



The Council of the City of New York
Hon. A. Gifford Miller, Speaker

FAIR OR FOUL?

New York City Public Schools



The Council of the City of New York
Committee on Education
Hon. Eva S. Moskowitz, Chair

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Fair or Foul:

Sports and Physical Education in the New York City Public Schools

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INTRODUCTION:

The scholar-athlete ideal is an important concept with a venerable history. Today, suburban schools still take seriously the idea that students should excel in the classroom as well as on the athletic field. Unfortunately, at urban schools, and in particular, here in New York City, the realities of our schools have severely limited the scholar-athlete ideal. Without gyms, equipment, physical education teachers, coaches, outdoor space, or adequate athletic budgets, there cannot be quality physical education (PE). According to “Hit or Miss,” Educational Framework’s well-respected study on PE in New York City, 41% of elementary schools and 23% of high schools do not even provide regular PE classes, violating state guidelines.¹ Even more frightening is the fact that 18% of our City schools do not have a gymnasium, 94% are without athletic fields, 55% of elementary schools either have no playground or cannot access it, 62% of middle and high schools do not have a weight/fitness room,² 40% of schools do not offer after-school sports or fitness activities, 67% of schools do not offer intramural programs,³ and 88% of our high school students do not play team sports.⁴

Our children suffer as a result. They do not have the chance to hone their athletic skills and experience the camaraderie of team sports. They miss the opportunities for character building and discipline that organized sports affords. All too often physical education is viewed as an expendable luxury instead of a critical component of a child’s education that will in fact help him or her succeed academically.

The epidemic of childhood obesity makes the need for quality physical education and sports programs even more compelling. A 2003 study conducted by the New York City Department of Health and Mental Hygiene (DOHMH) found that 43% of New York City’s public school elementary children are either obese or overweight.⁵ The proliferation of “junk” and “fast food,” the popularity of computers and video games, the escalating number of “latch-key” kids, and the lack of adequate sports and PE in NYC schools has created a generation of children who eat too much and move too little.

To investigate the reasons for the lack of opportunities for organized sports and the poor state of physical education, the Education Committee of the New York City Council held an oversight hearing on September 23, 2003. The Committee heard testimony from the Department of Education’s Dr. Lester Young, Senior Executive for Youth Development, and Lori Benson, Director of Fitness and Physical Development. The Committee also heard

¹ Hit or Miss – Fitness & Sports Opportunities in the New York City Public School. (New York, Educational Frameworks Inc., 2000), Executive Summary

² New York City Department of Education, Division of School Facilities, Office of Building Services, “PE Facility Information” (September 23, 2003).

³ Hit or Miss – Fitness & Sports Opportunities in the New York City Public School. (New York, Educational Frameworks Inc., 2000), Executive Summary

⁴ Data provided the Committee prior to Hearing by the Department of Education.

⁵ <http://www.nyc.gov/html/doh/pdf/survey/survey-2003childobesity.pdf>

testimony from several community-based organizations (CBOs) that provide school-aged children with sports and PE programs and activities Citywide.

What Do Quality Sports and Physical Education Programs Look Like?

Any discussion of improving sports and PE must begin by establishing a standard of what quality PE and sports programs should look like. Based on the Committee's hearing and substantial additional research and conversations with leaders in the field, the Committee has developed this vision of quality PE and sports:

- Quality sports and PE programs are staffed by certified PE instructors who are well trained and well prepared.
- Quality sports and PE programs are comprehensive – including instruction in both team and individual sports, aerobics, dance, fitness and exercise while integrating diet and nutrition into the curriculum to promote lifelong fitness and health.
- Quality sports and PE programs reach all students – both male and female – not just those who have demonstrated athletic talent.
- Quality sports and PE programs require gymnasiums, athletic fields, appropriate equipment, and other necessary facilities.
- Quality sports and PE programs are adequately funded.
- Quality sports and PE programs are valued by all members of the school community.

Do Sports and Physical Education Programs in New York City Measure Up?

No! The Education Committee's September 2003 hearing and in-depth discussions with CBOs and others supplementing sports and PE in City schools revealed that sports and PE in New York City does not adhere to the vision of quality outlined above, nor even to the minimum requirements mandated by the State. As *The New York Times* put it:

Over the last quarter century, public school sports in the city, and the physical education programs that helped underpin them, have been devalued and cast adrift. Budgets for sports programs were slashed in the 1970's and were never fully restored; sports facilities, from football fields to basketball gyms, decayed along with many of the rest of the school buildings and then always seemed to become the last priority for repair; and physical education classes were cut in half in the early 1990's at most schools.⁶

Furthermore, the then Board of Education dismantled the Office of Health, Physical Education, and School Sports, which had served as a clearinghouse for information on curriculum and best practices.⁷ Based on the Committee's research and subsequent hearing,

⁶ Johnson, Kirk. "Dropping the Ball: The Decline of School Sports" *The New York Times*, January 13, 1999.

⁷ Gehring, John. "N.Y.C. Flunks PE," *Education Week*, March 21, 2002.

the Committee has identified seven primary problems with the City's current provision of sports and PE:

1. Lack of infrastructure – both physically and organizationally
2. Insufficient funding
3. Inadequately trained teachers
4. Lack of a Citywide comprehensive plan for sports and PE
5. Lack of up to date data within the Department of Education
6. No consequences for schools without quality physical education and sports programs
7. PE and sports are undervalued – “high stakes” testing is forcing many administrators to focus primarily on academic subjects at the expense of so-called “electives”

THE DEPARTMENT'S PROPOSED SOLUTIONS TO THE CURRENT PROBLEMS:

The Department of Education is overhauling its approach to sports and PE, creating numerous changes to ensure consistency throughout the system. The reforms fall into three general areas:

1. Organizational Structure
2. Programmatic Changes
3. Expanding Collaborative Efforts

The Education Committee finds many of these changes promising and supports the DOE in several of their current efforts.

1. Organizational Structure:

Previously, when the City's public school system comprised 40 different districts, many schools simply did “their own thing when it came to PE,”⁸ which in practice meant that the vast majority elected not to assign someone the primary responsibility of promoting and assessing PE. In order to standardize physical education instruction and sports programs, the DOE is making a variety of structural changes. These changes mirror the Mayor's Children First reorganization efforts. (*See Appendix A for organizational chart.*)

This year, in an effort to eliminate the varying curriculum and to reorganize support services for students and educators, PE has been centralized under the new Office of School Health. This office is a joint initiative between the DOE's Office of Youth Development & School-

⁸ Testimony of Dr. Lester Young before the Education Committee on September 23, 2003. Hearing Transcript, p. 26, lines 2-3.

Community Services and the Department of Health and Mental Hygiene's Health Promotion Disease Prevention Division, and has been created to help revitalize PE in our City's schools. Housed within this office will be the Director of Fitness & Physical Development, a newly created position to spearhead the DOE's efforts of reinvigorating PE throughout the City and to implement a new uniform K-12 physical education curriculum.

