2,749	2,758	2,768	2,775	2,785	2,794	2,803
1	2,742	2,966	2,892	2,861	2,877	2,847	2,856	2,866	2,874	2,884	2,893
2	2,622	2,575	2,784	2,717	2,686	2,702	2,675	2,684	2,694	2,702	2,712
3	2,490	2,459	2,416	2,613	2,552	2,522	2,538	2,514	2,523	2,534	2,542
4	2,426	2,377	2,349	2,308	2,499	2,442	2,413	2,428	2,406	2,416	2,427
5	2,307	2,283	2,239	2,218	2,179	2,361	2,310	2,280	2,295	2,278	2,288
6	2,544	2,485	2,459	2,411	2,385	2,344	2,536	2,481	2,449	2,466	2,446
7	2,570	2,582	2,525	2,499	2,452	2,428	2,385	2,581	2,527	2,492	2,510
8	2,453	2,569	2,578	2,523	2,497	2,452	2,430	2,385	2,581	2,529	2,494
Special Ed	2,902	2,997	3,132	3,253	3,312	3,418	3,454	3,483	3,520	3,583	3,586
TOTAL	27,686	27,893	27,953	27,976	27,988	28,077	28,170	28,287	28,468	28,494	28,521
DISTRICT 10											
Pre-K	2,672	2,737	2,735	2,688	2,706	2,724	2,743	2,760	2,779	2,797	2,814
K	4,083	4,152	4,277	4,271	4,212	4,246	4,278	4,313	4,344	4,378	4,412
1	4,148	4,324	4,399	4,531	4,520	4,463	4,499	4,533	4,570	4,604	4,640
2	3,806	3,986	4,155	4,228	4,354	4,343	4,290	4,325	4,357	4,393	4,425
3	3,665	3,710	3,887	4,052	4,126	4,248	4,235	4,186	4,220	4,252	4,287
4	3,451	3,580	3,623	3,796	3,959	4,033	4,151	4,139	4,092	4,125	4,157
5	3,564	3,375	3,507	3,548	3,720	3,879	3,954	4,070	4,054	4,011	4,044
6	3,522	3,482	3,296	3,433	3,470	3,641	3,799	3,875	3,986	3,973	3,932
7	3,291	3,478	3,439	3,255	3,393	3,430	3,600	3,756	3,832	3,942	3,928
8	3,292	3,289	3,475	3,438	3,254	3,398	3,434	3,606	3,763	3,842	3,951
Special Ed	4,201	4,420	4,633	4,833	4,995	5,202	5,324	5,420	5,474	5,551	5,595
TOTAL	39,695	40,534	41,426	42,073	42,712	43,606	44,306	44,981	45,472	45,868	46,185



**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 11</b>											
Pre-K	1,745	1,757	1,764	1,706	1,720	1,733	1,747	1,760	1,774	1,788	1,801
K	2,720	2,859	2,865	2,894	2,799	2,828	2,856	2,884	2,911	2,940	2,969
1	2,980	2,974	3,123	3,130	3,160	3,057	3,088	3,118	3,148	3,177	3,208
2	2,869	2,899	2,897	3,041	3,050	3,080	2,979	3,009	3,039	3,069	3,098
3	2,905	2,857	2,890	2,888	3,028	3,038	3,061	2,963	2,992	3,020	3,048
4	2,719	2,812	2,768	2,800	2,801	2,936	2,948	2,972	2,875	2,903	2,931
5	2,809	2,704	2,796	2,755	2,788	2,792	2,925	2,939	2,964	2,866	2,895
6	2,723	2,711	2,610	2,699	2,657	2,688	2,693	2,821	2,834	2,858	2,763
7	2,622	2,725	2,715	2,616	2,703	2,665	2,697	2,705	2,833	2,849	2,876
8	2,655	2,692	2,798	2,787	2,687	2,777	2,735	2,767	2,780	2,908	2,926
Special Ed	3,186	3,272	3,296	3,382	3,398	3,420	3,422	3,487	3,444	3,526	3,542
<b>TOTAL</b>	<b>29,933</b>	<b>30,264</b>	<b>30,521</b>	<b>30,697</b>	<b>30,792</b>	<b>31,015</b>	<b>31,150</b>	<b>31,425</b>	<b>31,593</b>	<b>31,903</b>	<b>32,056</b>
<b>DISTRICT 12</b>											
Pre-K	1,429	1,557	1,495	1,457	1,470	1,483	1,496	1,509	1,522	1,536	1,548
K	1,710	1,756	1,882	1,815	1,763	1,779	1,794	1,811	1,826	1,842	1,858
1	1,797	1,846	1,901	2,030	1,971	1,907	1,925	1,941	1,960	1,977	1,995
2	1,653	1,650	1,699	1,751	1,868	1,819	1,758	1,775	1,791	1,808	1,824
3	1,658	1,611	1,614	1,668	1,726	1,833	1,799	1,731	1,748	1,763	1,782
4	1,511	1,631	1,585	1,591	1,649	1,709	1,812	1,784	1,715	1,733	1,749
5	1,567	1,472	1,593	1,548	1,553	1,610	1,671	1,771	1,744	1,679	1,696
6	1,518	1,531	1,438	1,557	1,513	1,531	1,607	1,672	1,765	1,761	1,682
7	1,467	1,526	1,546	1,452	1,577	1,532	1,560	1,650	1,725	1,811	1,826
8	1,595	1,484	1,547	1,566	1,469	1,598	1,552	1,577	1,667	1,739	1,831
Special Ed	2,234	2,240	2,297	2,307	2,320	2,292	2,300	2,318	2,349	2,356	2,372
<b>TOTAL</b>	<b>18,139</b>	<b>18,304</b>	<b>18,597</b>	<b>18,740</b>	<b>18,879</b>	<b>19,093</b>	<b>19,274</b>	<b>19,540</b>	<b>19,812</b>	<b>20,005</b>	<b>20,163</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
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**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 13</b>											
Pre-K	885	883	929	940	950	960	971	981	992	1,003	1,013
K	1,161	1,135	1,126	1,187	1,205	1,223	1,240	1,257	1,274	1,292	1,310
1	1,076	1,164	1,137	1,123	1,181	1,196	1,210	1,224	1,239	1,253	1,268
2	1,023	1,015	1,100	1,075	1,061	1,115	1,130	1,145	1,158	1,173	1,186
3	992	1,019	1,009	1,096	1,071	1,058	1,110	1,126	1,140	1,154	1,168
4	924	927	954	944	1,025	1,003	989	1,037	1,052	1,066	1,078
5	861	835	835	862	852	928	909	897	939	954	967
