

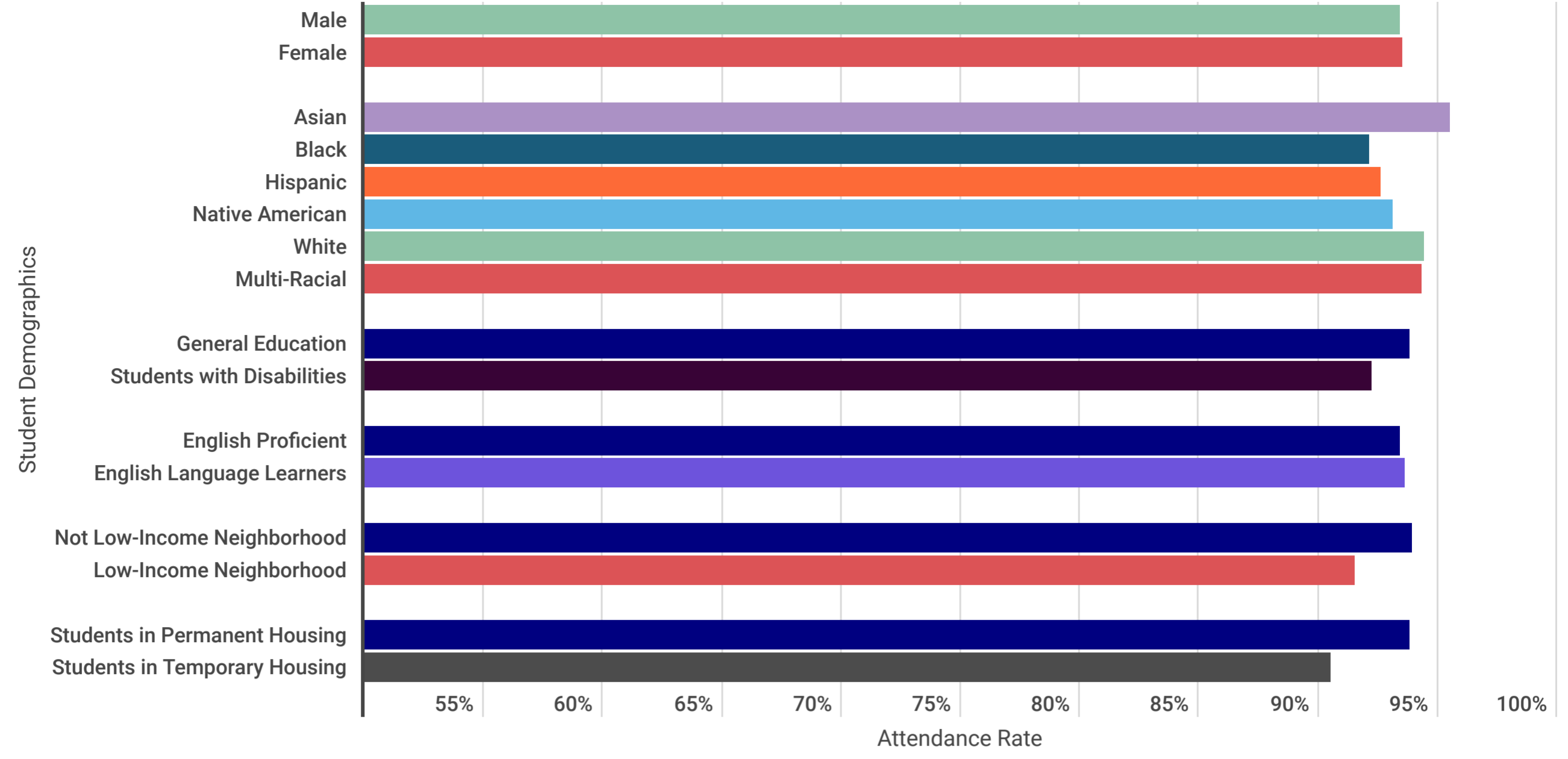
Attendance and Chronic Absenteeism: Traditional Public Schools

The attendance data for the 2019-2020 school year is for in person school up through March 13, 2020, which was the last day of in person learning due to the Covid-19 pandemic. The attendance rate refers to the percentage of total days present in school. For the 2019-2020 school year, the maximum number of days a student could have been present in school was 118. The data below also excludes transfer school students and students in District 75.

Average Attendance Rates by Student Demographic Group and Grade Level, 2019-2020

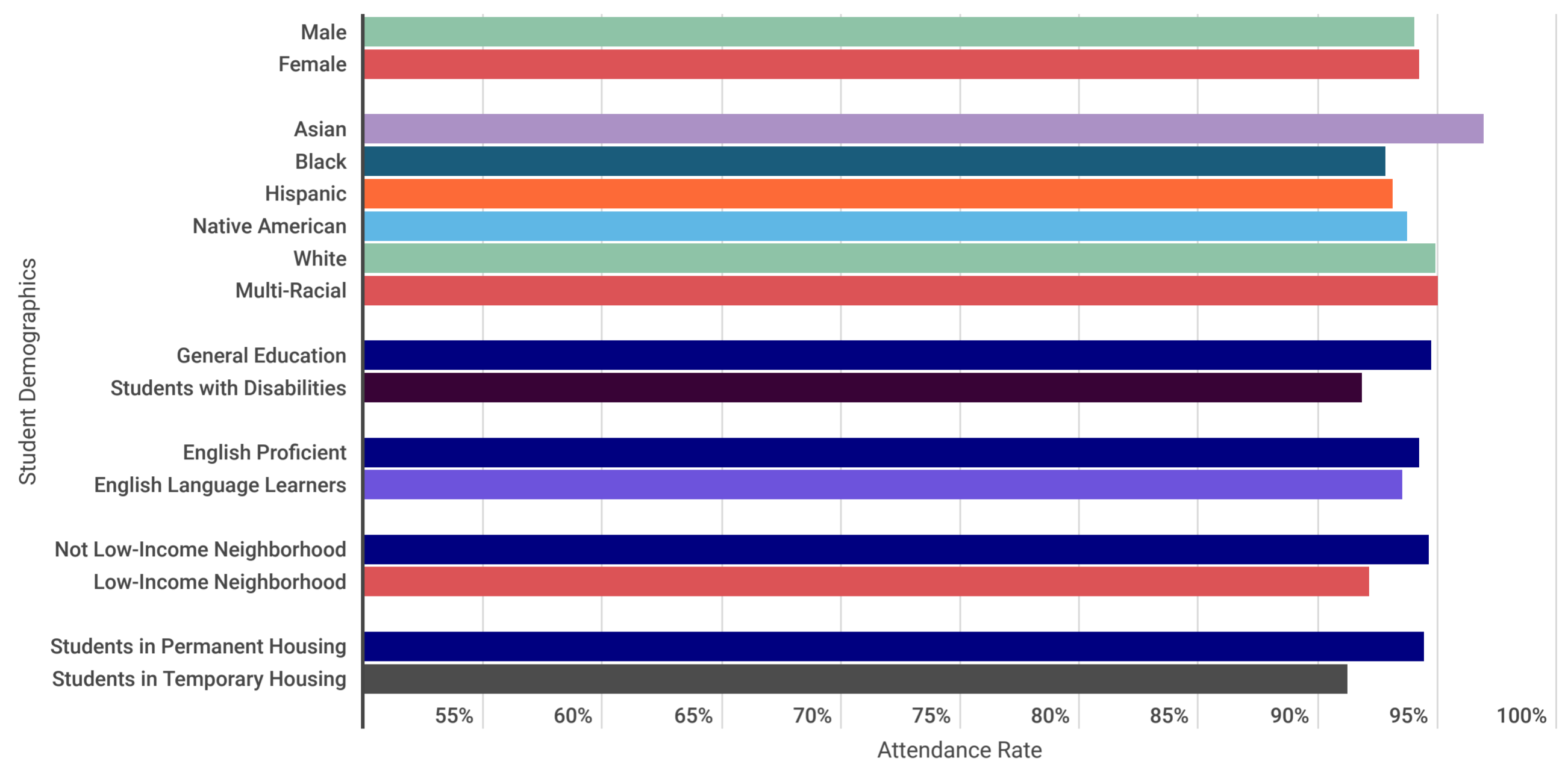
The charts below report on low income and not low income students. This category refers to the income level of the census tract, or neighborhood, in which a student resides, not their individual household income level.

Average Attendance Rates: Grades K-5



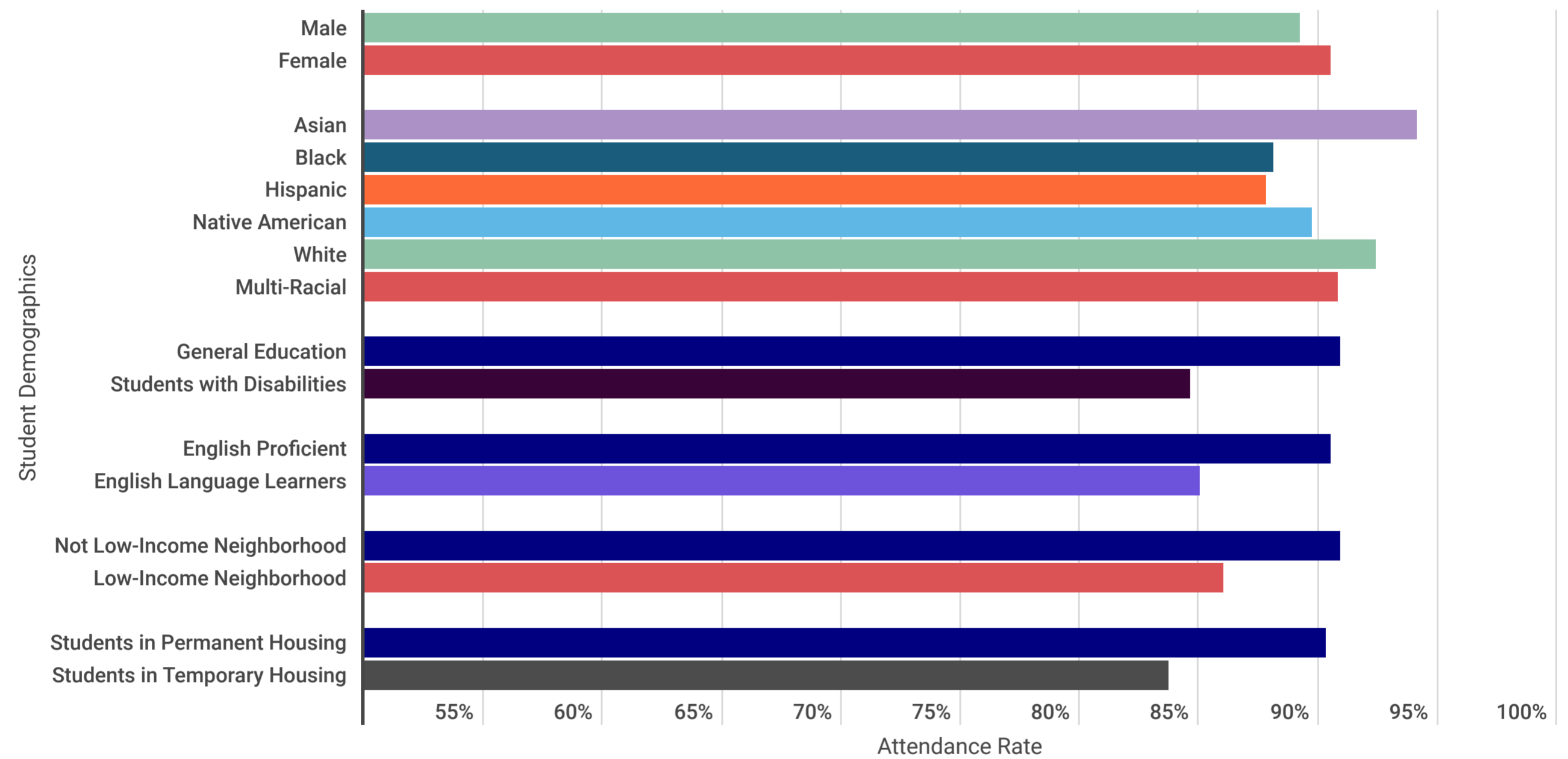
[Download data](#)

Average Attendance Rates: Grades 6-8



[Download data](#)

Average Attendance Rates: Grades 9-12

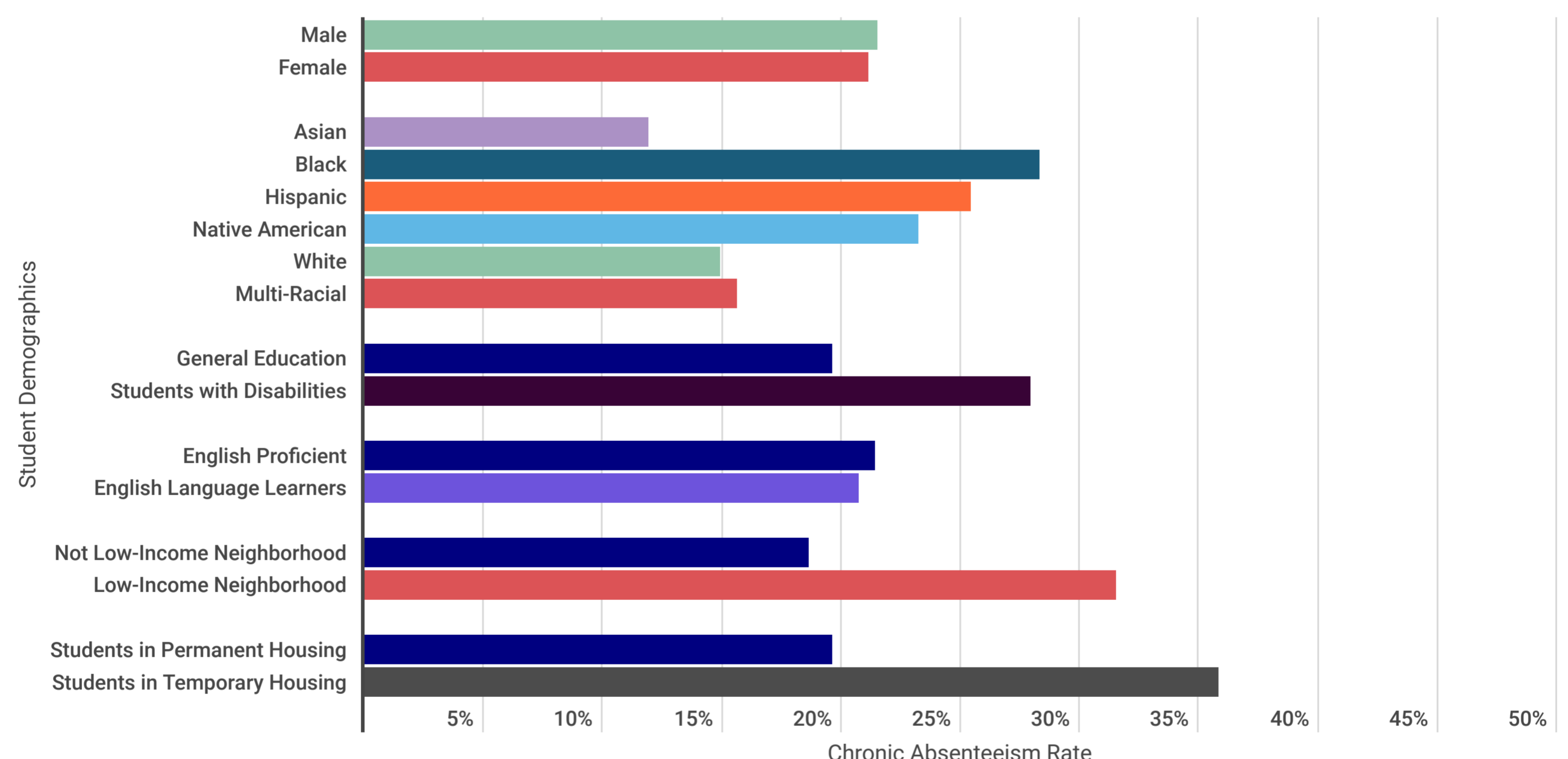


[Download data](#)

Chronic Absentee Rates by Student Demographic Group and Grade Level, 2019-2020

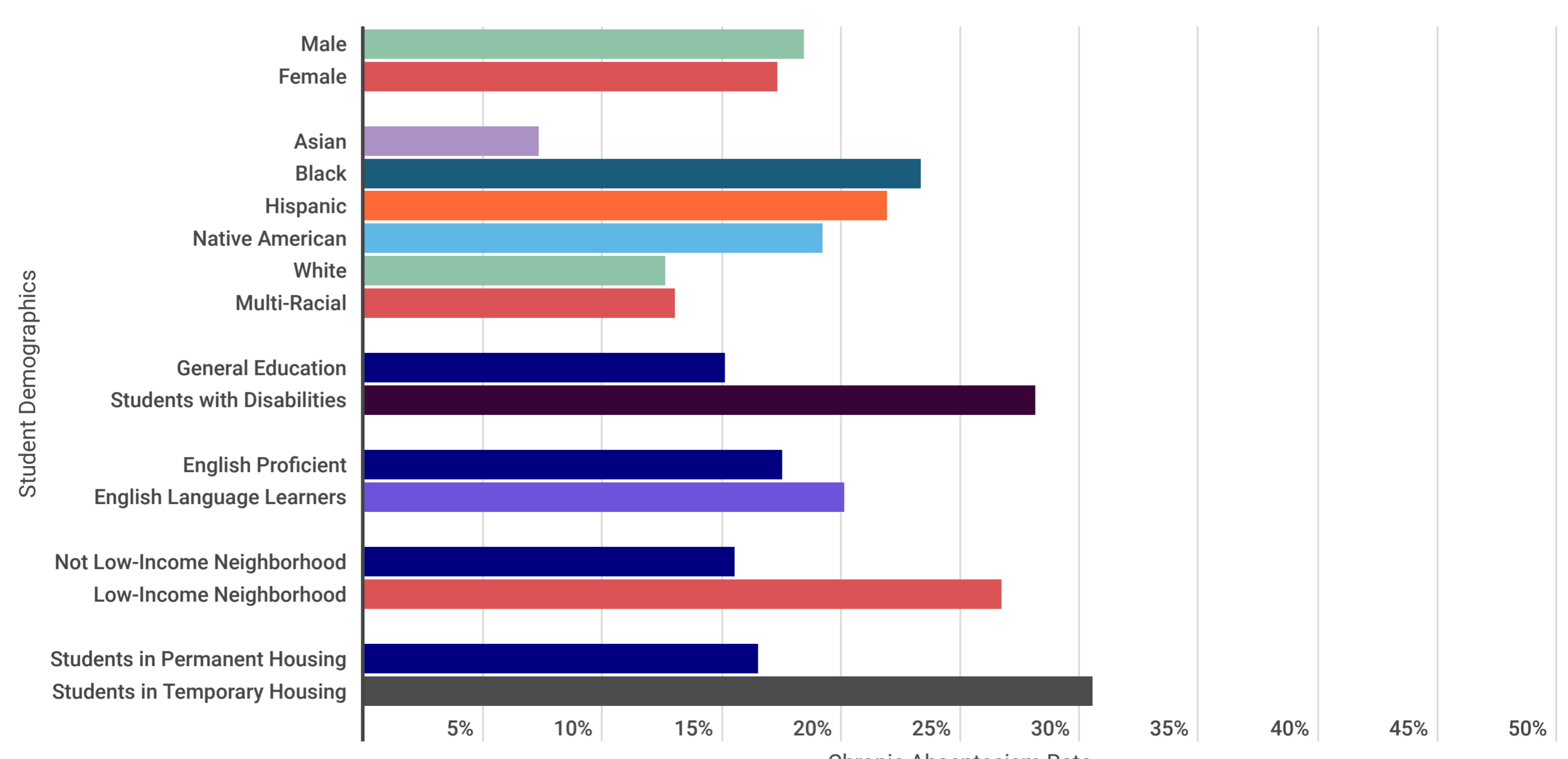
The chronic absenteeism rate refers to the share of students who were enrolled in at least 20 school days but were present less than 90% of the time.

Chronic Absenteeism: Grades K-5



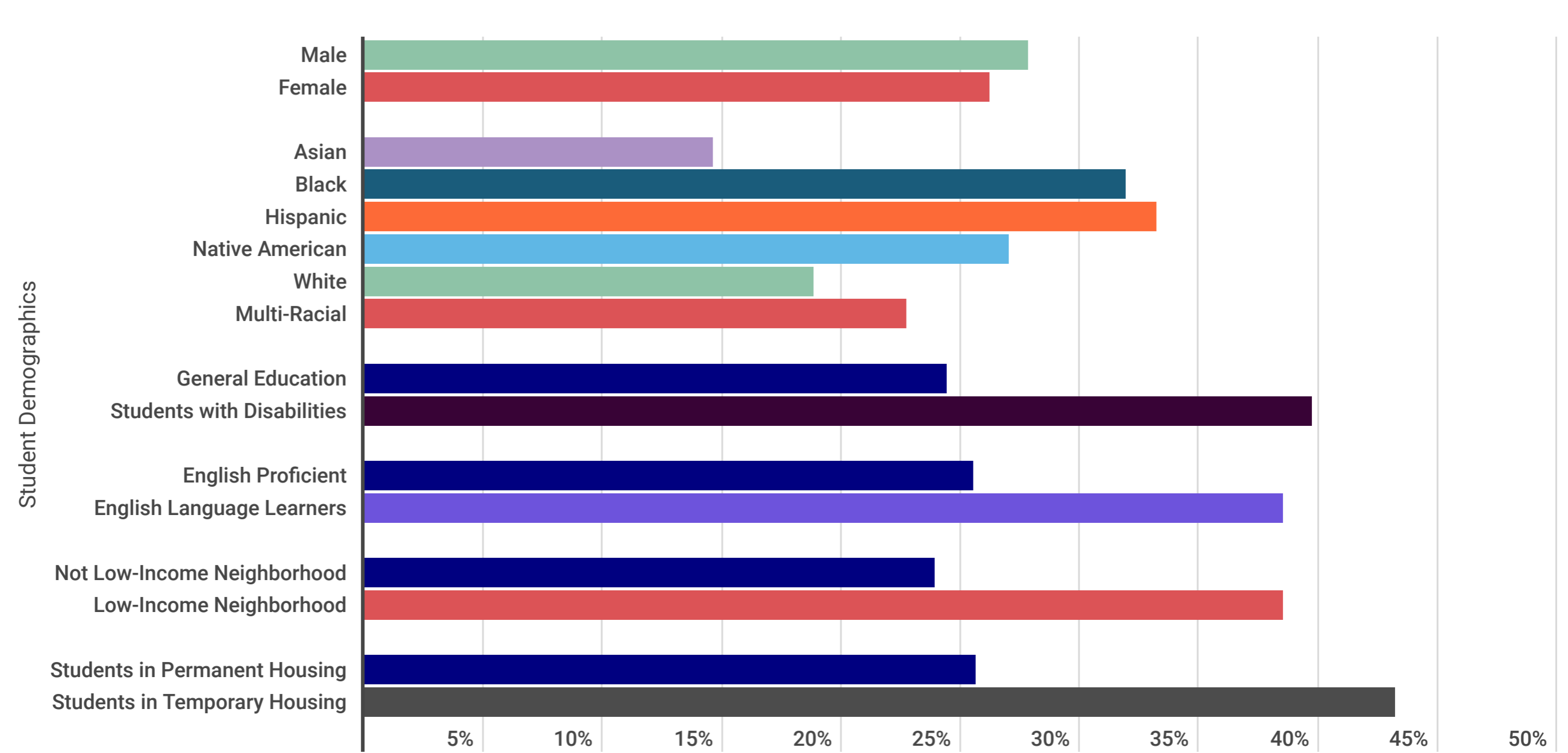
[Download data](#)

Chronic Absenteeism: Grades 6-8



[Download data](#)

Chronic Absenteeism: Grades 9-12



[Download data](#)

Data Notes and Glossary

Data Notes



Attendance

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

Graphics in this section include students in all grades in Districts 1-32. They do not include charter schools, attendance in District 75 schools or home school attendance. This data also excludes transfer schools. All data is from the 2019-2020 school year unless otherwise noted. IBO does not receive attendance data for all charters so does not report on charter schools.

The attendance data for the 2019-2020 school year is for in person school up through March 13, 2020, which was the last day of in person learning due to the Covid-19 pandemic. See: [New York City to Close All School Buildings and Transition to Remote Learning | City of New York](#). The attendance rate refers to the share of total days present in school averaged by each student demographic. For the 2019-2020 school year, the maximum number of days a student could have been present in school was 118.

Glossary



Chronic Absenteeism

The chronic absenteeism rate refers to the share of students who were enrolled in at least 20 school days but were present less than 90% of the time.



English Language Learners

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



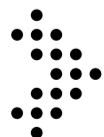
Low-Income Neighborhood

The income level of the census tract a students resides in, not the student's actual household income level. A census tract is considered low-income if its median income for a household of four is at or below the poverty measure (\$35,044) published by the Mayor's Office for Economic Opportunity in 2019.



Students with Disabilities

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



Traditional Public Schools

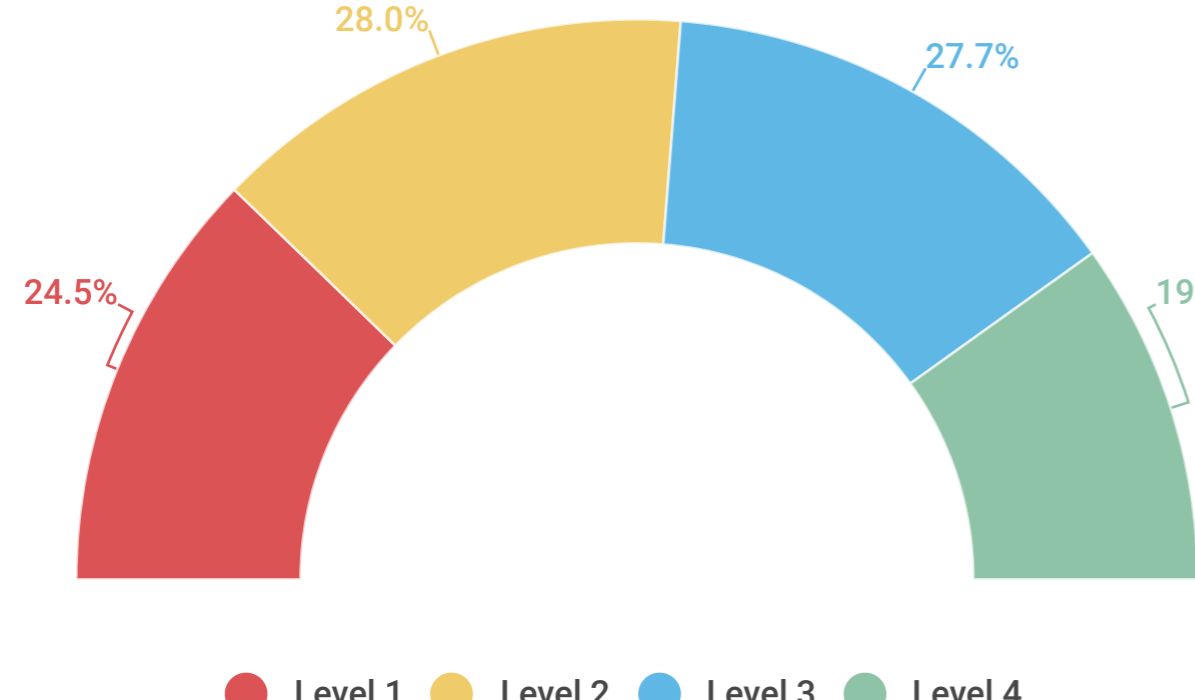
A public school in districts 1-32, district 75, or district 79.