The new Director of Fitness & Physical Development will directly oversee each of ten new Regional Directors of Fitness & Physical Development. These Regional Directors of Fitness & Physical Development will become the point persons to ensure that all local PE instructors receive appropriate professional development and sufficient support they require.

In addition to refashioning the PE organizational chart, the Bloomberg administration's recent consolidation of the School Construction Authority (SCA) and the Division of School Facilities (DSF) also indirectly affects the delivery of quality PE and sports programs. Since the late 1980's, the SCA and the DSF had divided the responsibility for planning, building, and rehabbing schools, including playgrounds, gyms, and athletic fields. As a result, there was a chronic lack of accountability.⁹ In October of 2002, the Bloomberg administration announced that the SCA would have sole responsibility for all such facility issues going forward. It remains to be seen whether this reorganization will have the desired effect on the City's school buildings and, specifically, its PE facilities and athletic fields.

2. Programmatic Changes:

Accompanying the structural reorganization described above is a new core philosophy guiding all new PE initiatives called C.H.A.M.P.S. – cooperative, healthy, active, motivated, positive students – a belief centered around helping students develop the skills, knowledge, attitudes, and behaviors to enjoy, embrace, and maintain a lifetime of physical activity.¹⁰ There are two main initiatives that fall under the C.H.A.M.P.S. umbrella, Project FIT and the Middle School Sports & Fitness League. Project FIT, a new uniform K-12 PE program based around the *Physical Best* curriculum and *FITNESSGRAM* assessment, is designed to restore consistency to the City's PE programs, while the new Sports & Fitness league is intended to increase both the number and type of fitness activities accessible to students.

The DOE's system-wide selection of *Physical Best*, a curriculum endorsed by the National Association for Sport and Physical Education (NASPE), should ensure PE programs adhere to the same standards. Instead of merely relying on stereotypical "roll out the ball" activities or appealing to only the athletically talented, *Physical Best* focuses on aerobic activity, muscular strength and endurance, body composition, and flexibility. *Physical Best* is highly adaptable to one's surroundings, as it provides a conceptual framework for PE as opposed

⁹ Department of Education Proposed 2005-2009 Five-Year Capital Plan, Executive Summary, p. 8.

¹⁰ Testimony of Dr. Lester Young before the Education Committee on September 23, 2003. Hearing Transcript, p. 13, lines 5-12.

to dictating an order of lessons that instructors must adhere to. Given that City schools vary greatly in terms of available facilities, such flexibility appears wise.

Complementing the *Physical Best* curriculum will be *FITNESSGRAM*, an individual fitness assessment tool and computerized reporting system developed by the American Fitness Alliance.¹¹ *FITNESSGRAM*, which will begin system wide during the 2004-05 school year, assesses aerobic capacity, body composition, muscle strength, endurance, and flexibility. The *FITNESSGRAM* will enable the DOE to more accurately measure and monitor fitness levels of students on a regular basis.

Both the *Physical Best* curriculum and the *FITNESSGRAM* assessment tools are currently widely in use, both nationally and locally. For example, they are both in use throughout the states of California and South Carolina, as well as in similar urban school districts such as Philadelphia and Baltimore. Locally, the Patterson and Newark, New Jersey school districts, along with many other PE programs in Nassau and Suffolk Counties, are incorporating the tools into their school systems.

The second major initiative falling under the C.H.A.M.P.S. umbrella is the renaissance of a middle school intramural program, as State regulations currently require schools to provide students in grades 4 and higher with intramural activities. Yet, unbelievably, only one in three schools in New York City currently offer intramural programs for its students.¹²

The C.H.A.M.P.S. Middle School Sports and Fitness League aims to provide opportunities, regardless of athletic ability, to students beyond the school day. The program breaks down to an average cost of \$3,000 per sport, per school. The league, which will be free to participants, will be funded with a portion of the income derived from the Snapple Sponsorship of the DOE, roughly \$350,000 for this spring's session.¹³ The program intends to offer students multiple opportunities to participate in a variety of organized after-school sports and fitness activities. Furthermore, it will encompass non-competitive programs for team and individual sports and activities, making it more enticing to students of varied abilities. Individual schools will have flexibility to offer the program before or after school.

3. Expanding Collaborative Efforts:

Though New York City's urban setting does create challenges for PE and sports programs, it also offers a considerable number of resources that the DOE can integrate into its plans to create high quality physical education activities. While the DOE has historically partnered

¹¹ AFA is a collaborative effort of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), The Cooper Institute for Aerobics Research (CIAR), and Human Kinetics.

¹² Hit or Miss – Fitness & Sports Opportunities in the New York City Public School. (New York, Educational Frameworks Inc., 2000), Executive Summary.

¹³ Source: Information provided to the Committee by the Department of Education.

with outside agencies and organizations to deliver additional programs to students, the DOE's recent reforms suggest that it is willing to expand these collaborations.

For example, the DOE, recognizing that its efforts will be more likely to have a lasting impact if also reinforced outside of school, is making a concerted effort to reach out and incorporate family members of students into its physical fitness efforts as well. For instance, the Departments of Education, Parks, and Health/Mental Hygiene are collaboratively providing a structured fitness programs, Shape Up New York, in parks throughout the City. Shape Up New York, the continuation of the successful summer program Wake Up New York, targets entire families to promote the benefits of healthier lifestyles and will provide parents with the opportunity to engage in physical fitness activities alongside their children.

Furthermore, with certain communities having a greater need for such interventions due to higher concentrations of reported chronic diseases, the DOE is teaming up with the New York Academy of Medicine to develop training modules and material geared specifically to the health needs of the targeted communities. The workshops and seminars, which are being designed to compliment and reinforce fitness lessons taught in local schools, will be offered to parents and families of students in the area elementary schools.

In addition to the above programs, there are indeed many other agencies and organizations also currently supporting the DOE's efforts. For instance, the DOE is also collaborating with the YMCA, which is targeting students in 6th through 8th grade in certain high-need communities. The YMCA will provide in-school programs for 6th and 7th graders while offering free memberships to its facilities to 8th graders in the same locale. Furthermore, the American Cancer Society is collaborating with the DOE and the Department of Parks & Recreation to organize NYC Kids in Motion!, the culminating event of the new Middle School Sports and Fitness League. The daylong event is designed to bring together youth and their schools to learn about nutrition while providing examples of new and different ways to become active and maintain a healthy lifestyle. These organizations, and the many others that are collaborating with the DOE, typically do so at no or minimal cost to the DOE.

PROBLEMS WITH PROPOSED REFORMS:

While the Education Committee commends the Mayor and Chancellor for their commitment to improving PE and sports programs, their proposed reforms have several glaring inadequacies.

1. Insufficient Focus on Professional Development.
2. Show Us the Money!
3. Partnerships Must Not Supplant Mandated Instruction.
4. Centralization is Not the Solution.

5. Inadequate Data.

Problem 1: Insufficient Focus on Professional Development.

