

LEVELING THE PLAYING FIELD

Access to Physical Education in
New York City's Public School System



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New York Lawyers For The Public Interest

About Us

The mission of New York Lawyers for the Public Interest (NYLPI) is to advance equality and civil rights, with a focus on health justice, disability rights and environmental justice, through the power of community lawyering and partnerships with the private bar. Our community lawyering approach focuses on community needs to guide and inform our advocacy and organizing initiatives. For over forty years, NYLPI's strong partnership with the private bar has helped to provide critical legal assistance and capacity building to communities and nonprofit organizations. For more information, please visit us at www.nylpi.org and Twitter: @nylpi.

Acknowledgments

This report was authored by Christine Appah, a Senior Staff Attorney in the Environmental Justice Program at New York Lawyers for the Public Interest (NYLPI).

NYLPI would like to acknowledge our partners in the PE for All Coalition that have worked with us to ensure that physical education remains a priority in our city's schools. We also appreciate the feedback that we have received from community members and parents on this issue. Their shared experience and concerns have been valuable to our advocacy. NYLPI's PE for All initiative is a collaboration between our Health Justice and Environmental Justice Programs. For more information on the PE for All Coalition, please visit www.physed4all.org.

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Introduction

Physical education is an essential part of a well-rounded academic experience. Exercise and wellness education have positive effects on children's behavior and can help cultivate healthy lifestyle habits.¹ Many studies have shown positive correlations between the amount of children's physical activity and their academic performance.² For example, researchers have noted that "[c]hildren who are more active show greater attention, have faster cognitive processing speed, and perform better on standardized academic tests than children who are less active."³ In recent decades, schools have shifted their focus to academics and away from physical education. This approach may be counterproductive in light of the positive academic effects of incorporating physical education into the curriculum.⁴

The New York City Department of Education ("DOE") is responsible for providing over one million enrolled students with equal access to quality educational opportunities – including physical education ("PE"). In recognition of the benefits that physical education brings to children's health and academic performance, New York State Education Law § 803 mandates physical education in varying amounts based on a student's grade level. All students must receive between 120 and 90 minutes of instruction per week. Despite state mandates, comprehensive data released for the first time in August of 2016 reveals that the DOE is failing to provide nearly half its students with the required amount of PE instruction.

The City of New York has attempted to make improvements to address this need. In 2015, Mayor Bill de Blasio launched PE Works, a multi-year initiative to assess the quality of PE instruction, hire PE teachers and provide needed training and assistance to schools trying to meet the state standards. In 2016, the City's budget included a \$100 million dollar commitment over the next four years to improve physical education programming and hire more certified PE teachers. The City recently announced that its 2017 budget would include substantial capital investments for PE facilities. Despite these efforts, recent data shows that the City continues to struggle in delivering consistent and regular access to physical education instruction as required by New York state law.

This report provides an assessment of the DOE's first comprehensive data set on the number of students across the City receiving the mandated amount of physical education class. The DOE released this data pursuant to Local Law 102 of 2015, a new City law. The DOE provided data points for the percentage of students receiving the mandated amount of PE instruction by district, grade level and various demographics. This analysis provides the basis for recommendations to the City and to parents to help achieve broader and more substantive compliance with the requirements for physical education.

The City is failing to comply with state-mandated hours of PE instruction for many of its students. Slightly more than half of all students receive the required amount of PE. However, lack of PE instruction is particularly acute for the following groups: students in Kindergarten through third grade, Black children, and children with disabilities. Among these particular groups, the vast majority of students are not receiving the required amount of PE.

For most New York City public schools, incorporating physical education into the curriculum has long proven to be both an instructional and logistical challenge.⁵ This is a serious issue in co-located schools.⁶ The lack of resources dedicated to physical education, which translates into fewer teachers and places for children to play, is a major impediment to compliance. With increased concern over academic assessments, schools must incorporate enough time into every child's schedule to prepare for annual standardized exams. Although physical education impacts academic performance and could have a positive impact on testing, it is not always prioritized during exam season. Some families report that their children miss out on physical education because their schedules are rearranged for test prep sessions. Further, as many schools grow in population, they also struggle to find adequate space and time for physical education instruction.

The DOE made budget allocations for new PE teachers in 2016 and 2017. It plans to add close to 500 teachers by 2019 in order to help schools achieve universal participation. Our goal is to help administrators to better allocate these resources toward the grades, students and districts where they are needed the most.

Key Findings:

- Over two-thirds of children in Kindergarten through third grade are failing to receive enough PE instruction. On average, only 20%⁷ of third graders in New York City are receiving 120 minutes of instruction per week, the required amount of physical education instruction.
- The data also shows troubling racial disparities. Black students receive less physical education than White and Asian students in nearly all geographic areas and grade levels. For example, an average of 19% of Black students in grades K–5 received the required amount of physical education and 26% of Hispanic students in the same grade levels received the required PE instruction. In contrast, 30% of White and 27% of Asian students from grades K–5 received required levels of PE instruction.
- Staten Island had the highest levels of compliance with state PE instruction requirements and Brooklyn ranked second. Students in the Bronx had the lowest rates of compliance with state PE instruction requirements.
- The data does not provide a complete picture about the levels of compliance with the requirements for students with disabilities who need adaptive physical education.