Traditional Public Schools: Grades 3-8 Test Performance 2018-2019

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

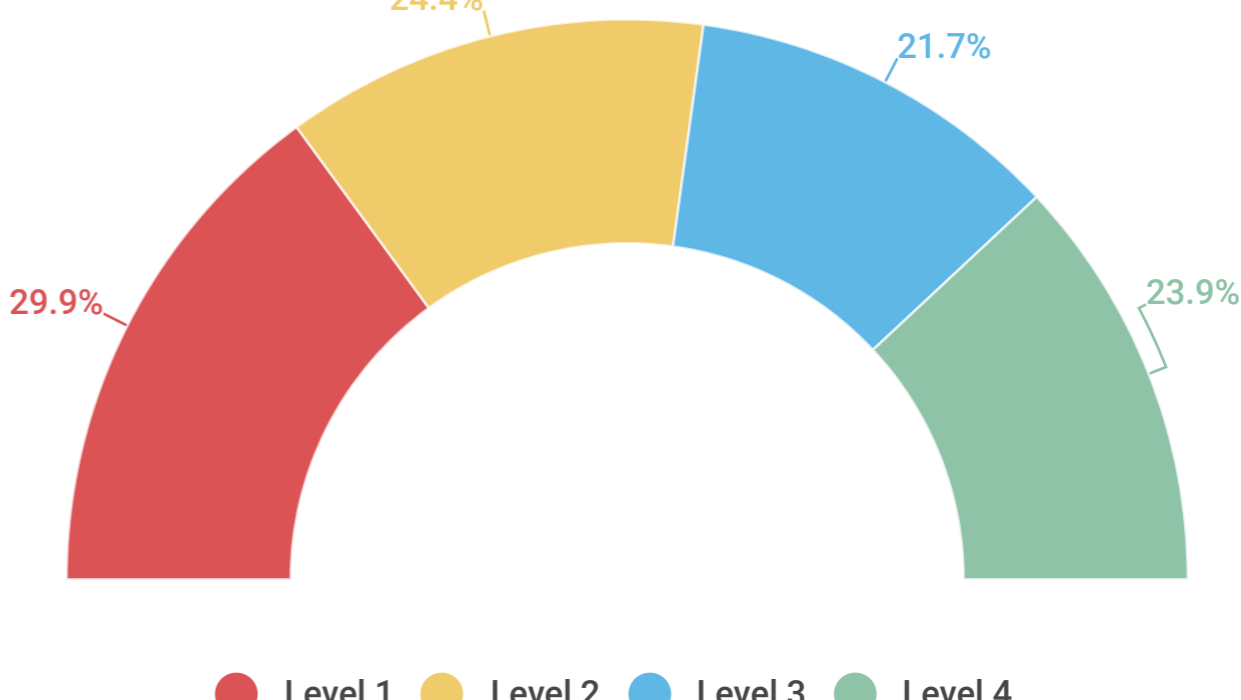
Several charts below report on both student poverty level and schools' shares of students from low-income neighborhoods. The various categories refer to the income level of the census tract, or neighborhood, in which a student resides, not their individual household income level. The census tract is considered low-income if its median household income is at or below the poverty measure published by the Mayor's Office for Economic Opportunity in 2019 for a family of four. Schools' shares of students from low-income neighborhoods were divided into three equal groups based on the share of students that reside in a low-income census tract attending each school. See data notes for more detail and cut off points for low, medium and high student poverty.

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



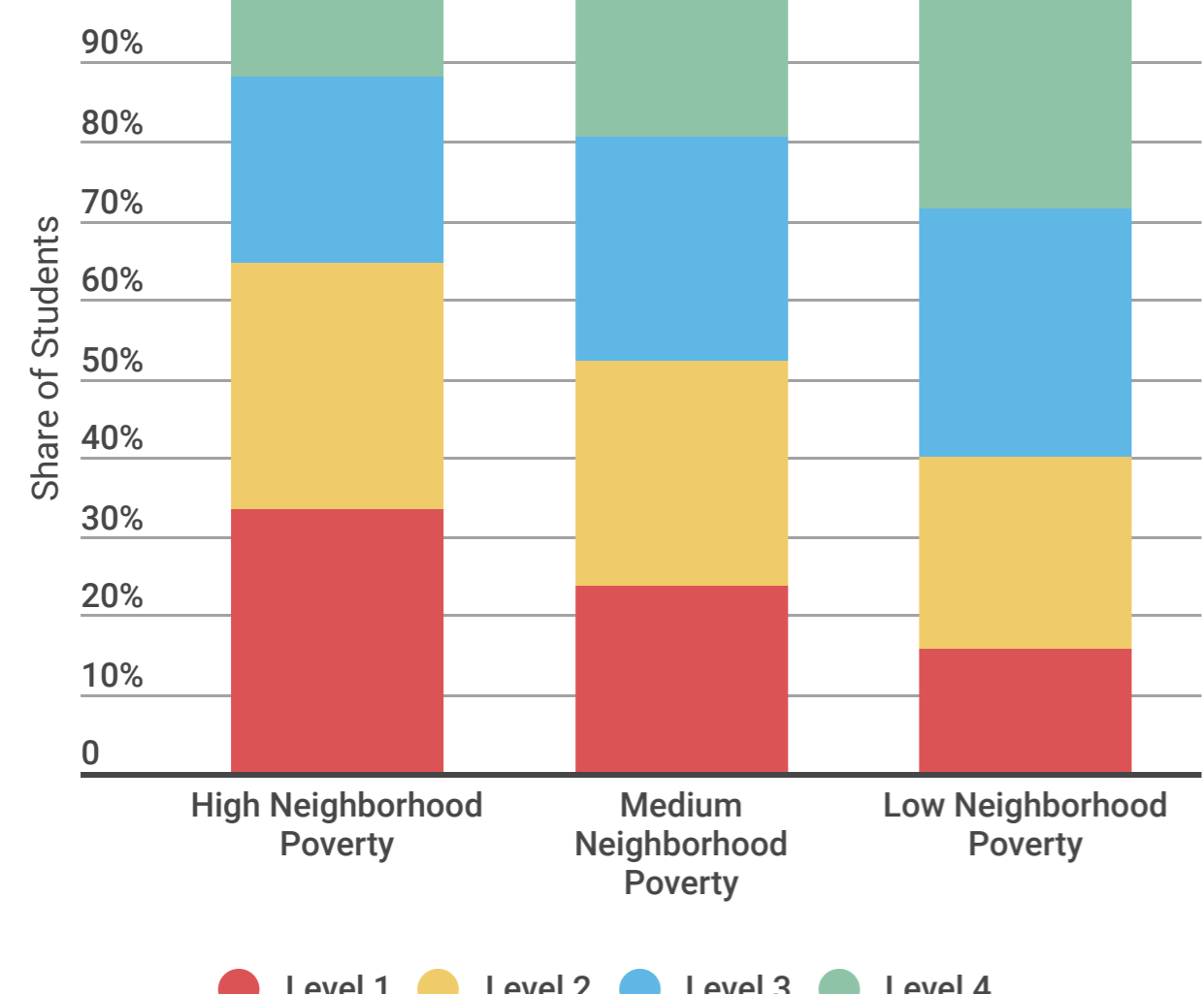
[Download data](#)

Share of Students at Each Performance Level: Mathematics



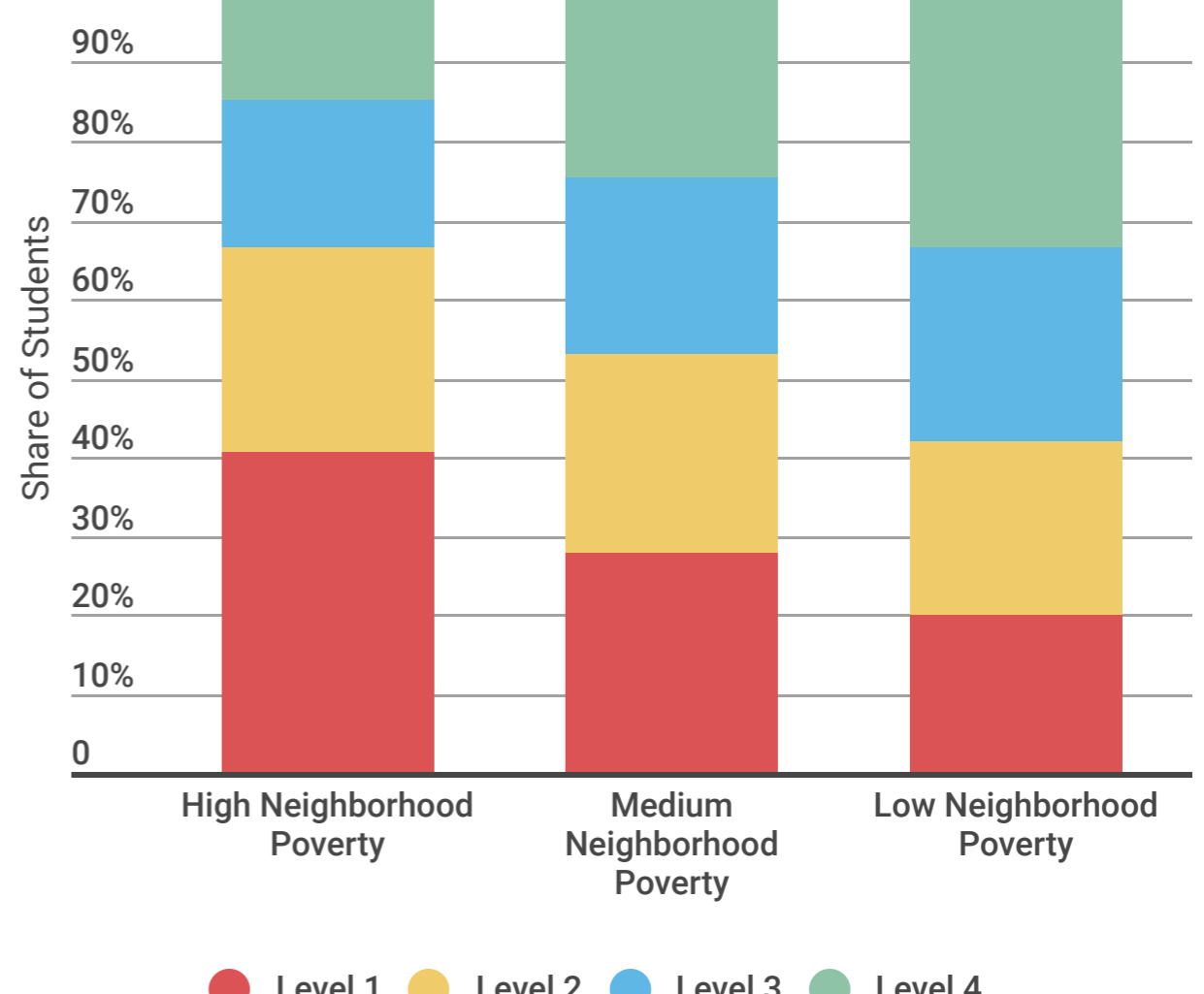
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ELA Performance by Student Neighborhood Poverty Level



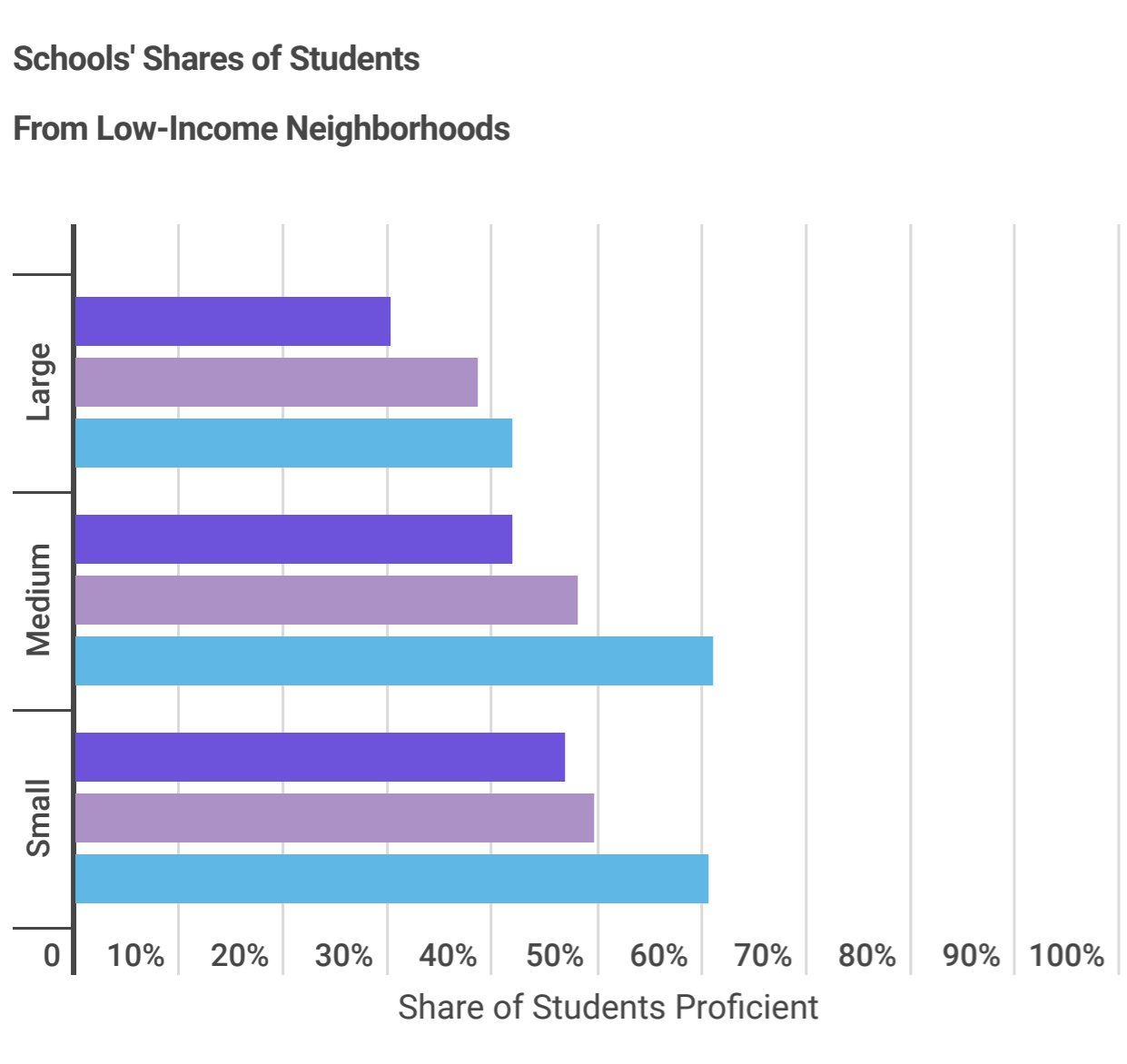
[Download data](#)

Math Performance by Student Neighborhood Poverty Level



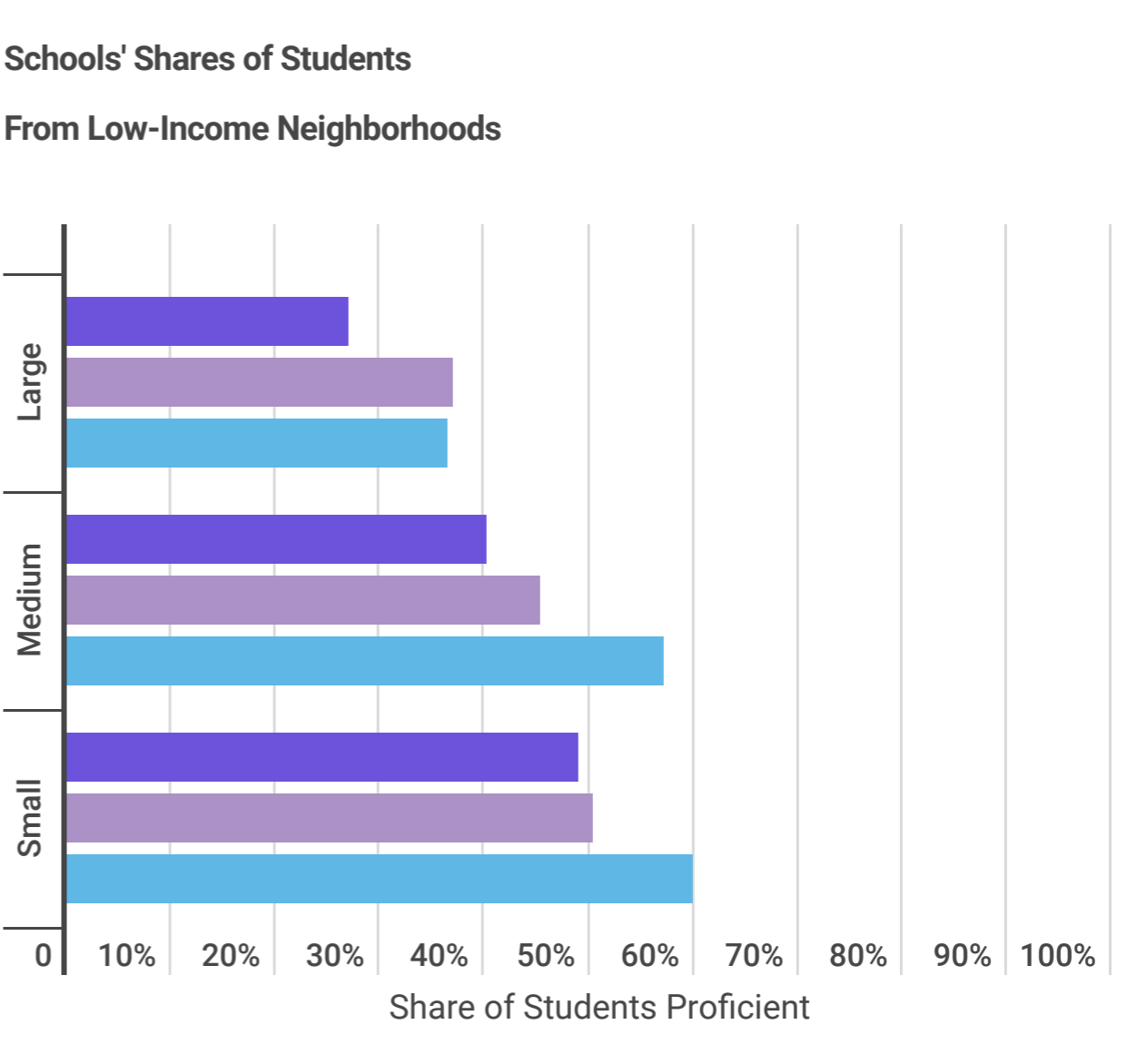
[Download data](#)

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



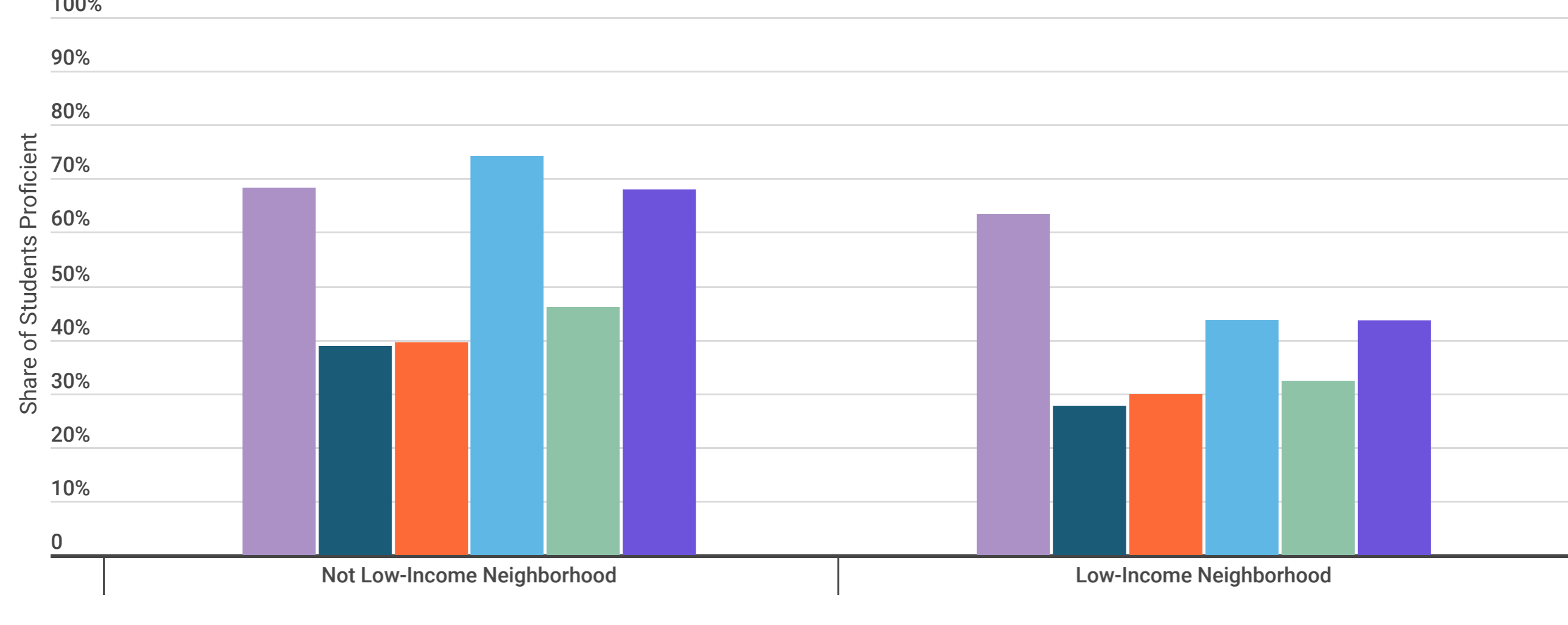
[Download data](#)

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



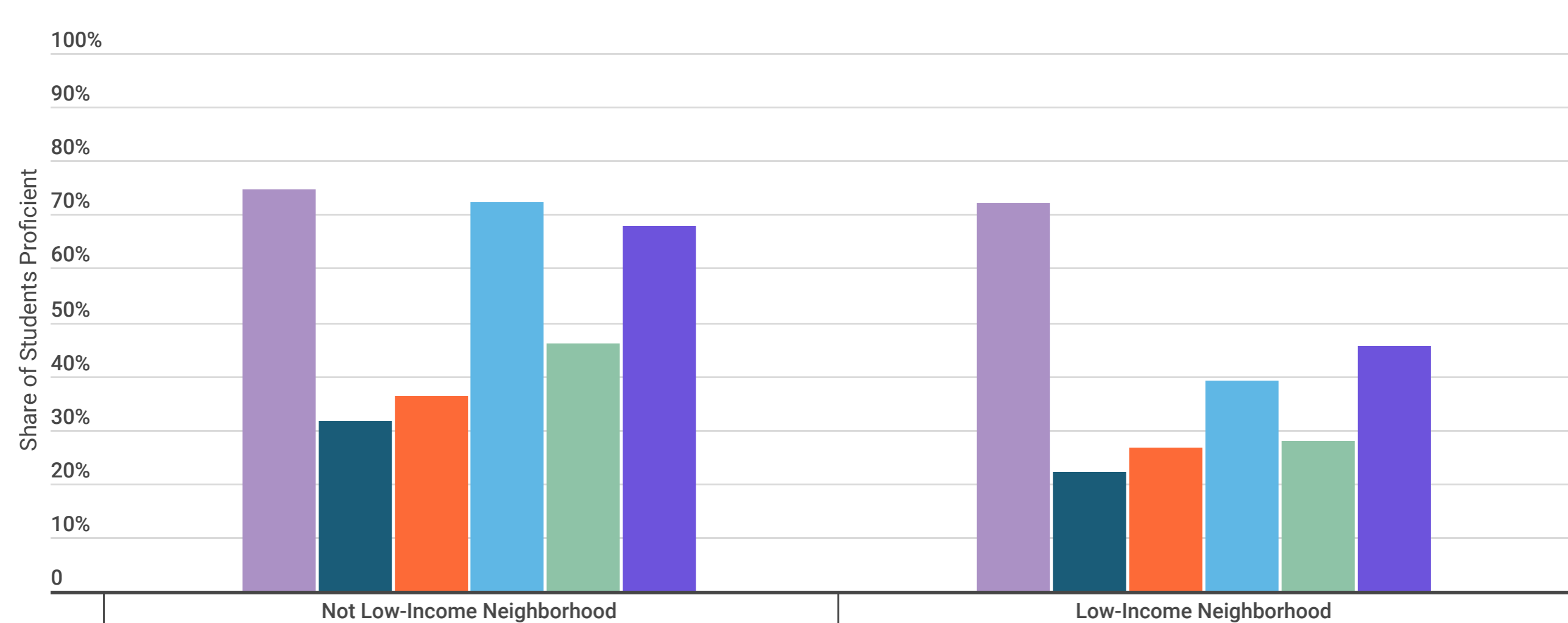
[Download data](#)