6	960	910	880	877	901	880	948	923	897	934	938
7	984	907	859	832	828	852	832	897	875	849	883
8	975	973	899	852	828	821	850	831	901	881	860
Special Ed	1,073	1,155	1,199	1,262	1,316	1,378	1,425	1,476	1,479	1,449	1,433
<b>TOTAL</b>	<b>10,914</b>	<b>10,922</b>	<b>10,927</b>	<b>11,048</b>	<b>11,219</b>	<b>11,414</b>	<b>11,614</b>	<b>11,795</b>	<b>11,947</b>	<b>12,007</b>	<b>12,105</b>
<b>DISTRICT 14</b>											
Pre-K	1,773	1,814	1,814	1,749	1,769	1,788	1,808	1,827	1,847	1,868	1,886
K	1,290	1,310	1,325	1,250	1,193	1,187	1,179	1,173	1,165	1,159	1,153
1	1,196	1,288	1,310	1,326	1,248	1,191	1,184	1,176	1,169	1,161	1,154
2	1,216	1,156	1,245	1,266	1,282	1,206	1,151	1,145	1,137	1,131	1,122
3	1,234	1,192	1,134	1,220	1,240	1,256	1,180	1,125	1,119	1,110	1,103
4	1,139	1,194	1,153	1,097	1,180	1,199	1,214	1,142	1,089	1,083	1,074
5	1,117	1,075	1,128	1,090	1,036	1,117	1,134	1,148	1,082	1,033	1,028
6	1,234	1,202	1,150	1,204	1,164	1,108	1,191	1,214	1,230	1,152	1,098
7	1,187	1,205	1,173	1,123	1,177	1,138	1,083	1,166	1,188	1,204	1,129
8	1,233	1,179	1,197	1,163	1,116	1,169	1,130	1,075	1,157	1,179	1,193
Special Ed	1,342	1,400	1,474	1,500	1,522	1,538	1,517	1,528	1,519	1,464	1,419
<b>TOTAL</b>	<b>13,961</b>	<b>14,016</b>	<b>14,104</b>	<b>13,990</b>	<b>13,928</b>	<b>13,897</b>	<b>13,773</b>	<b>13,717</b>	<b>13,703</b>	<b>13,542</b>	<b>13,362</b>

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**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
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	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 15</b>											
Pre-K	2,213	2,160	2,197	2,221	2,265	2,309	2,354	2,398	2,442	2,485	2,530
K	2,776	3,003	2,938	2,994	3,022	3,104	3,185	3,267	3,349	3,430	3,511
1	2,753	2,943	3,189	3,107	3,168	3,189	3,273	3,357	3,441	3,525	3,609
2	2,568	2,677	2,866	3,112	3,030	3,090	3,107	3,189	3,272	3,355	3,438
3	2,342	2,516	2,624	2,809	3,054	2,979	3,039	3,055	3,138	3,221	3,305
4	2,264	2,302	2,473	2,576	2,758	3,002	2,927	2,985	3,000	3,082	3,164
5	2,111	2,231	2,276	2,449	2,549	2,731	2,985	2,915	2,974	2,987	3,071
6	1,475	1,453	1,540	1,554	1,654	1,735	1,842	1,979	1,923	1,957	1,981
7	1,322	1,438	1,417	1,502	1,517	1,615	1,695	1,798	1,932	1,879	1,912
8	1,443	1,329	1,445	1,423	1,508	1,522	1,619	1,699	1,802	1,937	1,882
Special Ed	2,361	2,494	2,595	2,707	2,828	2,934	2,974	3,005	3,058	3,056	3,052
<b>TOTAL</b>	<b>23,628</b>	<b>24,545</b>	<b>25,558</b>	<b>26,454</b>	<b>27,354</b>	<b>28,210</b>	<b>28,998</b>	<b>29,647</b>	<b>30,331</b>	<b>30,914</b>	<b>31,454</b>
<b>DISTRICT 16</b>											
Pre-K	964	1,111	1,075	1,046	1,054	1,062	1,069	1,078	1,085	1,093	1,101
K	687	700	797	775	750	757	764	771	779	786	793
1	737	706	725	834	808	778	788	798	808	818	827
2	672	693	665	688	793	770	741	751	762	772	783
3	657	616	639	613	634	727	709	685	695	705	715
4	658	634	595	615	589	602	691	672	651	659	668
5	620	586	564	529	547	522	534	611	594	576	583
6	546	466	441	425	398	411	393	400	457	444	432
7	551	553	470	447	430	402	418	399	411	468	458
8	512	574	579	489	469	450	420	441	422	440	499
Special Ed	995	1,047	1,115	1,184	1,226	1,304	1,374	1,416	1,472	1,481	1,503
<b>TOTAL</b>	<b>7,599</b>	<b>7,686</b>	<b>7,666</b>	<b>7,644</b>	<b>7,698</b>	<b>7,785</b>	<b>7,902</b>	<b>8,022</b>	<b>8,136</b>	<b>8,243</b>	<b>8,362</b>

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	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 17</b>											
Pre-K	1,628	1,600	1,643	1,556	1,535	1,515	1,494	1,474	1,453	1,432	1,412
K	1,594	1,607	1,499	1,497	1,392	1,346	1,299	1,252	1,206	1,160	1,113
1	1,715	1,777	1,792	1,672	1,670	1,553	1,502	1,451	1,399	1,348	1,296
2	1,683	1,677	1,740	1,757	1,642	1,641	1,535	1,488	1,442	1,395	1,348
3	1,725	1,612	1,609	1,668	1,686	1,577	1,575	1,478	1,434	1,391	1,347
4	1,655	1,671	1,562	1,565	1,627	1,645	1,541	1,542	1,453	1,414	1,376
5	1,571	1,519	1,546	1,449	1,464	1,524	1,548	1,456	1,456	1,386	1,355
6	1,837	1,798	1,735	1,769	1,656	1,678	1,745	1,773	1,670	1,670	1,597
7	1,872	1,824	1,786	1,724	1,767	1,654	1,682	1,754	1,783	1,682	1,685
8	1,869	1,909	1,865	1,832	1,767	1,828	1,714	1,760	1,838	1,875	1,777
Special Ed	1,681	1,649	1,629	1,604	1,576	1,523	1,488	1,450	1,386	1,343	1,281
