

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

October 2015

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

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

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

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

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Introduction and Highlights

In 2009, the state law granting the Mayor control of the New York City public school system was renewed. That renewal included a requirement that the New York City Independent Budget Office “enhance official and public understanding” of educational matters of the school system. The law also requires the Chancellor of the school system to provide IBO with the data that we deem necessary to conduct our analyses. That data began to flow to IBO at the beginning of the 2010-2011 school year.

This report is our fourth annual summary of that data. (One report covered two years of data.) This report is designed as a descriptive overview of the school system rather than as an in-depth look at particular issues. It is organized into three main sections. The first presents demographic information on the students who attend New York City’s public schools. The next section describes the resources—budgets, school staff, and buildings—that the school system utilizes. The final section describes the measurable outcomes of the school system’s efforts for particular subgroups of students.

While this report presents a great deal of information, it is not exhaustive. Some important questions cannot be answered in this type of purely descriptive format. IBO will address those issues in more detailed and analytically sophisticated reports. While the citywide budget information presented in section three includes funding for students in public charter schools and publicly financed private special education programs, all data on school staff refers solely to schools operated by the Department of Education (DOE). With only one exception, noted below, all student data is also limited to DOE schools and does not include students in public charter schools or publicly financed special education programs.

Though this version adds no new indicators to those presented previously, a number of tables use a new measure of the relative poverty level of individual schools. In this report, IBO is introducing a measure that is meant to reflect the income of a typical household in a particular geographic community. It is important to stress that this is not a measure of the income level of individual families, like the free or reduced-price eligibility measure, but rather a measure of income in the community in which students live. The development of this school community poverty level relies of data from the U.S. Census, which we link to student address data provided to IBO by the DOE. Our methods are fully described in a separate [technical report](#).

Among the highlights of this report:

- Seventeen percent of the DOE’s students in school year 2013-2014 were born outside of the U.S. Spanish was the primary home language of 24 percent of students in 2013-2014. Hispanics constituted over 40 percent of the student body and there were more Asian students than white students in the system.

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- In school year 2013-2014, nineteen percent of students were classified as having special needs.
 - By eighth grade, 18 percent of students were overage for their grade. Almost a third of the students who began Kindergarten in 2003 had left the system by 2010, when they should have been in grade 8.
 - Close to 28,000 students were reported to be living in shelters, an additional 48,000 were reported to be in doubled-up housing situations during school year 2013-2014.
 - After accounting for inflation and payments to charter and nonpublic schools, DOE spending per-pupil stood at \$23,877 in 2014-2015, \$1,838 or 8 percent higher than in 2009-2010.
 - Forty-one percent of teachers left the DOE within five years of beginning their service in 2008-2009. Though high, this rate remains lower than it had been in the early 2000s.
 - In school year 2013-2014, 452,000 students were located in overcrowded schools; class sizes in elementary and middle schools continued to rise.
 - The use of credit recovery in the high schools peaked in 2010-2011, dropped dramatically in 2012-2013 and continued to decline in 2013-2014.

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Description of Data And Sources

GENERAL NOTES ON DATA AND SOURCES

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

The volume is current through school year 2013-2014 for student and staff data. A number of tables which utilize our newly developed measure of poverty levels for schools (described more fully below) are for 2012-2013. We also present some data from the city's adopted budget for fiscal year 2016, which represents spending planned for the current school year, 2015-2016.

The independent budget office of the city of New York shall be authorized to provide analysis and issue public reports regarding financial and educational matters of the city district, to enhance official and public understanding of such matters...

New York State Education Law § 2590-u.

School level data was taken from the DOE's website to classify schools as either new or existing. Our definition of a school's age has been changed from that used in previous editions of this report. In the past, we defined any school that was opened during the Bloomberg Administration (2002-2013) as a new school. All other schools were designated as existing schools. With the change in administration and the passage of time, that distinction seems less relevant. In this report, we distinguish between schools that have been open for less than five years (newer schools) from those open five years or more (older schools). For tables in which we are reporting data for 2013-2014, schools that opened in 2009-2010 or later would be classified as being open up to five years.

The source data traditionally used to classify school poverty levels—student eligibility for free or reduced-price lunch—has become less reliable, necessitating a change in how we measure the poverty level of schools. In the past, we used data on students' eligibility for free or reduced-price lunch to designate schools as being in the top, middle, or bottom third of all schools in terms of percent eligible for meal subsidies. There are three main concerns about the use of a student's meal subsidy status as a measure of poverty. First, the self-reported form is an imperfect measure of household income, especially since many students do not return the form. Students that are deemed ineligible for subsidized meals due to a missing or incomplete form default to the full-price lunch status. However, these students tend to perform academically more like students who qualify for free lunch rather than students who qualify for full-price lunch based on a completed form. Therefore, the group of students categorized as ineligible for free or reduced-price lunch may in fact include many students who would be deemed eligible if proper documentation was available. Second, many schools are increasingly participating in federally funded programs to provide free meals to all students in a school—through the Universal School Meals program or a similar program for middle schools in New York City—regardless of an individual student's meal status. As these programs expand, schools have less of an incentive to collect the forms from each and every student and the number of nonresponses will increase. Third, the U.S. Census Bureau's determination of the poverty line itself is based on out-dated assumptions from 1963.

In this report, IBO is introducing a measure that is meant to reflect the income of a typical household in a particular geographic community. It is important to stress that this is not a measure of the income level of individual families, like the free or reduced-price eligibility measure, but rather a measure of income in the community in which students live.

Instead of using the poverty line calculated by the U.S. Census Bureau, IBO chose to use a poverty threshold calculated by the NYC Center for Economic Opportunity (CEO), an initiative under the Office of the Mayor. The CEO was launched by Mayor Michael Bloomberg in 2006. Its mission included an initiative to develop a more accurate way to measure poverty and count the poor in the city. Since August 2008, the CEO has published an annual report that discusses the methodology behind the CEO-calculated threshold for poverty and compares conditions in New York using the CEO threshold and the U.S. Census Bureau's official threshold. The annual report was officially mandated in the New York City Charter in December 2013. The CEO poverty threshold for a family of four consisting of two adults and two children was \$31,039 in 2012, compared with a threshold of \$23,823 for the same family under the Census Bureau's definition. While the CEO threshold was intended to be used in conjunction with the CEO income measure, IBO used available median household income data from the U.S. Census Bureau in the absence data necessary to replicate CEO's income measure at the school level.

For each school, IBO calculated the share of students who come from poor communities. Roughly a third of schools serve a student population where less than 10 percent come from poor communities. In another third of schools, from 10 percent to 40 percent of students come from poor communities. In the 7.5 percent of schools with the largest share of students from poor communities, between 80.0 percent and 98.8 percent of students are poor under IBO's definition.

The development of this school community poverty level relies on student address data provided to IBO by the DOE. Our methods are fully described in a separate [technical report](#). We currently have the address data just for the 2012-2013 school year, so the tables that rely on this measure are only for that year. To date, DOE has been unable to provide us with a student address file for 2013-2014.

Student demographics are derived from individual student records maintained by the Department of Education and provided to IBO for each of the last 14 years. These records include basic biographical information; achievement test scores; attendance records; and information on students' entry to, exit from, and movement within the school system.

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

NOTES ON SPECIFIC DATA SOURCES

Who Are New York City's Public School Students?

Tables 2.1 through 2.5 and 2.7 are derived from individual student records and include students in all grades in Districts 1-32, District 75 (Self-Contained Special Education), and District 79 (Alternative Programs).

Table 2.6 is derived from the DOE's BESIS (Bilingual Education Student Information System) which tracks the placement of students in programs specifically designed for English Language Learners. The school system provides a range of services to students who are classified as English Language Learners (ELL). These are students who speak a language other than English at home and who have not yet attained a certain level of English proficiency. Students in English as a Second Language programs (ESL) attend their subject classes in English while also receiving special instruction meant to bring them to English language proficiency. Transitional Bilingual Programs provide instruction in English and students' native languages. As students' English proficiency increases, the amount of native language instruction decreases.

Dual language programs provide instruction in two languages. The ideal model is that in which 50 percent of the students are English proficient and 50 percent are ELLs who speak a common home language. Students become proficient in reading, writing, and speaking in English and the target language (i.e. Spanish, English, Haitian-Creole). Specific programs for students with special needs are meant to fulfill the recommendations of those students' Individualized Education Plans (IEPs). These programs range from classrooms serving a mix of special education and general education youngsters to classrooms designed to serve a very small number of youngsters with specific needs.

Specific programs for students with special needs (Table 2.7) are meant to fulfill the recommendations of those students IEPs. These programs range from classrooms serving a mix of special education and general education youngsters to classrooms designed to serve a very small number of youngsters with specific needs.

Note: No Detailed Data on Students With Special Needs. Last year's indicators report presented data on the classification and program placement of students with special needs. The DOE data system used to produce those tables has been replaced by SESIS, the Special Education Student Information System. Ongoing problems with SESIS have prevented the DOE from providing IBO, or other monitors, with information on the 193,000 student Special Education program. Thus, we are unable to report on the classification and program placement of special needs students in this report.

Tables 2.8 and 2.9 are derived from individual student records maintained by the DOE and include all students who were active in a DOE school at any point in the 2012-2013 school year. Students in all grades in Districts 1-32, District 75 (Self-Contained Special Education), and District 79 (Alternative Programs) are included. Eligibility for meal subsidy (Table 2.8) has generally been used to measure the poverty level of schools. Under federal regulations, students are eligible for free or reduced-price lunch if their families' reported income is less than 185 percent of the poverty level

Under DOE regulations, a student must be registered in kindergarten by December 31st of the year in which he or she turns 5 years old. We compute a student's age as their age in December of each year and count as overage any student who is older than the age at which

they may attend a grade. Thus, we count a kindergarten student who is 6 years old in December as being overage. DOE considers a student to be overage if the student is two years older than standard for a grade.

Table 2.10 and Figure 2.1 are derived from the DOE's annual audited student register, which counts only students enrolled on October 31 of each year. These data are available on the DOE website.

Table 2.11 is designed to answer the questions about the dynamic nature of the New York City school population by tracking the mobility of a group of students over a long period of time. It is based upon records for individual students drawn from the DOE's audited register file, which provides student status as of October 31 of each year and includes students enrolled in either DOE schools or public charter schools in the city. Table 2.11 includes students born in 1996, and enrolled in the DOE in 2003-2004. Tracking these students over 11 years, the table shows the extent to which students—including students in charter schools—leave the public school system over time.

Table 2.12 reports the single year mobility of students between schools. It takes all students on register in a DOE public school (not including charters) in 2013-2014 and looks back to the 2012-2013 school year to report how many changed schools and how many had not been enrolled in either a DOE public school or public charter school in the previous year.

Table 2.13 is derived from the DOE "Students in Temporary Housing File." The data has two sources. The Department of Homeless Services informs the DOE of any students living in shelters. Other housing situations reported on this table are based upon family self-reporting on a DOE administered survey. The DOE data, and this table, include students who are in any of these housing situations, including shelters, at any point in the school year, regardless of how long they remained in temporary quarters.

WHAT RESOURCES ARE MADE AVAILABLE TO OUR PUBLIC SCHOOLS?

Tables 3.1, 3.2, and 3.3 are derived from two sources the Mayor's Office of Management and Budget and the city's Financial Management System. The Mayor's Office of Management and Budget (OMB) provides information on the funding of the school system and on the broad

allocations made to the system through the annual budget as proposed by the Mayor, and as amended and adopted by the City Council. Much of this data is available to the public in summarized form in periodic budget reports on OMB's website. We have access to the same information in greater detail and in real time through the city's Financial Management System.

More than half the DOE's budget is retained in central offices and not placed on individual school budgets. Table 3.3A summarizes the use of that money as of June 2015. The table categorizes spending into a four broad categories—direct student services, employee related costs, selected policy initiatives, and system management and overhead. This categorization is IBO's based on the descriptors provided in DOE budget data.

Tables 3.4 and 3.5 are based on the allocation of budgetary resources by individual school principals. The source of this data is an internal report provided by the DOE to IBO on a monthly basis called the School Leadership Team View. It provides a detailed accounting of the source and use of every dollar controlled by the principal of each public school in the city. We used the report from June 2013 to produce the summaries presented here.