Key Recommendations:

- Channel more funding for certified PE teachers in schools that have the lowest rates of instruction.
- Ensure that students who are supposed to receive adaptive physical education are actually receiving instruction that complies with their individualized education plans.
- Conduct a comprehensive needs assessment to determine why there are significant disparities in PE instruction rates among children in different racial/ethnic demographics.

Background

Research has confirmed the benefits of exercise on brain function and wellbeing.⁸ Without an outlet for physical activity, many children have a difficult time trying to focus and work productively. *The New York Times* has reported on various studies showing how physical education actually boosts short term cognitive ability and helps children learn.⁹ Longitudinal studies have shown long term positive effects on children's health from physical education.¹⁰ These benefits can offset other health issues associated with inactive lifestyles. Recently, researchers at Johns Hopkins used algorithmic modeling to project the potential harm of physical inactivity of children currently aged 8–11 in the United States. The results were discussed in an article by *The New York Times*. The study concluded that if current trends in physical inactivity persist, it could have staggering social and economic costs.¹¹

The rate of childhood obesity and related ailments is a mounting concern, and one that affects children in New York City, particularly in under-resourced school districts. Indeed, the number of children growing up at an unhealthy weight has become a national problem. Children are spending less time outdoors and less time engaging in physical activity than they did in the past.¹² While the reasons for the decline in outdoor playtime are varied, the results are becoming alarmingly common. Studies have attributed the increase in childhood obesity rates to lack of exercise and have proposed practical solutions that are easy to achieve.¹³ Regular and structured physical activity has been prescribed as a viable solution.

Advocacy groups that work to promote children's health and educational opportunities have rallied around increased access to PE class for years. In 2015, New York City Comptroller Scott Stringer's office investigated the scope and availability of the City's physical education offerings.¹⁴ Their preliminary audit, based on the limited data available at the time, revealed that almost a third of elementary schools were not complying with the state regulations. The report found that approximately 59% of the DOE's elementary schools lacked a certified PE teacher. The Comptroller's report

noted that failing to provide physical education could have lasting economic impacts, including on health care costs and worker productivity. The Comptroller recommended that the NYC DOE comply with state regulations that require annual reporting of the ways in which PE is provided and that they hire more certified physical education teachers.

New York Lawyers for the Public Interest (“NYLPI”) and a diverse group of advocates including national health organizations, medical professionals, parents, grassroots organizations and policy advocates advocated for the New York City Council to pass a reporting law that would require the DOE to provide comprehensive data on the amount and frequency of physical education instruction provided in schools. Councilmember Elizabeth S. Crowley introduced a reporting bill, which garnered substantial support and media attention. The City Council passed the bill and it became Local Law 102 of 2015. The DOE released the first report of the data required under the bill in August of 2016.

While anecdotally, it has been clear that access to physical education is a persistent and citywide problem, data about actual levels of physical education instruction across all schools was not previously available. Under Local Law 102 of 2015, the DOE is now obligated to disclose annual data on how many students across all New York City schools are receiving state-mandated levels of physical education instruction. Local Law 102 of 2015 requires the DOE to report to the New York City Council each year on schools’ rates of compliance with state physical education requirements, as well as provide data that details the quality of PE instruction, such as the size and availability of indoor and outdoor facilities. It also requires schools to report their number of full-time and part-time certified physical education instructors. In addition, report must include specific information about co-located schools. The data is organized by borough, grade and district. The report must also provide data for racial and language demographics. Finally, to ensure an inclusive educational experience for all students, the DOE must also provide data on adaptive physical education for children with disabilities.

NYLPI analyzed the first set of the DOE’s data, from the 2015–2016 school year, released under the new law. The DOE’s report provided demographic information for five ethnic and racial groups (Asian, Black, Hispanic, Other, and White), male and female students, students with Individual Education Plans, and students for whom English is a learned language. If all grade levels are tallied together, the DOE’s data reveals that on average, nearly half of all students are failing to receive the required amount of physical education instruction time, but the failure is particularly acute for young elementary school students, approximately 80% of whom are not getting enough PE. The City must do better for its children.

Recommendations to the New York City Department of Education:

- Continue the trajectory of the PE Works Program and other supportive programming and ensure that the funding is directed where it is needed most.
- Hire more certified physical education teachers in the schools and Districts that have the lowest rates of compliance with state requirements.
- Train more elementary school teachers to incorporate physical activity into classroom teaching, for example through the “Move to Improve” program.
- Renovate or expand school infrastructure and identify available indoor and outdoor community spaces to expand access to appropriate and safe spaces for PE.
- Examine and identify reasons for racial disparities in access to physical education. The NYC DOE must attempt to understand and remedy the underlying causes of the lack of instruction. The NYC DOE must use the data to get a better understanding of where resources should be allocated.

