
The Grier Partnership

6532 EAST HALBERT ROAD
BETHESDA, MARYLAND 20817

ENROLLMENT PROJECTIONS 2009 TO 2018 NEW YORK CITY PUBLIC SCHOOLS

Volume II: Narrative Report

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

September 2009

TABLE OF CONTENTS

I. FUTURE ENROLLMENTS IN THE N.Y. CITY PUBLIC SCHOOLS: THE BACKGROUND

The Projection Method	1
Enrollments Are Continuing to Decline, But More Slowly	2
Births, Which Had Been Virtually Stable, Have Been Increasing	5
Migration Into and Out of the City Affects Enrollments	7
Policy Factors Affecting the School System	9
Charter Schools	9
Universal Pre-Kindergarten	9
Transfers Under “No Child Left Behind”	10
Shifting Trends Among Ethnic Groups Also Affect Enrollments	10
Acknowledgements	13

II. THE ENROLLMENT PROJECTIONS: PRE-KINDERGARTEN TO 8TH GRADE PLUS ELEMENTARY/MIDDLE SPECIAL EDUCATION

The Overall Numbers	14
Enrollment Changes in the Boroughs	15
Enrollment Changes at the Grade Level	18
Grade Level Changes Among the Boroughs	19
Pre-Kindergarten to 4 th Grade Changes	19
Grades 5 to 8 Changes	20
Differences among Community School Districts	20
Ethnic Differences in Future Enrollments	24
Ethnic Changes in the Boroughs	26
Changes at Grade Levels for Ethnic Groups	27

III. THE ENROLLMENT PROJECTIONS: GRADES 9 THROUGH 12 PLUS SPECIAL EDUCATION AND GED IN HIGH SCHOOLS

The Overall Numbers	29
Projections for the Boroughs	31
Enrollment Trends and Projections for Individual Ethnic Groups	35
Changes between 2003 and 2008	35
Projections between 2008 and 2018	35
Ethnic Projections by Borough	36
Manhattan	38
Bronx	38
Brooklyn	38
Queens	39
Richmond	40
Projections for Individual Grades	40
Changes in Special Education and GED Enrollments	41

Appendices

46

- A. The Projection Methodology
- B. Enrollment Projections for All Pupils in Pre-Kindergarten Through 8th Grade Plus Special Education in Elementary and Middle Schools, 2010-2019
- C. Enrollment Projections for All Pupils in 9th Through 12th Grade Plus Special Education and GED Pupils in High Schools, by Borough, 2010-2019

I. FUTURE ENROLLMENTS IN THE N.Y. CITY PUBLIC SCHOOLS: THE BACKGROUND

The Projection Method

The enrollment projections in this report are intended to help the New York City Public Schools to respond appropriately and in timely fashion to the constant changes in their student population. The school system is not only the nation's largest, but also its most diverse and complex. It serves the widely differing populations of the city's five boroughs. And it is further broken down into 32 semi-autonomous community school districts, plus two that are citywide – District 75, which enrolls severely handicapped pupils in special education programs, and District 79, which offers alternative high school curricula. The projections presented in this report are for the 32 community school districts, which enrolled a total of 1,000,218 pupils in 2008 – 97.1% of the total enrollment of 1,029,459.

The method we use in forecasting the city's future enrollments attempts to respond to its ethnic diversity by projecting the trend in student population separately for each of the system's four racial/ethnic groups – Hispanics, Black non-Hispanics, White non-Hispanics, and Asians/Others (a group that also includes Native Americans). It further breaks down this varied population into each of the city's 32 widely varying and semi-autonomous community school districts. The contributions of these groups vary widely with their locations and their differing rates of in- and out-migration. The hundreds of separate forecasts that result are then combined in a further step to produce projections for the pupil population of the five boroughs and in the city as a whole.

We developed this ethnically sensitive method more than two decades ago with the support of the New York City Public Schools. Since then it has been exhaustively evaluated and continuously refined. It has proved to be considerably more accurate than the conventional method that is still most commonly used in projecting enrollments. That system makes no distinction between the major ethnic groups, despite the fact that these groups display substantial and measurable differences in patterns of both migration and fertility. The refined method pioneered in New York has also been shown to produce improved results in a growing number of other school systems.

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

In addition to the enrollments themselves, two key demographic factors affect the student population -- births and migration. The rate of births differs with the ethnic and age composition of the adult population. These factors will shift over time in accord with the extent and rate of migration both into and out of the city by the

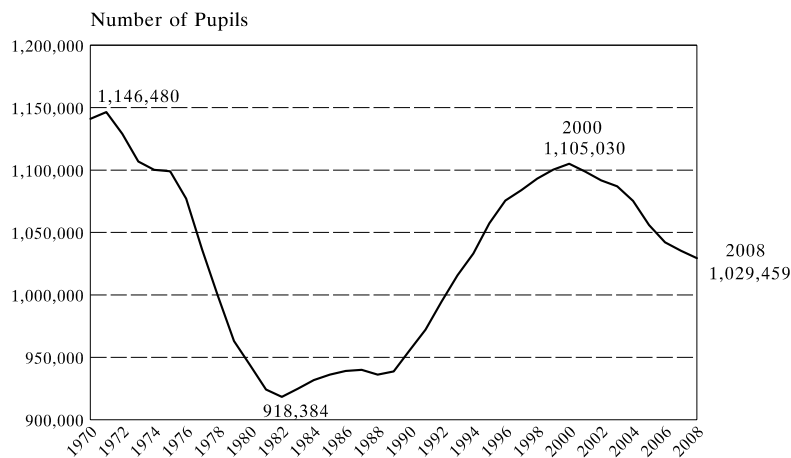
different ethnic groups. The population changes resulting from these differing migration flows affect the rate of births as well as the size of the current school-age population and its composition in terms of both age and ethnic origin. Hence we pay particular attention to such ethnic shifts.

The series of projections that follow are based on data available as of June 2009. These data include the official enrollments for the 2008-2009 school year, recorded in the October 2008 register. In projecting the future enrollments we also use the most recent available population numbers from the U.S. Census Bureau's revised estimates for 2008, which reflect input from the New York City Department of City Planning. We also use the latest birth and fertility figures available as this is written. The fertility figures are based on the latest birth data, which are for 2007 and are from the New York City Health Department, and on the Census Bureau's latest population estimates, which are for spring of 2008. (See Table 1 on page 4.)

Enrollments Are Continuing to Decline, But More Slowly

The official enrollment count for the 2008-09 school year showed a total of 1,029,459 pupils enrolled in the New York City Public Schools (Figure 1). This was the eighth consecutive decline since enrollments peaked in 2000 at 1,105,030. While enrollments decreased by 5,846 pupils from 2007, or 0.56%, this was slightly less than the decline in the previous year -- when it was 6,773 or 0.65%. A much steeper decline had occurred in 2005 -- 19,532 or 1.8%. It was the largest since 2000, and had accounted for nearly two-fifths of the total up to that time.

Figure 1
Total Enrollment 1970-2008
New York City Public Schools



The total decrease since the peak in 2000 has measured 75,571 pupils or 6.8%. Prior to 2001, enrollments had risen continuously for twelve years. But even after declining for eight straight years, the public schools still enrolled over one million pupils in 2008, a total of 1,029,459 to be exact – and more than in any year from 1978 to 1993, when it was 1,015, 756.

Enrollment trends in the New York City schools have reversed direction before. They peaked in 1971 at 1,146,480 – higher than today or in any recent year. The pupil rolls then began dropping in 1972, and continued downward at a rapid pace throughout the 1970s. They bottomed out in 1982 at 918,384, after a loss in the interim of 228,096. They then began a recovery that was fairly slow and halting at first. The gains were restricted to the earlier grades, and in 1988 the enrollments dropped back slightly once more before rising again the next year.

Thereafter the growth accelerated markedly. Enrollments rose at a rapid and fairly steady rate throughout the 1990s, starting with the lowest grades and finally reaching all grade levels. By 2000 the total number of pupils had grown to within less than 4% of the 1971 peak. But if the pre-kindergarten rolls had not increased, the total enrollments would have begun to decline.

In 2001, they did turn downward. The drop in that year was only 6,198 pupils, as the new Universal Pre-K program temporarily held back a larger decline. In 2002, however, the decrease grew to 7,115 in spite of continuing growth in Pre-K. The overall decline then dropped back to 4,831 in 2003, even though it included a drop in Pre-K as well as in other grades. In 2004, however, the decrease grew sharply to 11,548, and accelerated further to 19,352 in 2005. The decline in the total enrollments for all grades over the period from 2000 through 2005 was 49,044 or 4.4%. The 2006 loss of 13,908, while somewhat smaller than in 2005, increased the total further to 62,952 or 5.7%. The loss in 2007 was twice as great - 28,661, a bit more than two percent. It increased the overall decline since 2000 to 75,971, or 6.9%.

Is the school system once more locked in prolonged decline, or will the current trend reverse once more? One important factor will be the city's housing stock -- which has been increasing, and with it the population. The latest population estimate available from the U.S. Census Bureau as this is written -- for July 1 of 2008 -- indicates that the city's population had increased by 355,432 or 4.4% from 2000, and in 2008 stood at 8,363,710, as shown in Table 1. The population had increased by 53,498 since the same date in 2007. That is 1.1% in just one year -- a rather remarkable figure for such a long-established city.

The previous year's increase had been a considerably smaller but still substantial 23,960. The Census Bureau has repeatedly revised its annual estimates upward after the City Planning Department challenged them and provided data showing considerable new housing construction. Whether it will yet do so in this case, or the 2008 data will be revised to show a still further increase, we do not know at this time. However, it is nearly inevitable that many of the residents of the new housing, largely young adults, will eventually have children. Some already do.

Table 1
Census Bureau Population Estimates for New York City

	Total	Change Number	Change Percent
July 1, 2008	8,363,710	53,498	0.6%
July 1, 2007	8,310,212	59,645	0.7%
July 1, 2006	8,250,567	36,728	0.4%
July 1, 2005	8,213,839	43,478	0.5%
July 1, 2004	8,170,361	44,864	0.5%
July 1, 2003	8,125,497	32,858	0.4%
July 1, 2002	8,092,639	29,704	0.4%
July 1, 2001	8,062,935	47,254	0.6%
July 1, 2000	8,015,681	7,403	0.1%
April 1, 2000	8,008,278	(Decennial Census)	
Net Increase 2000 to 2008		355,432	4.4%

As we have seen, however, at this point in time public school enrollments have not shown a similar trend to that shown by the city's estimated population. In fact, these numbers have been moving in opposite directions. While the total population has grown by over 355,000 or 4.4% from the 2000 census to 2008, public school enrollments have declined by 75,571 or 6.8%.

Why this sharp difference in trends? One reason is that even as the total population of New York City has increased, the share of that population that consists of school-age children from five to 17 years has been declining. The 2000 Census recorded 1,399,391 in this age group, while the 2007 American Community Survey, the latest available when this is prepared, estimated 1,367,317. That is a decrease of 32,074 or 2.3 % in six years. This finding alone explains much of the drop in enrollments.

On the other hand, the Census Bureau's American Community Survey for 2007 – the latest available when this is written – found an estimated under-five population of 566,268, while the 2000 Census had counted only 540,878. That is a seven-year increase of 25,390 or 4.7% in the preschool age bracket. Assuming that these figures, which are based on a sample, are fairly accurate, between now and the 2010 Census somewhat less than 3,700 additional children will become eligible for pre-kindergarten.

If recent history is any guide, while not all of these children will enter the public schools, about three out of four will. The latest available Census Bureau figures comparing public and private school enrollments in 2000 and 2007 are shown in Table 2 on the next page. The figures in this table also show that while public school enrollments had decreased between those two years from 1,285,311 to 1,155,094, or by 130,217, the private school pupil rolls increased in the same period from 338,270 to 372,282, or by a mere 21,993. Therefore most of the decline in public school enrollments cannot be explained by transfers to private

schools. (Note that these figures do not agree with the October registers because they are for a different month and were gathered by a different method.)

Table 2
Public vs. Private School Enrollment, 2000 and 2007 - New York City

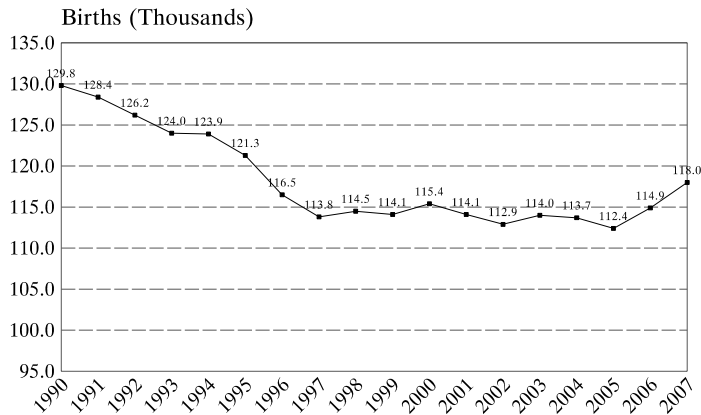
	2000			2007		
	Public	Private	% Public	Public	Private	% Public
Preschool	72,777	56,702	56.2%	74,586	64,450	53.6%
Kindergarten	89,130	28,182	76.0%	77,631	24,669	75.9%
Grades 1-4	375,645	85,036	81.5%	304,569	90,559	77.1%
Grades 5-8	357,001	82,788	81.2%	326,026	93,863	77.6%
Grades 9-12	390,758	85,562	82.0%	372,282	86,722	81.1%
Total	1,285,311	338,270	79.2%	1,155,094	360,263	76.2%

Source: U. S. Bureau of the Census

Births, Which Had Been Virtually Stable in Number, Have Been Increasing

The increases in the total number of residents have begun to be reflected in births. As Figure 2 shows, the trend in annual births to New York City residents, which had declined quite rapidly from 1990 to 1997, then essentially flattened out and remained nearly stable at about 114,000 for the ensuing eight years to 2004.

Figure 2
Trend of Births to Residents
New York City, 1990 to 2007

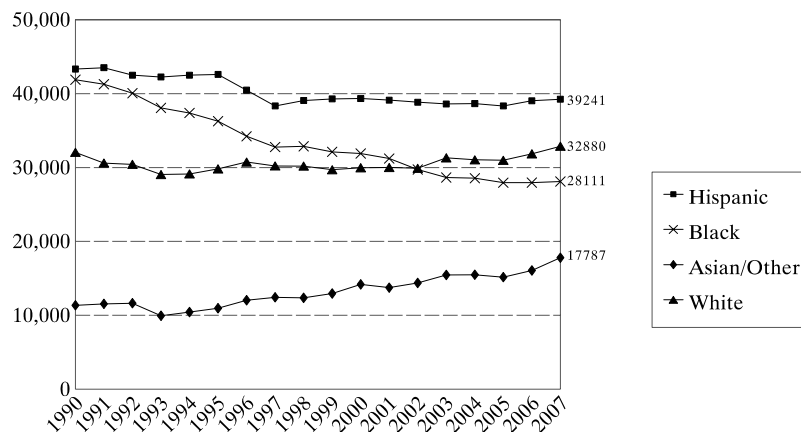


Source: N.Y. City Dept. of Health

During that period the number varied from year to year within less than 1,400 or roughly 1% in either direction. The lowest it got was in 2002, when it reached 112,860. In 2005, it appeared to have broken loose from that pattern in a negative direction, as it dropped further to 112,436. Yet the very next year the number of births escalated sharply to 114,900. And in 2007 it increased again to 118,023.

As can be seen in Figure 3, births to all four race/ethnic groups grew in number from 2005 to 2006 and again from 2006 to 2007— a rare occurrence in recent years. In the case of Black non-Hispanics, the gain in the most recent year was so small as to be virtually invisible on the chart, a mere 152 births in 28,111. For Hispanics it was a slightly greater 213 births in 39,241. White non-Hispanics registered a considerably larger increase of 1,029 births in 32,880. Asians and others had the smallest total number of births by far, 17,787, but the greatest increase, 1,725.

Figure 3
Births by Ethnicity of Mother
Residents of New York City - 1990 to 2007



Source: N.Y. City Dept. of Health
Note: Births of unknown ethnicity have been allocated

From 2000 to 2005 births to Blacks had declined significantly, continuing a downward trend that had remained essentially unchanged since 1990 when they were fewer by only 1,450 or 3% than births to Hispanics. In 2002, they dropped below births to Whites to become the third most prolific group. They continued downward until 2005, when they numbered 27,945. But then in 2006 they increased by a tiny 14 persons to 27,959. In 2007 their number grew somewhat faster by 152 to reach 28,111. They remained the third most prolific

The number of births to whites, which increased in 2006 and 2007, remains the second largest of any racial group at 32,880. It is also the highest number for whites since 1990, when it was 32,056. White births have remained more stable over the years than those of any other group, varying between 29,052 and the current level.

Births to Asians and others, while still the fourth largest in number, have increased since 1993 in every year but three (1998, 2001 and 2005). They have registered by far the largest gain of any group during that period – 5,345 or 43%. Still, the number of births to Hispanics remains the greatest by a wide margin, higher than births to the second-place white non-Hispanics by 6,361 or 19.3%.

Migration Into and Out of the City Affects Enrollments

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

From 2000 through 2008, the Census Bureau has estimated that the net *international* migration to New York City was positive at +678,225, meaning that this many more people were immigrating to the city from foreign countries than were leaving it for those places. But during the same eight-year period, net *domestic* migration – i.e., migration to someplace else in the country -- was negative at –1,150,677. Thus nearly a half million more persons, 472,452, left New York for other locations in the U.S. than came to the city from other places in the world.

Despite this loss due to net out-migration, the total population of the city has not actually declined over the period since 2000. In fact, the Census Bureau's July 2008 population estimate indicates that it increased by 355,432. This difference occurred mainly because there were more births than deaths – somewhat more than twice as many, in fact, 984,710 births vs. 475,586 deaths, yielding a net natural increase of 509,124.

Since the beginning of the current century, children from other nations who have immigrated to New York have continued to enter the schools, as they have for many years before. Since most families that immigrate are young, some arrive with children either already of school age or nearing it.

Since 2000, however, the number of immigrant students has declined quite substantially. Results of the school system's Emergency Immigrant Survey for 2008 were available in time for inclusion in this year's report. Table 3 on the next page shows the number of eligible immigrant students for each year from 2000 through 2008.

Every year from 2000 to 2008, the total number of eligible immigrant children has declined. The sharpest drop occurred in 2002, when 15,893 fewer of these

pupils were enrolled and the number dropped below 100,000. However, each subsequent year has seen a still further decrease. By 2008 there were only about three-fifths as many as at the beginning of the decade. Table 3 also shows the country of origin of the 15 largest sources of these eligible immigrant children for the entire period from March 2000 to March 2008. These 15 nations accounted for about seven out of ten eligible immigrant children in every year.