Principal and teacher data in tables 3.6 through 3.16 are derived from individual personnel records maintained by the DOE and provided to IBO for each of the last 11 years. In addition to demographic and assignment data, these files indicate the use of alternative pathways to employment (Teach for America, Teaching Fellows, the Leadership Academy, etc.) by individual staff.

Building and class size data in tables 3.17 through 3.25 has been taken from DOE reports that are available to the general public on the DOE's website, particularly the "Blue Book" and the Class Size Report.

Information on the availability and distribution of science rooms, tables 3.26 and 3.27, is based on IBO's analysis of data from the School Construction Authority's Principals Annual Space Survey (previously known as the Annual School Facilities Survey).

WHAT DO SOME INDICATORS OF SCHOOL PERFORMANCE SHOW?

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

differ from the official numbers maintained by the New York State Education Department. These differences are very small, often amounting to no more than a tenth of a percentage point. Official achievement statistics are readily available on both the DOE and New York State Education Department websites.

Student attendance data, tables 4.1 and 4.2, were derived from the DOE student biographical file.

All students in grades 3 through 8 take the annual New York State examinations in English Language Arts (ELA) and mathematics. Data from these tests are displayed in tables 4.3 through 4.10. The tests produce two types of scores for each student. The scale score is a three digit score that indicates students' absolute level of performance on the test. The state is currently using tests that are designed so that the scale scores only have meaning within a particular grade. Thus, they can be used to see how this year's third graders performed compared with last year's third graders, but they cannot be used to compare how a student in this year's fourth grade performed compared with his/her own performance in third grade last year. The second type of score—the performance level—assigns students to one of four groups based upon their scale score. The labels assigned to the four categories were revised in 2010, and they are now as follows: Level 1—Below Standard; Level 2—Meets Basic Standard; Level 3—Meets Proficiency Standard; and Level 4—Exceeds Proficiency Standard.

The State Education Department introduced new ELA and math tests in 2012-2013. Results from 2012-2013 through 2014-2015 are not comparable to those of previous years.

High school students in New York City (and state) participate in the Regents testing program. These results are presented in tables 4.11 through 4.15. Regents exams are subject based. Beginning in the 2011-2012 school year, and except for students in a few schools with so-called portfolio programs, no public school student may earn a standard high school diploma in New York State without first passing five Regents exams—Comprehensive English, any of the math exams, Global History and Geography, United States History and Government, and any of the sciences. Students who pass an additional three Regents exams (in another math, another science, and a foreign language) are awarded an Advanced Regents Diploma.

Students sit for these exams at various points in their high school career, and there is no standard pattern to their test taking. Some high schools offer the math exam at the end of grade 9; others delay until the end of grade 10. Generally, the Comprehensive English exam is taken after at least three years of high school. Further, students may retake exams they have attempted and failed until they attain a passing score. Thus, any single administration of a Regents exam includes both first-time test takers and those students who have previously failed and who are taking the test for the second or third time. Therefore, care must be taken in interpreting the absolute passing rates for an individual administration of an exam.

In this report, we are less concerned with the absolute passing rates than with the relative passing rates of different groups of students. In making those comparisons, we have developed the following indicator: Regents pass rates for either English or math represent the proportion of students who took each test in 2013-2014 that achieved a passing score. If a student took an exam multiple times in a single school year, or took more than one math test in that year, only the highest score was counted.

A passing score for all Regents exams is a 65. In 2010, the State Education Department commissioned a team of researchers led by testing expert Daniel Koretz to define college readiness. Students with Regents

scores high enough to strongly predict a grade of “C” or better in a college-level course are considered college ready. The researchers estimated that students who received Regents scores of at least 75 for English and 80 for math were college ready. For both English and math, we report the percentage of students who failed, the percentage who passed, and the percentage who scored at or above the college-ready level. (The DOE has a different measure of college readiness, which includes a number of factors; here we are referring only to the Regents exam score).

“Credit recovery” (Table 4.16) permits students to make up credit after they have failed a course. Based on regulations promulgated by the State Commissioner of Education in 2010, students can make up credit for a failed class by repeating the course during the school year or during summer school, or by receiving intensive instruction in the student’s identified areas of deficiency in the course. According to the regulation, a school-based panel must review and approve a student’s participation in credit recovery, and all make-up courses or programs must be overseen by a teacher certified in the subject area for which the student is making up credit.

Since 2010-2011, the DOE has required schools to specifically identify all credits earned through the use of credit recovery in the student record-keeping system.



Who Are New York City's Public School Students?

Table 2.1 Birthplace of Students in New York City Public Schools, 2013-2014		
	Number	Percent
Americas		
United States	891,907	83.2%
Caribbean	57,035	5.3%
South America	19,576	1.8%
Rest of North and Central America	21,423	2.0%
Asia	58,896	5.5%
Europe	10,443	1.0%
Africa	10,898	1.0%
Oceania	392	0.0%
Country Unknown	1,477	0.1%
NOTE: U.S. territories are included in "Rest of North and Central America" category.		
<i>New York City Independent Budget Office</i>		

Table 2.2 Twenty-five Most Frequent Birthplaces Outside of the 50 States, 2013-2014	
Country/Territory	Number of Students
Dominican Republic	37,399
China	18,962
Bangladesh	11,823
Jamaica	8,672
Guyana	7,829
Mexico	7,580
Puerto Rico	6,567
Haiti	6,293
Ecuador	6,075
Pakistan	5,365
Uzbekistan	4,038
Yemen	4,016
India	3,597
Colombia	2,629
Egypt	2,252
Honduras	2,118
Philippines	2,086
Trinidad & Tobago	1,980
Russia	1,871
Ghana	1,817
El Salvador	1,721
Korea	1,604
Albania	1,278
Nigeria	1,270
Guatemala	1,269
<i>New York City Independent Budget Office</i>	

Table 2.3
Student Ethnicity by Grade, 2013-2014

Grade	Total Number	Asian	Hispanic	Black	White	American Indian	Mixed Race	Unknown
Pre-K	59,148	15.3	39.6	24.3	18.6	0.9	1.3	0.0
K	79,310	16.6	42.1	21.8	17.1	1.0	1.4	0.0
1	83,562	16.8	41.9	22.5	16.4	1.0	1.3	0.0
2	79,322	16.5	41.8	23.4	16.5	0.9	0.9	0.0
3	77,067	16.2	41.5	24.4	16.3	0.9	0.8	0.0
4	74,654	16.8	40.8	24.5	16.4	0.8	0.7	0.0
5	72,298	16.6	40.8	24.7	16.6	0.8	0.5	0.1
6	71,138	16.1	40.8	26.5	15.4	0.7	0.4	0.2
7	72,194	15.9	40.7	27.6	14.8	0.7	0.3	0.1
8	74,415	16.4	40.0	28.0	14.5	0.7	0.4	0.1
9	90,492	14.6	41.2	30.0	12.2	0.6	0.3	1.1
10	91,575	15.3	39.9	31.0	12.1	0.7	0.3	0.8
11	69,642	18.1	37.8	29.4	13.7	0.7	0.3	0.1
12	77,230	16.9	38.3	30.9	13.2	0.5	0.2	0.1
TOTAL	1,072,047	16.2%	40.6%	26.4%	15.2%	0.8%	0.6%	0.2%

NOTE: Excludes students who only attended charter schools, infants in school based daycare programs, students who were over 21 in post grad programs, and students who left the school system on or before the first day of school.

New York City Independent Budget Office

Table 2.4
Fifteen Languages Most Commonly Spoken at Home, 2013-2014

Language	Share of Total
English	58.1%
Spanish	23.9%
Chinese (Unknown/Other)	2.3%
Bengali	2.1%
Chinese (Mandarin)	2.1%
Russian	1.6%
Chinese (Cantonese)	1.6%
Arabic	1.3%
Urdu	1.0%
Haitian Creole	0.6%
Korean	0.5%
Polish	0.4%
French	0.4%
Albanian	0.4%
Punjabi (aka Panjabi)	0.4%

New York City Independent Budget Office

Table 2.5
English Language Learner Status by Grade, 2013-2014

Grade	Not English Language Learner		English Language Learner	
	Number	Percent	Number	Percent
K	62,402	78.7%	16,908	21.3%
1	66,233	79.3%	17,329	20.7%
2	64,936	81.9%	14,386	18.1%
3	65,743	85.3%	11,324	14.7%
4	62,875	84.2%	11,779	15.8%
5	62,254	86.1%	10,044	13.9%
6	60,986	85.7%	10,152	14.3%
7	63,158	87.5%	9,036	12.5%
8	65,321	87.8%	9,094	12.2%
9	76,958	85.0%	13,534	15.0%
10	78,469	85.7%	13,106	14.3%
11	61,934	88.9%	7,708	11.1%
12	68,053	88.1%	9,177	11.9%
TOTAL	859,322	84.8%	153,577	15.2%

New York City Independent Budget Office

Table 2.6
Program Placement of English Language Learner Students, 2013-2014

Number of Years in Any ELL Program	English as a Second Language		Transitional Bilingual Education		Dual Language	
	Number	Cumulative Percentage	Number	Cumulative Percentage	Number	Cumulative Percentage
1	26,045	21.3%	6,752	28.2%	2,121	30.7%
2	27,207	43.4%	8,658	64.3%	1,830	57.0%
3	17,938	57.9%	3,048	77.0%	1,110	73.0%
4	14,620	69.8%	2,290	86.6%	754	83.9%
5	11,613	79.2%	1,420	92.5%	514	91.3%
6	7,463	85.3%	636	95.1%	287	95.4%
7	5,843	90.0%	379	96.7%	166	97.8%
8	4,075	93.3%	237	97.7%	79	99.0%
9	2,883	95.7%	155	98.4%	47	99.6%
10	2,095	97.4%	140	98.9%	16	99.9%
11	1,452	98.6%	93	99.3%	7	100.0%
12	866	99.3%	66	99.6%	3	100.0%
Over 12	906	100.0%	96	100.0%	0	100.0%
TOTAL	123,006	79.9%	23,970	15.6%	6,934	4.5%

New York City Independent Budget Office

Table 2.7
Special Education Status of Public School Students, 2013-2014

Grade	General Education		Special Education	
	Number	Percent	Number	Percent
K	66,754	84.2%	12,556	15.8%
1	68,244	81.7%	15,318	18.3%
2	63,735	80.3%	15,587	19.7%
3	60,488	78.5%	16,579	21.5%
4	57,925	77.6%	16,729	22.4%
5	56,230	77.8%	16,068	22.2%
6	55,866	78.5%	15,272	21.5%
7	57,040	79.0%	15,154	21.0%
8	59,846	80.4%	14,569	19.6%
9	71,741	79.3%	18,751	20.7%
10	76,813	83.9%	14,762	16.1%
11	59,829	85.9%	9,813	14.1%
12	64,867	84.0%	12,363	16.0%
TOTAL	819,378	80.9%	193,521	19.1%

New York City Independent Budget Office

Table 2.8
Eligibility for Meal Subsidy by Grade, 2013-2014

Grade	Free or Reduced-Price Lunch		Full-Price Lunch	
	Number	Percent	Number	Percent
Pre-K	40,220	68.0%	18,928	32.0%
K	64,587	81.4%	14,723	18.6%
1	68,883	82.4%	14,679	17.6%
2	65,687	82.8%	13,635	17.2%
3	64,140	83.2%	12,927	16.8%
4	61,925	82.9%	12,729	17.1%
5	60,100	83.1%	12,198	16.9%
6	58,357	82.0%	12,781	18.0%
7	59,410	82.3%	12,784	17.7%
8	61,018	82.0%	13,397	18.0%
9	70,963	78.4%	19,529	21.6%
10	68,098	74.4%	23,477	25.6%
11	52,123	74.8%	17,519	25.2%
12	56,363	73.0%	20,867	27.0%
TOTAL	851,874	79.5%	220,173	20.5%

NOTES: All students in "universal feeding schools" are included in the free or reduced-price category. Any student who did not return a completed lunch eligibility form is counted in the full-price category.

