[**IBO Education Indicators**](file:///\\ibonyc06\data2\Analyst%20Project%20Folders\TainaG\Open%20Data%20Docs\Oepn%20Data%20docs%202019\IBO%20Education%20Indicators)**, Resources User Guide**

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ODC: Taina Guarda, NYC Independent Budget Office

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**What’s In This Dataset?**

This dataset consists of various aggregate tables on the Department of Education program budget and funding sources, and per pupil spending; Traditional Public School principals’ demographics, work history, training, and school characteristics; Traditional Public School teachers’ demographics, work history, training, and school characteristics; the number and utilization rates of buildings and schools. Data includes Traditional Public Schools, and Charter Schools located in DOE space; the share of schools with science rooms and art rooms. Data includes Traditional Public Schools, and Charter Schools located in DOE space.

**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?**

**Buildings and Schools**

Building and school utilization data is derived from the DOE’s annual Enrollment, Capacity, and Utilization (Blue Book) report, which is publicly available from the NYC Department of Education and the NYC School Construction Authority.

IBO reports data on buildings and schools separately, as buildings may house one or multiple schools. Most data is from the 2014-2015 school year. Data from other years are noted. Throughout the tables, IBO refers to traditional, non-charter public schools as “traditional public schools.” IBO refers to public charter schools as “charter schools.”

To determine a building’s utilization rate, the combined enrollment of each school housed within the building is divided by the combined target capacity of each school housed within the building. The target capacity is the number of students a school or building is designed to serve based on the school’s current grade structure (whether the space is being used by a high school, elementary school, or middle school) and the square footage of rooms.

Similarly, to determine the utilization rates of schools, each school’s enrollment is divided by its target capacity. Schools that are housed in transportable classrooms, which are designed to temporarily provide additional classroom space where there is a shortage, are not assigned a target capacity by the DOE and therefore do not have a utilization rate. However, the enrollment of transportable classrooms is assigned to the main building they are connected to. Because transportable classrooms are actual structures, they are included in the total number of buildings.

In the past, IBO reported on the utilization rates of buildings by “building level”—the building’s designation as an elementary school, middle school, or high school. As the Blue Book no longer includes a building level indicator, IBO now reports on the utilization rates of schools themselves based on the grade configuration of the school. Schools that serve kindergarten through fifth grade exclusively are considered elementary schools. Schools that serve grades six through eight regardless of whether they also serve elementary school grades are considered middle schools. Schools that serve grades nine through twelve regardless of whether they serve elementary or middle school grades are considered high schools.

Data on schools that opened or closed in addition to the total number of traditional public schools and charter schools are provided by the DOE.

Data on average class size are derived from the DOE’s annual Class Size Report, which is available to the public, and counts only students enrolled on October 31 of each year. The data reflects class sizes for students in General Education classes, Gifted & Talented classes, and Collaborative Team Teaching classes.

To calculate schools’ average community income, IBO matched each student’s census tract of residence from the 2013-14 school year to the 2013 American Community Survey, which reports the estimated median household income of each census tract averaged over the five year period 2009 to 2013, measured in 2013 dollars. IBO then computed the average income across the census tracts of students in each school.

Because income estimates on the American Community Survey are based on survey data, an error rate is associated with each estimate. IBO excluded census tracts whose income estimate had an error rate exceeding 30 percent. Similarly, schools where at least 20 percent of students came from census tracts whose error rates exceeded 30 percent were excluded.

**Teachers and Principals**

Principal and teacher data are derived from individual personnel records maintained by the DOE and provided to IBO for each of the last 12 years. In addition to demographic and assignment data, these files provide data on the use of alternative pathways to employment used by individual staff. The principal data that IBO reports on does not include assistant principals.

Data on teachers’ and principals’ years of experience includes employees who have been working for less than one full year. Most data is from the **2014-2015 school year** unless otherwise noted.

The poverty level of each school is based on the share of students who reside in low income census tracts. IBO matched each student’s census tract of residence from the 2013-14 school year to the 2013 American Community Survey, which reports the estimated median household income of each census tract averaged over five years, 2009 to 2013, measured in 2013 dollars. IBO then computed the average income across the census tracts of students in each school. IBO considers a census tract to be low income if its median household income is less than or equal to $31,156. This benchmark is the 2013 local poverty threshold developed by the NYC Center for Economic Opportunity, which IBO outlined 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.htmlhttp:/www.ibo.nyc.ny.us/iboreports/beyond-meal-status-a-new-measure-for-quantifying-poverty-levels-in-the-citys-schools-october-2015.html) Schools are split into three groups based on their share of students who reside in low income census tracts. High schools are defined as schools that serve at least one student in grades nine through twelve. Elementary and middle schools are defined as schools that serve all other grades.