By far the largest source has been the Dominican Republic, with a bit over one immigrant school child in six. That nation, China, and Mexico have had the smallest percent declines over the eight-year period – 6.8 percent for Mexico, 14.1 percent for China, and 14.2 percent for the Dominican Republic. These three countries have provided one-third of all immigrant students. Other nations have had much sharper declines. School children from Russia have declined by 85.6%, Colombia by 77.0%, Trinidad/Tobago by 72.2%, Poland by 66.7%, Korea by 66.3%, and Pakistan by 60.8%. Two more nations, India and Jamaica, have seen their number decrease by more than half – 55.4% and 53.2% respectively.

Table 3
Number of Eligible Immigrant Children
In New York City Public Schools
From 15 Largest National Sources
March 2000 to March 2008

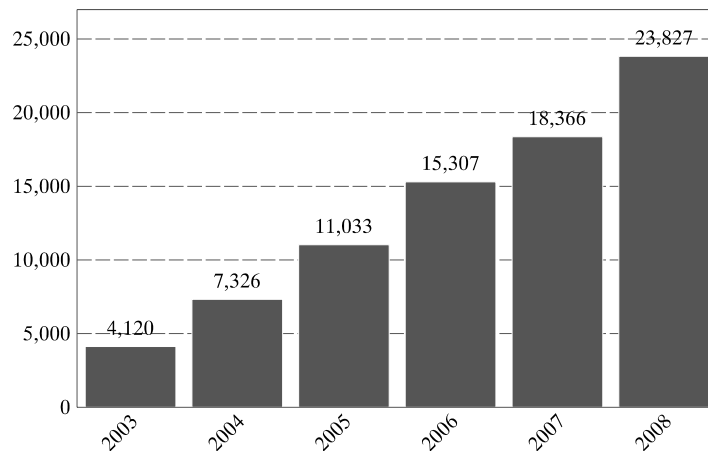
	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	Chg 2007-08	
										<u>No.</u>	<u>Pct.</u>
Bangladesh	3,667	3,437	2,795	2,633	2,236	2,072	2,105	2,504	3,067	563	18.4%
China	9,067	9,029	7,967	7,557	6,914	6,914	7,205	7,588	7,790	202	2.6%
Colombia	3,864	4,181	3,090	2,063	1,580	1,580	1,308	1,191	888	-303	-34.1%
Dominican Rep.	13,114	11,500	9,621	13,287	14,107	14,107	14,086	12,552	11,258	-1294	-11.5%
Ecuador	4,027	4,374	3,919	3,564	3,051	3,051	2,743	2,738	2,747	9	0.3%
Guyana	3,475	3,351	4,241	5,716	5,074	5,074	4,274	3,903	2,764	-1139	-41.2%
Haiti	3,615	4,171	3,149	2,534	2,387	2,387	2,139	1,970	2,440	470	19.3%
India	3,568	3,303	2,526	2,007	1,725	1,725	1,639	1,619	1,592	-27	-1.7%
Jamaica	7,463	7,286	6,402	5,268	4,402	4,402	3,834	3,743	3,494	-249	-7.1%
Korea	2,562	2,734	2,138	1,811	1,464	1,464	1,354	1,193	863	-330	-38.2%
Mexico	4,066	5,051	4,793	5,070	5,015	5,015	4,843	4,613	3,791	-822	-21.7%
Pakistan	4,687	4,872	3,619	2,358	2,019	2,019	1,695	1,626	1,836	210	11.4%
Poland	1,624	1,510	1,256	1,171	1,089	1,089	970	896	541	-355	-65.6%
Russia	4,452	3,222	2,394	1,600	1,196	1,196	888	777	641	-136	-21.2%
Trinidad/Tobago	3,657	3,992	3,649	3,017	2,483	2,483	2,034	1,623	1015	-608	-59.9%
Total Top 15	72,908	72,013	61,559	59,656	54,742	54,578	51,117	48,536	44,727	-3809	-8.5%
All Nations	104,618	102,867	86,974	81,946	75,046	75,046	70,313	67,561	63,350	-4211	-6.6%
% Top 15 of Total	69.7%	70.0%	70.8%	72.8%	72.9%	72.7%	72.7%	71.8%	71.0%		

Policy Factors Affecting the School System

A number of policy factors affect the traditional public schools. Among them in recent years have been charter schools, universal pre-kindergarten, and transfers of pupils under “No Child Left Behind.”

Charter Schools - The first charters were established in New York City in 2003, and existed by 2008 in four of the city’s five boroughs. Their total enrollment in October of 2008 was 23,827. That was 5,461 or 30% over the 2007 total of 18,366. In 2003 it had been 4,120 – so that there has been an increase of nearly six times in only five years. Charters now enroll a bit over two percent of the total public school population. However, these pupils are not included in the official October registers.

Figure 4
Charter School Enrollments by Year
New York City, 2003-2008



Source: New York City Public Schools

The 2008 total marks a considerable acceleration in the annual rate of growth. However, unless the rate of growth increases considerably faster, charters are unlikely to reach more than eight or nine percent of the total enrollment by 2013. Hence the traditional public schools will probably continue to bear the great brunt of the pupil load for the foreseeable future.

Charter schools now exist in all of the five boroughs except Richmond. In Brooklyn, they enrolled the largest number of pupils in 2008– 8,068. There were 7,333 in Manhattan, the second largest, and 6,303 in the third-place Bronx. Queens ranked fourth with 2,123. That was an increase of only 96 over 2007.

Universal Pre-Kindergarten – A major policy change that had a largely positive influence on enrollments beginning in 1998 was the introduction of Universal Pre-

kindergarten in the fall of that year. In the first two years of its implementation, total Pre-K enrollment grew by about 10,000 pupils each year.

In most subsequent years, however, it appeared that Pre-K enrollments, while fluctuating from year to year, had essentially leveled off. The 2006 number, 47,775, was only 554 higher than in 2002. In the interim, enrollments had fluctuated both up and down in a narrow range of only 534 pupils from 45,052 to 45,586. In 2007, however, they suddenly and sharply increased to 53,361. That was an increase of 5,586 in a single year. Our latest enrollments, for 2008, showed a much smaller increase of 677 to 54,038. Our current projections indicate that enrollments will drop in 2009 to 52,922. However, they are projected to rise in 2010 to 54,151, a small increase, and will continue to grow each year thereafter until 2018, when they will number 60,355.

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

According to information we received earlier, a total of 2,172 pupils moved to a school in another district in the 2003-04 school year under the terms of “No Child Left Behind.” In subsequent years they have usually numbered in the thousands. Data for NCLB students on register as of October 31 2008, the latest available when this was written, show a total of 3,581. We do not have data on the ethnicity of “No Child Left Behind” pupils, so we do not know whether there have been different effects on the various ethnic groups.

Shifting Trends Among Ethnic Groups Also Affect Enrollments

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

The long-term immigration of Hispanics, Asians, and non-native Blacks has been a major contributor to enrollment growth in the past, and the recently reported out-migration of members of some of these same groups could be partly responsible for the recent losses. Asians and Native Americans have been the only group of pupils to register an increase from 2001 to 2008, and Hispanics

have shown the smallest decrease. Whites declined overall, but registered small gains in 2007 and 2008. Black pupils were responsible for 86% of the decrease.

Table 4 and Table 5 following show the changes for all public school pupils in the city.

Table 4
Total Enrollment by Race and Ethnicity
New York City Public Schools, 2001-2008

Year	Asian/ NatAmer	Black	Hispanic	White	Total
2001	137,702	377,772	416,215	167,143	1,098,832
2002	139,933	371,661	415,294	164,829	1,091,717
2003	141,740	366,690	417,747	160,709	1,086,886
2004	144,145	358,978	415,956	156,259	1,075,338
2005	144,601	346,655	411,767	152,963	1,055,986
2006	146,692	336,191	410,016	149,179	1,042,078
2007	149,342	326,941	409,778	149,244	1,035,305
2008	152,874	317,955	409,125	149,505	1,029,459
Change in No. 2001-08	15,172	-59,817	-7,090	-17,638	-69,373
Change in Pct. 2001-08	11.0%	-15.8%	-1.7%	-10.6%	-6.3%
Change in No. 2007-08	3,532	-8,986	-653	261	-5,846
Change in Pct. 2007-08	2.4%	-2.7%	-0.02%	0.02%	-0.6%

Table 5
Percent of Total Enrollment by Race/Ethnicity
New York City Public Schools, 2001-2008

Year	Asian/ NatAmer	Black	Hispanic	White
2001	12.5%	34.4%	37.9%	15.2%
2002	12.8%	34.0%	38.0%	15.1%
2003	13.0%	33.7%	38.4%	14.8%
2004	13.4%	33.4%	38.7%	14.5%
2005	13.7%	32.8%	39.0%	14.3%
2006	14.1%	32.3%	39.3%	14.3%
2007	14.4%	31.5%	39.6%	14.4%
2008	14.8%	30.9%	39.7%	14.5%
Pct. Pt. Change 2001-08	2.3	-3.5	1.8	-0.7

Although all boroughs have lost enrollments, the trends have differed substantially among the boroughs. In terms of the total number of pupils, Brooklyn has registered the largest decline in both numerical and percentage terms. Its numerical loss of 35,963 was 57% of the total for the city, and its percentage decrease of 10.2% was roughly three times as great as the average for the remaining boroughs. Table 6 below provides the details, including race/ethnic variations.

Table 6
Enrollments by Race/Ethnicity and by Borough in 2001 and 2008
and Change Between These Years in Number and Percent

Manhattan	Asian/Nat Amer	Black	Hispanic	White	Total
2001	18823	48591	83370	18309	169093
2008	20247	39594	77617	21044	158502
Change No.	1424	-8997	-5753	2735	-10591
Change %	7.6%	-18.5%	-6.9%	14.9%	-6.3%
Bronx	Asian/Nat Amer	Black	Hispanic	White	Total
2001	9325	75094	133964	10705	229088
2008	10287	66883	131913	8915	217998
Change No.	962	-8211	-2051	-1790	-11090
Change %	10.3%	-10.9%	-1.5%	-16.7%	-4.8%
Brooklyn	Asian/Nat Amer	Black	Hispanic	White	Total
2001	35996	168912	91545	56061	352514
2008	41098	138011	84981	47154	311244
Change No.	4368	-25596	-5845	-8890	-35963
Change %	12.1%	-15.2%	-6.4%	-15.9%	-10.2%
Queens	Asian/Nat Amer	Black	Hispanic	White	Total
2001	69110	75208	96683	45031	286032
2008	76022	64099	100696	38989	279806
Change No.	4872	-10340	2336	-5862	-8994
Change %	7.0%	-13.7%	2.4%	-13.0%	-3.1%
Richmond	Asian/Nat Amer	Black	Hispanic	White	Total
2001	4448	9967	10653	37037	62105
2008	5220	9368	13918	33403	61909
Change No.	620	-466	2753	-3610	-703
Change %	13.9%	-4.7%	25.8%	-9.7 %	-1.1%
New York City	Asian/Nat Amer	Black	Hispanic	White	Total
2001	137702	377772	416215	167143	1098832
2008	152874	317955	409125	149505	1029459
Change No.	11640	-50831	-6437	-17899	-63527
Change %	8.5%	-13.5%	-1.5%	-10.7%	-5.8%

Acknowledgements

Persons in the schools who provided helpful data of various kinds on the pupils include Anna Agoropoulos, Daniel Grant, and Joseph Meglino, Division of Instructional and Information Technology, and Jeannie Baik, Office of Student Enrollment, Planning and Operations.

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

II. THE ENROLLMENT PROJECTIONS: PRE-KINDERGARTEN TO II. 8TH GRADE PLUS ELEMENTARY/MIDDLE SPECIAL EDUCATION

The Overall Numbers

The figures presented in this chapter are for pre-kindergarten to 8th grade pupils who are enrolled in a school in one of the city's 32 Community School Districts. They may be attending classes in an elementary school, a middle school or (in fewer than 100 cases) a high school.

The figures also include regional special education pupils whose classes are located in elementary or middle schools in these districts, but not in high schools or in citywide special education programs. No grade-equivalence data are available from the registers for these pupils, but most probably were of ages similar to the pupils in general education classes in the same schools.

Altogether the official October 2008 register showed a total of 688,956. This was a smaller number than in the October 2007 register by 2,186 pupils. But the losses had been substantially greater for previous years. The October 2007 rolls were down by 5,008, the October 2006 rolls were lower by 13,753, the 2005 by 20,963, and the 2004 by 18,257. That was a total decline of 60,167 since 2003 – 8%.

Despite the overall decline in 2008, there were gains in three grades – pre-kindergarten, kindergarten, and 3rd. These gains totaled 1,856. The increases in these early grades suggest that enrollments at higher levels will begin to rise again, as they had in the 1980s and 1990s. When a reversal in direction is in the making for enrollments generally, the earliest signs typically appear first in the lower grades, even while the higher grades and the total enrollment are continuing to move in the opposite direction.

Enrollments in the combined pre-kindergarten through 8th grade/special education rolls are projected to decline still further, but only over the next two years. The October 2009 registers are projected to show a combined loss of 6,830 pupils. In 2010, the enrollments will decline by less than half as much, 3,235. Thereafter, gains will begin and will continue at an accelerating pace. By 2018, the number of pupils is projected to have increased by 58,294, or 8.5%.

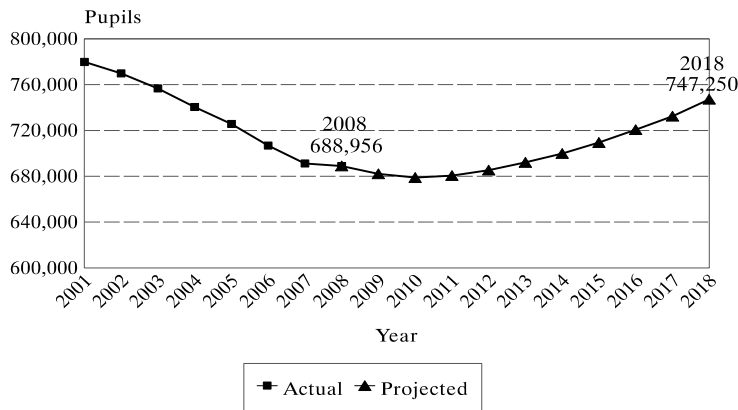
Table 7 on the following page summarizes the five and ten year projected changes in pre-k to 8th grade plus special education enrollments in the elementary and middle schools from 2008 through 2018. Figure 5 that follows it shows the yearly trend from 2001 to 2008 and the projected enrollments from 2009 through 2018.

Table 7
Enrollment Projections for Pre-Kindergarten through 8th Grade
Plus Regional Special Education
2008 (Actual) and 2013 and 2018 (Projected)

2008	688,956
2013	692,156
2018	747,250
Change 2008-2013	
Number	3,201
Percent	0.5%
Change 2013-2018	
Number	55,098
Percent	8.0%
Change 2008-2018	
Number	58,294
Percent	8.5%

Figure 5

Recent Enrollments and Projections - 2001 to 2018
Pre-Kindergarten through 8th Grade
Plus Regional Special Education



Enrollments 2000-2008 - New York City Department of Education
 Projections 2009-2018 - The Grier Partnership

Enrollment Changes in the Boroughs

Although the numbers and rates of change will be different, prospective enrollments in these grades in each of the city’s five boroughs are projected to follow the same general pattern as the city as whole – losses during the initial years, but with a change in direction before the 10 years are over. For two of the boroughs, Queens and Richmond, the reversals will bring the 2009 enrollments above their level in 2008. In each, the rolls will continue to rise thereafter, except in 2010 when Queens’ rolls will drop by 83 pupils. By 2018 Queens will have gained 30,534 pupils, while the much smaller Richmond will add 5,494. These are the only boroughs where 2018 rolls will exceed those in 2001 when losses were occurring in most of the system.

For the other three, the reversal will not come until 2012. In Manhattan, the enrollment will not rise above the 2008 level until 2018, and then only by ten pupils. In the Bronx, it will not exceed the level of 2008 until 2014, and then by 179. In Brooklyn, the number will rise above the 2008 level in 2015, when it will be higher by 368.

The five charts in Figure 6 below show the actual and projected enrollments for each borough from 2001 through 2018. Table 8 on the following page shows the enrollment change in numerical and percentage terms now expected in each borough over the next five and ten years.