Teaching PE, like teaching any other subject matter, requires training. Yet, the DOE's new plan fails to address teacher preparedness. In 2001-02, there were 911 instructors teaching PE at the K-6 level in NYC.¹⁴ Unfortunately, common-branch teachers, who typically have no background in PE, are often assigned to instruct PE in lieu of dedicated PE teachers at the elementary level. And, of equal concern, many Adaptive Physical Education (APE) instructors are not required to possess any additional training to teach modified PE courses to children with special needs. Professional development geared specifically towards PE has been almost non-existent in New York City.

While the DOE is taking steps to provide professional development for PE teachers and coaches, the Committee contends that the DOE is not acting quickly enough. As part of the DOE's structural reorganization for PE, the new central and regional Directors of Fitness are to re-claim, from school principals, the responsibility for ensuring that teachers receive appropriate services. However, months after announcing with great fanfare its plans for reshaping PE, the DOE still has not hired six of the regional Directors of Fitness & Physical Development. As of June 2004, only two of the regional Director positions (Regions 5 and 8) had been hired, with two more regional Directors (2 and 10) having been hired in the beginning months of 2004. Thus, roughly 60% of the City's PE teachers are still not likely to be receiving proper guidance or adequate professional development in the new curriculum. The Committee is deeply concerned that the slow roll-out process is responsible for the lack of quality PE professional development in the majority of our City's schools.

As for the two regions that did have Directors of Fitness & Physical Development in place during the 2003-2004 school year, professional development sessions were offered to PE teachers in the end of October and early November. The Committee's staff attended portions of Region 8's daylong, professional development session for PE instructors on November 4, 2003. While the session was well-organized and provided teachers with immediate actions and activities to incorporate into their classes, the Committee found several aspects disheartening.

First, many of the instructors in attendance had not received their new Physical Best curriculum guides, before the seminar. The Committee finds it unacceptable that these instructors did not receive their curriculum guides until two months into the academic year. Secondly, since only Regions 5 and 8 conducted PE professional development seminars on this day, the DOE had fielded numerous inquiries from teachers outside of those regions asking to attend. Several even arrived unannounced, as teachers were willing to travel long

¹⁴ Data provided the Committee prior to Hearing by the Department of Education

distances to attend, because they did not have confidence that a similar session would be held within their regions anytime soon.

The high demand for the limited session and the number of instructors who seemed to be receiving their material for the first time at the meeting raises the question of whether teachers in the other regions are even following the new PE initiatives, and whether or not they have received the new curriculum guides.

Of equal concern to the Committee is the lack of specialization required for those teachers instructing Adaptive Physical Education (APE). Students who suffer from gross motor deficit, medical (i.e. asthma, impaired vision, etc.), social disability (i.e. mental retardation), or emotional disability (i.e. limited self-control) that prevent them from participating in general PE activities are enrolled in a modified class. These disabilities may be very severe or acute, and a successful APE program requires those in charge of such activities to be properly prepared.

Unfortunately, just as the DOE has decided to centralize PE as a whole, it has done the exact opposite with APE. Over the last year, APE has been decentralized, and, except for Region 8, has been subsequently incorporated under the supervision of the Regional Administrator of Special Education (RASE). Thus, except in Region 8 where APE is also under the supervision of the Regional Director of Fitness & Physical Development, APE instructors are seemingly separated from their colleagues. The Committee is concerned over the level of support and professional development they are receiving. The Committee fears that even the modified professional development APE teachers received prior to the decentralization of PE has fallen by the wayside, much to the detriment of the special education students.

In addition to providing quality in-service professional development, the DOE needs to partner with area schools of education to ensure that common branch, PE, and APE teachers all receive sufficient pre-service training in PE instruction.

Problem 2: Show Us the Money!

Producing a high quality physical education program without sufficient resources is nearly impossible. Yet, given the lack of capital investment and the miniscule operating budget for PE over the last thirty years, it is of no surprise to the Committee that PE in New York City has been sub-par.

Capital Investments

The current Five-Year Capital Plan (2000-04) budgeted a meager \$3.1 million (\$3,000 per school) out of \$6.9 billion toward sports and PE facilities and upgrades.¹⁵ Though the Plan was amended annually, there was not a significant change in capital investment for sports

¹⁵ Department of Education Five-Year Capital Plan 2000-2004, Approved May 12,1999, Plan Summary.

and PE facilities over the past five years. An SCA official indicated to the Committee that only an additional \$58 million, in conjunction with the aforementioned Take the Field program, had been allocated after the Plan was adopted.¹⁶

Such fiscal neglect of PE and sports facilities over the past years has certainly played a role in the deterioration of the quality of facilities and the level of education our students received. In an effort to reverse this trend, the DOE has proposed to spend \$338.3 million for PE and sports facilities in the upcoming 2005-09 Capital Plan.¹⁷ While the increase from the inadequate \$3.1 million in the current Plan is certainly a positive first step, it is still well below the \$922.2 million the City Council estimated was necessary to properly upgrade and renovate school PE facilities and outdoor space in its 2003 report, *Capital Punishment: The Decay of New York City's Public School Buildings*.¹⁸

Given that 18% of our schools lack a gymnasium, 94% lack an athletic field, and 62% of middle and high schools lack a fitness room, more money or more creative approaches to address facility challenges are necessary. Though the proposed \$338.3 million is certainly welcome and a dramatic improvement from years past, it is only 22% of the DOE's total Ten-Year Need assessment,¹⁹ and, quite simply, not nearly a large enough capital investment. (The estimated Ten-Year-Need, developed in conjunction with the Five-Year Capital Plan, helps guide the DOE's capital decisions by placing them in the broader context of the system's long term capital needs.)

Operating Expenses:

Much to the Committee's surprise and dismay, the DOE appeared to be at a loss when questioned by the Committee as to how much money it spent on PE and sports programs during the 2002-03 school year. According to testimony by Dr. Lester Young, the DOE is unable to provide a dollar figure on PE and sports expenditures, as it does not break down budgetary spending by subject matter, aside from salary paid to specific subject area instructors. The Committee believes the DOE's failure to differentiate expenses by subject matter to be fundamental, as there appears to be no mechanism to determine the "bottom line" for operating expenses associated with each subject. Without a dollar figure to gauge expenses associated with offering PE and sports programs, the public cannot accurately assess how much the DOE values physical education. Subsequently, it becomes practically impossible to determine whether the DOE is indeed fiscally supporting its reform claims or is merely engaging in political rhetoric with the public. The Department of Education needs to "show us the money!"

¹⁶ However, somewhat contrarily, on page 29 of the Department of Education's Proposed 2005-2009 Five-Year Capital Plan, the claims that "the last Five-Year Plan earmarked \$125 million to begin to address deterioration and erosion at 53 athletic fields."

¹⁷ Department of Education Proposed 2005-2009 Five-Year Capital Plan, p. 28.

¹⁸ New York City Council Report "Capital Punishment: The Decay of New York City's Public School Buildings." p.23.

¹⁹ Department of Education Proposed 2005-2009 Five-Year Capital Plan, p.30.