New York City Independent Budget Office

Table 2.9 Student Age Relative to Grade, 2013-2014			
Grade	Under Age	Standard Age	Over Age
K	0.2%	97.0%	2.8%
1	0.0%	92.8%	7.1%
2	0.0%	89.9%	9.9%
3	0.0%	87.8%	11.9%
4	0.0%	87.2%	12.5%
5	0.0%	86.4%	13.1%
6	0.0%	84.4%	14.8%
7	0.0%	82.6%	16.5%
8	1.1%	81.0%	17.9%
9	1.1%	65.6%	33.3%
10	1.3%	63.5%	35.2%
11	1.4%	69.7%	28.9%
12	1.7%	68.6%	29.7%
NOTE: Students in general education only. New York City Independent Budget Office			

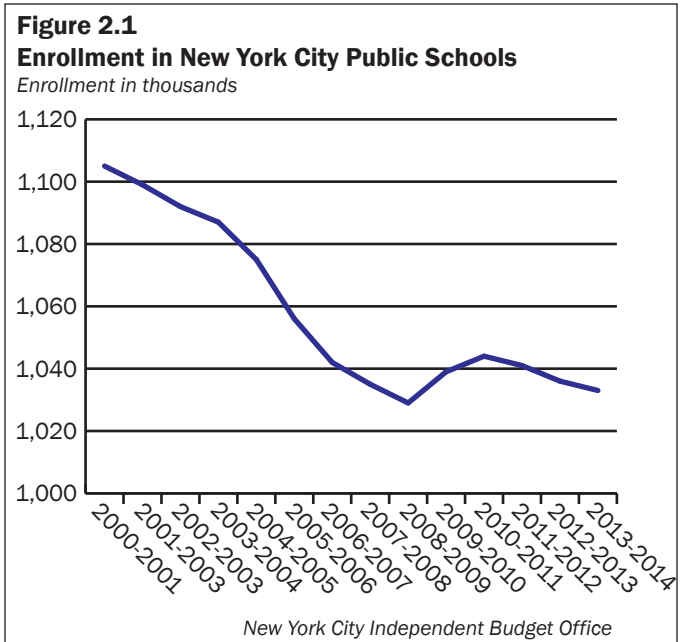


Table 2.10 Public School Enrollment Trends, 2000-2001 Through 2013-2014						
School Year	Bronx	Brooklyn	Manhattan	Queens	Staten Island	TOTAL
2000-2001	229,730	355,631	171,328	287,293	61,258	1,105,240
2001-2002	229,088	352,263	169,344	286,032	62,105	1,098,832
2002-2003	228,671	347,952	168,759	283,961	62,374	1,091,717
2003-2004	229,564	344,378	168,614	282,016	62,314	1,086,886
2004-2005	227,430	337,949	168,834	279,616	61,509	1,075,338
2005-2006	223,803	328,964	165,867	276,688	60,664	1,055,986
2006-2007	221,832	320,753	163,861	275,051	60,581	1,042,078
2007-2008	219,736	316,702	160,588	276,991	61,389	1,035,406
2008-2009	217,998	311,244	158,502	279,806	61,909	1,029,459
2009-2010	218,601	312,681	158,431	286,024	63,004	1,038,741
2010-2011	219,581	312,656	157,770	290,602	63,277	1,043,886
2011-2012	218,195	309,770	156,824	292,940	63,708	1,041,437
2012-2013	216,160	305,998	155,659	294,556	63,680	1,036,053
2013-2014	216,523	303,415	154,113	294,756	63,767	1,032,574
Five-Year Change Since 2008-2009	-0.7%	-2.5%	-2.8%	5.3%	3.0%	0.3%
Ten-Year Changes Since 2003-2004	-5.7%	-11.9%	-8.6%	4.5%	2.3%	-5.0%
SOURCE: New York City Department of Education Annual Audited Register, October 31 of each year New York City Independent Budget Office						

Table 2.11
Tracking Students Who Were Born in 1997, Enrolled in 2003, and Remained in the System Through October 2014
(Includes Charter Schools)

	Grade												Still Enrolled		On Standard Grade			
	October:	K	1	2	3	4	5	6	7	8	9	10	11	12		Other Grades	Number	Percent
2003	1,879	71,704	256												69	73,908	100.0%	97.0%
2004	35	6,612	60,972	250											2	67,871	91.8%	82.5%
2005		269	8,413	54,047	145										3	62,877	85.1%	73.1%
2006			602	9,039	49,321	137									8	59,107	80.0%	66.7%
2007				872	8,668	46,575	115								31	56,261	76.1%	63.0%
2008					942	8,370	43,762	114							38	53,226	72.0%	59.2%
2009						925	8,204	42,090	105						48	51,372	69.5%	56.9%
2010							1,340	8,335	40,171	97					63	50,006	67.7%	54.4%
2011								1,583	8,144	36,832	104				173	46,836	63.4%	49.8%
2012									1,572	11,165	32,341	99			228	45,405	61.4%	43.8%
2013										4,797	9,752	29,229	154		302	44,234	59.9%	39.5%
2014											2,520	4,481	7,041	28,619	54	42,715	57.8%	38.7%

NOTES: Includes students at both Department of Education and public charter schools. This table describes the group of students who were born in 1997 and were enrolled in each school year from 2003-2004 through 2013-2014. The numbers in shaded boxes are those students who proceeded on a standard grade progression.

New York City Independent Budget Office

Table 2.12
Where Were Public School Students Enrolled
In the School Year Prior to 2013-2014?

Grade	Total Enrollment 2013-2014	2012-2013 Enrollment		Not Enrolled at Traditional Public or Charter School
		Same School	Different School	
Pre-K	59,148	0.5%	0.0%	99.5%
K	79,310	22.6%	34.4%	43.0%
1	83,562	82.1%	10.2%	7.6%
2	79,322	85.8%	9.1%	5.1%
3	77,067	86.0%	9.1%	4.9%
4	74,654	87.5%	7.7%	4.8%
5	72,298	89.3%	5.9%	4.8%
6	71,138	16.5%	78.3%	5.2%
7	72,194	87.7%	7.3%	5.0%
8	74,415	91.3%	4.1%	4.6%
9	90,492	19.2%	70.6%	10.3%
10	91,575	82.3%	10.3%	7.4%
11	69,642	91.2%	5.0%	3.8%
12	77,230	90.8%	7.4%	1.8%
TOTAL	1,072,047	67.2%	19.3%	13.5%

NOTE: Total enrollment in 2013-2014 excludes students enrolled in charter schools.

New York City Independent Budget Office

Table 2.13
Students in Temporary Housing by Grade, 2013-2014

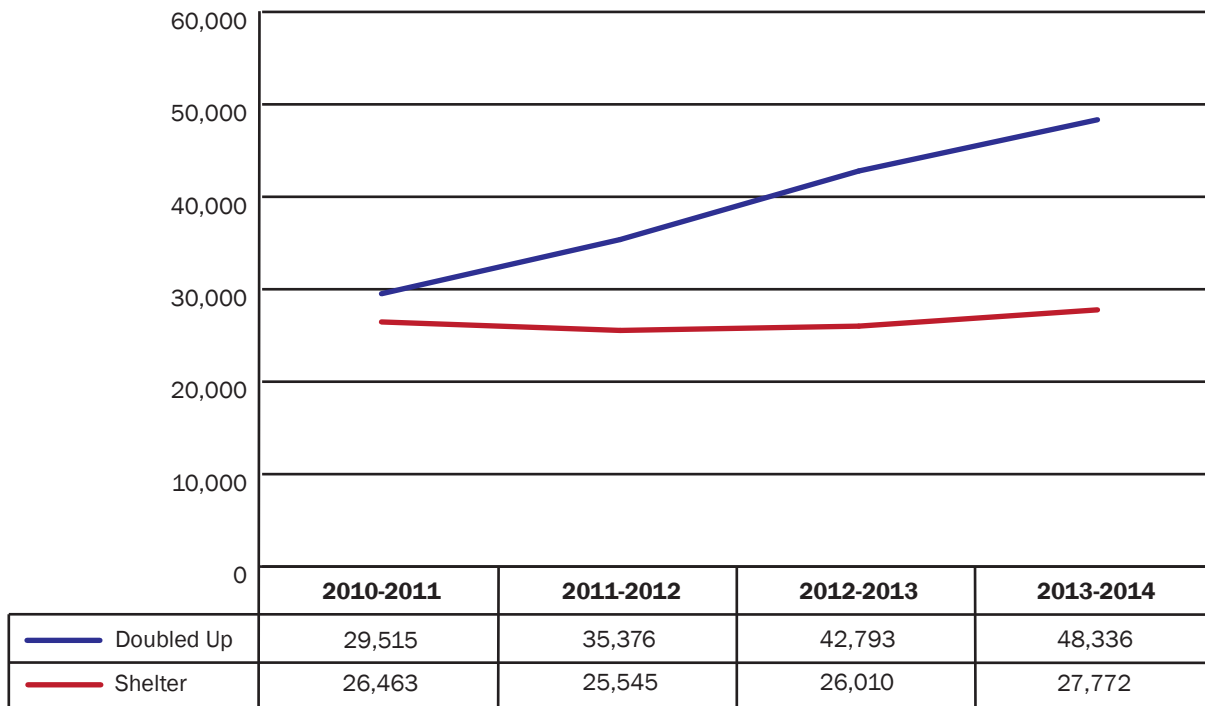
Grade	Doubled Up	Shelter	All Other Temporary Housing	Total Temporary Housing
Pre-K	3,608	1,009	171	4,788
K	5,627	2,493	376	8,496
1	5,653	2,812	441	8,906
2	4,566	2,635	429	7,630
3	3,968	2,529	450	6,947
4	3,599	2,236	414	6,249
5	3,356	1,987	432	5,775
6	3,198	1,927	435	5,560
7	2,773	1,945	433	5,151
8	2,604	1,929	507	5,040
9	3,238	2,381	853	6,472
10	2,809	1,920	832	5,561
11	1,796	989	431	3,216
12	1,541	980	495	3,016
TOTAL	48,336	27,772	6,699	82,807

NOTES: Includes students who were in temporary housing at any point in the school year. All other category includes awaiting foster care, hotel/motel, and other temporary housing.

New York City Independent Budget Office

Figure 2.2
Students Reported to Be Doubled Up Increased Steadily Over Four Years

Number of students



New York City Independent Budget Office

NOTE: Includes students who were doubled up or in shelter at any point during the school year.



What Resources Are Made Available to Our Public Schools?