Figure 6
Recent Enrollments and Projections by Borough
Pre-Kindergarten Through 8th Grade Plus Special Education

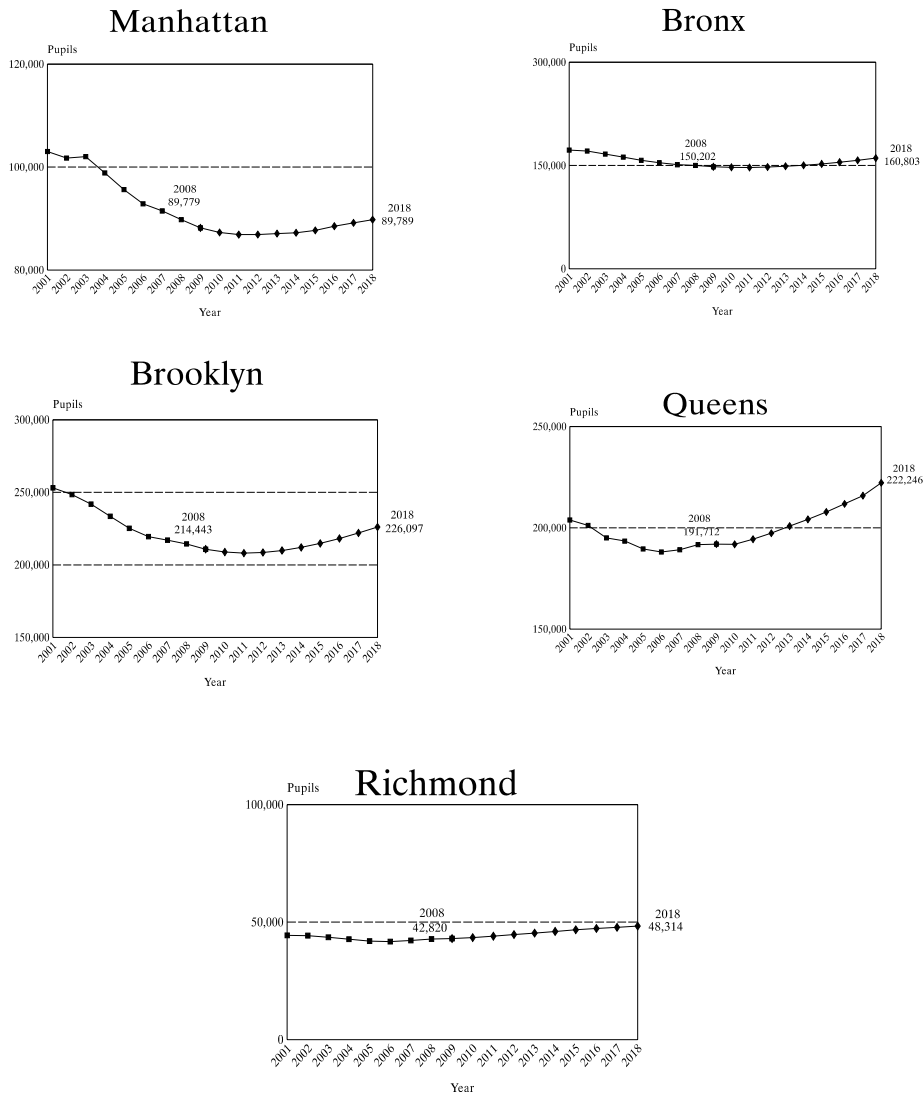


Table 8
Enrollment Projections for Pre-Kindergarten through 8th Grade
Plus Regional Special Education by Borough
2008 (Actual) and 2013 and 2018 (Projected)

Manhattan

2008	89,779
2013	87,089
2018	89,789

	<u>Number</u>	<u>Percent</u>
Change 2008-2013	-2,690	-3.0%
Change 2013-2018	2,700	3.1%
Change 2008-2018	10	0.0%

Bronx

2008	150,202
2013	148,933
2018	160,803

	<u>Number</u>	<u>Percent</u>
Change 2008-2013	-1,269	-0.8%
Change 2013-2018	11,870	8.0%
Change 2008-2018	10,601	7.1%

Brooklyn

2008	214,443
2013	209,898
2018	226,097

	<u>Number</u>	<u>Percent</u>
Change 2008-2013	-4,545	-2.1%
Change 2013-2018	16,199	7.7%
Change 2008-2018	11,654	5.4%

Queens

2008	191,712
2013	200,899
2018	222,246

	<u>Number</u>	<u>Percent</u>
Change 2008-2013	9,187	4.8%
Change 2013-2018	21,347	10.6%
Change 2008-2018	30,534	15.9%

Richmond

2008	42,820
2013	45,337
2018	48,314

	<u>Number</u>	<u>Percent</u>
Change 2008-2013	2,517	5.9%
Change 2013-2018	2,977	6.6%
Change 2008-2018	5,494	12.8%

Enrollment Changes at the Grade Level

Between 2001 and 2006, the combined number of pupils declined in all but one of the 10 grades from Pre-k to 8th. The exception was pre-kindergarten. Universal Pre-K, whose objective was to offer every child in New York City the opportunity to enroll in a program that could improve their preparation for kindergarten and first grade, had just recently been introduced and grew substantially in 2001 and 2002. Its enrollment declined from 2002 to 2003, but still surpassed the 2001 number, and grew once more in 2004. It dropped by 534 in 2005, and then increased sharply to reach 47,775 in 2006. By 2006, its rolls were higher than in 2001 by 2,806 pupils.

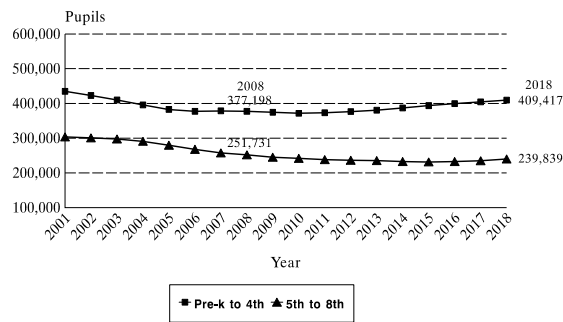
Pre-kindergarten enrollment rose again in 2007 -- and by a much larger amount, whether compared to the five-year change from 2001 to 2006 or to the one-year jump from 2005 to 2006. The October 2007 register found a total of 53,361 enrolled in the school system's pre-k classes. This was an astounding gain of 5,586 pupils -- almost twice that of the previous year. There were modest increases in kindergarten and 2nd grade as well in 2007 -- 140 and 420 pupils respectively. Enrollments in all other general education grades continued to fall. In 2008, Pre-K enrollments rose again -- but by a much smaller amount, 677 pupils, to reach a total of 54,038. At this point, the projections call for further increases at some point in the coming decade, but not in all boroughs and not immediately.

The combined grades Pre-K to 4 and 5 to 8 have been falling in all boroughs, and in New York City as a whole. For the city as a whole, Pre-K to 4 are now projected to turn positive in 2011 and to exceed the 2008 figure in 2013. Graded as a group, 5 to 8 will not pass the 2008 figure in any of the next ten years. They will, however, turn up in 2016 and continue to rise in the succeeding two years.

In Manhattan, neither Pre-K to 4 nor 5 to 8 will exceed the 2008 numbers. In the Bronx, Pre-K to 4 will turn positive in 2013, but 5 to 8 will not. In Brooklyn, Pre-K to 4 will turn positive in 2013, but 5 to 8 will not. In Queens, however, Pre-K to 4 will turn positive in 2011 and 5 to 8 will do so in 2012. In Richmond, turnabouts will come even sooner -- for Pre-K to 4 in 2010, and for 5 to 8 in 2012.

Figure 7 on the next page shows the 2001 to 2018 trends for both Pre-K to 4th and 5th to 8th for the city as a whole. Table 9 that follows it shows the same data in tabular format.

**Figure 7
Recent Enrollments and Projections
by Grade Level - 2001 to 2018**



Enrollments 2001-2008 - New York City Department of Education
Projections 2009-2018- The Grier Partnership

**Table 9
Projected Changes in Enrollments
by Pre-K to 4th and 5th to 8th
2008 (Actual) and 2013 and 2018 (Projected)**

	Pre-K to 4th	5 th to 8 th
2008	377,198	251,731
2013	380,478	235,235
2018	409,417	239,839
Change 2008 to 2013		
Number	3,280	-16,496
Percent	0.9%	-6.6%
Change 2013 to 2018		
Number	28,939	4,604
Percent	7.6%	2.0%
Change 2008 to 2018		
Number	32,219	-11,892
Percent	8.5%	-4.7%

Grade Level Changes Among the Boroughs

Pre-Kindergarten to 4th Grade Changes – Manhattan is projected to have an immediate drop in its Pre-K through 4th grade enrollments, which have been declining in every year from 2003 to 2008. In 2012, however, there will be a gain of 192 pupils, which will be followed for two years by small changes of –30 and +14. However, 2015 will see a further increase of 176, which will be followed through 2018 by small changes to the upside. By 2018 the rolls in these grades will have declined by 628 pupils, a loss of a little bit over one percent in a decade.

Bronx is projected to see little change for the first five years, with only 13 more Pre-K to 4 pupils in 2013 than in 2008, but then steady increases thereafter. By 2018 it will have gained 6,142 pupils over the 2008 number. Brooklyn can expect a different picture, with fairly sharp losses totaling 2,152 in the first two years, but thereafter a reversal to steady and substantial increases. By 2018 it is projected to have gained 10,693 pupils over the 2008 total.

Queens is projected to see its 2008 Pre-K to 4 enrollment of 106,747 change relatively little until 2012, when it will be 108,109. But from that point to 2018, it is projected to gain 13,659 pupils to reach 121,768.

Richmond, the smallest of the boroughs by far with a 2008 PreK-4 enrollment of 23,508, is now projected to gain pupils every year through 2018 but one (2009). In that year it will have 24,499, an increase of 991 since 2008.

Grades 5 to 8 Changes

Manhattan, with grades 5 to 8 totaling 32,729 in 2008, is projected to continue to decline in every year through 2015, when these grades will be down by 4,423 pupils to 28,306 or 13.5%. Between that year and 2018, the borough will regain 455 of them to reach 28,761 – reducing the decline by 3,968 or 12.1% for the decade.

Grades 5 to 8 enrollments in the Bronx and Brooklyn are projected to decline somewhat less in percentage terms, - 7.8% and -10.2% respectively. Because they enroll substantially more pupils than Manhattan, their numerical losses will be larger also. Although 5 to 8 enrollments are projected to turn up in both boroughs between 2016 and 2018, the Bronx's rolls will be down from the 2008 level by 4,192 pupils and Brooklyn's by 8,055.

Queens' 5 to 8 enrollments, which are 71,064 in 2008, are projected to fall by 904 between 2008 and 2009. Thereafter they will be up until 2013, after which they will vary within a fairly narrow range until 2018 when they will have risen by 3,639 since 2008 to reach 74,703.

Richmond's 5 to 8 rolls will vary narrowly in the early projection years from 2008 to 2012, when they will be 15,214, just 12 pupils above the 2008 level. But they are now projected to rise fairly slowly but steadily thereafter, until 2018 when they will be 683 higher than in 2008.

Differences among Community School Districts

Table 10 on the next page shows the enrollments for each district in 2008, 2013, and 2018 and changes in both numerical and percentage terms. Tables 11 and 12 on the pages that follow rank the districts from largest loss to largest gain from 2008 to 2013 and from 2008 to 2018.

Table 10
Enrollment Projections by Community School District for Pre- Kindergarten
Through 8th Grade Plus Regional Special Education
2008 (Actual) and 2013 and 2018 (Projected)

<u>District</u>	<u>2008</u>	<u>2013</u>	<u>2018</u>	<u>Change No. 2008-13</u>	<u>Change No. 2013-18</u>	<u>Change No. 2008-18</u>	<u>Change % 2008-13</u>	<u>Change % 2013-18</u>	<u>Change % 2008-18</u>
1	9486	10203	11509	717	1305	2023	7.6%	12.8%	21.3%
2	23014	25146	27988	2132	2842	4974	9.3%	11.3%	21.6%
3	13798	14034	14464	236	430	666	1.7%	3.1%	4.8%
4	11333	10247	9835	-1086	-412	-1498	-9.6%	-4.0%	-13.2%
5	10530	9747	9986	-783	239	-544	-7.4%	2.4%	-5.2%
6	21618	17711	16006	-3907	-1705	-5612	-18.1%	-9.6%	-26.0%
Manhattan	89779	87089	89789	-2690	2700	10	-3.0%	3.1%	0.0%
7	13630	14170	16867	540	2697	3237	4.0%	19.0%	23.7%
8	22003	21575	23778	-428	2203	1775	-1.9%	10.2%	8.1%
9	27754	26472	27354	-1282	883	-400	-4.6%	3.3%	-1.4%
10	39500	38225	40207	-1275	1981	707	-3.2%	5.2%	1.8%
11	29610	31006	33881	1396	2874	4271	4.7%	9.3%	14.4%
12	17705	17484	18716	-221	1232	1011	-1.2%	7.0%	5.7%
Bronx	150202	148933	160803	-1269	11870	10601	-0.8%	8.0%	7.1%
13	11047	9584	8898	-1463	-686	-2149	-13.2%	-7.2%	-19.5%
14	14035	12454	11545	-1581	-909	-2490	-11.3%	-7.3%	-17.7%
15	21892	24253	29534	2361	5281	7642	10.8%	21.8%	34.9%
16	8288	7431	7629	-857	198	-659	-10.3%	2.7%	-7.9%
17	19471	17433	16772	-2038	-661	-2699	-10.5%	-3.8%	-13.9%
18	14845	13286	13681	-1559	395	-1164	-10.5%	3.0%	-7.8%
19	20610	20084	21247	-526	1163	637	-2.6%	5.8%	3.1%
20	30840	35522	45590	4682	10068	14750	15.2%	28.3%	47.8%
21	21903	21027	21959	-876	932	56	-4.0%	4.4%	0.3%
22	27068	27172	27843	104	671	775	0.4%	2.5%	2.9%
23	10760	9273	8598	-1487	-675	-2162	-13.8%	-7.3%	-20.1%
32	13684	12379	12802	-1305	423	-882	-9.5%	3.4%	-6.4%
Brooklyn	214443	209898	226097	-4545	16199	11654	-2.1%	7.7%	5.4%
24	39292	42746	45713	3454	2967	6421	8.8%	6.9%	16.3%
25	22884	25995	32426	3111	6431	9542	13.6%	24.7%	41.7%
26	16648	17270	20259	622	2989	3611	3.7%	17.3%	21.7%
27	34738	36441	40139	1703	3698	5401	4.9%	10.1%	15.5%
28	23601	24438	27912	837	3474	4311	3.5%	14.2%	18.3%
29	24865	24765	25198	-100	433	333	-0.4%	1.7%	1.3%
30	29684	29244	30599	-440	1355	915	-1.5%	4.6%	3.1%
Queens	191712	200899	222246	9187	21347	30534	4.8%	10.6%	15.9%
31	42820	45337	48314	2517	2977	5494	5.9%	6.6%	12.8%
Richmond	42820	45337	48314	2517	2977	5494	5.9%	6.6%	12.8%
N.Y. City	688956	692157	747250	3201	55093	58294	0.5%	8.0%	8.5%

These figures demonstrate that individual districts do not always follow the lead of the boroughs in which they are located. For example, the roll in Manhattan is projected to drop overall between 2008 and 2013, yet three of its six districts will register increases. The borough rolls as a whole will reverse direction during the succeeding five years, but two of the districts that had gained earlier will have much larger increases in the second five. In two districts, the enrollments will fall both short-term and long-term.

As the figures in Table 10 indicate, enrollments in Pre-K to 8th are projected to decline in 18 of the city's 32 Community School Districts from 2008 to 2013. They will include three Districts in Manhattan -- 4, 5 and 6; four in the Bronx -- 8,9,10 and 12; nine in Brooklyn -- 13, 14, 16, 17, 18, 19, 21, 23 and 32; and two Districts in Queens, 29 and 30. Between 2013 and 2018, however, the number of Districts in the negative is projected to be sharply reduced to only six. There will be two in Manhattan (4 and 6), and four in Brooklyn (13, 14, 17 and 23).

Table 11
Summary of Percentage Gains and Losses
Community School Districts, 2008-2013
Ranked from Highest Percent Loss to Highest Percent Gain

Loss of 15% or More	
6	-18.1%
Loss of 10% to 14.9%	
23	-13.8%
13	-13.2%
14	-11.3%
17	-10.5%
18	-10.5%
16	-10.3%
Loss of 5% to 9.9%	
4	-9.6%
32	-9.5%
5	-7.4%
Loss of under 5%	
9	-4.6%
21	-4.0%
10	-3.2%
19	-2.6%
8	-1.9%
30	-1.5%
12	-1.2%
29	-0.4%
Gain of Under 5%	
22	+0.4%
3	+1.7%
28	+3.5%
26	+3.7%
7	+4.0%
11	+4.7%
27	+4.9%

(continued next page)

Gain of 5% or more	
31	+5.9%
1	+7.6%
24	+8.8%
2	+9.3%
15	+10.8%
25	+13.6%
20	+15.2%

Table 12
Summary of Percentage Gains and Losses
Community School Districts, 2008-2018
Ranked from Highest Percent Loss to Highest Percent Gain

Loss of 20% or more	
6	-26.0%
23	-20.1%
Loss of 10% to 19.9%	
13	-19.5%
14	-17.7%
17	-13.9%
4	-13.2%
Loss of 5% to 9.9%	
16	-7.9%
18	-7.8%
32	-6.4%
5	-5.2%
Loss of under 5%	
9	-1.4%
Gain of under 10%	
21	+0.3%
29	+1.3%
10	+1.8%
22	+2.9%
19	+3.1%
30	+3.1%
3	+4.8%
12	+5.7%
8	+8.1%
Gain of 10% or more	
31	+12.8%
11	+14.4%
27	+15.5%
24	+16.3%
28	+18.3%
1	+21.3%
2	+21.6%
26	+21.7%
7	+23.7%
15	+34.9%
25	+41.7%
20	+47.8%

Ethnic Differences in Future Enrollments

Some of the gains and losses in the boroughs and districts can be attributed to changes in their ethnic mix. Among the four major ethnic groups in New York City's public school population, only one is projected to have fewer pupils in 2018 than 10 years earlier. That will be Black non-Hispanics. The number of pupils of Asian/other, Hispanic, and white non-Hispanic origins will all be higher in both 2013 and 2018

The sole exception, pupils of Black non-Hispanic origin, will decline fairly sharply between 2008 and 2013. By 2013 there will be 20,031 fewer Black non-Hispanic pupils in the combined pre-kindergarten through 8th grade classes plus special education -- a loss of -10.0%. During the following five years, the decline in Black pupils will be an almost negligible 490 or -0.3%. They will remain the second largest groups of the four.

White non-Hispanics are now the second smallest ethnic group. They will, however, be the second-fastest growing group in percentage terms, and third-fastest numerically. They are projected to increase in number by 5,890 or 5.5% between 2008 and 2013, and by a larger 9,662 or 8.5% from 2013 to 2018.

Running counter to the other groups in recent years has been Asians/Others -- principally pupils of Asian origin, but including a small number of pupils of other origins, about 3%, most of whom classify themselves as Native Americans. Along with Hispanics, they were a major component of the explosion in immigration during the 1980s and 1990s. They are now the fastest-growing group in both numerical and percentage terms

Asian/Other enrollments are projected to grow by almost 15,000 over the next five years -- and an even larger number, more than 26,000, during the following five. They will add an average of more than 4,100 pupils to the rolls every year for the next ten. In all but two years, their gains will top 3,000. In 2011, they will pass white non-Hispanic pupils as the third largest racial/ethnic group in pre-k through 8th plus elementary/middle special education classes. By 2018, there will be 145,647 Asian/Other pupils in these grades in the community school districts, a 10-year increase of 41,097 or 39.3%.

