

November 15, 2025 Annual Report on Implementation of New York State’s Class Size Caps

This document serves as the annual report required under Section 211-d of New York State Education Law in relation to the status of implementation of the State-mandated Class Size Reduction Plan. The contents of the data tables of this report are mandated under the law; this document summarizes and contextualizes those data tables.

Executive Summary & Implementation Update

In school year SY2025-26/FY2026, data as of October 31, 2025 shows that 64% of classes in New York City Public Schools (“NYCPS”) are at or below the class size caps imposed by Section 211-d of New York State Education Law. The law requires that 60% of classes be at or below such caps for the 2024-25 school year; NYCPS has exceeded the target of 60% for SY2025-26. These counts reflect the number of non-exempted classes. Exemptions were determined in collaboration with the United Federation of Teachers (UFT) and the Council for School Supervisors and Administrators (CSA), in alignment with the law, and granted to schools meeting criteria outlined within the [July 2025 Class Size Reduction Plan](#).

Class size data shows that:

- Schools in Districts 32 (Bushwick), 23 (Brownsville, Ocean Hill), and 16 (Bedford-Stuyvesant, Weeksville) have the highest percentage of classes at or below the class size caps.
- Schools in Districts 26 (Floral Park, Little Neck, Bayside, Fresh Meadows), 31 (Staten Island), and 20 (Bay Ridge, Fort Hamilton, Dyker Heights) have the lowest percentage of classes at or below the class size caps.
- Schools with the highest proportion of students facing economic need continue to have a higher percentage of classes at or below the class size caps. 78% of classes in schools in the highest quartile of economic need are at or below the class size caps, compared to 52% of classes in schools in the lowest quartile of economic need.
- The overall pupil-teacher ratio is 11.5.

Implementation Highlights:

- Elementary grades made the most significant progress:
 - o Grades K-3 saw a 28.7 point increase in compliance
 - o Grades 4-5 increased compliance by 23.1 points
- Middle and High Schools made meaningful progress:
 - o MS grew 20.4 pts more compliant
 - o HS grew 16.0 pts more compliant
- Many classes slightly exceed the new caps:
 - o Nearly a third of non-compliant classes (32%) are only 1-3 students over the new caps
- NYCPS notably reduced the number of classes that were 6 students or more above the cap:
 - o The number of such schools declined 12 pts, from 29% in FY25 to 17% in FY26
- Schools that received class size funding for SY2025-26 saw the most significant growth in compliance:
 - o Schools that were awarded additional teaching positions increased compliance by 27 pts, as contrasted with 7 pts for schools that were not awarded additional teaching positions through the FY26 Funding Process

NYCPS made significant progress in bringing additional classes to levels at or below the class size caps this year. This is a result of the FY26 Class Size Reduction Planning and Funding process, a program introduced in October 2024 for SY2025-26. Principals who opted into this program consulted with their School Leadership Teams to develop individualized plans aimed at meeting the mandated class size caps and submitted funding requests as part of their plans. A joint NYCPS/UFT/CSA committee evaluated these plans using a standardized rubric, ensuring a fair and transparent allocation of resources to schools. This program provided funding for 3,700 teaching positions systemwide, as well as supplemental costs for Assistant Principals, OTPS, teacher coverages, and other costs (e.g. pro rata and sixth period coverage), totaling approximately \$458 million across all schools. More details on spending this year can be found throughout this report and in the Financial Impact Statement released concurrently with this Implementation Report as required under the law. NYCPS will continue to fund schools' awarded plans from FY2026 into FY2027, unless there is a verified change in the student population affecting compliance requirements.

As NYCPS works to close out the SY2025-26 class size planning work, planning for SY2026-27 has already begun. In collaboration with union partners, UFT and CSA, NYCPS will continue to implement a school-driven approach for SY2026-27. On October 29, 2025, all principals in Districts 1 through 32 and high school districts received a link to a planning and funding survey, which asks schools to again work in consultation with their SLTs to identify necessary resources to reduce class sizes for the upcoming school year. Principals were asked to complete the survey by December 3, 2025. This survey will serve as the application for SY2026-27 class size funding for all eligible schools, as well as a critical source of school-level information to inform future planning. This process continues to be designed to ensure that schools have the tools and flexibility they need to meet class size targets, while ensuring limited impacts on school-level program offerings. Principals were also notified that they are not expected to convert any specialty rooms to traditional classroom space in order to reduce class sizes.