Problem 3: Partnerships Must Not Supplant Mandated Instruction.

While the “school-bell” may still ring at 2:20pm, the school day does not end there. New York City public schools rely heavily on after-school programs to serve a variety of needs for our students, and the dearth of sufficient PE facilities in City schools, as well as several of the Children First reforms, are prompting administrators to increase such partnerships. Though often separate from the public school system these programs, typically offered by community-based organizations (CBO), have come to be an integral part of the educational services provided to our youth. Thus, in schools where the DOE has been unable to provide high quality sports and PE to its students Citywide, the Committee is supportive of outsourcing these programs to qualified CBOs. However, the Committee is concerned that many schools’ partnerships with CBOs are replacing mandated in-school PE instead of supplementing it.

It seems that many schools have begun outsourcing sports and PE to CBOs because the schools suffer from a lack of comprehensive facilities, qualified instructors, or even of time during the school day. In the Committee’s view, such arrangements are problematic, as after-school partnerships cannot supplant PE during the school day. All children need time during school to relieve stress and re-energize by engaging in physical activities. These partnerships with CBOs need to reinforce the DOE’s PE efforts during the school day, not replace it. However, due to time constraints and other logistical problems, schools too often will only utilize these programs before or after school hours, frequently at the expense of in-school PE activities.

Unfortunately, the history of such partnerships indicates that logistical and financial hurdles stemming from these relationships are substantial. For example, the issue of student transportation was one such recurring theme, as it tends to be a financial hurdle for not-for-profits. Busing expenses tend to be very high, and donors are often reluctant to contribute for indirect costs such as transportation. Thus, for programs involving facilities out of walking distance from the school, transportation is a major problem.

Another issue raised by several CBOs was the constantly shifting school schedule. CBOs expressed frustration at this, as they felt that changing schedules hindered their ability to properly serve the needs of their students. Field trips, holidays, extended school days, early dismissals, block scheduling, to name a few, all adversely affect the quality of the programs a CBO can provide.

While the Committee is very enthusiastic about the DOE’s continued collaboration with CBOs to supplement its initiatives, the Committee remains adamant this collaboration should remain a supplement. Neither the focus on high-stakes testing and increased attention towards math and literacy, nor the lack of facilities, excuses any school from providing its students anything less than high quality PE during the school day.

Problem 4: Centralization is Not the Solution.

In New York City, PE and sports programs have historically been principal-driven, not centrally driven. As a result, the quality of PE often varied greatly between schools, as some principals valued PE more than others. While the Committee views this as unacceptable, it opposes the DOE's view that centralizing PE and sports programs will rectify the situation. Centralization of sports and PE may provide uniformity throughout the City, but unfortunately, uniformity does not ensure quality. In the Committee's view, if PE and sports reform is truly to be effective, then school leadership must champion it and to tailor the program to individual schools' needs and resources. Strong principal leadership and buy-in is necessary.

Centralizing PE and sports and their support services does not necessarily induce individual principals to change the system's failing PE and sports programs. The DOE's top down approach may come at a steep price, as a 'do it my way' style from Central administration may undercut any sense of ownership school leaders and instructors have towards PE and sports. The Committee believes that taking into account the principal's vision and the quality of the school's PE and sports programs when hiring and evaluating individual school principals is preferable.

Additionally, the Committee is perplexed by the DOE's decision to exclude the instructors of Adaptive Physical Education (APE) from its centralized plan. As previously stated, APE instructors now report to the Regional Administrator of Special Education (RASE) as opposed to the Regional Director of Fitness & Physical Development. This separation of APE instructors from their colleagues is likely to affect the ability of APE instructors to offer quality PE programs to special needs students. Factors such as APE instructors commonly traveling between many different schools and the small number of students per class requiring APE, combined with the numerous schools already in a space crunch for proper PE space, has resulted in APE students' needs being relegated to last consideration when assigning space for activities. The Committee is concerned that such issues are not likely to be resolved in a timely manner, given that APE instructors are now reporting to a different supervisor than other PE instructors.

Problem 5: Inadequate Data.

Presently, the DOE's ability to effectively and efficiently deliver quality PE and sports programming is hindered by a lack of data in two areas – facilities and student performance. The Committee is gravely concerned about how the lack of information will affect the DOE's plans to reform PE and sports.

The DOE's apparent lack of an up to date, comprehensive database of facilities has far-reaching negative repercussions, as the DOE cannot improve PE and sports facilities if it does not know which facilities need improvement. For example, the Committee, in preparation of the September 23, 2003 hearing, asked for and received a copy of the DSF Physical Education Facility Information spreadsheet (*see Appendix C for the first page of the spreadsheet*). The Committee was surprised to learn that the spreadsheet, provided to the Committee on the day of the hearing, only listed which athletic facilities exist at each school and whether or not the facilities are operational. The spreadsheet provided no information about why certain facilities were existent but unavailable for student use. A spreadsheet such as this, without any detailed information about each facility, should not be used to direct any management decisions affecting sports and PE in New York City. Quite possibly, it is facilities information such as this that, according to State Assemblyman Jeff Klein's "No Room in the Playground" report, resulted in a facilities database that is "old and unverified."²⁰

Fortunately, with the DOE's Five-Year Capital Plan needing to be adopted in 2004, the DOE has recently conducted a detailed visual inspection of each school facility in conjunction with the State mandated Building Condition Assessment Surveys (BCAS), rating all facilities on a scale from one to five. Any building deficiency receiving a score of "4" or "5" were included in the first two years of the plan.²¹ The DOE desperately needs to conduct a thorough, in-person analysis of existing facilities every year, particularly because perpetual overcrowding has often forced playgrounds to be converted to temporary classrooms and gymnasiums to be divided up to provide additional classroom space.

Compounding the issue, and of immediate concern to the Committee, is how the lack of an updated, comprehensive database of facilities impacted the DOE's proposed 2004-09 Five-Year Capital Plan. In the recently released plan, the DOE indicated that the Children First Ten-Year Needs Assessment for PE and sports upgrades is an astonishing \$1.554 billion.²² Yet, as a result of the City's fiscal crisis, the DOE earmarked only \$338 million towards sports and PE in the proposed Five-Year Capital Plan. Given our limited funds, we must be able to accurately direct money to the most dire of situations. Without sufficient data, that cannot be done.

Additionally, the Committee is alarmed that the DOE's proposal fails to address certain deficiencies in student data. The lack of aggregated data on student performance and needs also hampers the DOE's ability to offer quality PE and sports programs. For example, the DOE, has no idea how many students failed PE during the 2002-03 school year. Even more astonishing is its rationale for its lack of information, claiming that such information is not compiled centrally for K-8 students and that "at the high school level, an accurate

²⁰ New York State Assembly Committee on Oversight, Analysis, and Investigation Report "No Room in the Playground" September 2003, p.15.

²¹ Department of Education Proposed 2005-2009 Five-Year Capital Plan, p.67.