Table 3.1
Department of Education Program Budget, 2011-2016
Dollars in thousands

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015 (Projected)	2015-2016 (Adopted)	Change From 2014-2015 to 2015-2016	Change From 2010- 2011 to 2015-2016	
								Dollars	Percent
Services to Schools	\$16,321,045	\$16,413,203	\$16,401,506	\$17,130,030	\$17,613,187	\$18,411,792	\$798,605	\$2,090,747	12.8%
Classroom Instruction	\$9,821,863	\$10,229,420	\$10,424,523	\$11,005,793	\$11,184,275	\$12,426,632	\$1,242,357	\$2,604,769	26.5%
General Education Instruction	7,338,267	7,657,833	7,707,668	8,190,252	8,193,577	8,392,662	199,085	\$1,054,395	14.4%
Special Education Instruction	1,327,593	1,493,114	1,566,927	1,708,808	1,803,366	1,837,831	34,465	\$510,238	38.4%
Citywide Special Education Instruction	1,156,003	1,078,473	1,149,928	1,106,733	1,187,332	1,269,423	82,091	\$113,420	9.8%
Universal Pre-Kindergarten						926,716	926,716	\$926,716	100.0%
Instructional Support	\$3,050,048	\$2,807,269	\$2,559,663	\$2,579,620	\$2,761,538	\$2,202,846	(\$558,692)	(\$847,202)	-27.8%
Special Education Instructional Support	618,245	615,114	596,438	547,137	558,431	591,514	33,083	(\$26,731)	-4.3%
Categorical Programs	2,431,803	2,192,155	1,963,226	2,032,483	2,203,107	1,611,332	(591,775)	(\$820,471)	-33.7%
Instructional Administration- School Support Organizations	\$172,252	\$191,134	\$186,694	\$210,146	\$357,556	\$365,196	\$7,640	\$192,944	112.0%
Noninstructional Support	\$3,276,882	\$3,185,380	\$3,230,626	\$3,334,471	\$3,309,818	\$3,417,118	\$107,300	\$140,236	4.3%
School Facilities	1,033,358	931,603	946,152	930,544	859,872	886,193	26,321	(\$147,165)	-14.2%
School Food Services	459,839	425,007	429,156	481,223	514,092	550,689	36,597	\$90,850	19.8%
School Safety	297,900	298,111	306,130	309,676	331,363	335,714	4,351	\$37,814	12.7%
Pupil Transportation	1,017,219	1,073,697	1,066,958	1,098,848	1,121,926	1,146,456	24,530	\$129,237	12.7%
Energy & Leases	468,567	456,961	482,230	514,180	482,565	498,066	15,501	\$29,499	6.3%
Private and Other Non-DOE School Payments	\$2,174,310	\$2,501,203	\$2,489,433	\$2,571,774	\$2,883,968	\$3,105,637	\$221,669	\$931,327	42.8%
Special Education Pre-Kindergarten Contracts	943,426	1,008,570	941,746	824,810	889,522	909,862	20,340	(\$33,564)	-3.6%
Charter School, Contract School, Foster Care Payments	1,161,576	1,421,509	1,478,010	1,676,791	1,927,835	2,129,084	201,249	\$967,508	83.3%
Nonpublic School & FIT Payments	69,308	71,124	69,677	70,173	66,611	66,691	80	(\$2,617)	-3.8%
Central Administration	\$443,574	\$368,850	\$341,476	\$383,486	\$384,396	\$392,281	\$7,885	(\$51,293)	-11.6%
TOTAL DOE BUDGET	\$18,938,929	\$19,283,256	\$19,232,415	\$20,085,290	\$20,881,551	\$21,909,710	\$1,028,159	\$2,970,781	15.7%

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

Table 3.2
Department of Education Program Budget by Funding Source, 2013-2014
Percent of all funds for each program line

	City Funds	State Funds	Federal Funds	Other Categorical Funds	Intracity Funds	Federal Community Development Funds
Services to Schools	41.9%	46.2%	9.9%	1.8%	0.2%	0.0%
Classroom Instruction	44.7%	54.9%	0.2%	0.1%	0.0%	0.0%
General Education Instruction	41.0%	58.6%	0.2%	0.2%	0.0%	0.0%
Special Education Instruction	40.2%	59.8%	0.0%	0.0%	0.0%	0.0%
Citywide Special Education Instruction	75.9%	23.5%	0.6%	0.0%	0.0%	0.0%
Instructional Support	15.7%	30.8%	48.9%	3.6%	1.0%	0.0%
Special Education Instructional Support	61.1%	35.2%	3.7%	0.0%	0.0%	0.0%
Categorical Programs	3.4%	29.6%	61.2%	4.5%	1.3%	0.0%
Instructional Administration – School Support Organizations	41.3%	58.7%	0.0%	0.0%	0.0%	0.0%
Noninstructional Support	53.1%	28.9%	11.5%	6.0%	0.3%	0.1%
School Facilities	61.3%	16.4%	0.7%	20.2%	1.0%	0.5%
School Food Services	1.4%	9.9%	88.7%	0.0%	0.0%	0.0%
School Safety	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pupil Transportation	36.1%	63.9%	0.0%	0.0%	0.0%	0.0%
Energy & Leases	88.6%	11.4%	0.0%	0.0%	0.0%	0.0%
Private and Other Non-DOE School Payments	50.2%	49.8%	0.0%	0.0%	0.0%	0.0%
Special Education Pre-Kindergarten Contracts	36.6%	63.4%	0.0%	0.0%	0.0%	0.0%
Charters, Contract School, Foster Care Payments	56.5%	43.5%	0.0%	0.0%	0.0%	0.0%
Nonpublic School & FIT Payments	59.5%	40.5%	0.0%	0.0%	0.0%	0.0%
Central Administration	83.9%	8.3%	6.2%	1.6%	0.0%	0.0%
Central Administration	74.0%	13.4%	10.0%	2.5%	0.0%	0.0%
Collective Bargaining	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL DEPARTMENT OF EDUCATION	44.3%	45.4%	8.5%	1.6%	0.2%	0.0%
NOTE: IBO has allocated spending on fringe benefits according to the rates implied by de Blasio Administration budget documents for each funding source.						
New York City Independent Budget Office						

Table 3.3 Per Pupil Spending, Adjusted for Inflation and Payments to Nonpublic and Charter Schools <i>2015 dollars in millions, by fiscal year</i>											
	2003	2004	2008	2009	2010	2011	2012	2013	2014	2015	
DOE Expenditures											
DOE Operations	\$18,206	\$17,897	\$19,660	\$19,980	\$20,016	\$20,146	\$20,260	\$19,902	\$20,424	\$20,882	
Other Expenditures											
Debt Service	784	1,007	1,498	1,503	1,703	1,763	1,594	1,469	1,831	2,044	
Additional Pension Contributions	815	1,154	2,194	2,442	2,653	2,613	2,807	2,928	3,021	3,273	
Less Intracity Sales/ Interfund Agreements	13	9	19	16	29	33	44	31	36	48	
Total Funds Committed to DOE	\$19,792	\$20,050	\$23,333	\$23,910	\$24,342	\$24,489	\$24,617	\$24,268	\$25,240	\$26,151	
City Funds	\$8,966	\$9,631	\$11,819	\$12,078	\$12,115	\$12,661	\$13,960	\$13,860	\$14,606	\$15,130	
State Aid	8,353	7,907	9,339	9,656	8,734	8,641	8,439	8,259	8,622	9,239	
Federal Aid	2,375	2,424	2,081	1,936	3,204	2,973	2,015	1,960	1,742	1,688	
Private and Nongovernmental Aid	97	88	94	240	289	215	203	189	269	\$94	
City Share of Total Funds Committed to DOE	45.3%	48.0%	50.7%	50.5%	49.8%	51.7%	56.7%	57.1%	57.9%	57.9%	
Total Funds Committed to DOE	\$19,792	\$20,050	\$23,333	\$23,910	\$24,342	\$24,489	\$24,617	\$24,268	\$25,240	\$26,151	
Less Passthroughs to Nonpublic and Charter Schools	918	954	1,277	1,400	1,606	1,705	1,939	1,705	1,532	1,571	
Total Funds Committed to NYC Traditional Public Schools	\$18,874	\$19,096	\$22,056	\$22,510	\$22,737	\$22,784	\$22,679	\$22,563	\$23,708	\$24,581	
Total Enrollment	1,112,279	1,103,877	1,081,831	1,080,787	1,103,650	1,116,517	1,123,883	1,129,697	1,141,414	1,158,473	
Less Enrollment in Charters, Contract Schools, and Special Ed Pre-Kindergarten	34,181	32,879	56,066	63,658	71,997	82,187	91,540	102,922	115,866	129,004	
Enrollment in Traditional NYC Public Schools	1,078,098	1,070,998	1,025,765	1,017,129	1,031,653	1,034,330	1,032,343	1,026,775	1,025,548	1,029,469	
Per Pupil Spending											
Real 2015 Dollars per Pupil	\$17,507	\$17,830	\$21,502	\$22,131	\$22,039	\$22,028	\$21,968	\$21,975	\$23,117	\$23,877	
Deflator	0.70	0.73	0.86	0.90	0.92	0.94	0.95	0.97	0.98	1.00	
Nominal Dollars per Pupil	\$12,290	\$13,099	\$18,567	\$19,830	\$20,368	\$20,708	\$20,909	\$21,236	\$22,734	\$23,877	
New York City Independent Budget Office											

Table 3.3A
Funds Budgeted in Central Offices of the Department of Education, June 2015
Dollars in thousands

TOTAL	\$13,047,038
Direct Student Services: 85.7%	\$11,175,408
Fringe Benefits for School-Based Employees	2,248,042
Payments to Other Schools (including tuition, textbooks, and related services)	2,093,776
Special Education	1,384,524
School Facilities	1,232,877
Pupil Transportation	1,123,654
<i>Early Childhood/Pre-K</i>	1,075,619
Pending School Allocations/Centralized School Office Expenses	857,151
School Food	467,204
Office of School Safety	244,075
Alternative Programs–District 79	140,586
Office of School Health	91,701
Special Education Initiatives	58,832
Office of School and Youth Development	44,033
<i>Core Curriculum</i>	36,647
Alternative Learning Centers	29,473
Public School Athletic League	28,569
Office of English Language Learners	18,647
Employee-Related Costs: 5.2%	\$680,397
Retiree Fringe Benefits	499,599
Absent Teacher Reserves	150,381
Reassignment Centers	25,000
Board of Education Retirement Claims	5,417
System Management and Overhead: 4.6%	\$605,308
Fringe Benefits for Nonschool-Based Employees	296,837
Instructional and Information Technology	101,577
Finance/Budget/Purchasing	59,823
Human Resources	43,961
<i>Teacher/Principal Recruitment</i>	38,392
General Counsel and Legal Services	28,164
Student Enrollment and Planning	27,049
Auditor General	5,345
Office of the Chancellor/Strategic Planning/Communication and Public Affairs	4,161
Selected Policy Initiatives: 4.5%	\$585,925
Office of Teaching and Learning	192,301
School Support Networks	134,291
Central Passthrough	108,917
Division of School Support	39,186
<i>American Recovery and Reinvestment Act/Race to the Top</i>	25,935
<i>Teacher and Principal Evaluation and Incentives</i>	25,293
<i>Contract for Excellence</i>	15,934
<i>Special Education Student Information System</i>	12,099
Family Engagement and Advocacy	9,236
Deputy Chancellor for Operations	7,326
Office of Impartial Hearings	5,941
Human Capital and Innovation	5,291
Strategic Partnerships	2,148
District Planning	2,028

NOTES: Items in italics are initiatives that IBO identified and culled from multiple Department of Education offices. To avoid double-counting amounts have been deducted from the individual offices.

Table 3.4
Funding Streams for School Budgets, 2012-2013 Through 2014-2015
Dollars in thousands

Source	2012-2013		2013-2014		2014-2015		Change Since 2012-2013	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Fair Student Funding	\$6,382,386	64.9%	\$6,510,649	64.2%	\$6,555,815	63.1%	\$173,429	2.7%
City Funds Other	1,792,563	18.2%	1,941,149	19.1%	2,074,119	20.0%	281,556	15.7%
Federal Title I	672,592	6.8%	676,670	6.7%	663,146	6.4%	(9,446)	-1.4%
Federal Other	413,519	4.2%	411,879	4.1%	375,239	3.6%	(38,280)	-9.3%
State Other	291,858	3.0%	309,989	3.1%	402,692	3.9%	110,834	38.0%
Contract for Excellence (State)	249,381	2.5%	256,839	2.5%	272,788	2.6%	23,407	9.4%
Private	38,268	0.4%	36,683	0.4%	39,707	0.4%	1,439	3.8%
TOTAL	\$9,840,565	100.0%	\$10,143,858	100.0%	\$10,383,506	100.0%	\$542,941	5.5%
NOTE: IBO has allocated spending on fringe benefits according to the rates implied by city budget documents for each funding source. New York City Independent Budget office								

Table 3.5
Summary of School Budgets, Use of Funds, 2012-2013 Through 2014-2015
Dollars in thousands