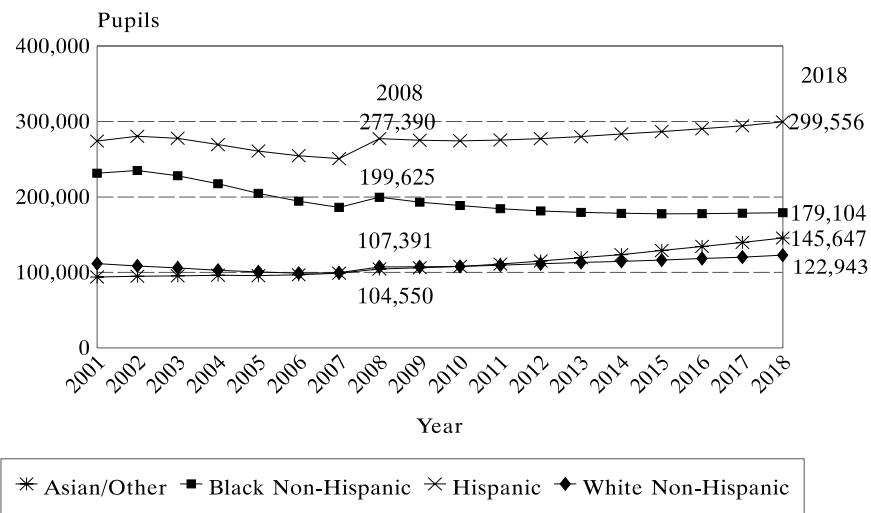
Table 13 on the following page shows the projected change in enrollments of each of the four major groups. Figure 8 that follows it shows graphically the citywide actual and projected trends in enrollments for each group.

Table 13
Projected Changes in Enrollments by Race/Ethnicity
Pre-K through 8th Grade plus Special Education
2008(Actual) and 2013 and 2018 (Projected)

	Asian/Other	Black	Hispanic	White
2008	104,550	199,625	277,390	107,391
2013	119,256	179,594	280,025	113,281
2018	145,647	179,104	299,556	122,943
Change 2008-2013				
Number	14,706	-20,031	2,635	5,890
Percent	14.1%	-10.0%	0.9%	5.5%
Change 2013-2018				
Number	26,391	-490	19,531	9,662
Percent	22.1%	-0.3%	7.0%	8.5%
Change 2008-2018				
Number	41,097	-20,521	22,166	15,552
Percent	39.3%	-10.3%	8.0%	14.5%

Figure 8

Recent Enrollments and Projections by Ethnic Group
Pre-K through 8th Grade Plus Regional Special Education

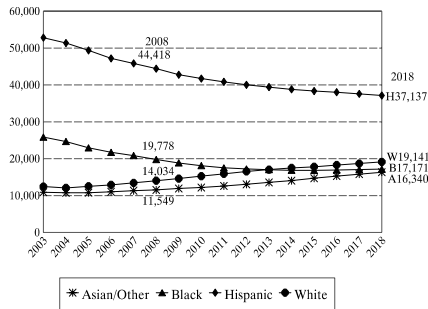


Enrollments 2000–2008 – New York City Department of Education
 Projections 2009–2018 – The Grier Partnership

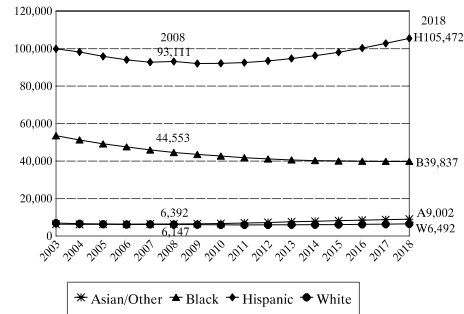
Ethnic Changes in the Boroughs

The citywide figures mask some differences in ethnic enrollment trends at the borough level. This year, as in the recent past, Asian/Other students are projected to increase their numbers in every one of the five boroughs. Blacks' citywide trend of declining enrollments is projected once more not to be followed in one borough, Richmond. While Hispanics will once more increase their enrollments in the city as a whole, they will again decline in Manhattan and Brooklyn. White Non-Hispanics will increase in all boroughs except Richmond, where their numbers will drop by about 6.4%.

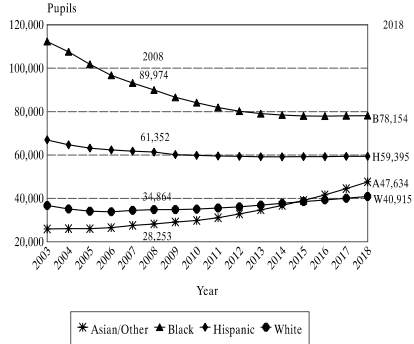
Manhattan



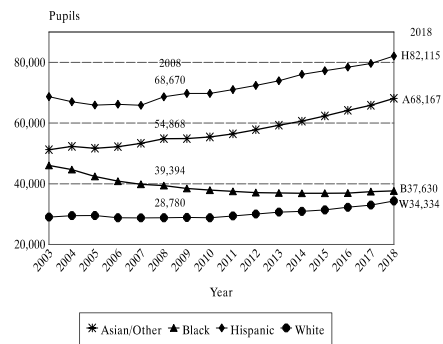
Bronx



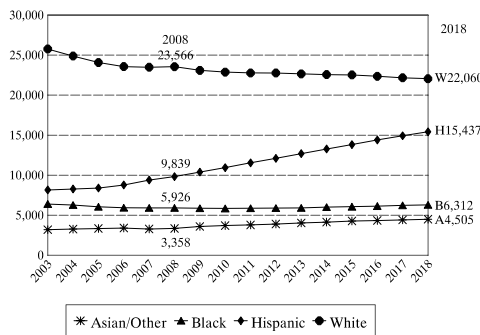
Brooklyn



Queens



Richmond



Although Hispanic pupils are projected to decline in Manhattan throughout the next 10 years, they will remain the largest group enrolled in that borough's schools—nearly twice as numerous as the second-place white non-Hispanics. Hispanics' numbers are also projected to drop in 2009 in the Bronx, but thereafter to reverse to slow and then to accelerating growth that will add over 12,000 more pupils to the borough's rolls since 2008. In Brooklyn they will first decline slightly from a bit over 61,000 to somewhat over 59,000, but then be virtually unchanged through 2018. In both Queens and Richmond they will increase substantially – by over 13,000 in Queens and by nearly 5,600 in Richmond.

Enrollments of both White non-Hispanics and Asian/Others in Manhattan have been increasing, and will continue to do so each year through 2018. By 2018 Whites will have added over 5,100 pupils and Asians nearly 4,800. By 2013, whites will have moved past Black non-Hispanics to be the second largest racial/ethnic group in Manhattan. The smallest group, Asian/Other pupils, will add to their numbers every year. By 2013, they will be nearly one Manhattan resident in six.

Both White Non-Hispanics and Asian/Others are also projected to register enrollment gains in Brooklyn over the next 10 years. Whites will gain over 6,000 and Asian/Others over 19,000. Both groups are also projected to gain pupils in In the Bronx, Whites a bit over 300 and Asian/Others about 2,600. The projections for Queens are highly positive – for White Non-Hispanics about 5,500 and for Asian/Others 13,300.

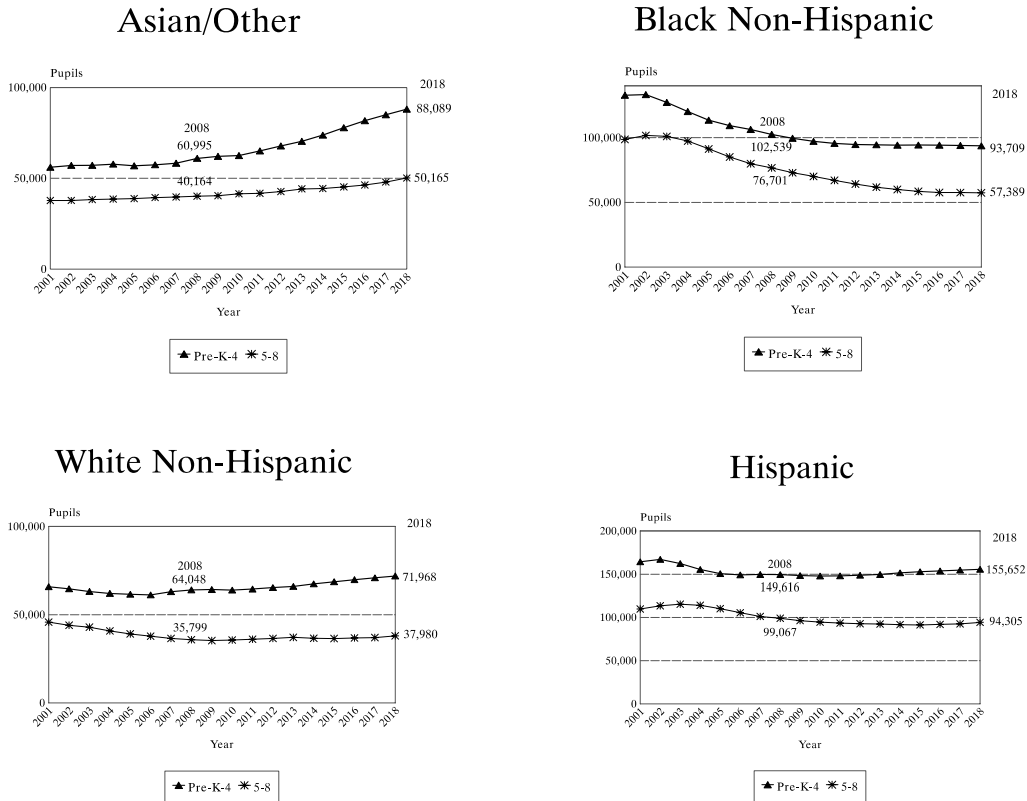
White non-Hispanic pupils, who still comprise a majority of pupils in Richmond, will lose this position by 2013 when their enrollments drop to a shade below 50% of the total. This will be the result of continued losses in their rolls, coupled with increases among both Hispanics and Asian/Others, as well as small increases among Blacks in most years. By 2018 the number of Hispanics will have grown nearly 5,600, a gain of 56.8%. In that year nearly one in three pupils (32%) in pre-k through 8th grade plus elementary/middle special education in Richmond will be Hispanic. Growth in Asian/Other enrollments during the 10 years will be continuous, but far more modest. By 2018 their rolls will have increased by 1,147 or 34.1%.

Changes at Grade Levels for Ethnic Groups

The four charts on the next page, Figure 9, show how trends in pre-K to 4th and 5th through 8th grades differ among the four racial/ethnic groups. They indicate not only how the recent trends for each group have affected current enrollments, but also how they are projected to influence future trends. The charts show recent and projected enrollments in the 32 community school districts for each of the major racial/ethnic groups in grade levels pre-kindergarten through 4th and 5th through 8th.

Asian/Other pupils show by far the greatest projected increase in the Pre-K to 4th grade enrollments. The upward movement from 60,995 in 2008 to 88,089 in 2018 will amount to 27,094 additional Asian pupils, a 44.4% increase in ten years. Enrollments in grades 5 through 8 are projected to grow by 10,001 – a much smaller numerical increase, but still 24.9%.

Figure 9
Recent Enrollments and Projections by Ethnicity and Grade Level
Community School Districts, 2001 to 2018



Black Non-Hispanic Pre-K to 4th enrollments will decrease in the same period from 102,539 to 93,709, or by 8,830 or 8.6%. Enrollments in grades 5 to 8 will also decrease, dropping from 76,701 to 57,389 or by 19,312 pupils, 25.2%.

White non-Hispanic enrollments in Pre-K through 4th will increase, but by less than Asian/Others – from 64,048 to 71,968 or 7,920, 12.4%. Grades 5 to 8 will increase from 35,799 to 37,980, or by 2,181 pupils or 6.1%.

Hispanic enrollments, the largest of any, will change least of all. Pre-K through 4th will increase from 149,616 to 155,652 or by 6,036, 4.0%. Grades 5 to 8 will decline from 99,067 to 94,305, a loss of 4,762 or 4.8%.

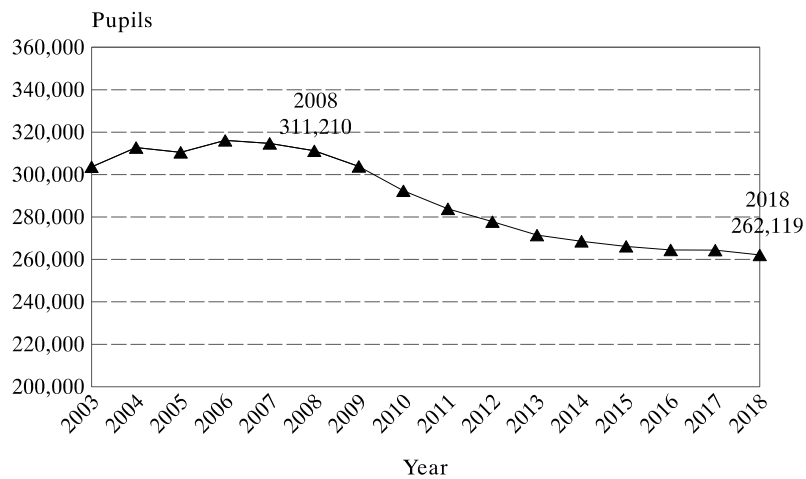
III. THE ENROLLMENT PROJECTIONS: GRADES 9 THROUGH 12 PLUS SPECIAL EDUCATION AND GED IN HIGH SCHOOLS

The Overall Numbers

The numbers presented in this chapter are for all pupils enrolled in grades 9 through 12 in the 32 community school districts, regardless of the level of the school they are attending, and for pupils enrolled in regional special education and GED classes in the 32 districts' high schools. When the official rolls were counted in October 2008, they numbered 311,210. This was a decrease of 3,492 pupils, or 1.1%, from 2007, and was more than twice the decline of 1,429 (0.5%) from the count one year earlier.

Since 2003 enrollments in these classes are up by 7,553 pupils. However, the year-to-year changes have been erratic, as Figure 10 shows, in some years increasing and in some years falling back. An increase of 9,105 in 2004 was followed by a drop of 2,664 in 2005. The trend reversed once more in 2006, increasing by 5,633 to reach 316,131. However, part of this gain was lost again in 2007, with enrollments dropping to 314,702. The further decline in 2008 brought the rolls to 311,210, 4,921 or 1.6 percentage points below the high reached two years early. The overall net increase from 2003 to 2008 comes to an average of 1,511 per year.

Figure 10
2003-2008 Enrollments and Projections, 2009 to 2018, 9th to 12th Grade Plus Regional Special Education and GED in High Schools



Enrollments 2003-2008 - New York City Department of Education
Projections 2009-2018 - The Grier Partnership

General education pupils in 9th to 12th grade numbered 282,668 in October 2008, a drop of 4,306 (1.5%) from the previous year. While more than nine out of 10 were enrolled in high schools, some were attending classes in middle schools.

Those in elementary schools numbered 969 in October 2008, or 0.3% of all 9th to 12th graders in the 32 community school districts. A much larger 22,591 (8.0%) were assigned to middle schools. In some cases, these latter placements were the result of past “recapping” to alleviate crowding in high schools whose numbers were then increasing. In other cases, they resulted from changes in organizational structure in an effort to improve educational outcomes for at-risk pupils.

Following on the earlier growth in the lower grades, the number of pupils in these grades continued to rise through 2005. However, 9th grade enrollments started to fall in that year, and 10th grade one year later. By 2007 and again in 2008, the rolls in 11th and 12th grade still continued upward, gaining a combined total of 3,373 pupils in the most recent year over the year before.

Regional special education enrollments have also continued to rise in the city’s high schools in every year from 2003 through 2008, growing from 17,934 to 21,665, a total of 3,731 additional pupils, for an average increase of 746 per year. The number of GED pupils in the high schools of the community school districts moved up and down between 2003 and 2008. By the latter year, the number of those between the ages of 16 and 20 had increased to 6,770. The number of adults aged 21 and older numbered only 107. It should be noted that these figures do not include the much larger number of GED pupils enrolled in alternative high schools or in other community facilities.

Table 14 that follows shows the enrollments in 2008 plus the short-range forecasts (to 2013) and longer-range (to 2018), as well as the numerical and percentage changes that can be expected during the next 10 years.

Table 14
Recent Enrollments and Projections, 2008, 2013, and 2018
All Pupils in 9th through 12th Grade, Districts 1 to 32
Plus Regional Special Education and GED in High Schools

2008	311,210
2013	271,466
2018	262,119
Change 2008-2013	
Number	-39,744
Percent	-12.8%
Change 2013-2018	
Number	-9,347
Percent	-3.4%
Change 2008-2018	
Number	-49,091
Percent	-15.8%

Enrollments in 9th to 12th grades plus special education and GED high school classes in the community school districts are projected to continue to decline over the next ten years, again following the lead of the younger pupils in recent years. When the October 2009 register is released it is projected to show a decline of 7,357 pupils, a drop of -2.4%. The loss in 2010 will be even larger - 11,476 pupils, or -3.8%. Thereafter, while enrollments continue to drop, the size of the losses will be smaller each year. By 2017, they will number a mere 106 pupils. In 2018, however, they will grow much more, with more than 2,000 fewer pupils in these grades than the year before.

Projections for the Boroughs

Every one of the city's five boroughs is now projected to have fewer pupils by 2013 than in 2008 in grades 9 through 12, plus regional special education and GED classes in high schools. While the rate of decline in each borough is projected to begin to slow by 2011, only two boroughs will reverse to the upside between 2013 and 2018, and only one will have more pupils on its roll in the latter year than in 2008.

Queens and Richmond are projected to have increases of 1,056 and 1,177 respectively during the second five years of the current projection period. Enrollments in Queens had declined in three of the past five years, including 2008. They will continue to fall over the next fall, but will finally turn up in 2014. Despite the reversal, Queens' losses during the first five years will be too large and the later gains too small to produce a net increase in enrollments over the entire 10 years. By 2018, there will still be more than 4,100 fewer pupils than were enrolled in 2008.

The rolls in Richmond, which had also dropped in 2008, will take an additional year to reverse direction. Despite starting to rise one year later than Queens, Richmond's enrollments will increase more rapidly and be nearly 500 higher in 2018 than 10 years earlier. This will be the net result of a loss of only 700 pupils in the first five years and a gain of 1,177 in the second five.

Enrollments in Manhattan and Brooklyn had both begun to turn negative in 2005. They continued downward in Brooklyn every year without exception through 2008. While they rose again in 2006 in Manhattan, this was due largely to a substantial gain in the number of GED pupils assigned to one of its community school districts in that year. There were also more pupils in 10th and 11th grade that year as well as in special education classes. Manhattan's rolls dropped again in 2007, but reversed once more to the upside in 2008 with an additional 52 pupils. Neither borough can expect to see an increase again, however, through the next 10 years.

Over the entire four years from 2005 to 2008 Brooklyn lost a total of 4,410 pupils. The largest yearly decline occurred in 2008 when the October register showed

2,246 fewer pupils on the rolls than in 2007 – a bit over half (50.9%) of the total decline since 2005. Losses in 2009 will be even higher (2,430) and higher still in 2010 (3,619). Thereafter, the decline will begin to moderate, but will still be in the thousands each year until 2017 when they fall below one thousand for the first time since 2007. By 2018 Brooklyn will have lost more than one in five pupils in the combined 9th through 12th grade plus high school special education and GED classes. More than two-thirds of the losses will be experienced over the next five years.