²² Department of Education Proposed 2005-2009 Five-Year Capital Plan. p.20.

accounting is difficult to compute due to variations in schedules.”²³ Clearly, this would be totally unacceptable for Reading or Math, and PE should not be held to a lower standard!

Lastly, in terms of student data, the Committee is concerned that the DOE’s proposed reforms have not adequately addressed other issues affecting its PE and sports offerings. For example, the Committee believes the reforms did not present any proposals to collect information pertaining to relevant health issues, such as determining communities with higher concentrations of childhood obesity, asthma, diabetes, or similar health-related conditions. These communities could benefit if the Health and PE curricula were altered to address their specific needs. Collecting and analyzing such relevant data would enable the DOE to tailor PE and sports programs to better meet the needs of its customers.

A GAME PLAN FOR PHYSICAL EDUCATION AND SPORTS PROGRAMS

THE COMMITTEE’S RECOMMENDATIONS FOR IMPROVEMENT:

Unfortunately, the Education Committee does not believe that the Department of Education’s plan for improving PE and school sports programs goes far enough. The system needed a complete overhaul, and while many of the changes are promising, the Committee strongly believes that many more initiatives are necessary for the physical and athletic needs of its students to be met.

Recommendation 1: Attack Early & Often

Today’s youth are considered to be the most inactive generation in history.²⁴ With PE too often merely catering to the 10% or so of children who are athletically talented, instead of all children, it is not surprising that an astonishing 43% of our City’s elementary-aged youth are either overweight or obese! Despite this widespread knowledge, and the fact that the risk of obesity continuing into adulthood increases to as high as 80% for obese children as they enter adolescence,²⁵ there are insufficient resources and energies dedicated to early intervention. This lack of preventative support is highlighted by the DOE’s reforms omitting a plan for improving PE and fitness amongst our youngest children.

Intramural Programs Starting at Pre-K

²³ Information provided to the City Council Education Committee by the New York City Department of Education on September 19, 2003.

²⁴ American Obesity Association. http://www.obesity.org/subs/fastfacts/obesity_youth.shtml

²⁵ Guo SS, Chumlea WC. Tracking of body mass index in children in relation to overweight in adulthood. *Am J Clin Nutr.* 1999; 70 (suppl): 145S-148S

Given that less than 12% of our City's students are involved in competitive Public School Athletic League teams,²⁶ the Committee commends the DOE for planning to re-introduce its Citywide middle school intramurals program. But, starting in middle school is simply way too late. Observing any nursery school or playground, it is readily apparent that the majority of children enjoy playing games and engaging in some sort of physical activity. Yet, according to the Center for Disease Control (CDC), by the time these same children reach the ages of 9-13, approximately 62% of them do not participate in any organized athletics during non-school hours.²⁷ Such a high statistic is frightening, as it far more difficult and expensive to re-attract a customer, or in this case, our youngsters, to physical activity than to retain a customer.

Providing children at a young age opportunities to actively participate in physical activity is vital for several reasons. While the physical activity serves as an excellent preventative measure against inactivity, it does so much more. Attracting youth at such an early age to organized physical activity creates tremendous benefits, as children will develop or refine movement skills, improve their self-confidence, self-esteem, and strengthens peer relationships through teamwork.

Furthermore, the structure enables children to learn self-discipline and make appropriate decisions regarding their behavior while teaching children to follow rules and established procedures.²⁸ As the Committee stated earlier, the skills gained by being involved in such activities are valuable for anyone to possess, let alone a child entering grade school. They are also highly transferable, and children will begin to utilize them throughout many other activities they are involved in during the school day or beyond.

Unfortunately, many of our youth are never exposed to such opportunities, while their suburban counterparts are actively engaged in coordinated activities on a regular basis. While the reinvigoration of the intramural program at the middle school level is welcome, it comes at an age where, unfortunately, many of the students have already internalized the belief that sports and physical activity are not for them. Thus, the Committee calls on the DOE to start with a program for Pre-K – 3rd Graders.

An Overlooked Opportunity – Recess

Recess is an invaluable time period during the school day, as it provides a tremendous opportunity to increase physical activity. However, not all children utilize recess in the same manner. Just as importantly, recess time enables children the opportunity to “blow off steam” and relax, or to use the time interacting with peers and developing basic social skills.

²⁶ Information provided to the City Council Education Committee by the New York City Department of Education on September 19, 2003.

²⁷ <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5233a1.htm>

²⁸ California Department of Education <http://www.cde.ca.gov/cyfsbranch/lsp/health/pebenefits.doc>

Certain students play games, others jump rope, or, unfortunately, some simply sit idly on the side waiting for the bell to ring and hurry back inside to class.

The Committee believes that recess can be better utilized, as it is presently too unstructured in many schools. It is frequently unclear who is to supervise the students, leaving it to be no more than a semi-chaotic period during the day. In addition, school personnel often withhold athletic equipment during recess as a punishment for student misbehavior, further impeding opportunities for physical activity by the students. By restructuring recess, the Committee believes the DOE can take advantage of the time to help increase physical activity yet still provide the necessary “down time” for students to relax and relieve stress.

The Committee recommends that the DOE assist principals so that they may develop a high quality recess program. One such model is Asphalt Green’s Recess Enhancement Program (REP). Asphalt Green collaborates with the schools to assess available facilities, both indoor and outdoor, and create an action plan to transform recess in to a more active experience. The REP associates develop a list of suitable activities for children to engage in during recess and conduct “peer training” sessions, for both staff and students, on ways to maximize available space and involve other students in games and activities. These REP associates return every week to monitor progress, and provide assistance to help schools adapt the program as circumstances change.

Summer School – PE Style

Summer! A season where images of children filling swimming pools, riding the waves at local beaches, or playing basketball in the park come to mind. Yet, unfortunately, such is not a reality for many of the children of New York City anymore, and unfortunately at a time when children are at need, more than ever, for structured, supervised activities. It is likely during these summer months that students are left unsupervised for extended periods of time during the day. Combined with the immense popularity of sedentary activities such as the Internet and video games, as well as unavailable or unsafe recreational facilities, it is not surprising American children are less physically active as a group than were previous generations.

Much like learning, physical fitness is a continuous activity. And much like they do with academics, students are apt to fall behind in terms of fitness during the summer. Given that PE and sports are often overlooked during the academic year, the Committee believes it is imperative to stymie any apparent loss. The Committee urges the DOE to utilize these months in a more non-traditional manner, integrating PE and other fitness activities into all DOE summer programs. Specifically, the DOE should create PE and sports programs during the summer that are available to all students, not merely academically struggling students. A few hours of sustained, organized physical activity a day during these summer months will go along way to help students develop a more physically active lifestyle.

Presently, the DOE is revamping its Summer Success Academy, its new version of summer school for third graders whose promotion is in doubt. Though specifics have not been finalized, the DOE is planning, in addition to academic instruction, on offering students 8-20 hours of enrichment activities per week to enhance motivation and reinforce learning.²⁹ While offering more than mere academic instruction is a positive first step, the Committee calls on the DOE to provide such activities for all interested students, not simply the Level 1 third grade students attending.