Use of Funds	2012-2013		2013-2014		2014-2015		Change Since 2012-2013	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Teachers	\$5,904,061	60.2%	\$5,963,426	58.8%	\$6,060,124	58.4%	\$156,063	2.6%
Paraprofessionals	687,867	7.0%	764,231	7.5%	862,065	8.3%	174,198	25.3%
Leadership	661,714	6.8%	688,192	6.8%	698,604	6.7%	36,890	5.6%
Other School Staff	597,378	5.7%	597,410	5.9%	600,569	5.8%	3,191	0.5%
Counseling Services	463,175	4.7%	473,421	4.7%	484,146	4.7%	20,971	4.5%
Related Services	408,364	4.2%	428,303	4.2%	434,573	4.2%	26,209	6.4%
Before/Afterschool	310,250	3.2%	359,274	3.5%	361,035	3.5%	50,785	16.4%
Equipment/ Furniture/ Supplies/Facilities	216,863	2.2%	240,144	2.4%	244,599	2.4%	27,736	12.8%
Professional Development	190,463	1.9%	200,541	2.0%	166,144	1.6%	(24,319)	-12.8%
Parent Involvement	114,150	1.2%	120,320	1.2%	118,472	1.1%	4,322	3.8%
Contracted Services	70,189	0.7%	88,222	0.9%	95,118	0.9%	24,929	35.5%
Textbooks	62,750	0.6%	45,967	0.5%	54,319	0.5%	(8,431)	-13.4%
Summer School	55,912	0.6%	57,008	0.6%	53,562	0.5%	(2,350)	-4.2%
Other Classroom Staff	33,064	0.3%	43,689	0.4%	65,303	0.6%	32,239	97.5%
Libraries/Librarians	24,583	0.3%	23,209	0.2%	22,839	0.2%	(1,744)	-7.1%
Instructional Supplies/Equipment	22,459	0.2%	28,507	0.3%	38,484	0.4%	16,025	71.4%
Other Transportation	8,738	0.1%	11,125	0.1%	12,446	0.1%	3,708	42.4%
Other Administrative OTPS	2,966	0.0%	3,475	0.0%	3,600	0.0%	634	21.4%
Bilingual/ESL	2,752	0.0%	2,652	0.0%	3,025	0.0%	273	9.9%
Attendance and Outreach	1,947	0.0%	3,382	0.0%	2,989	0.0%	1,042	53.5%
Other Classroom OTPS	\$920	0.0%	\$1,360	0.0%	\$1,490	0.0%	\$570	62.0%
TOTAL	\$9,840,565	100.0%	\$10,143,858	100.0%	\$10,383,506	100.0%	\$542,941	5.5%

NOTE: IBO has allocated spending on fringe benefits according to the rates implied by city budget documents for each funding source.
OTPS is other than personal service.

New York City Independent Budget Office

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

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Number of Principals	1,396	1,443	1,463	1,504	1,553	1,587	1,608	1,625	1,650	1,698
Percent Female	67.9%	67.5%	67.3%	67.6%	68.0%	67.6%	68.5%	68.3%	68.7%	68.1%
Median Age	51	50	50	50	49	49	49	49	48	53
10th Percentile of Age Distribution	37	36	36	35	35	35	35	36	36	38
Average Years as a Principal	3.9	3.9	4.1	4.5	4.7	5.1	5.3	5.6	5.8	5.9
Average Years as a Teacher	12.1	11.3	10.8	10.4	10.0	9.7	9.5	9.3	9.1	8.9
Average Total Years Work Experience in NYC Public Schools	20.8	19.8	19.2	19.2	19.0	19.0	19.0	19.2	19.3	19.3
New York City Independent Budget Office										

Table 3.7
Different Types of Schools and Some Characteristics of Their Principals, 2012-2013

Principal Demographics	All Schools		High Community Poverty Schools		Medium Community Poverty Schools		Low Community Poverty Schools	
	Elementary & Middle Schools	High Schools	Elementary & Middle Schools	High Schools	Elementary & Middle Schools	High Schools	Elementary & Middle Schools	High Schools
Number of Principals	1,023	484	322	152	331	163	370	169
Percent Female	76.6%	52.3%	76.1%	49.3%	75.2%	57.1%	78.4%	50.3%
Median Age	50	45	48	43	49	45	52	47
10th Percentile of Age Distribution	36	35	36	35	36	34	37	36
Work Experience in NYC Public Schools								
Average Years As a Principal	6.1	4.8	5.9	4.9	5.9	4.6	6.4	4.9
Average Years As a Teacher	9.8	7.7	9.3	7.1	9.7	7.6	10.4	8.3
Average Total Years in School System	20.2	16.8	19.4	15.8	19.8	16.5	21.3	18.1
Student Demographics at School								
Average Community Poverty (Pct)	28.7%	34.0%	70.5%	60.4%	18.4%	33.4%	1.6%	10.9%

NOTE: Table reflects only those schools with known community poverty status.

New York City Independent Budget Office

Table 3.8
First Assignments After Graduating From Principal Training Programs, by School Community Poverty Levels, 2012-2013

	Aspiring Principals Program	New Leaders	Leaders in Education Apprenticeship Program
Working in New York City Public Schools	26	8	66
Working as Principal	18	4	18
Principal in High Community Poverty School	10	1	6
Principal in Medium Community Poverty School	6	0	9
Principal in Low Community Poverty School	2	2	3
Principal in Schools with Unknown Community Poverty Status	0	1	0

NOTES: Includes individuals who graduated in time for the start of the 2012-2013 school year. The Leaders in Education Apprenticeship Program had one additional graduate not working in New York City public schools.

New York City Independent Budget Office

Table 3.9
First Assignment After Graduating From Principal Training Program, Newer or Older Schools

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Aspiring Principals Program								
Total Graduates	75	55	59	56	31	28	26	22
Working in New York City Public Schools	70	55	59	54	31	27	26	22
Working as Principal	55	36	41	33	30	19	18	16
Principal in Newer School	16	12	19	17	9	6	5	6
Principal in Older School	39	24	22	16	21	13	13	10
Working as Assistant Principal	11	8	8	13	1	6	5	4
Working as Teacher (or Special Education Teacher)	0	0	0	3	0	0	1	1
Working in Other Capacity	4	11	10	5	0	2	2	1
New Leaders								
Total Graduates	15	11	18	27	12	8	9	9
Working in New York City Public Schools	10	7	13	17	8	7	8	7
Working as Principal	7	5	8	9	4	6	4	4
Principal in Newer School	5	5	7	7	2	3	1	1
Principal in Older School	2	0	1	2	2	3	3	3
Working as Assistant Principal	2	1	3	8	2	1	4	1
Working as Teacher (or Special Education Teacher)	1	1	1	0	0	0	0	1
Working in Other Capacity	0	0	1	0	2	0	0	1

Leaders in Education Apprenticeship Program

Total Graduates	26	68	67	71
Working in New York City Public Schools	26	66	66	70
Working as Principal	3	25	18	10
Principal in Newer School	0	6	7	6
Principal in Older School	3	19	11	4
Working as Assistant Principal	14	25	33	36
Working as Teacher (or Special Education Teacher)	6	11	7	20
Working in Other Capacity	3	5	8	4

NOTE: Newer schools are those that have been open for less than five years as of the year in question. For example, a school is considered to be new in 2006-2007 if it opened in 2002-2003 or later.

New York City Independent Budget Office

Table 3.10
Different Paths to Becoming a Principal: Characteristics of Principals and Their Schools, 2012-2013

	Aspiring Principals Program	New Leaders	Leaders in Education Apprenticeship Program	Others (Traditional Pathway)
Principal Demographics				
Number of Principals	260	55	53	1,282
Percent Female	68.1%	56.4%	62.3%	69.6%
Median Age	43	38	41	50
10th Percentile of Age Distribution	34	32	30	37
Work Experience in New York City Public Schools				
Average Years as a Principal	4.4	3.9	0.9	6.3
Average Years as a Teacher	7.2	5.9	8.0	9.7
Total Years in School System	14.1	11.8	13.9	20.9
Student Demographics at School				
Average Community Poverty (Pct)	33.8%	34.2%	38.5%	29.2%
Characteristics of Schools				
Percent in High Schools	29.2%	41.8%	28.3%	29.3%
Percent in New Schools	21.2%	52.7%	22.6%	7.5
New York City Independent Budget Office				

Table 3.11
Turnover Rates of New Principals, 2000-2001 Through 2013-2014

All rates as of October 31 of the year

New Principals in:	Number of Principals	Percentage That Left Principalships at First School Assignment After												
		1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs
2000-2001	135	26%	33%	47%	56%	69%	71%	75%	78%	81%	83%	84%	86%	89%
2001-2002	194	15%	27%	45%	54%	63%	65%	71%	71%	75%	79%	84%	85%	
2002-2003	223	12%	26%	35%	46%	54%	58%	62%	67%	70%	74%	78%		
2003-2004	253	19%	21%	29%	37%	45%	49%	56%	61%	66%	72%			
2004-2005	350	15%	22%	31%	37%	45%	50%	57%	63%	66%				
2005-2006	239	13%	19%	26%	32%	39%	45%	50%	53%					
2006-2007	192	9%	14%	18%	29%	38%	44%	49%						
2007-2008	169	7%	10%	20%	30%	39%	46%							
2008-2009	183	4%	11%	24%	41%	54%								
2009-2010	136	8%	16%	24%	38%									
2010-2011	172	13%	20%	30%										
2011-2012	185	8%	13%											
2012-2013	191	9%												
New Principals in:	Number of Principals	Percentage That Left New York City Public Schools After												
		1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs
2000-2001	135	7%	12%	27%	36%	48%	49%	52%	56%	62%	65%	68%	74%	77%
2001-2002	194	2%	7%	19%	26%	33%	36%	41%	45%	52%	58%	62%	65%	
2002-2003	223	4%	12%	20%	29%	35%	40%	44%	49%	55%	59%	65%		
2003-2004	253	5%	8%	15%	22%	29%	31%	36%	42%	46%	51%			
2004-2005	350	5%	8%	12%	18%	22%	26%	32%	37%	40%				
2005-2006	239	4%	5%	8%	13%	19%	25%	28%	30%					
2006-2007	192	1%	2%	4%	11%	17%	24%	30%						
2007-2008	169	4%	4%	8%	15%	22%	27%							
2008-2009	183	0%	2%	8%	20%	25%								
2009-2010	136	1%	1%	8%	15%									
2010-2011	172	1%	3%	8%										
2011-2012	185	3%	5%											
2012-2013	191	3%												

NOTE: To compute turnover rates, IBO compared staff rosters at the beginning of each school year.

New York City Independent Budget Office

Table 3.12
Some Basic Characteristics of Teachers: Demographics & Work History

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Percent Female	74.8%	75.0%	75.2%	75.5%	75.8%	75.9%	76.0%	76.1%	76.3%
Median Age	40	40	39	39	40	40	40	40	42
10th Percentile of Age Distribution	25	25	25	26	26	27	28	27	29
Average Years as a Teacher	9.0	9.1	9.2	9.4	10.1	10.4	10.6	10.6	10.6
Average Total Years In School System	9.1	9.2	9.3	9.5	10.0	10.5	10.7	10.7	10.7
Total Number of Teachers	76,934	77,886	78,816	78,882	76,543	74,680	73,373	73,789	74,098
General Education Teachers	62,111	62,522	62,867	62,374	59,402	56,825	54,778	54,535	53,917
Special Education Teachers	14,823	15,364	15,949	16,508	17,141	17,855	18,595	19,254	20,181

New York City Independent Budget Office

Table 3.13
Different Types of Schools and Some Basic Characteristics of Their Teachers, 2012-2013

	All Schools		High Community Poverty Schools		Medium Community Poverty Schools		Low Community Poverty Schools	
	Elementary & Middle Schools	High Schools	Elementary & Middle Schools	High Schools	Elementary & Middle Schools	High Schools	Elementary & Middle Schools	High Schools
Teacher Demographics								
Number of Teachers	44,545	19,467	12,376	4,479	13,584	5,311	18,585	9,677
Percent Female	84.6%	57.9%	82.5%	56.8%	81.6%	57.9%	88.2%	58.5%
Median Age	40	38	40	36	40	37	39	40
10th Percentile of Age Distribution	28	26	27	25	27	26	28	27
Total Work Experience In New York City Public Schools								
Average Years As a Teacher	10.8	9.5	10.4	8.2	10.8	8.7	11.2	10.6
Average Total Years in School System	10.9	9.6	10.5	8.3	10.8	8.8	11.2	10.7
Student Demographics								
Average Community Poverty (Pct)	25.9%	27.5%	71.2%	60.2%	17.9%	33.4%	1.6%	9.1%

NOTE: Table reflects only those schools with known community poverty status.