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



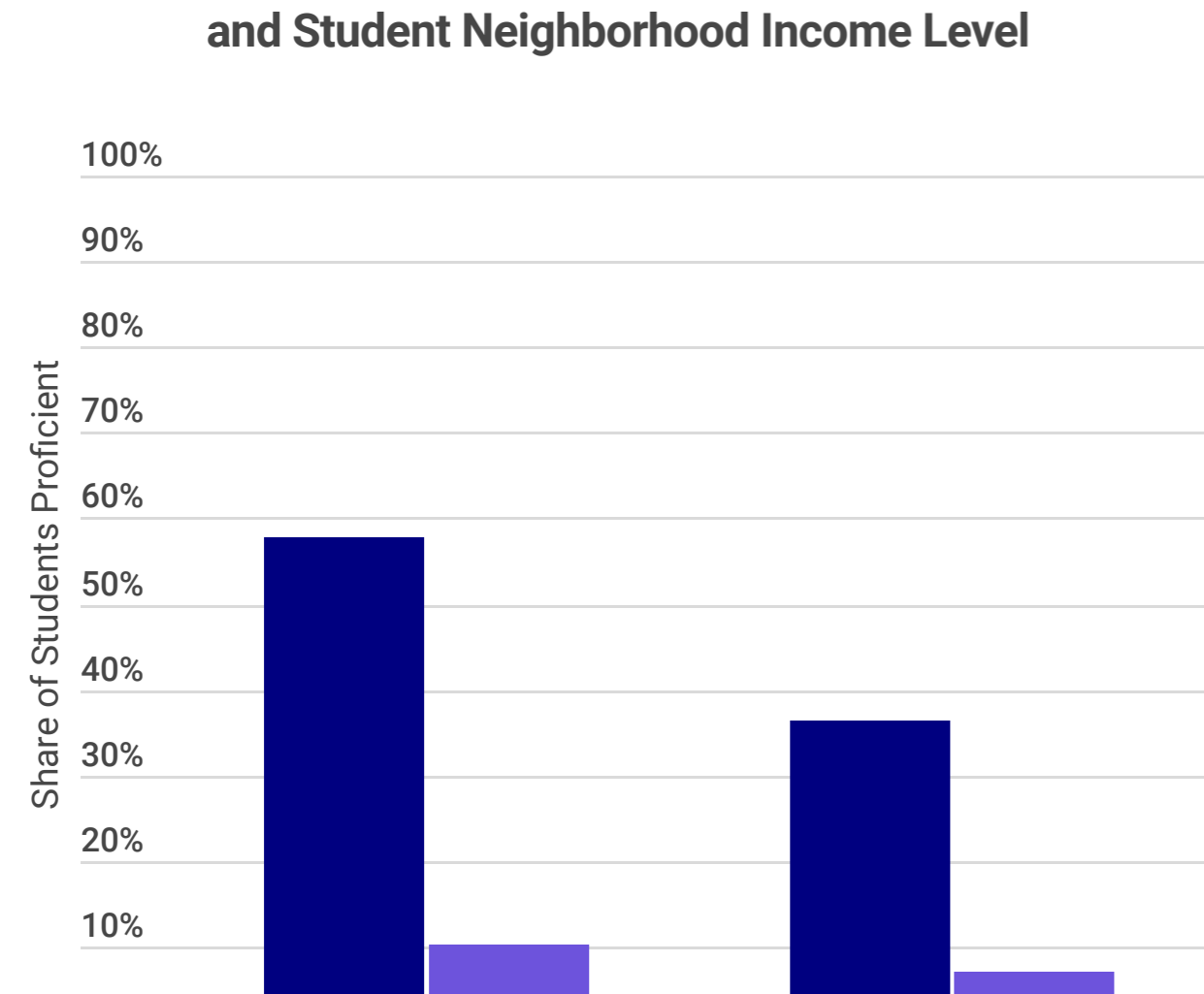
[Download data](#)

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



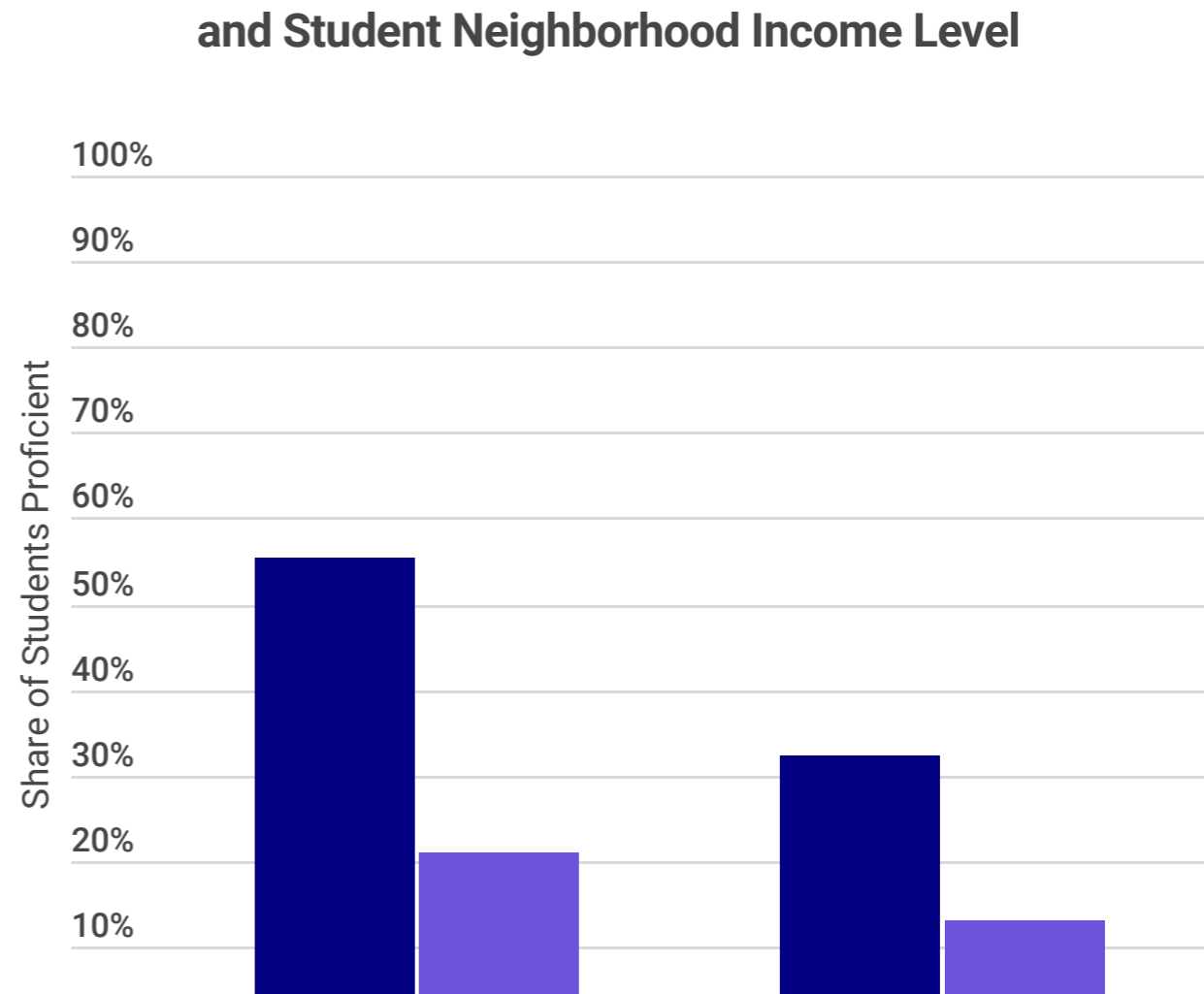
[Download data](#)

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



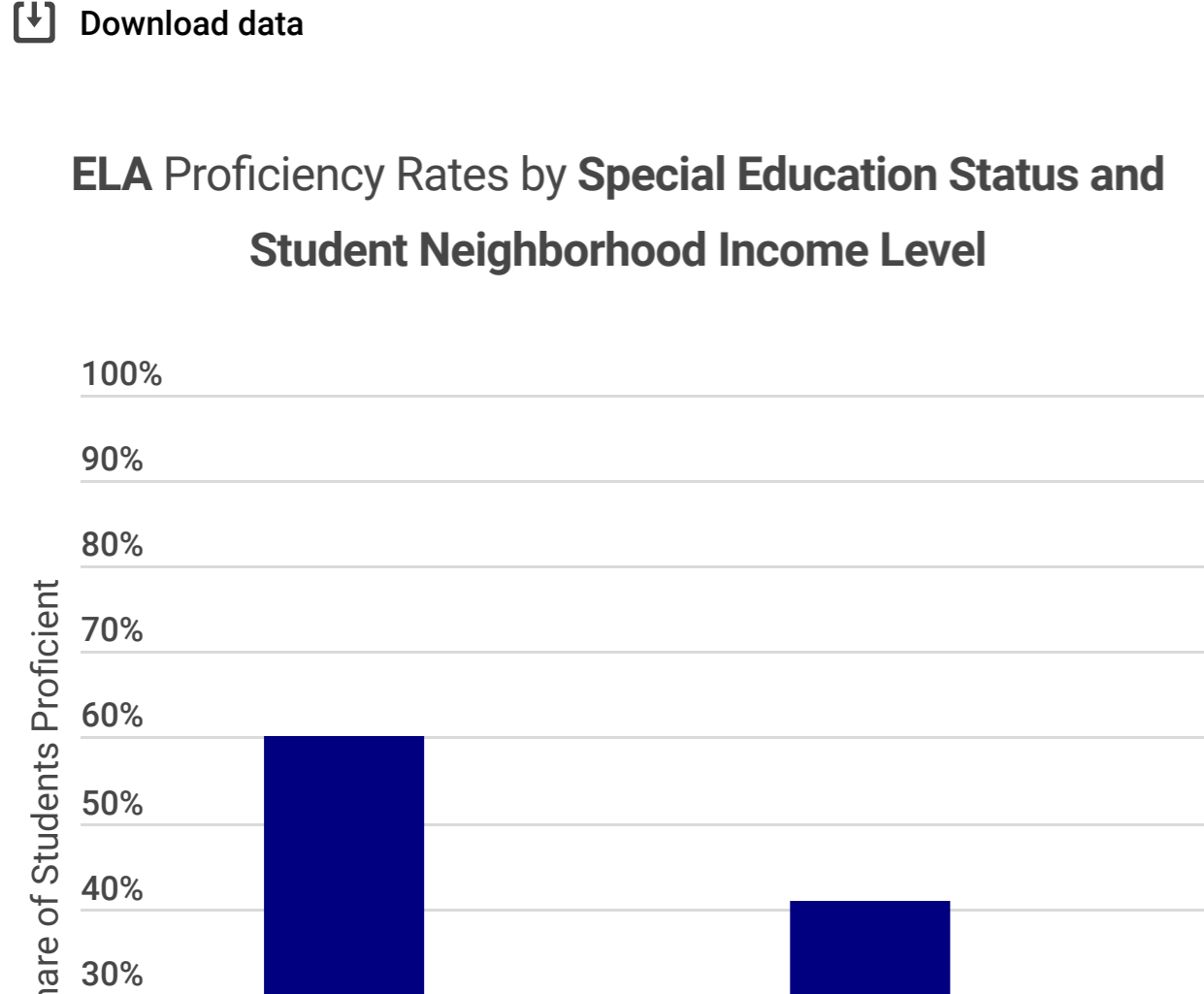
[Download data](#)

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



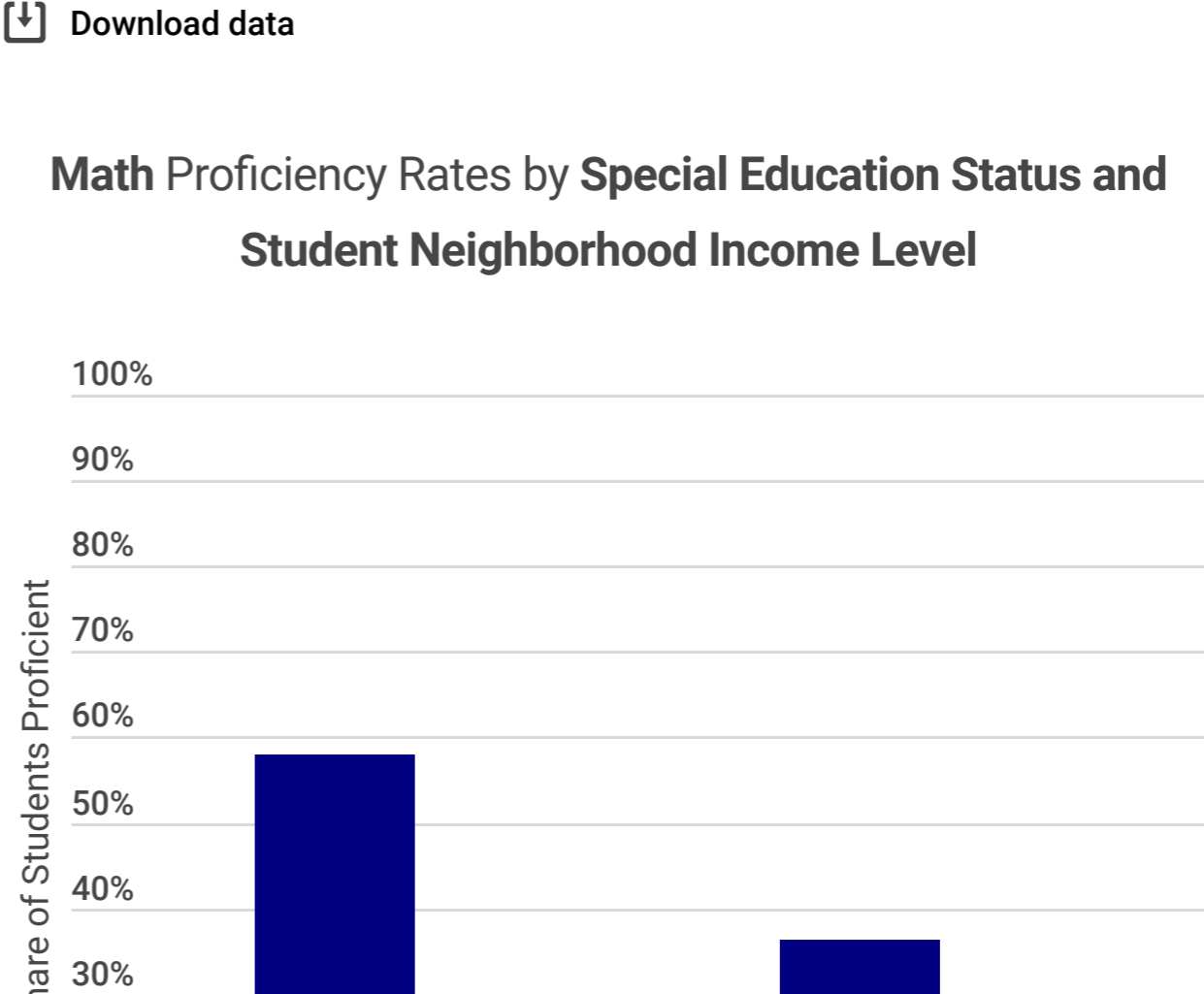
[Download data](#)

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



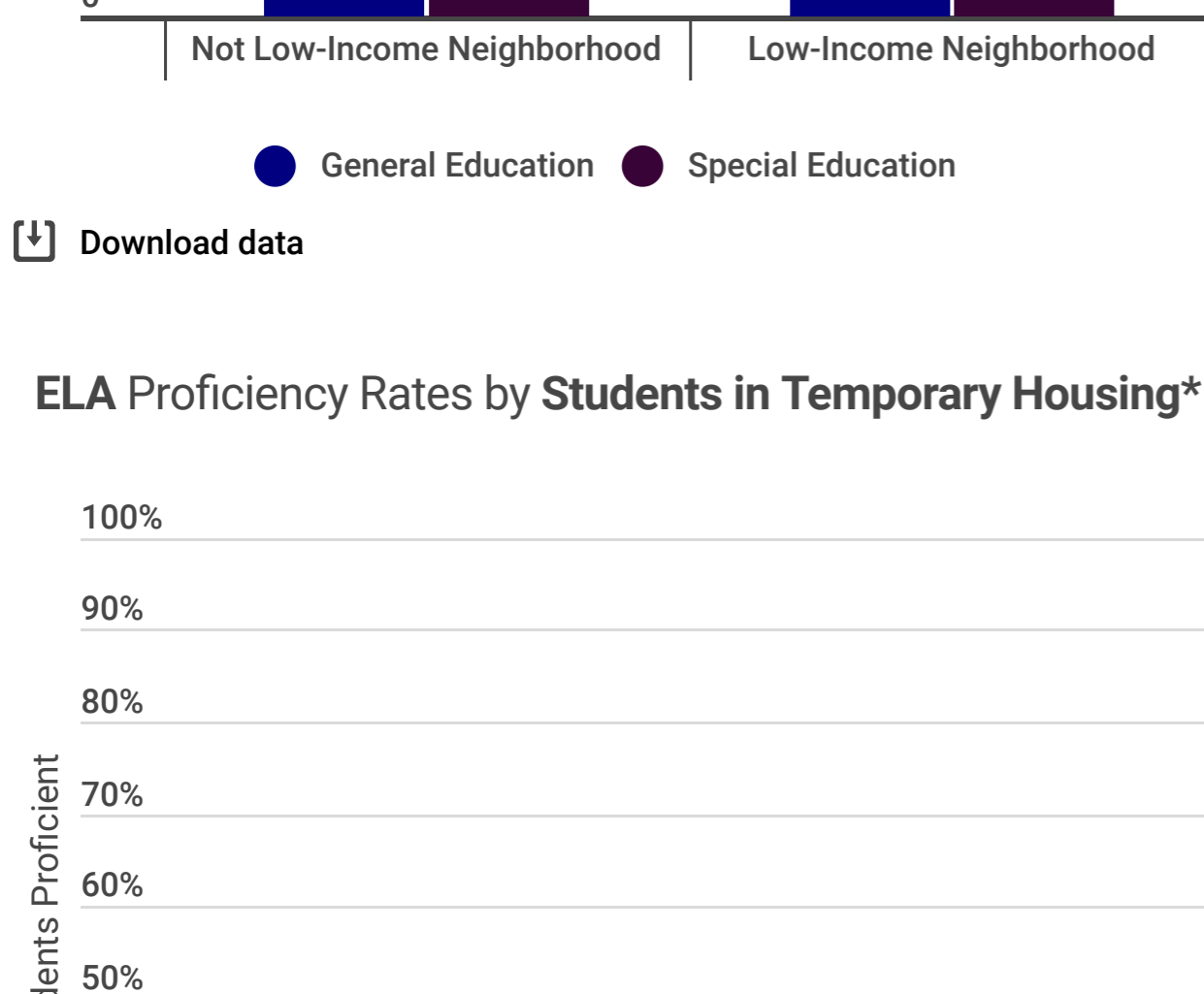
[Download data](#)

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



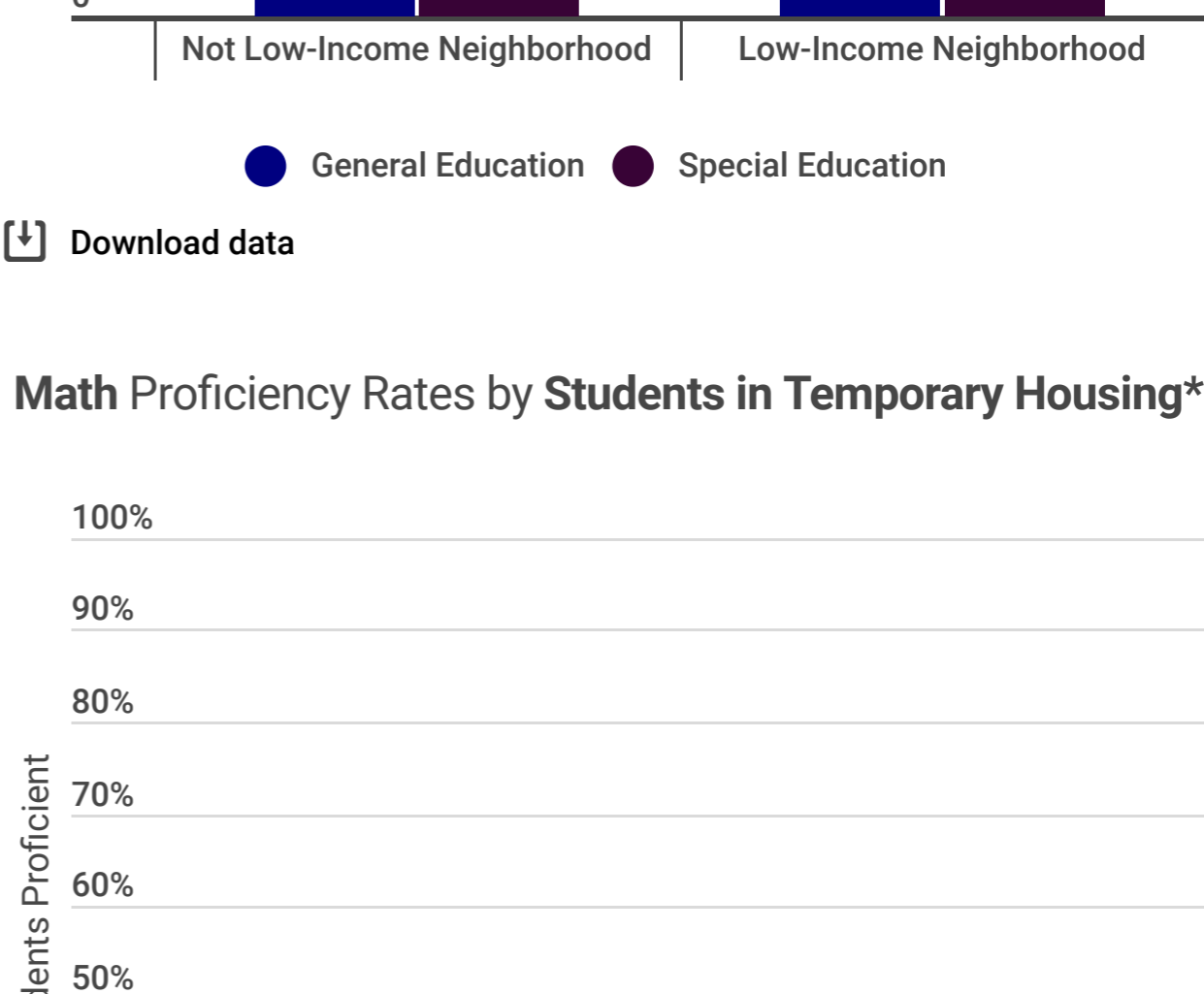
[Download data](#)

ELA Proficiency Rates by Students in Temporary Housing*



[Download data](#)

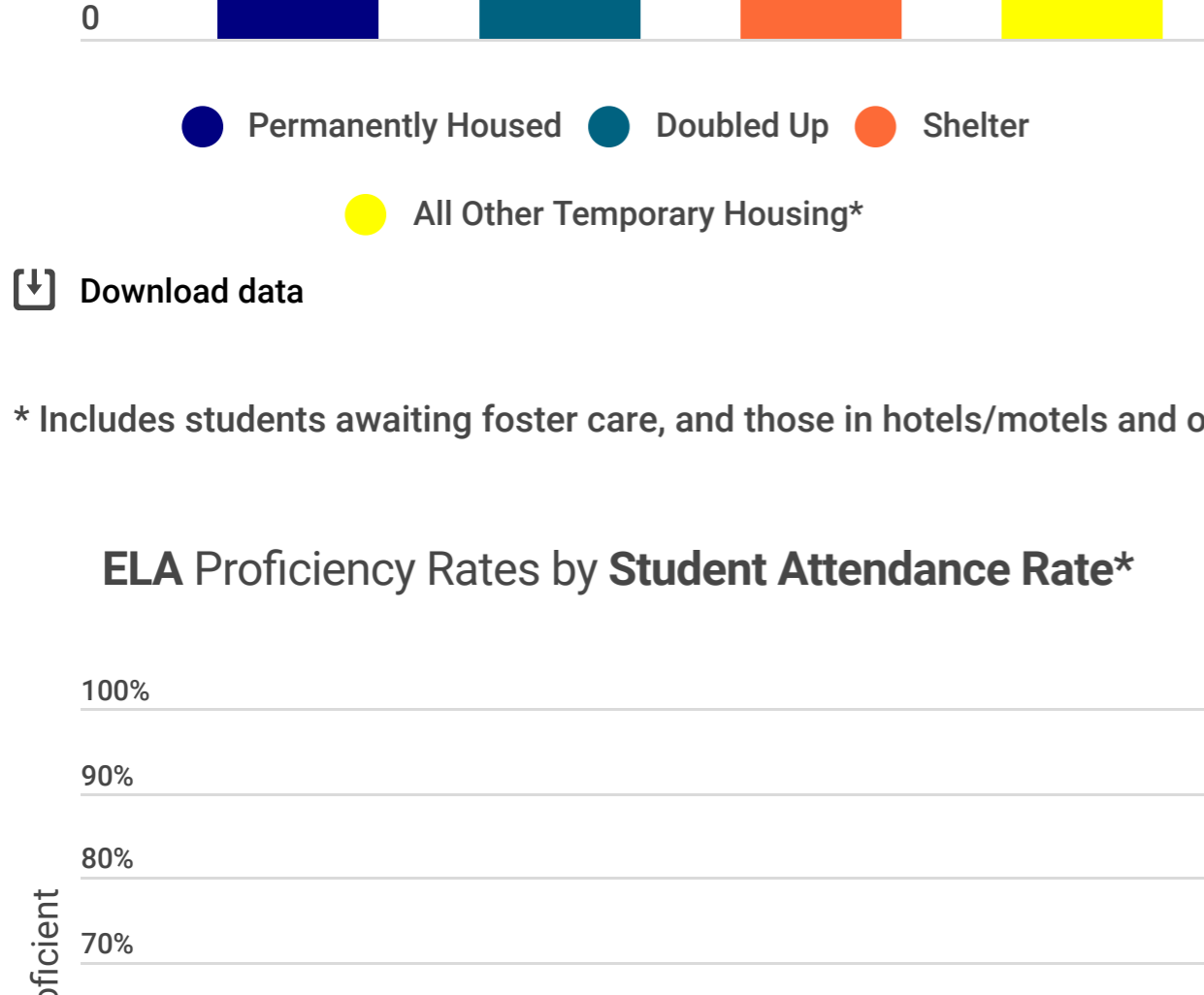
Math Proficiency Rates by Students in Temporary Housing*



[Download data](#)

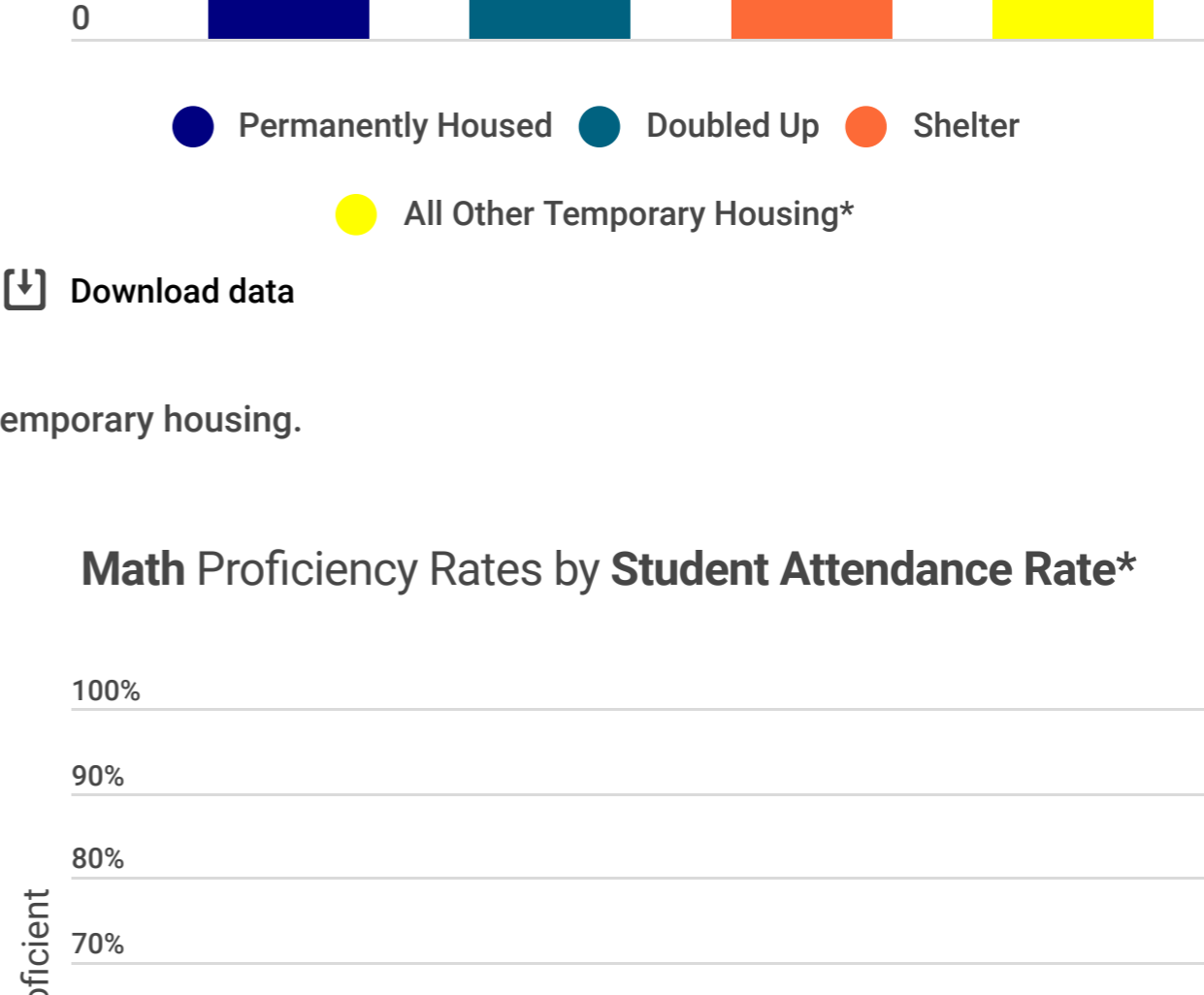
* Includes students awaiting foster care, and those in hotels/motels and other temporary housing.