- Include data in the next report on the levels of participation for students whose Individualized Education Plans (“IEPs”) recommend adaptive physical education.
- Present 2016–17 data in a more user-friendly format, including a summary of key findings, and proactively communicate this information to parents.

Recommendations to parents:

- Parents should review their children’s weekly academic program schedule and become familiar with the state guidelines for PE. If the child’s schedule does not have enough minutes of physical education instruction as required by the regulations, parents should notify the school in writing. Parents should prepare to discuss with school leadership the importance of ensuring that schools comply with the regulations.
- Schools often make schedules a semester in advance. The earlier that parents get involved in the process of setting the schedule, the better they can advocate to ensure that their child will receive the proper amount of physical education instruction.
- Organize with other parents to discuss physical education in their schools, including accessibility and other scheduling issues, and meet with school officials as a group to demand compliance with the physical education mandate.

Understanding New York State’s Physical Education Requirements

New York State regulations under the Education Law require schools to provide certain amounts of regularly scheduled physical education to students in all grades. There are specific guidelines for elementary, middle and secondary school students.

Grade Level	Number of minutes of Physical Education required per week	Frequency
Elementary School		
K–3rd Grade	120 Minutes	Daily at least 5 times per week
4th–6th Grade	120 Minutes	3 times per week
Middle School		
5–6 Grade	90 Minutes	3 times per week for one semester and 2 times per week, second semester
High School		
7–12 Grade	90 Minutes	3 times per week for one semester and 2 times per week, second semester

Elementary school students from Kindergarten through third grade must receive PE instruction every day of the school week for a total of 120 minutes per week, meaning 24 minutes per day.¹⁵ Students in fourth grade through sixth grade within an elementary school must have PE instruction at least three times per week, also for a total of 120 minutes per week. Certified physical education instructors are not required for elementary schools. Instruction may be provided by elementary school classroom teachers under the supervision of a certified PE teacher.

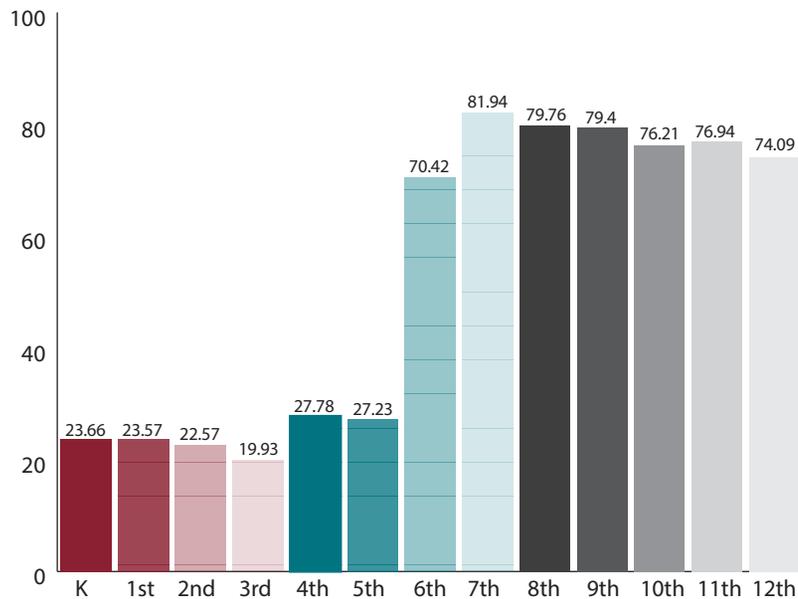
Secondary school students in seventh through twelfth grade and students in grades five through six who are enrolled in middle school must receive a total of 90 minutes per week of PE instruction. The school must provide physical education at least three times per week for one semester of the year and alternate with two times per week in the following semester, for a total of 90 minutes per week.¹⁶

Digging Into the Data: An Uneven Playing Field

Widespread Lack of Adequate PE Instruction in Elementary School

On average, slightly over 50% of New York City public school students from Kindergarten through twelfth grade receive the amount of PE instruction the law requires. However, this number masks wide disparities between grades. Children from Kindergarten to third grade are far less likely to have the required amount of PE, while children from seventh through ninth grade have consistently higher rates of PE.

Average percentage of students who are receiving the proper amounts of PE across all districts citywide



The DOE reported that only 20% of third graders across the City are getting the amount of PE instruction required by law. Overall, fewer than 30% of students from Kindergarten through third grade have enough time in PE class. This means that over two-thirds of elementary school students are not receiving the baseline required amount of physical education.

