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**What’s In This Dataset?**

This dataset consists of various aggregate tables on advanced courses or Regents exams taken at traditional public middle schools serving grades 6-8; Advanced Placement exams offered and taken at traditional public high schools, as well as the average number of science and art subjects available.

**Who Manages This Data?**

IBO's primary responsibility is to provide nonpartisan information about the city budget and tax revenues. This can range from reviewing how much a particular agency spends to more in-depth considerations of program costs, historical trends, tax burdens, debt, or capital finances. In 2009, as part of the extension of mayoral control over education in NYC, IBO was given increased authority to gain access to DOE data under an MOU and regularly produces reports and facts and figures on education related issues in New York City.

**How is data collected?**

**High School Students and High Schools**

Data on high school students are derived from individual student records maintained by the Department of Education (DOE) and provided to IBO.

For the tables on Advanced Placement (AP) Exam, high school students are those who entered ninth grade in 2011-2012 and attended a school on the DOE's High School Cohort Graduation File in 2014-2015, regardless of graduation status. AP exam data reflects exams taken by students in the cohort over their four years of high school.

For the science and art subject tables, data are based on subjects offered to high school students in grades 9-12 in 2014-2015 who attended a school on the DOE's High School Cohort Graduation File.

High schools are defined as schools attended by the entering class of 2011-2012, as listed by the High School Cohort Graduation file, which is publicly available on the Department of Education web site.

All data on high school students are based on NYC Traditional Public Schools in Districts 1-32. Charter Schools (District 84), which are not included on the DOE's High School Cohort Graduation File, schools devoted to special education (District 75), and schools that provide alternative education programs (District 79) were excluded.

**Middle School Students and Middle Schools**

Data on middle school students are derived from individual student records maintained by the Department of Education (DOE) and provided to IBO.

Middle schools are defined as schools that serve grades 6-8 and a small number of schools that additionally serve grades 5 and 9.

All data on middle school students and middle schools are based on NYC Traditional Public Schools in Districts 1-32 in 2014-2015. Charter Schools (District 84), schools devoted to special education (District 75), and schools that provide alternative education programs (District 79) were excluded.

**Student Poverty Status and School Poverty Level**

IBO matched each student’s census tract of residence from the 2014-15 school year to the 2014 American Community Survey, which reports the estimated median household income of each census tract averaged over five years, 2010 to 2014, measured in 2014 dollars.

IBO considers a census tract to be low income if its median household income is less than or equal to $31,581. Thus the poverty status of students is based on whether a student resides in a census tract whose median household income was less than or equal to $31,581.

This benchmark is the 2014 local poverty threshold developed by NYC Opportunity, formerly the NYC Center for Economic Opportunity, which IBO applied in [Beyond Meal Status: A New Measure for Quantifying Poverty Levels in the City's Schools](https://ibo.nyc.ny.us/iboreports/beyond-meal-status-a-new-measure-for-quantifying-poverty-levels-in-the-citys-schools-october-2015.html).

Because income estimates on the American Community Survey are based on survey data, an error rate is associated with each estimate. Students who resided in census tracts whose error rate exceeded 30 percent were excluded from analysis.

The poverty level of each school is based on the share of students who reside in a census tract whose median household income is less than or equal to $31,581, as noted above. IBO computed the average income across the census tracts of students in each school. Schools are split into three groups based on their share of students who reside in low income census tracts. High poverty schools served between 40.9 to 96.4 percent of students from low income neighborhoods, medium poverty schools served between 6.0 to 39.5 percent of students from low income neighborhoods, and low poverty schools served between 0 to 5.9 percent of students from low income neighborhoods.

Schools in which at least 20 percent of students came from census tracts whose error rate exceeded 30 percent were excluded from analysis.

**Relative Achievement Level of Incoming Middle School Students**

Student achievement data is maintained by the Department of Education (DOE) and provided to IBO. Schools were divided into three equal groups based on where they fell on both distributions for the average ELA and math scores of their incoming class of sixth graders in 2014-15. ELA and math scores reflect exams taken by these students in fifth grade. Schools that had either their average ELA or math score in the lower part of the distribution were considered to have lower relative achievement. Schools that had both scores in the middle part of the distribution were considered to have medium relative achievement. Schools that had either score in the higher part of the distribution were considered to have higher relative achievement.

**High School Selectivity**

The selectivity of each high school is the four-year average (2011-2012 through 2014-2015) of the ratio of the number of students who picked a school as their top choice to the number of students admitted to that school. Data on students’ high school choices and admission is maintained by the Department of Education (DOE) and provided to IBO. Schools were divided into three equal groups based on relative selectivity. Schools whose ratio was less than or equal to 0.455 had low relative selectivity. Schools whose ratio was greater than 0.455 and less than or equal to 0.899 had medium relative selectivity. Schools whose ratio was greater than 0.899 had high relative selectivity.