Manhattan's enrollments are now projected to reverse once more with a loss of 2,065 pupils in 2009. Like Brooklyn, the rolls will fall even further in 2010 with a drop of an additional 3,466 pupils shown in that year's October register. While decline will continue in succeeding years, the size of the losses will generally be smaller in most years. By 2018 they are projected to be a mere 73. Despite the moderating decline of the later years, Manhattan will have lost nearly one in four pupils over the 10-year period.

The Bronx held off decline in its enrollments until 2008 when the numbers fell for the first time in the current decade by 1,014 pupils. Losses will rise to 1,565 in 2009 and to 2,238 in 2010. Thereafter, the decline will gradually moderate, but will continue each year through 2018. In that year there will 383 fewer pupils than the year before. Over the entire 10-year period, the Bronx is expected to lose 17.3% of its pupil population, or more than one pupil in six.

Of the four boroughs that will have a smaller enrollment by 2018, the largest numerical loss will be registered by Brooklyn - 19,177. But the largest percentage decline will be felt by Manhattan – 24.1%.

Table 15 on the next page shows the expected changes in the enrollments from 2008 to 2013, from 2013 to 2018, and over the entire 10-year period. Figure 11 that follows that page shows the year-by-year changes in enrollments for each borough in graphic form: actual for 2003 to 2008, and projected for 2009 through 2018.

Table 15
 Enrollment Projections for 9th through 12 Grade by Borough
 Plus Regional Special Education and GED in High Schools
 2008(Actual) and 2013 and 2018(Projected)

Manhattan

2008	64,867
2013	52,546
2018	49,228

	<u>Number</u>	<u>Percent</u>
Change 2008-2013	-12,321	-19.0%
Change 2013-2018	-3,318	-6.3%
Change 2008-2018	-15,639	-24.1%

Bronx

2008	61,384
2013	53,316
2018	50,777

	<u>Number</u>	<u>Percent</u>
Change 2008-2013	-8,068	-13.1%
Change 2013-2018	-2,539	-4.8%
Change 2008-2018	-10,607	-17.3%

Brooklyn

2008	90,270
2013	76,815
2018	71,093

	<u>Number</u>	<u>Percent</u>
Change 2008-2013	-13,455	-14.9%
Change 2013-2018	-5,722	-7.4%
Change 2008-2018	-19,177	-21.2%

Queens

2008	77,230
2013	72,029
2018	73,085

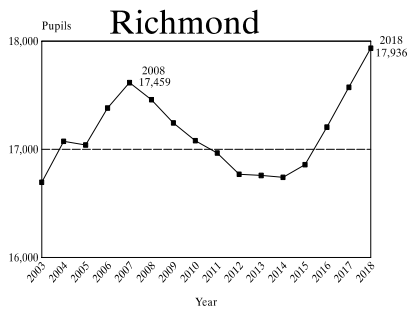
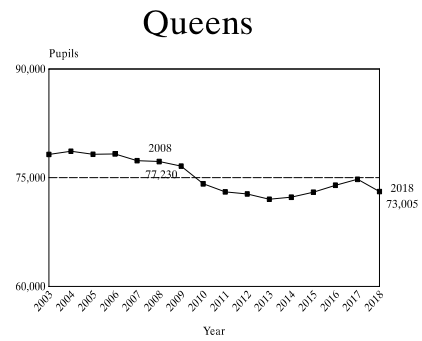
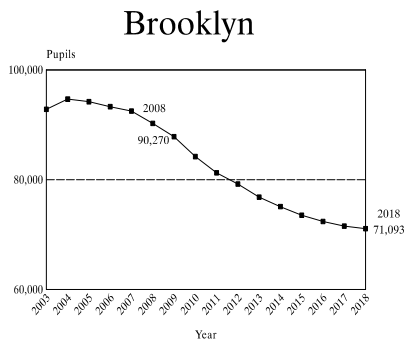
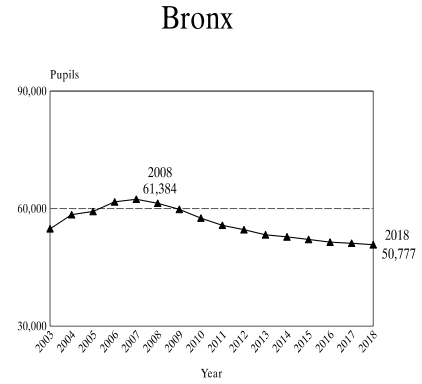
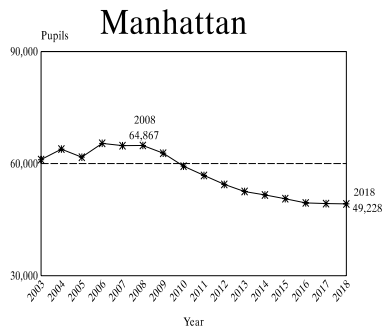
	<u>Number</u>	<u>Percent</u>
Change 2008-2013	-5,201	-6.7%
Change 2013-2018	1,055	1.5%
Change 2008-2018	- 4,145	-5.4%

Richmond

2008	17,459
2013	16,759
2018	17,936

	<u>Number</u>	<u>Percent</u>
Change 2008-2013	-700	-4.0%
Change 2013-2018	1,177	7.0%
Change 2008-2018	477	2.7%

Figure 11
Recent Enrollments and Projections, 2003 to 2018 – 9th through 12th Grade
Plus Regional Special Education and GED in High Schools
New York City Boroughs



Enrollment Trends and Projections for Individual Ethnic Groups

Changes between 2003 and 2008 – Two of the four groups that fueled most of the growth in the city’s public high schools during the 1980s and 1990s – Hispanics and Asians/Others – added to the rolls in the classes covered in this chapter in the years between 2003 and 2007. But enrollments of only one continued to rise in 2008. This group consisted of Asians plus a small number of pupils classified in an “other” category. In 2008 they added 878 pupils to the rolls, more than four times the modest gain of 215 recorded in the October 2007 register. Altogether, their numbers increased by 4,484 between 2003 and 2008. Their numbers grew in every general education grade except 10th as well in regional special education and GED classes for pupils between the ages of 16 and 20.

Hispanics, whose numbers are more than twice those *of Asian/Others, had gained 13,836 pupils in the four years through 2007. But the second smallest increase in their rolls was registered in the last year. This was only about one-fourth the size of the number added in 2006. The October 2008 register showed a drop of 1,107 Hispanic pupils, their first citywide loss in the current century. Their largest loss was in 9th grade, but there were also losses in 10th and in GED classes.

Enrollments of Black non-Hispanics had moved up and down between 2003 and 2007, but dropped decisively by 2,557 in 2008. Over the entire five years, the net decline was 2,770 pupils. The number of white non-Hispanic pupils declined in every year without exception, but with the smallest loss – 706 pupils -- occurring in 2008. The overall drop for the five years from 2003 to 2008 was 6,890,

White non-Hispanics are now the smallest of the four groups, with 38,444 pupils in 2008. Asians are second smallest with 46,449. Hispanics are the largest with 121,038 pupils or 38.9% of the total, with Black non-Hispanics second largest with 105,279 or 33.8%.

Projections between 2008 and 2018 – Three of the four groups are now projected to continue their decline in number between 2008 and 2013, with enrollments of Asian/others alone projected to increase. Their number will grow by 2,292 or 4.9%. The largest numerical loss as well as in percentage terms will be registered by Black non-Hispanics. Their losses will number in the thousands each year and will reach 23,428 by 2013, a decline of more than one-fifth (22.3%) in only five years. Hispanics are projected to decrease by -15,505 or – 12.8%. White non-Hispanics will have the smallest drop of all – only 3,103 pupils or –8.1%. In 2013, their rolls will be down by only 102 pupils from the year before, or -0.3%

For Blacks and Hispanics the forecast is for continued decline in 2013 through 2018. While continuing in the thousands for Blacks, the rate of decline among Hispanics will moderate considerably during the later years. Asians and others

will continue their rise in enrollments, with the rate nearly doubling in the later years. By 2018 they will have added 7,602 pupils to their rolls, a gain of 16.4% from 2008 to 2018. After first decreasing by a mere 102 pupils in 2013, whites will regain close to 85% of the earlier losses, by 2018. Table 16, which follows, shows the short-term and longer-range forecasts for the four groups.

For Blacks and Hispanics the forecast is for continued decline in 2013 through 2018. While continuing in the thousands for Blacks, the rate of decline among Hispanics will moderate considerably during the later years. Asians and others will continue their rise in enrollments, with the rate nearly doubling in the later years. By 2018 they will have added 7,602 pupils to their rolls, a gain of 16.4% from 2008 to 2018. After first decreasing by a mere 102 pupils in 2013, whites will regain close to 85% of the earlier losses by 2018. Table 16, which follows, shows the short-term and longer-range forecasts for the four groups.

Table 16
Enrollment Projections for 9th through 12th Grade Plus Regional
Special Education and GED in High Schools by Ethnic Group
2008 (Actual) and 2013 and 2018 (Projected)

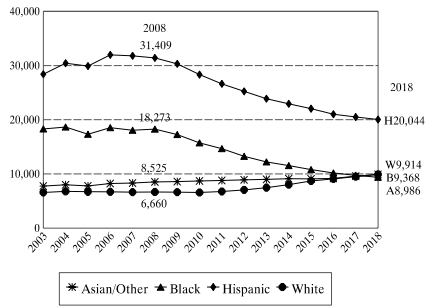
	Asian/Other	Black	Hispanic	White
2008	46,449	105,279	121,038	38,444
2013	48,741	81,851	105,533	35,341
2018	54,051	68,701	101,398	37,969
Change 2008-2013				
Number	2,292	-23,428	-15,505	-3,103
Percent	4.9%	-22.3%	-12.8%	-8.1%
Change 2013-2018				
Number	5,310	-13,149	-4,135	2,629
Percent	10.9%	-16.1%	-3.9%	7.4%
Change 2008-2018				
Number	7,602	-36,578	-19,640	-475
Percent	16.4%	-34.7%	-16.2%	-1.2%

Ethnic Projections by Borough

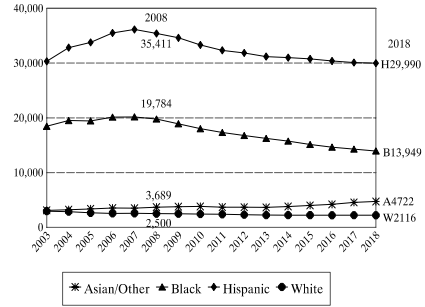
As with enrollments in the lower grades, the five boroughs will differ quite widely in the gains and losses they can expect among the four major ethnic groups in 9th to 12th grade, plus regional special education and GED classes in community school district high schools. Figure 12 on the following page shows graphically the ethnic changes expected in enrollments through 2018 for each borough as well as the actual changes that have occurred since 2003. A detailed discussion of the changes follows these charts.

Figure 12
Recent Enrollments and Projections for Ethnic Groups, 2003 Through 2018
9th thru 12th Grade, Plus Regional Special Education and GED in High Schools
New York City Boroughs

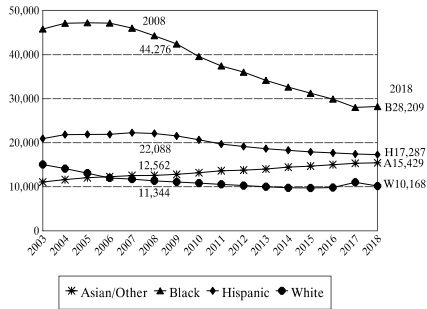
Manhattan



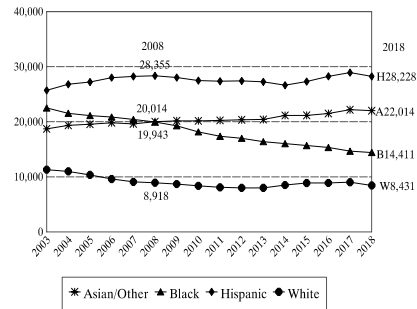
Bronx



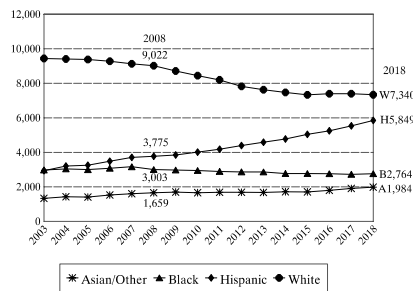
Brooklyn



Queens



Richmond



Manhattan --The two groups with the largest share of enrollments, Hispanics and Blacks, have shown quite similar trends in recent years. Both saw growing numbers in 2004, then a decline in 2005 (with Blacks' enrollments dropping below their 2003 level). The two groups then increased again in 2006, largely as a result of greater participation in GED programs. Their enrollments dropped again in 2007, but moved in opposite directions in 2008. Black rolls registered a small gain of 213 pupils, while Hispanic enrollments continued downward. Still, both groups retained their dominance in the borough's schools, with Hispanics making up 48.4% of all pupils in these grades, and Blacks 28.2%.

Though gains have been quite modest and sometimes interrupted by small losses, enrollments of both Asian/Others and White non-Hispanics are now the highest in five years. The rolls of Asian/Other pupils grew from 7,752 in 2003 to 8,525 by the October 2008 register, an increase of 773 pupils or 10%. Despite a drop in three of the past five years, the number of White non-Hispanic pupils rose from 6,587 in 2003 to 6,660 in 2008, up by 73 pupils or 1.1%.

All four groups are now projected to follow pretty much the same trends over the next 10 years. While still remaining the largest group in numbers, Hispanics' share of total Manhattan enrollments will drop to 40.7% by 2018, and they will experience losses in every year without exception. Black rolls are also expected to fall until they number the smallest number of any of the four groups –fewer than 9,400 for a loss of 48.7% since 2008. Both Asian/Other and White non-Hispanic enrollments will grow, but will still not exceed the Black rolls until 2018.

Bronx - The same two groups that have dominated Manhattan have done even more so in the Bronx, with Hispanics also being much the larger. Enrollments of Asian/Other and White non-Hispanic pupils have been much smaller, and are expected to remain so. Three of the four groups experienced losses in the October 2008 register, Asian/Others being the sole exception. Both Blacks and Hispanics can expect to see their rolls decline further throughout the current projection period, but will still maintain their dominant positions through 2018. The number of Whites non-Hispanic pupils will also decline in most years, but always by less than 100 except for the last year when the loss will rise to 105. Enrollments of Asian/Other pupils will continue to rise – albeit modestly –in both 2009 and 2010, then drop slightly for the next three years. In 2014 they will reverse direction again and grow once more every year through 2018.

Brooklyn - The positions of Hispanics and Blacks are reversed In Brooklyn, where the latter have been the predominant group for the past several years, making up 49% of total enrollments in 2008. Their numbers have been falling, however, since 2006 when they were 50.5% of the total. Further decline is now in prospect through 2018. Hispanics, whose numbers in 2008 were almost exactly half those of Blacks, registered a small loss in the October register of that year of 169 pupils, the start of what are expected to be further decline over the next 10 years. Their share of total enrollments, however, will remain virtually unchanged – 24.5% in 2008 and 24.3% 10 years later.

The other two groups on Brooklyn's rolls are much smaller in number. The number of White non-Hispanic pupils has been dropping fairly slowly while Asians' numbers have been rising somewhat – trends that are likely to continue for both, at least for awhile. White enrollments will reverse direction, with modest increases beginning in 2016 and further gains for the following two years. Asian/Other enrollments will increase every year without exception. By 2018 this group will be closing in on the Hispanic rolls with fewer than 1,900 pupils less.

Queens - While Hispanics were the largest group in Queens with 28,355 pupils on the October 2008 rolls, Asian/Others were in second place with an enrollment total of 20,014. The numbers had risen every year since 2003 for Hispanics, and every year save one for Asian/Others. Blacks were a close third on the rolls in 2008, but their numbers had moved down each year, as had those of White non-Hispanics. The latter were by far the smallest group in the borough's upper grades plus regional special education and GED classes in the high schools.

Over the next 10 years all but one of the groups will reverse direction one or more times. Enrollments of Hispanic pupils, which have grown in recent years and are now the dominant group in the borough's upper grades, will experience small losses each year from 2009 to 2011. These losses will bring their rolls below their 2006 level. In 2012, however, enrollments will show a small gain of 59 pupils, to be followed by a decline of 179 pupils in 2013 and an even larger loss of 605 pupils the following year. In 2015, Hispanic enrollments will once again reverse direction and register a gain of 664. Further increase in 2016 and 2017 and a loss in 2018 will bring the rolls to just about the same level 10 years before – 28,355 in 2008 vs 28,229 in 2018 – a difference of only 126 pupils.

Enrollments of White non-Hispanics will also reverse direction. Their rolls will continue the downward spiral of earlier years through 2012. In 2013, however, they will have a tiny increase of eight pupils, accounted for by increases in 9th and 10th grade and in special education. In 2014 the gain will be a far more robust gain 510 pupils, to be followed by further but smaller increases in the next three years. In 2018 the rolls will gain reverse direction. The net result of these gains and losses will be an enrollment that is lower than that of 2008 by 487 pupils, and White non-Hispanics will remain the smallest group in the schools of Queens.

Enrollments of Asian/Others will continue to rise in 2009, but will stall briefly the next year with a tiny loss of four pupils. Thereafter, their rolls will resume their climb upward, although the number of additional pupils will range from several hundred to fewer than 10. Despite a return to the loss column in 2018, Asian/Other pupils will have grown from 20,014 in 2008 to 22,014 10 years later – an increase of exactly 2,000.

The only group whose enrollments in Queens will fall continuously over the next 10 years are Blacks. Their enrollments fell below those of Asian/Others in 2008,

as forecast in last year's round of projections. By 2018 their numbers will be down in every grade as well as in regional special education classes.

Richmond -- In Richmond, whites have long predominated and are likely to continue to do so, although their numbers have been declining for the past several years. As of October 2008 they made up 51.7% of Richmond's pupils, down from 56.6% as recently as October 2003. That trend is projected to continue but at a rate that will likely slow in the longer run and perhaps level out some years ahead. The number of Hispanic pupils is projected to increase, growing from only 21.6% of the total in 2008 to nearly a third – 32.6% -- in 2018. Blacks and Asians, both relatively small groups, are projected to remain so.

Projections for Individual Grades

All grades from 9th through 12th in all boroughs are projected to have declining enrollments over the entire 10-year projection period. There will be brief reversals in individual boroughs and years, but in all cases there will be fewer pupils in 2018 than in 2008. Table 17 below shows the projected changes in 2013 and 2018 for the city as a whole. All boroughs will share in the decline.