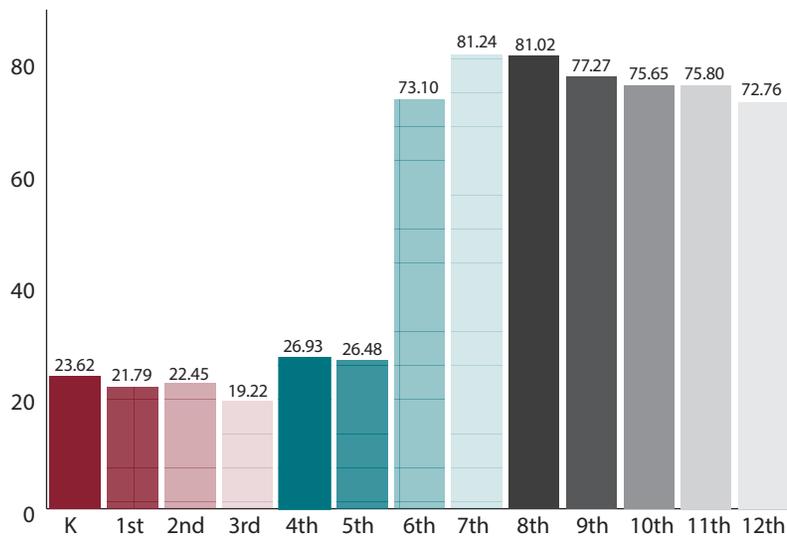
Elementary schools had by far the lowest rates of compliance with PE instruction requirements. Citywide, fewer children in the third grade had adequate physical education instruction than any other grade. Children in the seventh grade fare the best. In some districts, nearly all third graders failed to get enough PE: for example, in District 23 in Brooklyn and District 10 in the Bronx, only 3% of third graders received the required amount of physical education. Other districts do far better. District 26 in Northeast Queens reported the highest level of compliance, with 42% of third graders getting enough PE. While the wide range of compliance rates affected the average, a majority of school districts reported meeting state requirements for less than 20% of third graders.

Access to Physical Education for Students with Disabilities

Local Law 102 of 2015 required reporting on access to PE for all students, including students with disabilities. To this end, the law requires that school districts separately report statistics for students who “are receiving special education services” and have Individualized Education Programs (“IEPs”). Students with IEPs may receive educational services in the general education classroom of their local school district or in segregated classes in or out of their local district. They may receive physical education instruction without any need for modifications or they may require “adaptive physical education” – a carefully tailored physical education program to meet their specific needs.

In District 75, a citywide district designed to support students with the most severe physical and behavioral disabilities, rates of access to PE follow a similar pattern as other City districts. Less than one third of District 75 students in Kindergarten through third grade are receiving the required

Average percentage of students with IEPs who are receiving the statutory amounts of PE across Districts 1–32



amount of physical education. The DOE data reports how many students in District 75 schools have an IEP that recommends adaptive physical education, but does not explain what percentage of those students are receiving the required amount of physical education instruction, let alone if the adaptive PE services they are receiving are appropriate. This is a deficiency in the reporting that the DOE must address.

Students with IEPs who did not attend District 75 schools were somewhat less likely to receive the required amount of PE instruction than fellow students without disabilities. The DOE's data showed that for children from Kindergarten through third grade, the difference between students with and without IEPs was no more than two percentage points. Students in Staten Island had the greatest variance between students with IEPs (32%) and those without (38%) by close to six percentage points.

A majority of the school districts did not provide any data on adaptive physical education, despite the law's requirement to specify the number and percentage of students with IEPs who need adaptive PE. This failure prevents us from evaluating how many students who need adaptive PE are receiving sufficient PE instruction.

