

New York City Public School Indicators: *Academic Profiles: Middle School*

January 2018



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

Number of Advanced Courses Taken	Number of Students	Percent of Students
0	114,524	78.2%
1	3,878	2.6%
2	3,059	2.1%
3	2,704	1.8%
4	18,191	12.4%
5	3,392	2.3%
6	444	0.3%
7	0	0.0%
8	289	0.2%

New York City Independent Budget Office

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

Relative Achievement Level of Incoming Middle School Students	Number of Advanced Courses			
	Zero	Greater Than Zero and Less Than or Equal to One	Greater Than One and Less Than or Equal to Two	Greater Than Two
Higher Incoming Achievement	0.0%	48.9%	26.7%	24.4%
Medium Incoming Achievement	21.5%	67.1%	10.8%	0.6%
Lower Incoming Achievement	53.9%	44.2%	1.9%	0.0%

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

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

School Poverty Level	Number of Advanced Courses			
	Zero	Greater Than Zero and Less Than or Equal to One	Greater Than One and Less Than or Equal to Two	Greater than Two
	Percent of Schools			
Low Poverty School	1.8%	54.4%	36.8%	7.0%
Medium Poverty School	20.0%	65.5%	7.3%	7.3%
High Poverty School	43.5%	55.3%	1.2%	0.0%

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

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Share of Middle School Students by Demographic Group Who Took at Least One Advanced Course and Eighth Grade Students Who Took at Least One Regents Exam, 2014-2015

Student Poverty Status		
	Not From Low-Income Neighborhood	From Low-Income Neighborhood
Middle School Students Who Took at Least One Advanced Course	25.2%	10.5%
Number of Middle School Students	111,482	31,803
Eighth Grade Students Who Took at Least One Regents Exam	10.2%	6.1%
Number of Eighth Graders	38,401	11,133
Race/Ethnicity		
	Neither Black Nor Hispanic	Black or Hispanic
Middle School Students Who Took at Least One Advanced Course	37.0%	13.2%
Number of Middle School Students	52,920	93,561
Eighth Grade Students Who Took at Least One Regents Exam	13.9%	6.6%
Number of Eighth Graders	17,656	33,025
English Language Learner		
	Non-English Language Learner	English Language Learner
Middle School Students Who Took at Least One Advanced Course	24.7%	3.2%
Number of Middle School Students	126,699	19,782
Eighth Grade Students Who Took at Least One Regents Exam	10.4%	1.6%
Number of Eighth Graders	44,061	6,620
Students with Disability		
	Non-Students with Disability	Students with Disability
Middle School Students Who Took at Least One Advanced Course	25.9%	4.7%
Number of Middle School Students	118,260	28,221
Eighth Grade Students Who Took at Least One Regents Exam	11.1%	1.5%
Number of Eighth Graders	41,386	9,295

NOTE: Regents exam data reported for eighth graders only.

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

	0%	0.1% - 10.0%	10.1% - 20.0%	20.1% - 30.0%	30.1% - 40.0%	40.1% - 50.0%	>50.0%
Percent of Middle Schools	20.8%	9.0%	18.0%	23.9%	13.3%	5.5%	9.4%

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

Relative Achievement Level of Incoming Middle School Students	Share of Eighth Grade Students Who Took at Least One Regents Exam in Middle School						
	0%	0.1% - 10.0%	10.1%- 20.0%	20.1% - 30.0%	30.1% - 40.0%	40.1% - 50.0%	>50.0%
Higher Incoming Achievement	0.0%	0.0%	11.1%	15.6%	28.9%	17.8%	26.7%
Medium Incoming Achievement	19.0%	9.5%	19.6%	30.4%	10.1%	3.8%	7.6%
Lower Incoming Achievement	44.2%	15.4%	19.2%	11.5%	9.6%	0.0%	0.0%

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

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Share of Eighth Grade Students in a Middle School Who Took at Least One Regents Exam by School Poverty Level, 2014-2015

School Poverty Level	Share of Eighth Grade Students Who Took at Least One Regents Exam in Middle School						
	0%	0.1% - 10.0%	10.1%- 20.0%	20.1% - 30.0%	30.1% - 40.0%	40.1% - 50.0%	>50.0%
Low Poverty School	1.8%	1.8%	19.3%	31.6%	24.6%	10.5%	10.5%
Middle Poverty School	18.2%	10.0%	18.2%	25.5%	11.8%	3.6%	12.7%
High Poverty School	36.5%	11.8%	17.7%	16.5%	8.2%	4.7%	4.7%

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

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