ELA Proficiency Rates by Student Attendance Rate*



[Download data](#)

Math Proficiency Rates by Student Attendance Rate*



[Download data](#)

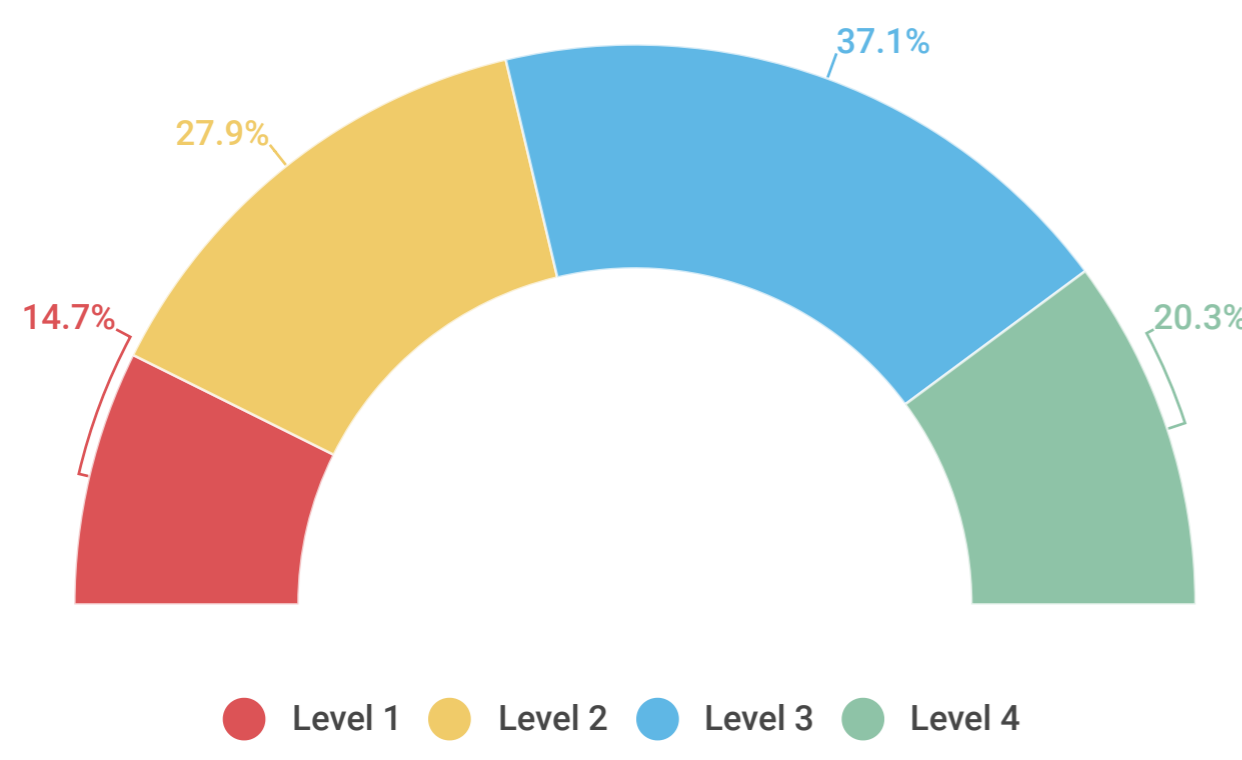
*The cutoffs are as follows. Good Attendance: 90% or greater. Chronically Absent: 80%-90%. Severely Chronically Absent: Below 80%.

Charter Schools: Grades 3-8 Test Performance 2018-2019

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

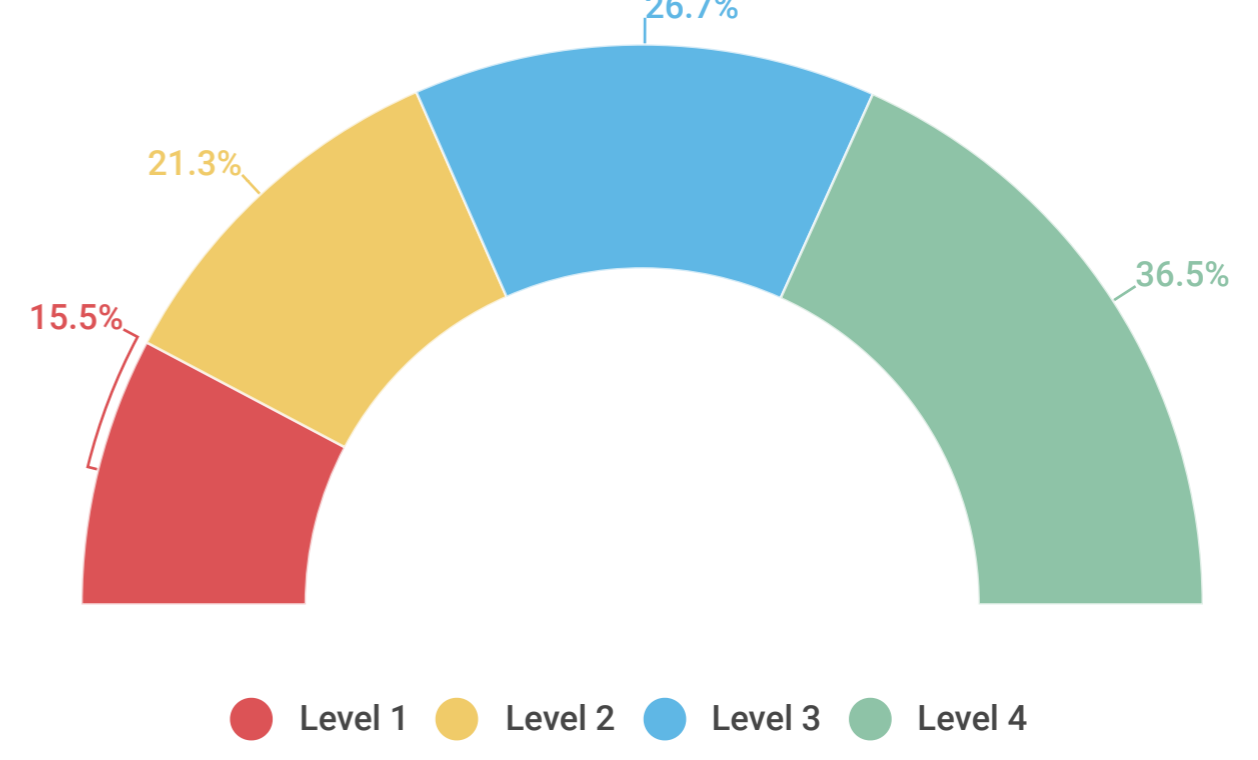
Several charts below report on both student poverty level and schools' shares of students from low-income neighborhoods. The various categories refer to the income level of the census tract, or neighborhood, in which a student resides, not their individual household income level. The census tract is considered low-income if its median household income is at or below the poverty measure published by the Mayor's Office for Economic Opportunity in 2019 for a family of four. Schools' shares of students from low-income neighborhoods were divided into three equal groups based on the share of students that reside in a low-income census tract attending each school. See data notes for more detail and cut off points for low, medium and high student poverty.

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



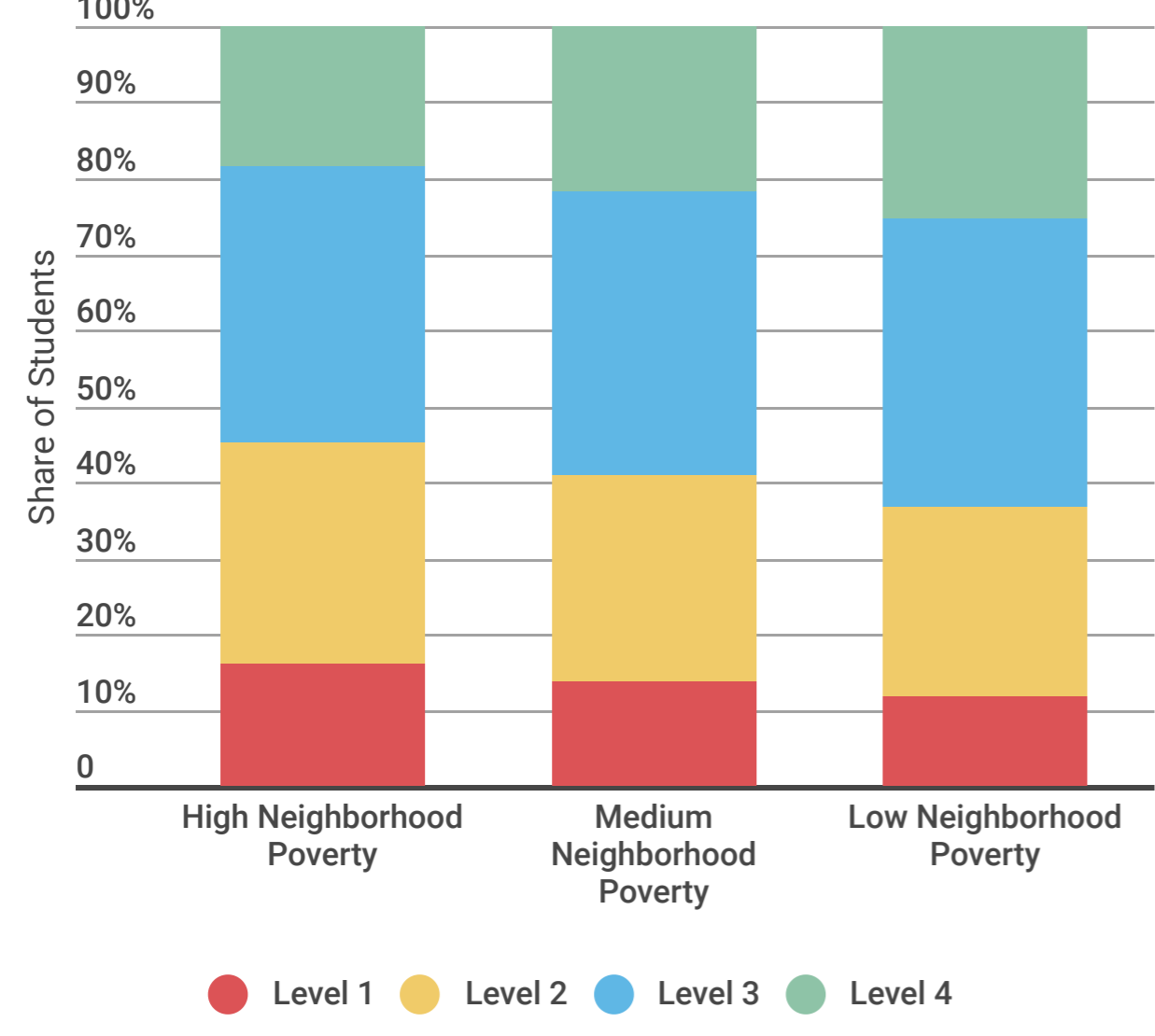
[Download data](#)

Share of Students at Each Performance Level:
Mathematics



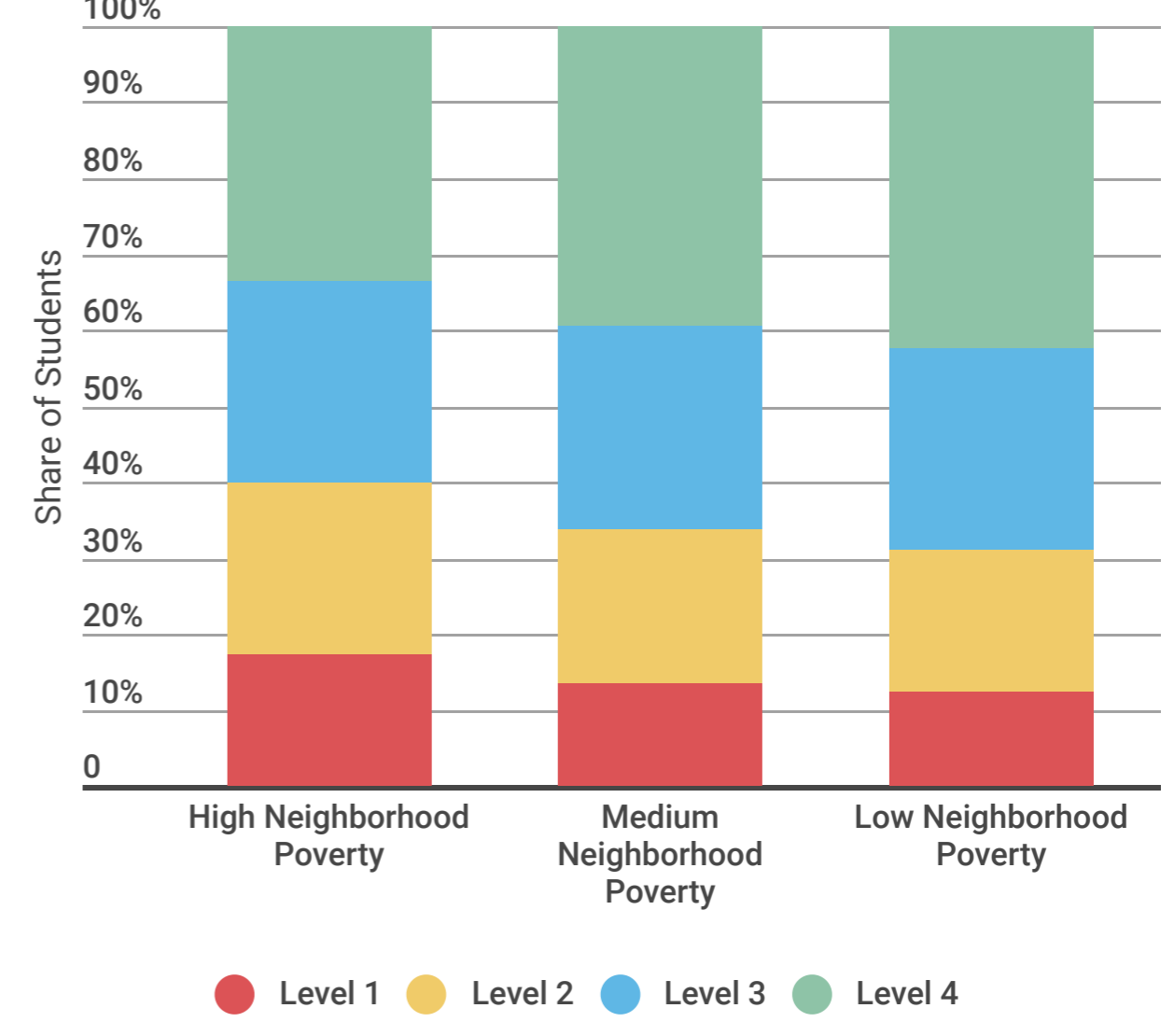
[Download data](#)

ELA Performance by Student Neighborhood Poverty Level



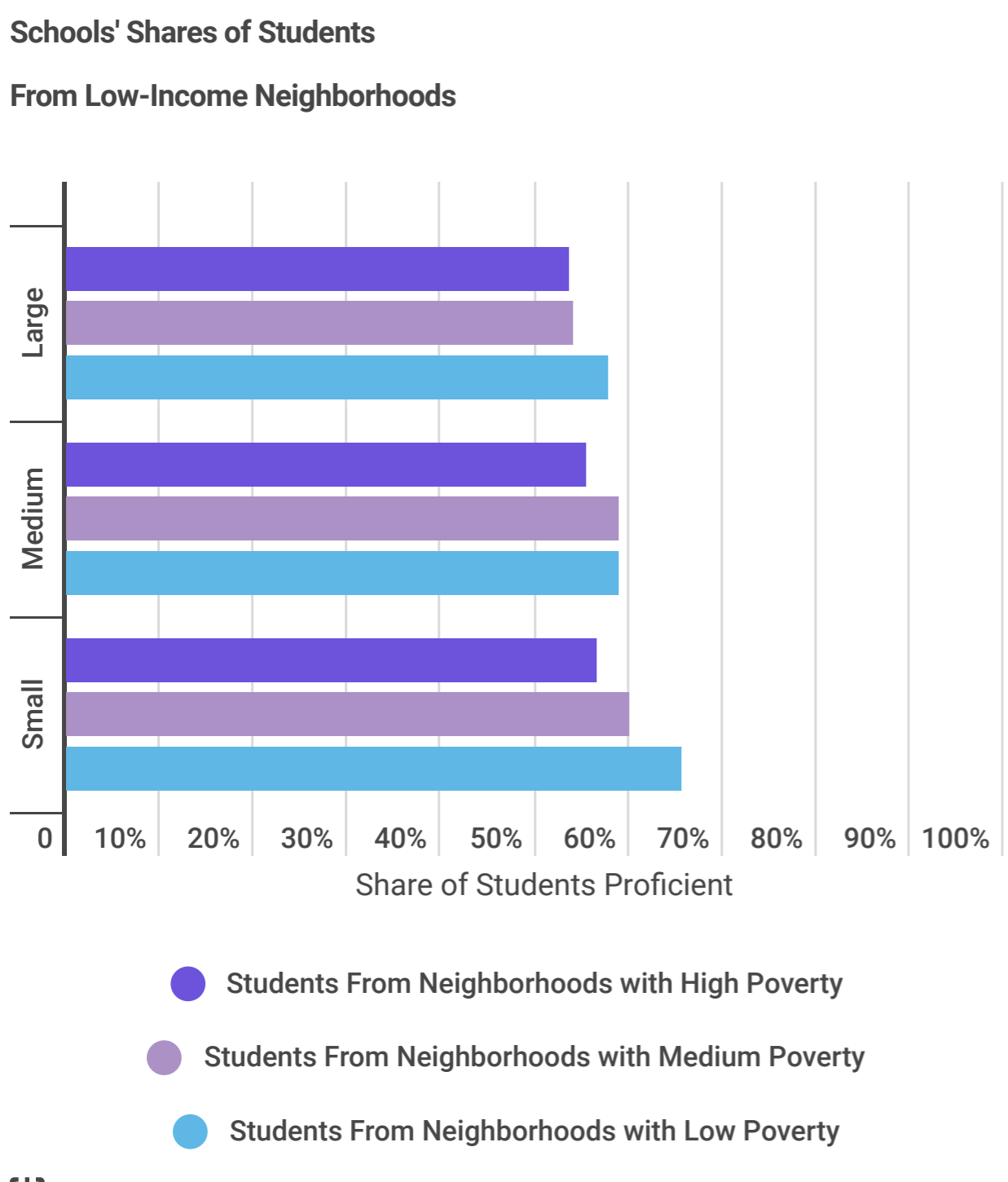
[Download data](#)

Math Performance by Student Neighborhood Poverty Level



[Download data](#)

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



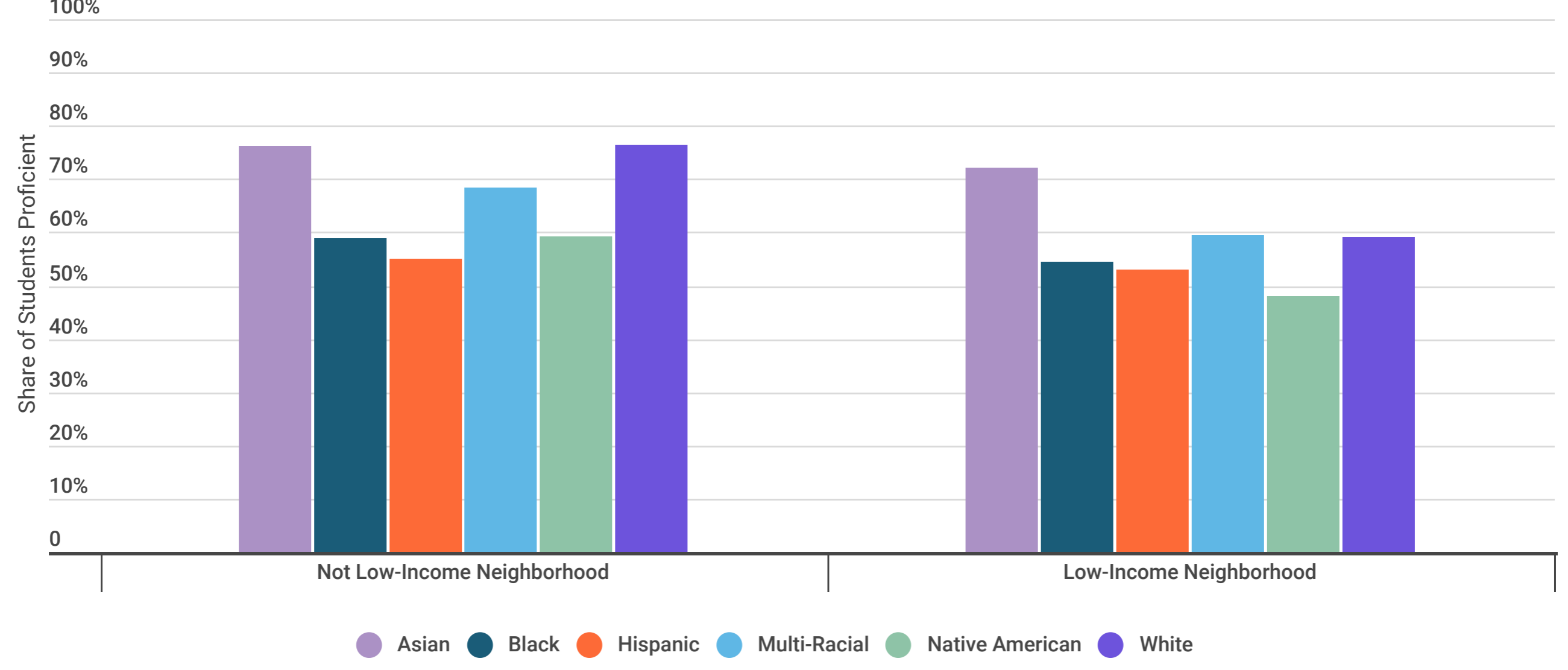
[Download data](#)

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



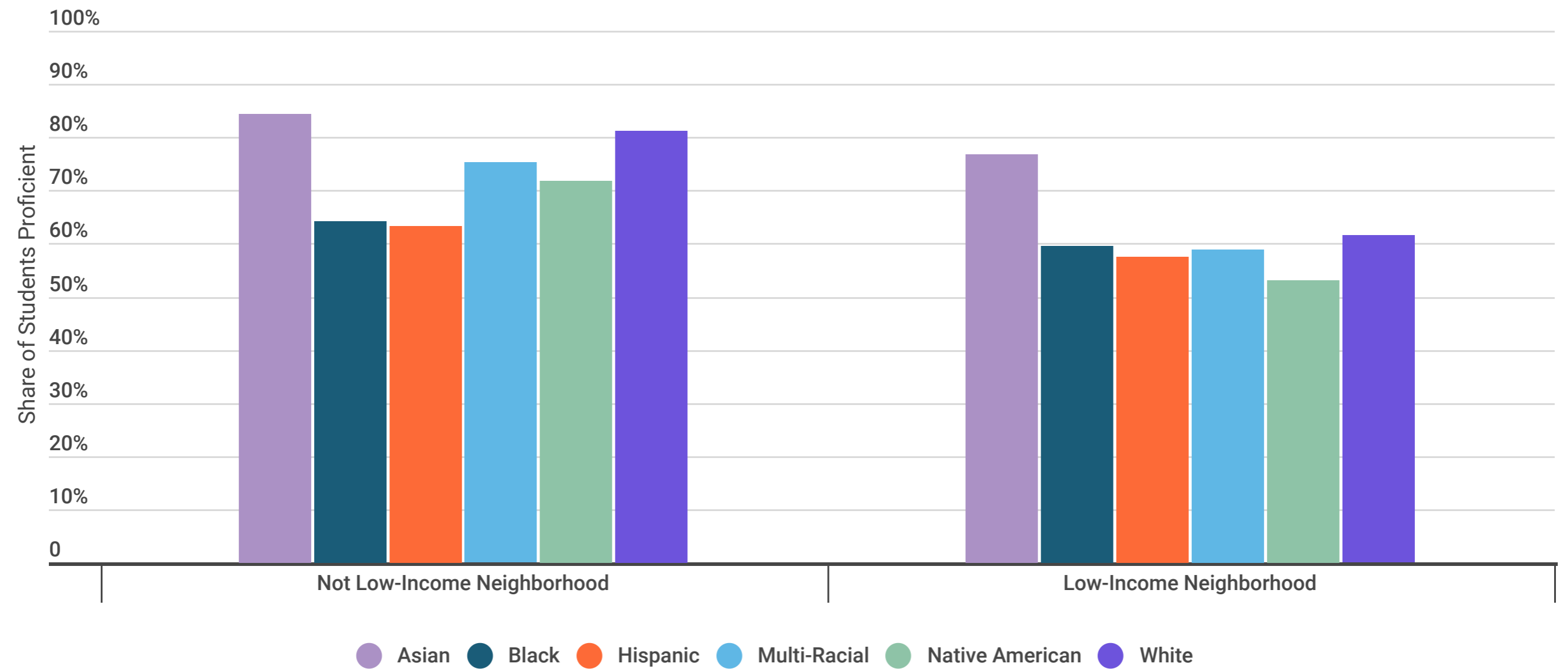
[Download data](#)