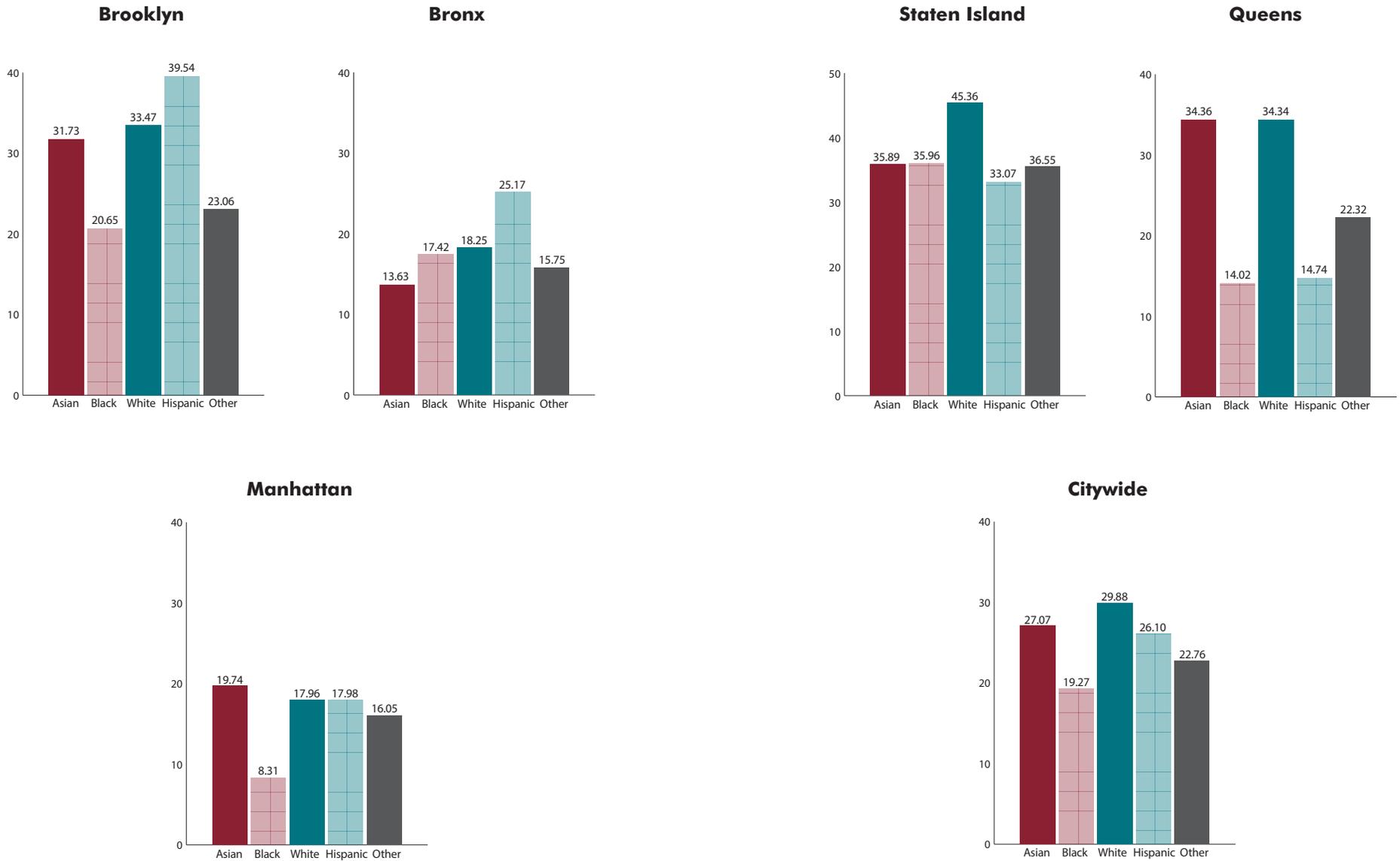
Notably, no data was collected regarding the substantial number of students with disabilities who do not receive special education services, but rather qualify for services under Section 504 of the Rehabilitation Act of 1973, which has a broader definition of disability. Such data collection is critical to obtaining a complete picture of the provision of physical education services to students with disabilities.

Racial Disparities in Access to PE

The City's DOE data revealed that children in certain demographic groups were less likely to receive the mandated level of PE instruction than others. The following charts summarize the overall percentage of students in grades K–5 that are receiving the required amount of PE class by borough and race/ethnicity.

In nearly all boroughs except for the Bronx, White and Asian students were more likely to receive required levels of PE than other racial and ethnic groups, while Black students received the least amount of PE instruction. In Manhattan, where schools had the lowest rates of compliance across the board, only about 8% of Black students in grades K–5 received adequate PE instruction, while close to 18% of White and Asian students in the same grade levels received the required amount of PE. In Queens, 34% of White and Asian students in grades K–5 received PE instruction that met state standards, while only 14% of Black students and 15% of Hispanic students received the required amount of PE instruction. In Staten Island, the rates of compliance were somewhat more evenly distributed among racial and ethnic groups. Hispanic students in the Bronx received more PE than their peers in other racial and ethnic groups and only 14% of Asian students in the Bronx received the required amount of PE instruction.

Overall percentage of students in grades K-5 who are receiving the required amount of PE by borough and race/ethnicity



A closer look at the DOE's data in certain grade levels and districts revealed lower rates of PE instruction experienced by certain students. For example, only around 9% of Asian students in the third grade in the Bronx were receiving the required amount of physical education. In Manhattan, only around 6% of Black students in first grade received the required amount of physical education. In District 29 in Eastern Queens, only 5% of students in all demographic groups from Kindergarten through third grade received the required amount of physical education instruction. In that district, almost 99% of Black students in first and third grades are not receiving the required amount of physical education.

Space for Physical Education

According to the Comptroller's 2015 study, many schools struggle to find space for PE class. The Comptroller's study indicated that 80% of schools that are co-located lack space for physical education activities. To further understand the problem of dedicated space for PE, Local Law 102 required DOE to report usage information for PE spaces. The report lists: (1) the function of the space, (2) whether or not the school is co-located, (3) if the space is used for any other purpose apart from physical education, and (4) if the space is indoors or outdoors. The DOE divided the schools into seven categories: Early Childhood, Elementary, High School, K-8, K-12, Junior High-Intermediate-Middle schools, and Secondary school. All schools were listed by both geographic and administrative district, which helped to account for schools that are a part of District 75.