In addition to the above resources for SY2025-26, SCA has allocated over \$6 billion for new seat construction in the 2025-2029 Capital Plan. This funding is expected to create over 33,000 new seats across the City to address space needs in our most overcrowded schools and districts. NYCPS has been making steady progress identifying sites and Capital Task Force projects. As of this November, forty percent of funded seats, nearly 13,000 seats, have been sited, including over 2,300 seats newly identified in the November 2025 Amendment. These newly sited seats are located in four new school buildings and twelve room conversion projects at existing school buildings.

Recruiting additional teachers, particularly in our higher-need communities, was an essential element in meeting this compliance target and remains a core priority as we plan for the next school year and beyond. Over the past year, NYCPS took a multi-faceted approach to scale recruitment efforts to address the immediate need for new teachers while also building a stronger pipeline to address future needs. In addition, NYCPS has worked to mitigate challenges around recruiting shortage area teachers and support the retention of our new hires.

Over the past year, NYCPS has invested in infrastructure to recruit a greater number of educators, including a redesign of the recruitment website, securing additional capacity to scale recruitment efforts, and growing our marketing and outreach efforts. Additionally, NYCPS engaged the Center for Public Research and Leadership (CPRL) to conduct a multi-faceted landscape analysis of the teacher talent pipeline from local schools of education.

Recruitment pathway programs are an essential component of NYCPS' teacher recruitment strategy. NYCPS scaled the number of individuals entering our schools through the NYC Teaching Fellows program, Empire State Teacher Residency and the Ed Prep pathway – across these pathways NYCPS recruited an additional 1,200 candidates in shortage area certifications. The Office of Teacher Recruitment and Quality launched a new student teaching initiative that included events, information-sharing with schools of education and districts on student teachers and facilitating partnership development with district-based staff and faculty from schools of education. Additionally, NYCPS secured new partnerships to expand opportunities at the undergraduate level and for paraprofessionals to enter teaching through a new program run by New Leaders for New Schools and Saint Francis College.

NYCPS also hosted a robust new teacher onboarding program that included a celebratory event at Barclay's Center with thousands of new hires, district-based induction days where new teachers could network and learn, and the launch of an asynchronous learning program including courses on NYCPS literacy and math initiatives among many other key topics.

NYCPS continues to partner with TeachNY, a statewide effort, to increase enrollment in teacher preparation programs statewide and over 40 local schools of education to attract new candidates. NYCPS continues to deepen its work in supporting NYCPS students to explore education as a career pathway through the Future Ready initiative.

NYCPS provided specialized resources and support directly to schools, such as training for hiring committees, hiring events, and other recruitment resources. Hundreds of schools leveraged teacher leadership positions to support school-based recruitment efforts. Eleven districts enrolled in a specialized "Recruitment to Retention" program that focused on cross-divisional program planning for district-led efforts to attract, retain and sustain new teachers. Designated priority districts participated in the "early commitment" program which afforded more intensive support for attracting new talent. In addition, NYCPS increased the amount of hiring incentive bonuses, specifically for special education, bilingual and STEM subject areas.

Contracts for Excellence Funding & Classroom Teacher Counts

Contracts for Excellence funding is a set-aside from State Foundation Aid and is not, in and of itself, a new funding stream for NYCPS. This year, the New York State Education Department (NYSED) issued a Contracts for Excellence set-aside of \$1,089 million. NYSED has also announced that, under current law, an additional \$90 million of existing State Foundation Aid will be subject to Contracts for Excellence restrictions in future years, phasing in through SY 2027-28, when the set-aside will total \$1,179 million. Additional details on the phase-in are available [here](#).

FY 2025

In FY 2025, approximately \$487 million of the \$803 million in Contracts for Excellence funding was allocated to schools as discretionary funding, for schools to utilize in one of the six allowable program areas, including Class Size Reduction. Of the remaining \$316 million in Contracts for Excellence funding, an additional \$183 million was allocated to schools through the Fair Student Funding formula, and the remaining \$133 million was used for other C4E-eligible purposes, including supporting ICT, Pre-Kindergarten programs, and professional development for teachers associated with new curriculum.

An additional \$135 million was distributed to schools per the Contracts for Excellence distribution rules, with the requirement that schools use the funding for class size reduction. This funding will also be subject to Contracts for Excellence in future years under the State's phase-in.