New York City Independent Budget Office

Table 3.14 Newly Hired Teachers: Programs They Came From, Schools They Taught At, 2012-2013			
Program	Working as General Education Teacher	Working as Special Education Teacher	Total Fall New Hires
Traditional			2,788
Working in New York City Public Schools	66.9%	33.1%	100%
Working in High Community Poverty School	21.8%	7.3%	29.1%
Working in Medium Community Poverty School	20.4%	7.1%	27.5%
Working in Low Community Poverty School	23.1%	10.5%	33.7%
Working in Schools with Unknown Community Poverty Status	1.5%	8.1%	9.7%
NYC Teaching Fellows			819
Working in New York City Public Schools	52.7%	47.3%	100%
Working in High Community Poverty School	21.0%	12.7%	33.7%
Working in Medium Community Poverty School	18.6%	13.6%	32.1%
Working in Low Community Poverty School	11.1%	8.7%	19.8%
Working in Schools with Unknown Community Poverty Status	2.1%	12.3%	14.4%
TeachNYC Select Recruits			333
Working in New York City Public Schools	61.3%	38.7%	100%
Working in High Community Poverty School	21.6%	10.8%	32.4%
Working in Medium Community Poverty School	20.7%	11.1%	31.8%
Working in Low Community Poverty School	17.7%	9.3%	27.0%
Working in Schools with Unknown Community Poverty Status	1.2%	7.5%	8.7%
Teach for America			142
Working in New York City Public Schools	73.9%	26.1%	100%
Working in High Community Poverty School	45.1%	12.7%	57.7%
Working in Medium Community Poverty School	16.2%	9.9%	26.1%
Working in Low Community Poverty School	8.5%	3.5%	12.0%
Working in Schools with Unknown Community Poverty Status	4.2%	0.0%	4.2%
<i>New York City Independent Budget Office</i>			

Table 3.15
Where Newly Hired Teachers Are Working: Newer or Older Schools

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Traditional Pathway						
Working as Teacher	3,282	1,305	1,971	2,536	2,788	4,037
Teach in Newer School	16.0%	30.0%	21.6%	16.2%	15.0%	14.4%
Teach in Older School	84.0%	70.0%	78.4%	83.8%	85.0%	85.6%
NYC Teaching Fellows						
Working as Teacher	1,280	647	404	428	819	647
Teach in Newer School	26.7%	25.8%	25.5%	17.1%	16.6%	20.7%
Teach in Older School	73.3%	74.2%	74.5%	82.9%	83.4%	79.2%
TeachNYC Select Recruits						
Working as Teacher	395	143	291	244	447	284
Teach in Newer School	20.5%	44.8%	27.5%	22.1%	22.1%	21.4%
Teach in Older School	79.5%	55.2%	72.5%	77.9%	77.9%	78.5%
Teach for America						
Working as Teacher	466	185	79	134	142	149
Teach in Newer School	34.3%	34.6%	21.5%	19.4%	31.0%	19.5%
Teach in Older School	65.7%	65.4%	78.5%	80.6%	69.0%	80.5%

NOTES: For 2011-2012, 2012-2013, and 2013-2014, TeachNYC Select Recruits also include those teachers recommended by the Office of Teacher Recruitment. Newer schools are those that have been open for less than five years as of the year in question. For example, a school is considered to be new in 2008-2009 if it opened in 2004-2005 or later.

New York City Independent Budget Office

Table 3.16
Turnover Rates of Newly Hired Teachers, New York City Public Schools, 2000-2001 Through 2013-2014
All rates as of October 31 of each year

New Teachers in:	Number of Teachers	Percentage That Left Their Teaching Jobs at First School Assignment After												
		1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs
2000-2001	8,872	32%	46%	58%	65%	70%	74%	77%	78%	79%	80%	81%	82%	84%
2001-2002	9,437	30%	49%	58%	64%	69%	72%	74%	76%	77%	79%	80%	82%	
2002-2003	8,375	31%	47%	58%	65%	70%	73%	75%	77%	79%	80%	82%		
2003-2004	8,552	27%	44%	56%	63%	68%	71%	74%	76%	78%	80%			
2004-2005	7,763	25%	41%	53%	59%	63%	67%	70%	72%	75%				
2005-2006	7,769	24%	41%	51%	58%	63%	68%	72%	74%					
2006-2007	7,305	23%	40%	50%	57%	63%	67%	71%						
2007-2008	7,497	21%	37%	48%	56%	62%	67%							
2008-2009	6,013	24%	39%	50%	58%	64%								
2009-2010	2,595	19%	37%	48%	57%									
2010-2011	3,031	20%	35%	45%										
2011-2012	4,025	20%	34%											
2012-2013	5,299	20%												
New Teachers in:	Number of Teachers	Percentage That Left New York City Public Schools After												
		1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs
2000-2001	8,872	21%	29%	41%	44%	49%	51%	54%	55%	55%	56%	57%	58%	59%
2001-2002	9,437	18%	34%	39%	44%	48%	50%	52%	53%	54%	55%	56%	57%	
2002-2003	8,375	19%	30%	40%	44%	49%	52%	53%	54%	55%	56%	57%		
2003-2004	8,552	13%	27%	37%	42%	47%	48%	50%	51%	53%	55%			
2004-2005	7,763	14%	26%	36%	41%	44%	46%	48%	49%	51%				
2005-2006	7,769	12%	26%	36%	40%	43%	46%	49%	51%					
2006-2007	7,305	13%	25%	32%	37%	42%	45%	47%						
2007-2008	7,497	12%	22%	29%	35%	40%	43%							
2008-2009	6,013	11%	21%	30%	36%	41%								
2009-2010	2,595	8%	19%	28%	35%									
2010-2011	3,031	9%	18%	24%										
2011-2012	4,025	10%	18%											
2012-2013	5,299	10%												
NOTE: To compute turnover rates, IBO compared staff rosters at the beginning of each school year.														
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Table 3.17 Building Utilization: Percent of Capacity 2007-2008 Through 2013-2014			
Building Type	Number of Buildings	Median	95th Percentile
High School			
2007-2008	213	97.2%	151.8%
2008-2009	211	92.3%	147.3%
2009-2010	217	92.5%	145.4%
2010-2011	226	91.4%	150.5%
2011-2012	222	90.0%	149.1%
2012-2013	221	90.2%	152.2%
2013-2014	221	87.9%	153.7%
Middle School			
2007-2008	205	77.1%	113.3%
2008-2009	204	76.8%	113.6%
2009-2010	203	80.9%	113.1%
2010-2011	205	79.6%	111.8%
2011-2012	205	82.0%	114.3%
2012-2013	204	82.2%	116.3%
2013-2014	207	82.2%	116.9%
Elementary School			
2007-2008	955	98.4%	155.6%
2008-2009	957	97.8%	160.7%
2009-2010	959	99.0%	155.8%
2010-2011	967	99.7%	158.0%
2011-2012	957	99.6%	160.0%
2012-2013	947	101.3%	162.4%
2013-2014	953	100.9%	151.9%
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Table 3.18 Utilization Rate of Buildings, 2013-2014		
Average Utilization Rate		
	Buildings with One School	Buildings with Co-located Schools
Utilization Rate	104.1%	87.1%
Number of Buildings	877	505
Median Utilization Rate		
	Buildings with One School	Buildings with Co-located Schools
Utilization Rate	101.8%	86.2%
Number of Buildings	877	505
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Table 3.19 Overcrowding in New York City School Buildings, 2007-2008 Through 2013-2014				
	Students		Buildings	
	Number	Share of Total	Number	Share of Total
2007-2008	403,403	40.3%	527	38.4%
2008-2009	404,044	40.6%	526	38.3%
2009-2010	426,474	42.3%	541	39.2%
2010-2011	435,748	42.7%	550	39.3%
2011-2012	435,156	42.5%	546	39.5%
2012-2013	446,751	43.5%	565	41.2%
2013-2014	452,404	44.2%	523	39.8%
NOTE: IBO defines a building as overcrowded if its utilization level exceeds 102.5 percent.				
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Table 3.20 Number of New Buildings and Seats by Borough, 2007-2008 Through 2013-2014							
	Number of New Buildings						
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Brooklyn	0	2	6	6	1	4	1
Bronx	1	3	4	6	1	3	1
Manhattan	3	1	2	8	1	3	1
Queens	4	5	8	6	4	6	5
Staten Island	0	2	1	0	0	2	0
TOTAL	8	13	21	26	7	18	8
	Number of New Seats						
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Brooklyn	0	806	5,102	4,368	172	2,304	332
Bronx	231	1,930	2,450	5,642	461	1,031	640
Manhattan	901	492	599	3,505	630	1,533	518
Queens	1,730	3,978	3,903	4,141	1,770	2,953	2,423
Staten Island	0	2,104	822	0	0	1,216	0
TOTAL	2,862	9,310	12,876	17,656	3,033	9,037	3,913

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Table 3.21 Changes in the Number of Public Schools, 2002-2003 Through 2013-2014			
	Schools Opened	Schools Closed	Total Number of Schools
2002-2003	13	N/A	1,275
2003-2004	26	1	1,300
2004-2005	70	3	1,367
2005-2006	56	6	1,417
2006-2007	39	22	1,434
2007-2008	39	17	1,456
2008-2009	54	12	1,498
2009-2010	45	10	1,533
2010-2011	33	10	1,556
2011-2012	27	15	1,568
2012-2013	30	6	1,592
2013-2014	52	7	1,637
TOTAL	484	109	
NOTE: Data on the number of schools closed in 2002-2003 is not available.			
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Table 3.22
Class Sizes for General Education, Gifted & Talented, and Collaborative Team Teaching Students:
Elementary and Middle School Grades

Grade	2011-2012			2012-2013			2013-2014		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
Kindergarten	3,129	71,215	22.8	3,179	73,459	23.1	3,147	71,775	22.8
First	2,988	71,504	23.9	2,975	73,453	24.7	2,985	75,097	25.2
Second	2,848	69,190	24.3	2,802	69,433	24.8	2,790	70,737	25.4
Third	2,769	67,989	24.6	2,689	68,063	25.3	2,667	68,297	25.6
Fourth	2,590	65,453	25.3	2,577	65,648	25.5	2,528	65,668	26.0
Fifth	2,511	64,716	25.8	2,467	63,800	25.9	2,446	63,647	26.0
Sixth	2,418	65,410	27.1	2,378	63,732	26.8	2,350	62,431	26.6
Seventh	2,326	63,529	27.3	2,342	64,578	27.6	2,327	63,060	27.1
Eighth	2,369	65,265	27.5	2,330	64,301	27.6	2,362	65,582	27.8
TOTAL	23,948	604,271	25.2	23,739	606,467	25.5	23,602	606,294	25.7

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Table 3.23
Class Sizes: Middle School Core Subjects

Instruction Type	2011-2012			2012-2013			2013-2014		
	English			English			English		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	1,281	33,289	26.0	1,290	34,025	26.4	1,546	40,234	26.0
General Education	6,269	168,505	26.9	6,069	163,353	26.9	5,752	153,919	26.8
Special Education	1,051	10,738	10.2	1,233	11,828	9.6	1,179	10,959	9.3
TOTAL	8,601	212,532	24.7	8,592	209,206	24.3	8,477	205,112	24.2
	Math			Math			Math		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	1,166	30,326	26.0	1,235	32,930	26.7	1,441	37,848	26.3
General Education	6,044	162,606	26.9	5,953	161,804	27.2	5,121	138,139	27.0
Special Education	954	9,754	10.2	1,159	11,177	9.6	1,101	10,387	9.4
TOTAL	8,164	202,686	24.8	8,347	205,911	24.7	7,663	186,374	24.3
	Science			Science			Science		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	1,199	31,281	26.1	1,233	33,101	26.8	1,249	32,753	26.2
General Education	6,022	163,937	27.2	5,826	159,844	27.4	5,339	144,123	27.0
Special Education	948	9,706	10.2	1,144	11,094	9.7	1,009	9,529	9.4
TOTAL	8,169	204,924	25.1	8,203	204,039	24.9	7,597	186,405	24.5
	Social Studies			Social Studies			Social Studies		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	1,121	29,381	26.2	1,196	32,057	26.8	1,205	31,824	26.4
General Education	5,810	158,768	27.3	5,629	155,205	27.6	5,511	150,106	27.2
Special Education	931	9,495	10.2	1,130	10,928	9.7	1,027	9,653	9.4
TOTAL	7,862	197,644	25.1	7,955	198,190	24.9	7,743	191,583	24.7

NOTE: CTT is Collaborative Team Teaching.