Our analysis focused on elementary schools, where the amount and quality of physical education are of particular concern. The report lists 706 elementary schools across all five boroughs. About 10%, or 72, of these schools stated that they used their physical education space for other purposes. A total of 311 schools are classified as co-located, where more than one school shares the same space. Of the co-located schools, 24 – or close to 8% – note that they use their PE space for additional purposes. At first look, these numbers indicate that the lack of space is not the primary driver of low rates of compliance with state mandated PE instruction in the lower grades. Some parents report that other uses such as test prep can

cause conflicts over spaces that are used for physical education, in which case physical education usually receives lower priority. These intermittent uses of PE space may not be reflected in the DOE report. Although the DOE data did not report that non-PE uses of PE space was prevalent, parents and advocates remain concerned that a lack of indoor and outdoor space is a driver of this problem. The City recently disclosed that 76 schools around the City currently do not have space allocated for PE. Furthermore, 200 schools do not have gymnasiums for their students. The plans for the 2017 budget show that the DOE is now committed to prioritizing the creation of dedicated space for PE.

Finally, while Local Law 102 of 2015 mandated that the City determine the extent to which physical education was provided in "designated outdoor and indoor facilities," in "non-gymnasium space," and in "off-site space," it did not mandate that the City provide information regarding the extent to which each of the sites used for physical education were accessible to students with disabilities.

Certified Physical Education Teachers

Schools that reported higher levels of compliance with PE standards had overall higher numbers of certified PE Teachers. For example, in District 16 in Brooklyn where approximately 38% of all students are receiving the mandated amount of physical education, there were only 20 certified physical education teachers. In contrast, District 22 in Brooklyn, where approximately 65% of all of the students receive the mandated amount of physical education, there were 84 certified physical education teachers. This demonstrates the importance of the DOE's decision to channel funding into the recruitment and training of PE teachers.

Supplemental Programs

In New York City, schools are allowed to supplement their physical education instruction with programs that increase movement and physical activity in the classroom. The DOE has adopted a program entitled "Move to Improve" in an effort to provide physical education inside of

the classroom. Under the Move to Improve program, certified physical education instructors teach elementary classroom teachers how to engage their students in active learning, which enhances their exposure to physical and health education. When 85% of students in a school participate in the program, it becomes a “Move to Improve All Star School.” These “All Star Schools” exemplify the learning goals of the Move to Improve Program. As of August 2016, 138 out of the approximately 1,500 schools in the DOE’s system were registered as All Star Schools.

While these physical activity programs provide value, they should not be considered as a replacement for physical education class or count towards total amount of minutes that the statewide standards require. It is important for every student to have access to physical education classes led by trained and certified teachers in which at least 50% of class time is spent in moderate to vigorous physical activity.

Recommendations

We recommend the following improvements in funding and training for physical education in New York City schools.

- **Hire more certified physical education instructors in schools and districts with the lowest compliance rates**

The DOE must ensure that additional funding for PE teachers is directed to schools where the resources are needed most. The data in the 2016 report provides the DOE with a helpful road map as it hires additional teachers over the next several years.

- **Promote continuing education opportunities for current certified physical education instructors in the elementary schools**

As an interim and/or supplementary measure, DOE should continue to train teachers to incorporate physical education into classroom activities through

the Move to Improve Program. While it is not a replacement for dedicated PE instruction, students will benefit from additional structured physical activity throughout the day.

- **Address space issues**

The City recently announced that its 2017 budget would include substantial expenditures to address the lack of available space for PE. The DOE will receive \$385 million over the next four years towards the creation of spaces for PE. The City highlighted that there were around 200 schools that did not have any designated space for physical education. This is a crucial step, and next year’s report must detail the progress that the DOE is making in capital improvements to create PE space for students.

The City should continue to work with schools to address how space is currently being used for PE activities. A closer look at how and when classes are scheduled may allow better use of available space for physical education instruction.

- **Examine racial disparities and develop a plan to address them**

The DOE’s data shows real and persistent disparities in access to PE instruction for Black and Hispanic students in most boroughs. The causes of these racial disparities may be difficult to unravel and are likely tied to broader disparities in resources in the New York City school system. Nevertheless, the DOE should closely examine the racial disparities revealed by the DOE data and identify factors that are causing them, and develop a plan to provide equal PE access to all students regardless of their backgrounds.