FY 2026

In FY 2026, approximately \$532 million of the \$1,089 million in Contracts for Excellence funding was allocated to schools as discretionary funding, for schools to utilize in one of the six allowable program areas, including Class Size Reduction. Of the remaining \$557 million in funding subject to State Contracts for Excellence restrictions, \$183 million continued to be allocated through the Fair Student Funding formula, \$241 million was allocated specifically for class size reduction as part of this year's plan to meet the class size mandate, and the remaining \$133 million was used for other C4E-eligible purposes in school budgets, including supporting ICT, Pre-Kindergarten programs, Summer programming, and ASD classrooms.

An additional \$90 million was distributed to schools per the Contracts for Excellence distribution rules, with the requirement that schools use the funding for class size reduction. This funding will also be subject to Contracts for Excellence in future years under the State's phase-in.

Figure 1 below reflects the amount of State funding subject to Contracts for Excellence this year, and the use of that funding, as well as the amount remaining to be phased in. In FY 2026, the \$90 million phase-in was allocated for class size reduction purposes only.

Figure 2 below delineates teacher positions at District 1-32 schools. There are nearly 5,000 more teacher positions in these schools in SY2025-26 as compared to SY2024-25. When comparing the growth from SY2023-24 to the current school year (SY2025-26), there are approximately 6000 more teacher positions in these schools.

Figure 1: Contracts for Excellence (C4E) Funding Uses

Purpose	FY 2024	FY 2025	FY 2026	FY25-26 Increase/ (Decrease)	FY25-26 % Increase/ (% Decrease)
Class Size Reduction	\$296 million	\$530 million	\$836 million	\$305 million	58%
Student Time on Task	\$192 million	\$180 million	\$166 million	(\$13 million)	(7%)
Multilingual Programs	\$51 million	\$54 million	\$50 million	(\$4 million)	(7%)
All Other	\$37 million	\$38 million	\$36 million	(\$2 million)	(6%)
Total C4E	\$576 million	\$803 million	1,089 million	\$286 million	36%
To be Phased In*	\$180 million	\$135 million	\$90 million	(\$45 million)	(33%)
Total Expected C4E After Phase-In	\$756 million	\$938 million	\$1,179 million	\$241 million	26%

*This funding is being phased in as C4E and has been allocated for a C4E-eligible purpose, class size reduction, via a formula that is consistent with C4E requirements pending the full phase in of this funding as C4E by SY 2027-28.

Figure 2: Classroom Teachers – FY2024 through FY2026

	FY 2024	FY 2025	FY 2026	FY25-26 Increase	FY25-26 % Increase	FY24-26 Increase	FY24-26 % Increase
Classroom Teacher FTE	63,859	64,884	69,873	4,989	8%	6,014	9%
Classroom Teacher FTE Funded by C4E	2,557	4,519	6,413	1,894	42%	3,856	151%

[Table A](#), included with this report, reflects the amount of Contracts for Excellence funding received by schools in FY 2024, FY 2025 and FY 2026 and the use of the funding by allowable program area as of the date NYCPS was required to report to New York State. Table A also indicates the total number of classroom teacher positions, and classroom teachers supported by Contracts for Excellence, in FY 2024 and FY 2025 and FY2026.

Enrollment

Overall, student enrollment in NYCPS schools declined from SY 2024-25 to SY 2025-26. Preliminary projected enrollment for SY 2025-26 shows continued decline. The audit for this year's enrollment is on going and enrollment numbers are still subject to change.

The figures below include all students enrolled at NYC Public Schools and do not include 3-K and Pre-K NYCEECs (CBO programs) or students enrolled in charter schools.

Figure 3: Change in enrollment over time

	Total 3K-12 Enrollment
Pre-Pandemic (2019-20)	952,444
Prior Year (2024-25)	850,767
Current Year* (2025-26)	832,565
Change (prior year to current year)	(18,202)
Five-Year Change (pre-pandemic to current year)	(119,879)

* 2025-26 enrollment figures are a preliminary unaudited enrollment snapshot as of 10/31/25, and these figures will change once 2025-26 enrollment is audited.