For elementary and middle schools, high community poverty schools serve 40 to 98 percent of students from low income communities, medium community poverty schools serve 5 to 39 percent, and low community poverty schools serve 0 to 4 percent. For high schools, high, medium, and low community poverty schools serve 44 to 93 percent, 26 to 43 percent, and 4 to 25 percent of students from low income communities, respectively.

High schools are defined as schools that serve at least one student in grades nine through twelve. Elementary and middle schools are defined as schools that serve all other grades.

Because income estimates on the American Community Survey are based on survey data, an error rate is associated with each estimate. IBO excluded census tracts whose income estimate had an error rate exceeding 30 percent. Similarly, schools where at least 20 percent of students came from census tracts whose error rates exceeded 30 percent were excluded.

**School Budget**

Data on the Department of Education program budget and funding source, and per pupil spending are derived from the Mayor’s Office of Management and Budget (OMB) and the city’s Financial Management System. The OMB provides information on the funding of the school system and on the broad allocations made to the system through the annual budget as proposed by the Mayor, and as amended and adopted by the City Council. Much of this data is available to the public in summarized form in periodic budget reports on OMB’s web site. IBO has 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. The chart and table on funds budgeted in DOE’s central offices summarize the use of that money as of June 2016. The data categorizes spending into 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 the DOE budget data.

Data on funding streams for school budgets and the use of funds 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. IBO used the report from July 2016 to produce the summaries presented here.

**Specialized Facilities**

The availability of science rooms and art rooms is derived from the DOE’s Principals’ Annual Space Survey, formerly known as the Annual School Facilities Survey. All data is from the **2014-2015 school year**.

In these tables the grade configurations of schools were not categorized into three levels (elementary, middle, high). Schools are categorized based on their exact grade configurations.

**Data Glossary**

**Over Utilized**

Buildings or schools whose utilization rate exceeds 102.5%.

**Schools Within Target Capacity**

Schools that are neither over utilized nor underutilized.

**Underutilized**

Buildings or schools with at least 150 open seats regardless of target capacity. This metric is used by the DOE according to the Under-utilized Space Memorandum, January 2015.

**Traditional Public School**

A public school in Districts 1-32, District 75, or District 79.

**Charter School**

A public school in District 84.

**Dedicated Science Rooms**

Science labs, science demo rooms, and science prep rooms.

**Science Classroom**

A classroom whose function is science, but is not a lab, demo room, or prep room.

**Art Room**

A room whose function is visual arts.

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

***Budget***

**Department of Education Program Budget, 2011-2012 to 2016-2017**

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

***Department of Education Program Budget by Funding Source, 2014-2015 \_ Revised on 4.20.17***

NOTE: IBO has allocated spending on fringe benefits according to the rates implied by administration budget documents for each funding source; Percent of all funds for each program line

**Per Pupil Spending, 2003-2004 to 2016-2017**

Notes: In Nominal and Real 2017 Dollars (Millions)

**Funds Budgeted in DOE Central Offices, 2015-2016**

Funds Budgeted in Central Offices of the Department of Education, June 2016

**Funding Streams for School Budgets, 2013-2014 to 2015-2016**

NOTE: IBO has allocated spending on fringe benefits according to the rates implied by administration budget documents for each funding source. Fair Student Funding (FSF) covers basic instructional needs and is allocated to each school based on the number and need-level attributes of students at the school, adjusted for the school's funding percentage.

**Summary of School Budgets, Use of Funds, 2013-2014 to 2015-2016**

NOTE: IBO has allocated spending on fringe benefits according to the rates implied by administration budget documents for each funding source. OTPS stands for Other Than Personal Service, which are funds allocated for supplies, contractual services, and equipment.

*Teachers*

**Number Age Experience of Teachers, 2005-2006-2014-2015**

Basic Characteristics of Teachers: Demographics & Work History, 2005-2006 to 2014-2015

Note: includes teachers with less than one full year of experience.

**Percent of Special Ed Teachers in District 75 Schools and District 1-32 Schools, 2014-2015**

Note: District 75 provides citywide educational, vocational, and behavior support programs for students who qualify for particular special education services.

**Teachers' Race and Ethnicity, 2014-2015**

**Tracking Teacher Cohorts - Retention After First School Assignment, 2000-2001-2014-2015**

Note: The percent who remained in NYC Traditional Public Schools includes individuals exployed by the Department of Education in any capacity.