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



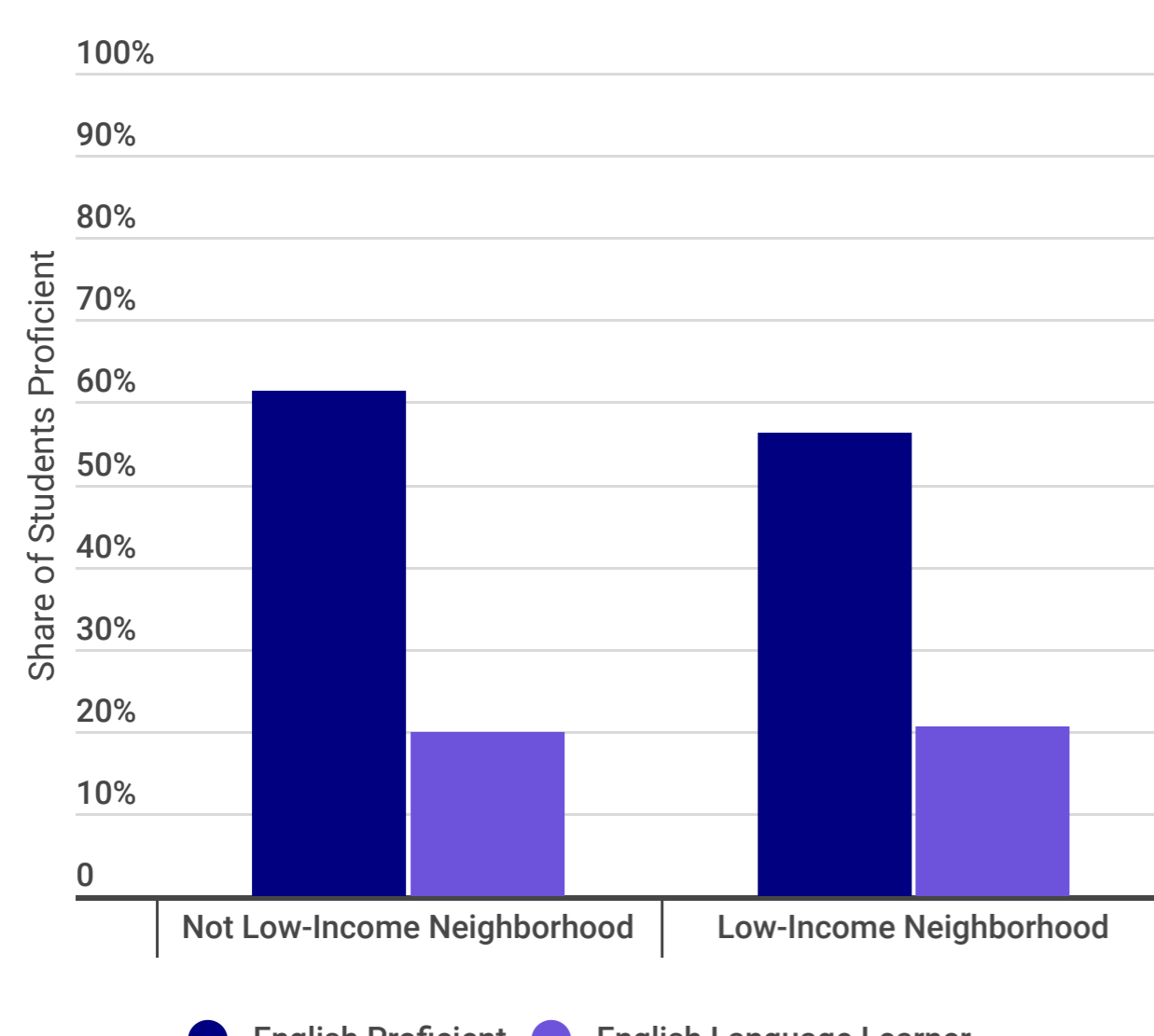
[Download data](#)

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



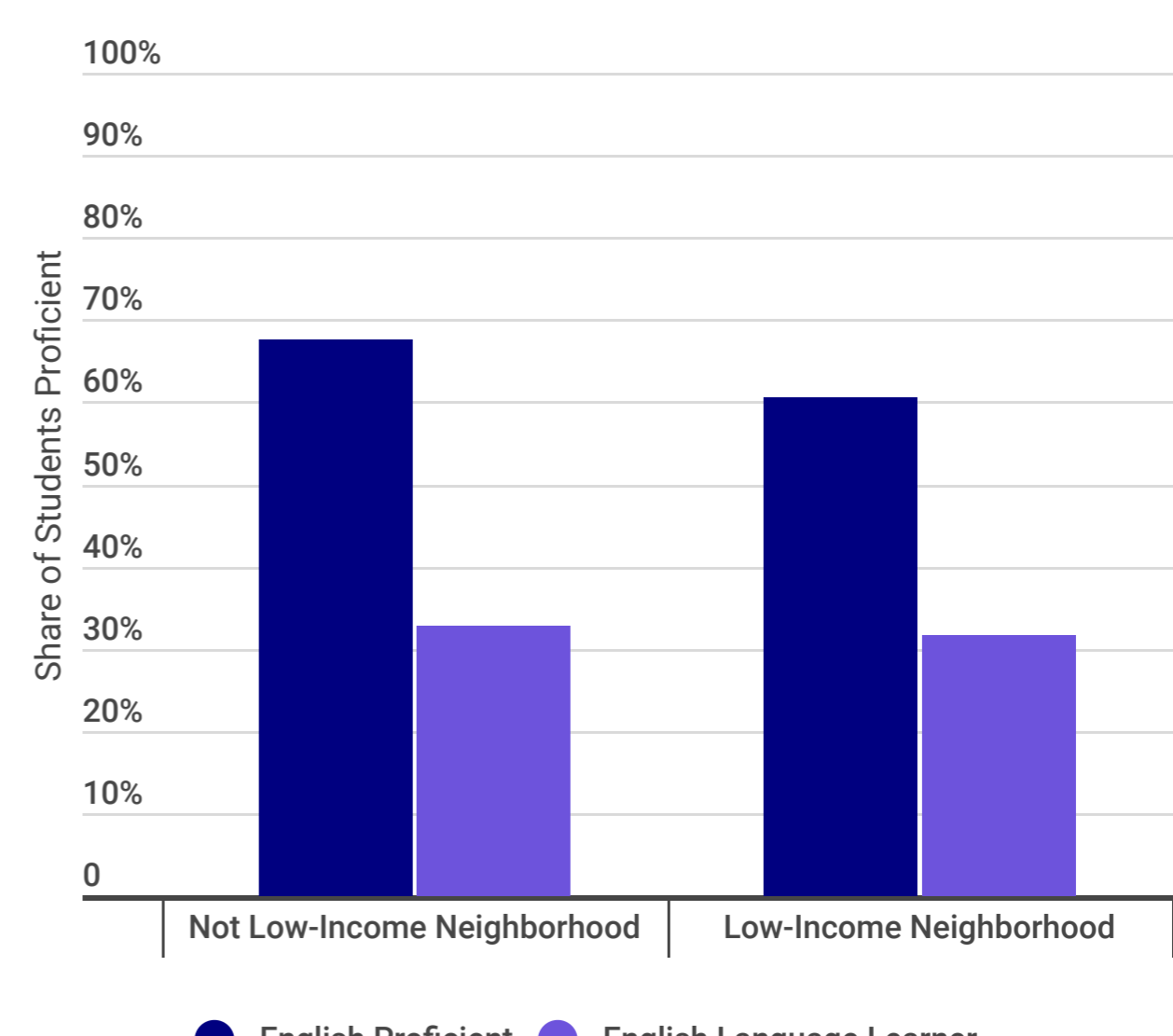
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ELA Proficiency Rates by English Language Learner Status and Student Neighborhood Income Level



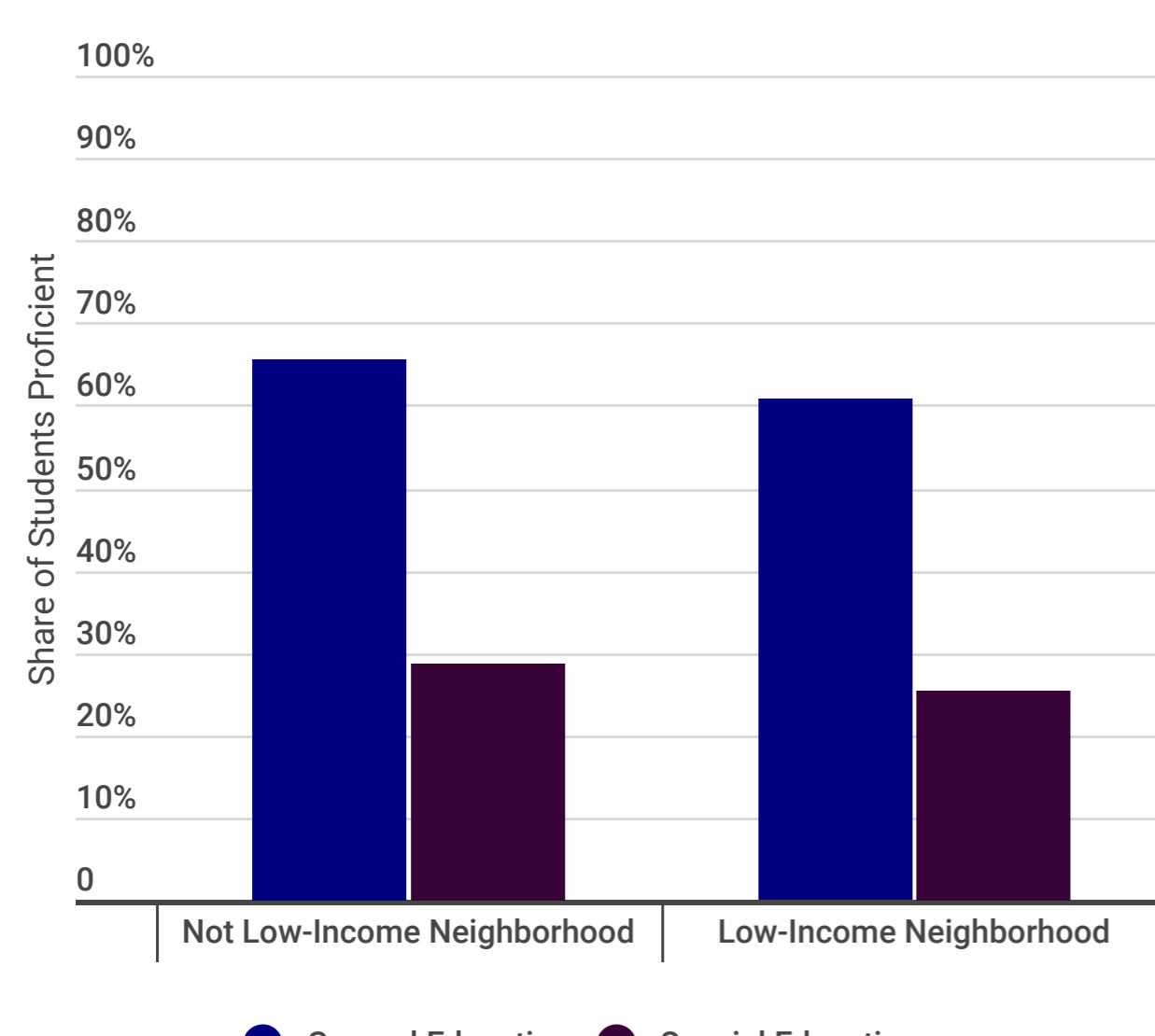
[Download data](#)

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



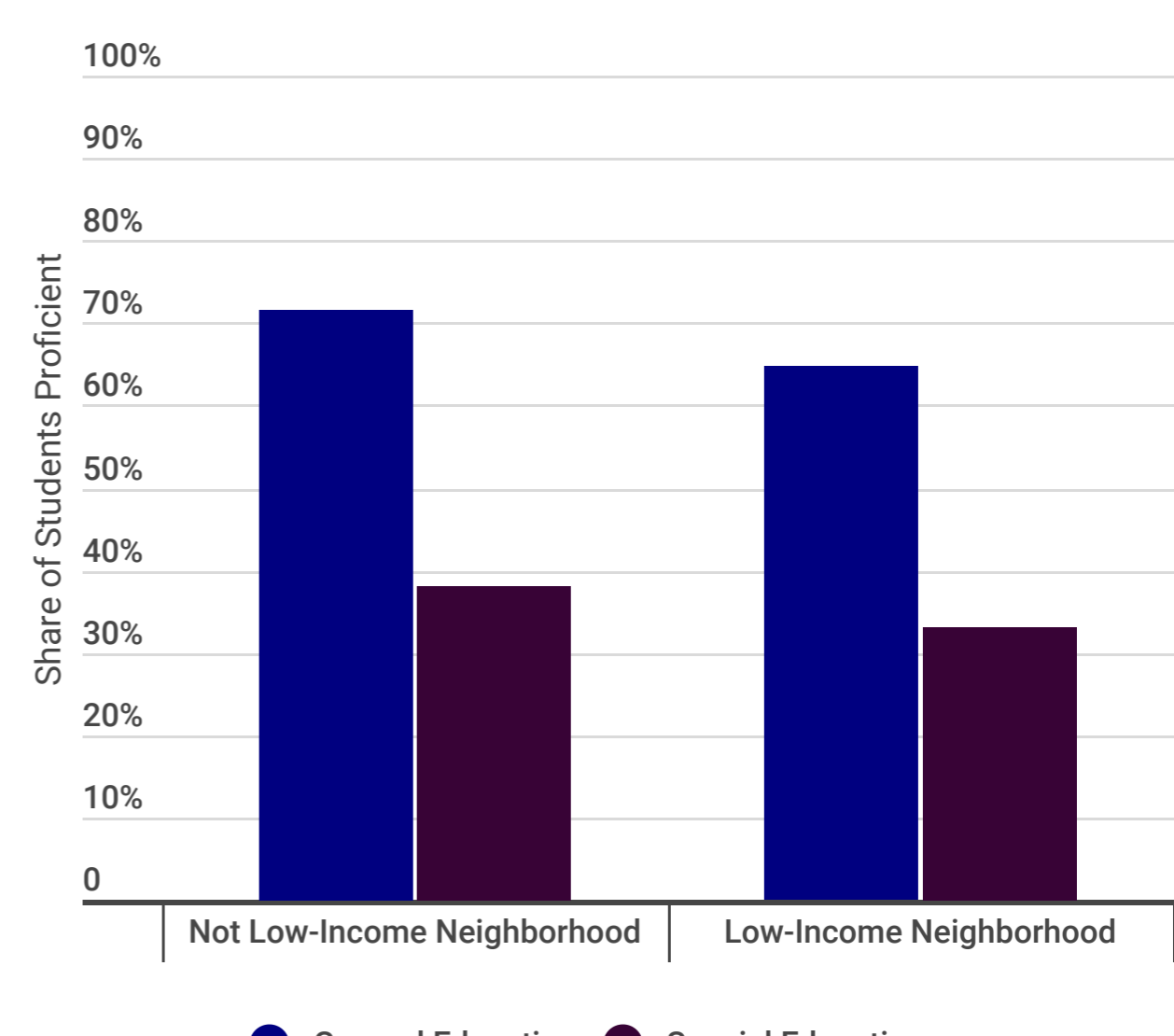
[Download data](#)

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



[Download data](#)

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



[Download data](#)

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

Charter Network Affiliation

Student Achievement: Grades 3-8 Test Performance

2018-2019

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

English Language Arts Proficiency Rates by Network

Charter Network	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Achievement First Brooklyn Charter Schools	74.9%	62.4%	46.0%	62.8%	60.5%	77.1%
Ascend Charter Schools	74.4%	67.8%	46.0%	53.2%	53.8%	60.7%
Bronx Charter School for Excellence	79.7%	61.1%	64.0%	62.6%	55.1%	73.3%
Classical Charter Schools	95.8%	94.6%	75.6%	92.3%	82.8%	100.0%
Democracy Prep New York Charter Schools	72.4%	54.4%	45.5%	47.0%	38.8%	50.0%
Explore Charter Schools of Brooklyn	48.9%	40.9%	32.6%	47.6%	37.4%	52.7%
Icahn Charter Schools	82.5%	76.3%	63.5%	77.8%	64.0%	72.3%
KIPP NYC Public Charter Schools	70.6%	65.2%	38.0%	55.0%	55.2%	58.6%
Success Academy Charter Schools - NYC	95.7%	91.7%	77.0%	94.8%	90.1%	95.0%
Uncommon New York City Charter Schools	72.9%	67.5%	38.5%	51.0%	47.9%	60.7%
Smaller Networks	63.9%	56.1%	44.1%	49.7%	41.9%	50.5%
Independent	61.7%	53.4%	37.3%	41.9%	39.7%	51.8%

[Download data](#)

Math Proficiency Rates by Network

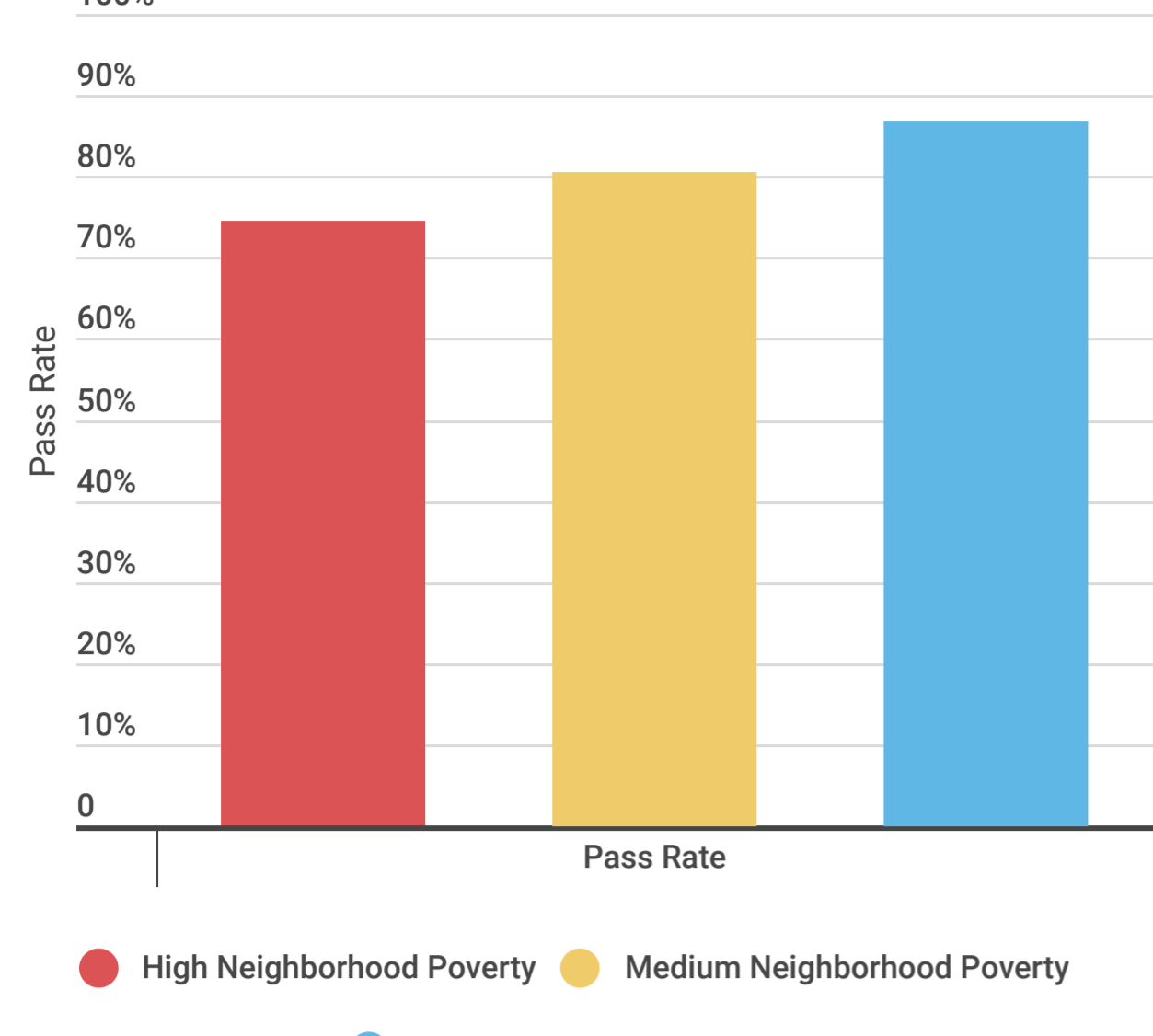
Charter Network	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Achievement First Brooklyn Charter Schools	86.8%	71.7%	75.3%	76.3%	76.3%	92.3%
Ascend Charter Schools	82.1%	77.9%	65.0%	64.4%	65.0%	67.4%
Bronx Charter School for Excellence	81.8%	64.4%	68.5%	60.4%	65.2%	83.7%
Classical Charter Schools	95.8%	97.6%	95.1%	94.1%	100.0%	100.0%
Democracy Prep New York Charter Schools	60.3%	40.1%	64.8%	47.5%	44.0%	33.9%
Explore Charter Schools of Brooklyn	66.1%	50.7%	46.6%	50.4%	49.1%	52.7%
Icahn Charter Schools	88.6%	88.0%	78.5%	85.4%	75.1%	77.7%
KIPP NYC Public Charter Schools	82.4%	69.6%	62.2%	79.7%	76.9%	75.4%
Success Academy Charter Schools - NYC	98.8%	98.4%	97.6%	98.8%	99.4%	N/A
Uncommon New York City Charter Schools	84.8%	75.7%	58.4%	66.5%	61.0%	N/A
Smaller Networks	65.4%	57.9%	54.7%	51.7%	45.1%	41.3%
Independent	60.0%	53.3%	46.6%	44.0%	43.0%	44.8%

[Download data](#)

Traditional Public Schools Student Achievement: High School Regents Performance 2018-2019

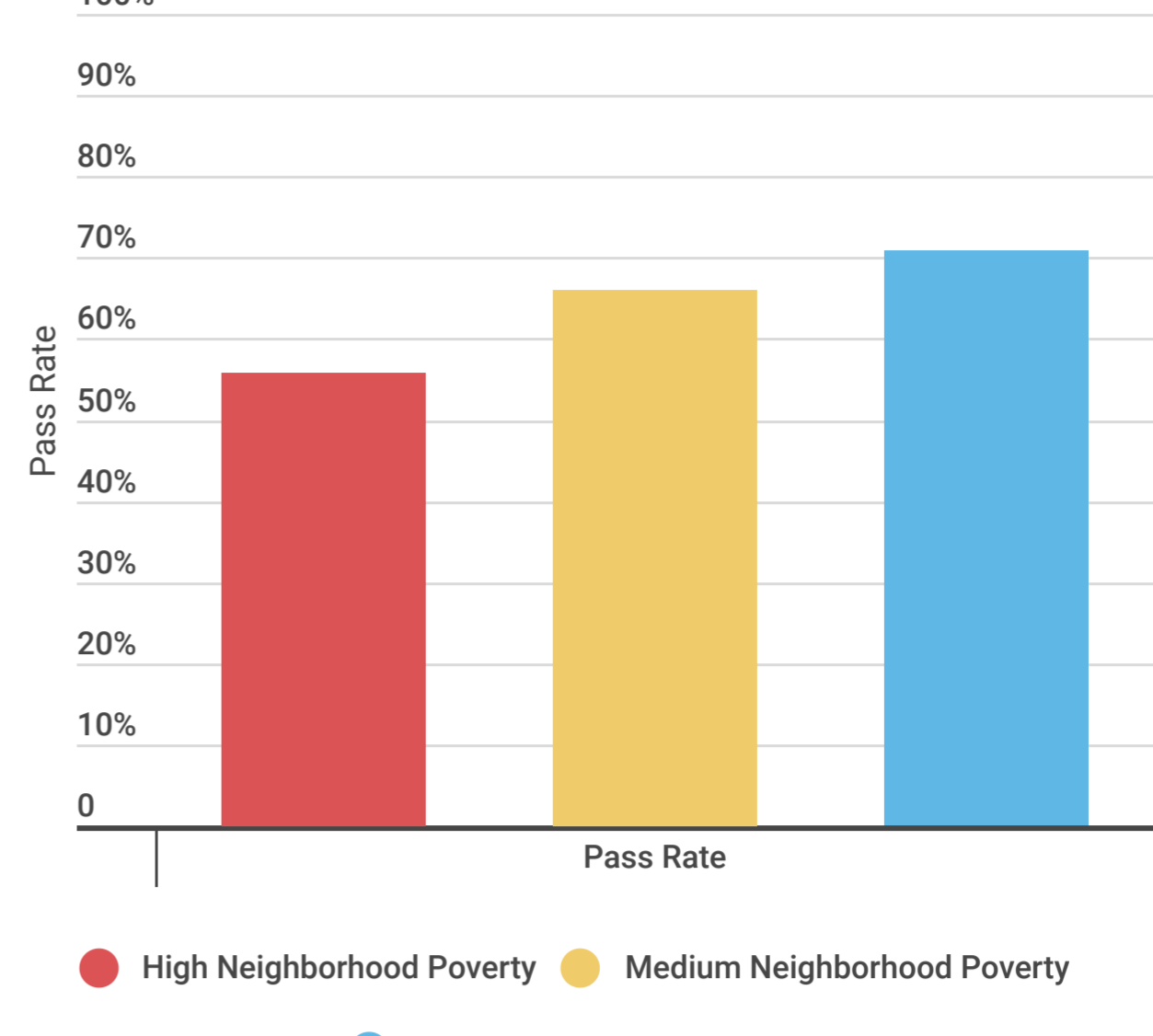
Students passing the exam receive an exam score of 65 or higher. Several charts below report on both student poverty level and schools' shares of students from low-income neighborhoods. The various categories refer to the income level of the census tract, or neighborhood, in which a student resides, not their individual household income level. The census tract is considered low-income if its median household income is at or below the poverty measure published by the Mayor's Office for Economic Opportunity in 2019 for a family of four. Schools' shares of students from low-income neighborhoods were divided into three equal groups based on the share of students that reside in a low-income census tract attending each school. See data notes for more detail and cut off points for low, medium and high student poverty.