<b>TOTAL</b>	<b>18,830</b>	<b>18,643</b>	<b>18,407</b>	<b>18,091</b>	<b>17,781</b>	<b>17,483</b>	<b>17,123</b>	<b>16,879</b>	<b>16,521</b>	<b>16,095</b>	<b>15,586</b>
<b>DISTRICT 18</b>											
Pre-K	672	686	661	677	679	680	683	684	686	687	689
K	1,173	1,230	1,209	1,161	1,192	1,195	1,198	1,202	1,205	1,208	1,211
1	1,328	1,300	1,362	1,340	1,287	1,321	1,324	1,327	1,331	1,334	1,337
2	1,316	1,268	1,241	1,299	1,278	1,227	1,258	1,261	1,264	1,268	1,270
3	1,437	1,282	1,236	1,207	1,265	1,245	1,195	1,226	1,229	1,231	1,235
4	1,521	1,433	1,280	1,233	1,206	1,263	1,243	1,194	1,225	1,228	1,230
5	1,419	1,389	1,310	1,169	1,127	1,101	1,154	1,136	1,091	1,119	1,121
6	1,326	1,238	1,213	1,142	1,019	981	960	1,006	989	950	975
7	1,304	1,320	1,232	1,205	1,136	1,014	978	957	1,001	985	946
8	1,366	1,342	1,356	1,265	1,239	1,166	1,040	1,003	979	1,025	1,008
Special Ed	1,225	1,246	1,287	1,333	1,312	1,339	1,345	1,392	1,398	1,414	1,408
<b>TOTAL</b>	<b>14,087</b>	<b>13,734</b>	<b>13,388</b>	<b>13,033</b>	<b>12,740</b>	<b>12,533</b>	<b>12,378</b>	<b>12,387</b>	<b>12,398</b>	<b>12,449</b>	<b>12,431</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 19</b>											
Pre-K	1,710	1,760	1,741	1,703	1,715	1,727	1,740	1,753	1,764	1,775	1,788
K	1,824	1,928	1,940	1,919	1,869	1,879	1,890	1,899	1,910	1,920	1,929
1	1,967	1,885	1,990	2,002	1,981	1,929	1,939	1,950	1,960	1,971	1,981
2	1,848	1,847	1,772	1,869	1,882	1,861	1,812	1,821	1,831	1,840	1,850
3	1,913	1,804	1,804	1,723	1,823	1,834	1,813	1,765	1,774	1,783	1,792
4	1,885	1,845	1,741	1,741	1,666	1,760	1,772	1,751	1,705	1,712	1,722
5	1,776	1,716	1,680	1,588	1,587	1,528	1,608	1,620	1,602	1,559	1,567
6	1,643	1,578	1,528	1,491	1,406	1,409	1,357	1,424	1,434	1,419	1,381
7	1,670	1,643	1,580	1,527	1,492	1,409	1,409	1,361	1,428	1,439	1,424
8	1,664	1,698	1,666	1,608	1,552	1,518	1,436	1,434	1,388	1,456	1,468
Special Ed	1,742	1,835	1,950	2,038	2,129	2,190	2,238	2,301	2,270	2,277	2,270
<b>TOTAL</b>	<b>19,642</b>	<b>19,537</b>	<b>19,391</b>	<b>19,210</b>	<b>19,101</b>	<b>19,044</b>	<b>19,013</b>	<b>19,079</b>	<b>19,066</b>	<b>19,153</b>	<b>19,171</b>
<b>DISTRICT 20</b>											
Pre-K	2,973	2,960	3,051	3,034	3,094	3,153	3,213	3,272	3,332	3,392	3,451
K	3,639	3,857	3,793	3,893	3,840	3,928	4,013	4,101	4,186	4,273	4,361
1	3,517	3,875	4,120	4,049	4,158	4,096	4,191	4,285	4,380	4,473	4,568
2	3,421	3,527	3,886	4,144	4,069	4,183	4,116	4,212	4,308	4,405	4,500
3	3,232	3,437	3,543	3,905	4,175	4,097	4,215	4,142	4,241	4,338	4,437
4	3,044	3,243	3,450	3,553	3,918	4,195	4,114	4,235	4,160	4,260	4,359
5	2,885	3,099	3,304	3,515	3,620	3,993	4,282	4,197	4,323	4,244	4,347
6	3,306	3,175	3,433	3,633	3,877	4,030	4,413	4,755	4,664	4,794	4,688
7	3,146	3,421	3,279	3,550	3,758	4,013	4,172	4,569	4,936	4,839	4,976
8	3,256	3,327	3,622	3,467	3,756	3,979	4,251	4,422	4,845	5,248	5,141
Special Ed	2,611	2,894	3,129	3,430	3,682	3,951	4,245	4,473	4,635	4,662	4,707
<b>TOTAL</b>	<b>35,030</b>	<b>36,814</b>	<b>38,609</b>	<b>40,173</b>	<b>41,949</b>	<b>43,616</b>	<b>45,225</b>	<b>46,662</b>	<b>48,010</b>	<b>48,928</b>	<b>49,534</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 21</b>											
Pre-K	1,962	2,159	2,201	2,189	2,214	2,238	2,264	2,288	2,313	2,338	2,362
K	1,937	1,933	1,976	2,004	2,023	2,051	2,077	2,106	2,133	2,160	2,188
1	1,927	1,964	1,960	2,004	2,030	2,052	2,079	2,106	2,135	2,161	2,189
2	1,889	1,857	1,895	1,893	1,938	1,959	1,985	2,014	2,041	2,070	2,097
3	1,689	1,855	1,820	1,857	1,856	1,903	1,919	1,949	1,978	2,005	2,034
4	1,682	1,696	1,866	1,824	1,861	1,860	1,910	1,923	1,957	1,985	2,014
5	1,706	1,664	1,681	1,853	1,796	1,839	1,837	1,891	1,903	1,935	1,965
6	2,407	2,482	2,441	2,464	2,719	2,628	2,678	2,672	2,760	2,772	2,819
7	2,364	2,410	2,485	2,444	2,468	2,725	2,629	2,680	2,674	2,764	2,774
8	2,503	2,425	2,474	2,553	2,511	2,536	2,802	2,697	2,752	2,746	2,841
Special Ed	2,154	2,270	2,476	2,672	2,831	2,997	3,132	3,271	3,294	3,336	3,371
<b>TOTAL</b>	<b>22,220</b>	<b>22,714</b>	<b>23,274</b>	<b>23,757</b>	<b>24,248</b>	<b>24,787</b>	<b>25,313</b>	<b>25,597</b>	<b>25,938</b>	<b>26,274</b>	<b>26,654</b>
<b>DISTRICT 22</b>											
Pre-K	2,352	2,372	2,377	2,401	2,402	2,402	2,404	2,404	2,404	2,405	2,405
K	2,571	2,585	2,559	2,528	2,549	2,548	2,547	2,548	2,547	2,546	2,545
1	2,682	2,727	2,744	2,713	2,679	2,701	2,700	2,699	2,699	2,698	2,696