- **Provide a more user-friendly reporting format for next year’s PE Report**

The DOE’s 2015–2016 data was not published in a user-friendly format. The DOE should publish next year’s data in a clearer format. While the raw numbers are helpful, the DOE’s data was not summarized in way that

would allow readers to draw conclusions or make comparisons. The report did not provide a breakdown of the number of schools that lacked facilities for physical education. While it provided a detailed breakdown of the ways in which space was used in schools that had facilities, it did not provide a clear picture of the number of schools that needed physical education facilities. Also, the report did not provide a complete picture on adaptive physical education as it did not provide any breakdown about who was actually receiving this specialized instruction in any of the districts. Parents must be provided with more accessible data that is annotated for clarity. The DOE should also include an executive summary with their report that explains overall averages and trends revealed by the data.

- **Mobilize Parent Groups**

Parents who are concerned about the lack of adequate PE instruction can advocate on the school level for more time to be devoted to PE in their children's schools. Parents can review their children's school schedules to check for compliance. If there is a shortage of instruction time in the child's schedule, parents can advocate for changes. Such advocacy can include writing letters, convening parent meetings and making phone calls to demand that their child's school provide the required amounts of physical education. NYLPI will continue to work with parents to provide guidance and advocacy assistance on this issue.

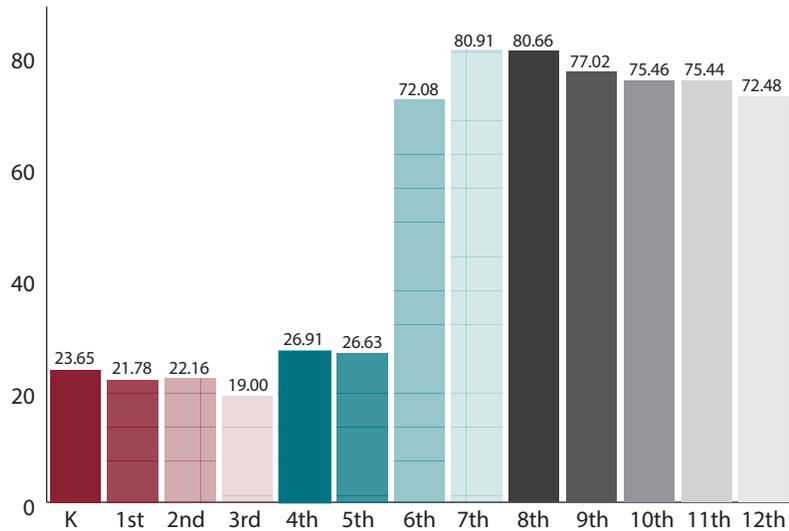
Conclusion

All children in New York City's public schools must receive the legally mandated amount of quality physical education. Studies show positive correlations between the amount of physical activity and student academic performance. Physical education must be a core part of the curriculum for every student, at every age. Many schools face space, scheduling and funding restraints. The New York City Department of Education should prioritize physical education through increased teacher training and target funding for new certified PE teachers to the schools and districts where compliance with state requirements is strikingly low. The 2017 budget allocations will hopefully channel much needed resources to the communities where physical education is needed the most. The DOE must provide equal access to quality physical education for all its students. NYLPI will continue to work with its partners to make universal PE a reality.