Figure 4: Change in enrollment by type of program/school

Grade Level	SY 2024-25 Audited Enrollment	SY 2025-26 Unaudited Enrollment*	Increase/ (Decrease)	% Increase/ (% Decrease)
Pre-K & 3-K in District Schools	39,056	39,221	165	0.4%
Elementary School	345,138	335,955	(9,183)	(2.7%)
Middle School	177,444	172,894	(4,550)	(2.6%)
High School	289,129	284,495	(4,634)	(1.6%)
Citywide, all districts	850,767	832,565	(18,202)	(2.1%)

* 2025-26 enrollment figures are a preliminary unaudited enrollment snapshot as of 10/31/25, and these figures will change once 2025-26 enrollment is audited.

Enrollment declined in every district except District 75 and District 79. Enrollment decline as a percentage change was steepest in community school districts 4, 5, and 32.

Figure 5: Changes in enrollment by district

District	SY 2024-25 Audited Enrollment	SY 2025-26 Unaudited Enrollment*	Increase/ (Decrease)	% Increase/ (% Decrease)
01 (Manhattan)	9,481	9,244	(237)	(2.50%)
02	55,424	53,974	(1,450)	(2.62%)
03	19,317	18,835	(482)	(2.50%)
04	11,023	10,373	(650)	(5.90%)
05	7,915	7,447	(468)	(5.91%)
06	17,570	16,698	(872)	(4.96%)
07 (Bronx)	14,231	13,830	(401)	(2.82%)
08	21,871	21,617	(254)	(1.16%)
09	24,198	23,372	(826)	(3.41%)
10	41,095	40,289	(806)	(1.96%)
11	30,222	30,037	(185)	(0.61%)
12	15,996	15,692	(304)	(1.90%)
13 (Brooklyn)	19,294	19,111	(183)	(0.95%)
14	15,445	14,984	(461)	(2.98%)
15	26,845	26,091	(754)	(2.81%)
16	5,235	5,025	(210)	(4.01%)
17	17,088	16,432	(656)	(3.84%)
18	11,212	10,781	(431)	(3.84%)
19	18,470	18,418	(52)	(0.28%)
20	45,555	44,407	(1,148)	(2.52%)

21	34,162	33,307	(855)	(2.50%)
22	30,770	30,106	(664)	(2.16%)
23	7,382	7,277	(105)	(1.42%)
24 (Queens)	49,658	47,011	(2,647)	(5.33%)
25	34,119	32,835	(1,284)	(3.76%)
26	29,285	29,115	(170)	(0.58%)
27	40,241	39,575	(666)	(1.66%)
28	36,673	36,094	(579)	(1.58%)
29	22,288	21,881	(407)	(1.83%)
30	35,751	34,733	(1,018)	(2.85%)
31 (Staten Island)	57,865	57,458	(407)	(0.70%)
32 (Brooklyn)	8,856	8,250	(606)	(6.84%)
75 (citywide)	29,291	30,831	1,540	5.26%
79 (citywide)	6,939	7,435	496	7.15%
Citywide, all districts	850,767	832,565	(18,202)	(2.14%)

** 2025-26 enrollment figures are a preliminary unaudited enrollment snapshot as of 10/31/25, and these figures will change once 2025-26 enrollment is audited.*

Enrollment for all schools, by grade, can be found in [Table B](#) included with this report.

Class Sizes

Overall, NYCPS is in compliance with the class size law this year with 64% of classes at or below the caps. The law requires that 60% of classes are at or below the newly mandated caps this year. These counts reflect the number of non-exempted classes. Exemptions were determined in collaboration with the United Federation of Teachers (UFT) and the Council for School Supervisors and Administrators (CSA), in alignment with the law, and granted to schools meeting criteria outlined within the [July 2025 Class Size Reduction Plan](#). Again, the audit for SY 2025-26 enrollment is not yet complete; these numbers will change slightly as that process is completed. More classes are at or below the class size caps than last year as a direct result of NYCPS' approximate \$450 million investment to reduce class sizes.

Class size compliance varied across grade bands, with the highest compliance rates in elementary schools. Increases in compliance this year were also greater in the lower grades: overall, K-3 classes saw a 28.7% increase in classes at or below the newly mandated caps, compared to a 20.4% increase for classes in middle school and a 16.0% increase for classes in high school.