2	2,525	2,602	2,644	2,661	2,635	2,601	2,624	2,624	2,623	2,624	2,624
3	2,586	2,498	2,571	2,617	2,633	2,603	2,570	2,593	2,592	2,591	2,591
4	2,614	2,586	2,498	2,572	2,617	2,633	2,604	2,571	2,594	2,593	2,592
5	2,619	2,548	2,522	2,437	2,512	2,553	2,569	2,543	2,511	2,534	2,533
6	2,043	2,102	2,044	2,024	1,955	2,011	2,046	2,059	2,038	2,013	2,032
7	2,035	2,023	2,082	2,024	2,003	1,936	1,992	2,025	2,039	2,019	1,993
8	2,145	2,064	2,054	2,113	2,055	2,035	1,967	2,025	2,056	2,071	2,054
Special Ed	2,602	2,654	2,724	2,804	2,824	2,832	2,865	2,864	2,833	2,825	2,803
<b>TOTAL</b>	<b>26,774</b>	<b>26,762</b>	<b>26,818</b>	<b>26,895</b>	<b>26,864</b>	<b>26,855</b>	<b>26,888</b>	<b>26,955</b>	<b>26,937</b>	<b>26,918</b>	<b>26,869</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
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	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 23</b>											
Pre-K	852	898	892	838	842	848	851	857	862	866	872
K	744	721	791	788	738	743	749	752	758	763	768
1	799	783	758	832	833	779	784	791	794	801	806
2	815	741	726	704	776	776	725	730	737	741	747
3	882	828	753	738	715	786	786	735	740	746	749
4	805	821	771	701	688	666	731	731	684	689	695
5	751	724	739	697	636	625	604	670	672	627	632
6	1,063	953	916	933	878	796	781	756	833	831	777
7	1,035	1,098	986	949	967	911	824	811	784	863	860
8	1,145	985	1,048	940	907	923	873	790	778	751	833
Special Ed	1,078	1,099	1,106	1,075	1,088	1,112	1,123	1,115	1,125	1,122	1,131
<b>TOTAL</b>	<b>9,969</b>	<b>9,652</b>	<b>9,485</b>	<b>9,195</b>	<b>9,068</b>	<b>8,965</b>	<b>8,833</b>	<b>8,739</b>	<b>8,766</b>	<b>8,800</b>	<b>8,872</b>
<b>DISTRICT 32</b>											
Pre-K	1,194	1,130	1,095	1,105	1,092	1,078	1,064	1,051	1,037	1,024	1,010
K	1,205	1,183	1,115	1,081	1,089	1,075	1,062	1,047	1,034	1,020	1,007
1	1,190	1,275	1,253	1,181	1,145	1,153	1,139	1,125	1,110	1,096	1,082
2	1,140	1,097	1,176	1,156	1,091	1,058	1,065	1,053	1,040	1,027	1,014
3	1,138	1,053	1,014	1,087	1,068	1,009	978	985	973	962	949
4	1,115	1,130	1,045	1,007	1,080	1,060	1,001	970	977	965	954
5	1,149	1,112	1,124	1,044	1,001	1,071	1,054	993	962	966	954
6	1,192	1,206	1,144	1,155	1,073	1,026	1,096	1,086	1,023	994	995
7	1,198	1,175	1,192	1,132	1,143	1,060	1,015	1,087	1,076	1,016	987
8	1,158	1,181	1,160	1,190	1,120	1,133	1,048	1,005	1,078	1,069	1,011
Special Ed	1,159	1,204	1,269	1,300	1,318	1,386	1,417	1,437	1,391	1,365	1,326
<b>TOTAL</b>	<b>12,838</b>	<b>12,745</b>	<b>12,588</b>	<b>12,438</b>	<b>12,221</b>	<b>12,109</b>	<b>11,940</b>	<b>11,840</b>	<b>11,703</b>	<b>11,504</b>	<b>11,289</b>

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	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 24</b>											
Pre-K	3,687	3,641	3,568	3,539	3,546	3,552	3,558	3,565	3,571	3,578	3,584
K	4,598	4,684	4,674	4,578	4,543	4,553	4,562	4,572	4,581	4,591	4,600
1	4,612	4,718	4,807	4,796	4,698	4,663	4,673	4,683	4,692	4,702	4,713
2	4,434	4,573	4,679	4,769	4,759	4,661	4,626	4,637	4,647	4,657	4,667
3	4,231	4,386	4,519	4,622	4,711	4,699	4,604	4,571	4,581	4,592	4,602
4	4,101	4,230	4,403	4,521	4,620	4,711	4,699	4,607	4,576	4,588	4,600
5	3,817	4,120	4,249	4,427	4,543	4,641	4,736	4,725	4,633	4,602	4,615
6	3,499	3,570	3,853	3,974	4,141	4,249	4,341	4,430	4,420	4,333	4,305
7	3,530	3,785	3,846	4,160	4,293	4,491	4,592	4,686	4,783	4,769	4,681
8	3,649	3,615	3,881	3,936	4,261	4,399	4,612	4,707	4,801	4,901	4,886
Special Ed	3,873	4,216	4,554	4,921	5,260	5,581	5,820	5,907	5,941	5,930	5,908
<b>TOTAL</b>	<b>44,031</b>	<b>45,539</b>	<b>47,034</b>	<b>48,243</b>	<b>49,376</b>	<b>50,202</b>	<b>50,824</b>	<b>51,089</b>	<b>51,225</b>	<b>51,242</b>	<b>51,159</b>
<b>DISTRICT 25</b>											
Pre-K	2,318	2,173	2,122	2,021	2,027	2,033	2,038	2,044	2,050	2,055	2,061
K	2,615	2,952	2,761	2,698	2,573	2,585	2,597	2,609	2,622	2,633	2,645
1	2,561	2,663	3,000	2,810	2,746	2,619	2,631	2,644	2,656	2,669	2,681
2	2,529	2,481	2,581	2,909	2,724	2,663	2,540	2,552	2,566	2,578	2,591
3	2,266	2,500	2,449	2,550	2,870	2,691	2,630	2,509	2,521	2,534	2,545
4	2,185	2,236	2,468	2,416	2,517	2,833	2,657	2,596	2,477	2,489	2,502
5	2,115	2,217	2,268	2,504	2,453	2,554	2,878	2,698	2,637	2,516	2,529
6	2,336	2,230	2,331	2,391	2,639	2,584	2,696	3,024	2,840	2,775	2,648