English Regents Pass Rates by Student Neighborhood Poverty Level



[Download data](#)

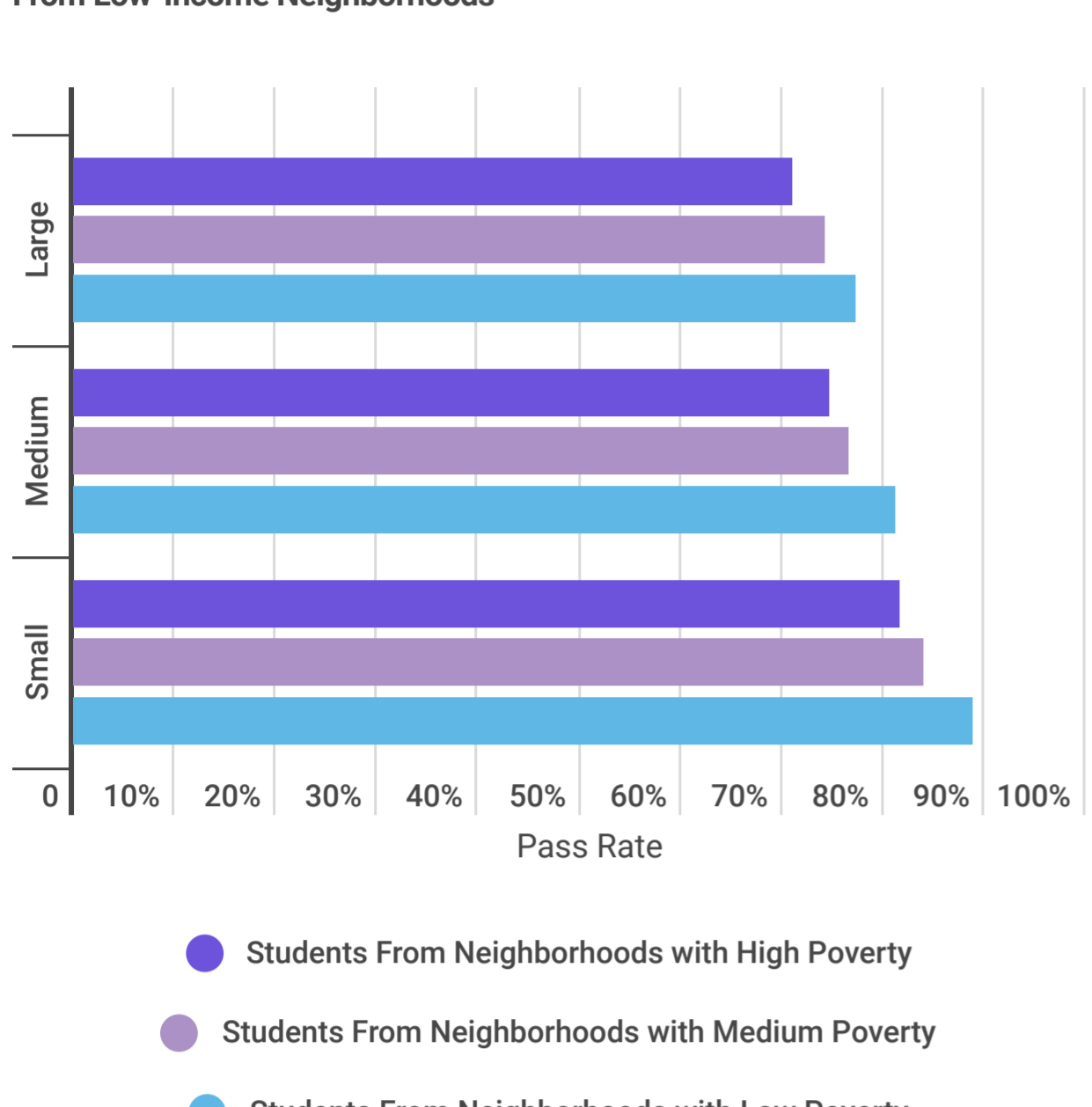
Math Regents Pass Rates by Student Neighborhood Poverty Level



[Download data](#)

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

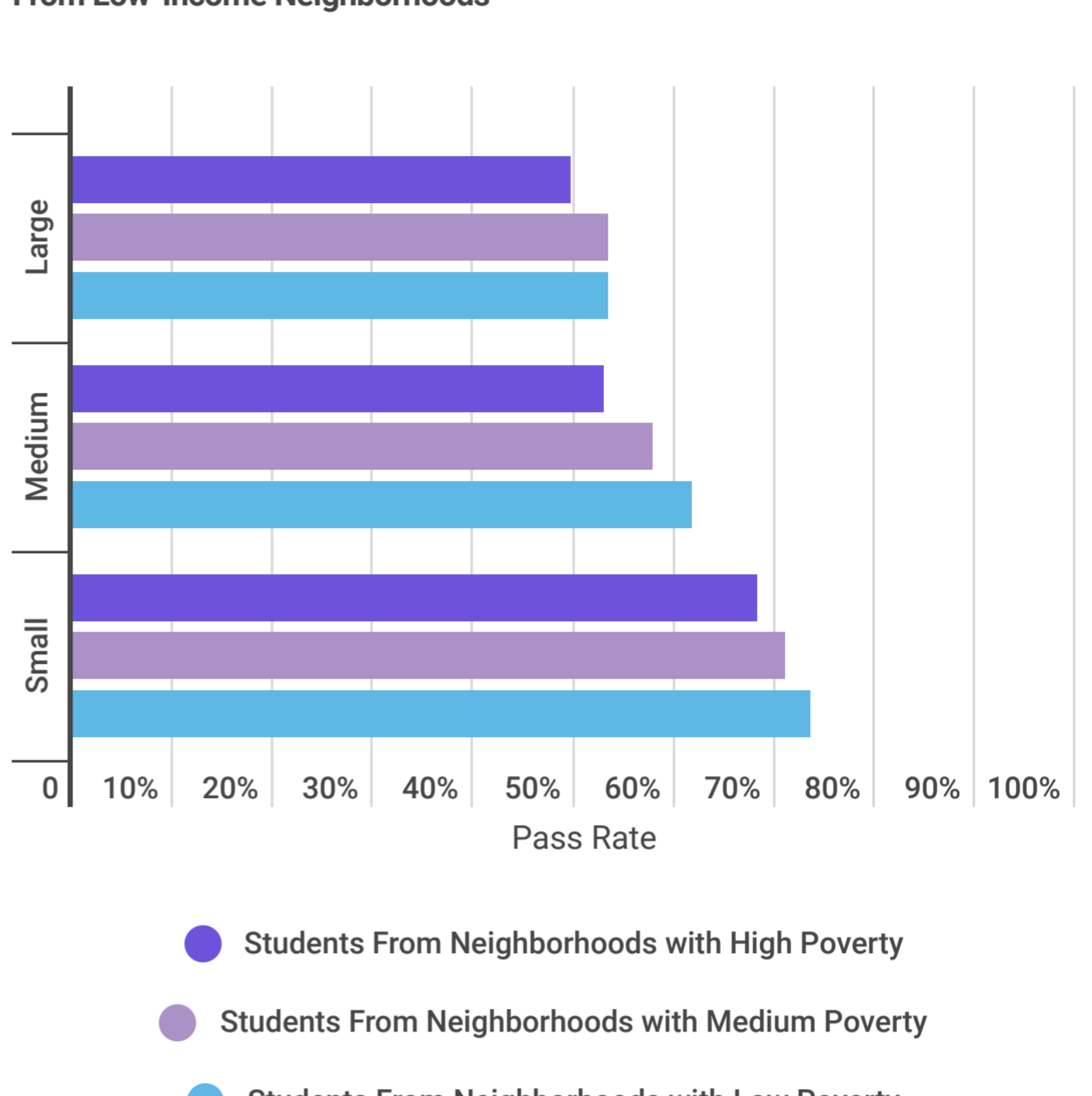
Schools' Shares of Students From Low-Income Neighborhoods



[Download data](#)

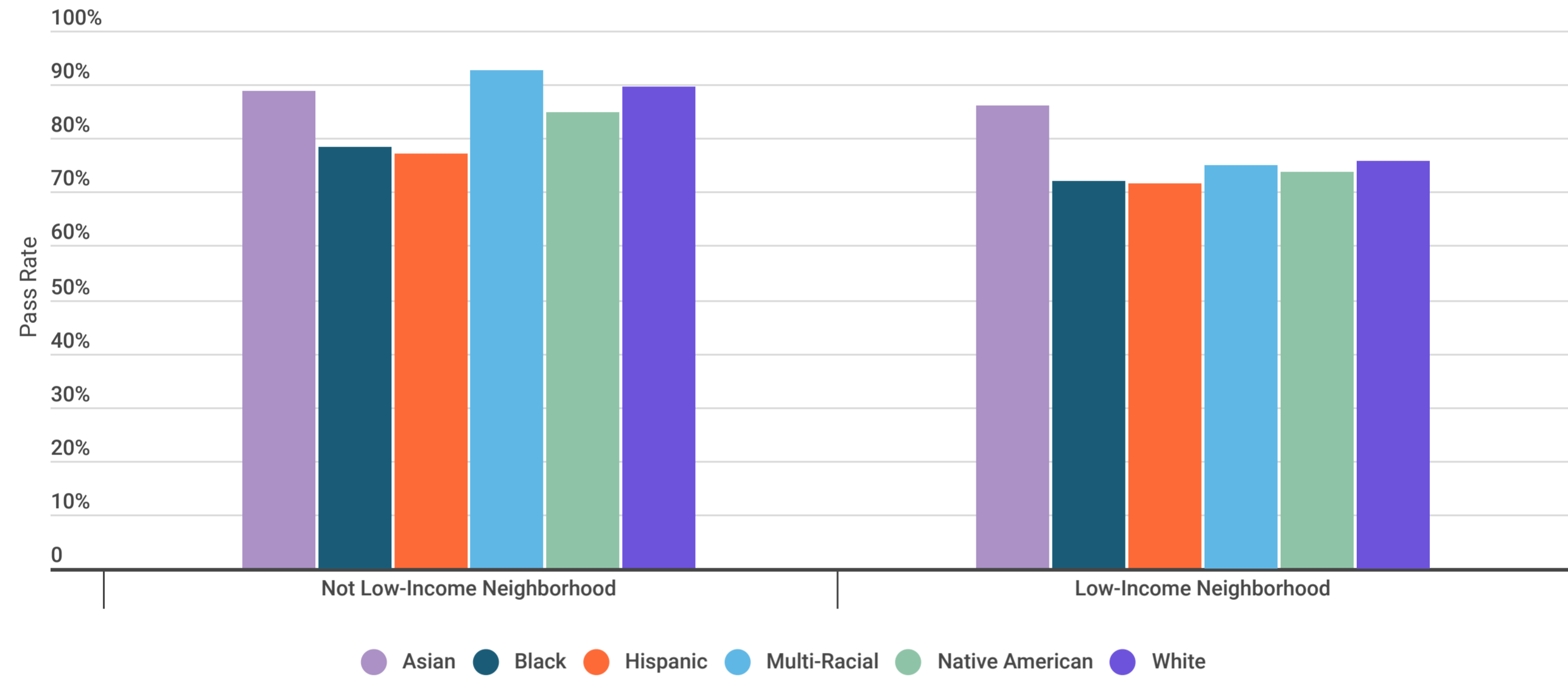
Math Proficiency Rates by Student Neighborhood Poverty Level and Schools' Shares of Students From Low-Income Neighborhoods

Schools' Shares of Students From Low-Income Neighborhoods



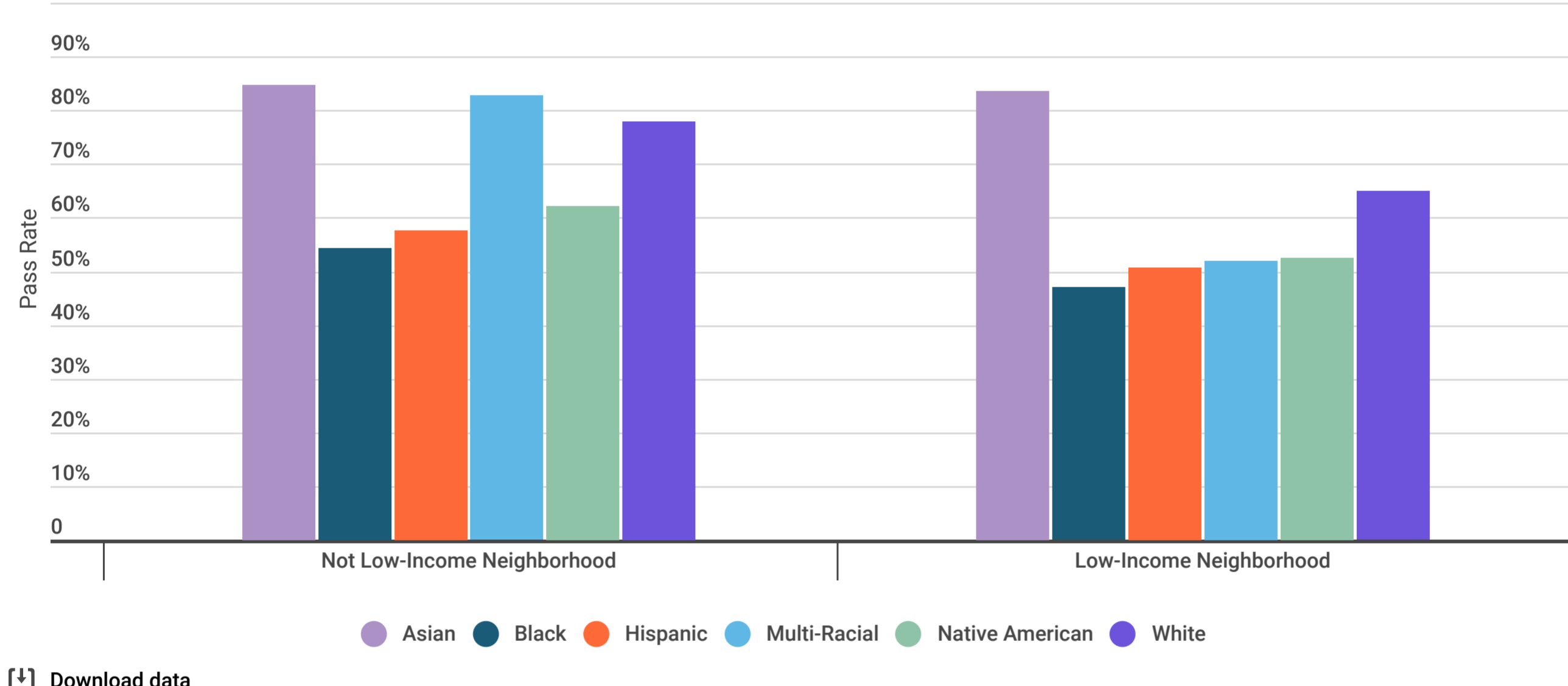
[Download data](#)

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



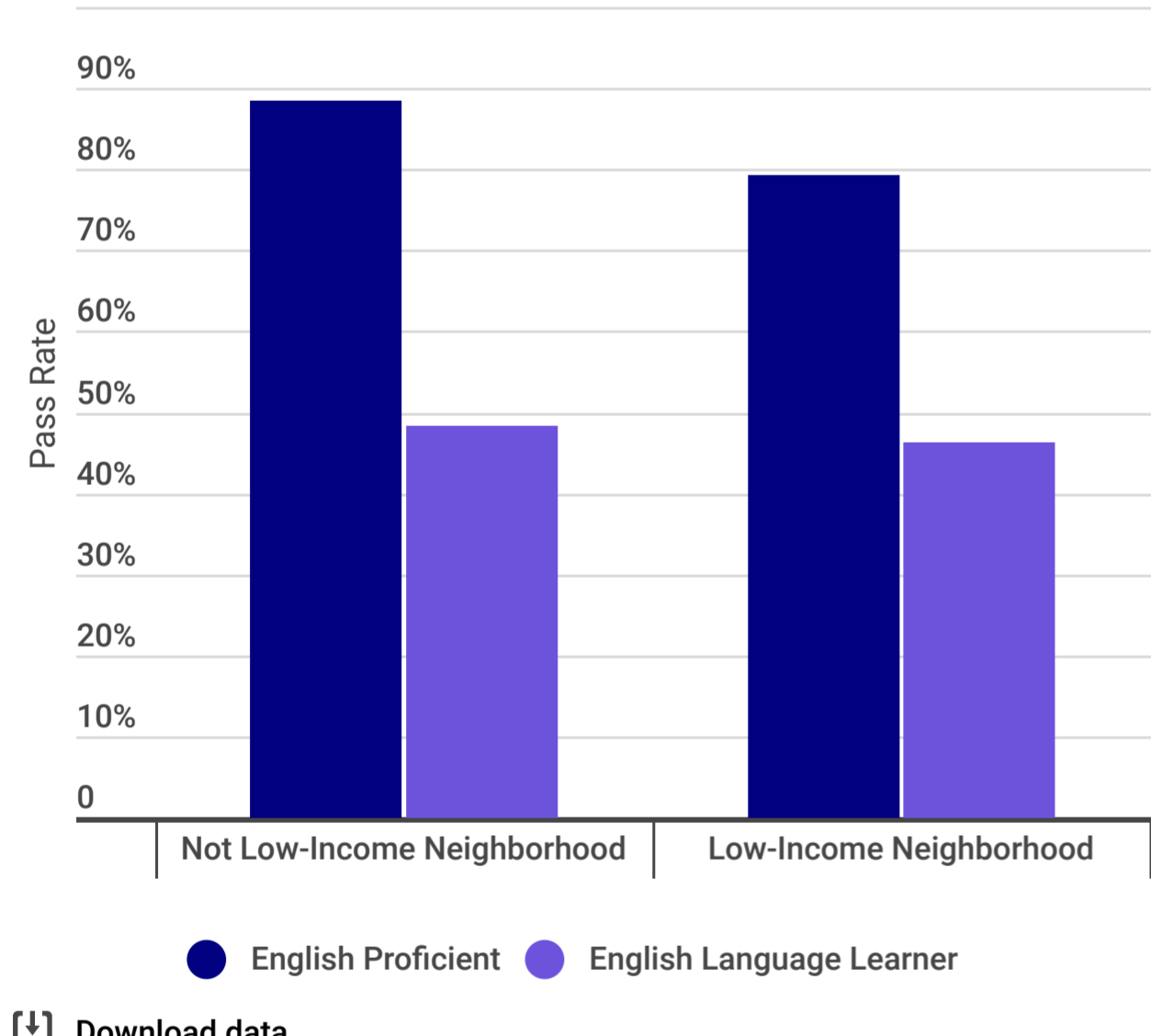
[Download data](#)

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



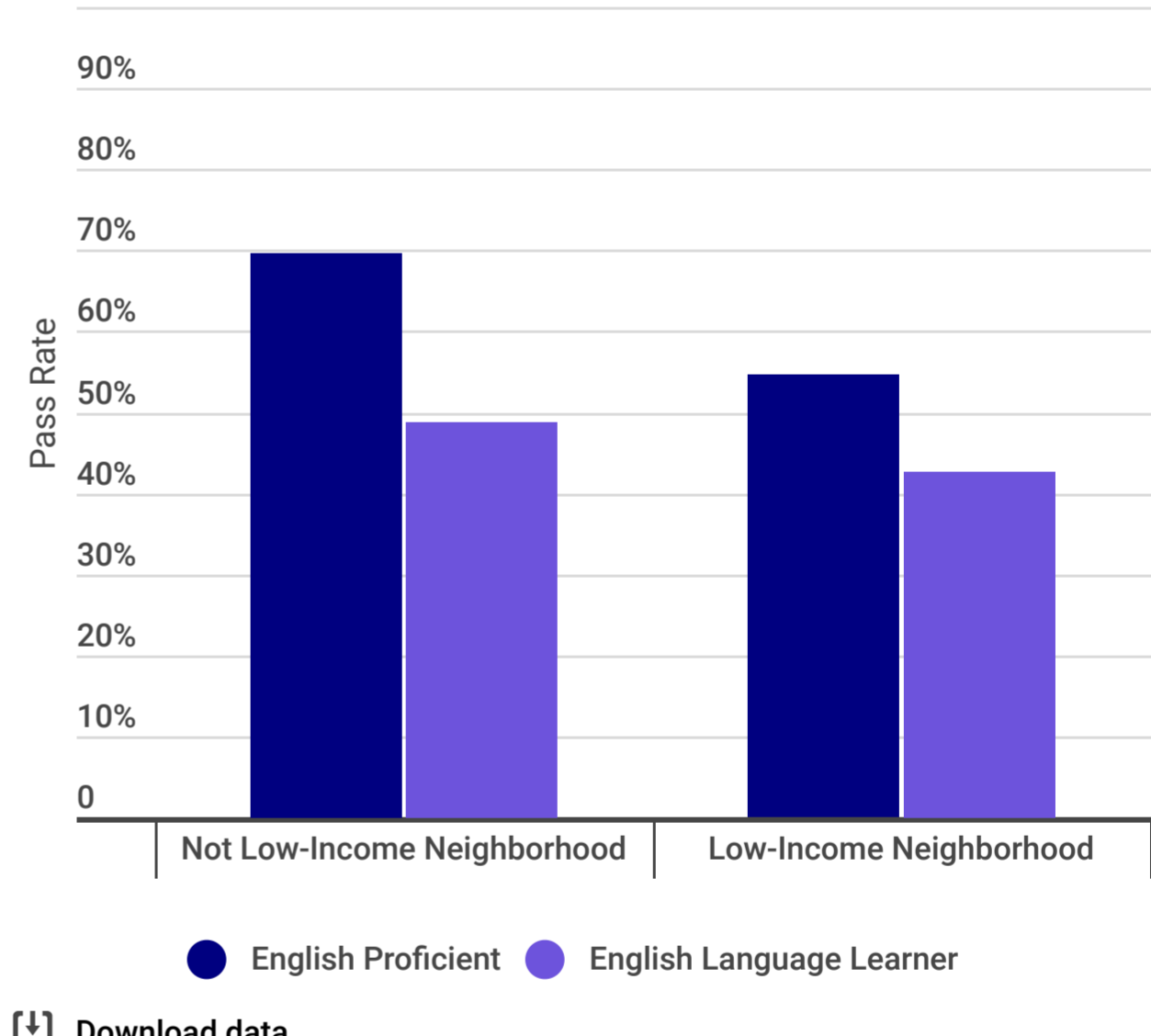
[Download data](#)

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



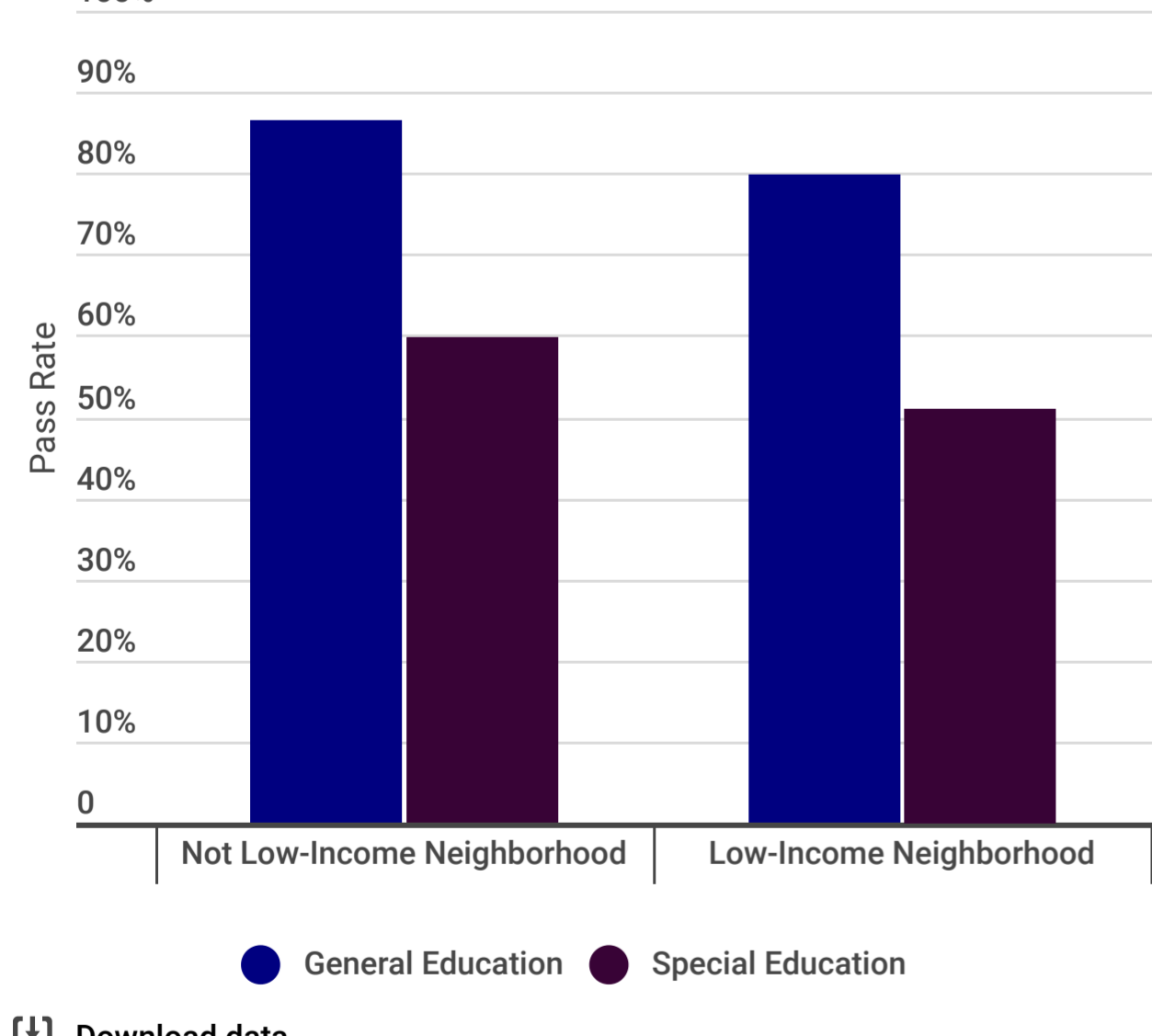
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Math Regents Pass Rates by English Language Learner Status and Student Neighborhood Income Level



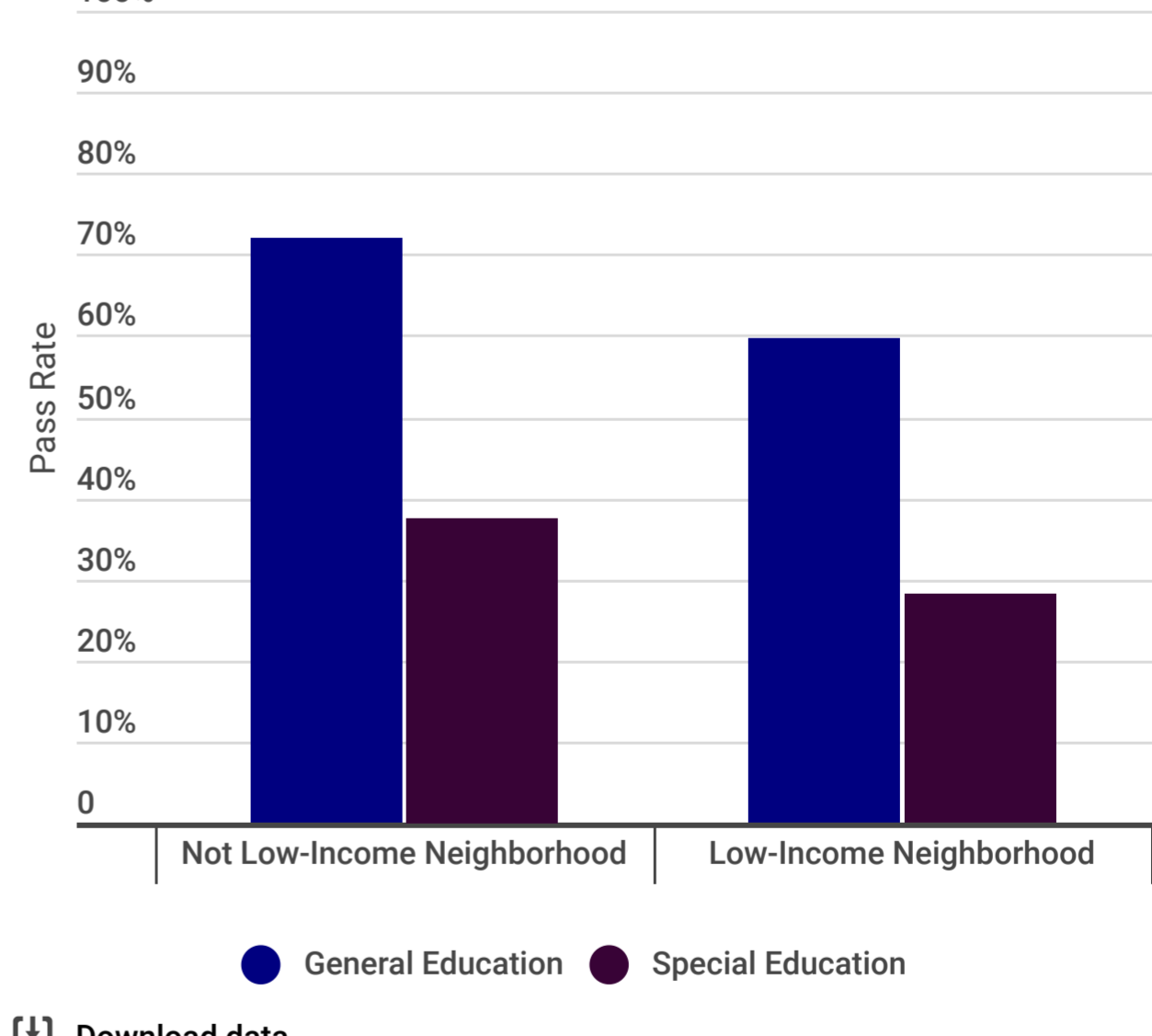
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English Regents Pass Rates by Special Education Status and Student Neighborhood Income Level