Recommendation 2: Increase Capital Investment!

As the Committee alluded to earlier, the DOE's proposal of budgeting \$338.3 million towards the upgrade of PE and sports facilities is simply insufficient. As academic performance and physical activity are intertwined, proper investment in a school's athletic facilities must be viewed as essential to overall academic performance. The Committee's recommendation is for the DOE to reinforce its attempt to reinvigorate sports and PE by making a substantially higher fiscal commitment. The time has come for the DOE to "put its money where its mouth is" and prove that its proposal to revitalize sports and PE in New York City is much more than rhetoric.

Specifically, as the City Council recommended in its Fall of 2003 report, *Capital Punishment: The Demise of New York City's Public School Buildings*, the Committee exhorts the DOE to allot a minimum of \$922.2 million towards the upgrade of PE and sports facilities throughout our schools.³⁰ Of this \$922.2 million, a total commitment of \$730.2 million should be designated for the construction and renovation of school gymnasiums -- at least \$675 million to rehab facilities at the 907 schools that currently have a total of 1,025 gyms and \$55 million to construct a gymnasium in the 184 schools currently without one.³¹

The remaining \$192 million of the total \$922.2 million investment in sports and PE facilities suggested monetary investment should be spent on playground redevelopment. Our young children desperately need proper and adequate areas for recreation, and thus the Committee is in support of the approximate \$195 million the DOE currently has allocated towards playground redevelopment in its 2005-09 Five-Year Capital Plan proposal.

²⁹ Department of Education. "Children First Promotion Policy: Ensuring Student Success." March 2004. p.17.

³⁰ New York City Council Report "Capital Punishment: The Decay of New York City's Public School Buildings." p.23.

³¹ Based on an estimated cost of \$300,000 to construct a gymnasium.

Recommendation 3: Provide Professional Development to All PE Teachers and Coaches

Enhanced professional development must be an integral part of any game plan to revitalize sports and PE in New York City. For if teachers are truly to inspire learning and foster academic growth, the DOE must invest in them and treat them as lifelong learners as well.

The Committee believes quality professional development is vital to the success of PE and sports programs. It will help by beginning the arduous process of transforming the culture and perception that many people, administrators and educators alike, have of the profession and “gym teachers.” First and foremost, PE instructors are not “gym teachers” - as the gym is only where they teach. (Although not necessarily in our schools!) PE and sports programs are much more involved than simply “blowing a whistle and rolling out a ball,” and thus these teachers, similar to their academic subject counterparts, need to be prepared and qualified to instruct. Academic subject teachers receive professional development on a continual basis, and the Committee feels that PE instructors should not be held to a lesser standard.

As indicated earlier, the Committee’s staff did attend a portion of a daylong, professional development session for Region 8 staff. Unfortunately, however promising that one professional development seminar was, that is all it was – one seminar. The Committee’s recommendation to the DOE is to no longer wait until a Regional Director of Fitness & Physical Development is hired before offering professional development in that region, but to replicate the existing programs of Regions 5 and 8 throughout the City immediately. The DOE must utilize its current staff and make sure that quality professional development is provided to PE instructors throughout the City, not just in regions where they have been able to place a qualified Director. Furthermore, the DOE must create a comprehensive development program to ensure that common-branch teachers who lead PE activities also receive appropriate training.

In addition, the DOE must leverage its power and collaborate with local universities and colleges so that PE and sports training gets incorporated into pre-service requirements of traditional teacher certification programs. Whether it be through the revitalization of many of the physical education departments within the Schools of Education cut during the 1970’s, or via CBOs with the requisite expertise, the DOE needs to ensure that teachers entering the work force in New York City are sufficiently prepared. Failing to prepare our teachers is preparing them to fail!

Recommendation 4: Reduce Class Size

PE teachers' ability to offer quality instruction and ensure safety is hampered by large class size. Middle school and high school PE classes have an average of 50 students. As Ken Achiron, Long Island City High School physical education teacher and Executive Director of the New York City Coaches Association/UFT, wrote the Committee, "Physical education classes have the highest class size limits in the system at 50-1...At 50-1, the opportunity to involve all students and to provide remediation for those students who need it becomes slim."

The Committee strongly encourages the Department of Education to aggressively lower PE class size.

Recommendation 5: Monitor and Track PE and Sports Operating Resources

As indicated earlier, the Committee finds the DOE's inability to differentiate fiscal allocations by individual subject matter to be highly problematic. With no mechanism to compare annual expenses associated with physical education, the public cannot evaluate the DOE's commitment to PE and sports programs.

Thus, the Committee recommends the DOE immediately develop a formula to tabulate operating expenses incurred from administering physical education throughout the City of New York. A detailed breakdown of all ancillary costs associated with PE and sports would create a benchmark for the DOE to more effectively assess the performance of existing programs and the fiscal impact of future reforms. Having access to such information would enable interested parties to more accurately gauge whether plans for revitalizing PE and sports are indeed genuine or merely rhetoric. Furthermore, such information is equally important and relevant to both the overall budgeting process and the DOE's efforts to hold administrators and educators more accountable for student performance.

In addition to changing its accounting methods, the Committee also recommends the DOE allocate every school an operating budget for PE and sports. The Committee feels that with a minimum of \$300/per pupil/per year³² allocated to an operating budget a school should be able to provide its students with a sound, basic PE and sports program. Excluding expenditures for facilities, an allocation of this size should allow every school to provide additional staff and coach training, purchase and maintain the requisite equipment, and develop programmatic changes to their PE and after-school sports offerings where necessary to provide a sound, basic PE program to every student. The Committee is realistic about the City's current fiscal capabilities and understands that it is not feasible for the DOE to provide this level of funding to every school at this point. However, the Committee strongly

³² Based on average teacher salary of \$55,137 (including fringe benefits) and school offering PE 5 times per week for 7 semesters. $(\$55,137 * 0.4 \text{ cost factor}) / 50 \text{ students per class} = \441 . Adding equipment and staff development expenses, the Committee estimates \$500/per pupil annually.

urges the Chancellor to develop a comprehensive plan for elevating funding for PE and sports to this level.

According to Michael Marcus, former President of the New York State Association for Health, Physical Education, Recreation, and Dance, Inc. (NYSEHPERD) and current professor of Physical Education at Long Island University-Brooklyn, schools in the past had to suffice on nominal, if even at all, budgets for PE, such as the onetime \$3.81/per pupil schools were allocated for equipment under the DOE's previous PE program, *Fit for Life*. Now, however, the Committee contends that the combination of a new PE operating budget and an accounting procedure in place to enable the public to track the flow of this funding would have a dramatic and positive effect on the DOE's PE and sports programs.

Recommendation 6: Enter the Digital 21st Century!

The Committee strongly believes that the proposed reforms will not have the overall desired affect until the DOE begins collecting and digitizing essential data. Policymakers, parents, and DOE officials need up to date data on the quality and distribution of PE and sports facilities; PE teacher certification, retention, and training; and student participation and achievement.