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Table 3.24
Class Sizes: High School Core Subjects

Instruction Type	2011-2012			2012-2013			2013-2014		
	English			English			English		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	1,895	48,550	25.6	2,121	54,752	25.8	2,926	77,235	26.4
General Education	10,848	283,978	26.2	11,956	305,244	25.5	10,775	276,557	25.7
Special Education	732	8,878	12.1	600	6,319	10.5	742	7,810	10.5
TOTAL	13,475	341,406	25.3	14,677	366,315	25.0	14,443	361,602	25.0
	Math			Math			Math		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	1,300	33,367	25.7	1,708	44,071	25.8	2,178	57,826	26.6
General Education	8,020	207,387	25.9	9,700	251,615	25.9	8,940	233,336	26.1
Special Education	439	5,751	13.1	443	5,222	11.8	582	6,659	11.4
TOTAL	9,759	246,505	25.3	11,851	300,908	25.4	11,700	297,821	25.5
	Science			Science			Science		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	2,046	55,009	26.9	1,609	43,267	26.9	1,903	52,073	27.4
General Education	11,929	320,399	26.9	8,939	240,354	26.9	8,501	226,401	26.6
Special Education	581	7,745	13.3	389	4,651	12.0	481	5,720	11.9
TOTAL	14,556	383,153	26.3	10,937	288,272	26.4	10,885	284,194	26.1
	Social Studies			Social Studies			Social Studies		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
CTT	1,705	45,486	26.7	1,879	50,224	26.7	2,350	64,832	27.6
General Education	9,882	265,210	26.8	10,911	293,650	26.9	9,804	262,784	26.8
Special Education	574	7,328	12.8	478	5,544	11.6	647	7,204	11.1
TOTAL	12,161	318,024	26.2	13,268	349,418	26.3	12,801	334,820	26.2

NOTE: CTT is Collaborative Team Teaching.

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Table 3.25
Class Sizes: Elementary and Middle School Special Education Classes

Service Category	2011-2012			2012-2013			2013-2014		
	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size	Number of Classes	Number of Students	Average Class Size
6:1:1	9	54	6.0	14	77	5.5	16	89	5.6
8:1:1	8	62	7.8	11	83	7.5	18	139	7.7
12:1	1,003	10,229	10.2	890	8,898	10.0	900	9,012	10.0
12:1:1	2,839	27,267	9.6	2,570	25,148	9.8	2,399	24,498	10.2

NOTES: The ratios represent the ratio of students:teachers:paraprofessionals. For example, 6:1:1 means six students, with one teacher, and one paraprofessional. A ratio of 12:1 denotes 12 students and 1 teacher in the classroom. Data for classes of size 15:1 (which are reserved for high school students) or for service categories that are not displayed in the proper ratio as described above are excluded from the table.
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Table 3.26
Availability of Science Rooms by School Type: 2013-2014

School Type	Total Number of Schools	Schools With at Least One Science									
		Room		Lab		Demo Room		Prep Room		Classroom for Primary School	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K-5	634	404	63.7%	90	14.2%	71	17.6%	76	18.8%	239	59.2%
K-8	162	124	76.5%	91	56.2%	38	30.6%	40	32.3%	27	21.8%
6-8	292	199	68.2%	159	54.5%	47	23.6%	79	39.7%	2	1.0%
6-12	118	80	67.8%	71	60.2%	35	43.8%	44	55.0%	0	0.0%
9-12	377	294	78.0%	274	72.7%	146	49.7%	187	63.6%	0	0.0%
TOTAL	1,583	1,101	69.6%	685	43.3%	337	30.6%	426	38.7%	268	24.3%

SOURCES: IBO analysis of School Construction Authority's Principals Annual Space Survey data (previously known as the Annual Facilities Survey).
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Table 3.27
Distribution of Science Rooms by School Type: 2013-2014

School Type	Science Room Function				Total
	Lab	Demo Room	Prep Room	Classroom for Primary School	
K-5	103	92	89	292	576
K-8	118	45	49	32	244
6-8	320	86	112	3	521
6-12	136	64	55	0	255
9-12	611	476	308	0	1,395
Total	1,288	763	613	327	2,991
Percent of All Science Rooms	43.1%	25.5%	20.5%	10.9%	100.0%

SOURCES: IBO analysis of School Construction Authority's Principals Annual Space Survey data (previously known as the Annual Facilities Survey).
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What Do Some Indicators of School Performance Show?

Table 4.1 Attendance Rate by Grade, 2008-2009 to 2013-2014						
Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Pre-K	88.0%	89.0%	88.6%	89.5%	88.6%	88.2%
K	90.3%	91.3%	90.8%	91.7%	91.2%	90.8%
1	91.8%	92.6%	92.2%	92.9%	92.3%	92.1%
2	92.5%	93.3%	92.9%	93.6%	93.2%	92.8%
3	93.0%	93.7%	93.4%	94.1%	93.7%	93.3%
4	93.2%	93.9%	93.6%	94.4%	94.0%	93.6%
5	93.1%	93.9%	93.7%	94.3%	94.0%	93.7%
6	92.2%	93.1%	92.7%	93.5%	93.2%	93.0%
7	91.6%	92.4%	92.2%	92.9%	92.9%	92.7%
8	90.2%	90.8%	90.4%	91.4%	91.3%	91.4%
9	80.0%	81.8%	81.3%	82.5%	82.9%	83.8%
10	78.7%	79.5%	80.1%	81.3%	81.4%	82.2%
11	85.5%	86.2%	85.7%	86.3%	86.0%	86.6%
12	83.1%	83.6%	82.9%	82.4%	81.9%	81.4%
TOTAL	88.3%	89.2%	89.0%	89.8%	89.6%	89.6%
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Table 4.2 Attendance Rate by Student Group, 2011-2012 Through 2013-2014			
Student Group	2011-2012 Attendance Rate	2012-2013 Attendance Rate	2013-2014 Attendance Rate
All Students	89.8%	89.6%	89.6%
Male	89.4%	89.3%	89.3%
Female	90.2%	89.9%	89.9%
Race/Ethnicity:			
American Indian or Alaskan Native	88.8%	88.8%	89.6%
Asian or Pacific Islander	94.6%	94.3%	94.2%
Hispanic	88.4%	88.3%	88.1%
Black	87.6%	87.4%	87.3%
White	92.7%	92.2%	92.3%
Multiracial/Mixed Ethnicity	93.0%	92.9%	93.1%
Meal Eligibility			
Free/Reduced-Price Lunch	90.0%	89.5%	89.5%
Full-Price Lunch	89.1%	88.9%	89.7%
Special Education Status			
General Education	90.5%	90.3%	90.2%
Special Education	86.5%	86.3%	86.7%
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Table 4.3 Median English Language Arts And Math Scores by Grade			
Grade	Median English Language Arts Scale Score		
	2012-2013	2013-2014	2014-2015
3	300	297	298
4	301	299	299
5	301	299	298
6	295	297	299
7	296	295	295
8	294	296	298
Grade	Median Math Scale Score		
	2012-2013	2013-2014	2014-2015
3	298	303	302
4	300	304	302
5	300	308	308
6	298	301	301
7	297	301	303
8	298	293	293
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Table 4.4 Percent of Students at Each Performance Level, Grades 3-8					
Performance Level	English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	13.2%	12.2%	36.2%	34.5%	33.6%
2	42.8%	40.8%	37.3%	36.9%	36.0%
3	41.3%	43.8%	19.0%	20.1%	21.0%
4	2.7%	3.3%	7.5%	8.4%	9.4%
Number Tested	416,552	415,342	412,991	409,718	403,353
Performance Level	Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	9.5%	9.0%	36.5%	33.7%	33.5%
2	33.0%	30.8%	33.7%	31.9%	31.3%
3	36.5%	36.3%	18.5%	20.1%	19.9%
4	21.0%	23.8%	11.3%	14.3%	15.4%
Number Tested	425,228	423,463	420,064	405,615	399,122
NOTE: Due to a change in the test, scores from 2012-2013 and later are not comparable to those from previous years.					
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Table 4.5
English Language Arts and Math Performance by Attendance Rate, Grades 3-8, 2013-2014

Attendance Rate	English Language Arts Performance Level				TOTAL	Attendance Rate	Math Performance Level				TOTAL
	1	2	3	4			1	2	3	4	
75% or less	65.8%	27.9%	5.6%	0.7%	9,170	75% or less	76.4%	19.5%	3.3%	0.9%	8,984
76% to 85%	56.1%	33.3%	9.0%	1.6%	27,567	75% to 85%	62.1%	28.1%	7.8%	2.0%	27,568
86% to 90%	46.6%	37.4%	13.0%	3.0%	44,735	85%to 90%	50.0%	33.3%	12.4%	4.2%	44,788
91% to 95%	37.6%	39.0%	17.8%	5.7%	111,585	90% to 95%	37.7%	35.2%	18.5%	8.7%	111,076
96% to 98%	30.1%	37.7%	22.7%	9.5%	114,451	95% to 98%	27.7%	33.6%	23.1%	15.7%	113,180
99% or more	22.1%	35.5%	27.4%	15.1%	101,830	98% or more	17.0%	28.0%	27.1%	27.9%	99,660
TOTAL	34.5%	36.9%	20.1%	8.4%	409,338	TOTAL	33.7%	31.9%	20.1%	14.3%	405,256

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Table 4.6
English Language Arts and Math Performance by Eligibility for Meal Subsidies, Grades 3-8, 2013-2014

Meal Eligibility	English Language Arts Performance Level				TOTAL	Meal Eligibility	Math Performance Level				TOTAL
	1	2	3	4			1	2	3	4	
Free or Reduced-Price Lunch	38.8%	38.2%	17.4%	5.6%	337,829	Free or Reduced-Price Lunch	37.5%	33.1%	18.6%	10.8%	336,751
Full-Price Lunch	14.5%	31.0%	33.0%	21.5%	71,889	Full-Price Lunch	15.2%	25.9%	27.7%	31.1%	68,864
TOTAL	34.5%	36.9%	20.1%	8.4%	409,718	TOTAL	33.7%	31.9%	20.1%	14.3%	405,615