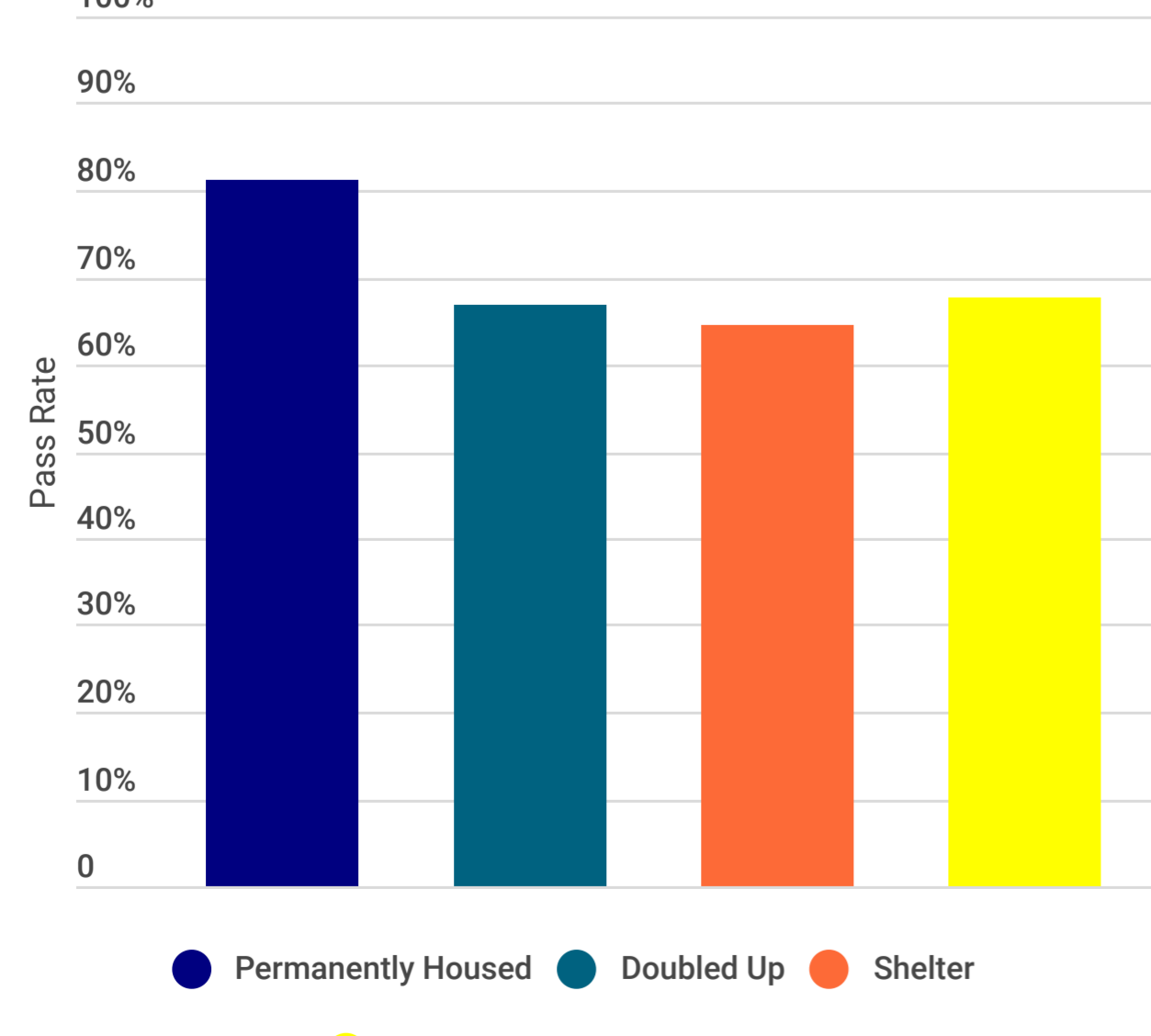
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Math Regents Pass Rates by Special Education Status and Student Neighborhood Income Level



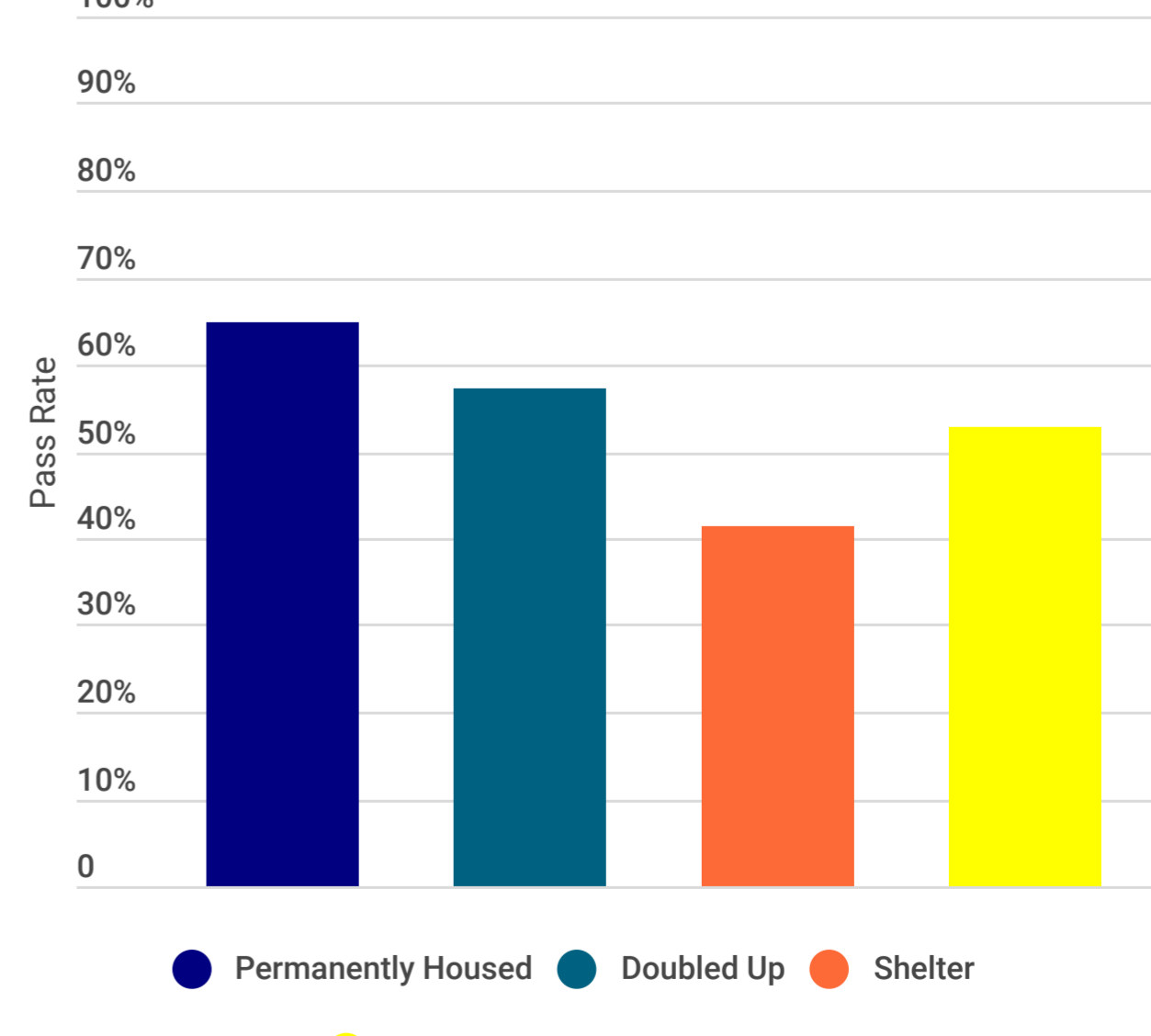
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English Regents Pass Rates by Students in Temporary Housing



[Download data](#)

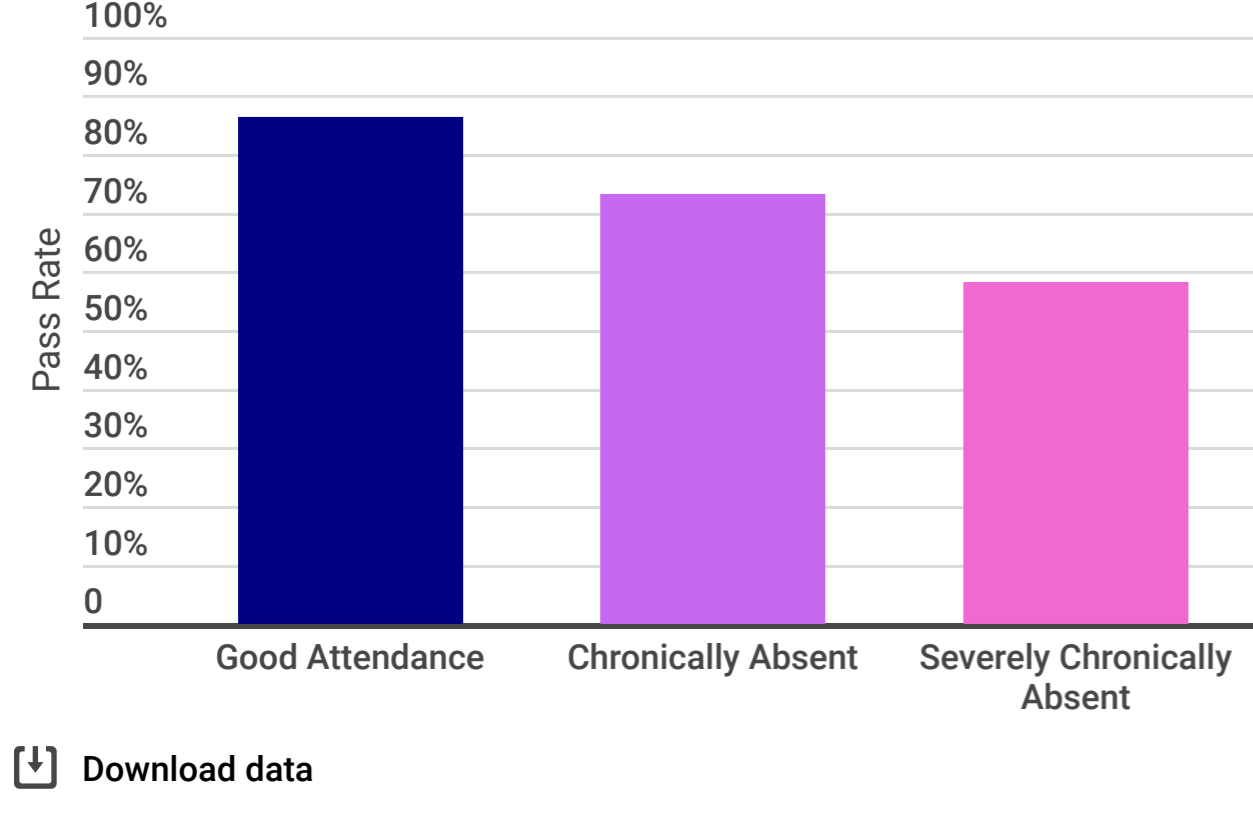
Math Regents Pass Rates by Students in Temporary Housing



[Download data](#)

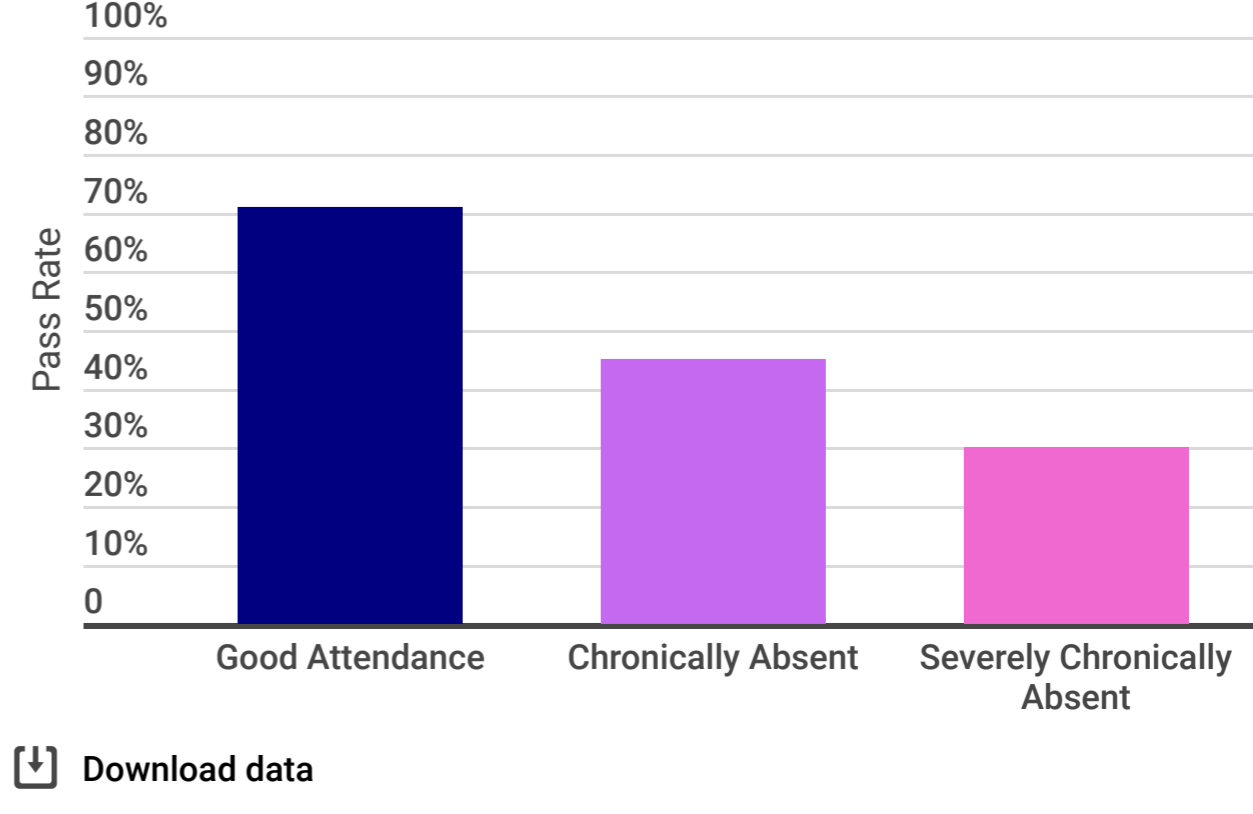
*Includes students awaiting foster care, and those in hotels/motels and other temporary housing.

English Regents Pass Rates by Student Attendance Rate*



[Download data](#)

Math Regents Pass Rates by Student Attendance Rate*



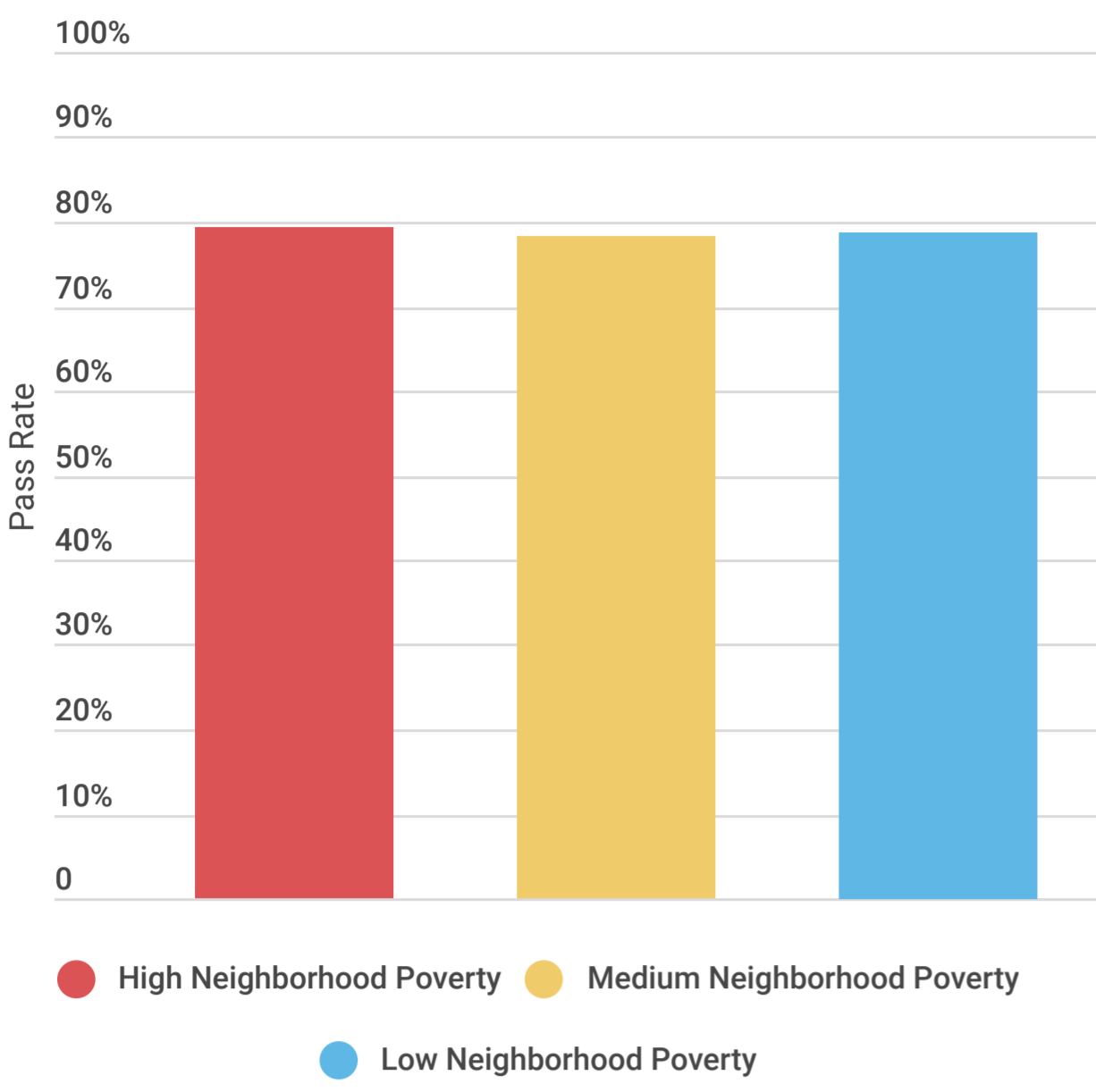
[Download data](#)

*The cutoffs are as follows. Good Attendance: 90% or greater. Chronically Absent: 80%-90%. Severely Chronically Absent: Below 80%.

Charter Schools Student Achievement: High School Regents Performance 2018-2019

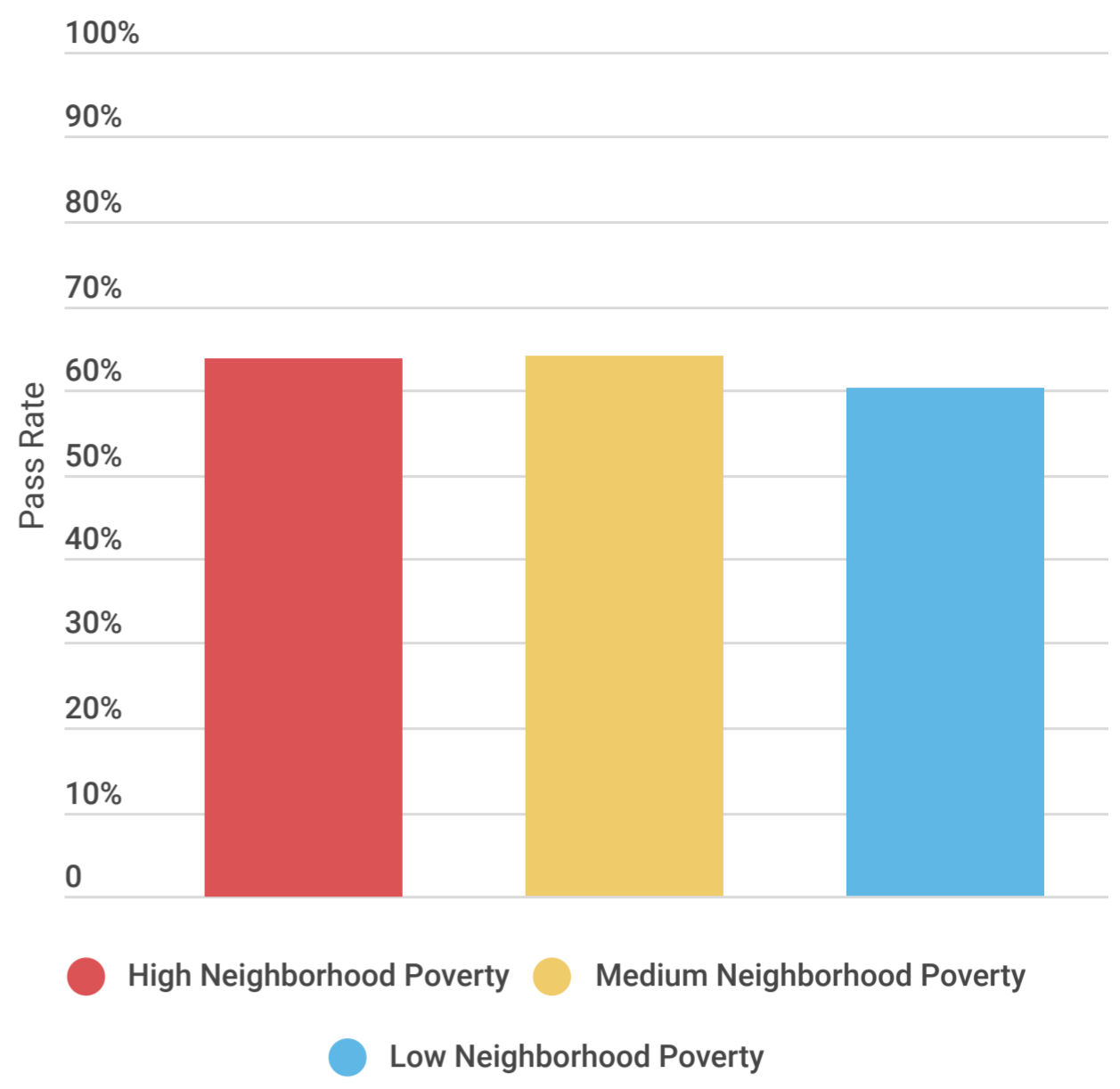
Students passing the exam receive a score of 65 or higher. Several charts below report on both student neighborhood poverty level and schools' shares of students from low-income neighborhoods. For the student level measure, the various categories are determined by the median income in the census tract in which a student resides, not their individual household income. For the school measure, schools were divided into three equal groups based on the share of students that reside in a low-income census tract attending each school (large, medium, or small share). A census tract is considered low-income if its median household income is at or below the poverty measure published by the Mayor's Office for Economic Opportunity in 2019 for a family of four. See data notes for more detail and cut off points for both the student-level and school-level measures.