7	2,233	2,429	2,323	2,426	2,491	2,750	2,697	2,816	3,156	2,966	2,898
8	2,206	2,314	2,523	2,414	2,526	2,591	2,866	2,811	2,936	3,299	3,098
Special Ed	2,075	2,230	2,357	2,466	2,553	2,595	2,636	2,595	2,601	2,527	2,468
<b>TOTAL</b>	<b>25,439</b>	<b>26,425</b>	<b>27,182</b>	<b>27,606</b>	<b>28,118</b>	<b>28,498</b>	<b>28,866</b>	<b>28,898</b>	<b>29,061</b>	<b>29,041</b>	<b>28,667</b>



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	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
DISTRICT 26											
Pre-K	1,210	1,192	1,170	1,173	1,178	1,182	1,188	1,192	1,197	1,202	1,206
K	1,590	1,811	1,670	1,635	1,637	1,643	1,647	1,653	1,658	1,663	1,669
1	1,558	1,631	1,857	1,711	1,682	1,686	1,693	1,698	1,706	1,712	1,718
2	1,617	1,566	1,640	1,869	1,720	1,693	1,695	1,701	1,705	1,712	1,716
3	1,569	1,613	1,560	1,634	1,863	1,716	1,689	1,693	1,700	1,705	1,713
4	1,538	1,633	1,680	1,625	1,702	1,941	1,791	1,762	1,766	1,774	1,780
5	1,566	1,554	1,651	1,698	1,643	1,722	1,966	1,815	1,785	1,789	1,797
6	1,819	1,693	1,678	1,779	1,833	1,771	1,858	2,125	1,977	1,945	1,953
7	1,704	1,848	1,722	1,705	1,808	1,866	1,803	1,891	2,163	2,012	1,984
8	1,805	1,739	1,884	1,754	1,739	1,845	1,904	1,843	1,936	2,216	2,060
Special Ed	996	1,069	1,141	1,187	1,241	1,251	1,304	1,309	1,306	1,293	1,263
TOTAL	16,972	17,349	17,652	17,770	18,046	18,316	18,538	18,681	18,899	19,022	18,859
DISTRICT 27											
Pre-K	2,496	2,629	2,473	2,402	2,406	2,412	2,416	2,421	2,426	2,431	2,437
K	3,456	3,559	3,658	3,465	3,368	3,364	3,362	3,357	3,355	3,351	3,348
1	3,413	3,437	3,538	3,641	3,446	3,351	3,349	3,348	3,344	3,343	3,340
2	3,244	3,307	3,333	3,429	3,536	3,344	3,252	3,251	3,252	3,249	3,249
3	3,328	3,162	3,224	3,250	3,343	3,454	3,263	3,173	3,174	3,176	3,174
4	3,206	3,270	3,109	3,173	3,203	3,293	3,405	3,215	3,128	3,129	3,132
5	3,246	3,167	3,233	3,076	3,141	3,172	3,260	3,372	3,183	3,098	3,099
6	3,366	3,367	3,283	3,350	3,188	3,254	3,283	3,376	3,496	3,298	3,209
7	3,371	3,511	3,509	3,420	3,499	3,334	3,405	3,440	3,534	3,678	3,461
8	3,422	3,399	3,541	3,536	3,446	3,530	3,365	3,438	3,475	3,569	3,724
Special Ed	3,333	3,557	3,857	4,157	4,414	4,630	4,791	4,894	4,913	4,843	4,781
TOTAL	35,881	36,365	36,758	36,900	36,992	37,138	37,151	37,286	37,280	37,165	36,955

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	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 28</b>											
Pre-K	2,383	2,282	2,257	2,244	2,246	2,248	2,251	2,253	2,255	2,256	2,258
K	2,540	2,608	2,553	2,538	2,521	2,527	2,533	2,540	2,546	2,552	2,559
1	2,523	2,634	2,704	2,647	2,631	2,615	2,621	2,627	2,634	2,640	2,646
2	2,491	2,420	2,526	2,593	2,540	2,524	2,510	2,516	2,522	2,529	2,535
3	2,423	2,507	2,436	2,543	2,610	2,561	2,543	2,530	2,537	2,544	2,552
4	2,294	2,388	2,472	2,402	2,507	2,574	2,530	2,510	2,498	2,506	2,515
5	2,262	2,301	2,395	2,482	2,415	2,519	2,588	2,546	2,526	2,516	2,525
6	2,294	2,278	2,314	2,403	2,492	2,425	2,530	2,597	2,552	2,533	2,523
7	2,043	2,142	2,120	2,157	2,233	2,314	2,244	2,345	2,404	2,354	2,337
8	2,070	2,094	2,194	2,173	2,212	2,294	2,376	2,307	2,409	2,471	2,421
Special Ed	2,346	2,470	2,608	2,719	2,825	2,903	2,940	2,990	3,020	2,987	2,963
<b>TOTAL</b>	<b>25,669</b>	<b>26,123</b>	<b>26,580</b>	<b>26,900</b>	<b>27,234</b>	<b>27,505</b>	<b>27,665</b>	<b>27,760</b>	<b>27,903</b>	<b>27,888</b>	<b>27,832</b>
<b>DISTRICT 29</b>											
Pre-K	1,701	1,737	1,670	1,656	1,657	1,658	1,660	1,661	1,662	1,663	1,664
K	2,269	2,282	2,324	2,241	2,224	2,226	2,227	2,231	2,233	2,235	2,237
1	2,387	2,442	2,459	2,499	2,412	2,394	2,397	2,399	2,403	2,405	2,408
2	2,310	2,287	2,333	2,352	2,393	2,309	2,293	2,296	2,299	2,304	2,307
3	2,250	2,242	2,228	2,267	2,291	2,329	2,250	2,236	2,240	2,243	2,249
4	2,321	2,212	2,207	2,188	2,232	2,255	2,293	2,215	2,201	2,207	2,211
5	2,366	2,290	2,185	2,184	2,163	2,210	2,233	2,271	2,194	2,181	2,187
6	2,164	2,167	2,093	1,984	1,975	1,953	1,998	2,016	2,046	1,977	1,963
7	2,227	2,198	2,201	2,125	2,015	2,006	1,982	2,029	2,047	2,078	2,007
8	2,377	2,253	2,226	2,234	2,155	2,048	2,040	2,013	2,062	2,079	2,114
Special Ed	2,078	2,248	2,440	2,660	2,867	3,070	3,222	3,342	3,421	3,417	3,398
<b>TOTAL</b>	<b>24,450</b>	<b>24,357</b>	<b>24,368</b>	<b>24,390</b>	<b>24,384</b>	<b>24,458</b>	<b>24,596</b>	<b>24,709</b>	<b>24,808</b>	<b>24,789</b>	<b>24,747</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>DISTRICT 30</b>											