Figure 6: Class Sizes At or Below the Caps by Grade Band

Grade Level	SY 2024-25 Percentage of Classes at or below Caps	SY 2025-26 Percentage of Classes at or below Caps	YoY Change in Class Size Compliance
Grades K-3 (Cap of 20)	38.4%	67.1%	+28.7%
Grades 4-5 (Cap of 23)	45.8%	68.9%	+23.1%
Grades 6-8 (Cap of 23)	36.7%	57.1%	+20.4%
Grades 9-12 (Cap of 25)	48.3%	64.3%	+16.0%
Grades 6-12 Physical Education (Cap of 40)	67.9%	76.4%	+8.4%
Grades 6-12 Performing Group (Cap of 40)	94.3%	95.6%	+1.3%
Total	46.5%	64.0%	+17.5%

Data shows that the districts with the greatest percentage of classes at or below the class size caps are 32, 23, and 16. Districts 26, 31, and 20 have the lowest percentage of classes at or below the class size caps. While this data demonstrates district-level averages, there are schools within the comparatively higher-compliance districts that do have classes that exceed the new class size caps.

Figure 7: Class Size Compliance by District

District	SY 2025-26 Percentage of Classes at or below Caps	Rank (Lowest # = Highest % At or Below Caps)
01 (Manhattan)	67%	16
02	65%	19

03	72%	12
04	70%	13
05	78%	9
06	77%	11
07 (Bronx)	78%	8
08	64%	20
09	80%	4
10	69%	14
11	62%	24
12	79%	6
13 (Brooklyn)	78%	7
14	68%	15
15	64%	21
16	80%	3
17	77%	10
18	79%	5
19	65%	18
20	50%	30
21	65%	17
22	51%	29
23	81%	2
24 (Queens)	63%	22
25	61%	25
26	48%	32
27	55%	28
28	56%	27
29	58%	26
30	62%	23
31 (Staten Island)	50%	31
32 (Brooklyn)	81%	1
Citywide	64%	--

The law requires that this plan prioritize schools serving populations of students with higher poverty levels. The data indicated in Figure 8 shows that schools with the highest proportion of students facing economic need have a higher rate of classes at or below the class size caps, while schools with the lowest proportion of students facing economic need have a lower rate of classes at or below the class size caps.

While aggregate data, such as in the table below, demonstrate that many classes in schools serving populations with higher poverty levels meet the targets in the law, there are classes in such schools that serve populations with higher poverty levels that do not currently meet class size mandates.

Figure 8: SY 2025-26 Percentage of Classes at or below the class size caps required in the legislation by quartiles of school-level Economic Need Index (ENI)

Economic Need Index (ENI) of School	SY 2025-26 Percentage of Classes at or below the Caps
4 - classes in the highest need quartile of schools based on ENI	78%
3 - classes in the second highest need quartile of schools	70%
2 - classes in the second lowest need quartile of schools	63%
1 - classes in the lowest need quartile of schools	52%
Total	64%

Data shows that the percentage of classes at or below the class size caps varies across schools with different racial and ethnic demographics.

- Schools with the highest percentage of Asian students have 54% of classes at or below the caps.
- Schools with the highest percentage of Black students have 72% of classes at or below the caps.
- Schools with the highest percentage of Hispanic students have 71% of classes at or below the caps.
- Schools with the highest percentage of White students have 55% of classes at or below the caps.

Figure 9: 2025-26 Percentage of Classes at or below the class size caps required in the legislation by quartiles of 2024-25 school-level % of each race/ethnicity

2024-25 % Asian in School	% at or below Caps	2024-25 % Black in School	% at or below Caps	2024-25 % Hispanic in School	% at or below Caps	2024-25 % White in School	% at or below Caps
4 - highest quartile	54%	4 - highest quartile	72%	4 - highest quartile	71%	4 - highest quartile	55%
3	63%	3	70%	3	69%	3	63%
2	71%	2	61%	2	59%	2	68%
1 - lowest quartile	79%	1 - lowest quartile	56%	1 - lowest quartile	57%	1 - lowest quartile	72%
Total	64%	Total	64%	Total	64%	Total	64%

Schools that participated in the SY2025-26 planning process, outlined in the Executive Summary, drove systemwide improvement this year, demonstrating that our school-driven approach had a substantial impact in reducing class size across schools.

Figure 10: Change in Percentage of Classes at or below the class size caps required in the legislation by schools that did/did not receive funding through the SY 2025-26 Class Size Planning Process

SY2025-26 Class Size Planning Funding	SY 2024-25 Percentage at or below the Caps	SY 2025-26 Percentage at or below the Caps	YoY Change in Class Size Compliance
Received Funding via SAM 31	43%	70%	+27%
Did not receive funding via SAM 31	50%	57%	+7%
Total	46%	64%	+18%

School- and grade-level data may be found in [Table C](#) of this report. More detailed breakdowns of class data may be found at <https://infohub.nyced.org/reports/government-reports/class-size-reports>.