English Regents Pass Rates by Student Neighborhood Poverty Level



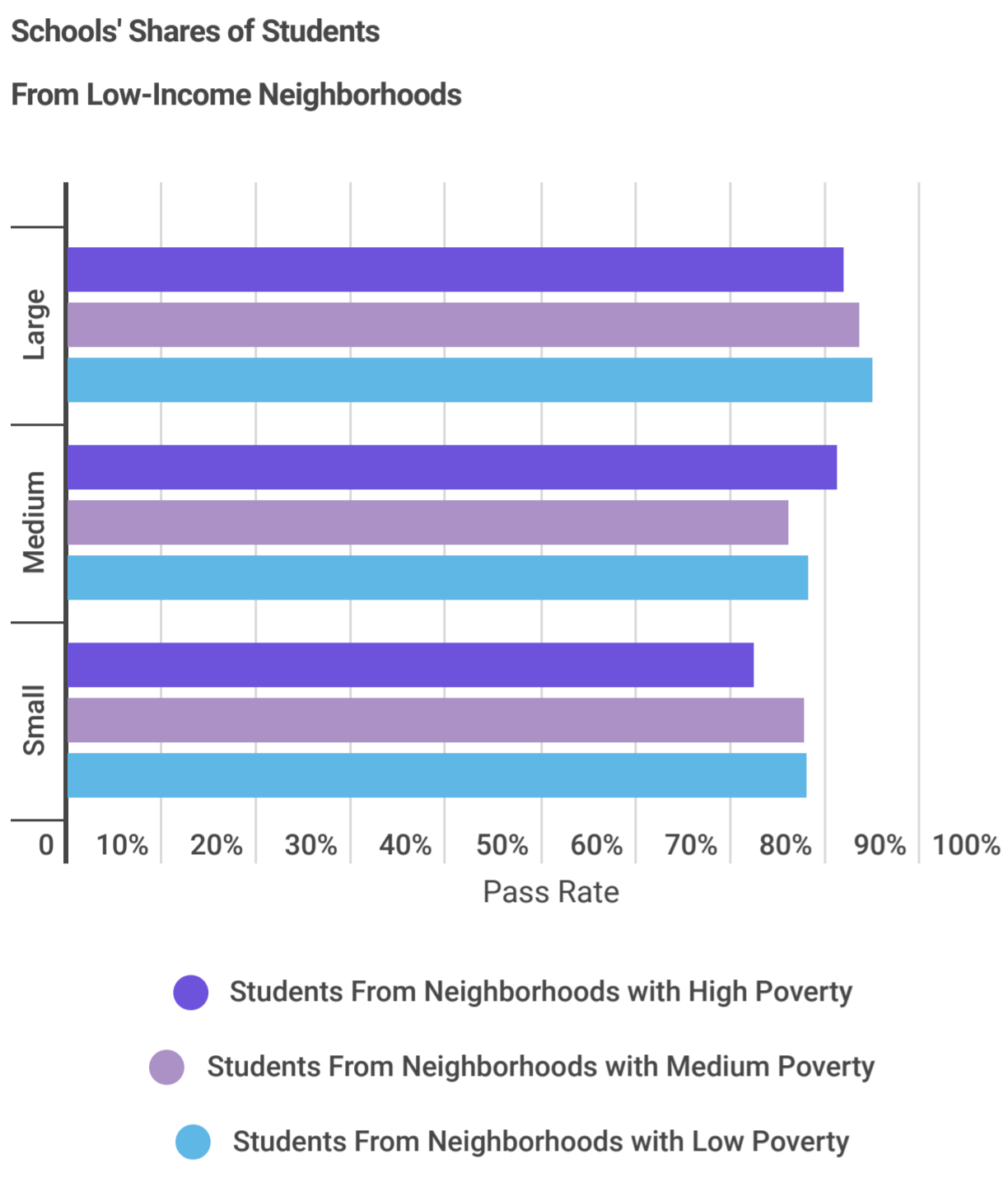
[Download data](#)

Math Regents Pass Rates by Student Neighborhood Poverty Level



[Download data](#)

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



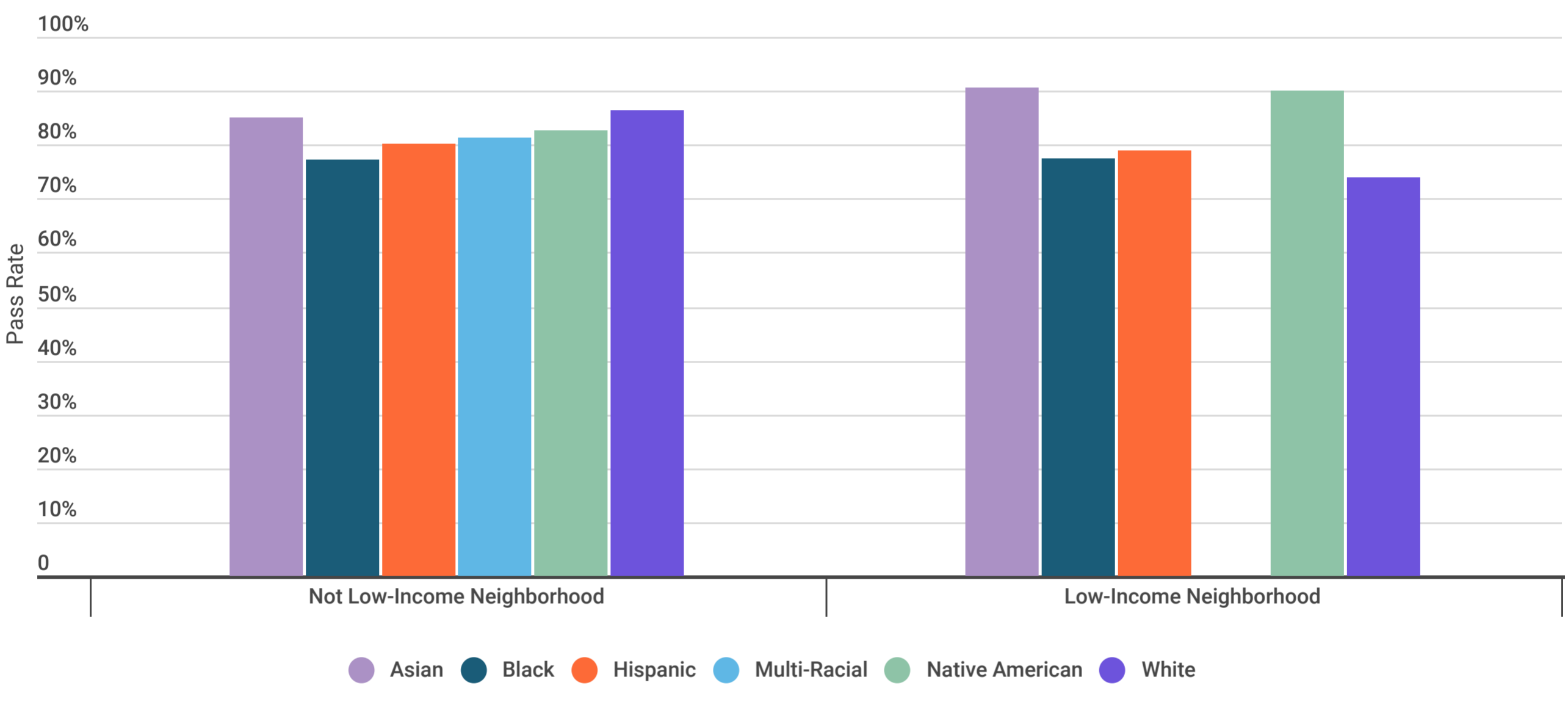
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Math Regents Pass Rates by Student Neighborhood Poverty Level and Schools' Shares of Students From Low-Income Neighborhoods



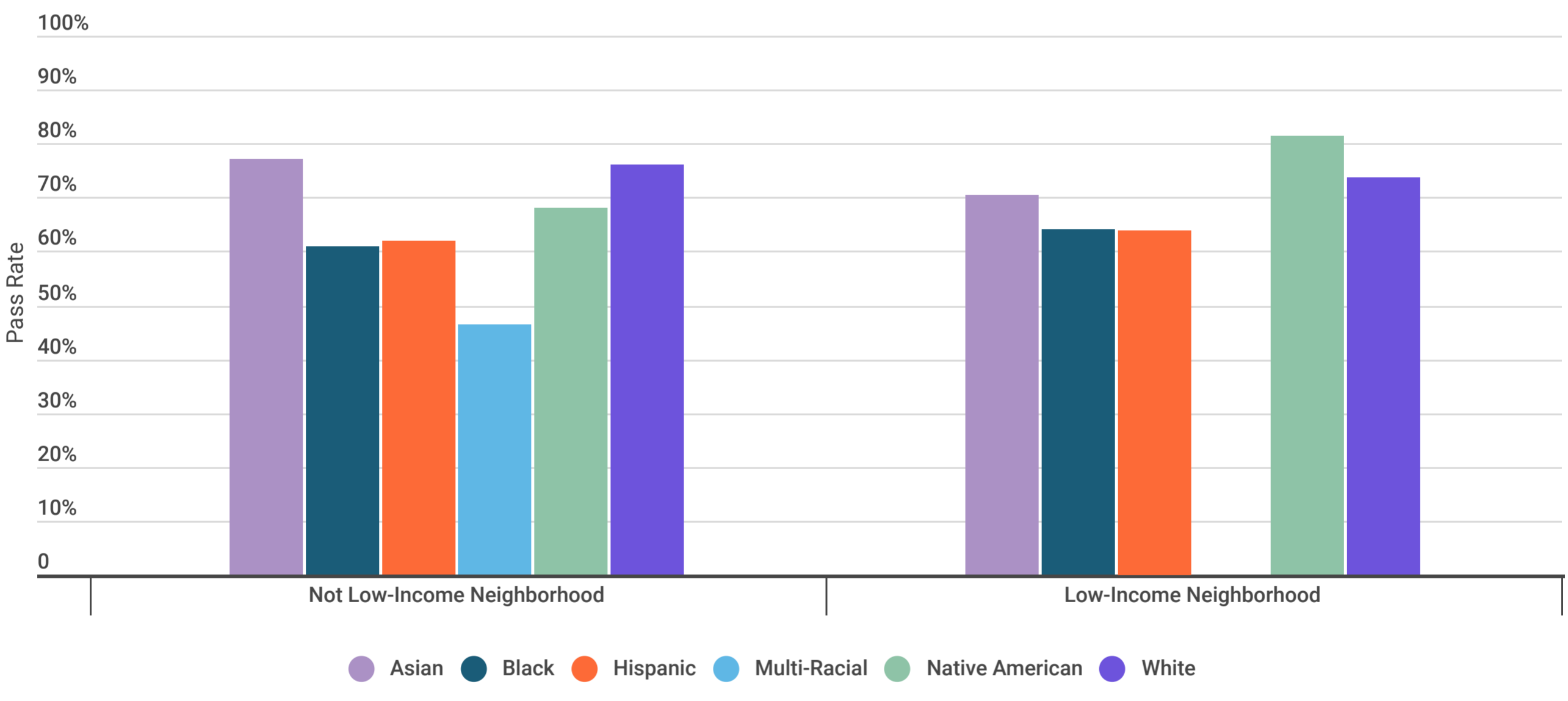
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English Regents Pass Rates by Race/Ethnicity and Student Neighborhood Income Level



[Download data](#)

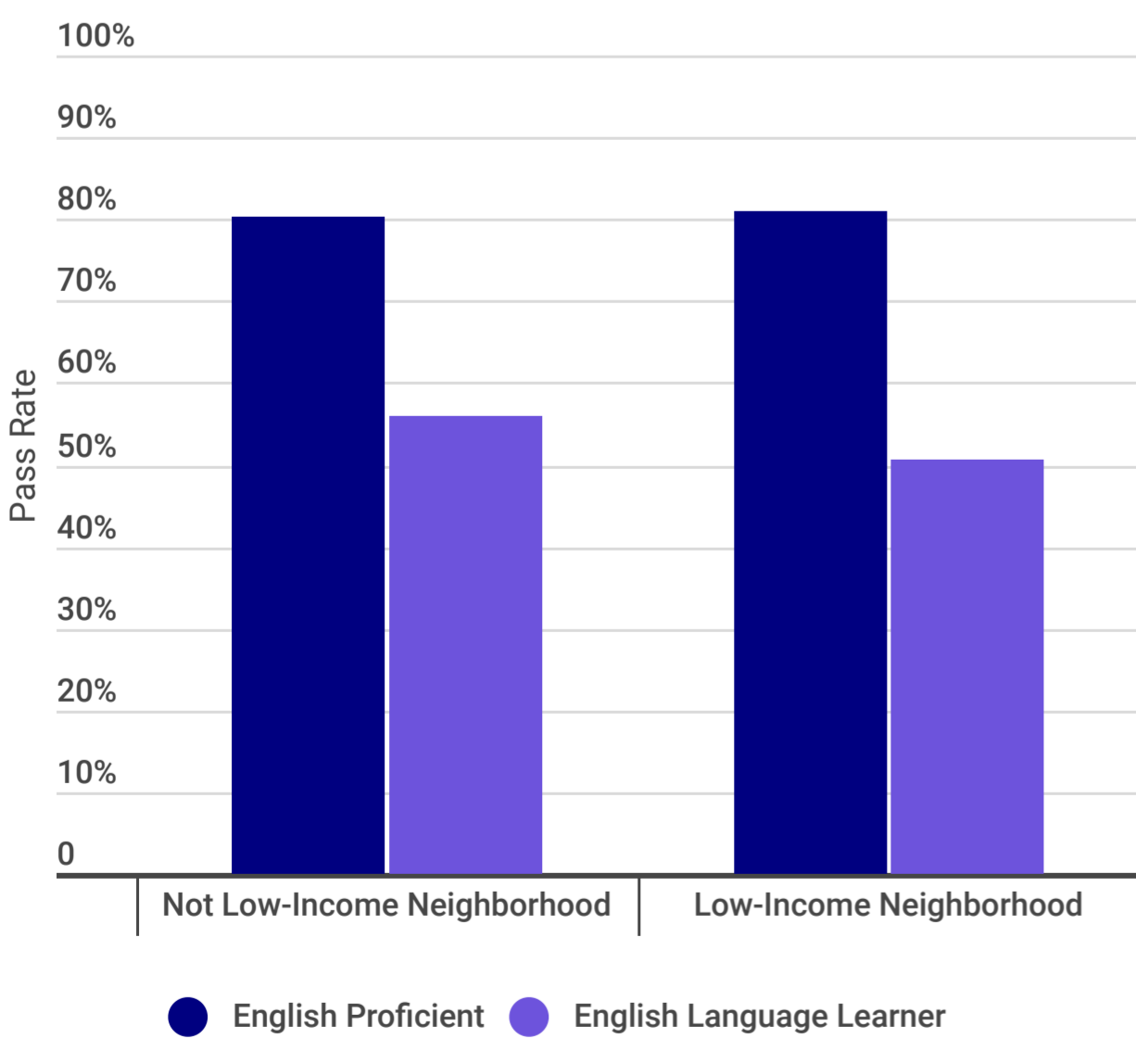
Math Regents Pass Rates by Race/Ethnicity and Student Neighborhood Income Level



[Download data](#)

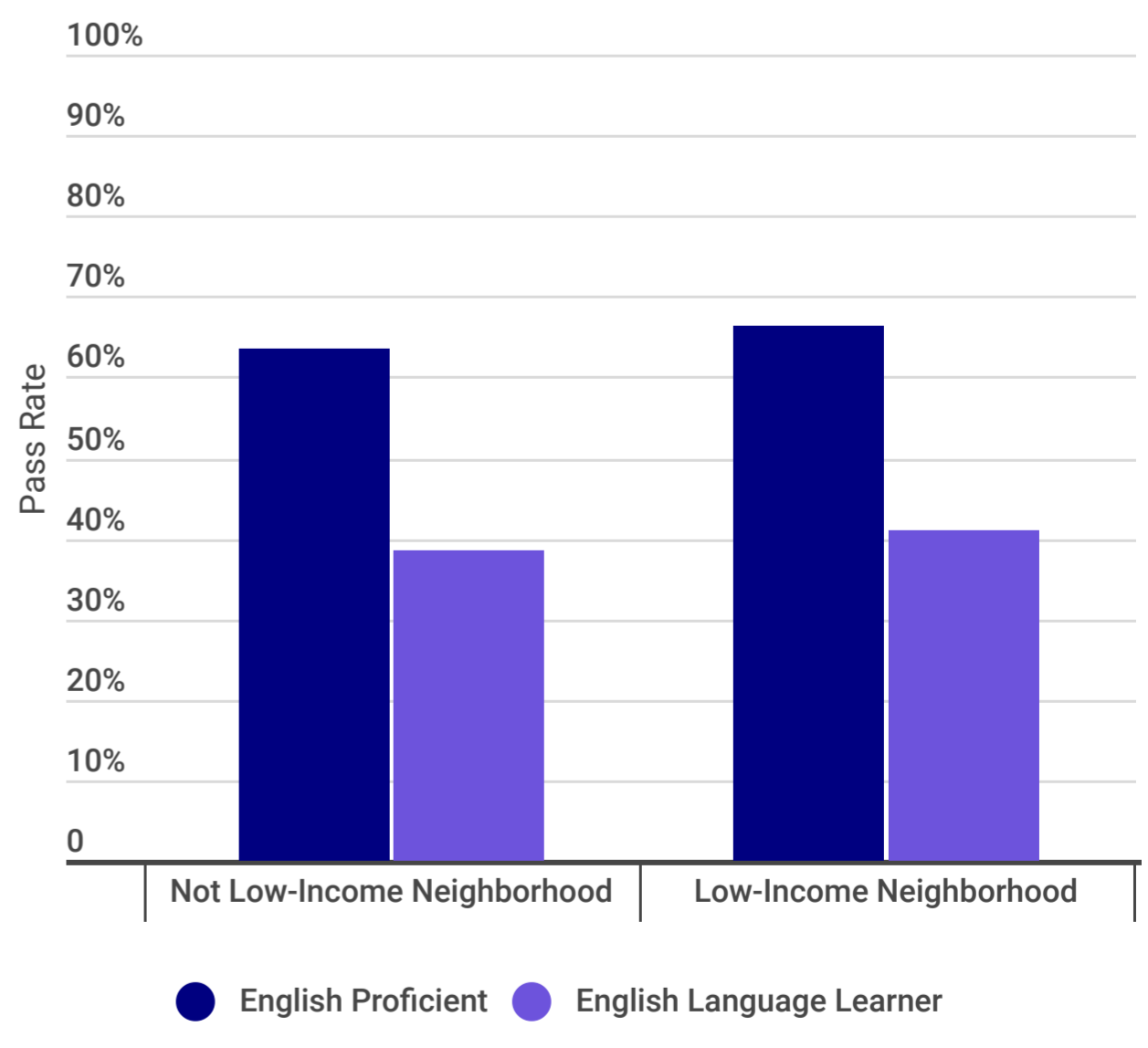
*Data for Multi Racial students from Low Income Neighborhoods is suppressed due to the small number of students in that group.

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



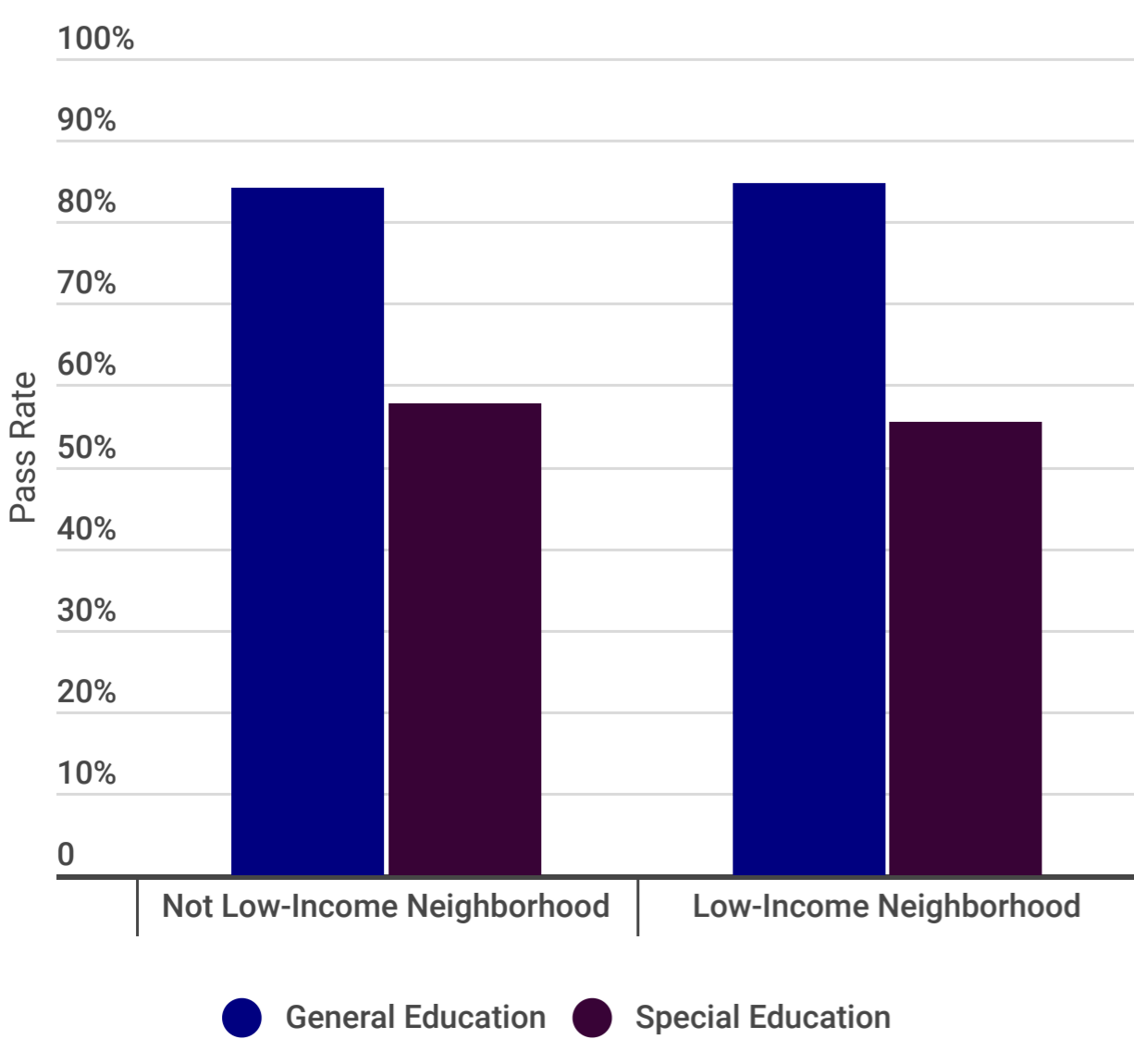
[Download data](#)

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



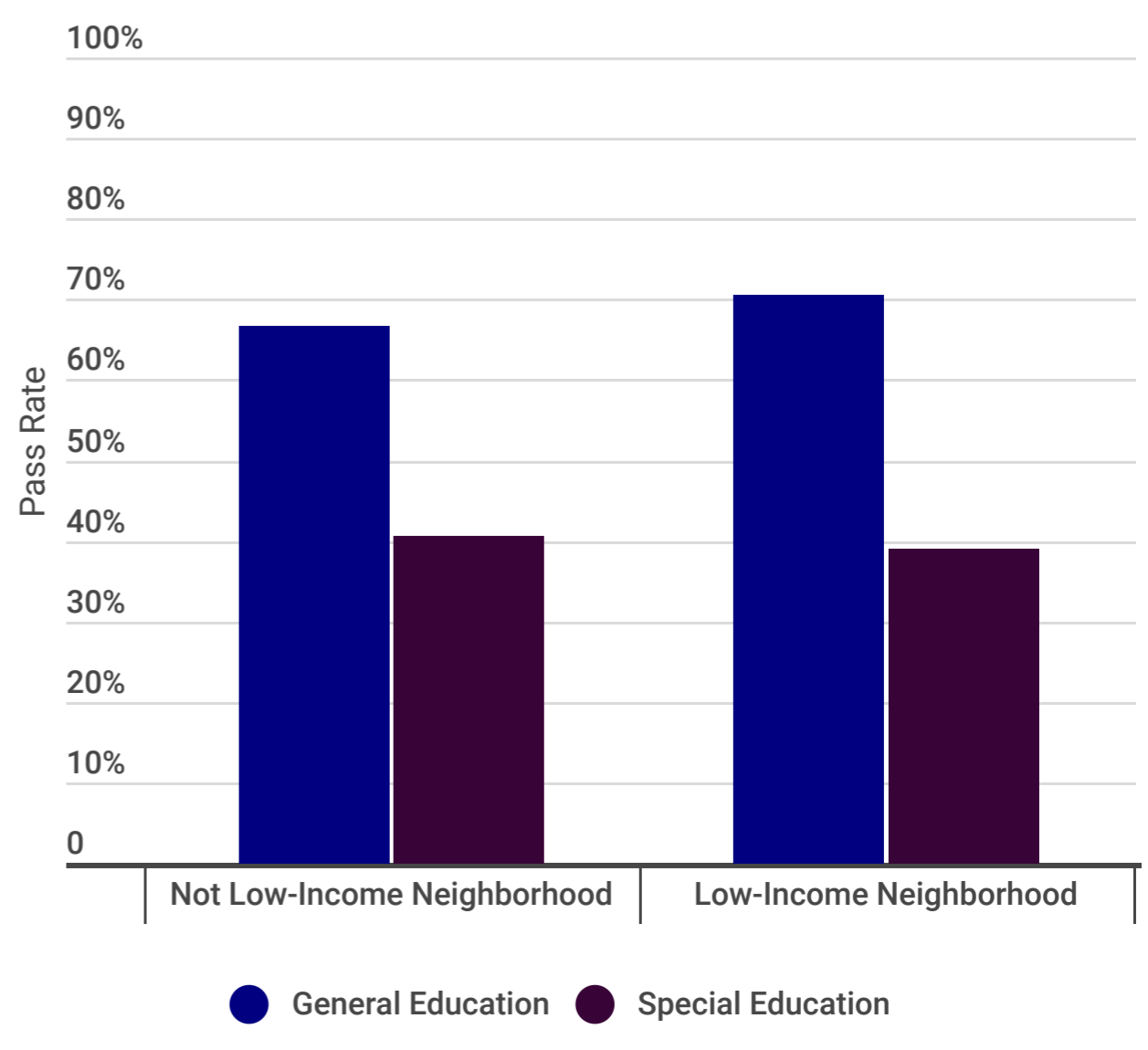
[Download data](#)

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



[Download data](#)

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



[Download data](#)

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

Charter School Network Affiliation Student Achievement: High School Regents Performance 2018-2019

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

English Regents Pass Rates by Network

Charter Network	English Pass Rate
Achievement First Brooklyn Charter Schools	83.3%
Ascend Charter Schools	85.2%
Democracy Prep New York Charter Schools	91.2%
KIPP NYC Public Charter Schools	92.8%
New Visions for Public Schools	75.6%
Success Academy Charter Schools - NYC	99.4%
Uncommon New York City Charter Schools	62.3%
Smaller Networks	78.9%
Independent	77.9%

 [Download data](#)

Math Regents Pass Rates by Network

Charter Network	Math Pass Rate
Achievement First Brooklyn Charter Schools	80.2%
Ascend Charter Schools	63.9%
Democracy Prep New York Charter Schools	80.9%
KIPP NYC Public Charter Schools	87.5%
New Visions for Public Schools	49.8%
Success Academy Charter Schools - NYC	93.8%
Uncommon New York City Charter Schools	60.7%
Smaller Networks	74.9%
Independent	53.7%

 [Download data](#)

Data Notes and Glossary

Data Notes



Student Achievement

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

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

Graphics in this section include students in all grades in Districts 1-32, District 75, and District 79. Charter school graphics are also derived from individual student records and include all students in District 84 (charter schools), unless otherwise noted below. All data is from the 2018-2019 school year unless otherwise noted.

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

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

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

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

The student poverty level is the level at which a student’s neighborhood median household income falls compared with the poverty measure (\$35,044) published by the Mayor’s Office for Economic Opportunity in 2019. Students’ neighborhood median household income is categorized as low (greater than or equal to 1.85x the measure or \$64,831), medium (greater than or equal to 1.3x the measure or \$45,557), and high (less than 1.3x the measure). These cutoffs of 1.3 and 1.85 were created by the federal government for determining eligibility for public assistance programs.

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

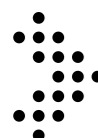
Schools’ Shares of Students From Low-income Neighborhoods

	Traditional Public Schools			Charter Schools		
	Schools’ Shares of Students From Low-Income Neighborhoods (\$35,044)					
	Bottom third	Middle third	Top third	Bottom third	Middle third	Top third
Schools Serving Grades 3-8	<=3%	>3% and <33%	>=33%	<=21%	>21% and <52%	>=52%
Schools Serving Grades 9-12	<=18%	>18% and <39%	>=39%	<=30%	>30% and <53%	>=53%



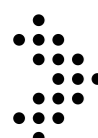
Charter School/Charter School Student

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



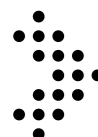
Chronically Absent

A student with an attendance rate between 80 percent and 90 percent who attended at least 20 school days.



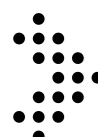
English Language Learner

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



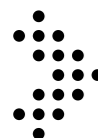
Good Attendance

A student with an attendance rate of 90 percent attendance or higher who attended at least 20 school days.



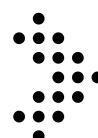
Low-Income Neighborhood

The income level of the census tract a students resides in, not the student’s actual household income level. A census tract is considered low-income if its median income for a household of four is at or below the poverty measure (\$35,044) published by the Mayor’s Office for Economic Opportunity in 2019.



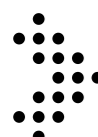
Severely Chronically Absent

A student with an attendance rate of 80 percent or less who attended at least 20 school days.



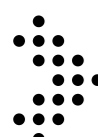
School Neighborhood

For each school, the census tracts that students reside in.



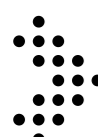
School’s Share of Students From Low-Income Neighborhoods

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



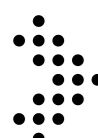
Student Neighborhood

The census tract a students resides in.



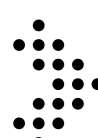
Student Poverty Level

The level at which a student’s neighborhood median household income falls within the poverty measure published by the Mayor’s Office for Economic Opportunity in 2019.



Students with Disabilities

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



Traditional Public School/Traditional Public School Student

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

Glossary