Pre-K	2,576	2,388	2,403	2,406	2,385	2,364	2,345	2,324	2,303	2,282	2,262
K	2,956	2,969	2,753	2,769	2,767	2,739	2,712	2,685	2,657	2,629	2,601
1	2,943	3,035	3,048	2,826	2,842	2,839	2,809	2,780	2,752	2,723	2,694
2	2,826	2,835	2,922	2,934	2,716	2,733	2,729	2,700	2,671	2,643	2,614
3	2,798	2,758	2,767	2,852	2,866	2,652	2,669	2,666	2,637	2,609	2,583
4	2,682	2,747	2,711	2,717	2,801	2,813	2,600	2,618	2,614	2,585	2,557
5	2,767	2,739	2,802	2,769	2,772	2,858	2,870	2,652	2,669	2,663	2,633
6	3,100	3,085	3,059	3,130	3,097	3,096	3,184	3,192	2,951	2,968	2,957
7	2,727	2,887	2,877	2,845	2,908	2,874	2,875	2,959	2,965	2,744	2,759
8	2,800	2,794	2,959	2,946	2,919	2,986	2,953	2,952	3,037	3,044	2,815
Special Ed	2,733	2,910	3,039	3,186	3,313	3,417	3,481	3,547	3,602	3,528	3,449
<b>TOTAL</b>	<b>30,908</b>	<b>31,147</b>	<b>31,340</b>	<b>31,381</b>	<b>31,386</b>	<b>31,371</b>	<b>31,228</b>	<b>31,075</b>	<b>30,859</b>	<b>30,419</b>	<b>29,923</b>
<b>DISTRICT 31</b>											
Pre-K	3,570	3,490	3,458	3,383	3,381	3,379	3,376	3,374	3,373	3,371	3,369
K	4,295	4,276	4,215	4,210	4,111	4,119	4,127	4,134	4,142	4,150	4,158
1	4,083	4,359	4,342	4,282	4,285	4,184	4,195	4,206	4,216	4,227	4,238
2	4,036	3,917	4,185	4,167	4,110	4,112	4,015	4,025	4,036	4,045	4,056
3	4,132	3,953	3,837	4,100	4,083	4,027	4,029	3,933	3,944	3,955	3,964
4	3,915	4,014	3,840	3,726	3,981	3,963	3,908	3,907	3,816	3,826	3,836
5	3,738	3,865	3,961	3,787	3,674	3,924	3,908	3,853	3,852	3,762	3,772
6	3,702	3,576	3,698	3,790	3,627	3,518	3,760	3,742	3,690	3,686	3,601
7	3,583	3,668	3,542	3,666	3,757	3,595	3,484	3,724	3,704	3,652	3,645
8	3,733	3,626	3,715	3,587	3,714	3,805	3,642	3,534	3,782	3,761	3,710
Special Ed	5,231	5,587	5,957	6,315	6,649	6,867	7,057	7,250	7,290	7,320	7,327
<b>TOTAL</b>	<b>44,018</b>	<b>44,330</b>	<b>44,750</b>	<b>45,014</b>	<b>45,371</b>	<b>45,492</b>	<b>45,500</b>	<b>45,684</b>	<b>45,845</b>	<b>45,757</b>	<b>45,677</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
NEW YORK CITY											
Pre-K	56,874	57,074	56,654	55,688	55,832	55,977	56,127	56,273	56,417	56,561	56,706
K	68,537	70,319	69,723	69,180	67,978	68,212	68,443	68,681	68,913	69,147	69,381
1	68,946	71,362	73,244	72,609	72,078	70,794	71,043	71,289	71,542	71,788	72,036
2	66,277	66,369	68,747	70,624	70,004	69,503	68,265	68,523	68,778	69,040	69,295
3	64,808	64,897	65,007	67,353	69,245	68,641	68,161	66,965	67,237	67,505	67,781
4	62,504	63,693	63,839	63,933	66,287	68,174	67,570	67,101	65,941	66,220	66,495
5	61,139	60,838	62,053	62,313	62,426	64,797	66,723	66,140	65,702	64,584	64,892
6	62,335	61,150	60,803	62,035	62,385	62,451	64,866	66,752	66,171	65,745	64,600
7	60,696	62,532	61,347	61,021	62,305	62,703	62,786	65,282	67,218	66,667	66,260
8	62,331	61,652	63,574	62,391	62,100	63,471	63,952	64,061	66,685	68,738	68,194
Special Ed	69,130	72,705	76,524	80,297	83,371	86,234	88,439	90,170	90,528	90,328	89,890
TOTAL	703,577	712,593	721,515	727,444	734,010	740,958	746,374	751,236	755,131	756,323	755,531
MANHATTAN											
Pre-K	7,074	6,953	6,794	6,619	6,518	6,418	6,322	6,221	6,121	6,020	5,920
K	8,979	9,060	8,801	8,691	8,459	8,375	8,290	8,209	8,124	8,039	7,955
1	8,932	9,133	9,209	8,933	8,820	8,583	8,493	8,402	8,314	8,223	8,133
2	8,649	8,582	8,782	8,860	8,595	8,493	8,256	8,171	8,085	8,003	7,917
3	8,181	8,444	8,385	8,582	8,663	8,414	8,313	8,089	8,010	7,931	7,855
4	7,856	8,070	8,328	8,277	8,479	8,561	8,313	8,215	7,993	7,915	7,837
5	7,473	7,353	7,553	7,816	7,779	7,992	8,081	7,858	7,780	7,565	7,503
6	7,682	7,462	7,335	7,546	7,848	7,828	8,063	8,200	7,993	7,927	7,736
7	7,570	7,699	7,481	7,343	7,561	7,851	7,838	8,072	8,207	7,996	7,932
8	7,882	7,710	7,847	7,635	7,494	7,727	8,037	8,027	8,270	8,422	8,208
Special Ed	9,214	9,740	10,341	10,907	11,484	11,907	12,266	12,508	12,293	12,122	11,931
TOTAL	89,492	90,207	90,855	91,208	91,699	92,149	92,271	91,971	91,189	90,164	88,927

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>BRONX</b>											
Pre-K	10,681	11,057	11,063	10,786	10,877	10,969	11,060	11,152	11,243	11,334	11,426
K	14,638	14,928	15,244	15,280	14,911	15,046	15,181	15,315	15,450	15,585	15,720