Supporting Higher-Need Schools

The law requires that the class size reduction plan prioritize schools serving high-poverty populations and NYCPS has consistently prioritized investments in those schools. The NYC Fair Student Funding formula provides additional funding to schools serving higher-need students, with new weights added to the formula for students in temporary housing and schools with concentrations of students with higher needs in SY 2023-24. For SY 2025-26, the Concentration Weight funded \$41.5 million in our highest need schools, while the Students in Temporary Housing Weight funded \$79.8 million in our highest need schools.

NYCPS also takes need into account in the allocation of Contracts for Excellence funding as per the Contracts for Excellence funding weights. NYCPS continues to provide hiring resources to higher-need schools, including an earlier application window for hiring teachers in high-needs schools located in harder to staff districts, peer recruiters, school tours for prospective candidates in the Bronx, and early recruitment stipends and support through the “Early Match” program.

Again, classes in our highest ENI schools continue to have the highest percentages of classes at or beneath the new caps.

Capital Planning

In the School Construction Authority’s (SCA) FY 2020-2024 capital plan, over 25,000 new seats are sited and either completed or in construction, with a projected opening date in 2025 and subsequent years. Over 5,900 seats opened in 2025 and the remaining 8,200 are anticipated to open between now and 2028. These projects are located in areas in which schools are historically over-utilized or projected to

have significant housing development. NYCPS expects that the new seats created through these projects will provide additional seats and space to existing schools as NYCPS implements the class size mandate. Seats are being created in all boroughs across the city, but mostly in Queens, Brooklyn and the Bronx. Over the last decade, 14,000 new seats were created in the Bronx, and 448 were created this year alone. Overall, twenty-two districts will receive new seats and nine districts will acquire more than 1,000 new seats.

In addition to these large-scale capital projects, some schools are just a bit short of the space they need. In those cases, NYCPS and SCA have been working with schools to convert non-instructional spaces into instructional spaces; for SY 2025-26, schools identified additional opportunities for this targeted approach as part of the 2025-26 planning process outlined in the Executive Summary above. Schools will continue to identify projects like this through the planning and survey approach for SY 2026-27 as well.

Under the Proposed November 2024 FY 2025-2029 Five Year Capital Plan Amendment, \$6.13 billion has been allocated to increase capacity and further the efforts to reduce class size. As of February 2025, over 10,000 seats have been sited; SCA is continuing to identify sites for the remaining 23,000 seats. This approach will allow SCA to continue to prioritize historically underserved neighborhoods consistent with the law and react more swiftly to the need identified on a more localized level.

A summary of seats currently in process by district is below. Table D reflects all seats currently identified in the capital plan [Table D](#). The total number of seats required to reduce class sizes to the levels required in the law by SY 2027-28 has not yet been identified.

SCA capacity and utilization calculations are aligned with the newly mandated class size caps; SCA seat calculations assume class sizes of 20 for grades K-3, 23 for grades 4-8, and 25 for grades 9-12. In the SY 2022-23 Blue Book, the program efficiency ratio, which adjusts capacity calculations for how much time per day instructional spaces are expected to be programmed, has been reinstated for a select group of specialty instruction rooms, such as dance, weight rooms and shop rooms, where their physical layout presents significant challenge for adaptable use in teaching different subjects.

Figure 11: Seats in Progress by District and Capital Plan as of November 1, 2025

District	Seats Open or in Progress in the 2020-2024 Capital Plan	Seats in Progress in the 2025-2029 Capital Plan
2	420	1119
6	0	342
7	547	0
8	500	104
9	785	23
10	1,527	547
11	1,296	547
12	1029	0
13	1118	0

14	0	451
15	1,401	557
20	1922	1021
21	1,584	82
22	517	23
24	451	0
25	1520	815
26	1,770	288
27	812	1,115
28	857	46
29	554	0
30	998	1146
31	1262	1094
BROOKLYN HIGH SCHOOL	192	1,346
QUEENS HIGH SCHOOL	4,541	964
STATEN ISLAND HIGH SCHOOL	0	1362