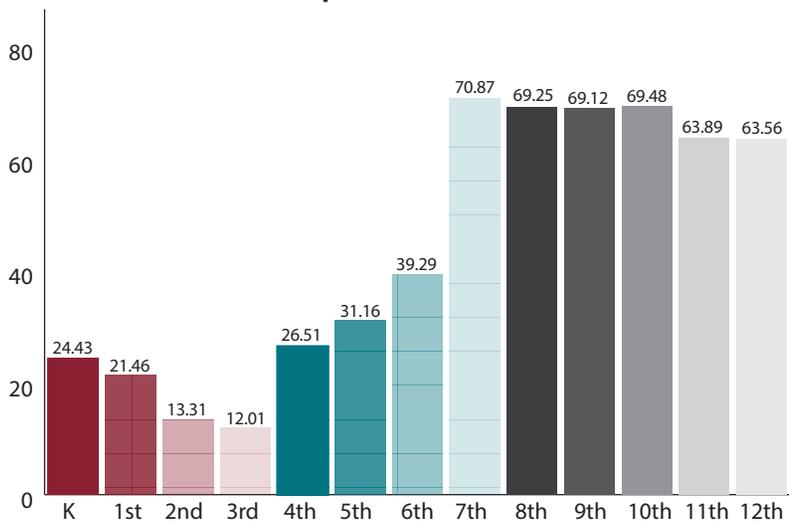
Borough Summaries

BROOKLYN	Asian	Black	Hispanic	Other	White	Female	Male	IEP	ELL
Total # of Students	28441	46389	39223	2353	27117	68724	74799	26614	17745
Overall Average	62.88%	50.04%	54.38%	56.00%	60.99%	55.58%	55.76%	52.95%	56.88%
K-5 Average	31.73%	20.65%	25.17%	23.06%	33.47%	26.98%	26.47%	24.36%	27.26%
6-12 Average	89.58%	75.23%	79.42%	80.81%	84.58%	80.10%	80.86%	77.45%	82.26%
Highest % of Participation	94.80% (8)	80.04% (8)	84.59% (7)	84.38% (12)	91.60% (8)	86.14% (7)	86.36% (7)	19.00% (3)	86.48% (8)
Lowest % of Participation	23.12% (3)	17.41% (3)	20.45% (3)	23.41% (2)	25.71% (3)	21.91% (3)	20.37% (3)	83.10% (7)	19.63% (3)
BRONX	Asian	Black	Hispanic	Other	White	Female	Male	IEP	ELL
Total # of Students	5055	22982	53135	1237	3482	40882	45009	20371	1132
Overall Average	49.29%	47.10%	47.71%	50.09%	44.13%	47.85%	47.46%	45.96%	50.88%
K-5 Average	13.63%	17.42%	17.96%	15.75%	18.25%	17.64%	17.62%	17.74%	16.85%
6-12 Average	79.87%	72.54%	73.20%	79.54%	66.31%	73.75%	73.04%	70.14%	74.77%
Highest % of Participation	89.25% (11)	78.11% (9)	77.96% (7)	87.50% (7)	78.84% (11)	79.16% (9)	77.36% (7)	76.91% (7)	81.44 % (7)
Lowest % of Participation	9.40% (1)	12.98% (3)	12.54% (3)	11.21% (3)	11.11% (1)	12.72% (3)	12.35% (3)	11.91% (3)	12.82 % (3)
MANHATTAN	Asian	Black	Hispanic	Other	White	Female	Male	IEP	ELL
Total # of Students	9425	13899	6739	1771	10228	35173	31085	12297	6739
Overall Average	45.62%	43.37%	45.61%	44.57%	43.98%	45.86%	44.36%	44.22%	44.16%
K-5 Average	19.74%	8.31%	14.74%	16.05%	17.96%	15.50%	15.23%	14.29%	13.73%
6-12 Average	67.80%	73.42%	72.08%	69.02%	60.16%	71.88%	69.33%	69.87%	70.25%
Highest % of Participation	77.34% (7)	83.31% (7)	82.28% (7)	80.61% (7)	78.12% (9)	79.07% (7)	79.19% (7)	80.23% (7)	85.83% (8)
Lowest % of Participation	17.46 (3)	6.25% (1)	12.94% (3)	13.03% (K)	14.75% (3)	13.48% (3)	12.94% (3)	11.21% (3)	11.09% (K)
QUEENS	Asian	Black	Hispanic	Other	White	Female	Male	IEP	ELL
Total # of Students	45689	24814	59121	3382	19981	73570	79417	25433	20113
Overall Average	61.72%	51.37%	59.81%	55.90%	59.63%	59.81%	59.46%	58.30%	62.49%
K-5 Average	34.36%	14.02%	33.07%	22.32%	34.34%	30.62%	30.32%	30.14%	32.27%
6-12 Average	85.08%	83.38%	86.11%	84.68%	81.30%	84.83%	84.44%	82.43%	88.40%
Highest % of Participation	90.86% (7)	90.87% (8)	93.97% (7)	94.8/3% (B)	89.79% (7)	91.98% (7)	91.76% (7)	89.21% (7)	94.52% (7)
Lowest % of Participation	31.06% (3)	8.12% (3)	28.65% (3)	18.01% (3)	30.30% (3)	26.14% (3)	29.85% (2)	24.77% (3)	26.29% (3)
STATEN ISLAND	Asian (up to 10th)	Black	Hispanic	Other	White	Female	Male	IEP	ELL
Total # of Students	2516	4602	9668	8549	18107	17458	18833	8549	1429
Overall Average	60.10%	60.64%	63.34%	61.25%	63.71%	63.22%	63.09%	61.25%	49.13%
K-5 Average	35.89%	35.96%	39.54%	36.55%	45.36%	42.57%	40.68%	36.55%	36.41%
6-12 Average	89.14%	81.46%	83.73%	82.43%	79.43%	80.92%	82.30%	82.43%	81.86%
Highest % of Participation	98.43% (9)	93.27% (9)	94.47% (9)	92.40% (11)	88.64% (11)	96.14% (9)	95.12% (9)	92.25% (9)	93.07% (9)
Lowest % of Participation	30.45% (2)	28.67% (3)	31.29% (3)	31.02% (2)	40.51% (1)	37.65% (2)	36.02% (2)	31.02% (2)	28.57% (2)

Average percentage of students with IEPs who are receiving the statutory amounts of PE across all Districts



Percentage of students in District 75 who are receiving the required amount of PE



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- ¹⁴ Supra at 5.
- ¹⁵ The DOE defines elementary school as all grades from Kindergarten through the sixth grade.
- ¹⁶ For schools that have do not have semester systems, a similarly structured schedule is required.



NEW YORK LAWYERS FOR THE PUBLIC INTEREST

151 West 30th Street, 11th Floor, New York, NY 10001-4017

212.244.4664 nylpi.org