1	15,047	15,624	15,944	16,280	16,327	15,923	16,069	16,214	16,359	16,505	16,651
2	14,025	14,246	14,809	15,117	15,432	15,483	15,099	15,240	15,381	15,521	15,661
3	13,803	13,618	13,846	14,412	14,724	15,026	15,082	14,702	14,841	14,979	15,117
4	13,100	13,411	13,234	13,462	14,031	14,340	14,637	14,701	14,324	14,463	14,601
5	13,204	12,733	13,048	12,885	13,115	13,672	13,985	14,274	14,333	13,973	14,111
6	13,341	13,160	12,690	13,016	12,845	13,080	13,701	14,004	14,287	14,375	13,991
7	13,040	13,349	13,185	12,714	13,054	12,892	13,135	13,816	14,128	14,411	14,528
8	13,118	13,121	13,438	13,281	12,805	13,168	13,008	13,247	13,982	14,295	14,591
Special Ed	17,228	17,733	18,279	18,870	19,113	19,531	19,778	20,100	20,281	20,566	20,698
<b>TOTAL</b>	<b>151,225</b>	<b>152,982</b>	<b>154,781</b>	<b>156,102</b>	<b>157,234</b>	<b>159,130</b>	<b>160,735</b>	<b>162,764</b>	<b>164,609</b>	<b>166,007</b>	<b>167,096</b>
<b>BROOKLYN</b>											
Pre-K	19,178	19,533	19,676	19,460	19,611	19,762	19,915	20,066	20,217	20,368	20,519
K	20,601	21,190	21,069	21,076	20,864	21,035	21,204	21,376	21,546	21,717	21,888
1	20,887	21,686	22,336	22,183	22,187	21,938	22,114	22,287	22,465	22,638	22,814
2	20,116	20,155	20,957	21,624	21,478	21,487	21,250	21,433	21,615	21,799	21,981
3	19,827	19,714	19,756	20,540	21,221	21,073	21,089	20,865	21,053	21,238	21,427
4	19,306	19,483	19,388	19,427	20,214	20,889	20,738	20,754	20,548	20,737	20,925
5	18,585	18,498	18,708	18,685	18,729	19,532	20,218	20,076	20,109	19,919	20,122
6	19,032	18,562	18,466	18,671	18,700	18,693	19,449	20,047	19,918	19,929	19,713
7	18,668	19,016	18,542	18,460	18,687	18,730	18,729	19,504	20,128	20,007	20,029
8	19,269	18,986	19,365	18,894	18,828	19,079	19,151	19,181	19,996	20,679	20,567
Special Ed	20,023	20,946	21,952	22,909	23,652	24,482	25,143	25,728	25,860	25,795	25,705
<b>TOTAL</b>	<b>215,492</b>	<b>217,769</b>	<b>220,215</b>	<b>221,929</b>	<b>224,171</b>	<b>226,700</b>	<b>228,999</b>	<b>231,319</b>	<b>233,454</b>	<b>234,828</b>	<b>235,689</b>

**APPENDIX B**  
**ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 THROUGH 2021**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>QUEENS</b>											
Pre-K	16,371	16,042	15,663	15,441	15,445	15,449	15,455	15,459	15,464	15,468	15,472
K	20,024	20,865	20,394	19,924	19,633	19,637	19,641	19,647	19,651	19,655	19,659
1	19,997	20,560	21,413	20,932	20,458	20,167	20,173	20,179	20,188	20,194	20,201
2	19,451	19,468	20,014	20,855	20,389	19,928	19,645	19,653	19,661	19,672	19,680
3	18,865	19,169	19,183	19,719	20,553	20,102	19,648	19,376	19,389	19,402	19,417
4	18,327	18,716	19,050	19,041	19,582	20,421	19,974	19,524	19,260	19,278	19,296
5	18,139	18,388	18,784	19,139	19,130	19,677	20,531	20,080	19,628	19,364	19,384
6	18,578	18,390	18,613	19,011	19,366	19,332	19,891	20,759	20,282	19,828	19,558
7	17,835	18,801	18,597	18,838	19,246	19,636	19,599	20,167	21,052	20,601	20,127
8	18,329	18,209	19,209	18,994	19,259	19,692	20,115	20,071	20,656	21,580	21,118
Special Ed	17,434	18,699	19,995	21,295	22,473	23,446	24,195	24,583	24,803	24,525	24,230
<b>TOTAL</b>	<b>203,350</b>	<b>207,306</b>	<b>210,915</b>	<b>213,191</b>	<b>215,535</b>	<b>217,487</b>	<b>218,869</b>	<b>219,499</b>	<b>220,035</b>	<b>219,567</b>	<b>218,141</b>
<b>RICHMOND</b>											
Pre-K	3,570	3,490	3,458	3,383	3,381	3,379	3,376	3,374	3,373	3,371	3,369
K	4,295	4,276	4,215	4,210	4,111	4,119	4,127	4,134	4,142	4,150	4,158
1	4,083	4,359	4,342	4,282	4,285	4,184	4,195	4,206	4,216	4,227	4,238
2	4,036	3,917	4,185	4,167	4,110	4,112	4,015	4,025	4,036	4,045	4,056
3	4,132	3,953	3,837	4,100	4,083	4,027	4,029	3,933	3,944	3,955	3,964
4	3,915	4,014	3,840	3,726	3,981	3,963	3,908	3,907	3,816	3,826	3,836
5	3,738	3,865	3,961	3,787	3,674	3,924	3,908	3,853	3,852	3,762	3,772
6	3,702	3,576	3,698	3,790	3,627	3,518	3,760	3,742	3,690	3,686	3,601
7	3,583	3,668	3,542	3,666	3,757	3,595	3,484	3,724	3,704	3,652	3,645
8	3,733	3,626	3,715	3,587	3,714	3,805	3,642	3,534	3,782	3,761	3,710
Special Ed	5,231	5,587	5,957	6,315	6,649	6,867	7,057	7,250	7,290	7,320	7,327
<b>TOTAL</b>	<b>44,018</b>	<b>44,330</b>	<b>44,750</b>	<b>45,014</b>	<b>45,371</b>	<b>45,492</b>	<b>45,500</b>	<b>45,684</b>	<b>45,845</b>	<b>45,757</b>	<b>45,678</b>