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Race/ Ethnicity	English Language Arts Performance Level				Number Tested	Race/ Ethnicity	Math Performance Level				Number Tested
	1	2	3	4			1	2	3	4	
American Indian or Alaskan Native	33.5%	39.3%	20.2%	7.0%	3,119	American Indian or Alaskan Native	31.8%	33.1%	20.6%	14.6%	3,090
Males	38.0%	39.6%	16.4%	5.9%	1,633	Males	33.1%	32.3%	20.9%	13.8%	1,625
Females	28.5%	38.9%	24.4%	8.2%	1,486	Females	30.4%	33.9%	20.3%	15.4%	1,465
Asian or Pacific Islander	18.0%	32.9%	31.0%	18.2%	67,467	Asian or Pacific Islander	11.1%	22.8%	29.6%	36.5%	65,973
Males	21.2%	34.4%	29.4%	15.0%	34,883	Males	11.9%	23.2%	29.0%	36.0%	34,289
Females	14.5%	31.2%	32.7%	21.6%	32,584	Females	10.3%	22.5%	30.2%	37.1%	31,684
Hispanic	42.6%	39.1%	14.8%	3.5%	166,809	Hispanic	41.3%	35.5%	16.8%	6.4%	167,828
Males	47.8%	36.9%	12.5%	2.7%	85,151	Males	42.7%	34.5%	16.3%	6.5%	85,888
Females	34.1%	41.3%	17.1%	4.4%	81,658	Females	39.8%	36.6%	17.3%	6.4%	81,940
Black—Not of Hispanic Origin	43.3%	38.5%	14.5%	3.7%	105,907	Black—Not of Hispanic Origin	47.3%	34.1%	13.7%	4.9%	104,115
Males	50.1%	35.9%	11.4%	2.5%	53,956	Males	50.7%	32.5%	12.4%	4.5%	53,252
Females	36.3%	41.3%	17.6%	4.9%	51,951	Females	43.7%	35.7%	15.1%	5.4%	50,863
White—Not of Hispanic Origin	17.0%	33.2%	31.6%	18.2%	64,430	White—Not of Hispanic Origin	15.1%	28.5%	29.6%	26.8%	62,696
Males	20.7%	34.8%	30.0%	14.5%	33,362	Males	16.2%	28.2%	28.8%	26.8%	32,559
Females	13.1%	31.5%	33.2%	22.2%	31,068	Females	14.0%	29.0%	30.4%	26.7%	30,137
Multiracial/Mixed Ethnicity	14.9%	25.4%	34.7%	25.0%	1,781	Multiracial/Mixed Ethnicity	15.5%	22.5%	28.1%	33.9%	1,707
Males	18.1%	27.5%	34.5%	19.9%	878	Males	16.8%	22.8%	27.1%	33.3%	843
Females	11.9%	23.4%	37.9%	29.9%	903	Females	14.1%	22.2%	29.2%	34.5%	864
TOTAL	34.5%	36.9%	20.1%	8.4%	409,513	TOTAL	33.7%	31.9%	20.1%	14.3%	405,409
Males	39.5%	35.9%	18.0%	6.7%	209,863	Males	35.4%	31.1%	19.4%	14.2%	208,456
Females	29.3%	38.0%	22.4%	10.2%	199,650	Females	31.9%	32.8%	20.9%	14.4%	196,953

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English Language Learner Status	English Language Arts Performance Level				Number Tested	English Language Learner Status	Math Performance Level				Number Tested
	1	2	3	4			1	2	3	4	
English Language Learner	73.7%	22.7%	3.3%	0.3%	49,230	English Language Learner	58.7%	27.2%	10.1%	4.0%	56,109
English Proficient	29.2%	38.9%	22.5%	9.5%	360,374	English Proficient	29.7%	32.7%	21.8%	15.9%	349,393
TOTAL	34.5%	36.9%	20.1%	8.1%	409,604	TOTAL	33.7%	31.9%	20.1%	14.3%	405,502

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Table 4.9
English Language Arts and Math Performance by Special Education Status, Grades 3-8, 2013-2014

Special Education Status	English Language Arts Performance Level				TOTAL	Special Education Status	Math Performance Level				TOTAL
	1	2	3	4			1	2	3	4	
Special Education	69.3%	25.1%	4.8%	0.8%	82,335	Special Education	64.6%	25.2%	7.6%	2.6%	81,848
General Education	25.8%	39.9%	24.0%	10.3%	327,269	General Education	25.9%	33.6%	23.3%	17.2%	323,654
TOTAL	34.5%	36.9%	20.1%	8.4%	409,604	TOTAL	33.7%	31.9%	20.1%	14.3%	405,502

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Table 4.10
English Language Arts and Math Performance by Community Poverty Level of Students Within Community Poverty Level of School, Grades 3-8, 2012-2013

Community Poverty Level of Students/ Community Poverty Level of School	English Language Arts Performance Level				Number Tested	Community Poverty Level of Students/ Community Poverty Level of School	Math Performance Level				Number Tested
	1	2	3	4			1	2	3	4	
Students Below Poverty Threshold						Students Below Poverty Threshold					
Low Poverty School	35.5%	38.0%	18.4%	8.2%	3,817	Low Poverty School	37.0%	33.5%	17.2%	12.3%	3,858
Medium Poverty School	43.8%	37.6%	14.1%	4.4%	22,074	Medium Poverty School	45.1%	33.2%	14.9%	6.9%	22,454
High Poverty School	52.1%	35.8%	10.2%	1.8%	66,885	High Poverty School	53.7%	32.5%	10.6%	3.2%	68,407
Students Above Poverty Threshold						Students Above Poverty Threshold					
Low Poverty School	25.2%	38.0%	25.5%	11.3%	164,112	Low Poverty School	24.2%	34.0%	24.4%	17.4%	166,373
Medium Poverty School	36.3%	38.0%	18.3%	7.5%	100,274	Medium Poverty School	37.3%	35.0%	17.5%	10.2%	102,173
High Poverty School	45.7%	37.3%	13.5%	3.4%	28,919	High Poverty School	46.6%	34.0%	13.8%	5.6%	29,526

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Table 4.11
English and Math Regents Performance by Attendance Rate, 2013-2014

Attendance Rate	English Performance				Attendance Rate	Math Performance			
	Fail	Pass	College Ready	Total Tested		Fail	Pass	College Ready	Total Tested
75% or less	55.3%	44.7%	15.8%	10,301	75% or less	68.2%	31.8%	2.7%	10,731
76% to 85%	37.6%	62.4%	28.3%	9,945	76% to 85%	56.9%	43.1%	5.4%	13,656
86% to 90%	28.2%	71.8%	37.7%	9,945	86% to 90%	49.1%	50.9%	8.6%	15,877
91% to 95%	21.7%	78.3%	47.0%	19,110	91% to 95%	40.6%	59.5%	14.9%	34,593
96% to 98%	16.2%	83.8%	56.2%	21,626	96% to 98%	31.7%	68.3%	24.2%	43,027
99% or more	10.3%	89.7%	68.2%	22,092	99% or more	19.6%	80.4%	43.0%	48,662
TOTAL	23.8%	76.2%	47.7%	93,019	TOTAL	36.8%	63.9%	23.0%	166,546

NOTE: The percent of students who achieved a college ready Regents score are shown as a subset of all students who passed the exam. Thus, the percent of students in the pass column includes both students who achieved a just passing score and those who achieved a college-ready score.

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Table 4.12
English and Math Regents Performance by Eligibility for Meal Subsidies, 2013-2014

Meal Eligibility	English Performance				Meal Eligibility	Math Performance			
	Fail	Pass	College Ready	Total Tested		Fail	Pass	College Ready	Total Tested
Free or Reduced-Price Lunch	25.6%	74.4%	44.5%	72,038	Free or Reduced-Price Lunch	38.0%	61.5%	21.0%	127,857
Full-Price Lunch	17.8%	82.2%	58.9%	21,028	Full-Price Lunch	29.7%	70.3%	31.2%	38,769
TOTAL	23.9%	76.2%	47.7%	93,066	TOTAL	36.1%	63.9%	23.3%	166,626

NOTE: The percent of students who achieved a college ready Regents score are shown as a subset of all students who passed the exam. Thus, the percent of students in the pass column includes both students who achieved a just passing score and those who achieved a college-ready score.

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Table 4.13
English and Math Regents Performance by English Language Learner Status

English Language Learner Status	English Performance Level				English Language Learner Status	Math Performance Level			
	Fail	Total Passing	College Ready	Total Tested		Fail	Total Passing	College Ready	Total Tested
English Learner	50.5%	49.5%	18.2%	13,230	English Learner	45.1%	54.9%	17.2%	20,032
English Proficient	19.4%	80.6%	52.6%	79,836	English Proficient	34.9%	65.1%	24.2%	146,594
TOTAL	23.9%	76.2%	47.7%	93,066	TOTAL	36.1%	63.9%	23.3%	166,626

NOTE: The percent of students who achieved a college ready Regents score are shown as a subset of all students who passed the exam. Thus, the percent of students in the pass column includes both students who achieved a just passing score and those who achieved a college-ready score.

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Table 4.14
English and Math Regents Performance by Special Education Status

Special Education Status	English Performance Level				Special Education Status	Math Performance Level			
	Fail	Total Passing	College Ready	Total Tested		Fail	Total Passing	College Ready	Total Tested
Special Education	55.0%	45.0%	16.8%	13,433	Special Education	65.8%	34.2%	5.2%	21,887
General Education	18.6%	81.4%	52.9%	79,633	General Education	31.6%	68.4%	26.1%	144,739
TOTAL	23.9%	76.2%	47.7%	93,066	TOTAL	36.1%	63.9%	23.3%	166,626

NOTE: The percent of students who achieved a college ready Regents score are shown as a subset of all students who passed the exam. Thus, the percent of students in the pass column includes both students who achieved a just passing score and those who achieved a college-ready score.

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Table 4.15
English and Regents Performance, by Race/Ethnicity and Gender, 2013-2014

Race/Ethnicity	English Performance			Total Tested	Race/Ethnicity	Math Performance			Total Tested
	Fail	Pass	College Ready			Fail	Pass	College Ready	
American Indian or Alaskan Native	24.6%	75.4%	47.7%	581	American Indian or Alaskan Native	37.3%	62.7%	20.1%	1,082
Males	26.8%	73.2%	44.7%	302	Males	37.8%	62.2%	19.8%	556
Females	22.2%	77.8%	50.9%	279	Females	36.9%	63.1%	20.3%	526
Asian or Pacific Islander	15.2%	84.8%	63.0%	16,357	Asian or Pacific Islander	17.4%	82.6%	50.7%	30,539
Males	18.3%	81.7%	57.7%	8,632	Males	18.4%	81.7%	48.5%	15,681
Females	11.8%	88.2%	69.0%	7,725	Females	16.4%	83.6%	52.9%	14,858
Hispanic	28.5%	71.6%	40.4%	36,436	Hispanic	42.4%	57.6%	14.4%	63,251
Males	33.1%	66.9%	34.9%	18,598	Males	44.0%	56.1%	13.7%	31,402
Females	23.6%	76.4%	46.0%	17,838	Females	40.9%	59.1%	15.1%	31,849
Black-Not of Hispanic Origin	27.4%	72.6%	40.5%	28,093	Black-Not of Hispanic Origin	45.9%	54.1%	11.4%	47,614
Males	33.4%	66.6%	33.5%	14,160	Males	49.2%	50.8%	9.7%	23,090
Females	21.0%	78.7%	47.6%	13,933	Females	42.8%	57.2%	13.0%	24,524
White-Not of Hispanic Origin	13.2%	86.8%	66.3%	11,144	White-Not of Hispanic Origin	24.3%	75.7%	35.4%	22,481
Males	16.9%	83.1%	59.6%	5,761	Males	25.4%	74.6%	33.9%	11,682
Females	9.2%	90.8%	73.4%	5,383	Females	23.2%	76.8%	36.9%	10,799
Multiracial/Mixed Ethnicity	7.9%	92.2%	76.4%	191	Multiracial/Mixed Ethnicity	19.3%	80.7%	44.7%	445
Males	9.4%	90.6%	65.9%	85	Males	21.3%	78.7%	45.0%	211
Females	6.6%	93.4%	84.9%	106	Females	17.5%	82.5%	44.4%	234
TOTAL	23.9%	76.1%	47.6%	92,802	TOTAL	36.2%	63.8%	23.2%	165,412
Males	28.4%	71.6%	41.8%	47,646	Males	37.7%	62.3%	22.4%	83,212
Females	19.1%	81.0%	53.9%	45,420	Females	34.5%	65.5%	24.3%	83,414

NOTE: The percent of students who achieved a college ready Regents score are shown as a subset of all students who passed the exam. Thus, the percent of students in the pass column includes both students who achieved a just passing score and those who achieved a college-ready score.

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Table 4.16
Citywide Trends in Use of Credit Recovery in High Schools, 2008-2009 Through 2013-2014

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Number of Credit Recovery Attempts	28,974	45,608	134,457	98,652	23,765	17,072
Percent of Credit Attempts That Were Designated Credit Recovery	0.6%	0.9%	2.6%	1.9%	0.5%	0.3%
Total Number of Students in HS Grades with at Least One Credit Recovery Attempt	17,731	29,480	56,986	45,672	15,194	11,337
Percent of Students in HS Grades With At Least One Credit Recovery Attempt	5.6%	9.3%	18.0%	14.5%	4.9%	3.7%

NOTE: Data includes all courses attempted by students in high school grades. These counts do not distinguish successful from unsuccessful attempts at credit recovery.

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