Recommendation 7: Continue to Leverage Community Resources

New York City has a plethora of resources that, if utilized properly, can enrich the quality of education that our children receive. Given that schools may be the best starting point to introduce students to certain lifelong activities, many youth and sports organizations - such as NY Junior Tennis League, Metro Soccer, and NY Road Runners, to name a few - are willing to collaborate with the DOE at zero or minimal cost, providing the students an ideal pathway to these activities. Furthermore, by identifying organizations that are under-utilizing their resources and subsequently providing them incentives, the DOE should be able to entice additional organizations to help serve our children.

Work It Out!

A prime example of an industry to target is the fitness industry. Similar to the food industry, which spends billions annually marketing "junk" foods to our nation's youth, the fitness industry logically stands to profit in the long run from collaborating with the DOE. By cultivating a relationship with our youth today, the fitness industry can expand their market of potential consumers, instill brand loyalty, and create a larger range of potential lifelong consumers.

With numerous fitness centers throughout the City, many of which operate with excess capacity during the late-afternoon hours, there is a great deal of potential for a positive relationship. By making these facilities available for use by high school students during these under-utilized hours, the centers can help the DOE meet the needs of its students. Ideally, as these centers assist students in creating a positive change in their bodies and developing a healthier lifestyle, the students likely will be internalizing the benefits of exercise. This entire experience should translate into creating a consumer more likely to continue exercising even after graduating, potentially with the high degree of brand loyalty the participating health clubs strive for.

One such model is the Work It Out! program. Work It Out!, currently seeking start-up funding in New York City, proposes to partner IHRSA (International Health, Racquet, and Sportsclub Association) Member Clubs with the DOE in this innovative collaboration. The proposal would enable high school students to utilize participating centers during the hours of 2:30pm to 5:00pm free of charge during the school week. Under this plan, participating centers, on average, would be able to accommodate 100 students in each facility under the guidance and supervision of the clubs trainers.

Such an arrangement seems to benefit all parties involved. The students are provided additional opportunities to engage in physical activity, the health clubs are potentially developing life-long customers, and the DOE is providing its students with enrichment activities and opportunities. Thus, the Committee recommends that the DOE further investigate such collaborations to better meet the needs of its students.

Incentivize the Community to Participate

In addition to utilizing such partnerships, the Committee has developed several other recommendations to “incentivize” organizations throughout the City to collaborate with the DOE. A few recommendations:

- Property-tax breaks to organizations that donate use of space for PE and sports programs
- Making health club memberships tax-deductible for families with school-aged children
- Waive the tolls for buses or vans transporting children to athletic facilities
- Amend the Zoning Resolution to encourage the development of athletic facilities near schools with the stipulation that students would be able to use the facilities during agreed upon hours.

Recommendation 8: Create a Healthier Eating Environment

As anyone who has attempted to “shed a few pounds” knows, becoming physically fit entails more than simply exercising. Eating properly is also a vital part of the process. Yet, too often poor eating habits established in young children lead to increased incidence of many chronic diseases, including cancer, heart disease and diabetes.³³ With different CDC-sponsored studies estimating the national healthcare costs associated with treating obese adults to range from \$75 billion³⁴ to over \$117 billion,³⁵ the Committee contends that all possible avenues of stemming this rising epidemic of obesity be examined.

Unfortunately, the food industry, with its highly paid marketers, continuously inundates the market with advertisements aimed at children, and more importantly, their parents, for a variety of unhealthy snacks and meals. Thus, if the DOE’s PE and sports program are going to have an effective impact on the rising obesity epidemic, it is imperative that our children also receive alternative messages extolling the virtues of healthy eating patterns and its correlation to fitness at an early age. The easiest way to get this message across to our youth is to build upon existing channels to disseminate such information. According to a CDC study, youth reported that their initial sources of information regarding food and eating habits came from their parents and school health classes.³⁶ Given that students spend the majority of time outside their homes in school, the Committee feels the DOE has an obligation to foster healthier eating habits amongst its students in conjunction with its PE and sports reforms.

In the summer of 2003, the City Council had taken steps to do just that by drafting Introduction No. 0316-2003, banning the sale of all “junk foods” via vending machines located within our City’s schools. The Committee would like to commend the DOE for its action of removing “junk food” from all vending machines accessible to students within their buildings. Furthermore, the school-wide portion of the Bloomberg administration’s controversial deal with Snapple Beverages has also eliminated the sale of sugary sodas and drinks in the City’s schools, replacing them with only water or 100% fruit juice drinks. Though the deal has gone through, a debate still lingers if the fruit drinks are truly healthier for the students, as they are often loaded with sugar and do contain more calories than the drinks they have replaced. However, with the 2003 healthcare costs to treating comorbidities related to obesity in New York estimated at \$3.5 billion,³⁷ the Committee urges the DOE to take every opportunity to reduce the amount of unhealthy caloric intake by its students.

³³ Demas, Antonia. “Food is Elementary: A Hands on Curriculum for Young Students.” 2001 Edition. p. 1.

³⁴ Finklestein, Fiebelkorn, Wang. “State Level Estimates of Annual Medical Expenditures Attributable to Obesity.” *Obesity Research* 12:18-24 (2004).

³⁵ American Obesity Association - Report on AOA Cost Study
http://www.obesity.org/research/cost_report.shtml

³⁶ Center for Disease Control - http://www.cdc.gov/nccdphp/dnpa/physical/pdf/exec_summary_2000.pdf