**APPENDIX C**  
**ENROLLMENT PROJECTIONS - 9TH TO 12TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES AND GED PUPILS**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 TO 2021**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>MANHATTAN</b>											
9	16,018	15,478	15,105	15,367	14,894	14,500	14,907	15,364	15,321	15,777	16,048
10	16,143	15,257	14,768	14,439	14,740	14,294	13,965	14,418	14,880	14,873	15,358
11	13,435	12,802	12,147	11,813	11,581	11,864	11,550	11,345	11,768	12,228	12,250
12	11,932	12,080	11,526	10,950	10,662	10,461	10,729	10,453	10,284	10,683	11,118
Special Education	4,829	5,058	5,214	5,420	5,692	5,983	6,333	6,831	7,314	7,484	7,590
GED (16-21)	1,453	1,453	1,453	1,453	1,453	1,453	1,453	1,453	1,453	1,453	1,453
GED (Over 21)	14	14	14	14	14	14	14	14	14	14	14
TOTAL	63,824	62,143	60,228	59,456	59,036	58,570	58,951	59,878	61,034	62,511	63,831
<b>BRONX</b>											
9	15,529	15,230	15,229	15,668	15,485	14,952	15,398	15,252	15,555	16,487	16,880
10	14,350	14,290	14,022	14,021	14,442	14,275	13,787	14,205	14,082	14,368	15,249
11	11,162	10,252	10,216	10,034	10,027	10,367	10,247	9,906	10,217	10,151	10,372
12	9,993	10,072	9,254	9,224	9,065	9,058	9,379	9,271	8,967	9,253	9,203
Special Education	7,235	7,593	7,768	7,850	8,331	8,469	8,790	8,994	9,194	9,282	9,488
GED (16-21)	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846
GED (Over 21)	31	31	31	31	31	31	31	31	31	31	31
TOTAL	60,146	59,314	58,365	58,674	59,227	58,998	59,478	59,506	59,892	61,418	63,068
<b>BROOKLYN</b>											
9	21,390	20,973	20,685	21,122	20,587	20,514	20,797	20,914	20,950	21,853	22,682
10	22,489	21,121	20,727	20,475	20,966	20,464	20,416	20,758	20,955	20,996	21,937
11	16,876	15,709	14,765	14,492	14,325	14,692	14,350	14,323	14,589	14,759	14,782
12	16,589	16,690	15,558	14,630	14,366	14,212	14,593	14,262	14,243	14,523	14,715
Special Education	8,538	8,976	9,354	9,609	10,180	10,420	10,831	11,280	12,045	12,791	13,313
GED (16-21)	2,048	2,048	2,048	2,048	2,048	2,048	2,048	2,048	2,048	2,048	2,048
GED (Over 21)	10	10	10	10	10	10	10	10	10	10	10
TOTAL	87,940	85,527	83,147	82,385	82,483	82,360	83,046	83,595	84,840	86,980	89,488

**APPENDIX C**  
**ENROLLMENT PROJECTIONS - 9TH TO 12TH GRADE**  
**PLUS SPECIAL EDUCATION PUPILS IN AGE-EQUIVALENT GRADES AND GED PUPILS**  
**COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY**  
**2012 TO 2021**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>QUEENS</b>											
9	20,407	20,859	20,656	21,678	21,532	21,779	22,204	22,617	22,622	23,259	24,202
10	19,346	18,723	19,139	18,987	19,992	19,805	20,070	20,501	20,932	20,905	21,505
11	17,003	15,681	15,197	15,533	15,439	16,318	16,104	16,343	16,718	17,112	17,044
12	15,519	16,488	15,225	14,763	15,091	15,017	15,903	15,671	15,921	16,305	16,710
Special Education	5,981	6,418	6,789	7,111	7,588	8,232	8,946	9,832	10,522	11,261	11,775
GED (16-21)	836	836	836	836	836	836	836	836	836	836	836
GED (Over 21)	0	0	0	0	0	0	0	0	0	0	0
TOTAL	79,092	79,005	77,842	78,908	80,479	81,987	84,062	85,799	87,551	89,678	92,072
<b>RICHMOND</b>											
9	4,773	4,641	4,470	4,602	4,448	4,592	4,699	4,507	4,412	4,747	4,727
10	4,292	4,354	4,236	4,086	4,207	4,061	4,203	4,297	4,116	4,018	4,314
11	3,629	3,601	3,632	3,537	3,426	3,526	3,394	3,530	3,605	3,441	3,337
12	3,318	3,186	3,163	3,183	3,103	3,011	3,099	2,981	3,106	3,171	3,025
Special Education	1,866	2,027	2,170	2,285	2,402	2,644	2,882	3,039	3,371	3,672	3,854
GED (16-21)	131	131	131	131	131	131	131	131	131	131	131
GED (Over 21)	0	0	0	0	0	0	0	0	0	0	0
TOTAL	18,009	17,941	17,801	17,824	17,717	17,965	18,407	18,485	18,741	19,179	19,389
<b>NEW YORK CITY</b>											
9	78,117	77,181	76,146	78,437	76,946	76,337	78,005	78,653	78,860	82,122	84,539
10	76,620	73,745	72,892	72,008	74,348	72,900	72,441	74,178	74,966	75,161	78,363
11	62,105	58,046	55,957	55,409	54,798	56,767	55,645	55,448	56,896	57,691	57,786
12	57,351	58,516	54,726	52,750	52,287	51,759	53,703	52,637	52,522	53,934	54,771
Special Education	28,449	30,073	31,295	32,274	34,194	35,748	37,781	39,977	42,445	44,490	46,020
GED (16-21)	6,314	6,314	6,314	6,314	6,314	6,314	6,314	6,314	6,314	6,314	6,314
GED (Over 21)	55	55	55	55	55	55	55	55	55	55	55
TOTAL	309,011	303,930	297,384	297,247	298,942	299,880	303,944	307,263	312,058	319,768	327,848