**Advanced Courses**

Data on courses that are offered by schools and taken by students are based on student records maintained by the Department of Education (DOE) and provided to IBO.

Advanced courses were defined as either honors or accelerated courses in the core subjects (English, Math, Science, and Social Studies).

**Regents Exams in Eighth Grade**

Regents exam data are maintained by the Department of Education (DOE) and provided to IBO. An eighth grade student was considered to have taken a Regents exam if he or she took one exam in any subject regardless of the student’s score. This metric was meant to simply capture a signal of high academic achievement for an eighth grader who took an exam designed for high schoolers.

**AP Exams**

AP exam data are based on student records maintained by the Department of Education (DOE) and provided to IBO. The number of AP exams students can take is not limited to the number of AP courses offered at their school; students may take courses offered at other high schools in the building that houses their school. Therefore, tables that report on the number of AP exams that students took will include exams that they took at other high schools in the building.

**Science and Art Subjects**

Data on science and art subjects are derived from student records that are standardized according to New York State Department of Education (NYSED) guidelines, and provided to IBO by the DOE. Subject areas were identified using the New York State subject area code.

**List of Tables Making up This Dataset with notes, organized by topic:**

***High School Tables***

**Distribution of the Number of AP Exams Taken by High School Students, 2011-2012 to 2014-2015**

NOTES: Data excludes AP exams that were re-taken. The number of AP exams that students can take is not limited to the number of AP courses offered at their school.

**Average Number of AP Exams Offered at High Schools by School Poverty Level and Selectivity Level, 2011-2012 to 2014-2015**

NOTES: 76.2% of high schools offered at least one AP exam. The poverty level of each school is based on the relative share of students from low-income neighborhoods. The selectivity level of each school is based on the ratio of students who selected a school as their top choice to the number of students admitted to that school.

**AP Exam Rates for High School Students by Student Poverty Status, 2011-2012 – 2014-2015**

NOTES: Data excludes AP exams that were re-taken. For the overall pass rate, AP exams may be taken more than once. The number of AP exams that students can take is not limited to the number of AP courses offered at their school. The poverty status of students is based on whether the student resides in a low-income neighborhood. Data excludes students who reside in neighborhoods with unreliable income estimates.

**Average Number of AP Exams Taken at High Schools by Student Poverty Status, 2011-2012 to 2014-2015**

NOTES: The poverty status of students is based on whether the student resides in a low-income neighborhood. Data excludes students who reside in neighborhoods with unreliable income estimates. Data excludes AP exams that were re-taken. The number of AP exams that students can take is not limited to the number of AP courses offered at their school.

**Number of AP Exams Offered at High Schools, 2011-2012 to 2014-2015**

**Average Number of Science and Art Subjects Offered at High Schools by School Poverty Level and Selectivity Level, 2014-2015**

NOTES: The poverty level of each school is based on the relative share of students from low-income neighborhoods.The selectivity level of each school is based on the ratio of students who selected a school as their top choice to the number of students admitted to that school. For more information, see the Data Notes section.

**Average Number of Science and Art Subjects Offered at High Schools by Student Poverty Status, 2014-2015**

NOTES: The poverty status of students is based on whether the student resides in a low-income neighborhood. Data excludes students who reside in neighborhoods with unreliable income estimates. This table reports on students in grades 9-12 in 2014-2015.

***Middle School Tables***

**Number of Advanced Courses Taken by Middle School Students, 2014-2015**

**Average Number of Advanced Courses Taken at Middle Schools by Relative Achievement Level of Incoming Students, 2014-2015**

NOTE: The relative achievement level of incoming middle school students is based on the average ELA and math scores of sixth graders from their fifth grade year, and whether schools' average scores were in the bottom, middle, or top third of the distribution.

**Average Number of Advanced Courses Taken at Middle Schools by School Poverty Level, 2014-2015**

NOTE: The poverty level of each school is based on the relative share of students from low-income neighborhoods. For more information, see the Data Notes section.

**Rates of Middle School Students Who Took At Least One Advanced Course or Eighth Grade Regents, 2014-2015**

NOTE: Regents exam data reported for 8th graders only. English Language Learners are abbreviated ELL; students with Disabilities are abbreviated SWD.

**Share of Eighth Grade Students Who Took At Least One Regents Exam in Middle School, 2014-2015**

**Share of Eighth Grade Students in a Middle School Who Took At Least One Regents Exam by Relative Achievement Level of Incoming Students, 2014-2015**

NOTE: The relative achievement level of incoming middle school students in based on the average ELA and math scores of sixth graders from their fifth grade year, and whether schools' average scores were in the bottom, middle, or top third of the distribution. For more information, see the Data Notes section.

**Share of Eighth Grade Students In A Middle School Who Took At Least One Regents Exam by School Poverty Level, 2014-2015**

NOTE: The poverty level of each school is based on the relative share of students from low-income neighborhoods.