Table 17
Enrollment Projections for 9th through 12 Grades
2008(Actual) and 2013 and 2018(Projected)

Year	9 th	10 th	11 th	12 th
2008	87,406	81,939	59,645	53,678
2013	77,319	69,710	49,849	46,725
2018	73,936	67,860	47,370	43,902
Change 2008-2013				
Number	-10,087	-12,229	-9,796	-6,953
Percent	-11.5%	-14.9%	-16.4%	-13.0%
Change 2013-2018				
Number	-3,383	-1,850	-2,479	-2,823
Percent	-4.4%	-2.7%	-5.0%	-6.0%
Change 2008-2018				
Number	-13,470	-14,079	-12,275	-9,776
Percent	-15.4%	-17.2%	-20.6%	-18.2%

9th Grade – Ninth grade enrollments declined in 2008, with a loss of 5,189 pupils or 5.6%. This was the fourth straight year in which the numbers had dropped, after peaking in 2004 at 106,603. Under present circumstances, the number of 9th grade pupils in the system as a whole is projected to decline further in every year through 2016. They will grow again the following year, but will drop back

again in 2018. By that year, the number will have fallen from 87,406 on the register to 73,936 – a decline of 13,470 or 15.4% since 2008. In large part, the loss will stem from earlier declines in the lower grades.

10th Grade – From 2003 through 2008, enrollments in the 10th grade in New York City declined in every year but one. But the loss in the latter year was by far the largest - 2,490 pupils, or 2.9%. From 2008 through 2013, they are projected to continue to drop in every year, reaching 69,710. That will be a loss of 12,229 or nearly 15%. The losses will be smaller in succeeding years, and will actually reverse direction to the upside in 2015 and 2018. Still, by 2018 the 10th grade rolls will be lower than in 2008 by 14,079 or 17.2%.

11th and 12th Grades – Enrollments in 11th grade citywide rose in both 2007 and 2008, but are now projected to be steadily downhill from 2009 to 2015. The very next year, however, they will turn around abruptly and increase by 443 pupils. But in 2017 they will again reverse direction and drop by 830. The net change from 2008 to 2018 will be 12,275 pupils or 20.6%.

Twelfth grade enrollments were up by 11,345 from 2003 to 2008, and are projected to rise again by 1,443 in 2009. But thereafter they are projected to turn down and continue steadily in that direction all the way to 2016. Despite a small reversal to the upside in 2017, the numbers in 2018 will be the lowest of all since 2003. Over the full ten years since 2008, 12th grade will have lost 9,776 pupils, or 18.2%.

Changes in Special Education and GED Enrollments

Unlike the recent enrollments and the projections for the grades in general education which are for all 9th to 12th graders enrolled in schools in the 32 community school districts, the numbers in this section of the chapter refer only to pupils in regional special education and GED classes at the high school level. We have neither grade nor age data for the special education pupils, but assume that most would be of ages similar to those in the general education grades 9 to 12. Their numbers do tend to track fairly closely with changes in general education enrollments. Since 2003 the number of special education pupils in the high schools as a percent of all pupils in grades 9 to 12 has grown slightly from year to year – rising by more than a full percentage point from 6.4% to 7.7% in 2008. In that year they grew by 659 pupils over the year before.

In 2009, the projections indicate that special education enrollments will begin to decline. The loss in that year will be only 20 pupils. The next year it will be a much larger 394. While the decline will falter in 2012, it will resume the following year. Special education enrollments will increase somewhat thereafter. In 2018, they are projected to be higher by 509 pupils than in 2008.

As with the general education grades, the trends and projections for special education will vary somewhat from borough to borough. In Manhattan, the

Bronx, Brooklyn and Richmond, special education enrollments have increased in five of the six years from 2003 to 2008. In Queens, they rose every year without exception.

In the coming ten years the differences among the five boroughs will be considerably more pronounced. The special education rolls in Manhattan, the Bronx, and Brooklyn will decline during the first five years. Both Manhattan and the Bronx will see reversals in 2014 when enrollments turn up again while Brooklyn's reversal will not occur until 2017. In Queens special education rolls will be higher in 2009, remain unchanged the following year, and then resume movement up for the remainder of the current projection period. Richmond's special ed rolls will increase each year through 2017, with a slight projected loss of two pupils in 2018.

The number of pupils in GED classes held in the high schools of the community school districts has fluctuated wildly in all five boroughs in recent years. These fluctuations have displayed no perceptible trend, and thus we have not made any effort to project them. We have merely held the future years' numbers in each borough constant at the 2008 levels.

GED enrollments in 2008 totaled only 6,877 and comprised only 2.2% of all high school pupils in the city's community school districts. Hence year-to-year changes in their numbers are unlikely to have significant impact. However, the expected decline in the higher grades over the next 10 years could increase the number of spaces available in these schools for pupils who have dropped out, but have elected to pursue a high school diploma via the GED route.

APPENDIX A THE PROJECTION METHODOLOGY

The Cohort Survival Procedure

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

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

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

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

Projections for Boroughs, Districts and Grades

Lower Grades – For pupils in pre-kindergarten through 8th grade plus special education pupils enrolled in elementary and middle schools, separate district-level projections by grade are made for each of the four major racial/ethnic groups in the city's population -- Hispanics, Black non-Hispanics, White non-Hispanics, and Asian/Other non-Hispanics (primarily Asians but also including some Native Americans¹). The ethnically derived projections take into account the unique migration, fertility, and enrollment trends of each racial/ethnic group,

¹ When pupils of Asian origin were a much smaller proportion of all pupils enrolled in New York City's public schools, they were usually grouped with Native Americans in an "Other" category. Although their number has grown much larger in recent years and their proportion of all pupils has increased, we have continued to merge the two groups for consistency in evaluating enrollment trends. In the 2008-2009 school year 97% of all pupils in this "other" category were of Asian origin, a proportion that has remained relatively constant for several years.

to the extent that currently available data reveal them. They are designed to be as sensitive as possible to the volatility of each major group in the city's population.

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

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

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

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

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

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

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

Pre-kindergarten, kindergarten and first grade enrollments for each racial/ethnic group are "survived" from the number of births to residents of each community school district four, five, and six years earlier. After adding in projections for other classes, the four sets of projections for each district are combined to produce projections of total enrollments for the district. The district projections are further combined to produce projections for the borough and for the city as a whole.

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

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

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

The former process was cumbersome at best and somewhat inaccurate at worst, since the boundaries of the health areas did not conform to those of the school districts and some estimation was required. Since we need birth data for a number of years in order to develop trends, the Health Department kindly agreed to give us births by school district not only for the most recent years, but also for preceding years back to 1996. This prevented any errors produced by the old process from contaminating the trends we analyze as part of the process for projecting future births. The 2007 birth data used in this year's projections were also provided by community school district. We completely revamped our trend files and projection matrices to take advantage of the improved data.

The availability of the birth data is always delayed because these births are to New York City residents wherever in the nation they may be at the time they occur. Hence they must be assembled by an interstate system. Their impact on the enrollment projections is also delayed somewhat. The latest births begin to affect the enrollment projections for the year when these children will first enter the schools. The 2007 births begin to influence this year's projections for 2011, when the children born in that year will enter pre-kindergarten. They also affect the projection of kindergarten enrollments the next year, and by 2013 first grade enrollments as well.

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

Projecting Future Births

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

However, we wondered if given the highly accurate birth data we now had at the level of individual school districts, we could get reasonably reliable birth projections by directly projecting the birth trends of the recent past in each of the 32 community school districts for each race/ethnic group. We therefore tried

projecting the 2003 births at the district level from the 1997-2002 trend, and comparing them with those by the more complex method.

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

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

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

Projecting Enrollments in Specific Programs

Special Education -- Enrollments in regional special education classes have been projected by a different method than that used for graded classes. The method currently used is based on several test runs of various approaches. One approach used in the past was to trend the numbers of pupils from each ethnic/racial group in ungraded special education classes at the most recent three-year rate in each district.

However, merely carrying forward the trend of the past three years occasionally produced results that strained credulity (e.g. a decline in enrollment to zero or below, or an increase to absurd heights). In these cases, the trends were examined in relationship to trends in general education enrollments and births, and a judgment made as to whether the projections should be held constant and at what point. Such judgment calls were relatively infrequent and usually occurred when the number of pupils of a particular ethnic group was quite small. The effects of such judgments on total special education enrollments were also small.

A more serious challenge was the effect of policy changes on special education enrollments. This was particularly important in 2000 when a major policy

decision was made to “mainstream” as many special ed pupils as possible. As a result, special education enrollments dropped sharply that year in the elementary and middle schools from 44,975 to 41,685, a decline of 3,290 pupils or 7% of the total. But enrollments rebounded the following year to 43,623 – gaining back 1,938 or nearly three-fifths of the total. In 2002 the enrollments declined again, but by only 674. In some individual districts and for some groups the year-to-year fluctuations were much sharper than in the system-wide total.

Obviously, the “rolling average” method used in the past would not work when any one of the three years involved in the calculation diverged sharply from the long-run trend which had been generally upward prior to 2000. After further analysis, we determined that the percentage of enrollment in special education programs, while it differs somewhat among ethnic groups and districts, varies little within them from year to year (with the sole exception of 2000, when it dropped sharply but temporarily across the board). For the projection series made in 2007, we estimated future special education in each district and for each group based on their most recent relationship to total enrollment.

When the October 2007 register became available, it indicated that our special education enrollments had been underprojected in many districts. The projections for general education grades, on the other hand, were relatively close to the mark in most cases. With further analysis of the trends in special education enrollments, we found that the annual changes in their ratio to the general education rolls, while usually quite small, were nevertheless moving upward in many cases. We therefore modified the method further that year by calculating the annual percent change in the ratio – whether up or down – over the past five years, and adding it to the calculation of each future year’s projected ratio to the general education projections. This was done for each of the four racial/ethnic groups in each community school district.

A comparison of the 2008 projections for special education last year with the 2008 October register found that the modified method improved the projections in most districts. The improved procedure was again followed in the projections made this year.

The figures for regional special education are added to the separate ethnically derived projections, which are in turn combined to produce projections for each of the community school districts and for each of the boroughs and the city as a whole.

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

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

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

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

As a retrospective test, we re-projected the numbers using the same method that we had been using to project kindergarten and first grade – that is, projecting future enrollments from births four years earlier. This reduced the citywide error rate from 9.3% to 3.2%. In 15 of the districts, the rate was lower or the same as for the city as a whole, and in the rest, it was improved by a substantial margin. For the most recent rounds of projections, therefore, we have followed the same method for kindergarten as used with other grades.

**APPENDIX B
 ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
 PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
 COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
 2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 1											
PRE-K	1163	1085	1136	1195	1217	1239	1261	1283	1305	1332	1349
K	856	837	816	867	895	915	933	953	973	991	1015
1	870	883	866	843	896	926	946	965	986	1006	1025
2	879	834	846	831	809	859	889	908	927	947	966
3	829	855	813	825	812	789	837	869	889	907	927
4	793	812	839	797	808	794	773	820	849	868	886
5	736	753	773	802	760	771	756	736	782	808	826
6	807	753	773	804	841	798	811	791	774	820	851
7	743	812	757	776	808	844	802	816	796	778	825
8	781	748	816	762	780	811	848	804	818	798	780
Special Ed	1029	1095	1180	1265	1360	1457	1561	1673	1797	1926	2059
TOTAL	9486	9468	9616	9766	9987	10203	10416	10620	10894	11182	11509
DISTRICT 2											
PRE-K	1345	1394	1420	1447	1467	1486	1506	1526	1545	1565	1585
K	2489	2600	2598	2658	2733	2778	2822	2866	2911	2955	2999
1	2410	2589	2603	2603	2661	2738	2783	2828	2873	2918	2962
2	2228	2321	2495	2509	2508	2565	2639	2683	2726	2769	2813
3	2263	2133	2222	2389	2403	2401	2456	2528	2569	2611	2652
4	2149	2218	2088	2174	2337	2351	2350	2404	2472	2513	2553
5	2104	2091	2158	2031	2115	2274	2287	2286	2338	2407	2447
6	1958	2006	1988	2050	1930	2005	2148	2159	2162	2208	2268
7	2039	1952	2002	1985	2047	1926	2002	2148	2159	2161	2207
8	2172	2081	1991	2042	2023	2088	1963	2040	2189	2200	2202
Special Ed	1857	1984	2111	2250	2388	2534	2676	2834	2991	3145	3300
TOTAL	23014	23371	23675	24138	24612	25146	25632	26301	26935	27451	27988

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 3											
PRE-K	1101	1103	1112	1121	1115	1109	1102	1096	1090	1084	1078
K	1293	1380	1337	1357	1364	1358	1353	1347	1342	1337	1331
1	1382	1454	1480	1431	1454	1459	1452	1445	1438	1431	1424
2	1380	1326	1397	1422	1375	1399	1403	1397	1390	1384	1378
3	1320	1321	1270	1339	1365	1319	1342	1346	1340	1333	1327
4	1319	1274	1273	1226	1294	1319	1276	1298	1302	1296	1290
5	1238	1258	1215	1218	1174	1241	1267	1225	1248	1251	1245
6	1201	1162	1183	1142	1145	1108	1175	1202	1162	1186	1188
7	1212	1161	1121	1141	1102	1104	1068	1132	1157	1119	1141
8	1254	1201	1150	1112	1132	1093	1095	1059	1122	1148	1109
Special Ed	1098	1185	1267	1352	1441	1526	1612	1697	1790	1875	1952
TOTAL	13798	13825	13805	13860	13959	14034	14146	14245	14383	14444	14464
DISTRICT 4											
PRE-K	860	760	795	762	748	736	722	709	696	683	669
K	928	948	895	933	892	872	854	835	815	797	778
1	1056	998	991	942	983	941	924	908	891	874	858
2	1054	1019	960	956	908	947	906	889	874	857	840
3	994	994	966	906	906	860	899	861	846	832	816
4	980	944	943	921	860	862	818	856	820	806	793
5	979	916	883	880	863	804	808	765	799	764	750
6	947	916	861	839	843	823	767	775	736	779	754
7	1047	975	946	888	867	869	853	792	803	761	806
8	1064	996	929	903	847	830	830	820	757	771	730
Special Ed	1424	1463	1517	1576	1639	1703	1769	1827	1894	1967	2042
TOTAL	11333	10930	10686	10506	10355	10247	10149	10036	9931	9890	9835

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGHES, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 5											
PRE-K	1232	1160	1137	1147	1142	1137	1132	1127	1121	1116	1111
K	800	823	817	806	813	810	806	803	800	796	793
1	874	915	953	946	934	942	938	934	930	926	922
2	920	835	873	910	903	891	899	896	891	888	885
3	946	831	752	785	819	813	804	809	805	802	798
4	845	858	755	684	716	747	742	733	739	737	734
5	704	739	750	665	598	629	659	655	650	657	656
6	1020	811	883	896	850	710	759	823	823	843	865
7	1075	1016	818	900	914	889	720	772	847	852	880
8	985	1017	967	785	872	887	881	695	747	828	836
Special Ed	1129	1149	1172	1202	1254	1293	1327	1377	1431	1473	1506
TOTAL	10530	10155	9877	9727	9817	9747	9666	9621	9784	9918	9986
DISTRICT 6											
PRE-K	1400	1326	1297	1285	1260	1234	1209	1184	1159	1133	1108
K	1918	1809	1765	1727	1714	1682	1650	1619	1587	1555	1524
1	2056	2071	1955	1904	1864	1844	1807	1771	1734	1697	1660
2	2058	1936	1951	1841	1793	1756	1737	1702	1667	1633	1598
3	2063	1893	1777	1790	1689	1644	1610	1591	1558	1526	1493
4	1968	1960	1800	1691	1706	1609	1566	1534	1516	1485	1453
5	2143	1841	1836	1685	1585	1599	1510	1469	1439	1423	1394
6	2010	1982	1706	1696	1553	1461	1472	1389	1351	1323	1308
7	2106	2035	2006	1727	1717	1574	1480	1491	1407	1368	1340
8	2404	2089	2018	1988	1712	1700	1557	1463	1473	1390	1352
Special Ed	1492	1503	1531	1555	1572	1607	1635	1670	1710	1742	1777
TOTAL	21618	20445	19642	18890	18165	17711	17233	16883	16601	16274	16006

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 7											
PRE-K	1157	1191	1172	1256	1295	1333	1372	1411	1450	1489	1528
K	1120	1117	1169	1154	1232	1270	1308	1347	1385	1423	1462
1	1275	1442	1384	1462	1443	1545	1593	1639	1687	1735	1781
2	1290	1201	1359	1303	1376	1359	1456	1501	1545	1589	1634
3	1179	1167	1087	1231	1180	1247	1230	1320	1360	1400	1440
4	1136	1114	1102	1030	1170	1113	1184	1161	1254	1292	1329
5	1110	1079	1057	1055	999	1147	1069	1153	1119	1231	1266
6	1210	1099	1072	1050	1051	1001	1154	1068	1157	1119	1239
7	1235	1239	1124	1103	1079	1086	1042	1208	1106	1207	1161
8	1336	1181	1187	1077	1059	1035	1045	1007	1172	1067	1168
Special Ed	1582	1637	1704	1790	1904	2035	2182	2340	2510	2664	2858
TOTAL	13630	13468	13417	13510	13786	14170	14635	15156	15745	16214	16867
DISTRICT 8											
PRE-K	1626	1594	1671	1725	1758	1791	1824	1857	1890	1923	1956
K	1815	1794	1765	1848	1910	1949	1988	2027	2065	2104	2143
1	2066	2014	1986	1996	2094	2155	2198	2240	2283	2326	2368
2	2034	1953	1905	1883	1894	1985	2047	2088	2129	2171	2213
3	2037	1932	1855	1811	1792	1803	1889	1948	1988	2027	2067
4	1971	1997	1895	1820	1778	1761	1773	1857	1917	1957	1997
5	1926	1900	1929	1831	1759	1721	1709	1721	1801	1862	1902
6	1935	1844	1822	1856	1763	1695	1660	1651	1665	1740	1804
7	1923	1949	1857	1835	1868	1774	1705	1670	1662	1675	1751
8	1978	1863	1888	1800	1780	1815	1724	1658	1625	1619	1632
Special Ed	2692	2741	2818	2901	3008	3126	3248	3394	3562	3747	3946
TOTAL	22003	21582	21392	21305	21404	21575	21765	22111	22587	23149	23778