**Number Age Experience of Teachers by Schools' Community Poverty Level, 2014-2015**

Basic Characteristics of Teachers by School Poverty Level, 2014-2015

Notes: Table reflects only those teachers in schools with known poverty level; Includes teachers with less than one full year of experience; High schools include schools that serve at least one student in grades 9-12

**Teachers' Race and Ethnicity by Schools' Community Poverty Level, 2014-2015**

Note: Table reflects only those teachers who work in schools with a known poverty level.

**Tracking Teacher Retention by Schools' Community Poverty Level, 2014-2015**

Notes: Table reflects only those teachers who work in schools with a known poverty level; High schools include schools that serve at least one student in grades 9-12.

**Teacher Training Program Graduates by Schools' Community Poverty Level, 2014-2015**

Notes: Table reflects only those teachers in schools with a known poverty level; Includes teachers with less than one full year of experience.

**Tracking Teacher Retention by Training Program - Cohort of 2011-2012**

***Principals***

**Number Age Experience of Principals, 2005-2006-2014-2015**

Basic Characteristics of Principals: Demographics & Work History, 2005-2006 to 2014-2015

Note: includes principals with less than one full year of experience.

**Principals' Race and Ethnicity, 2014-2015**

**Tracking Principal Cohorts - Retention After First School Assignment, 2000-2001-2014-2015**

Note: The percent who remained in NYC Traditional Public Schools includes individuals exployed by the Department of Education in any capacity.

**Number Age Experience of Principals by Schools' Community Poverty Level, 2014-2015**

**Principals' Race and Ethnicity by Schools' Community Poverty Level, 2014-2015**

Note: Table reflects only those principals in schools with a known poverty level.

**Number Age Experience of Principals by Training Program, 2014-2015**

Basic Characteristics of Principals by Training Program, 2014-2015

Note: Includes principals with less than one full year of experience.

**Principal Training Program Graduates by Schools' Community Poverty Level, 2014-2015**

Note: Table reflects only those principals in schools with a known poverty level.

***Buildings and Schools***

**Building Utilization Rates - Number and Cumulative Percent of Buildings, 2014-*2015***

**Number and Percent of Over Utilized Buildings, and Share of Students, 2007-2008-2014-2015**

**Median Utilization Rate of Buildings by Co-location Status, and Share of Students, 2014-2015**

**Percent of Over Utilized Buildings, Underutilized Buildings, and Buildings Within Cap By District, 2014-2015**

Note: IBO defines a building as over-utilized if its utilization rate exceeds 102.5 percent. Underutilized buildings have at least 150 open seats. Buildings within capacity are neither over-utilized nor underutilized.

**Percent of Students in Buildings Over Under and Within Cap By District, 2014-2015**

Percent of Students in Buildings that are Over-utilized, Underutilized, and Within Capacity By School District, 2014-2015

Note: IBO defines a building as over utilized if its utilization rate exceeds 102.5 percent. Underutilized buildings have at least 150 open seats. Buildings within capacity are neither over-utilized nor underutilized.

**School Utilization Rates - Number and Cumulative Percent of Schools, 2014-2015**

**Median Utilization Rate of Schools by School Level, 2014-2015**

**Median Utilization Rate of Schools in Buildings with Co-located Charters, 2014-2015**

NOTE: Co-located Charter Schools share a building with at least one other Traditional Public School. Co-located Traditional Public Schools share a building with at least one other Charter School.

**School Utilization by Schools' Average Community Income, 2014-2015**

Note: The average community income of each school is a measure of the aggregated median household income of the census tracts in which students reside. For more information, see the section “How is Data Collected”.

**Total Number of Traditional Public Schools, and Number that Opened and Closed, 2002-2003-2014-2015**

Note: Data on the number of schools closed in 2002-2003 is not available.

**Total Number of Charter Schools, 1999-2000-2014-2015**

**Average Class Size, 2011-2012-2014-2015**

Average Class Size in Traditional Public Schools, 2011-2012 to 2014-2015

Note: Includes general education, gifted and talented, and collaborative team teaching classes.

*Specialized Facilities*

**Availability of Art Rooms by School Type, 2014-2015**

Percent of Schools With At Least One Art Room by School Type, 2014-2015

**Availability of Science Rooms by School Type, 2014-2015**

Percent of Schools With a Lab, Demo Room, or Prep Room Among Schools With a Dedicated Science Room

Note: Science rooms can be either science classrooms or Dedicated Science Rooms.

Dedicated Science Rooms include Labs, Demo Rooms, and Prep Rooms.