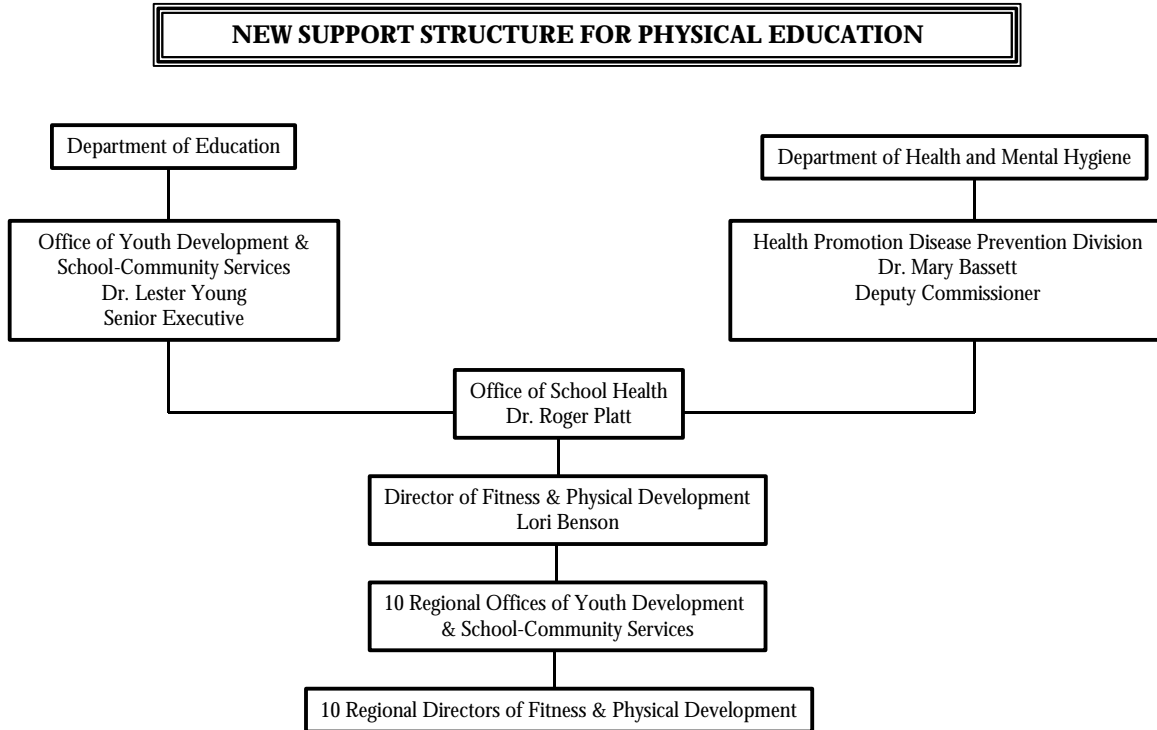
³⁷ Finklestein, Fiebelkorn, Wang. “State Level Estimates of Annual Medical Expenditures Attributable to Obesity.” *Obesity Research* 12:18-24 (2004).

But the DOE should not stop there. Building upon the foundation behind the DOE's Citywide free breakfast program, the Committee recommends the DOE complement its efforts towards increasing physical fitness by providing low-fat, healthy meal alternatives during lunch as well. With many students, particularly those from low-income households, relying heavily on school meals as a primary source of their nutritional intake; the DOE must provide healthy alternatives that also benefit a student's health and well-being. Furthermore, offering such nutritional, healthy meals during lunch can serve as a complement to both Project FIT and the DOE's health curriculum. Integrating lessons on food and nutrition within the scope of PE, and highlighting its importance by incorporating the school meals into the program, is one systemic change that can have a profound effect on our students and the schools goal.

CONCLUSION:

The Education Committee urges the Department of Education to consider carefully the analysis and recommendations presented in this report and adjust their reform efforts accordingly. The Committee's conclusions are based not only on the testimony provided at the Committee's September 23, 2003 hearing, but, most importantly, on extensive additional research and conversations with leading experts in the field. We cannot allow physical education to continue to sit idly on the side as the Department primarily focuses its energies on numeracy and literacy reforms. The Education Committee hopes that the Department of Education will welcome this report and will work collaboratively with the Committee to achieve our shared goal of improved physical education for all students in New York City.

Appendix A: Physical Education Organizational Chart



Appendix B:

DOE 2005-09 Five-Year Capital Plan Proposal – February 2004

PHYSICAL FITNESS UPGRADES OVERVIEW

Upgrade	Ten-Year-Need (2003 dollars)	Five-Year Proposal (adj. for projected inflation)
Multi-purpose Exercise Rooms	\$15.0mm	\$16.9mm
Athletic Fields	\$291.7mm	\$21.1mm
Playground Redevelopment	\$719.1mm	\$195.2mm
Swimming Pools	\$148.1mm	\$55.7mm
Gymnasium Upgrades	\$366.6mm	\$48.3mm
Paved Areas – Blacktop	\$14.3mm	\$1.1mm
TOTAL	\$1,554.8mm	\$338.3mm

Appendix C:
NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF SCHOOL FACILITIES
OFFICE OF BUILDING SERVICES

PHYSICAL EDUCATION FACILITY INFORMATION

Institutional Region (1-10)	Borough M=Manhattan X=Bronx Q=Queens K=Brooklyn R=Richmond	School Code	School Type (Select One) E-Elementary M=Middle School HS=High School	Gymnasium Y/N	How many Gymnasiums does the building have?	Fitness room/Weight room Y/N	Dance Studio Y/N	Multipurpose Room for Physical Education Y/N	Swimming Pool Y/N	Is pool operational Y/N	School Yard Y/N	Is school yard available for physical fitness activity Y/N	Playground Equipment Y/N	Is playground equipment operational Y/N	Athletic Field Y/N	Comment (JCP, Joint Operated, Park)
1	X	2	E	Y	1	N	N	N	N	NA	Y	Y	N	NA	N	
1	X	3	E	Y	1	N	N	N	N	NA	Y	Y	Y	Y	N	
1	X	4	E	Y	2	N	N	Y	Y	Y	Y	Y	N	NA	N	
1	X	7	E	Y	1	N	N	N	N	NA	Y	Y	N	NA	N	
1	X	8	E	Y	1	N	N	N	N	NA	Y	Y	Y	Y	N	
1	X	9	E	Y	1	N	N	N	N	NA	Y	Y	N	NA	N	
1	X	11	E	Y	1	N	N	Y	N	NA	Y	Y	N	NA	N	
1	X	15	M	Y	1	N	Y	Y	N	NA	Y	Y	Y	Y	N	
1	X	20	M	Y	1	N	N	Y	N	NA	Y	Y	Y	Y	N	
1	X	22	M	Y	2	N	N	N	N	NA	Y	Y	N	NA	N	
1	X	23	E	Y	1	N	N	N	N	NA	Y	Y	Y	Y	N	
1	X	24	E	Y	1	N	N	N	N	NA	Y	Y	Y	Y	N	
1	X	26	EM	Y	1	N	N	N	N	NA	Y	Y	Y	Y	N	
1	X	28	E	N	NA	N	N	Y	N	NA	Y	Y	N	NA	N	
1	X	32	E	Y	1	N	N	N	Y	Y	Y	N	N	NA	N	
1	X	33	E	Y	1	N	N	N	N	NA	Y	Y	Y	Y	N	
1	X	34	E	Y	1	Y	Y	Y	N	NA	Y	Y	N	NA	N	
1	X	35	E	N	NA	N	N	Y	N	NA	Y	Y	N	NA	N	
1	X	37	E	Y	1	N	Y	Y	N	NA	Y	Y	Y	Y	N	
1	X	42	E	N	NA	N	N	Y	N	NA	Y	Y	Y	Y	N	
1	X	46	E	N	NA	N	N	Y	N	NA	Y	Y	N	NA	N	
1	X	53	E	N	NA	N	Y	Y	N	NA	Y	Y	Y	Y	N	
1	X	54	E	Y	1	N	N	Y	N	NA	Y	Y	Y	N	N	
1	X	55	E	N	NA	N	N	Y	N	NA	Y	Y	N	NA	N	
1	X	56	E	N	NA	N	N	N	N	NA	Y	Y	N	NA	N	
1	X	58	E	N	NA	N	N	Y	N	NA	Y	Y	N	NA	N	
1	X	59	E	N	NA	N	N	N	N	NA	Y	Y	N	NA	N	