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 9											
PRE-K	1676	1601	1628	1651	1657	1663	1669	1675	1681	1687	1694
K	2593	2605	2554	2600	2630	2638	2646	2654	2663	2670	2679
1	2966	2950	2950	2897	2941	2972	2980	2987	2995	3003	3010
2	2798	2733	2718	2718	2669	2710	2739	2746	2752	2760	2767
3	2630	2496	2438	2424	2425	2380	2419	2445	2452	2458	2465
4	2558	2485	2361	2306	2293	2293	2252	2288	2313	2320	2326
5	2374	2380	2311	2196	2145	2133	2133	2094	2128	2152	2158
6	2359	2215	2218	2157	2052	2004	1994	1993	1958	1988	2010
7	2528	2485	2333	2335	2272	2161	2112	2100	2100	2064	2094
8	2573	2440	2399	2252	2254	2194	2088	2040	2029	2028	1994
Special Ed	2699	2802	2917	3040	3181	3322	3470	3633	3806	3981	4158
TOTAL	27754	27192	26827	26576	26518	26472	26500	26656	26877	27110	27354
DISTRICT 10											
PRE-K	2554	2531	2549	2590	2621	2651	2681	2712	2742	2772	2803
K	3641	3573	3611	3645	3702	3745	3788	3832	3875	3918	3961
1	3955	3898	3800	3835	3874	3933	3978	4022	4067	4112	4156
2	3892	3707	3654	3563	3597	3634	3692	3735	3778	3821	3864
3	3630	3602	3432	3383	3298	3330	3364	3418	3458	3498	3538
4	3503	3499	3472	3311	3265	3182	3215	3247	3301	3340	3380
5	3494	3432	3428	3403	3247	3202	3121	3153	3186	3239	3278
6	3585	3484	3423	3412	3389	3230	3182	3107	3135	3170	3223
7	3463	3485	3388	3328	3317	3295	3141	3094	3022	3049	3083
8	3785	3372	3393	3298	3241	3231	3210	3061	3015	2945	2971
Special Ed	3998	4106	4268	4428	4604	4791	4989	5191	5426	5679	5950
TOTAL	39500	38690	38416	38195	38156	38225	38362	38572	39004	39542	40207

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 11											
PRE-K	1776	1807	1907	1937	1964	1993	2020	2047	2076	2103	2130
K	2487	2564	2501	2652	2695	2738	2783	2826	2869	2914	2957
1	2898	2853	2931	2858	3028	3077	3125	3175	3223	3271	3321
2	2863	2844	2798	2877	2805	2973	3022	3070	3119	3167	3215
3	2851	2846	2829	2784	2866	2792	2961	3009	3056	3105	3152
4	2761	2823	2819	2804	2758	2841	2767	2937	2985	3033	3082
5	2839	2764	2827	2823	2809	2762	2847	2772	2943	2992	3040
6	2664	2663	2592	2660	2659	2649	2601	2687	2614	2783	2830
7	2779	2761	2758	2687	2755	2754	2744	2692	2780	2705	2879
8	2703	2791	2773	2770	2699	2765	2764	2754	2702	2789	2714
Special Ed	2989	3119	3240	3368	3509	3663	3818	3982	4159	4359	4562
TOTAL	29610	29834	29977	30220	30546	31006	31451	31951	32527	33219	33881
DISTRICT 12											
PRE-K	1295	1225	1260	1275	1290	1303	1317	1331	1344	1359	1373
K	1587	1534	1524	1568	1587	1605	1621	1640	1658	1674	1692
1	1779	1798	1742	1730	1778	1802	1823	1842	1862	1883	1902
2	1692	1687	1706	1650	1642	1687	1711	1732	1751	1772	1793
3	1619	1611	1605	1624	1570	1563	1605	1629	1649	1667	1687
4	1566	1515	1505	1502	1519	1470	1461	1502	1522	1540	1557
5	1597	1516	1466	1458	1454	1471	1423	1416	1455	1476	1494
6	1457	1460	1387	1341	1331	1330	1343	1302	1293	1329	1346
7	1470	1492	1495	1420	1372	1362	1361	1375	1333	1324	1361
8	1536	1409	1431	1434	1362	1318	1306	1306	1318	1280	1269
Special Ed	2107	2174	2271	2366	2463	2575	2697	2827	2960	3095	3243
TOTAL	17705	17421	17393	17369	17368	17484	17668	17901	18145	18399	18716

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 13											
PRE-K	862	813	825	814	803	792	780	770	758	747	736
K	891	903	850	866	857	846	836	826	816	806	796
1	1092	1071	1085	1021	1031	1016	1000	984	969	953	937
2	1068	1033	1014	1029	968	978	965	951	936	922	908
3	1028	990	957	939	952	895	903	891	877	863	849
4	1032	958	922	890	873	886	832	839	827	814	801
5	931	938	871	840	812	798	812	763	770	761	750
6	1053	927	927	865	832	805	791	804	754	764	756
7	992	1076	951	952	893	860	834	823	838	786	800
8	1172	936	1016	898	899	844	814	789	780	794	745
Special Ed	926	902	897	881	874	864	857	850	842	832	820
TOTAL	11047	10547	10315	9995	9794	9584	9425	9290	9167	9043	8898
DISTRICT 14											
PRE-K	1524	1431	1484	1563	1567	1570	1573	1577	1580	1583	1587
K	1161	1132	1001	1030	1072	1052	1032	1012	992	972	952
1	1288	1280	1278	1127	1155	1203	1179	1153	1128	1104	1078
2	1279	1200	1191	1189	1047	1074	1117	1093	1069	1045	1021
3	1243	1219	1140	1133	1132	998	1024	1067	1045	1023	1001
4	1230	1183	1158	1085	1077	1076	948	973	1012	991	970
5	1205	1165	1118	1096	1024	1018	1017	896	920	959	940
6	1265	1205	1164	1112	1093	1022	1014	1013	892	915	954
7	1314	1298	1236	1196	1140	1121	1048	1040	1038	914	937
8	1372	1262	1246	1186	1150	1095	1078	1006	999	998	878
Special Ed	1154	1162	1181	1197	1211	1224	1235	1242	1244	1239	1226
TOTAL	14035	13537	13198	12914	12668	12454	12264	12072	11921	11743	11545

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGHES, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 15											
PRE-K	2090	1972	2092	2253	2326	2398	2471	2544	2616	2689	2762
K	2361	2514	2446	2613	2842	2951	3060	3170	3279	3388	3497
1	2426	2384	2554	2484	2651	2891	3003	3115	3227	3339	3451
2	2233	2270	2234	2395	2330	2488	2720	2828	2936	3045	3153
3	2111	2086	2121	2091	2241	2182	2332	2556	2662	2766	2871
4	1983	2018	1995	2028	2001	2144	2089	2231	2450	2552	2654
5	1969	1919	1956	1935	1967	1944	2086	2034	2175	2394	2497
6	1500	1487	1439	1454	1427	1449	1410	1499	1453	1542	1678
7	1471	1447	1435	1388	1404	1378	1399	1363	1449	1405	1493
8	1498	1413	1390	1379	1333	1350	1324	1344	1310	1394	1352
Special Ed	2250	2382	2540	2716	2891	3079	3272	3475	3680	3906	4125
TOTAL	21892	21893	22202	22735	23412	24253	25165	26159	27237	28421	29534
DISTRICT 16											
PRE-K	1065	1007	977	988	990	993	995	997	1000	1002	1005
K	618	627	644	627	636	639	642	645	647	650	653
1	790	746	768	793	767	783	787	792	797	802	807
2	822	733	692	711	736	709	724	728	732	736	740
3	745	759	676	639	657	679	654	667	670	673	677
4	779	717	727	650	615	631	655	629	642	645	649
5	721	674	620	628	562	532	545	566	542	552	555
6	539	601	560	514	522	467	443	453	469	451	457
7	669	537	597	558	514	520	465	441	451	469	449
8	698	620	496	553	515	475	482	430	409	419	433
Special Ed	842	857	888	934	967	1005	1047	1084	1126	1168	1205
TOTAL	8288	7877	7645	7594	7480	7431	7439	7432	7485	7568	7629

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 17											
PRE-K	1533	1572	1534	1643	1661	1679	1696	1714	1732	1750	1767
K	1444	1385	1367	1283	1347	1335	1323	1310	1298	1286	1273
1	1953	1942	1856	1828	1715	1797	1777	1758	1738	1718	1698
2	1852	1818	1805	1728	1701	1596	1672	1654	1636	1617	1598
3	1758	1695	1664	1651	1581	1555	1461	1529	1512	1496	1478
4	1735	1655	1595	1568	1554	1489	1463	1375	1438	1420	1404
5	1666	1599	1523	1468	1442	1428	1369	1344	1263	1319	1302
6	1818	1698	1630	1549	1494	1468	1451	1393	1366	1284	1339
7	1872	1872	1749	1679	1594	1538	1509	1492	1432	1403	1318
8	2023	1785	1785	1668	1602	1522	1468	1442	1426	1369	1342
Special Ed	1817	1858	1899	1939	1980	2027	2077	2126	2172	2212	2252
TOTAL	19471	18877	18407	18004	17669	17433	17266	17136	17011	16872	16772
DISTRICT 18											
PRE-K	712	683	691	710	714	717	720	723	726	730	733
K	1218	1159	1138	1156	1194	1206	1217	1228	1240	1251	1263
1	1544	1555	1479	1452	1479	1527	1544	1559	1575	1592	1607
2	1573	1481	1492	1419	1393	1418	1465	1481	1496	1511	1527
3	1619	1521	1432	1444	1373	1349	1372	1418	1433	1448	1463
4	1592	1600	1503	1416	1427	1358	1333	1358	1403	1418	1433
5	1571	1507	1515	1423	1341	1353	1286	1264	1286	1329	1344
6	1187	1124	1077	1084	1018	960	968	920	905	920	951
7	1328	1231	1166	1116	1125	1055	997	1004	953	939	953
8	1358	1320	1224	1160	1109	1118	1049	991	999	948	935
Special Ed	1143	1148	1153	1168	1193	1226	1259	1303	1356	1410	1472
TOTAL	14845	14329	13872	13548	13367	13286	13209	13249	13373	13497	13681

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGHES, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 19											
PRE-K	1632	1550	1597	1653	1673	1693	1713	1733	1753	1773	1793
K	1702	1756	1718	1765	1819	1839	1861	1881	1902	1923	1944
1	2229	2171	2170	2136	2195	2267	2294	2322	2349	2376	2404
2	2158	2101	2049	2043	2014	2069	2138	2165	2191	2217	2244
3	2016	2073	2018	1966	1962	1934	1987	2053	2078	2103	2129
4	2020	1940	1997	1942	1894	1888	1861	1911	1975	1999	2023
5	1983	1955	1879	1931	1880	1835	1829	1803	1852	1914	1938
6	1753	1716	1684	1624	1665	1623	1579	1581	1555	1599	1650
7	1733	1725	1689	1656	1596	1637	1595	1552	1554	1529	1572
8	1833	1702	1693	1656	1629	1567	1610	1567	1526	1525	1501
Special Ed	1551	1567	1601	1639	1681	1732	1789	1846	1908	1979	2048
TOTAL	20610	20256	20093	20012	20009	20084	20257	20414	20643	20938	21247
DISTRICT 20											
PRE-K	2828	2982	3109	3315	3454	3591	3729	3867	4004	4143	4281
K	2995	3073	3196	3380	3638	3826	4014	4203	4391	4579	4767
1	2955	2984	3132	3264	3454	3731	3931	4130	4330	4530	4729
2	2808	2925	2956	3103	3237	3427	3706	3907	4107	4308	4509
3	2827	2791	2910	2944	3092	3231	3421	3712	3918	4124	4331
4	2733	2799	2762	2881	2917	3065	3208	3397	3695	3906	4115
5	2693	2741	2808	2770	2891	2930	3080	3227	3419	3726	3941
6	2767	2770	2816	2886	2857	2987	3012	3192	3315	3544	3833
7	3041	2842	2846	2897	2971	2939	3076	3105	3293	3425	3663
8	3174	3081	2880	2884	2939	3014	2980	3121	3154	3346	3487
Special Ed	2019	2122	2251	2414	2590	2780	2977	3198	3422	3679	3933
TOTAL	30840	31109	31665	32738	34039	35522	37134	39059	41049	43310	45590

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 21											
PRE-K	1925	1871	1918	1898	1900	1900	1902	1903	1904	1905	1906
K	1755	1707	1682	1741	1726	1733	1739	1745	1752	1758	1765
1	1747	1741	1586	1690	1746	1729	1734	1740	1746	1752	1758
2	1710	1691	1685	1530	1633	1690	1675	1682	1688	1694	1700
3	1681	1667	1647	1641	1486	1590	1646	1633	1639	1645	1652
4	1748	1664	1650	1631	1625	1468	1573	1630	1618	1625	1631
5	1718	1699	1618	1605	1586	1581	1427	1529	1585	1574	1581
6	2577	2483	2421	2298	2276	2250	2233	2018	2156	2221	2206
7	2624	2621	2524	2464	2341	2318	2292	2275	2054	2196	2263
8	2643	2603	2602	2501	2445	2326	2303	2275	2258	2033	2177
Special Ed	1775	1900	2035	2170	2302	2442	2605	2769	2943	3120	3320
TOTAL	21903	21648	21370	21170	21068	21027	21130	21200	21342	21523	21959
DISTRICT 22											
PRE-K	2528	2631	2614	2655	2671	2688	2705	2721	2738	2754	2770
K	2503	2454	2449	2441	2478	2486	2495	2502	2510	2519	2527
1	2722	2634	2621	2612	2604	2647	2655	2665	2673	2681	2690
2	2657	2641	2556	2544	2532	2524	2567	2574	2582	2589	2597
3	2625	2609	2592	2508	2497	2484	2477	2518	2525	2532	2539
4	2553	2632	2617	2602	2519	2509	2494	2486	2527	2532	2539
5	2598	2509	2589	2574	2561	2480	2470	2455	2447	2487	2493
6	2154	2192	2118	2181	2170	2153	2079	2070	2051	2044	2082
7	2201	2182	2220	2145	2210	2199	2182	2107	2097	2077	2070
8	2301	2179	2161	2198	2125	2191	2181	2165	2090	2082	2060
Special Ed	2226	2335	2452	2570	2684	2810	2932	3055	3185	3329	3476
TOTAL	27068	26998	26989	27029	27052	27172	27236	27317	27425	27626	27843

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 23											
PRE-K	742	696	756	708	692	676	660	644	628	612	596
K	802	830	764	825	772	753	734	715	695	676	657
1	963	983	1003	922	996	933	910	887	864	840	818
2	932	877	894	914	841	908	850	829	808	787	765
3	923	852	800	817	834	767	829	776	757	739	719
4	879	820	758	712	726	742	682	737	690	673	656
5	899	845	795	735	691	708	719	661	713	669	651
6	1189	1047	984	931	862	811	834	842	772	834	783
7	1137	1177	1035	973	917	848	797	819	828	760	822
8	1172	1089	1126	991	932	880	812	764	785	794	728
Special Ed	1122	1145	1177	1192	1221	1248	1279	1313	1349	1381	1403
TOTAL	10760	10361	10092	9720	9484	9273	9106	8986	8889	8764	8598
DISTRICT 32											
PRE-K	1085	1029	1048	1054	1056	1058	1060	1063	1065	1067	1069
K	1071	1082	1064	1083	1090	1092	1095	1097	1100	1102	1104
1	1317	1400	1334	1310	1337	1348	1352	1357	1361	1366	1370
2	1278	1221	1299	1237	1214	1239	1250	1254	1259	1263	1267
3	1141	1138	1090	1157	1105	1085	1106	1115	1118	1122	1125
4	1202	1065	1064	1017	1082	1031	1012	1032	1042	1046	1050
5	1236	1218	1068	1067	1019	1082	1038	1016	1040	1044	1046
6	1440	1283	1268	1099	1105	1045	1110	1075	1046	1080	1079
7	1424	1417	1261	1246	1082	1087	1030	1093	1057	1030	1062
8	1395	1349	1341	1194	1180	1023	1025	973	1032	1000	974
Special Ed	1095	1130	1163	1192	1240	1290	1356	1424	1501	1573	1655
TOTAL	13684	13332	13002	12657	12509	12379	12435	12499	12622	12693	12802

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 24											
PRE-K	3127	3144	3225	3278	3294	3309	3324	3340	3355	3370	3386
K	4092	4132	4028	4120	4198	4220	4242	4264	4286	4308	4330
1	4136	4092	4178	4083	4177	4253	4279	4304	4329	4354	4379
2	3958	4138	4084	4177	4081	4173	4248	4272	4295	4319	4343
3	3835	3833	4010	3955	4046	3952	4043	4114	4137	4159	4182
4	3553	3754	3741	3918	3860	3951	3858	3947	4016	4038	4060
5	3450	3499	3696	3678	3859	3797	3889	3796	3884	3952	3973
6	3208	3118	3164	3342	3320	3491	3430	3516	3431	3510	3572
7	3483	3511	3407	3460	3655	3604	3822	3735	3839	3741	3827
8	3623	3467	3493	3389	3445	3646	3584	3801	3714	3817	3719
Special Ed	2827	3100	3399	3701	4018	4350	4695	5010	5319	5633	5943
TOTAL	39292	39786	40425	41102	41953	42746	43413	44098	44604	45201	45713
DISTRICT 25											
PRE-K	1998	1961	2079	2315	2429	2544	2658	2773	2887	3002	3116
K	2334	2325	2319	2458	2739	2877	3016	3154	3291	3430	3568
1	2305	2226	2310	2306	2445	2726	2864	3003	3141	3280	3418
2	2128	2223	2146	2228	2224	2357	2629	2763	2897	3030	3164
3	2167	2098	2192	2118	2199	2195	2328	2599	2732	2865	2998
4	2012	2148	2081	2174	2101	2182	2179	2310	2579	2712	2845
5	1952	2017	2155	2090	2185	2113	2194	2192	2325	2599	2734
6	2080	2018	2085	2226	2157	2254	2178	2262	2260	2396	2675
7	2103	2093	2030	2098	2239	2169	2267	2190	2275	2271	2408
8	2136	2139	2129	2065	2133	2281	2210	2312	2235	2322	2319
Special Ed	1669	1766	1884	2014	2154	2297	2444	2606	2780	2975	3182
TOTAL	22884	23014	23411	24092	25006	25995	26967	28163	29402	30880	32426

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGHES, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 26											
PRE-K	1191	1092	1085	1236	1282	1330	1376	1423	1470	1517	1563
K	1496	1401	1391	1387	1580	1639	1699	1758	1817	1877	1937
1	1430	1530	1473	1466	1467	1673	1737	1802	1866	1930	1995
2	1488	1456	1555	1504	1491	1497	1706	1770	1835	1900	1964
3	1615	1529	1498	1601	1549	1535	1542	1757	1824	1891	1958
4	1537	1645	1560	1529	1635	1585	1567	1577	1797	1865	1934
5	1592	1567	1679	1594	1563	1673	1624	1603	1617	1843	1913
6	1743	1708	1678	1797	1718	1683	1801	1759	1728	1745	1990
7	1841	1771	1738	1707	1827	1749	1715	1835	1794	1761	1779
8	1899	1896	1824	1791	1761	1884	1806	1772	1898	1856	1821
Special Ed	816	843	871	915	964	1021	1079	1148	1230	1310	1404
TOTAL	16648	16438	16351	16527	16837	17270	17652	18205	18877	19497	20259
DISTRICT 27											
PRE-K	2374	2335	2438	2459	2498	2536	2575	2614	2652	2691	2730
K	3200	3102	3129	3217	3272	3329	3384	3442	3499	3554	3612
1	3471	3588	2916	3451	3562	3615	3676	3736	3797	3859	3919
2	3367	3408	3537	2862	3380	3498	3545	3605	3663	3723	3782
3	3279	3353	3393	3529	2843	3364	3486	3530	3589	3647	3707
4	3203	3218	3293	3330	3473	2784	3301	3424	3465	3524	3582
5	3212	3204	3217	3294	3328	3476	2778	3298	3425	3464	3524
6	3139	3257	3248	3261	3340	3374	3530	2818	3341	3473	3511
7	3411	3371	3506	3497	3506	3595	3621	3805	3045	3575	3728
8	3457	3353	3320	3453	3448	3455	3545	3570	3761	2993	3523
Special Ed	2625	2776	2890	3056	3228	3414	3606	3803	4005	4223	4522
TOTAL	34738	34964	34887	35411	35879	36441	37048	37645	38243	38726	40139

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 28											
PRE-K	1990	1977	1994	2075	2126	2176	2227	2278	2329	2380	2431
K	2298	2152	2220	2230	2324	2382	2439	2497	2554	2611	2669
1	2394	2506	1992	2438	2445	2548	2609	2669	2730	2790	2851
2	2307	2285	2392	1910	2326	2332	2430	2487	2544	2601	2658
3	2359	2253	2232	2339	1861	2274	2280	2376	2432	2489	2545
4	2136	2306	2203	2181	2289	1821	2222	2230	2323	2379	2434
5	2191	2074	2242	2143	2118	2229	1774	2160	2170	2259	2313
6	2081	2118	2004	2169	2075	2054	2167	1716	2097	2107	2194
7	1874	1911	1946	1841	1986	1896	1883	1966	1563	1917	1919
8	2095	1896	1933	1970	1869	2017	1926	1914	1999	1581	1950
Special Ed	1876	2017	2144	2323	2502	2709	2911	3134	3372	3618	3949
TOTAL	23601	23496	23301	23617	23922	24438	24869	25427	26114	26732	27912
DISTRICT 29											
PRE-K	1786	1707	1727	1739	1743	1748	1752	1757	1761	1765	1770
K	2063	2044	1997	2042	2043	2043	2042	2042	2042	2041	2041
1	2497	2360	2378	2324	2376	2378	2378	2378	2379	2379	2379
2	2415	2449	2319	2335	2278	2332	2333	2332	2332	2331	2331
3	2412	2430	2463	2336	2350	2290	2347	2346	2345	2344	2343
4	2372	2364	2381	2413	2290	2303	2243	2299	2299	2298	2297
5	2403	2405	2397	2416	2449	2327	2339	2276	2335	2334	2332
6	2327	2275	2266	2258	2269	2299	2164	2183	2137	2183	2185
7	2396	2349	2296	2289	2280	2291	2322	2187	2206	2161	2206
8	2398	2399	2351	2298	2297	2289	2307	2334	2203	2220	2175
Special Ed	1796	1925	2056	2193	2331	2466	2602	2724	2850	2995	3139
TOTAL	24865	24706	24631	24644	24705	24765	24829	24858	24888	25052	25198

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
DISTRICT 30											
PRE-K	2519	2495	2532	2558	2566	2574	2582	2590	2598	2606	2614
K	2808	2773	2725	2768	2786	2790	2795	2799	2803	2808	2812
1	2937	3017	2356	2902	2955	2965	2970	2976	2980	2985	2990
2	2824	2762	2835	2212	2726	2775	2785	2789	2794	2798	2802
3	2714	2723	2667	2736	2124	2630	2677	2686	2689	2694	2697
4	2620	2650	2661	2609	2675	2074	2571	2617	2626	2629	2633
5	2714	2618	2652	2653	2599	2666	2075	2563	2609	2618	2621
6	2851	2866	2764	2800	2806	2746	2818	2192	2709	2758	2767
7	2653	2601	2618	2520	2560	2582	2508	2583	2011	2486	2533
8	2752	2659	2606	2622	2526	2559	2589	2518	2592	2010	2494
Special Ed	2292	2416	2479	2614	2745	2882	3036	3155	3299	3424	3637
TOTAL	29684	29580	28895	28995	29069	29244	29406	29467	29710	29815	30599
DISTRICT 31											
PRE-K	3342	3196	3339	3343	3345	3347	3349	3351	3352	3354	3356
K	4213	4120	3952	4138	4152	4163	4173	4183	4194	4204	4215
1	4201	4252	4215	4046	4241	4258	4273	4286	4301	4315	4329
2	3976	4158	4210	4174	4007	4201	4218	4233	4247	4262	4276
3	3914	3921	4100	4152	4120	3955	4149	4166	4182	4197	4213
4	3862	3831	3835	4015	4066	4033	3872	4063	4079	4094	4109
5	3793	3876	3848	3855	4036	4089	4060	3899	4094	4110	4127
6	3690	3621	3700	3675	3685	3856	3910	3886	3734	3922	3938
7	3850	3752	3687	3766	3743	3758	3932	3990	3970	3817	4012
8	3869	3831	3737	3672	3749	3730	3745	3921	3980	3961	3808
Special Ed	4110	4440	4791	5169	5559	5946	6349	6753	7148	7536	7930
TOTAL	42820	42998	43414	44005	44703	45337	46029	46733	47281	47773	48314

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGHES, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
NEW YORK CITY											
PRE-K	54038	52922	54151	55648	56322	56991	57665	58339	59007	59686	60355
K	62552	62257	61433	62982	64731	65562	66389	67220	68051	68878	69713
1	67984	68326	66326	67102	68750	70623	71500	72372	73249	74127	74998
2	65921	65264	65604	63705	64437	66052	67880	68740	69595	70455	71315
3	64373	63221	62650	62990	61129	61887	63479	65280	66135	66985	67840
4	62330	62467	61357	60856	61202	59363	60139	61704	63496	64349	65197
5	61741	60696	60879	59841	59422	59811	58001	58791	60358	62168	63031
6	61514	59911	58905	59032	58094	57611	57989	56139	57000	58579	60286
7	63037	62148	60540	59573	59702	58781	58321	58694	56920	57724	59342
8	65439	62166	61297	59751	58851	59032	58149	57717	58118	56322	57180
Special Ed	60027	62748	65750	69092	72660	76443	80391	84464	88768	93193	97993
TOTAL	688956	682126	678890	680572	685298	692157	699903	709460	720697	732466	747250
MANHATTAN											
PRE-K	7101	6829	6896	6956	6949	6940	6932	6925	6916	6913	6901
K	8284	8398	8228	8349	8410	8415	8418	8423	8427	8431	8439
1	8648	8909	8848	8669	8793	8850	8851	8850	8851	8852	8852
2	8519	8271	8521	8468	8296	8416	8473	8475	8475	8477	8479
3	8415	8027	7800	8034	7994	7827	7948	8004	8007	8010	8014
4	8054	8066	7700	7493	7721	7683	7524	7646	7699	7704	7709
5	7904	7598	7615	7281	7096	7319	7287	7137	7257	7310	7318
6	7943	7631	7393	7427	7162	6904	7132	7139	7008	7159	7234
7	8222	7951	7649	7415	7455	7206	6923	7150	7169	7040	7199
8	8660	8133	7871	7591	7367	7409	7174	6881	7105	7135	7009
Special Ed	8029	8380	8779	9200	9653	10119	10579	11078	11613	12127	12635
TOTAL	89779	88193	87301	86886	86895	87089	87243	87707	88528	89159	89789

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
BRONX											
PRE-K	10084	9948	10188	10434	10584	10733	10883	11034	11182	11333	11484
K	13243	13188	13124	13465	13756	13947	14134	14325	14515	14703	14893
1	14939	14954	14792	14777	15158	15486	15697	15906	16117	16329	16538
2	14569	14125	14140	13994	13983	14349	14666	14872	15074	15279	15484
3	13946	13655	13247	13257	13130	13115	13468	13768	13963	14155	14350
4	13495	13434	13154	12773	12783	12661	12652	12991	13292	13482	13670
5	13340	13071	13019	12766	12412	12435	12302	12309	12631	12951	13138
6	13210	12765	12515	12476	12244	11909	11933	11809	11822	12129	12451
7	13398	13411	12954	12709	12663	12431	12105	12140	12003	12022	12329
8	13911	13055	13071	12631	12396	12358	12137	11826	11862	11727	11749
Special Ed	16067	16580	17218	17894	18669	19511	20403	21367	22423	23524	24718
TOTAL	150202	148186	147422	147175	147778	148933	150381	152346	154884	157634	160803
BROOKLYN											
PRE-K	18526	18237	18646	19255	19505	19754	20004	20255	20503	20754	21004
K	18521	18622	18321	18808	19470	19758	20046	20334	20622	20910	21198
1	21026	20892	20867	20639	21131	21871	22166	22462	22757	23053	23348
2	20370	19990	19866	19841	19646	20122	20849	21144	21440	21735	22030
3	19717	19399	19047	18931	18912	18749	19212	19934	20234	20534	20834
4	19486	19051	18748	18421	18310	18286	18149	18598	19320	19622	19925
5	19190	18768	18359	18072	17777	17686	17679	17557	18012	18730	19038
6	19242	18533	18088	17599	17319	17040	16925	16859	16733	17198	17769
7	19806	19426	18709	18271	17787	17499	17224	17113	17046	16934	17402
8	20639	19337	18961	18269	17859	17405	17125	16869	16769	16701	16613
Special Ed	17920	18507	19239	20012	20835	21728	22686	23685	24728	25828	26936
TOTAL	214443	210763	208851	208118	208552	209898	212067	214811	218165	221998	226097

**APPENDIX B
ENROLLMENT PROJECTIONS - PRE-KINDERGARTEN TO 8TH GRADE
PLUS SPECIAL EDUCATION IN ELEMENTARY AND MIDDLE SCHOOLS
COMMUNITY SCHOOL DISTRICTS, BOROUGH, AND NEW YORK CITY
2009 THROUGH 2018**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
QUEENS											
PRE-K	14985	14711	15082	15660	15938	16217	16496	16775	17053	17332	17611
K	18291	17930	17808	18221	18942	19280	19617	19955	20293	20630	20967
1	19170	19319	17603	18971	19427	20159	20513	20868	21223	21578	21932
2	18487	18720	18867	17228	18505	18964	19675	20018	20359	20702	21045
3	18381	18219	18455	18615	16973	18240	18702	19408	19749	20089	20430
4	17433	18085	17921	18155	18323	16699	17942	18406	19106	19445	19784
5	17514	17383	18038	17867	18101	18281	16673	17888	18364	19068	19410
6	17429	17361	17209	17855	17684	17901	18088	16446	17702	18172	18894
7	17761	17607	17540	17412	18054	17886	18137	18301	16732	17911	18399
8	18360	17810	17657	17588	17479	18131	17968	18220	18402	16798	18000
Special Ed	13901	14842	15723	16817	17944	19140	20373	21580	22855	24178	25775
TOTAL	191712	191985	191902	194388	197371	200899	204183	207863	211838	215903	222246
RICHMOND											
PRE-K	3342	3196	3339	3343	3345	3347	3349	3351	3352	3354	3356
K	4213	4120	3952	4138	4152	4163	4173	4183	4194	4204	4215
1	4201	4252	4215	4046	4241	4258	4273	4286	4301	4315	4329
2	3976	4158	4210	4174	4007	4201	4218	4233	4247	4262	4276
3	3914	3921	4100	4152	4120	3955	4149	4166	4182	4197	4213
4	3862	3831	3835	4015	4066	4033	3872	4063	4079	4094	4109
5	3793	3876	3848	3855	4036	4089	4060	3899	4094	4110	4127
6	3690	3621	3700	3675	3685	3856	3910	3886	3734	3922	3938
7	3850	3752	3687	3766	3743	3758	3932	3990	3970	3817	4012
8	3869	3831	3737	3672	3749	3730	3745	3921	3980	3961	3808
Special Ed	4110	4440	4791	5169	5559	5946	6349	6753	7148	7536	7930
TOTAL	42820	42998	43414	44005	44703	45337	46029	46733	47281	47773	48314

APPENDIX C
ENROLLMENT PROJECTIONS FOR PUPILS IN GRADE 9 THROUGH 12
PLUS SPECIAL EDUCATION AND GED PUPILS IN HIGH SCHOOLS BY BOROUGH AND NEW YORK CITY
2009 THROUGH 2018

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MANHATTAN											
9	18,366	17,150	16,092	15,537	14,879	14,380	14,440	13,884	13,327	13,725	13,764
10	16,631	16,113	15,107	14,246	13,782	13,255	12,860	12,962	12,475	12,038	12,451
11	13,281	12,256	11,899	11,213	10,632	10,330	9,990	9,755	9,876	9,555	9,255
12	11,423	12,121	11,190	10,869	10,251	9,730	9,461	9,156	8,950	9,069	8,780
Spec Ed	3,554	3,551	3,435	3,369	3,290	3,238	3,250	3,258	3,251	3,302	3,367
GED (16-20)	2,111	2,111	2,111	2,111	2,111	2,111	2,111	2,111	2,111	2,111	2,111
GED (21+)	65	65	65	65	65	65	65	65	65	65	65
TOTAL	65,431	63,366	59,900	57,410	55,010	53,110	52,177	51,192	50,055	49,866	49,792
BRONX											
9	17,323	17,370	16,319	16,309	15,783	15,496	15,509	15,227	14,867	14,960	14,781
10	15,851	14,304	14,340	13,481	13,461	13,031	12,796	12,824	12,587	12,299	12,393
11	10,932	10,884	9,834	9,858	9,280	9,248	8,961	8,802	8,851	8,683	8,498
12	9,566	9,609	9,568	8,651	8,673	8,170	8,135	7,885	7,747	7,802	7,654
Spec Ed	5,684	5,623	5,492	5,406	5,386	5,343	5,365	5,366	5,361	5,388	5,423
GED (16-20)	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
GED (21+)	28	28	28	28	28	28	28	28	28	28	28
TOTAL	61,384	59,819	57,581	55,734	54,611	53,316	52,793	52,132	51,442	51,161	50,777
BROOKLYN											
9	25,247	25,311	23,711	23,274	22,408	21,925	21,373	21,013	20,675	20,556	20,465
10	24,953	23,162	23,232	21,845	21,454	20,658	20,259	19,806	19,486	19,200	19,127
11	15,802	14,932	13,914	13,958	13,174	12,948	12,464	12,245	12,003	11,815	11,652
12	15,740	15,963	15,074	14,043	14,084	13,285	13,057	12,568	12,340	12,091	11,901
Spec Ed	6,520	6,464	6,282	6,142	6,093	5,992	5,935	5,892	5,875	5,881	5,939
GED (16-20)	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347
GED (21+)	24	24	24	24	24	24	24	24	24	24	24
TOTAL	90,633	88,203	84,585	81,632	79,584	77,178	75,460	73,895	72,750	71,914	71,456

APPENDIX C
ENROLLMENT PROJECTIONS FOR PUPILS IN GRADE 9 THROUGH 12
PLUS SPECIAL EDUCATION AND GED PUPILS IN HIGH SCHOOLS BY BOROUGH AND NEW YORK CITY
2009 THROUGH 2018

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
QUEENS											
9	21,871	22,236	21,529	21,390	21,287	21,049	21,529	21,631	21,954	21,990	20,113
10	20,181	19,068	19,406	18,812	18,681	18,596	18,426	18,955	18,925	19,226	19,332
11	15,882	14,953	14,163	14,432	14,012	13,900	13,842	13,754	14,273	14,104	14,347
12	13,687	14,209	13,379	12,677	12,920	12,546	12,443	12,393	12,318	12,801	12,629
Spec Ed	4,577	4,649	4,649	4,706	4,826	4,907	5,032	5,239	5,452	5,634	5,632
GED (16-20)	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477	1,477
GED (21+)	11	11	11	11	11	11	11	11	11	11	11
TOTAL	77,686	76,603	74,614	73,504	73,214	72,485	72,761	73,459	74,411	75,244	73,541
RICHMOND											
9	4,599	4,525	4,513	4,411	4,382	4,469	4,449	4,514	4,698	4,792	4,813
10	4,323	4,403	4,323	4,304	4,210	4,172	4,252	4,237	4,286	4,474	4,558
11	3,748	3,545	3,611	3,527	3,498	3,424	3,370	3,434	3,429	3,445	3,618
12	3,262	3,219	3,044	3,102	3,024	2,994	2,934	2,881	2,934	2,934	2,939
Spec Ed	1,330	1,357	1,393	1,426	1,459	1,504	1,539	1,596	1,663	1,732	1,813
GED (16-20)	400	400	400	400	400	400	400	400	400	400	400
GED (21+)	3	3	3	3	3	3	3	3	3	3	3
TOTAL	17,665	17,451	17,287	17,173	16,976	16,965	16,948	17,065	17,412	17,780	18,142
NEW YORK CITY											
9	87,406	86,591	82,164	80,920	78,740	77,319	77,301	76,269	75,521	76,023	73,936
10	81,939	77,049	76,408	72,688	71,588	69,710	68,594	68,785	67,759	67,237	67,860
11	59,645	56,570	53,421	52,988	50,595	49,849	48,627	47,989	48,432	47,602	47,370
12	53,678	55,121	52,256	49,341	48,951	46,725	46,030	44,883	44,290	44,698	43,902
Spec Ed	21,665	21,645	21,251	21,049	21,054	20,985	21,121	21,352	21,602	21,938	22,174
GED (16-20)	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335
GED (21+)	131	131	131	131	131	131	131	131	131	131	131
TOTAL	312,799	305,442	293,966	285,452	279,394	273,055	270,139	267,743	266,070	265,964	263,708